

Kenjgewin Teg, Ontario



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First Nations Post-Secondary Education:
A Costing Analysis on the Establishment
and Advancement of First Nations
Institutions.

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Kenjgewin Teg, Ontario

Kenjgewin Teg practices the philosophy of lifelong learning and strives to nurture confident, resilient learners with cultural groundings in their personal identity and actively engaged in their own learning. Emotional, spiritual, intellectual, and social learning are critical to students' learning. The institute has completed their strategic plan for 2016-2021. Kenjgewin Teg's vision, mission, and values (2016-2021 strategic plan) are:

Vision:

Mino-sami-kinoomaagasiwin! Kina gwaya wiikamigaaso maanpii Anishinaabe kinoomaagasiwin temgak.

Inspired learning! An Anishinabek place of learning is a place for all.

[Anishinabemowin interpretation of English-worded vision statement above:

Good/successful determined learning!

All is invited here to the place of Anishinaabe learning].

Mission:

Wii-aasigaabiwiitaagasiwat nwiji-bemaadizijig wii-kinoomaagasiwad, wii-mino-kendamooowad kinoomaagewinan miinwa Anishinaabemowin mii-dash ji-de mino-aankendamaagewad wii-mshkwo-gaabiwiitowad noonj gwaji-memi daaying, wii-mino-maajiishkaayin.

To build capacity of individuals through learning opportunities, teachings and language acquisition so that they will positively impact the growth and development of our communities.

[Anishinabemowin interpretation of English-worded vision statement above:

To stand in support of humankind through learning, that they will find/receive the teachings in a good way and the Anishinaabe language, then we can all share and pass on what we have received in the learning process, so that we may stand in unity in our communities to move progressively toward good/success].

Values:

- Commitment to student success
- Creativity in the design and delivery of our programs & service
- Efficiency by using the best of our resources for the benefit of our membership
- Education by providing lifelong learning opportunities to enhance organizational wellness for



learner and team success

- Honour of our Anishinabek language, culture, history, and heritage
- Respect by treating each other equally

The institute has three key branches: lifelong learning, student wellness, and Anishinaabe Aadziwin. Kenjgewin Teg's education framework and policies are founded in Anishinaabe Aadziwin: cultural, land-based learning in the Anishinabek Worldview.¹ Kenjgewin Teg's place of learning is grounded in Anishinaabe Kendaaswin (Ojibwe Knowledge). Following Anishinaabe Aadziwin (Ojibwe Way of Life): Land as Pedagogy & Land as First Teacher, relationships to land are embedded in the curriculum. Education is centred in Anishinaabe N'dow (Ojibwe Identity), the Anishinaabe language, epistemologies, and culture. Anishinabemowin (Ojibwe Language), or Anishinabek language understanding, is also foundational to education at Kenjgewin Teg, as the language embodies the Anishinabek worldview, virtues, philosophies, and instructions on relationships in the natural world. The Anishinabek worldview sees the life journey as a continuous cycle of Mnidoo Aadziwin, a gift of spirit from the Creator that is to be nurtured and loved in the human world; Kenjgewin Teg's educational framework supports learners and communities to nurture and love the spirit and to learn from the spirit. The outcome of education is Anishinaabe Bmaadziwin (Good Life), a life of balance and purpose. These principles guide will continue to guide the work of Kenjgewin Teg.

Kenjgewin Teg is focused on responding to the needs of learners, community, and Nation, providing significant breadth in their programs and services to the community. They provide a wide range of offerings in response to where communities are and what they need, including pathways programming, essential skills, literacy and basic skills, post-secondary programming, professional development, and community engagement and mobilization within non-credentialed learning opportunities.

The institute has a formal governance membership of eight First Nations communities and is experiencing increasing demand for training available for more First Nation communities. Kenjgewin Teg is planning to expand its hybrid-technology enabled programming opportunities so that learners can participate regardless of location. Kenjgewin Teg has a campus on M'Chigeeng First Nation on Manitoulin Island and a recently expanded campus site in an arrangement with the University of Sudbury.

Kenjgewin Teg surveys its students annually to hear their voices and feedback on their experience. Learners report having increased knowledge in Anishinabek history, people, and culture; increased knowledge in the Ojibwe language, and greater awareness in Anishinabek culture and traditions as a result of their education at Kenjgewin Teg (2021 Annual Report). The institute has graduated 201 students in the last four academic years (49 in 2108, 55 in 2019, 29 in 2021, 68 in 2021).

Programming

Kenjgewin Teg focuses on creating and facilitating learner pathways into post-secondary education for all learners, including providing upgrading, skills and readiness supports to learners so that they have the prerequisites to access post-secondary education. As a reflection of their continued commitment to

1 https://www.kenjgewinteg.ca/wp-content/uploads/2021/03/kenjgewin_teg-kress_document-single2.pdf



lifelong learning within the federal government’s education transformation policy, they support learning opportunities are increasingly focused on post-secondary support and learning opportunities (e.g., community-based college and university programs, community programming); and organizational development programming (non-credit programs and professional consulting to meet the needs of First Nations and non-First Nations workforce development).

Table 1. Kenjgewin Teg Programs

Area	Current Programs (2021-22)
Pathways	<ul style="list-style-type: none"> • Kenjgewin Teg Secondary School (for achievement of Ontario Secondary School Diploma (OSSD)) • Maawndoo Kinoomaagasiwin (Literacy and Basic Skills) • Academic Career Entrance (ACE) • Mshiigaade Miikan – (a culturally relevant skills training program) • Continuous Intake – access to a variety of Ontario’s 24 college courses to support admission pre-requisites to Kenjgewin Teg’s PSE programs using OntarioLearn
Academic (Certificate and Diploma, Certificate of Achievement)	<ul style="list-style-type: none"> • Kenjgewin Teg Secondary School (for achievement of Ontario Secondary School Diploma (OSSD)) • Maawndoo Kinoomaagasiwin (Literacy and Basic Skills) • Academic Career Entrance (ACE) • Mshiigaade Miikan – (a culturally relevant skills training program) • Continuous Intake – access to a variety of Ontario’s 24 college courses to support admission pre-requisites to Kenjgewin Teg’s PSE programs using OntarioLearn
Trades and Apprenticeships (Certificates)	<ul style="list-style-type: none"> • Shki-Maajinakiing: Pathway to Trades (Certificate of Completion) • Renovation Techniques (Ontario College Certificate) • Timber Framing • Canadian Welding Bureau Certification (Labour Market Skills Certification) • Ontario Youth Apprenticeship Program (includes a network for introducing skilled trades opportunities)



Area	Current Programs (2021-22)
Health and Wellness (Diploma, Certificate, Degree)	<ul style="list-style-type: none"> • Practical Nursing Diploma • Personal Support Worker (College Certificate) • Master of Social Work – Indigenous Field of Study
Teaching and Learning (Diploma and Degree)	<ul style="list-style-type: none"> • Anishinaabemowin Early Childhood Education Diploma • Indigenous Classroom Assistant Diploma (2023) • Indigenous Teacher Education Program (Diploma, Bachelor of Education)
Business and Technology (Certificate)	<ul style="list-style-type: none"> • Computer Applications (Certificate)
Continuing Education	<ul style="list-style-type: none"> • Additional Qualifications through Ontario College of Teachers (e.g., Teaching Ojibwe / Anishinaabemowin, Outdoor Experiential Education, Teaching First Nations, Metis and Inuit (FNMI) Children) • Early Learning professional development for educators, children and families • General Interest and Skills: for example: Workplace Hazardous Materials Information System (WHMIS) Safety Training, Introduction to Welding, Chainsaw Safety Training, Hunter Education Course for P.A.L. Certificate • Pre-employment readiness access

Programs are developed by teams. Faculty are supported in developing curriculum by instructional designers with expertise in pedagogy and individuals knowledgeable in Anishinabek culture, language, and worldviews.

The Anishinaabemowin Early Childhood Education program, which leads to an Ontario College Diploma, is an example of Kenjgewin Teg’s approach to programming. The two-year full-time program is an Anishinaabe worldview-lens program for learners who wish to work in Early Childhood Anishinaabemowin settings. It is designed to address the needs of the territory, embed the Anishinabek worldview, and embody land-based pedagogy while meeting the standards of professional regulation for early childhood education in Ontario. Learners must commit to improving their Ojibwe language acquisition while training to become early childhood educators. Language assessments are conducted throughout the program. Program development and program reviews include input from language instructors, Knowledge Holders, and Knowledge Keepers of the territory who understand Anishinabek culture, language, and worldview.



Kenjgewin Teg has developed a method of acknowledging student learning journeys through the Anishinaabe Aadziwin Passport to Learning. Learners recognize and document progress on their personal learning journey and have this learning affirmed by individuals such as an Elder, Knowledge Keeper, or presenter.

The institute has partnerships with several Western public post-secondary institutions (including Canadore College, Fleming College, Sault College, Queen's University, Nipissing University, and Wilfred Laurier University) to grant credentials for certificates, diplomas, and degrees. It also has partnerships with other FNIs, including FNTI and Seven Generations Educational Institute.

Kenjgewin Teg is part of the third pillar of post-secondary education in Ontario and was engaged in advocacy to establish the Indigenous Institutes Act (2017) that recognizes the authority of Indigenous institutes to offer and grant credential certificates, degrees, and diplomas in their own name. Kenjgewin Teg is finalizing its accreditation with the Indigenous Advanced Education and Skills Council and is moving towards developing and delivering its own accredited programming that grants its own certificates, diplomas, and degrees. The institute is also an accredited Additional Qualifications (AQ) provider through the Ontario College of Teachers, offering AQ courses for certified teachers with a focus on the Ontario education curriculum. Kenjgewin Teg is also a member of the Indigenous Institutes Consortium, the World Indigenous Nations Higher Education Consortium, eCampus Ontario, Ontario Learn, the Ontario Council on Articulation and Transfer (ONCAT), and Colleges and Institutes Canada.

Student Services

Each student is embraced where they are in their learning pathway. Student wellness and enrollment services are viewed as key branches of learning, and the institute is currently formalizing its organization wellness model that is inclusive of a trauma-informed and trauma-sensitive place of learning. Physical, spiritual, emotional, and academic/intellectual needs are addressed to nurture total well-being. Culturally restorative practices are embedded within the learning environment and cultural services are available daily. Kenjgewin Teg has recently introduced a tiered model of student intervention that encourages a collaborative approach to encouraging student success. The first tier of support is the instructor, who monitors for low attendance, lack of submitted assignments, and low engagement in class. The second tier of support is the program coordinator, who gets to know a student throughout their entire program and helps identify strengths that can be used to support areas of student growth. The third tier of support is student services. Student services are engaged in situations where students have larger or more complex needs that require a high level of monitoring, and referral to external services.



Growth and Development

The draft 2021-2026 Kenjgewin Teg strategic plan identifies the following pillars of growth and development: student supports and services (including formalization of an organizational model of wellness and a student case management system); program growth (including further community outreach, pathways and PSE programming, and micro credentials); awareness and marketing (messaging, accreditation impact, increasing regional impact); and corporate services (including governance, human resources, information technology, policies, processes, and data collection; see 2021 Annual Report). The institute is also planning to pursue a research agenda, and currently is part of a learning and research network funded by a SSHRC Partnership Grant that works to strengthen efforts to revive Indigenous languages.



To learn more, please visit: www.afn.ca/policy-sectors/education



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