



KWAYACIIWIN EDUCATION RESOURCE CENTRE

ANNUAL REPORT

2015-2016

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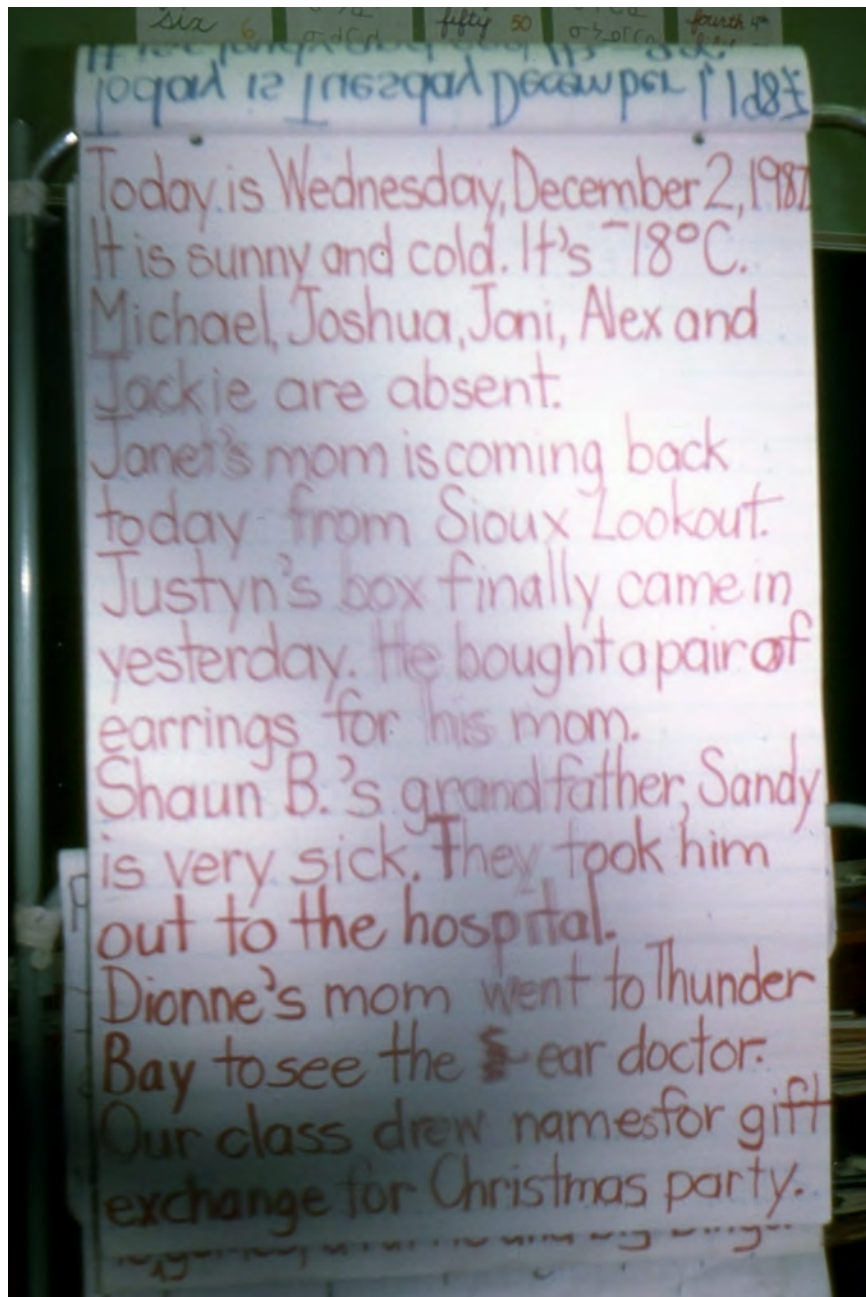
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"I support the ideas being presented as long as it will reach the child; the child will get what they need. We support anything that will improve education in our schools."

ABOUT KERCC



Established in 2002 by the Sioux Lookout district chiefs to address academic gaps identified in Grade 9 testing, Kwayaciiwin Education Resource Centre has developed a wide range of school support services for First Nations across the district.

First Nations in the district began to assert control of the education of their children in the 1980's. Today, 21 of the 24 Anishinine (Oji-Cree) and Anishinaabe (Ojibwa) communities in the Sioux Lookout district

operate their own schools. All are committed to providing quality instruction, sound academic programs, and healthy, supportive environments for children based on the values, language and traditions of each First Nation.

KERC MEMBERS

Kwayaciiwin Education Resource Centre works with local education authorities, chiefs and councils, education directors, principals, teachers and classroom assistants to support Anishinine/Anishinaabe student success in ‘both worlds’. Services include coaching and mentoring of school staff, curriculum development, school success planning, learning assessments, student performance data collection, special education support, professional development and assistance with information technology and management.

Independent First Nations Alliance

Kitchenuhmaykoosib Inninuwig
Muskrat Dam
Pikangikum

Windigo First Nations Council

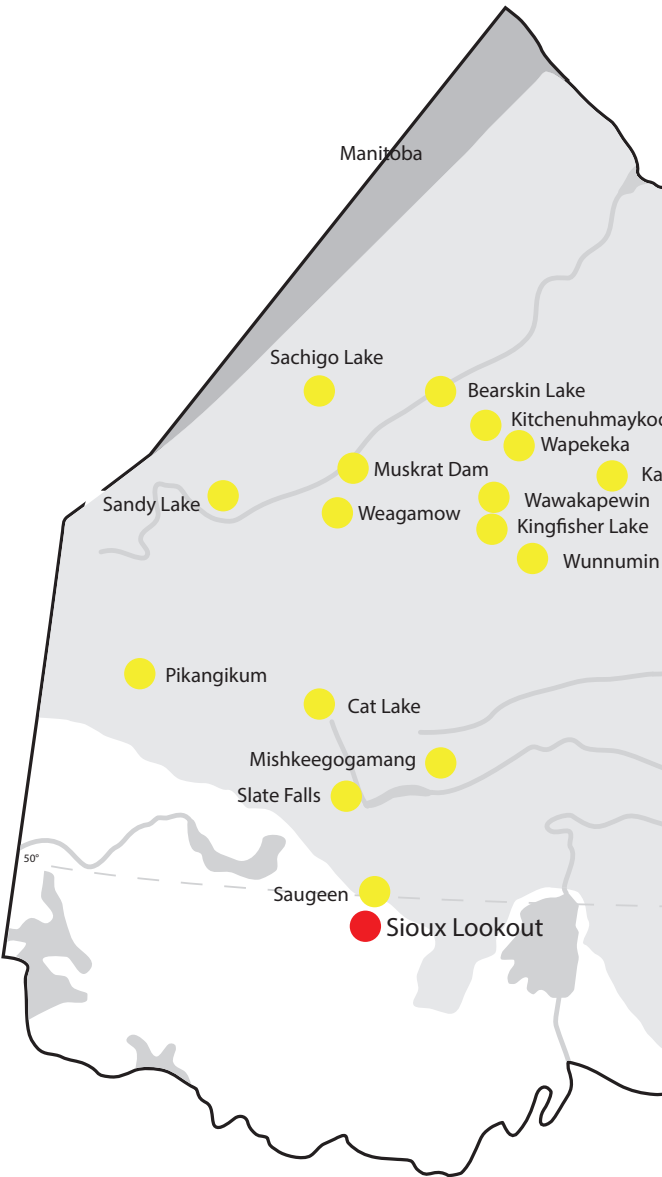
Bearskin Lake
Cat Lake
Sachigo Lake
North Caribou Lake
Slate Falls
Koocheching

Shibogama First Nations Council

Kingfisher Lake
Wunnumin Lake
Wapekeka
Wawakapewin
Kasabonika Lake

Non-affiliated First Nations

Saugeen
Mishkeegogamang
Sandy Lake



OUR COMMUNITIES



Bearskin Lake	Big Trout Lake
Cat Lake	Deer Lake
Fort Severn	Kasabonika Lake
Keewaywin	Kingfisher Lake
Mishkeegogamang	Muskrat Dam
North Spirit Lake	Pikangikum
Poplar Hill	Sachigo Lake
Sandy Lake	Saugeen Nation
Slate Falls	Wapekeka
North Caribou Lake	Wunnumin Lake

SERVICES

LITERACY, NUMERACY & STUDENT RETENTION

A team of specialists provides resources and coaching for educators, on site and in virtual settings, to better equip them to advance student success in reading, writing and math. Strategies and tools are also shared to encourage parent and community involvement with students and schools.

BILINGUAL, BICULTURAL CURRICULUM

A culturally-based framework for teaching Anishinine/Anishinaabe students is provided to every school. The curriculum, developed by Kwayaciiwin for kindergarten through grade 8 and mandated by the Chiefs, is supported by a growing assortment of books and audio-visual materials in Oji-Cree, Ojibwe and English. Specialists work with educators and community members to implement and adapt the curriculum.

PROFESSIONAL DEVELOPMENT

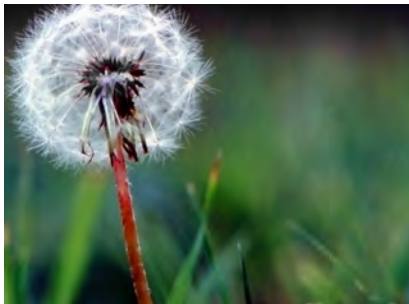
Workshops, conferences, institutes, one to one coaching and mentoring, covering a range of subjects and best practices, are offered to Principals, Teachers, Classroom Assistants, Tutor Escorts, Education Directors and local Education Authority/School Board Members, across the district. Kwayaciiwin also facilitates the development of Professional Learning Communities (PLCs) across the district. Training and coaching is delivered on-site at schools, through virtual conferencing, and at centralized group training sessions.

STUDENT ASSESSMENT & DATA COLLECTION

Kwayaciiwin maintains a standardized performance measurement system to monitor student achievement in classrooms across the district. The system provides parents, students, staff, and communities with accurate reports, tracking learners' skills in reading, writing and math at various grade levels. The information can be used to guide individual learning plans, curriculum design, and school success planning. Cumulative data from across schools is analyzed and shared with education leaders.

SCHOOL SUCCESS PLANNING & LOCAL GOVERNANCE SUPPORT

Education Directors and Principals are assisted to develop school success plans which set out goals, activities and targets for improving student achievement. Kwayaciiwin supports locally designed proposals, aids when requested with five-year school reviews, facilitates standardized school policy development and provides governance training for local education authorities.



TECHNOLOGY & INFORMATION MANAGEMENT

Support is offered to Teachers and School Administrators in the use of technology in the classroom and the maintenance of student information systems and standardized record keeping. This allows schools to better assess, report on, and accelerate student progress. Kwayaciiwin promotes the potential for “tradigital” education, combining the best of traditional and digital practices to enhance student learning.

SPECIAL EDUCATION SUPPORT

Kwayaciiwin can help assess students’ special needs and coordinate supports such as speech and language therapy for students, on a fee for service basis. Support includes helping teachers to develop effective individual education plans (IEPs) and adapt learning materials.

PUBLISHING / PRINTING

Kwayaciiwin has an expanding professional publishing house for locally developed readers, instructional resources, yearbooks, posters, newsletters and assorted professional materials.

MISSION

Kwayaciiwin Education Resource Centre provides education services that foster excellence to the communities of the Sioux Lookout District.



VALUES

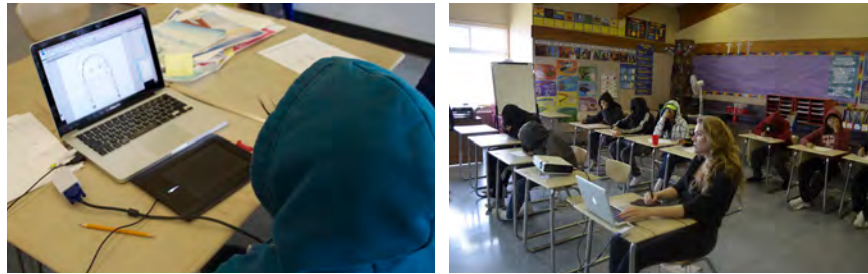
All gifts and blessings come from our Creator.

We believe in our students and their ability to learn and succeed in ‘two worlds’.

Student achievement, confidence and success depends upon the traditional lifelong teachings and wisdom of our people, the preservation and maintenance of our Anihshiniimowin/ Anishinaabemowin language and lifestyle.

We value and promote:

- Parent and community involvement in a safe and nurturing environment
- Partnerships which support local education
- Use of best practices
- The ongoing development of land based education
- Cross cultural awareness and training
- Consulting with communities and responding to requests in a timely manner

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PG. 13

BOARD OF DIRECTORS



Michael Bottle,

Chair, Mishkeegogamang First Nation Representative

Michael Bottle is currently a Band Councillor in Mishkeegogamang First Nations and is responsible for education. He is a trained teacher and has been teaching. He has been a principal and education director too. He is committed in First Nations education. Michael has been appointed as new Chairperson of the KERK board

Mary Angees

Shibogama First Nation Council Representative

Hello, my name is Mary Angees from Wunnumin Lake First Nation. First and foremost, I was

blessed with three boys and my husband who have been very supportive of me working as an educator. I have been in the teaching field for some time now. I enjoy teaching immersion in Anishiniimowin, which is my passion. I believe children should learn their language first and learn about their culture and identity. Miiway, miigwetch.

Moses Kakekaspan

Keewaytinook Okimakanak Representative

Education Director since April 2012, prior to that I served as Chair of the local education authority and was a member for over ten years. I also served on the board of Oshki Pimache O Win. I was appointed by Keewaytinook Okimakanak to serve as a KERC Board Member since March 2014.

Christina Meekis

Sandy Lake First Nation Representative

Christina is Education Director for Sandy Lake First Nation. She holds a Bachelor of Arts degree from St Thomas University in Fredericton, New Brunswick and a Bachelor of Education degree from the University of Ottawa. She has been in the field of education since 1996, first as an adult education instructor in New Brunswick and then a teacher at the high school in Sandy Lake. Christina feels that education is the key that

will improve the lives of all First Nations and their children.

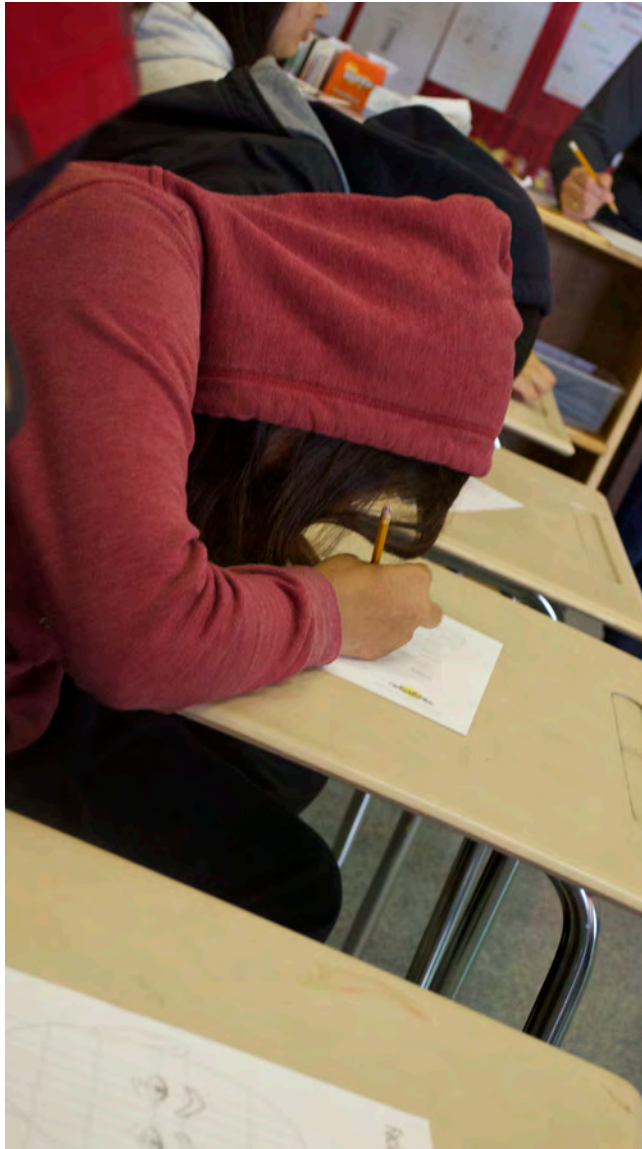
Richard Morris

Independent First Nation Alliance Representative

Richard is a band member of Kitchenuhmaykoosib Inninuwug who now works in Sioux Lookout as Education Advisor for Independent First Nation Alliance.

Windigo First Nations Representative seat is vacated





Message from the Chairperson

On behalf of the Kwayaciiwin Board of Directors, I want to welcome the Chiefs, Proxies and elders to the 2015-2016 Annual General Meeting. I also want to send greetings to the parents and guardians listening through the Wawatay radio. It is an honour to provide a message on behalf of the Board of Directors to communicate, acknowledge and share the accomplishments and challenges that Kwayaciiwin achieved and faced this year. I want to acknowledge the board of directors for their continued leadership and guidance.

It is an honour to be the board chairperson and I am just learning the roles and responsibilities. By profession, I am a teacher and education is my priority. I am from Mishkeegogang First Nations and I have done the best of my ability to lead. As board chairperson, it is my role to lead the board, ensuring its effectiveness on all aspects of its role and setting its governance function. I am responsible to maintain a positive relationship between the board and management (executive director). The board chair works closely with the executive director to determine the annual priorities and goals for the Kwayaciiwin Education Resource Centre (KERC). The executive director is responsible for day-to-day operations and management of the Kwayaciiwin as an organization. Executive Director implements the board's annual priorities and directions based on needs.

This year we made positive stride, we have managed to secure funds to develop a 5 Year (2016-2021) Strategic Plan for the organization. The KERC 5 Year Strategic Plan will set clear directions and parameters on how Kwayaciiwin Education Resource Centre moves forward on these four main goals: 1) capacity building, 2) unified practices, 3) community empowerment and 4) cultural integrity. These are the four strategies that will lead the organization to the future. It is the goal and

expectation that the managers and staff will be guided by the strategic plan to mobilize the vision and mandate to advance education in the district. We want to thank all those grassroots people, leaders, educators, and parents for their input. The final and most important part of strategic planning is action. We all need to be part of action plans and to support KEREC.

It is evident that KEREC have improved and expand the programs to better serve and support the community schools. However, KEREC continues to face challenges to secure sustainability and financial stability to address the education needs in the communities. We continue to explore other sources of revenue to off-set and support the program costs. We have continued to lobby with the federal government for core funding as promised. We have directed the management to think and plan outside of the box. We have secured partnerships with the provincial government ministries to attain funds. KEREC have entered into a service agreement with the Local Education Authorities to provide special education services. KEREC have established a printing & publishing department to generate extra revenue and profits by selling our local culturally relevant developed books, unit plans, readers, posters and many other instructional resources.

We need to continue to work with the district Chiefs to take a lead to control, manage, protect and develop its district aboriginal education system that is based and found on First Nations values, traditions and expectations. We must continue to work together to protect, preserve and rejuvenate our First Nations language and culture. We must continue to build on the original vision of our elders that by working together in the district will provide opportunities to address the issues collectively.

In conclusion, I believe we are capable to make positive changes and improvements by working together, supporting each other, and together we can stand strong in achieving the impossible for our children. I want to acknowledge and thank the KEREC management and staff for their continued commitment and dedication to work in partnership with the school staff and local education authorities to support the students and communities. I also want to thank all the local education authorities and the chiefs for their continued support.

Thank You and May God Bless You

Michael Bottle

KEREC Chairperson



Message from the Executive Director

As I begin to compose my message, I realize how quickly the year has passed and reflecting back to many memorable challenges we faced in the organization. I am grateful to be part of the team. I want to welcome the chiefs, proxies and elders to our Annual General Meeting.

I want to acknowledge our Creator for his continued blessing to the parents and caregivers who diligently support their child's education on the daily basis. I want to thank all the chiefs, local education authorities, elders, education directors, school staff for their continued support and guidance to Kwayaciiwin Education Resource Centre. It is important to comprehend our collective role and responsibilities to help bring up the achievement scores of all the First Nations students. We all have a role to play to continue to develop and build on the successes that lead to support our priorities: increasing student achievement levels, closing gaps in student achievement and increasing public confidence to strengthen our foundation to build a better future for the students.

On behalf of the Kwayaciiwin Board, management and staff, I want to greet and acknowledge all the children whom are instrumental for the establishment of Kwayaciiwin Education Resource Centre (KERC) by the district chiefs in 2002. KERC's mandate is to support the teachers, principals, education directors, special education resource teachers, immersion & language teachers, classroom assistants and tutor escorts in your schools. The ultimate goal is to improve and raise the students' achievement levels by working together as a team.

I want to remind you and to the parents that Kwayaciiwin Education Resource Centre is your First Nations education delivery organization. KERC is a legal entity that was incorporated in 2010 and the corporate members are the district chiefs. The corporate members are responsible to establish Kwayaciiwin board of directors to govern the organization as per by-law and policies. Board hires the executive director to lead and implement the mandate. KERC is blessed to have a committed and dedicated board of directors who are in the field of education. One of the corporate duties is to provide an annual report to the corporate members and communities.

Prior to presenting the 2015-2016 annual report, I feel it is important to explain one of the consistent barriers that causes a challenge and difficulty to Kwayaciiwin Board to effectively develop and deliver positive changes and improvements to your band operated schools that is "KERC does not have any authority to enforce the Chiefs' directives in the schools such as: implement Kwayaciiwin curriculum guidelines (2010), use the KERC generic school policy, and implement standardized KERC student assessment". "That responsibility lays with the local education authorities". KERC had proposed that the Chiefs develop standards for the supervision



and evaluation of the principals but it was not approved. We just support and assist the education directors as requested.

It is an honour to present the KERC 2015-2016 Annual Report to you and to the communities. I will take the lead to introduce and facilitate the format and table of contents of the annual report presentation. I am going to direct the managers to present their respective program reports for clarity purposes. I want to ensure that the chiefs fully understand the achievements and results of the programs. It is important that the program managers engage and communicate with the communities for accountability purposes.

This past year, we have worked closely with our partners (communities, LEAs, school staff, education directors and tribal councils); the focus is to develop and implement the initial components of effective school systems to initiate standards and consistency in the schools. It is important and necessary to have education standards. I want to highlight some critical achievements implemented by Kwayaciiwin as following:

1. As partners with the 20 schools, Kwayaciiwin continued to provide academic readiness support and language program development initiatives with the schools.
2. As partners with 13 schools and 3 tribal councils, Kwayaciiwin have successfully administered their FNSSP funds based on the 2015-2016 proposal.
3. As partners with 13 schools and 3 tribal councils, Kwayaciiwin received 2015-2016 Structural Readiness project funds to focus on strengthening the organization's capacity to govern, administer and manage programs through capacity building and development.
4. Through the Structural Readiness Project, Kwayaciiwin Board completed its first 5 Year Strategic Plan and it is approved for implementation. This is one of the key documents that will guide the board, management and staff to the future.
5. As per Resolution #11/01-2016, to develop standards and consistency in the schools, Kwayaciiwin continues to conduct the District Wide Screening and Assessments in all the schools to gather data and stats that will assist the teachers. KERC provided the generic school policy & procedures to all the schools to use as a model.
6. As directed by the eight communities, KERC partnered with the 8 schools to develop and implement the first ever 2nd level High Cost Special Education Services with success. We focused on: coordination of local programs, professional development for special education teachers and tutor escorts and speech & language.
7. Even though KERC did not get a mandate to provide 2nd level supervisory services for the principals yet, Kwayaciiwin have responded to requests from numerous communities for assistance and support to evaluate and supervise the principals.
8. As per the strategic plan, we have strive to improve communication with the communities to promote KERC: on-

site visits, radio shows, update website, newsletters, video-conferences and inviting people to KERC.

Despite the positive achievements, KERC continues to face challenges that affect the overall delivery of effective support services to the schools as following:

- KERC does not have sufficient staff to adequately support all the schools;
- Staff turnover in schools is high and thus causes inconsistency especially the principals;
- Difficulty to hire and secure staff at KERC due to lack of accommodations, high cost of living and salary levels. KERC needs to develop a competitive salary grids;
- There is a need to develop a “PROTOCOL” that will clearly identify all stakeholders of their roles and responsibilities to mobilize and support each others’ vision and customs and expectations;
- KERC does not have any authority to supervise the principals to ensure the implementation of the KERC curriculum guidelines and enforce Chiefs’ directives;
- Inadequate funding from Aboriginal Affairs Canada continues to be the biggest challenge, KERC needs a secured core operational funding to effectively plan for the future.

KERC and the communities continued to work together as partners to advance education and address the academic gaps. We are faced with a reality that needs to change to properly monitor and manage effective learning

environments in the schools. The status quo is not working and it must change in order to move forward in education. In my view, KERC needs to be more involved directly and indirectly with the community schools as partners. KERC was never granted any form of AUTHORITY to supervise the schools. KERC Board cannot enforce the district Chiefs’ directives and expectations as it is structured now. I believe KERC board and management have demonstrated its capacity and ability to take addition role. I hope to see the district Chiefs take the necessary steps.

In conclusion, I want to acknowledge and recognize the program managers: Margaret Angecneb, FNSSP Coordinator, Nelson MaKoop, Academic Readiness Project Coordinator / Immersion Lead and Eugene Southwind, Finance / Human Resources Officer for their continued dedication and contribution. I want to express my sincere appreciation to our hard working frontline and support staff. As I leave the organization, it has been a great honour to work with the district Chiefs, Kwayaciiwin Board of Directors, management, KERC staff, education directors and the communities for the past three years. I hope you are satisfied with my performance as a leader and educator.

Thank You

Matthew Angees

Miigwech and enjoy



Historical Funding

Funding History 2002 – 2010 (Academic Readiness Project)

Program management under NNEC Administration and District Education Planning Committee

Year	Program Management	Funding Amount
March 31, 2002	DEPC	\$ 734,764.00
March 31, 2003	DEPC	\$1,022,525.00
March 31, 2004	DEPC	\$1,315,425.00
March 31, 2005	Academic Readiness Projects	\$1,055,169.00
March 31, 2006	Academic Readiness Projects	\$ 985,166.00
March 31, 2007	Academic Readiness Projects	\$1,248,198.00
March 31, 2008	Academic Readiness Projects	\$1,352,778.00
March 31, 2009	Academic Readiness Projects	\$1,355,184.00
March 31, 2010	Academic Readiness Projects	\$1,300,237.00

Sources of Funding

Since KERC became incorporated in April, 2010

Years	New Paths - ARP	FNSSP	Core Funding	Structural Readiness Program	First Nation Nutrition Project	Other Sources	Totals
2010 – 11	\$ 1, 300, 000	\$ 2, 488, 000	0				\$ 3, 780, 000
2011 – 12	\$ 950, 000	\$ 3, 318, 000	0				\$ 4, 268, 000
2012 – 13	\$ 800, 000	\$ 3, 500, 000	0				\$ 4, 300, 000
2013 -- 14	\$ 800, 000	\$ 4, 200, 000	0				\$ 5, 000, 000
2014 – 15	\$ 800, 000	\$ 4, 200, 000	0				
2015 – 16	\$ 800, 000	\$ 3,300,000	0	\$ 349,482	\$ 300,000	\$ 344,191	\$ 5,093,673

ARP Report

With years of providing second level educational services in the Sioux Lookout District to First Nation schools, Kwayaciiwin Education Resource Centre (KERC) has grown into a dependable organization for its delivery and support it has given its partners and communities.

Even though some of our partners have moved away from KERC, we continue to work with our schools and educators to support learning with more resource development and training. We assume that this service to continue and to be our focus. We look forward to the direction that come from our partners in what they expect this organization to do to improve our education in the north.

In order for education to improve, everyone needs to know what is happening in the school. How closely you work with the school administration and how close they work with you will help on building those bridges that will support student learning. Communication is the key and planning. If there is no communication, the breakdown of the support system will happen. The school cannot function on its own without the authorities



and leadership's support. The parental support is very important when dealing with students and their achievements. Parents always should know what is happening with their child. School staff should always remain professional and courteous when dealing with parents. The frustration happens when this communication breaks down.

The district partners need to develop a roadmap of our education to provide all students more success, support in special education services, assessments – informal and formal, structures of authorities, and provision of services comparable to the provincial school divisions and support your organization to do its work for you.



Summer Institute Workshops – Native Language and Immersion Teachers

In August we provided workshops with our Native Language and Immersion Teachers. These workshops were designed to support their profession and take back what they learn to use in the classroom.

Total Physical Response

1. Total Physical Response is a teaching technique for language teachers to use in their classroom for language acquisition. This should help students to be more successful in learning to use the language more effectively and to understand it.

Curriculum Planning:

How to use and incorporate the learning centres in the classroom. Using centres provides a student in:

- Independence
- Help students become more responsible
- Allow children to learn through self-discovery
- Provide teachers with time to pull children one-on-one or in small groups to target specific academic skills and better meet the needs of individuals

Unit Lesson Activity

Teachers are taught how to plan with more clarity and learner outcome goals. Using the

KERC curriculum units to plan the year (long range plans) and lessons to teach.

Immersion Curriculum Program

Teachers will learn to use the Anishiniimowin Immersion Phonetic Oral Language Program for Kindergarten. This will support teachers how to use the syllabics system more effectively for language acquisition and language retention.

Syllabics Writing System

Teachers were taught to use syllabics writing system with the oral language to write more effectively and with understanding how to use the long and short sounds.

Isolated Education System

Changes need to happen in our schools. We've struggled too long and too hard to make our education work for our children. The systems we are used to, for so long now are not up to par. As we know, it is not working for many students. It is frustrating parents, guardians and leadership. We cannot define our system as having effective schools nor can we say our schools are standardized to meet the skill development and meeting provincial standards. The most important thing we can do is to work together. The days of working on your own will not work but through cooperative and joint support initiatives with our partners, our schools will show more successes and student achievements.

The building blocks of education can be divided into two groups: the three R's — Reading, Writing, and 'Rithmetic — and everything else.

The three R's are skill-based and progressive. You have to learn your letter sounds before you can read little words; you have to have a grasp of many little words before you can read a novel. You must make straight and curvy lines with a pencil before you can make letters. You must make letters before you can write words. You must be able to add before you can understand multiplication and subtract before you can understand division. These subjects require a person to start at the very beginning, and build skills one step at a time. Ask yourself this question. Is this happening in your school? Who is monitoring that these skills are being taught and students are benefiting and equipped to be more successful?

The "everything else" includes, history, geography, literacy, science, art, music, physical education, memorization, and life skills. In our schools, not all skills are being taught. Our teachers need to be re-educated on teaching skills and what skills each grade level should master. We focus too much on trying to finish each subject in the textbooks instead of teaching students the skills they need.

Opening up the northern community schools to a better education system should be the priority and supported by our leadership, education authorities and community people, and our KERC board needs to have a vision to lead our district. Time for change is coming and KERC can lead, supported by our communities to build a stronger learning environment for our students.

We need a system that is governed by a governing body to ensure all working



technical systems are in place. Even though standardized testing is done, it reveals much more is to happen in order for our children to bridge the gap of achievements. We have to start producing stronger and well-educated children in all levels of our classes. We cannot wait and wait because that's what we've been doing for many years since we took over our education systems. We work hard for our children, teachers, education authorities, parents and community leadership at this Centre to ensure all training and professional development is given and provided to all our educators. These should make a difference and improve the learning. But more supervision is needed in the schools to ensure everyone is doing their jobs as required. More awareness is required on what your children are being taught in school. The administration in the school, education authority members and the principal should be aware of what is being taught and finding ways to improve the quality of instruction for more skill development and stronger education foundation which will carry them to the next level.

Our leaders need to come collectively as one nation, as one voice, of one mind, and of one body to work together on issues to improve education in our communities.

We know that our education is not at par with the provincial levels in terms of funding, professional development, and teacher expertise. There are other gaps that need to be addressed. The role of education directors need to be more active and proactive with the understanding of the school as a system,

understanding the technical areas to improve, and how to manage the processes. How can the education directors do their jobs more effectively and apply that knowledge to improve the learning gaps. We need to keep building the skill levels of our key people in order to help our education to improve.

Student Preparations for Higher Learning

As we move towards another new year, we should consider our children's needs together. Hiring the qualified teachers for the right positions should help improve the skill development. Also the teachers should be willing to work in the north. The curriculum should be consistent throughout the district. All schools should be using the KERC curriculum as mandated by the district chiefs in 2010. All units of study are sent up to every school as needed. Each unit has activities and lessons. These units have been used for a while now. Preparing students starts in Kindergarten to Grade 3 as crucial years of educating our children for early success. What they learn there sets the precedence for their success as they grow and move from level to level. Again these years are very important to make sure all the critical skill development happens. In these times and years of learning, the most neglected skill to work on is "Listening".

Most times this skill is so forgotten and we keep stressing our students to listen in class, listen to your teacher and we don't model this for them nor do we teach it as a social developmental skill. If a child can learn to listen, they will learn better and with more comprehensive understanding on how to do

their work or play based learning with other children.

Educating our children in our languages, cultures, traditions, history and our identities should be embedded in the main stream curriculum. For our children to succeed and respect themselves and others, they need to be taught the values and principles. This type of curriculum is part of what Kwayaciiwin Curriculum is about. Indigenizing curriculum to better understand our cultures and our people. But more need to happen from the community to help the schools develop the culture and history curriculum from community perspective. What curriculum does your school implement?

What we have been doing has had a very minimal change in what we have been thinking of our perception of changes and moving forward in educating our children . What are we trying to improve, or change?

Why can't we make these changes? Why can't we work together as communities? Changes will come when we start working as one nation. We share the same issues and problems. We know the needs of our people. But we can't seem to do anything because we work in isolation. What can one community voice accomplish to the government? Very minimal change has happened, enough to keep a few people happy in each community. So we strive to educate our children to higher achievements and higher skill development that they can use these as they grow into adults. But is this skill development up to par?

Services & Production

We've been very busy for our First Nation Schools by providing them with the following services:

Developing Oral Language Programs for First Nation Language Teachers

Objectives:

1. Language teachers need programs
2. Language teachers need support with development and implementation of programs
3. Language teachers need help on understanding how to implement a program for language acquisition
4. To support language retention, rejuvenation, and preservation of oral language fluency.

Oral Language Programs in Anihshiniimowin (Oji-Cree)

Goal: to support immersion teachers with the instruction in the first nation language. We have developed three oral language programs that will help the language teachers have something to follow. The immersion classes had no programs or guides to follow until now.

The following were developed and are being implemented in the first nation schools:

1. Oral Language Kindergarten Program (Phonetics)
2. Oral Language Grade One Program (Phonetics and Grammar)
3. Oral Language Grade Two Program Grammar / Reading/Writing)

These programs were developed to help support the immersion classes, with the oral language program being on its own time frame and block. It is to support language acquisition, retention, rejuvenation, and preservation. The first nation language decline in our schools and communities are getting worse and nothing is happening to stop this.

Though our schools are the front line workers in language instruction, it is not producing fluent speakers that can carry on the language to another generation. The schools need your help in developing community initiatives to start language awareness activities, or programs to keep our languages strong. Whole community involvement is the key to preserving what we have and producing strong speakers.

Immersion Program Support Services

Full language classes taught throughout the day, everyday language instruction is considered an immersion class. Students are taught in Oji-Cree, Cree or Ojibwe, depending on which community is doing this. Each subject is taught in the language as in all English academics. But not all are working to develop the language or the skills in our students.

We have to understand that most of these teachers are not qualified trained teachers, but those who have been in the schools for awhile now, and put into classes because they are speakers and can read or write. Most of the time, we find that they need help in planning their goals and objectives in what skills they should be teaching. We try to include those when we have our workshops in August. But

not everyone learns the same; so, much of our time is supporting these teachers in their schools. But our funding is limited to what we can do in travel.

There are still six schools that offer full language immersion classes in our district from K – Grade 2. With these schools, Ballena Anderson is the staff that goes to each school as needed. Her duties are to help with implementation and provide training. Her experience and language fluency supports the language teachers with methodology, professional in-classroom support and writing.

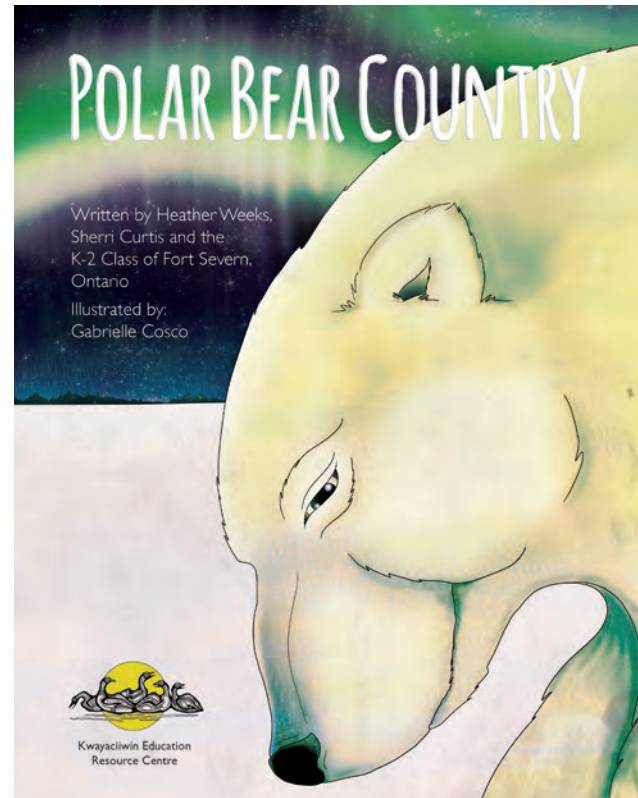
We have developed a grade one and grade two oral language curriculum. This program is for the immersion teachers who are teaching for language acquisition, to develop language fluency with children and help support the language loss.

Production Services

KERC's production services is a growing due demand from organizations that want to request or utilize what we can do. A lot of these extra services include:


- printing signs and banners for outside/inside
- brochures and other information packages
- posters
- school projects / books
- school yearbooks
- programs
- children's books
- translation work for organizations
- indoor signs

We can do more printing services if we had



ACEC'S SCIENCE FAIR | MAY 7TH

HOW THINGS WORK



IN THE SCHOOL GYM 1-3:50PM

CLASSES WILL BE ASSIGNED SCHEDULED TIMES IN THE AFTERNOON TO WALK AROUND THE GYM OBSERVING THE EXPERIMENTS AND ASKING QUESTIONS.

TEACHERS AND TA'S/TE'S MUST STAY WITH THEIR CLASS AT ALL TIMES IN THE GYM.

STUDENTS WHO HAVE SUBMITTED EXPERIMENTS ARE TO STAY WITH THEIR PROJECT IN THE GYM FOR THE DURATION OF THE FAIR.

IF CLASSES ARE DOING WHOLE-CLASS PROJECTS, 2-3 STUDENT REPRESENTATIVES WILL BE ALLOWED TO STAY WITH THE PROJECT DURING THE FAIR.

POSSIBLE PRIZES FOR CATEGORIES:

TEACHERS: \$100.00 - \$500.00

SUPERVISORS NEEDED:

BUS MONITORS, SOCIAL COUNSELLOR AND VICE PRINCIPAL WILL BE AVAILABLE FOR DIRECTING STUDENTS IN AND OUT OF THE GYM AND KEEPING THE HALLWAYS CLEAR.

EXPERIMENTS WILL BE JUDGED BY EVELYN AND AMBER



another printer. Right now, we are using one printer that can print out the books, binding them and the quality is very good. The other materials we have printed are listed but not limited to what is on there. We also have a catalogue of our materials that we sell to organization, public schools and other institutes. Again this service is slowly being utilized by other organizations for their printing needs.

New Horizons for Seniors

Project Title: “Sharing the Knowledge: Life Experiences”

We’ve applied for funding for archiving, and preservation of language through the mentorship of our First Nations Elders. The results will be used in creating the language patterns, linguistics of languages and using this to help in the implementation of programs that will help keep the languages strong. It also helps and support our elders to be our sources of knowledge and information in languages, teachings, and social growth. Each elders’ contribution to the project will be shared in all of our schools KERC works with.

This project titled: Sharing the Knowledge: “Life Experiences”, will focus on the life stories of our elders and promoting their knowledge and wisdom as part of this data collection, the language and the fluency of our speakers, will be preserved through story-telling, understanding the culture and traditions through the teachings, and keeping these alive through various media outputs. One of the biggest assets is to use the videos as part of

learning the language. The oral fluency of our elders will be archived and used throughout the years. This will support those who want to learn to use the languages with more confidence. The sharing of resources to the general public will be through our website: www.kwayaciiwn.com. Here, there will be on-line resources and videos to be accessed by others from all over.

Throughout history, Native People have relied on the oral transmission of stories, histories, lessons and other knowledge to maintain a historical record and sustain their cultures and identities. Even so, oral traditions are “the means by which knowledge is reproduced, preserved and conveyed from generation to generation. Oral traditions form the foundation of native society, connecting speaker and listener in communal experience and uniting past and present in memory. But with the traditional elders slowly passing on, so does the life stories which many people have not heard, nor comprehend what these people went through in living the northern isolated communities or camps.

The other important component of language preservation is to create more First Nations Language books in the dialects of Cree, Ojibwe and Oji-Cree. With this project, it will help others to see that languages can stay strong and be used. It will help promote the use of elders and their knowledge in the social areas in the communities as well. With the books, we will distribute them to the communities that we work with and also share them on line through our website.

A Teacher's Prayer

Dear God, Help me to see each of my children as uncut diamonds; needing only enough pressure to knock off the rough edges so that the brilliance You have placed in each of their hearts will shine through.

Objectives:

1. Elders teach through their mentorship to others of their language skills and knowledge
2. Elders help and support the use of language and teaching through their life experiences
3. Elders pass on their knowledge and support the declining language issues
4. Elders are engaged in supporting others through their teachings

Program Development & Sharing

- DVD Books – teaching series on language
- Videos – teaching series on using the language
- On-line stories – hearing the spoken language
- Bilingual and bicultural books – reading and seeing the use of text in First Nation language
- Teaching resources – shared resources for everyone in both bilingual and bicultural
- Land-based learning and environmental

understanding – learning in bilingual and bicultural

- Social counseling sessions – using the elder's role in sessions
- Social skill development – using the elder's as role models
- Elder Abuse Projects – bring the elder abuse to the front.

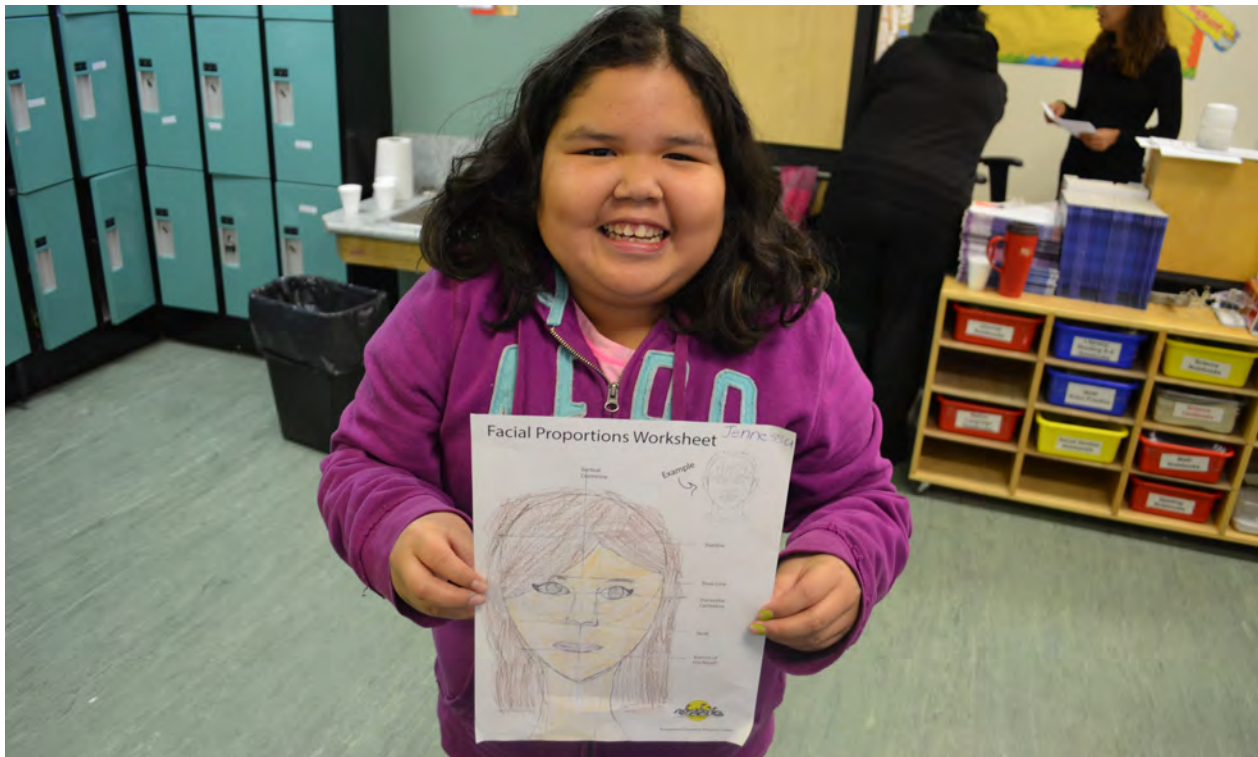
The Outcome

Through the mentorship of our elders, participants will have an understanding of the teachings, which will have a positive affect on the self-esteem, self-worthiness, parenting skills, respect and confidence. The next generation of speakers will learn the importance of life skills and the preservation of languages through our elders. Through the stories of life experiences, each participant will gain respect, access the knowledge passed on through this project and gain the wisdom to use in their daily living. Each life skill, each language and each person will hold that foundation of life and culture to preserve and pass on to their own generation.



First Nation Student Success Program

Kwayaciiwin Education Resource Centre started implementing the First Nation Student Success Program (FNSSP) in January of 2010, originally as part of an aggregate of several organizations working under the administrative umbrella of NAN (Nishnawbe Aski Nation).



On April 1, 2015 Kwayaciiwin began implementing its own Kwayaciiwin and Partners FNSSP program, the focus of which is literacy (reading, writing, speaking), numeracy (math) and student retention (keeping students in school). Thirteen communities received support services through

KERC FNSSP in 2015–16:

Bearskin Lake	Cat Lake	Sachigo	Slate Falls
Saugeen Nation	Mishkeegogamang	North Caribou Lake	Kasasbonika
Wunnumin Lake	Wapekeka	Kingfisher	Muskrat Dam
Kitchinumaykoosib Inninuwig			

School Success Planning

This past year, the activities of the Kwayaciiwin First Nation Student Success Program touched on all aspects of School Success Planning- governance and management, student success in literacy and numeracy, student retention, technology, cultural education, and resources. The profile of the organization continues to be raised throughout the entire region by promoting the availability of expertise, resources and financial support that all 13 schools can access. The FNSSP staff focused on the long-term issue of building capacity among teachers, Principals and Education Directors to improve academic success while at the same time developing on-going plans to involve parents as key participants in the education of their children.

The Kwayaciiwin FNSSP team saw the addition of Melissa Bortlis as the Early Literacy Coach. As the Early Literacy Coach, Melissa is a tireless communicator who works diligently to create practical lessons and strategies for the teachers to work with in their Kindergarten to Grade Three classrooms. Her patience and persistence to make connections with the community educators raises the bar in awareness, and her passion for learning benefits the teachers in every class she works with. She encourages teachers to believe in

themselves AND their students. Mostly, she believes in the power of trust, respect and involvement.

Anderson Speech Consultants (ASC) has worked with Kwayaciiwin since 2012 to develop and provide a sustainable speech-language pathology and early literacy program for students who are at risk for reading difficulties. The 13 schools received speech-language/early literacy services in 2015 – 2016. This program provided assessments (as needed), and support for students at risk for reading disorders in K-5 and Grade 1. The caseload for intervention was 167 students with, following assessments, speech-language services provided on a weekly basis via telepractice (videoconferencing). A total of 1153 speech-language early literacy goals were targeted for the students in 2015 – 16; 503 goals were fully achieved and 642 goals partially achieved. E-helpers (local staff) were an important part of the service delivery model and as such, ASC provided free workshops and ongoing training.

Susan Buchanan Consulting (SBC) was contracted by Kwayaciiwin Education Resource Centre to provide professional development workshops focusing on Social Education Skills & Bullying Prevention in each of the schools served by KEREC. All education

staff in each school attended the workshops on Teaching Social Education Skills and a year plan was set up in each school. As well, in each community a parenting workshop, “Raising a Bully Free Family” was offered in the evenings that provided families with support on the topic of Social Skills and Bullying Prevention. Family attendance levels varied from community to community. Evaluations were completed by all participants of the workshops with positive feedback received from each community. Further followup will take place in order to support the staff and educators with ensuring that the program content is integrated into the school curriculum leading to future success for the students.

It is clear that as the work of Kwayaciiwin Education Resource Centre continues to evolve, the range of activities covers both the macro and micro levels of involvement. Numerous regional initiatives have developed and are moving in the direction of standardizing procedures within the schools. Specific help to individual communities continues in a variety of capacities. On-going support for struggling new professionals, assistance to Local Education Authorities, lesson-planning workshops, strength-based grouping assistance within the schools, as well as numerous other specific observations and supports continue to be offered. In

addition to this, professional development for classroom management, play-based learning, reading recovery, Jolly Phonics, JUMP Math, Dreambox, Lexia, Number Talks, Rethinking Arithmetic, Cross-Curricular lesson planning and workshops on literacy and numeracy were given in all the schools to some capacity. The rapid changes within both education and the world as a whole require us to keep our fingers on the new trends, technologies and teaching methods as they develop so that we are able to provide the most up to date information and guidance to our teachers and administration within the region. As such, KERC continues to also put these practices into success planning through working groups.

To address the literacy needs in the intermediate grade classrooms, grade seven through nine, a Pilot Project of Scholastic’s READ180 was implemented in Mishkeegogamang. Read 180 offers a meaningful solution, through a balanced approach that enables struggling readers, with a variety of reading skills, to gain knowledge and motivation needed to become successful readers. READ 180 is an intensive reading program designed to meet the needs of students whose reading achievement is below grade level. Research conclusively shows that when schools implement and follow the instructional model, significant gains can be



expected after one to two years in the areas of reading achievement, the development of more positive attitudes and behaviors, and overall higher school achievement. In addition to this, Kitchinumaykoosib Inninuwig also purchased the software. This program has created a great stepping stone partnership with KPDSB, which allowed for the staff of the involved schools to receive side-by-side training with schools where their students will continue when they move on to high school.

KERC Community Visit Summary

2010 - 2016

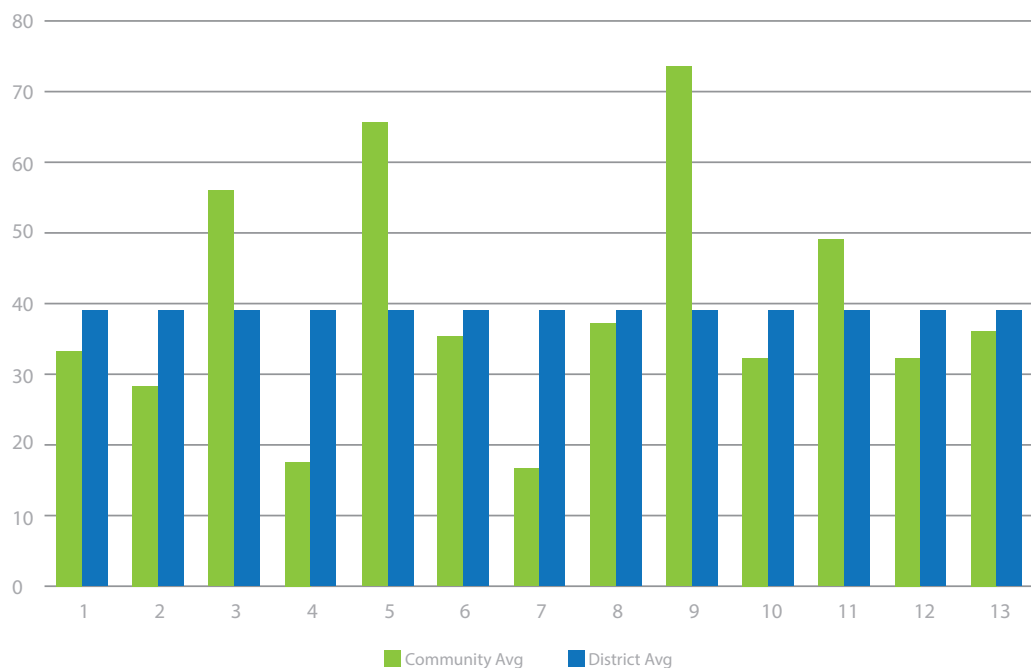
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016*
Total Visits	93	119	128	146	173	148

*denotes change from 21 communities to 13

Teacher Turnover Comparisons 2016

Community	# of Teachers	14-15	15-16	16-17	AVG
Bearskin	8	4	1	3	34%
Big Trout Lake	15	5	5	3	29%
Cat Lake	7	2	5	5	57%
Kasabonika	15	2	2	4	18%
Kingfisher	6	5	4	3	67%
Mishkeegogamang	14	6	2	7	36%
Muskrat Dam	4	1	1	0	17%
Round Lake	8	4	3	2	38%
Sachigo Lake	8	6	7	5	75%
Saugeen	3	1	2	0	33%
Slate Falls	4	4	1	1	50%
Wapekeka	6	1	2	3	33%
Wunnumin	10	0	3	1	37%
Dis. Avg.					40%

District Teacher Turnover Rates 2014-2017





STUDENT LEARNING ASSESSMENT

EQAO Tests

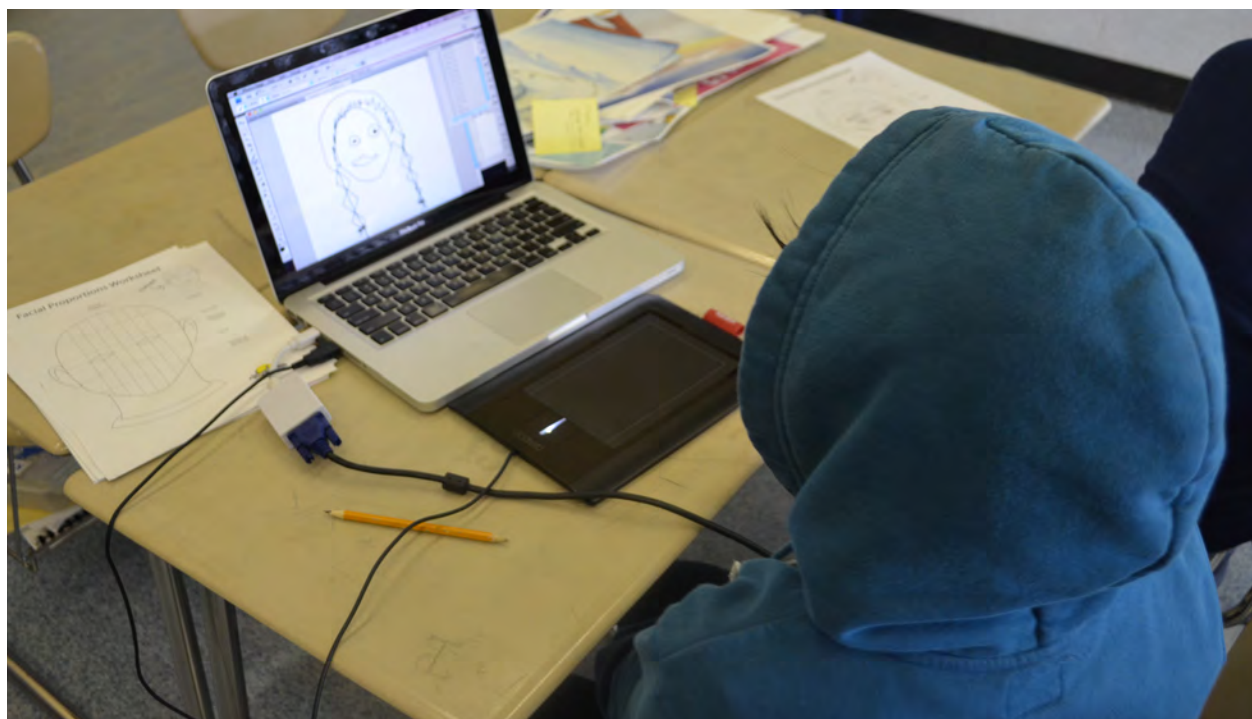
Kwayaciiwin FNSSP continued to support all the schools in having their students write the province-wide assessments called EQAO (Education Quality and Accountability Office, an arm's-length agency of the provincial Ministry of Education).

In its efforts to collect standardized assessment data, INAC has mandated that all schools must administer the EQAO testing each school year. These tests are in addition to regular classroom assessment and the KERC-wide Screen Assessments already being completed. The EQAO assessment was created as a means of seeing that children are on the right track in their academic progress. The assessments are administered at the end of the Primary stream (Grade 3), the Junior stream (Grade 6) as well as an assessment of Math in Grade 9 and the

Ontario Secondary School Literacy Test in Grade 10.

In our region, five of the schools completed the elementary assessments for grade 3 and grade 6 while all three schools with high school students completed the OSSLT and one of the three schools completed the Grade 9 Math Assessment. One school in the region did not have any students in either of the elementary grades to complete the assessment. The majority of the other schools claimed difficulty with the registration process to be the reason they were unable to complete the assessment administration. The registration roadblock is obtaining the Ontario Education Number (OEN) for the students. KERC has provided schools with the information required for obtaining the OEN for students and has made great connections at EQAO for a smoother process in 2016/2017.





KERC-wide Assessment Initiative 2015-2016

The Kwayaciiwin-wide Assessment Initiative continued into the 2015-2016 school year. There is now some data for 2012 to 2016. The K5 students both Immersion and Non-Immersion were included in the data collection.

Immersion students had no difficulty with the assessment and continued to do as well the Non-Immersion students at the younger age. In fact, in some cases, the Immersion students scored higher than Non-Immersion students.

The data was collected in the areas of Math and Language Arts: Reading Recognition and Reading Comprehension. The assessments were done individually with Standardized



Assessment Tools. This format and standardization simplifies comparative data and supports the recommendations and expectations outlined in the packages sent to the schools.

The schools received a package of data that includes each individual student and the comparative data for them. It also includes

graphs to compare each class by gender and indicates the growth and progress of the past years. Included in the package are the recommendations for each grade. This grade by grade recommendation is time-consuming but necessary as some grades have taken the recommendations of the past years and enhanced student learning greatly giving Kwayaciiwin the opportunity to individualize the recommendations for each individual staff member as well as students. The recommendations and strategies suggested are reflective of the curriculum and this demonstrates consistency. KERC staff also enhance the recommendations when they are in the communities.

Some schools are making incredible progress and moving very close to grade level in many cases. These schools have good teacher retention, strong leadership, and consistent steps to provide strategies for individual learning.

Overall, the schools KERC serviced in 2015 - 2016 made good progress. More and more students are reaching their goals and fewer and fewer students are more than two years behind. There are many students approaching grade level and this is very exciting.

The area of concern is the upper junior and beginning intermediate level students: these

students need some very direct instruction that is motivational and relevant to their lives. This concern is consistent with the achievement of students in other parts of the province.

Staff were provided in-service and Professional Development in the areas of phonemic awareness, Jolly Phonics, differentiated instruction, decoding, reading comprehension strategies, math skill development, curriculum awareness, planning, and of course assessment in the classroom. It should be noted that staff was offered instruction in a new Reading program to support Immersion and Beginning Readers and also a Writing handbook to provide better instruction in writing.

Assessment Handbooks were given to every school and the intent is that they are teacher friendly and useable in the classrooms for all grades. This supports the consistent standard set for education in KERC and helps make planning more meaningful for students.

This document has been updated yearly and feedback from the teachers indicated it is a useful and easy tool for most staff members.

The writing pilot has been very successful. The data from the past two years shows the need to increase the teaching in this area and to make it a part of the planning for each grade. When staff receive the data for the writing pilot it is like a mini-report card for writing

with grade equivalents for five areas of writing including spelling. Staff are finding this useful for making changes to their programs. The writing pilot occurred in two schools in four grades. The Grade 3 and Grade 6 classes were used to compare with EQAO results later.

Writing Pilots occurred in Bearskin Lake Grade 5-6; in Wunnumin Lake in Grade 3-4-5; Kasabonika Grade 3; and Cat Lake Grade 2-3. A total of eight classes took part in the writing pilot. The writing handbook was written as a part of the pilot and addresses many of the needs indicated by the pilot writing.

Results indicate that the writing is delayed but is showing progress. It is evident that the effort of staff in the area of writing is supporting the learning of the students. Kwayaciiwin staff have tried to address writing in Professional Development sessions and efforts made to be reflective of the needs of the students and staff in each community. This writing pilot will continue into the upcoming school year with different schools and grades.

Transitions Literacy System

The Transitions Literacy System used to support the teaching of reading for students coming out of Immersion and for Beginning Readers was continued this year. It was written to help students get the basic skills for reading and writing as they transition into English.

Transitions demonstrated excellent results in all the areas of Language Arts, and student scores were close to grade level. The fluency in reading was noticed as well as an increase in communication skills in general. The students were able to connect the dots and transfer language arts skills to other content and subject areas.

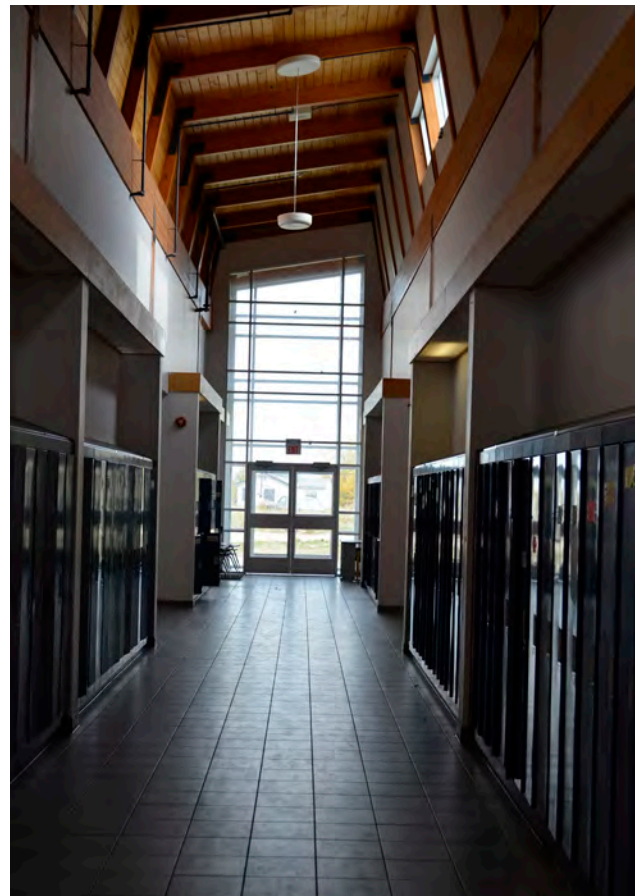
Transitions Literacy System is a two-part system and Wunnumin Lake is using it in all grades to Grade 5 with good success. The program is a strategy that can be used with any materials and the staff has made excellent use of the resource. Kasabonika used the program this past year in Grade 3 and the results indicated success: Transitions 1 only. Saugeen used the program and the success stories are incredible: two students who were almost non-verbal are now reading and speaking in sentences as the program worked so well.

Training has been provided to seven schools and offered to all schools. Training is needed to learn the method of delivery. Further planning to provide training in both levels of the system is underway to have personnel in schools trained.

All the stakeholders need to celebrate the successes and make opportunities for the challenges. Education is ever evolving and so it is important to look at the information

from each year and go from there: keeping curriculum and students in the forefront with high expectations. This year the community Key Leads along with their staff were asked to make goals using the data provided. They have been asked to do this in order to help set some community standards and expectations.

In conclusion, Kwayaciiwin schools have made significant growth in meeting curriculum standards and goals. It is encouraging to see the interest in doing this now and the effort by staff to keep focused on the growth of the individual students. As leaders, the Chiefs and Education Directors



share the responsibility in supporting student learning and this is obviously occurring in most of the KERC communities.

TECHNOLOGY and PERFORMANCE MEASUREMENT

TECHNOLOGY

In response to the growing focus in education on integrating more technology into classroom teaching, Kwayaciiwin created a Technology Lead position (combined with Performance Measurement) for the 2015-16 workplan year.

Many educators are exploring new technologies as powerful tools to help schools meet the needs of diverse student populations. Educators are discovering that digital devices, software, and learning platforms offer a once-unimaginable array of options for tailoring education to each individual student's academic strengths and weaknesses, interests and motivations, personal preferences, and optimal pace of learning.

Technology-based learning provides a multitude of benefits to students, and it allows some independence in learning for students. They can move at their own pace, gain technological literacy and vocational skills that can be used beyond school and into the real world. Students with disabilities who were traditionally underserved can now learn

at the rate of their peers thanks to quality and user friendly assistive computer programs such as voice recognition systems, talking books, speech synthesizers and the like. The global consensus from schools is that students have become more academically motivated because



of technology. In 2015, Kwayaciiwin took on the task of learning about and assessing available education focussed technologies and supporting teachers in implementation.

In the area of training for technology, KERC kickstarted 2015-16 virtual coaching and tech support with a 3 day face to face Technology in the Classroom workshop for Principals and Lead Teachers in August 2015. Focus was on Chromebooks, Google Apps for Education and SmartBoards. Each participant was provided with a Chromebook to take back to their school. Virtual PD also supplemented on site and conference based PD opportunities. Throughout the year, teachers accessed ongoing virtual coaching support in the following areas:

Admin - setting up their students with Google Apps for Education accounts and accounts for literacy and numeracy program licensed initiatives; Instructional / lesson planning support, ongoing PD / exploration of evolving technology being used to boost student success and Working Group meetings (K-Play, Special Education, Numeracy and Chromebook Pilot / tech Working group).

During school visits, KERC incorporated individual on-site School IT audits. Focus was on assessing, and troubleshooting as needed, for the following:

1. Infrastructure(Wiring)
2. Hardware (Computers, digital devices, servers, networking equipment)
- 3) Software and Information. The audits identified a key common need for improvements in the design/layout of the wireless infrastructure within each school, as well as the level of bandwidth being delivered to each school. The goal of the IT plans is to support:



- Higher Student retention
- An improved classroom experience
- Class material that can be developed, maintained and deployed cross-school
- Interactive and engaging classrooms.

CHROMEBOOK PILOT

Chromebooks were purchased for 4 Pilot Project Schools:

Cat Lake - Gr. 2/3

Kingfisher Lake - Gr. 3/4

Kitchenuhmaykoosib Inninuwig Gr. 1 and 2

Saugeen - Gr. 1-3

- Pilot project teachers were visited by the project coordinator, received one day of Chromebook and Google Apps for Education (GAPE) training during the Early Literacy conference in January 2016 and 2 of the teachers also attended Google training during the Kekeenamawkayo Conference in Winnipeg in February 2016
- Vsee Platform (Free Secure Enterprise Video Chat and Screen Share developed for telemedicine) was used by Pilot project participants for virtual meetings and PD.
- When teachers attempted to launch the Chromebook Pilot in their schools, the problems with wireless internet infrastructure and low bandwidth in each

school became immediately apparent and stalled full class launch since only a few students at a time could use the Chromebooks. Teachers worked around this by using the Chromebooks as a “centre” until internet issues were fixed.

Kwayaciiwin’s IT Audits identified problem areas and over the course of a few months, the wireless infrastructure and connectivity issues were fixed in the schools hosting this Pilot Project. This was done by Kwayaciiwin Tech support, and in some cases in partnership with KNET.

- **Feedback on Chromebook Pilot**

All teachers reported:

- High student interest in using the Chromebooks
- Students highly engaged in the creation and ownership of their work
- Students developed basic online research skills, appropriate to their grade level
- Student work was easily tracked, never lost or damaged and therefore easy to archive.
- Many of the students, especially those in Grade 1 and 2, did not write using pen and paper but were inspired to create short stories and community

books by using the chromebooks and Google Docs. They also started to develop keyboarding skills.

- High satisfaction with the extensive assortment of learning tools available for free through GAFE
- High overall satisfaction with the Pilot Project experience.

PERFORMANCE MEASUREMENT

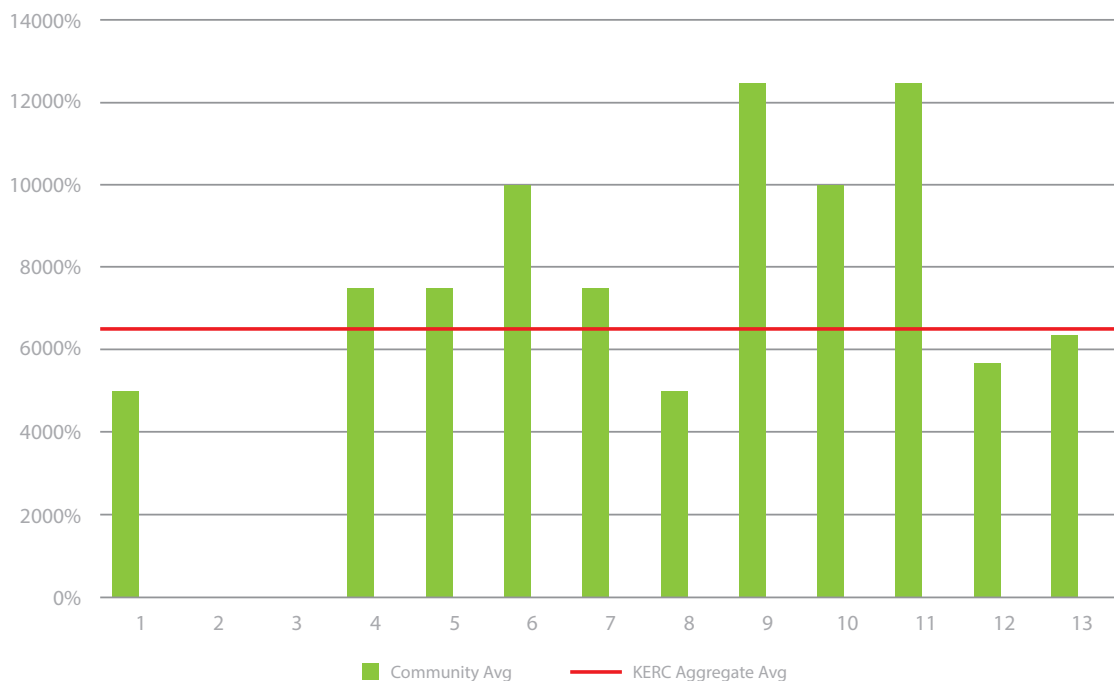
On April 1st, 2015, Kwayaciiwin Education Resource Centre took over responsibility from KNET for providing 1st level Technical / Admin Support to Data Administrators, Teachers, Principals and Education Directors for the Dadavan Outcomes Student Information Systems in KERC's 13 FNSSP partner communities. To maintain "24/7" support, responsibility for providing this service was incorporated into the job descriptions of 2 KERC staff and KERC's IT consultant.

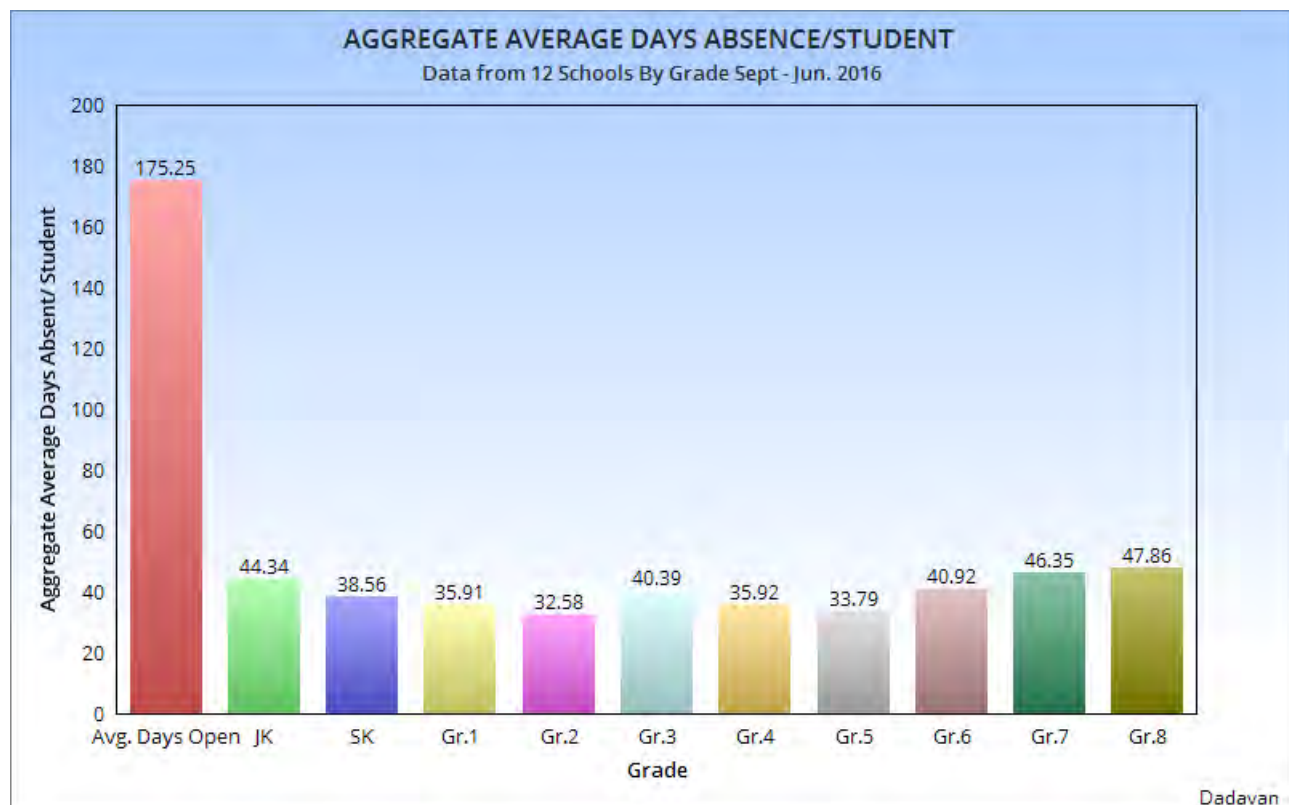
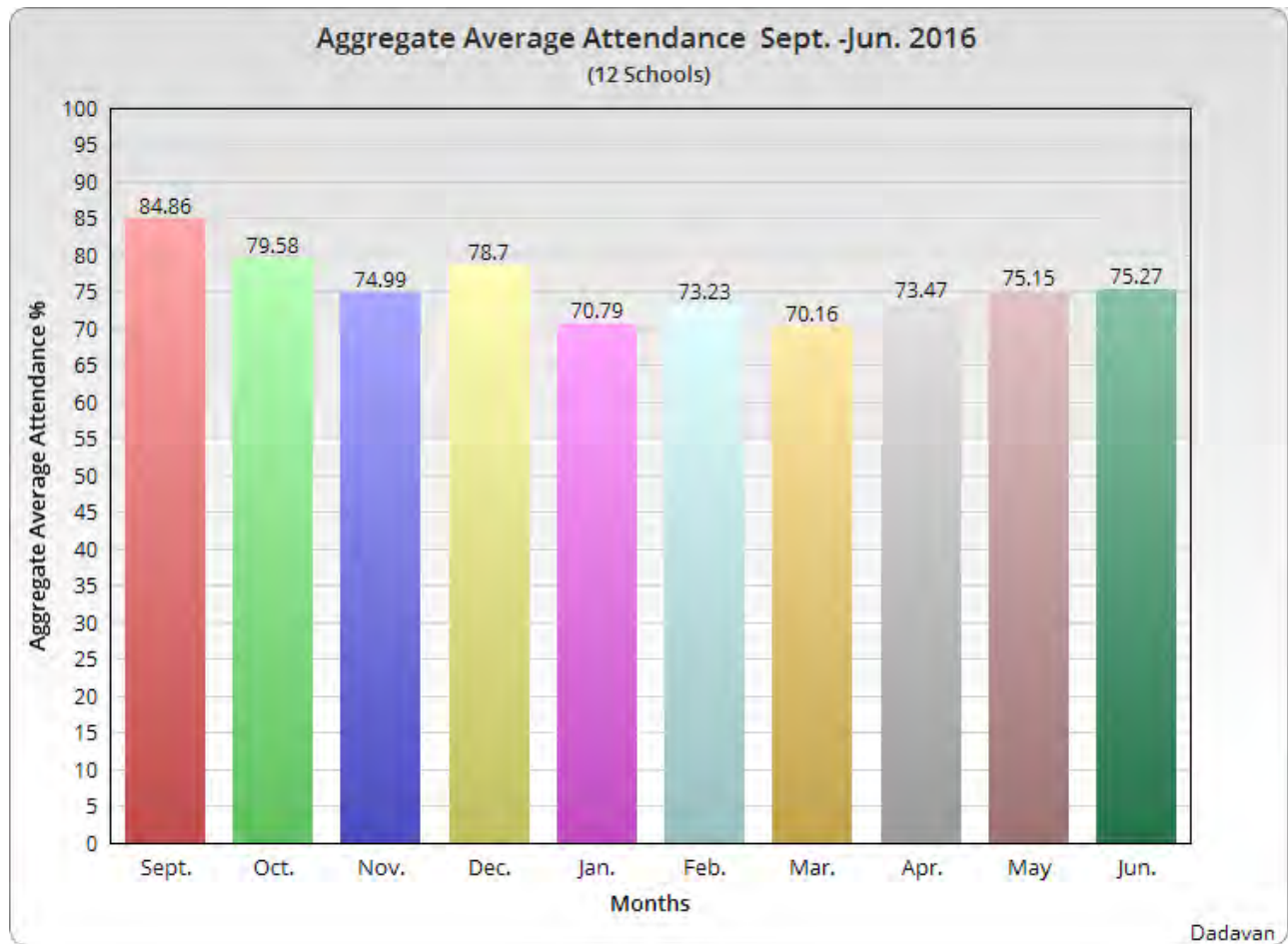


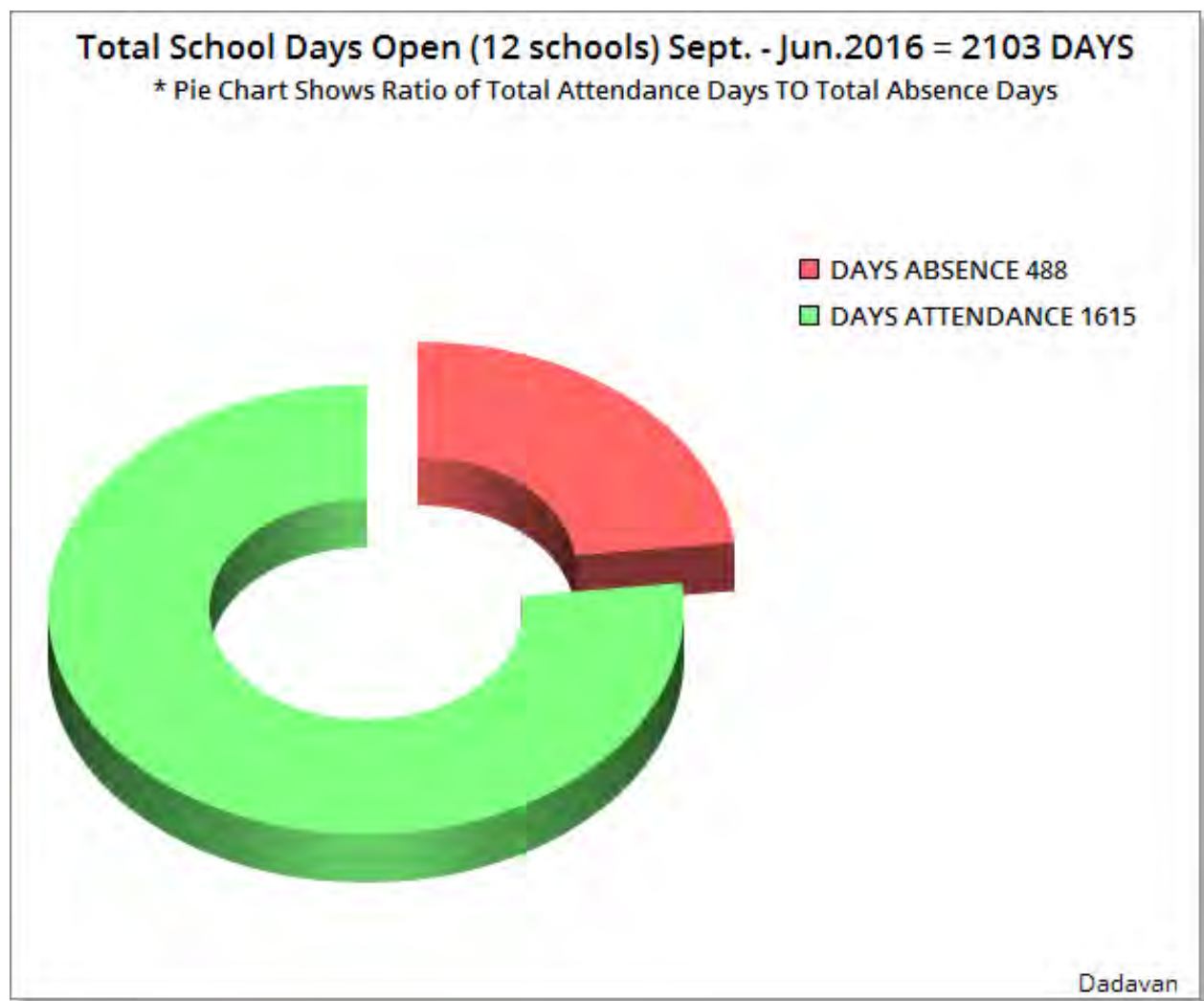
KERC Principal Turnover Rates

Community	13-14	14-15	15-16	16-17	AVG
Bearskin	1	0	0	1	50%
Big Trout Lake	0	0	0	0	0%
Cat Lake	0	0	0	0	0%
Kasabonika	1	1	1	0	75%
Kingfisher	0	1	1	1	75%
Mishkeegogamang	1	1	0	2	100%
Muskrat Dam	1	1	0	1	75%
Round Lake	0	0	1	1	50%
Sachigo Lake	1	1	2	1	125%
Saugeen	2	1	1	0	100%
Slate Falls	2	2	1	0	125%
Wapekeka	0	1	1	0	50%
Wunnumin	0	1	0	0	25%
KERC Aggregate Avg.					25%

KERC Aggregate Principal Turnover Rates 2013-2017







KERC Partnership with OISE/U of Toronto SSHRC

As part of the literacy and assessment initiatives, and collaborative efforts on behalf of the Kwayaciiwin FNSSP team, a partnership developed with the Ontario Institute of Studies in Education at the University of Toronto through the Social Sciences and Humanities Research Council. The project has partners in Alberta, Saskatchewan, Manitoba and the Sioux Lookout District Schools. The project

is called Now Play and its purpose is to create a play-based framework for assessing language development, most specifically oral and written. The first three years of the project saw the participants working together to develop their understanding of play-based assessment as well as oral language and writing development. Two of our communities have participated in the partnership: Cat Lake and Mishkeegogamang. The project has seen great leaps and bounds over the course of the last



three years with visits to Saskatoon, Toronto and Winnipeg to participate in a NOW PLAY project meetings with all participates across the four provinces as well as 4 interactive observation visits to the communities each year. In the spring the group had a NOW PLAY project meeting in Toronto with the academic collaborators from Brazil, New Zealand and The Netherlands. The participants are furthering their research scope by now including a section on Indigenous Perspectives where the language teachers from each school will be involved. The goal moving forward is to implement the first edition of the oral language assessment tool to ensure that it is useful in both languages for learning through creative collaborative curricular activities.

School Reviews

This past year, Mishkeegogamang enlisted the services of Kwayaciiwin to conduct their School Review. It is a requirement of the



Department of Indian Affairs that school reviews be conducted every five years (through funding available from New Paths). For schools that contract KERC to complete their review, a contract agreement is signed between KERC and the First Nation. The community then transfers their school review funding to Kwayaciiwin. Kwayaciiwin subcontracts its consultants and associate researchers to complete the review.

The review completed this year (through KERC & the consultants) along with the detailed School Improvement Plan offers school leaders a five-year roadmap to address not only the three FNSSP objectives of improving literacy, numeracy and student retention, but also all other aspects of educational programming-information management (data collection), staff training, updating policies (e.g. school closures, Special Education), financial management, facilities management, transportation, and so on.

Second Level Services: Special Education

Review & Update: April 2015- March 2016



In 2015 – 2016, Kwayaciiwin provided second level services in Special Education to 10 First Nations. Each of those First Nations entered into an agreement with KERC that consisted of the First Nation paying 15% of their total High Cost Special Education Funding to KERC for the services.

Staff

Special Education Coordinator: Amanda McLean

Special Education Consultant: Lesley Tomporowski

Cognitive Assessments (Formal Assessments)

94 Completed for communities purchasing second level services

- Bearskin Lake: 10
- Big Trout Lake: 15
- Kasabonika: 13
- Kingfisher: 11
- Mishkeegogamang: 6
- Saugeen: 3
- Slate Falls: 4

- Wapekeka: 7
- Wunnumin: 18
- North Caribou Lake: 7

IEP/IPRC Training (Individual Education Plan, Identification Placement and Review Committees)

- Transitions Training
- Special Education Teachers Working Group
- Key Lead Principals Group
- K-Play (Kindergarten Working Group)
- Face-to-Face (November)
- Videoconference Training pending with Wapekeka Staff

Professional Development

- Transitions Training
- Sensory Training
- Effective Communication with Teaching Assistants and Tutor Escorts
- Special Education & Education Law Training- Special Education Teachers & Principals
- Differentiated Instruction Workshop
- 2 Speech Language Workshops (face to face; online)
- WRAT- IV Training Session 1 (October) - Wide Range Achievement Test
- WRAT- IV Training Session 2 (February)

Special Education Programming Support

- Program Set-Up, Implementation & Support
- Timetabling
- OSRs & Credit Justification for Special Education Students (Ontario Student Records)
- Report Card Support for Modifications, Accommodations and Learning Skills
- HCSEP Workplan Support (High Cost Special Education Program)
- HCSEP Report Support
- Nominal Roll Identifiers

- Daily Phone & Email Support
- Monthly In-Community Support *instead of Videoconference due to the depth and variance of needs
- Administration Support for Special Education needs within the school
- Resource Databank Created & shared

Anderson Speech

- High Cost Student Speech Services
 - Assessment & IEP Support
 - Program via Videoconference
 - Reports provided to schools

Tools

- Special Education Handbook Updated
- Assessment Toolkit Updated
- Parents' Guide to Special Education Handbook completed
- Special Education in Our Schools Resource Binder Created
- Referral Forms updated and explained at schools
- Essential Skills

Meetings

- Weekly Special Education discussion amongst KERC Special Education Staff
- Doctors Group *substance abuse has increased number of meetings required due to constant research and analysis. Doctors are referring directly to us for Special Education Assistance.
- Anderson Speech
- Face to Face- Admin, Special Education Teacher & KERC Special Education Staff

Kwayaciiwin Capacity Development Plan

2015-2016 Structural Readiness Report



Since the inception of Kwayaciiwin Education Resource Centre (KERC) in 2002 to the year of 2015, KERC has faced challenges to secure sufficient funds to initiate and develop its governance, administration and financial policies and the strategic planning processes for the programs due to how the organization is funded by the federal government.

KERC is funded through the proposal driven process of New Paths (2002 to current) and First Nations School Success Program (2010-current) that are contribution or fixed arrangements. Contribution funded programs means you have to spend the monies according to the proposal activities. There is lack of funds available to support the development and completion of the required administration and financial policies and strategic planning needs. KERC have managed to complete the main governance & administration policies but had to use some of its existing funds to initiate and develop the

strategic planning processes of the existing programs and services but in stages.

In 2014-2015, INAC announced a new funding initiative (structural readiness program) under the FNSSP proposal. According to the National Guidelines, the structural readiness program is to increase and sustain the capacity of the service delivery organization. The goal is to build on to strengthen the capacity for governance & leadership of the KERC Board as well as the organizational capacity to ensure effective delivery of 2nd level education supports and services to the 21 on-reserve band operated schools in the Sioux Lookout District. The structural readiness supports the development and implementation of school board services that KERC is not mandated yet.

As mandated, KERC continues to be the lead educational service provider to the communities, and the federal government and NAN Education jurisdiction process is moving forward in the development of an overall educational structure and systems. It is necessary that KERC must be proactive and prepared to be part of the process as a 2nd level education services organization. Furthermore in 2014, KERC board made a decision to submit its Education Organizational Management Tool Kit and its three (3) year Capacity Development Plan (2014-2018) to INAC for financial support. Also, in 2014-2015, KERC conducted a Grassroots Exploratory Consultation Process reaching over 1,000 respondents and visiting majority of 21 communities whereby support for KERC to function as a Regional Education Organization was high and to gradually create a district education authority in near future. KERC moved forward based on the findings of these initiatives.

It is evident that there must to be changes in the district education system but KERC board and organization will need support to effectively govern, administer and delivery support services. The KERC board submitted its structural readiness proposal to address the current capacity

deficits of the board and organization that will initiate the first phase of the three year (2015-2018) KERC Capacity Development Plan. The approved 2015-2016 funds of \$349,482 made it possible for the senior management to initiate the development and implementation of effective governance & leadership, planning and human resource management capacities for the board and management. We want to strive to be the best and readily prepared to assume the capacity and responsibilities as mandated by the district chiefs.

KERC board did clearly identified number of deficiencies in its Education Organizational Management Tool Kit that need to be addressed immediately and on-going in the proposal. These are the prioritized areas of the 2015-2016 proposal that were approved by INAC under Structural Readiness:

1. Development of five (5) year comprehensive strategic plan; and
2. Strengthening Governance & Leadership - KERC board training
3. Strengthening Human Resources Management - focus on PD training for finance, HR, supervision & evaluation for executive director and hiring a Structural Readiness Coordinator.
4. Strengthening and Developing the IM/IT Policy & Plan

KERC board has completed all the activities and the critical one was the development of a 5 Year Comprehensive Strategic Plan. KERC has developed a continuation of capacity development plans for effective governance & leadership and organization capacity that will be clearly outlined in the 5 year KERC comprehensive 2016--2021 strategic plan. KERC will continue to implement the activities in the IT/IM Plan and Staff 5 Year PD Plan. The structural readiness funds have made it possible to develop, plan and implement effective strategies for the organization as we move forward. It is the plan of KERC within the structural readiness to lobby and attain capacity development funds for the local education authorities.

Strategic Plan Process

2016



Kwayaciiwin Education Resource Centre (KERC) is one of the essential delivery support services organization in education that was established by the Sioux Lookout District Chiefs in 2002 to address the academic readiness gaps that was identified by 1999-2000 assessments.

The district Chiefs directed the district education planning committee to identify the four key areas to focus as following:

- Establishment of District Education Resource Centre
- Development of First Nations Curriculum Guidelines & Instructional Resources
- Professional Development & training for education leadership, school staff
- Development of education standards for district schools

In 2002, KERC was established with no core funding and had to survive by annual proposal driven process by New Paths and First Nation Student Success Programs and it was incorporated in 2010 as a separate entity. The original KERC mandate is to provide school support services to the band operated schools to address the academic readiness gaps.

As one of the essential education support services, KERC must attain and secure financial stability and sustainability to ensure that it continues to provide a successful comprehensive second level education services. One of the immediate challenges that KERC board faced is lack of operating funds to effectively develop the governance, administration and financial strategic planning. KERC cannot use the existing funds to the purpose of developing a long term strategic plan and thus the board has not develop a strategic plan to guide the organization. KERC board have been guided by the guiding four core goals, incomplete 2011-2012 Strategic Plan, 2013-2018 business plan, 2014-2017 Capacity Development Plan and 2104 Grassroots Exploratory Process.

In 2015, INAC announced a new initiative called “Structural Readiness” that focused on capacity development in governance & leadership and planning performance and risk management

and human resource and financial areas. KERC received funding to finally develop and complete a 5 Year Comprehensive Strategic Plan. The following is the overview and the planning process utilized and designed by the consultant Mary Alice Smith and of course the outline of the four strategies goals:

1. Capacity Building - Improve

Strengthen the organization’s ability to provide quality support services.

2. Unified Practices - Involve

Promote protocols, shared practices and partnerships.

3. Community Empowerment - Inspire

Support community members as lifelong educators.

4. Cultural Integrity - Innovate

Uphold Anishinine/Anishinaabe culture as the foundation of education.

Kwayaciiwin’s 2016-2021 Strategic Plan is an ongoing, evolving process designed to bring the organization closer to the collective vision of a centre of excellence. It maps out a path for expanding and maintaining quality support services to First Nation schools in the Sioux Lookout district.

From November 2015 to March 2016, over 100 Kwayaciiwin stakeholders – the Board of Directors,



Chiefs and Councillors, First Nations education directors, educators and staff – shared their concerns, ideas and priorities, shaping the five-year Strategic Plan.

This document informs district First Nations leaders, schools, and other education partners, of Kwayaciiwin’s strategies and goals for the coming years. It charts overall directions, identifies priorities and specific activities, which will be outlined in more detail in workplans and proposals during the five years.

The Planning Process



A planning team from Kwayaciiwin worked closely with a consultant to design and carry out the strategic planning process, using the basic model illustrated here.

Past plans formed a foundation for the 2016-2021 Strategic Plan. This includes a 2011-12 strategic plan, the 2013-18 Business Plan, a 2014-17 Capacity Development Plan and the 2014 Grassroots Exploratory Process. Other guiding documents were examined as well: the 2010 Letters Patent, mission, vision and values statements drafted in 2012, the organizational chart, annual report and current proposals, workplans and budgets.

A series of planning sessions were held with the Board of Directors, staff, Chiefs, Band Councillors, Education Directors and local education authority members, representing the 23 Sioux Lookout district First Nations. In addition, close to 70 participants at the bi-annual district education conference completed surveys inviting them to “Tell us what kind of services are most needed or important to support student success in your classroom/school.”

Best practices and plans from other First Nations education support services across the country and school boards in the region were also examined.

The final and most important part of strategic planning is action. Moving the Strategic Plan forward and keeping it alive requires ongoing commitment. To be successful, the strategies and goals must be routinely referred to and reflected upon in meetings, work plans, proposals and reports.



District Teachers' Recruitment Support Services

Summary Update 2015-2016



On January 28, 2016 at the AGM the district Chiefs approved Resolution #10/01-2016 District-wide Teachers' Recruitment Services at Kwayaciiwin Education Resource Centre.

The resolution gave the responsibility to KERC to provide "teacher's recruitment services" to the 13 communities effective April 2016 and that AANDC fund the district-wide teachers' recruitment services. The community partners that are utilizing KERC's Teacher Recruitment Services are as

follows: Bearskin Lake, Cat Lake, Kasabonika Lake, Kingfisher Lake, Kitchenuhmaykoosib Inninuwug, Mishkeegogamang, Muskrat Dam, Slate Falls, North Caribou Lake, Sachigo Lake, Saugeen, Wapekeka and Wunnumin Lake. Kwayaciiwin is only responsible for providing support services to the 13 communities in the recruitment of the teachers and principals and are not involved in the hiring process, which is the responsibility of the communities.

Kwayaciiwin implemented the district-wide recruitment services at the end of June 2016 and KERC covered the costs of the 2016 recruitment services without INAC or LEA funding. KERC utilized existing staff, the Communications Coordinator, to be a temporary recruiter while guided by management.

Tasks that were conducted for this initiative were:

- KERC contacted all communities to find out recruitment needs for the school year
- KERC placed group ads and individualized ads for teacher and principal positions on online job boards, Education Canada Network, Sioux-Hudson Employment Services, LinkedIn, Facebook, KERC's website, newspapers, Education faculties at universities
- KERC gathered and compiled resumes and created a database of applicants
- KERC accepted, organized, screened and sent out resumes to communities to screen and

select applicants for interviews

- KERC compiled interview forms from communities to create a standardized interview questionnaire for Elementary teachers, High School teachers, Special Education teachers and Principals
- KERC and communities arranged interviews through face to face meetings, Skype, and teleconference
- KERC completed reference checks on candidates that advanced after interviews

KERC was successful in assisting communities in the recruitment of 12 positions out of the 30 teacher and principal vacancies that were needed in May 2016 for the 2016-17 school year. Communities also recruited and hired teachers and principals independently and as of January 2017, 7 teacher and principal vacancies still remain.

KERC faced challenges with teacher recruitment in the following areas:

- Recruitment did not start as early as needed due to resistance from some communities and tribal councils to comply to the Chief's directive which resulted in a delay for implementation of KERC's teacher recruitment services. Recruitment should have started earlier in the year (Jan-April) and travel to universities for career fairs would be helpful in securing new teacher's applications.

- Finances of the proposed mandated services were not finalized and secured as per approved work plan which resulted in the inability to recruit and hire a full-time Teacher Recruiter at KERC.
- KERC did not receive clear direction and support from some education directors and tribal councils until later in June 2016 whereby KERC implemented the recruitment process on an “opted-in basis” whereby the majority did opt-in and for those who did not opt-in, they chose to use KERC as a supplement.
- There is a decreased number of new teacher applications due to Ontario increasing the teacher’s college program to two years instead of one year, resulting in fewer teacher graduates each year searching for employment.
- Communication with communities about recruitment needs should have been confirmed by April- June at the latest in order to advertise effectively. Many communities did not ask for assistance with recruitment until July, August and September.
- There was an issue with teacher’s accepting and signing teaching contracts, then resigning either before they started or as soon as they arrived in the community. Steps should be taken to avoid or help prevent this in the future.
- A full-time Teacher Recruiter needs to be

hired by KERC and it is very important to have an employee dedicated to this position. It is a time consuming project that requires constant communication with communities and continuous editing and publishing advertisements for fluctuating recruitment needs. Contacting applicants, arranging interviews and completing reference checks also takes a lot of time, careful consideration and planning.

Approval of the 2017-18 Teacher Recruitment Work Plan is vital and important in ensuring the success of KERC’s district Teacher Recruitment Services. The key strategies for improving the district teacher’s recruitment services are:

- Secure full support from the 13 communities on the 2017-18 work plan to move forward immediately
- Secure support letters from the 13 communities for proposal funding submission purposes
- Recruit and hire full-time KERC recruiter and assistant if possible
- KERC Recruiter to attend teacher career fairs and visit educational faculties
- Conduct thorough and extensive reference checks on all candidates
- Eliminate the interview competition between schools
- KERC will work with the tribal councils and

independents on how they want to conduct interviews

- Coordinate with Local Education Authorities to improve the process of signing teacher contract renewals earlier
- Improve the recruitment and interview processes



First Nation Student Nutrition Program

Update



In April 2015, on behalf of 12 communities represented by IFNA, Windigo and Shibogama Tribal Councils and Mishkeegogamang Ojibway Nation, Kwayaciiwin secured one-time funding from the Ministry of Children and Youth Services (MCYS) to develop new delivery models for First Nation Student Nutrition Programs (SNP) and build on existing models already in place in those communities.

The 4 parties asked KERC to administer the funds, develop the delivery plans and write the application

for 3 year First Nation Student Nutrition Program funding. The goal of the First Nation Student Nutrition Program (FNSNP) is to support learning by providing nutritious food through a breakfast or lunch and / or snack program.

KERC hired Kanina Terry to complete the delivery plans and write the FNSNP application. Community Liaisons were hired in each community to assist Kanina with the delivery plans.

With support from Chief and Council in the 12

communities, KERC submitted a group application, to MCYS for a three-year funding cycle (2015-2016, 2016/2017 and 2017/2018) for First Nation Student Nutrition Program funding for schools and KIHS sites in Bearskin Lake, Cat Lake, Kasabonika Lake, Kitchenuhmaykoosib Inninuwug, Kingfisher Lake, Mishkeegogamang, Muskrat Dam, North Caribou Lake, Sachigo Lake, Slate Falls, Wapekeka and Wunnumin Lake (18 sites altogether). Budgets were calculated according to a formula prepared by MCYS – based on the number of students at each site.

In August 2015, MCYS approved funding to support the student nutrition programs till 2018. Due to delays from MCYS, the Student Nutrition program did not start till January 2016. In January 2016 Kwayaciiwin forwarded to each project participant a one-time “Start-Up” grant of \$10,000 (\$5,000 for KIHS sites). This funding was for upgrading kitchen appliances, purchasing dishes, food preparation supplies or even installing new sinks as needed.

The quarterly Student Nutrition funding that each participating community receives, supports food purchases (including traditional food), freight costs, food related traditional / cultural activities, training and a salary contribution for staff involved in delivering the student nutrition program; for example cooks or student nutrition program liaison. Continued quarterly funding is dependant on EACH program site providing quarterly reports on budget expenses, food being provided and number of students being served.



KERC Kekeenamakayo Teacher's Conference



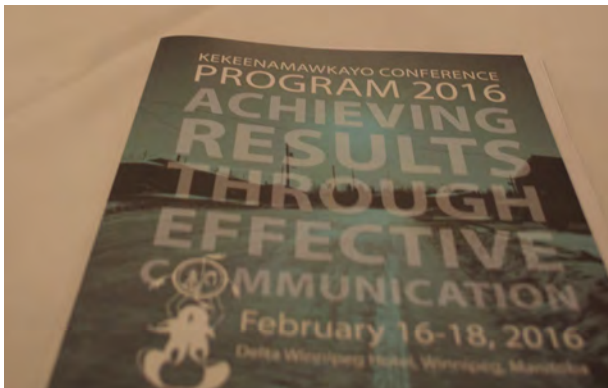
The planning committee consisting of Charles Brown, Bob Johnston, Nelson Makoop, Charles Meekis, Richard Morris, Mida Quill and Carol Terry (Conference Coordinator), along with Kwayaciiwin Education Resource Centre as host, were pleased to present the February 2016 Education Conference in Winnipeg. The theme chosen was Achieving Results Through Effective Communication.

At the 2016 conference, the planning committee honoured the late Martha (Beardy) Kakepetum of Muskrat Dam, who was instrumental in the start up of the Kekeenamawkayo Conference. Besides the honouring of Martha, the committee also made

a special tribute to Richard Morris, who recently retired from IFNA. Both Richard and the late Martha were First Nation educators, who had been in the education field throughout their careers.

The 3-day 2016 Conference had 2 keynote speakers and 36 presenters, with 28 professional development workshops targeted to the educators, teachers, administrators, school staff and Local Education Authority members of the First Nation schools in the Sioux Lookout district. There was a total of 308 participants at the conference.

We look forward to the 2018 Kekeenamawkayo Conference and your participation in it.



Meet the KERC Staff

2016



Matthew Angees | Executive Director

Matthew is a proud member of Wunnumin Lake First Nation. He has three sons and one daughter. He graduated from Lakehead University in 1984 and has been involved in education in various capacities. He is fluent and proficient in both English and Oji-Cree and continues to translate. Matthew is the executive director and his main role is to implement the KERC Board policies and directives. He supervises the overall operations and daily management of the organization. He is responsible to manage all programs and staff of KERC, and to ensure proper planning is being implemented.



Margaret Angecone | FNSSP Coordinator

As the FNSSP Coordinator, Margaret is responsible for leading and coordinating the First Nation Student Success Program. This includes all aspects of planning; coordinating and managing the resources assigned to FNSSP; communication with all key partners; and monitoring, reporting and evaluating the implementation and outcomes of the FNSSP annual work plan.



Nelson Makoop | Academic Readiness Coordinator

As Academic Readiness Project Coordinator, works with many talented staff who translate materials developed and published at the KERC. These books and materials are in English, Oji-Cree, Ojibwe and Cree. The Academic Readiness Project supports and provides services to 22 schools in the Sioux Lookout District.



Charlotte Semple | Administrative Assistant

Charlotte performs administrative and office support activities for multiple supervisors, which includes arranging travel, answering telephone calls, receiving and directing visitors, word processing, filing, faxing, and coordinating conferences and workshops.



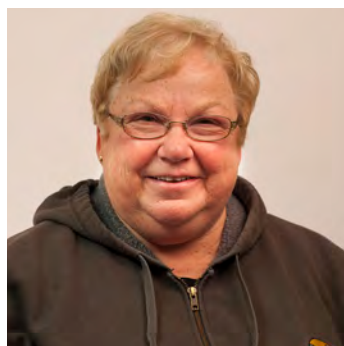
Eugene Southwind | Finance and Human Resource Officer

Under the direction of the Executive Director, Eugene provides financial accounting services for KERC, such as analyzing financial information, and preparing accurate and timely financial reports and statements. He is also responsible for human resource management, administering human resources policies, procedures and programs. These responsibilities include human resource information systems, employee relations, benefits, compensation, organizational development and employment.



Amanda McLean | School Success Planning Lead

Amanda is responsible for coordinating the development and management of the school success planning team portion of the FNSSP. Specifically, this includes working with FNSSP team of educational consultants to organize, coordinate and facilitate support to schools and communities, establish proposals and work plans, and ensure that data and results collected from communities is collated and analyzed to determine impact on student success.



Lesley Tomporowski | Assessment Lead

Lesley is responsible for coordinating the student learning assessment and performance management program of the FNSSP, and managing the student learning assessment and performance measures section. FNSSP is required to monitor and measure the achievement of students in the District. The assessments are formal and standardized and are an essential part of accountability that provides parents, students, staff, and communities with accurate reports on education performance.



Bronwyn MacDonald | Numeracy Coach

Bronwyn MacDonald was born and raised in the Ottawa Valley. She completed her Bachelor of Science in Mathematics at Trent University and her Bachelor of Education from Queen's University. Bronwyn's teaching experience includes working with students identified with Mild Intellectual Disabilities, teaching in a youth correctional facility and teaching math at various levels in rural Ontario. She is a math enthusiast, an avid reader, and a passionate youth advocate, who is committed to working and learning from an anti-oppressive framework.



Brooke Skene | Literacy Coach

With experience working in small rural schools in British Columbia's West Kootenays, and more recently Rocky View School Division in Alberta, as well as, her in classroom time teaching English Language Arts to grades 6-12, Brooke is able to provide expert advice and in-school support to teachers and administrators on strategies to improve the literacy of their students.



Melissa Bortlis | Early Literacy Coach

After graduating from the Laurier and Nipissing concurrent education program, Melissa worked in variety of classroom settings as an occasional teacher in southern Ontario. In 2012, she began working in northwestern Ontario as the Special Education Resource Teacher in Cat Lake. As the Early Literacy Coach for the First Nation Student Success Program, her role is to work with primary educators in the district to develop effective strategies for meeting language development needs.



Anna Phelan | First Nations Governance Coordinator

Anna is a member of Kitchenuhmaykoosib Inninuwug. She enjoys working and living in Sioux Lookout for she gets to see family and friends often as many pass through this gateway town from the northern First Nations for; work, transportation, health, recreation, shopping and educational reasons. The other added benefit is that she is able to use her Ojicree language often to communicate in her workplace. Anna worked in the social services field for years prior to pursuing a career in Education. She has a Social Services Diploma and a Bachelor of Education Degree.



Alex Short | Technology in the Classroom Coach

Alex is KERC's Technology in the Classroom Coach. His job is to provide support to school staff and students for the effective use of technology in the classroom. Alex also provides guidance for further exploration of new technology in the classroom and schools. Alex is a graduate of the Ontario College of Art and Design and also has a Bachelor of Education from Lakehead University. He has experience teaching Grade 5/6 at Lawrence Wesley Education Centre in Cat Lake.



Monika Orzechowska | Technology & Performance Measurement Lead

Monika researches and assesses technology and technological resources to find useful resources for schools in the Sioux Lookout District. Her current focus is on exploring and assessing the engagement and learning power of Google Apps For Education in district schools, 3 D Printers, robotics and digital story telling. She also supports teachers in areas of experiential and "traditional" education – exploring ways to combine the best of traditional tools and practices with the best of digital ones. In addition, Monika coordinates support to teachers and local data administrators in the use of Dadavan Outcomes Student Information System as well as coordinating the First Nation Student Nutrition Program MCYS grant (2015-2018) for 18 project sites.



Grant Stevens | School Success Planner

Grant is KERC's School Success Planner. Grant is an experienced educator who has worked as a teacher, principal, and director. Most of his work has been with First Nation communities in Northern Alberta. Grant will be helping schools with their plans for student success. Grant is available to help principals and staff with all aspects of school success. School/community visits are part of his role as well.



Charles Brown | Structural Readiness Coordinator

Charles Brown is originally from Bearskin Lake First Nation. He has been residing in Sioux Lookout for a few years now. He has a teaching background and has worked in various capacities over the years. He was recently hired as a Structural Readiness Coordinator. He is very much looking forward to work with your schools on school success planning.



Sandra Bighead | Native Language Specialist

With nearly 15 years of experience and hailing from Wunnumin Lake, Sandra Bighead, has taken on the role as the new Native Language Specialist at Kwayaciiwin. She is responsible for supporting the Native Language Teachers in Northern communities with regular visits and trips to the schools and by working with the teachers to give them the support, tools, training and curriculum needed to teach immersion and language programs.



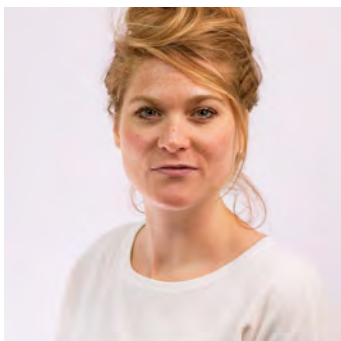
Ballena Anderson | Immersion Specialist

As Immersion Specialist at the KERC Ballena supports Immersion Programs in northern community schools by conducting workshops and training community-based immersion and Native language teachers. Ballena is also an author and illustrator of many children's story books published in syllabics and English. She has also translated books into Oji-Cree, Cree and Ojibway, and has developed teaching materials for 23 schools in the North and the Sioux Lookout area.



Robert Turtle | IT Technician

Robert has been with KERC for four years. He started working in data base management and as IT Technician. His responsibilities have evolved to include supporting the production team. by printing all KERC materials, including curriculum products and outside orders.



Gabrielle Cosco | Artist/Illustrator

Gabrielle is the artist, illustrator and graphic designer and has designed many marketing materials, creating a professional yet fresh new look for KERC. She has illustrated several children's books and has designed nearly thirty books in KERC's levelled readers book series. She is also a photographer capturing images for KERC's growing photo archives. She travels to schools in the region to teach students about art, design, illustrating, photography and technology.



Nikki Meekis | Production Assistant

Nikki is KERC's Production Assistant and her job is to make, assemble, package and ship materials and resources to KERC communities. She also takes orders for the materials catalogue. She enjoys her work and likes working at KERC because it helps the communities up north. Nikki is also a proud mother of four children.



Seeka Veevee-Terry | Communications Outreach Coordinator

Seeka was born in Iqaluit, Nunavut and raised on the east coast of Newfoundland. She graduated from the Aboriginal Governance Program at the University of Winnipeg in 2012. Seeka started working at KERC as the Database/Student Retention Worker in April 2016. Recently, Seeka started in a new position as the Communications Outreach Coordinator. Her goal will be to design and implement a Communications and Outreach Strategy to promote Kwayciwin's services and improve the organization's internal and external networking and reporting. She is also involved with the Teacher/Principal Recruitment Support Services that assists Education Directors in recruiting qualified teachers and principals for their schools.



Edna Moskotaywenene | Office Support Worker

Edna is the Office Support Worker and helps with administrative and finance duties at Kwayciwin. She also works with the database server. Edna has 16 years of experience in doing administration work.

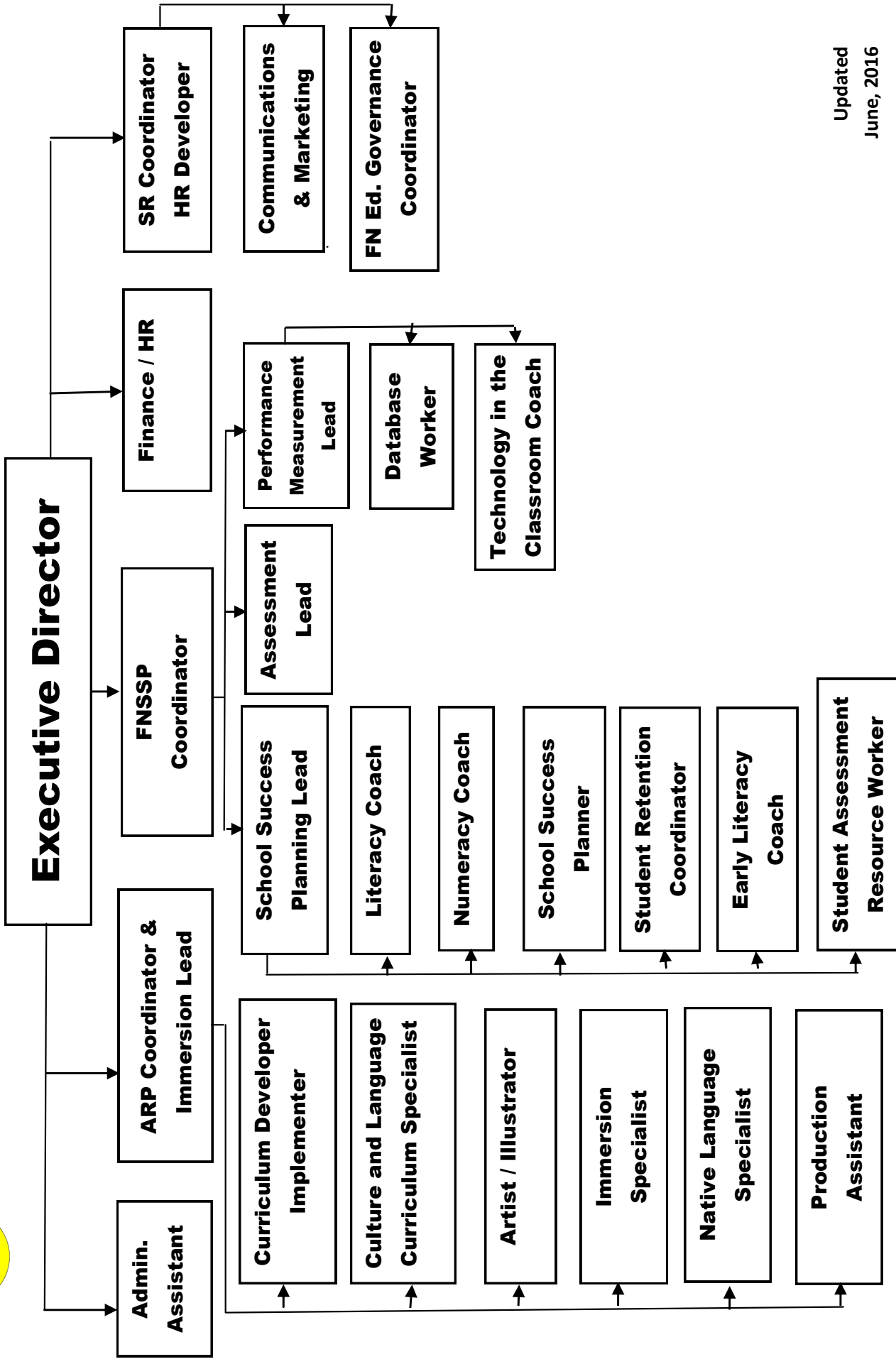


Jesse Lawson | Database Worker

Jesse was born and raised in Winnipeg but has been living in Dryden for the past 7 years. She's been perpetually attached to the Internet for years and has a Diploma in Information Security Management from the University Of Winnipeg. She is a geek at heart and is looking forward to helping KERC as the new Database Worker. She will be working with the Performance Measurement Lead to provide support to the 13 communities in the area of Performance Measurement including Dadavan Outcomes Student Information System support and training.



Kwayaciwin Education Resource Centre





Kwayaciiwin Education Resource Centre

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