



# Evolution of Kahnewà:ke Education

## Message from The Director of Education

*Wa'tkwanonhwerá:ton Kahnawa'kehró:non,*



I am very pleased to take this opportunity to provide an update on the tremendous community-driven growth, evolution, and progress occurring within the Kahnewà:ke education system. Thanks to the guidance received from our students, families, staff, and community through multiple consultations, we have heard your voice and are acting upon your input. Your collective voice combined with the information we have acquired through formal and informal system wide evaluations is what defines our path forward. We are proud to say our schools are becoming diverse learning environments that are culturally, linguistically, and academically rich. As a system, we are growing to be more able to support and empower our students to grow to be proud Onkwehón:we who are wholistically well prepared to thrive on any life path they choose.

My diverse experiences over the past 50 years as a student, classroom teacher, associate principal, curriculum developer, and director within our system have given me a deep appreciation, understanding, and commitment to our community schools. Based on my vast and sound perspective, we are in the midst of long awaited and positive growth. What an exciting time for education! Even though the prospect of growth may be intimidating, as educators, families, and community members, we are ready.

In the 1970s, our founding members fought hard to gain Indian Control of Indian Education. Now in 2018, Kahnewà:ke is a leader in Indigenous education. In the past forty years, we have maintained an Onkwehón:we governing body, and we have active parent networks driving our schools. We employ innovative Onkwehón:we directors, and everything we do is based on our Tsi Niionkwarihò:ten world view. Kahnewà:ke remains an exceptional model of Indigenous Control of Indigenous Education.

As an Onkwehón:we education system, we face many unique challenges. How do we meet the complex demands of our community to deliver quality programs, services, and curriculum that honors our unique world view, while maintaining the highest standards in our core curriculum? We have found tremendous balance and success in bringing together the best, most dynamic and skilled teachers, administrators, and support staff who all compliment each other. Building dynamic teams is recognition that there is a need for specific expertise in education to deliver on-target goals that our community wants for our students.

We work together to set and implement organizational goals in a complex systematic process that is rooted in our vision, mission, and Indigenous world view set by you, our community. We, like all of you, want the very best for our students, staff, and community and we understand that in order for our students to achieve the highest possible standard of Indigenous education, we as an organization must be willing to build our capacity in order to become more specialized, and to increase our technical skills in many areas. This type of growth will allow us to meet the demands of our students and families. Our end goal is to build on the strengths of students, staff, and community.

With growth comes excitement, and with change comes uncertainty and increased stress for our educators and, at times, our community. Recently our staff, schools and system have been negatively affected by many untruths and personal attacks that have been disheartening and discouraging. Misinformation, fear, and slander is being disseminated without truth and that is unacceptable. Clearly there is a lack of understanding of how our education system operates and how we are in fact working in the best interests of the community to meet the needs of our students.

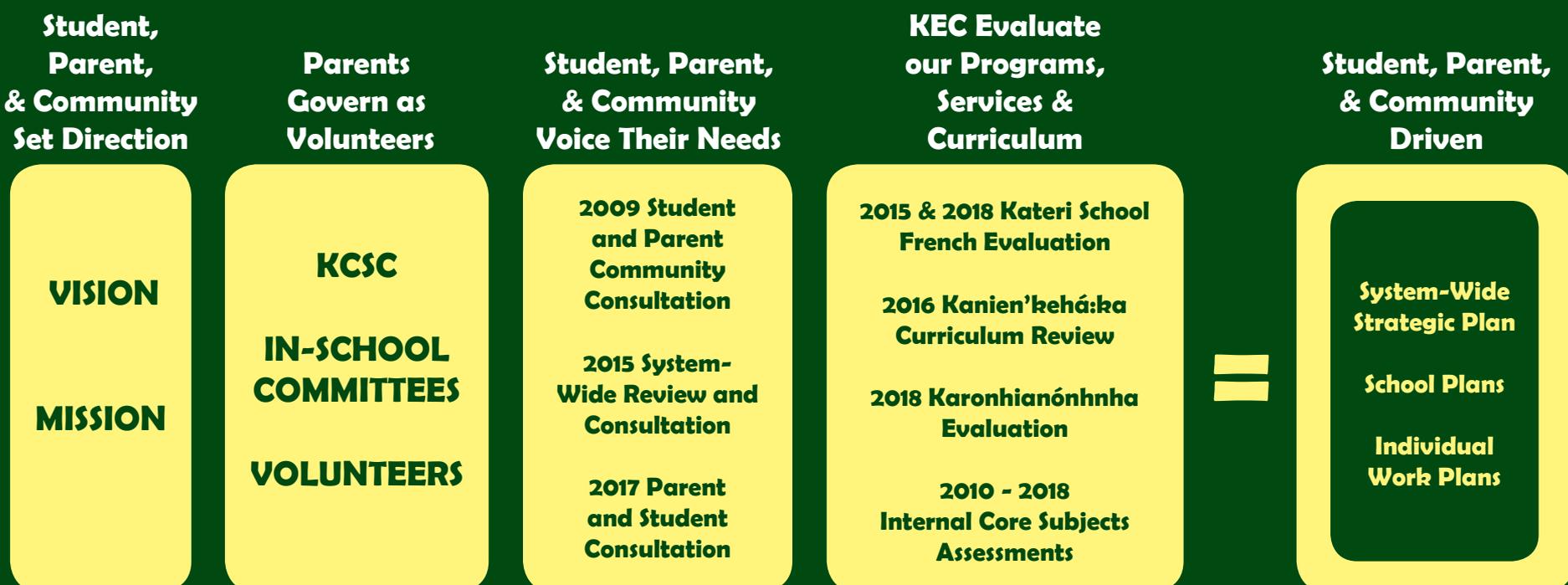
There are many issues that affect the decisions of the KEC that are far too complex to express in this letter. We hope that by launching our new website, a small communications campaign, and by hosting the Annual General Assembly on November 27th, that we will be able to provide clarity on why we do what we do in education. As a community member who has invested my entire life in Kahnewà:ke education I hope that you will take the time to reach out to increase your understanding of what goes on in education today. Rest assured that volunteers and staff are all working in the best interest of our students and our community.

We, as Kanien'kehá:ka -- a strong knit community, drive the goals of our three schools. The KEC and our exceptional staff are proud to turn those goals into reality, always mindful of those who came before us with a dream. That dream, based on Tsi Niionkwarihò:ten, is truly being realized as our community controls the strength, the direction, and the future of education. We continue to evolve using all the expertise and knowledge available to build upon those foundations and ensure our vision, our mission, our educational goals, and our future remain in our capable hands.

  
Robin Delaronde, Director of Education



## Together, the KCSC, the KEC Directors, Students, Parents, and Community drive Education in Kahnewà:ke





# In our three Student, Parent, and Community Consultations, you, Kahnawà:ke, told us that you want

## the best of everything for our Kanien'kehá:ka students -

*Nurtured by a strong, healthy circle of family and community, all of our students are empowered and proud Onkwehón:we, who are connected to the natural world. Our students are life-long learners who are wholistically well prepared to thrive on any life path they choose.*

### These were your priorities:

#### #1 Priority: Student Learning

- ✓ All students are learning to the maximum of their potential, including students with behavioral, developmental or other learning challenges/special needs and students identified as gifted learners.
- ✓ Students' literacy and math skills are well developed early in their education.
- ✓ Students are prepared to succeed academically in post-secondary education of their choice, so that they can later work in the field of their choice.

#### #2 Language Learning

- ✓ Students are proficient Kanien'kéha speakers.
- ✓ Students have strong enough English and French to succeed in their post-secondary studies and are able to work in their chosen field with the level of French required.
- ✓ Students are trilingual. They have the English and French skills to be able to get any job they want in Quebec and they are able to speak Kanien'kéha.

#### #3 Develop Connection to Identity, Community & Culture

- ✓ Students have a strong sense of identity as Kanien'kehá:ka – they have a healthy attachment to their community and culture.

#### #4 Recognize and Develop the Uniqueness of Each Student

- ✓ Students' personal interests are recognized and used as a motivating factor to encourage learning. Education is able to leverage the diverse talents and the learning preferences of individual students.
- ✓ Students develop both work-related and personal and professional interests that help them to lead meaningful lives.

#### #5 Exposure to Diversity & Respect for Other Cultures

- ✓ Students develop a global understanding and appreciation of the diversity of people and cultures. The knowledge and experiences they develop from exposure to the outside world are used to strengthen their capacity to contribute to their community.

#### #6 Safety/School Climate

- ✓ For all parents, the school they choose must be perceived to provide a safe enough environment for their child to learn in.

### We are working to deliver:

#### STUDENT LEARNING

- Nine curriculum developers working to strengthen, develop, implement, and monitor curriculum for all our three schools.
- Implementing core subject areas into Tsi Niionkwarihò:ten program.
- Building resources & curriculum for an innovative KEC science program.
- Refining identified learning outcomes in Language Arts & Math.
- Piloting math resources in all three schools.
- Implementation of elementary Social Studies curriculum based on Tsi Niionkwarihò:ten.
- Curriculum is based on the foundation of Rotinohshonni ways of knowing – Tsi Niionkwarihò:ten.

#### LANGUAGE LEARNING

- Karonhianóhnhha Immersion Program Evaluation, Kateri School French Program Evaluation (2nd phase in progress).
- Analyzing recommendations from Karonhianóhnhha evaluation.
- Translation & development of cultural resources into Kanien'kéha & French.
- Developing a plan to progress immersion into KSS for both languages.

#### DEVELOP CONNECTION TO IDENTITY, COMMUNITY & CULTURE

- Targeted professional development for our educators that includes Response To Intervention, Professional Learning Communities, second language training, cultural teachings, and leadership for administrators so that they have the capacity to deliver the curriculum we are developing.
- Project Based Learning Pilot Projects at each school that incorporates student voice, outdoor learning, and community involvement

#### RECOGNIZE AND DEVELOP THE UNIQUENESS OF EACH STUDENT

- Student Services & Family Engagement Team plan for and to oversee services for students with diverse needs.
- Special Needs Department have completed a review and analysis of all student files at KSS and now starting a review and analysis at Kateri School. They are conducting overall assessments and classroom observations to support teachers. A Professional Development plan will be created to plan for appropriate training for staff.
- Development standards, procedures, and policies that will support parental involvement, including monthly parent workshops.

#### EXPOSURE TO DIVERSITY & RESPECT FOR OTHER CULTURES

- Partnerships to provide diverse learning experiences for all students

#### SAFETY/SCHOOL CLIMATE

- Review and revamping of system-wide Emergency Procedures
- Preparations underway for of School Climate Policy.
- Exploring restorative approaches to conflict resolution.

#### MONITORING AND EVALUATION

- Completed Evaluation of Kahnawà:ke's Education Services, KSS Curriculum REview (Phase 1), Kanien'kehá:ka Curriculum Review, Student & Parent Consultation, Karonhianóhnhha Immersion Program Evaluation, Kateri School French Program Evaluation (2nd phase in progress)