

Gindaaswag pige Maadookiiwag

A Twinning Project between YRDSB and Waabgon Gamig



Algonquin Loom Beading Project Acknowledgement

- Dr. Ruth Beatty, Lakehead University
- Danielle Blair, Provincial Math Lead, Ministry of Education

Pikwakanagan Advisors

- Shirley Kohoko Elder
- Della Meness Education Officer
- Vicky Two Axe Executive Director of Operations
- Howard Bernard
- Jane Commanda
- Adam Bernard Native Education Liaison Officer, Pikwakanagan

Pikwakanagan Team

- Christina Ruddy Omàmiwinini Pimàdjwowin/Artist
- Tamara Whiteduck Omàmiwinini Pimàdjwowin/Artist
- Mike Fitzmaurice Grade 6 Teacher
- Heather Lett Grade 3 Teacher
- Heather McEwen Grade I Teacher
- Anne George Vice-Principal, Eganville School and former Student Work Study Teacher RCDSB
- Jody Alexander Vice-Principal, OCDSB, Community Member and former Aboriginal Education Project Coordinator RCDSB
- Michele Gaudry Native Language Teacher/Artist
- Jayden Kohoko-Autio, Pikwakanagan Community Member
- Willy Dick, Pikwakanagan Community Member
- Albert Owl, Language Teacher
- Sarah Yankoo, Pikwakanagan Community Member,/Musician







Every good inquiry begins with a question...

How can we strengthen community relationships between a First Nations school and a public school system?







What did the learning look like?

- Building relationships
- Learning at Waabgon
- Learning at Morning Glory
 - \circ 1 week
 - $\circ~$ 4 days in the classroom
 - Debrief with the educators every day











Key Learning

- Importance of Relationships
 - Community/ System/ School
 - Community member/ Classroom Teacher
 - Role of Leadership (Education Manager/ Principal)
 - Honouring the voice of our Community

• Readiness

- Competency in Indigenous Knowledge
- Planning/ executing a Comprehensive Math Program
- Decolonizing the classroom structure to ensure the community member is the leading the learning in the project
- Being responsive to the student/ adult needs by demonstrating flexibility in roles



Moving Forward

- Establishing mutual understanding and expectations of the project
 - Planning with all voices at the table
 - Math evolves as we engage in the learning
 - Create the space to allow this happen
 - Ongoing support through the continued learning after the introduction of the project
- How do we support those involved in the learning to build relationships?
 - Commitment to being present in the learning
- The importance of debriefing
- The potential barrier of the school timetable- how do we adjust?

