



OSHKI

Oshki-Pimache-O-Win

EDUCATION & TRAINING INSTITUTE

Oshki-Pimache-O-Win means "a new beginning." the OSHKI logo symbolizes the beginning of a new life for those who pursue an education to improve their lives.



Fort William First Nation is a signatory to the Robinson Superior Treaty of 1850.





Oshki-Pimache-O-Win and the Nishnawbe Aski Nation Territory
 OSHKI's primary catchment area is the Nishnawbe Aski Nation (NAN) territory and surrounding area. NAN encompasses James Bay Treaty 9 territory and Ontario's portion of Treaty 5. NAN has a total land mass covering two-thirds of Ontario spanning an area of 210,000 square miles. The total approximate population of NAN First Nation members (on and off reserve) is 45,000. The people of Nishnawbe Aski traditionally speak Ojibway, Cree, and Ojicree.

An illustration of a group of Indigenous people gathered around a campfire at night. The scene is set against a light blue background with a yellow sun or moon in the sky. The people are depicted in traditional attire, and the campfire is glowing with orange and yellow light. The text "Aboriginal Early Childhood Education in Northern Ontario" is overlaid on the illustration.

Aboriginal Early Childhood Education in Northern Ontario

"We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love...and then we return home."

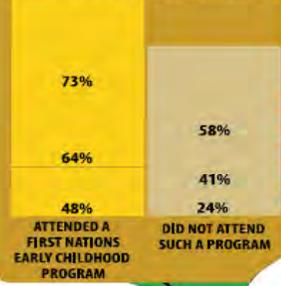
-Australian Aboriginal Proverb



First Nation Children's Access to Early Learning

- Early Childhood Education (ECE) • Early childhood development is critical to the growth and development of children. • While 67% of First Nations' communities have licensed early learning and care programs for children under the age of six, only 22% of First Nations children have access to early childhood programs.

COMMUNICATIONS MILESTONES



EARLY CHILDHOOD EDUCATION IN FIRST NATIONS COMMUNITIES



MY CHILD UNDERSTANDS WHEN I SPEAK

I CAN UNDERSTAND WHEN MY CHILD SPEAKS

OTHER PEOPLE CAN UNDERSTAND WHEN MY CHILD SPEAKS

28% IN THE COMMUNITY

35% AT HOME

CHILDREN WITH FIRST NATIONS LANGUAGE AS THEIR MOTHER TONGUE

18%

EXPOSED TO FIRST NATIONS LANGUAGE ALL/MOST OF THE TIME

NO TEACHERS AVAILABLE 41%

BARRIERS TO LANGUAGE LEARNING

NO CLASSES AVAILABLE 40%

NO ONE TO PRACTICE WITH 40%



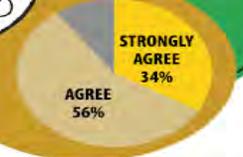
86% OF PARENTS SAY IT IS IMPORTANT CHILD LEARNS ABOUT TRADITIONAL TEACHINGS



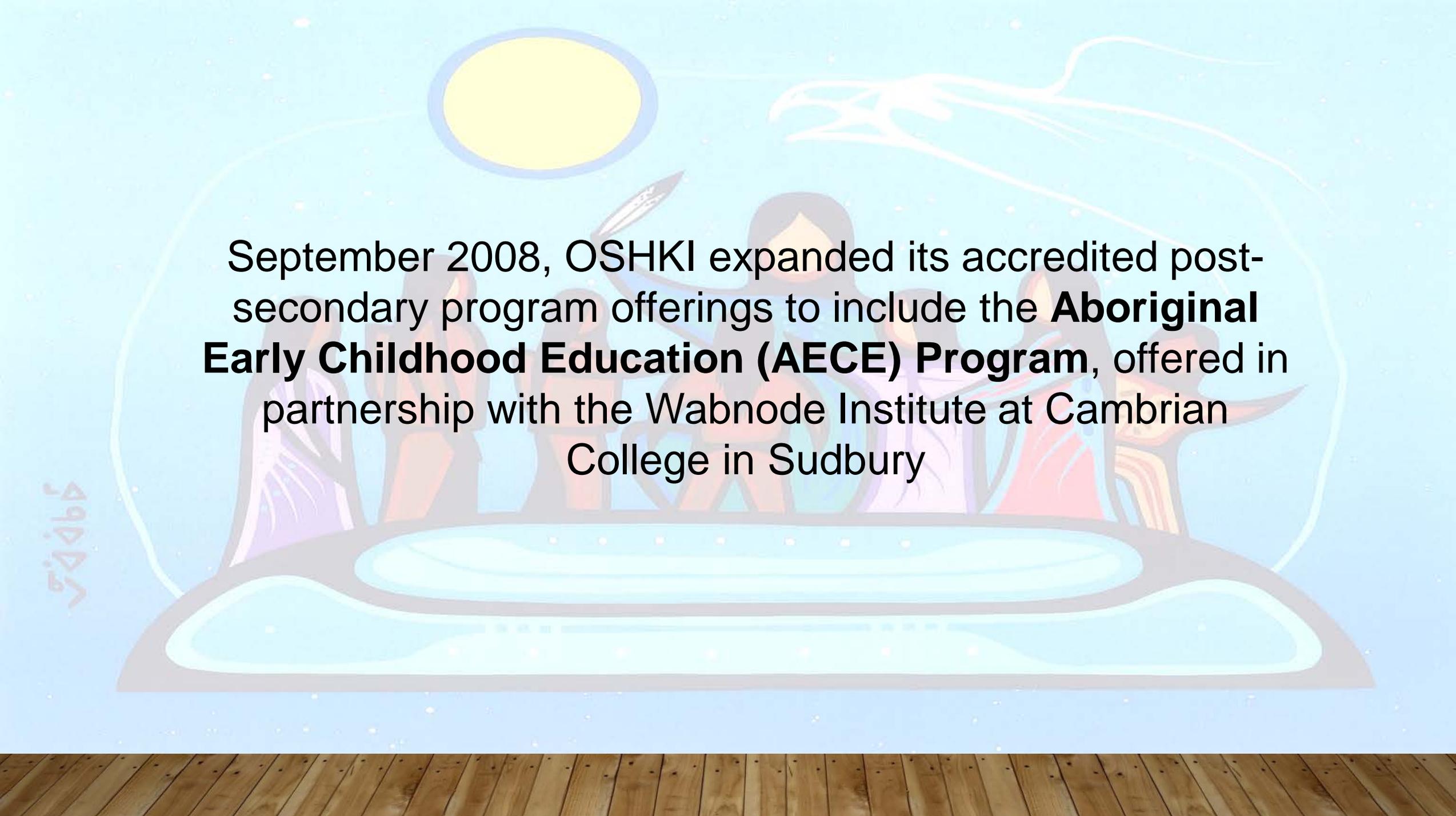
CHILD'S SCHOOL IS SUPPORTIVE OF FIRST NATIONS CULTURE

90%

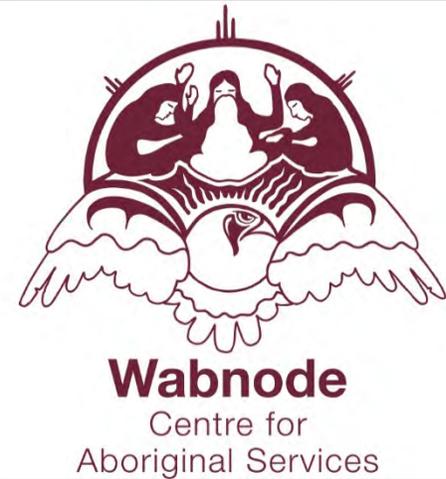
39% OF CHILDREN ATTEND CULTURAL ACTIVITIES MORE THAN ONCE A MONTH



The First Nations Information Governance Center (FNIGC). (2015). The First Nations Regional Early Childhood, Education and Employment Survey 2013-14 [Data Set]. Ottawa, ON: FNIGC.

An illustration of Indigenous people in a canoe on a lake. The scene is set against a light blue background with a yellow sun in the upper left and a white eagle in flight in the upper right. The canoe is in the foreground, and several figures are visible inside. The text is centered over the illustration.

September 2008, OSHKI expanded its accredited post-secondary program offerings to include the **Aboriginal Early Childhood Education (AECE) Program**, offered in partnership with the Wabnode Institute at Cambrian College in Sudbury



“Cambrian College is pleased to be part of the ongoing partnership with OSHKI, for the past seven years, we have worked collaboratively to enrich the lives of the children throughout northern Ontario.”

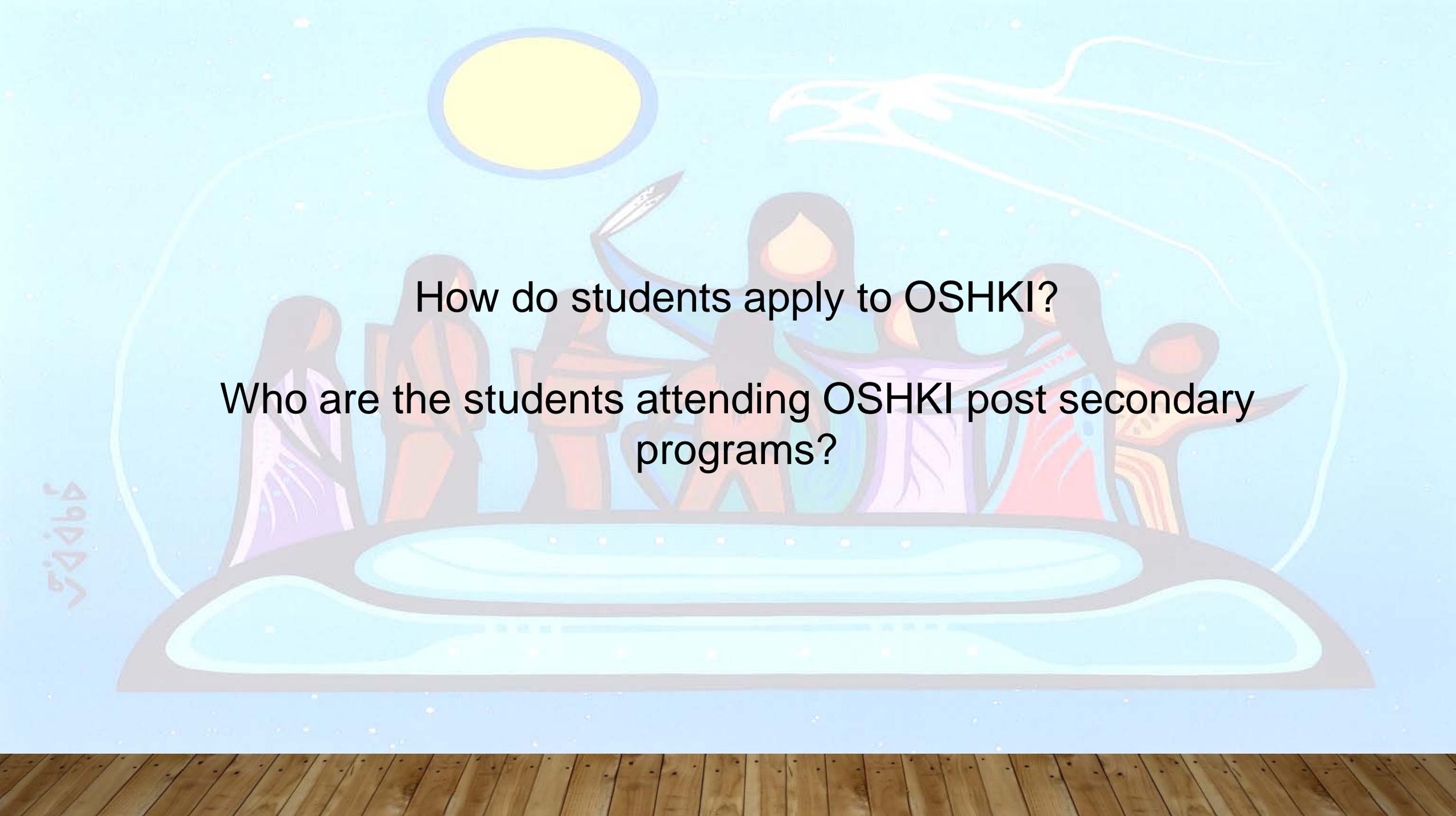
Jean Brown, Academic Dean - Cambrian College

Aboriginal ECE Curriculum

- The Early Childhood Education Program Standards delivered by Ontario Colleges approved new program standards in December 2012.
- Graduates of the Native or Aboriginal ECE programs have achieved outcomes one to ten and an additional outcome eleven exclusive to Aboriginal Early Childhood Education Diploma programs.
- # 11 – Plan, implement and evaluate Aboriginal early learning curriculum programs and environments that promote children's, families and communities knowledge of the respect for Aboriginal peoples and their culture. Attached is thirteen elements of performance.

Cultural–Based Early Learning

- We know that cultural-based early learning respects the diversity and ideas of the First Nation communities and is necessary to ensure overall holistic development and wellness for future generations.



How do students apply to OSHKI?

Who are the students attending OSHKI post secondary programs?



Student Admissions - Wunnumin Lake, FN



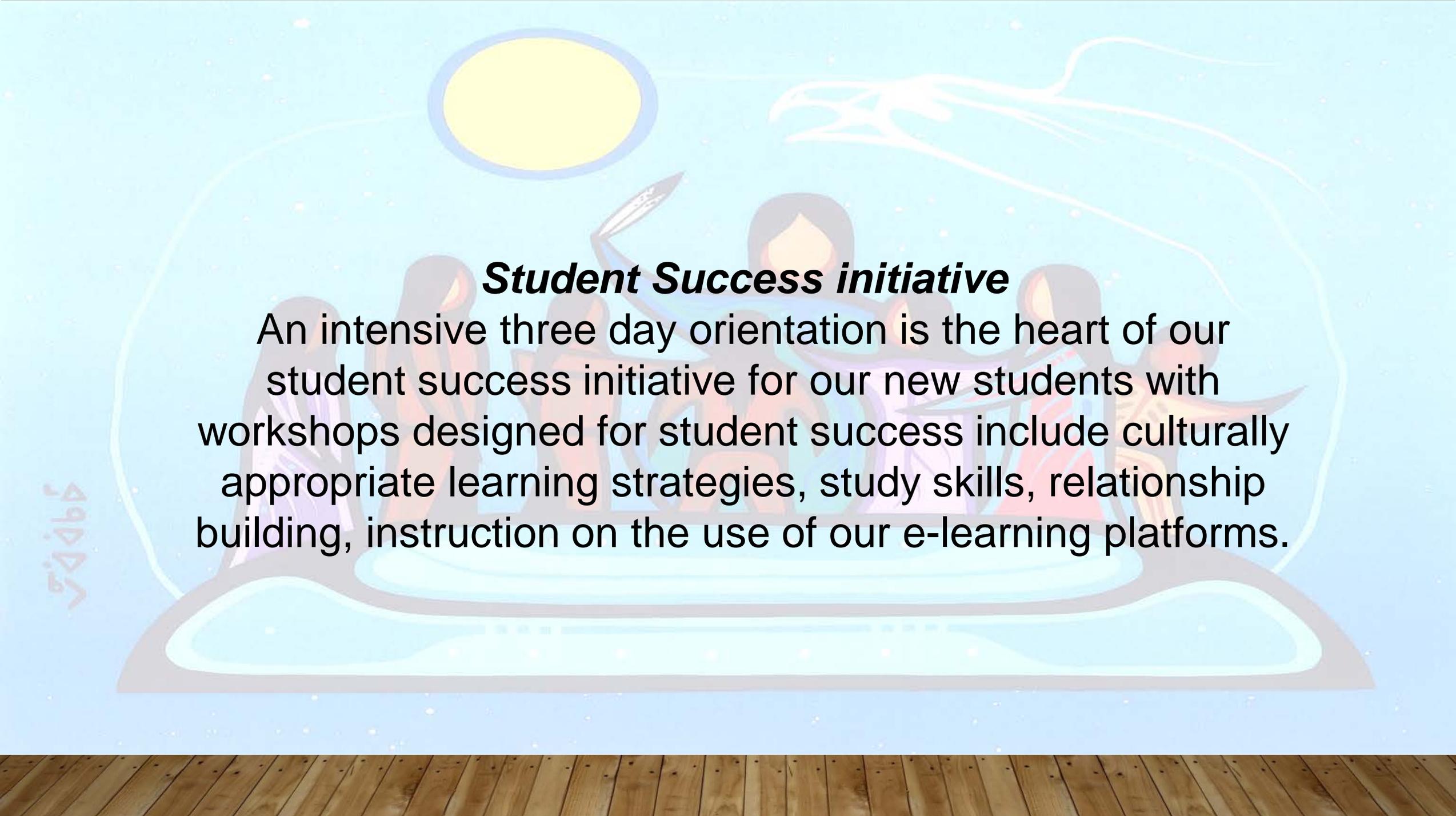
It is evident, that being a “first generation” student presents unique barriers for students in accessing and succeeding in post-secondary education.



OSHKI's Delivery Model

Carmen Strang, Poplar Hill, FN - AECE student currently in 4th semester



An illustration of a group of people in traditional attire sitting around a table, with a sun and a bird in the background. The scene is set against a light blue background with a white outline. The people are depicted in various colors, and the sun is a bright yellow circle with a blue border. A bird is shown in flight in the upper right. The overall style is simple and colorful.

Student Success initiative

An intensive three day orientation is the heart of our student success initiative for our new students with workshops designed for student success include culturally appropriate learning strategies, study skills, relationship building, instruction on the use of our e-learning platforms.



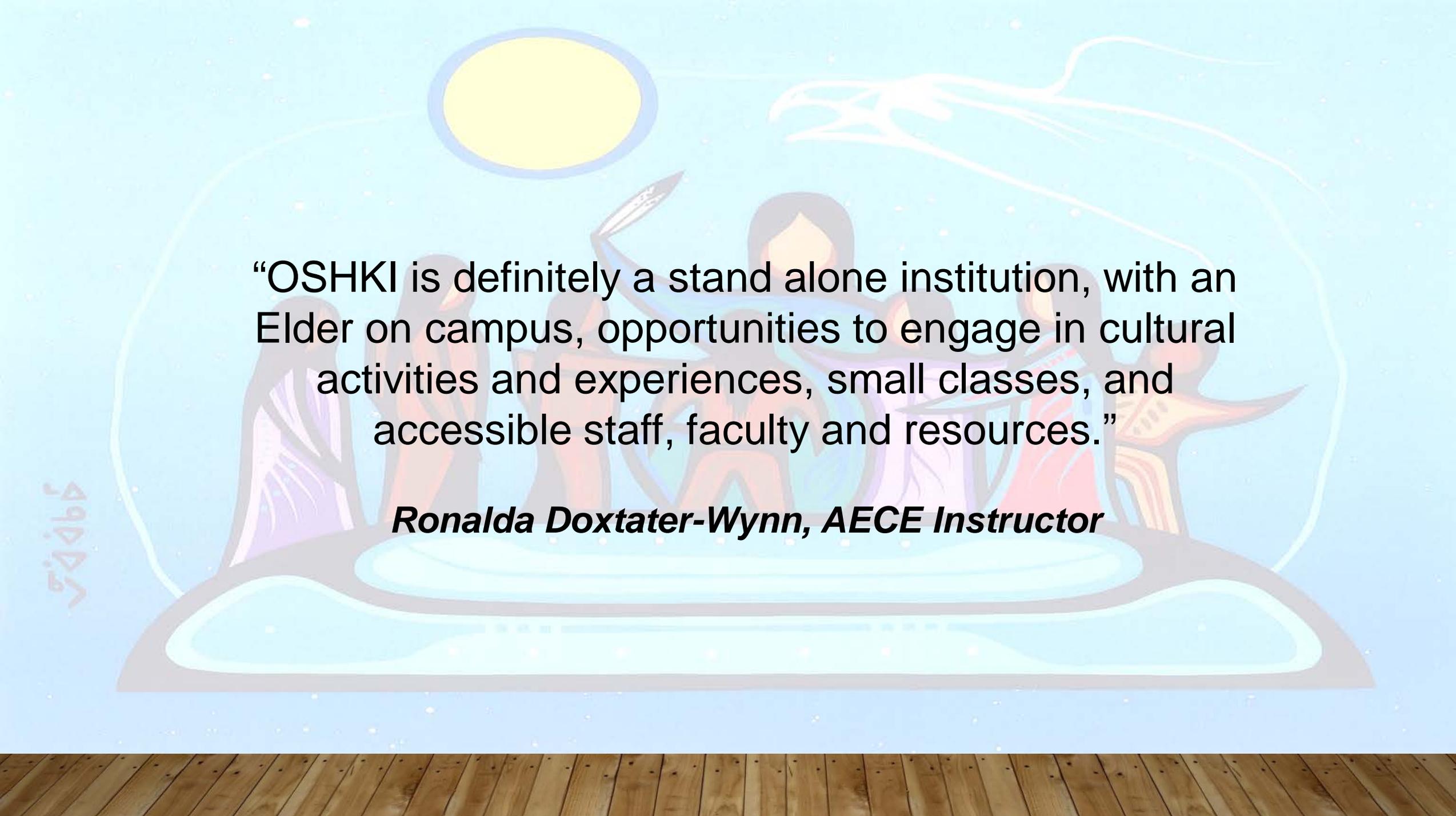
Student Orientation



MAAADIZI



The goal of the event is to welcome and inspire new students 😊



“OSHKI is definitely a stand alone institution, with an Elder on campus, opportunities to engage in cultural activities and experiences, small classes, and accessible staff, faculty and resources.”

Ronalda Doxtater-Wynn, AECE Instructor



Drum Making Workshop



Presentation from a wood carver





Lake Helen Pow Wow – July 2012



“We went out on the land and I cut my own birch bark came back and made a canoe! Took us from 12:30 to 8pm to finish” Loving School 😊 - Alanda July 2015





“Learning to harvest birch bark and making our own baskets” – Carmen July 2016



First Nation Language Practices at OSHKI

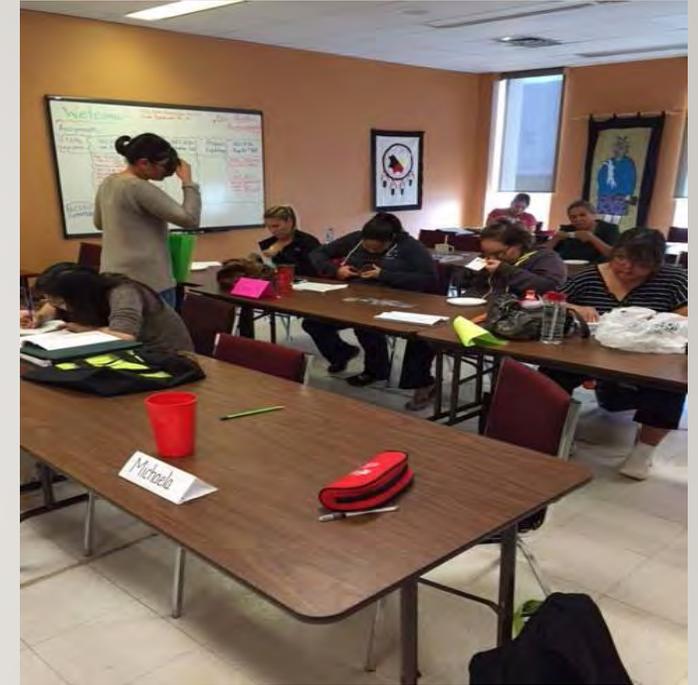
- Northern Ontario Dialect's; Oji-Cree, Ojibway, Cree
- Average of 70% of OSHKI students speak one of the three dialects and that transfers in the classroom with students teaching each other both written and orally, modeling, presenting work in their first language.
- Students working in Early Learning Centre's in the FN communities are speaking and teaching the children their language.
- The AECE students who are not fluent in the Native language are being exposed to all three dialects on OSHKI campus, through faculty, fellow students, elders, and curriculum that fosters basic language terminology as well as lessons within their core ECE courses.
- First Nation Language today in Rita's home community of Kingfisher Lake, FN

Examples of the syllabics





Presentations in their language as well as receiving teachings



“On Campus our classrooms become a supportive community of learning making it easier to adjust to being away from home”

Gina Dore, Ginoogaming FN





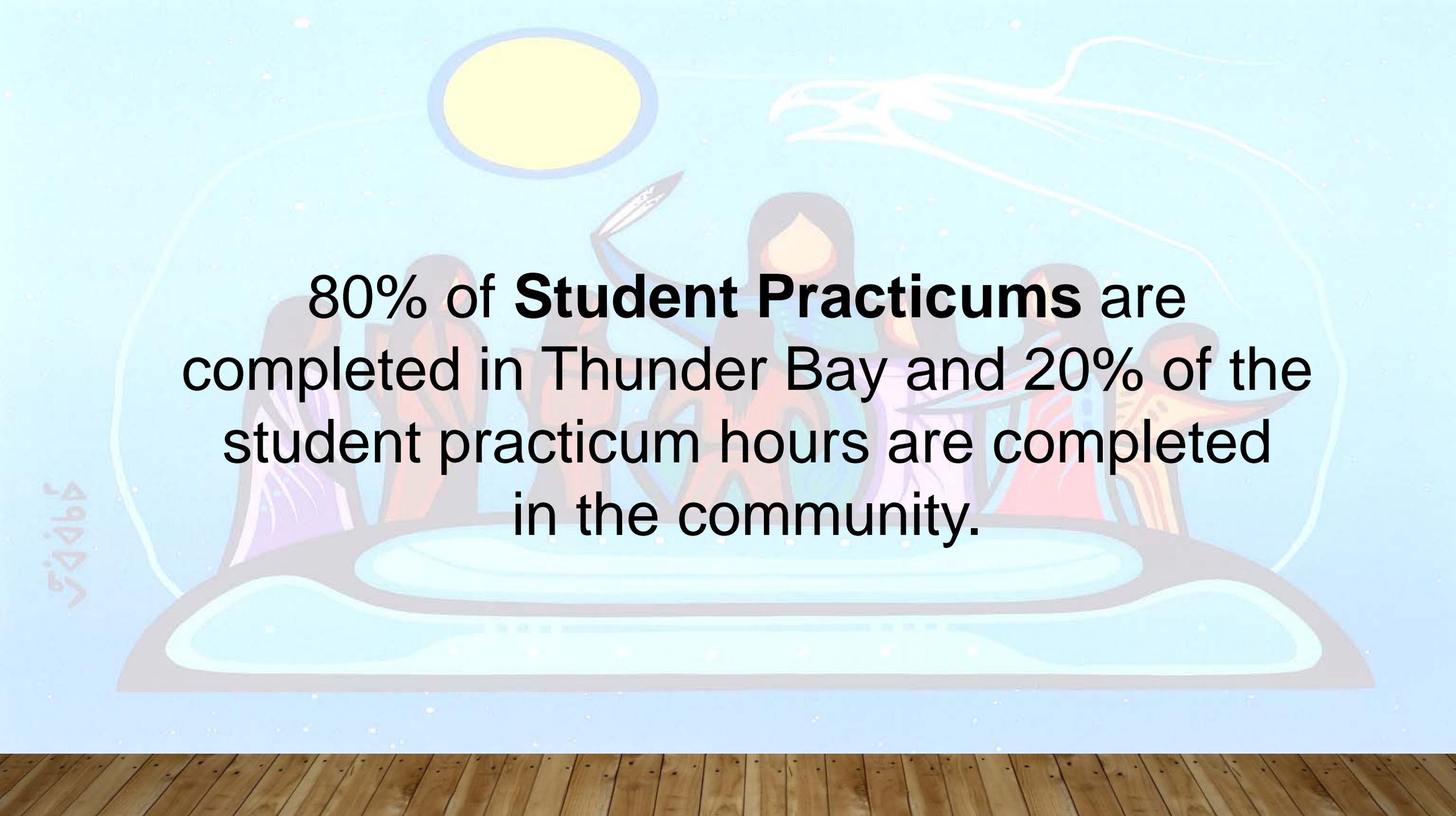
Campus Elder Benda Mason provides cultural support, ceremonies on campus in our Migizi cultural room and on the land, classroom teachings, and many years of counselling experience for students, faculty and staff.





Women's Drum Group





80% of **Student Practicums** are completed in Thunder Bay and 20% of the student practicum hours are completed in the community.



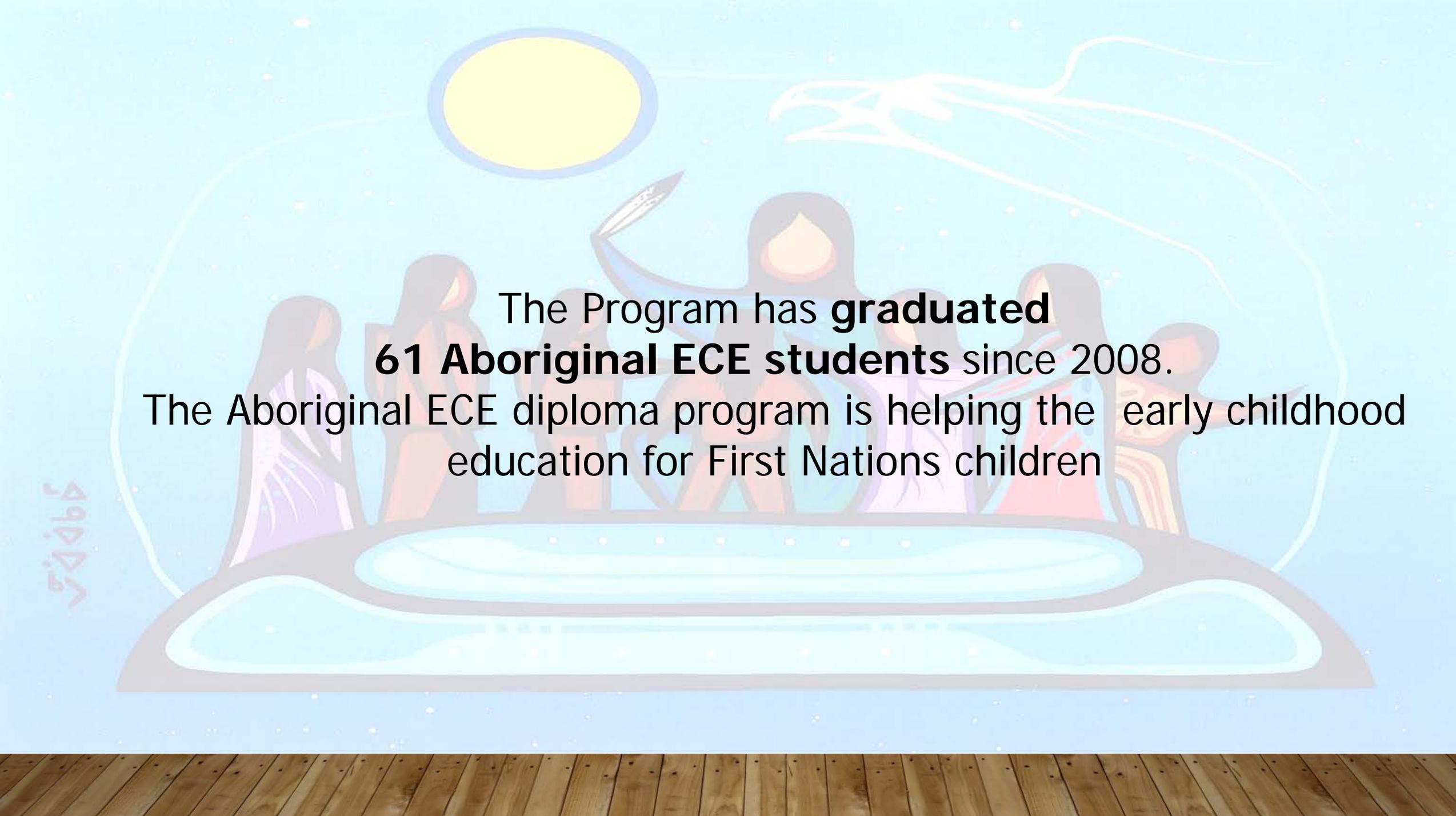
The building begins! Charlie and Jett spent a good portion of the day building and playing in their doghouse.

The Early Centre's in Thunder Bay welcome OSHKI Students and provide effective learning opportunities with positive mentorship to the Aboriginal ECE students.





Keri, AECE student completing community practicum hours at the Aboriginal Headstart Program in **Pikangikum, FN**



The Program has **graduated**
61 Aboriginal ECE students since 2008.

The Aboriginal ECE diploma program is helping the early childhood education for First Nations children





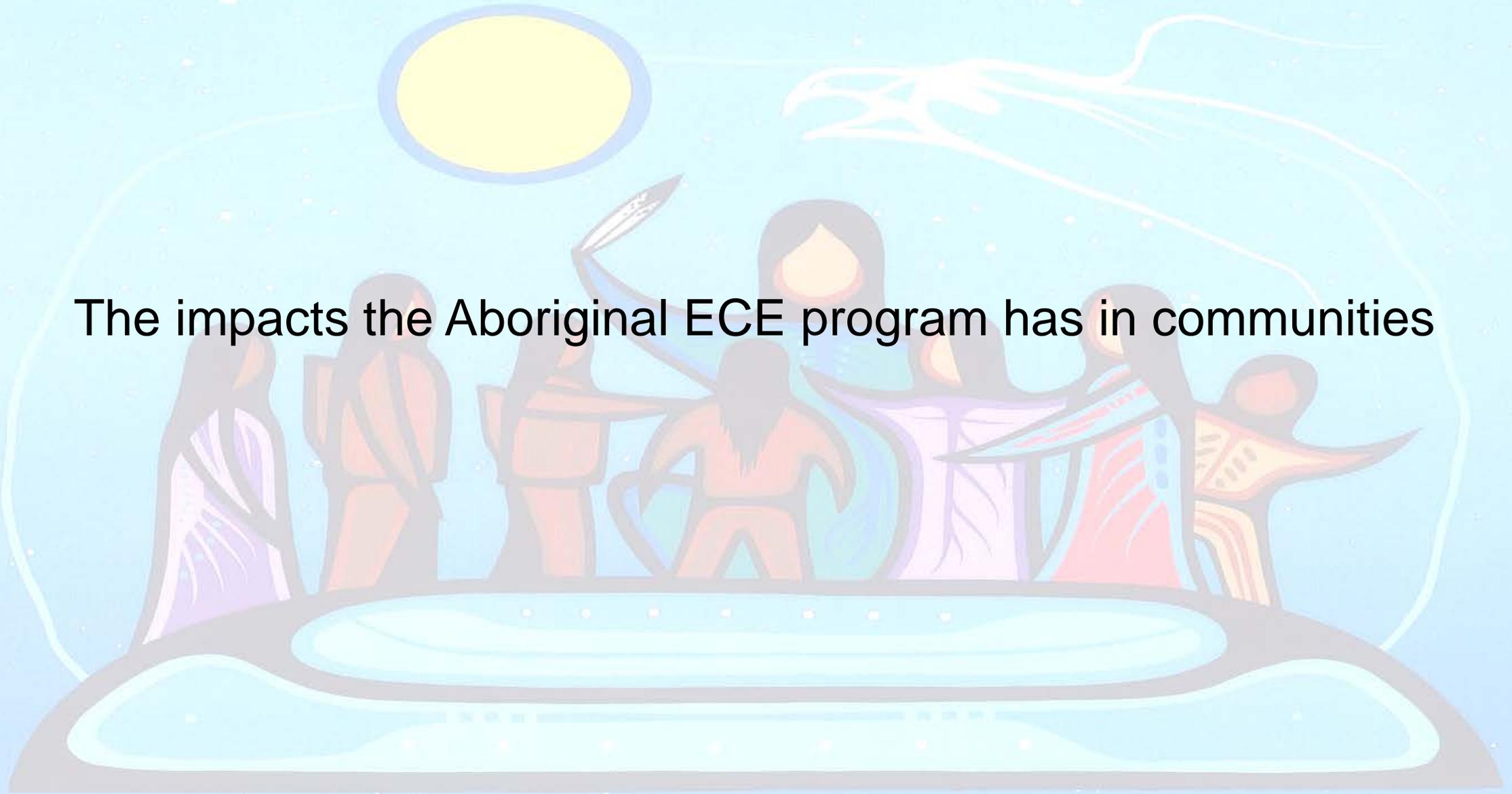


“The Regional Chief, Isadore with our classmate Skylar. He came into our Aboriginal ECE program tonight. It was such a pleasure to meet him and made me realize that this profession is the right path to lead. Our program will be the first in all of Canada to have an Aboriginal Learning Lab for us to extend our learning and culture! I’m excited for what's in store.”

Tashina Mandamin, Shoal Lake FN

The impacts the Aboriginal ECE program has in communities

59005



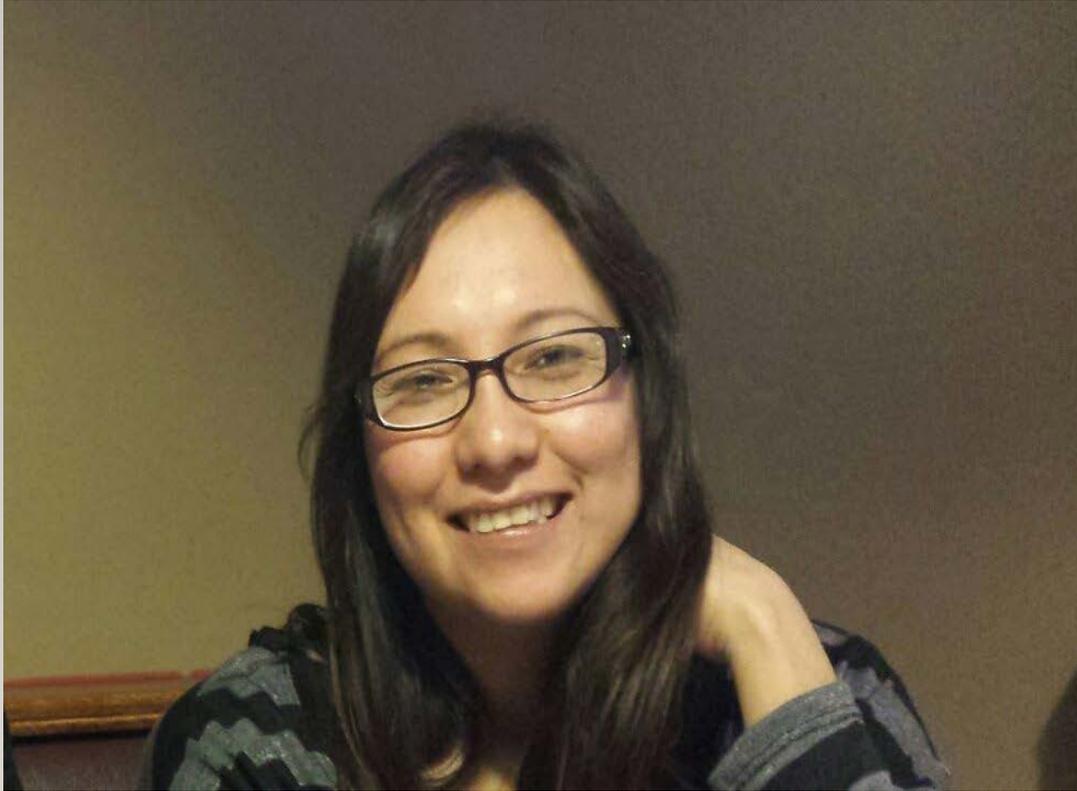


Tikinagan's are used in the licenced early learning centre during nap time, Children will sleep in their tikinagan up to the age of four but typically used to the age of two.

Kasabonika Lake, FN



Big Trout Lake, FN



“ I work at a licenced daycare in the community of **Bearskin Lake, FN** and I wanted to get proper certification,” says Aboriginal ECE student Darlene Beardy, Everything I’ve learned here will be really useful when I go home, I really recommend the program to people who are interested in learning about Early Childhood Education from a Aboriginal Perspective.”



Whitefish Bay, FN



Sandy Lake, FN



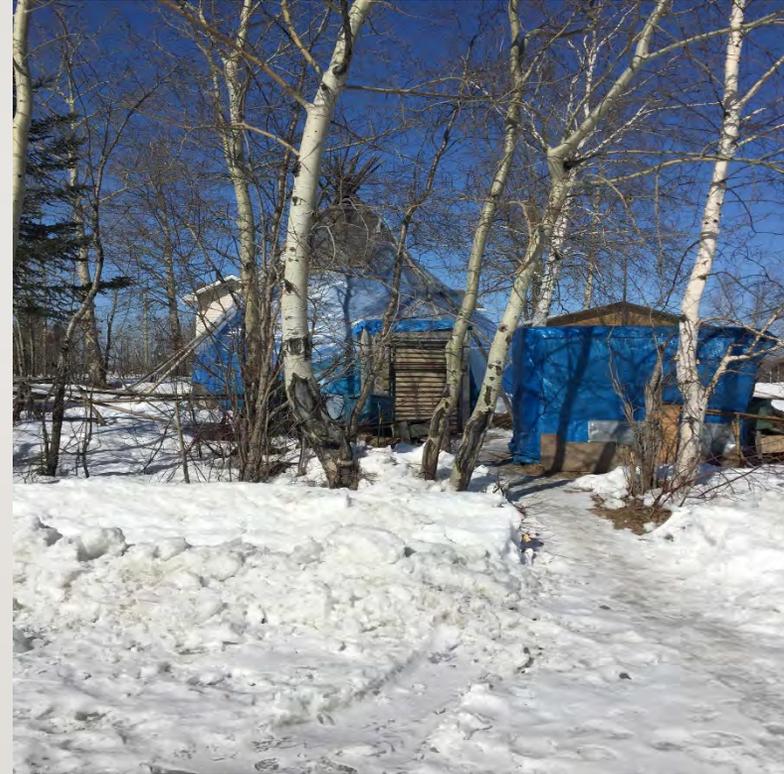
Fort Severn, FN





Bearskin Lake, FN





North Spirit Lake, FN



An illustration of a group of Indigenous people in a canoe on a lake. The scene is set under a bright yellow sun in a light blue sky. An eagle is flying in the upper right. The people are dressed in traditional-style clothing. The water is a light blue color. The entire scene is framed by a faint white outline. The text is centered over the middle of the illustration.

Currently we are creating a **Aboriginal ECE learning lab** which is filled with Aboriginal focused educational materials, books and equipment to be used for in-class assignments and field practicums

54066

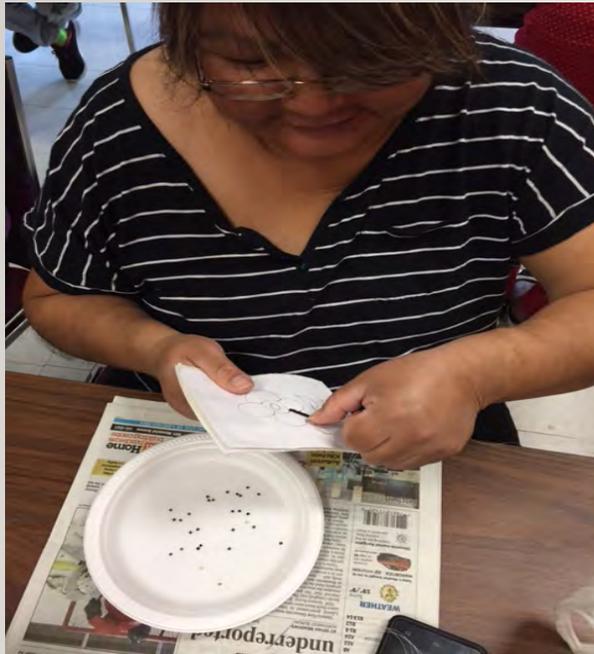


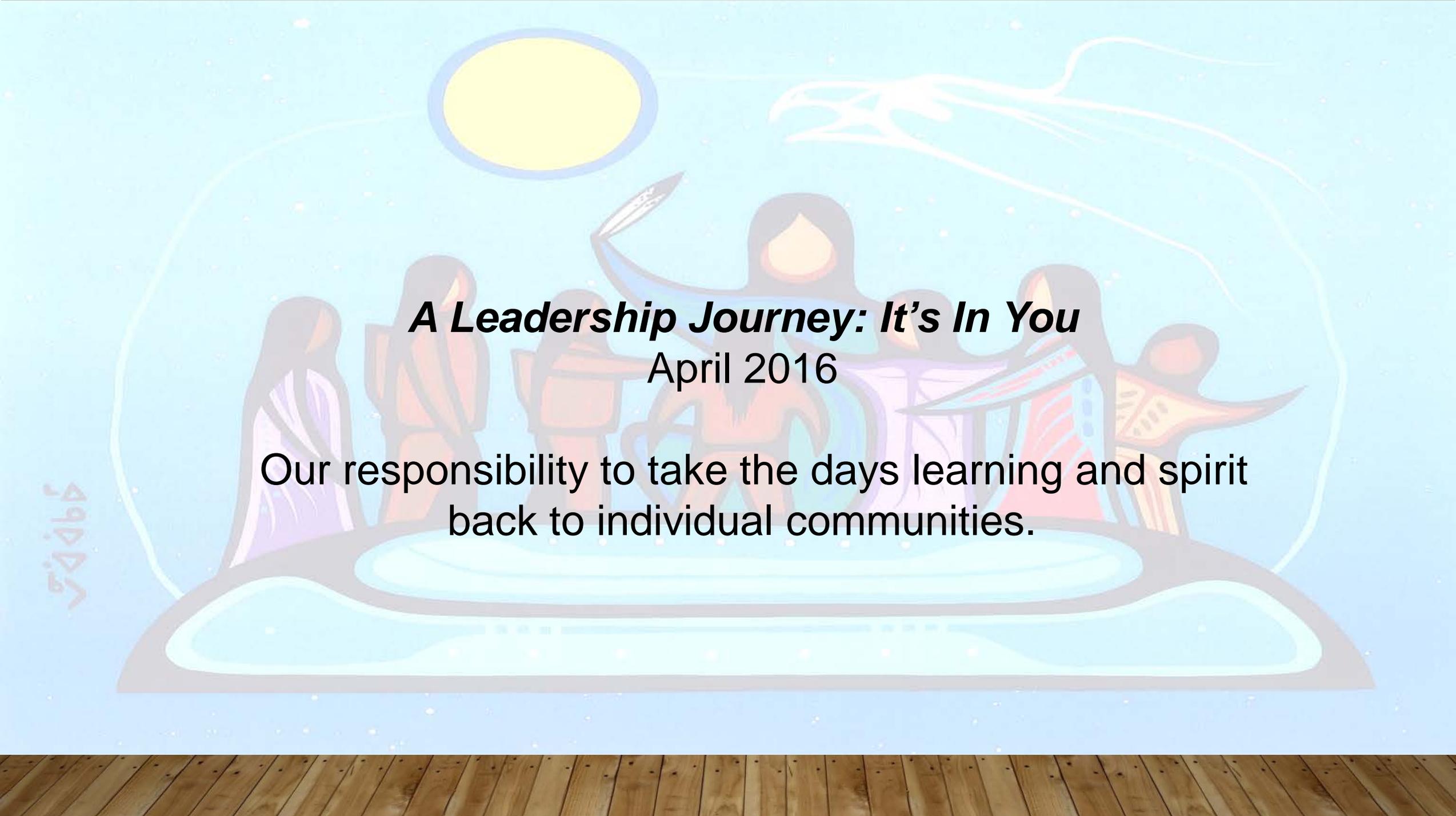
Benefits of the Learning Lab!

- Student involvement, providing an opportunity to develop organizational and leadership skills while working collaboratively with peers
- Experimental Learning
- Provide cultural teaching materials for students to share within the community of Thunder Bay during practicums
- Also assist faculty in meeting course objectives



Students create many of the items in the lab 😊

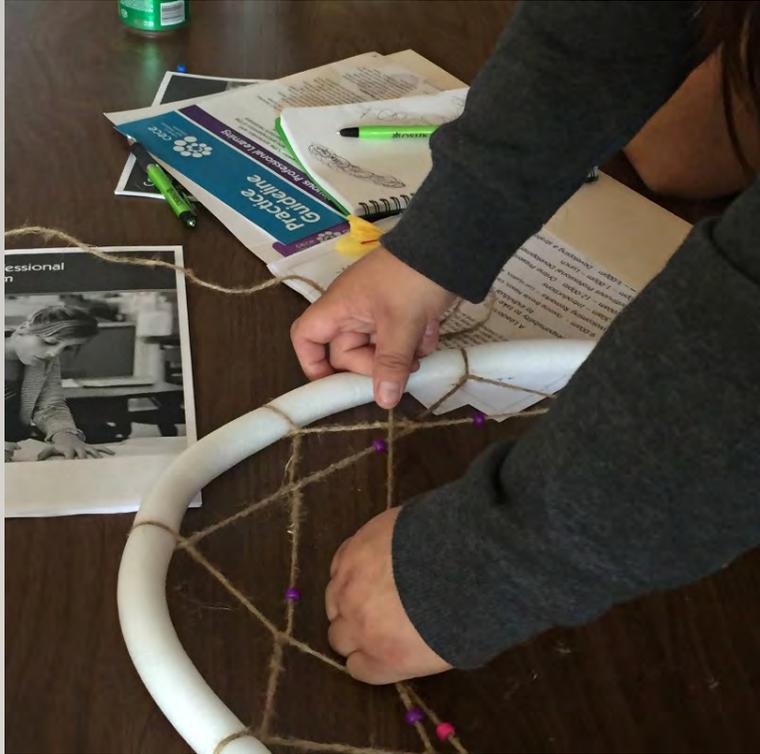




A Leadership Journey: It's In You

April 2016

Our responsibility to take the days learning and spirit
back to individual communities.

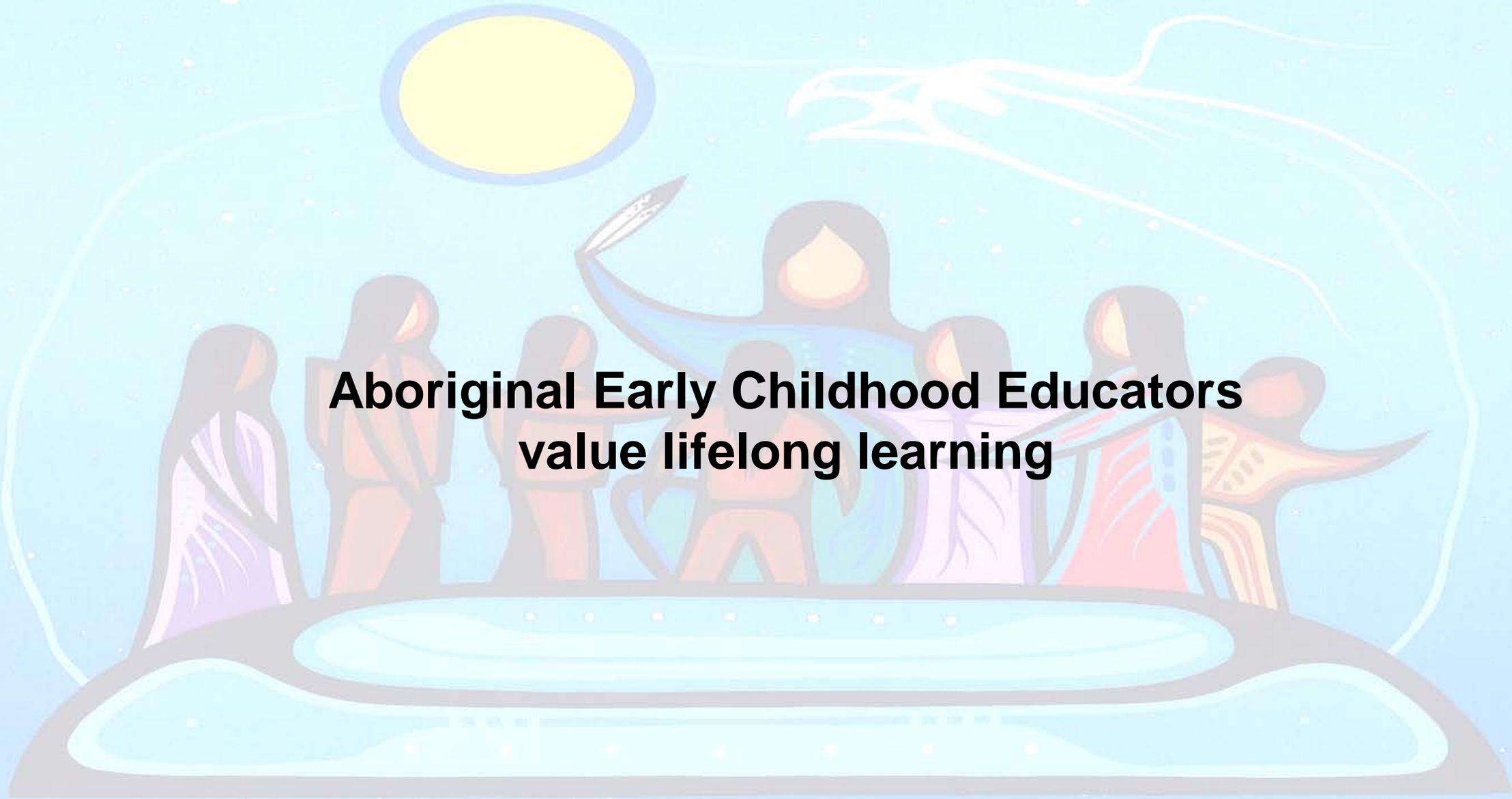


Aboriginal ECE Leadership Event



**Aboriginal Early Childhood Educators
value lifelong learning**

59005





Professional learning opportunities at OSHKI include:

- Attend, webinars, workshops and conferences
- Engage in social networking
- Professional inquiry/action research
- Self study and study groups
- Many professional readings are shared thought the year and reflective practice

As a graduate student, my experience at OSHKI learning in the Aboriginal Early Childhood Education program has been very enjoyable. The teachers, staff and the whole environment being here felt very welcoming. 2 years has passed by very quickly, if you want it bad enough you will achieve it. I so would take another course with OSHKI in the future.

Raven Fiddler, Sandy Lake FN – June 2016





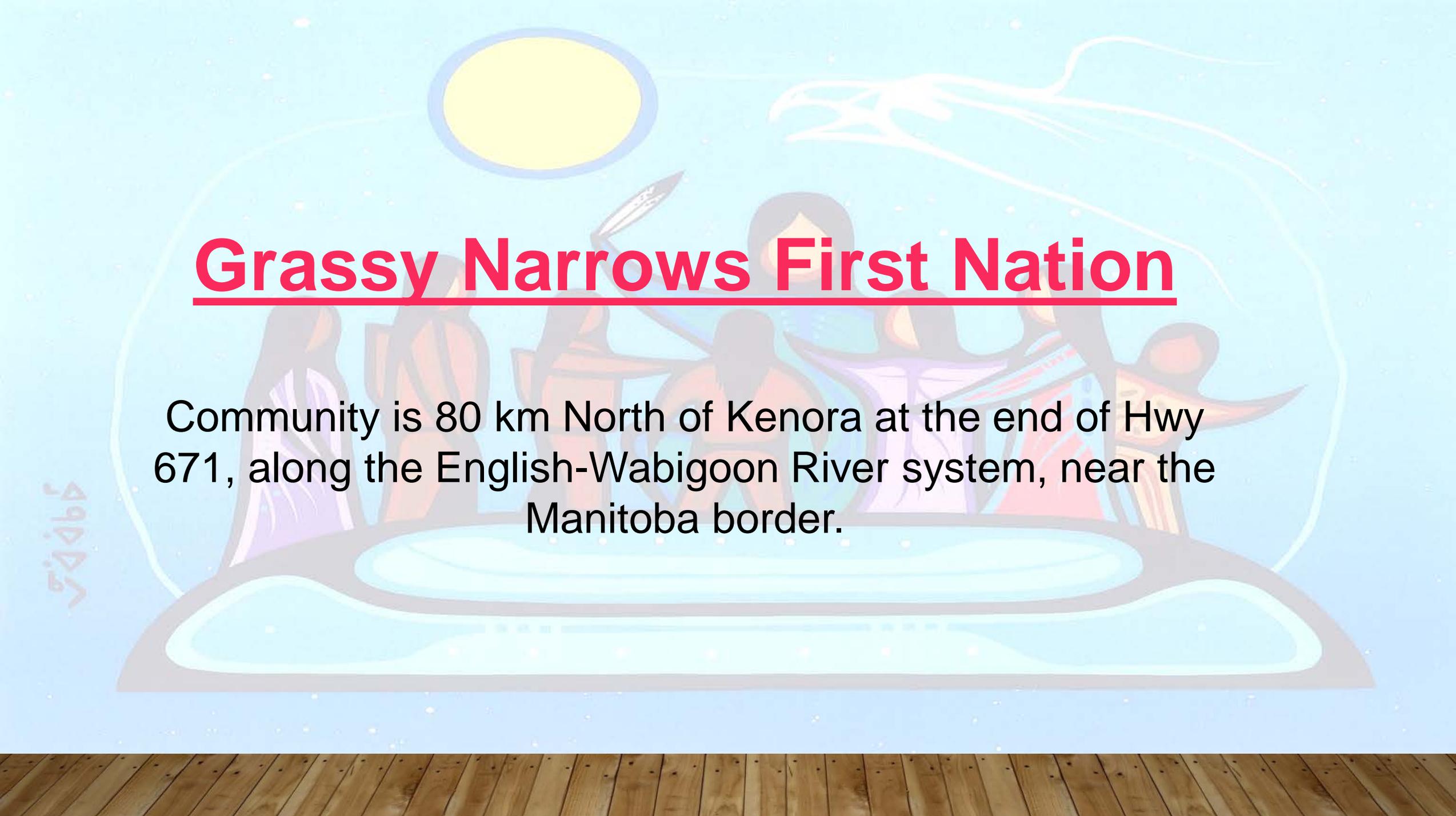
Rhonda Goodman from Sandy Lake, was a graduate from the first cohort in 2010. Rhonda's dream was to have all of her nine children attend her graduation ceremony in Thunder Bay this was made possible by Cambrian College!



ECE Qualifications Upgrade Program

The objective of the Early Childhood Educators Qualifications Upgrade Program is to support individuals working in licensed home or centre-based agencies, Ontario Early Years Centres, Parenting and Family Literacy Centres, Head Start Programs or in publicly funded schools to obtain an Early Childhood Education diploma and become eligible to apply for membership with the College of Early Childhood Educators (CECE)..



An illustration of a First Nations community. In the foreground, a wide, shallow river flows. Behind it, several figures in traditional dress stand on a grassy bank. One figure holds a spear. Above them, a large yellow sun is in the sky, and a white eagle is shown in flight. The background is a light blue sky with small white stars. The entire scene is framed by a faint white outline.

Grassy Narrows First Nation

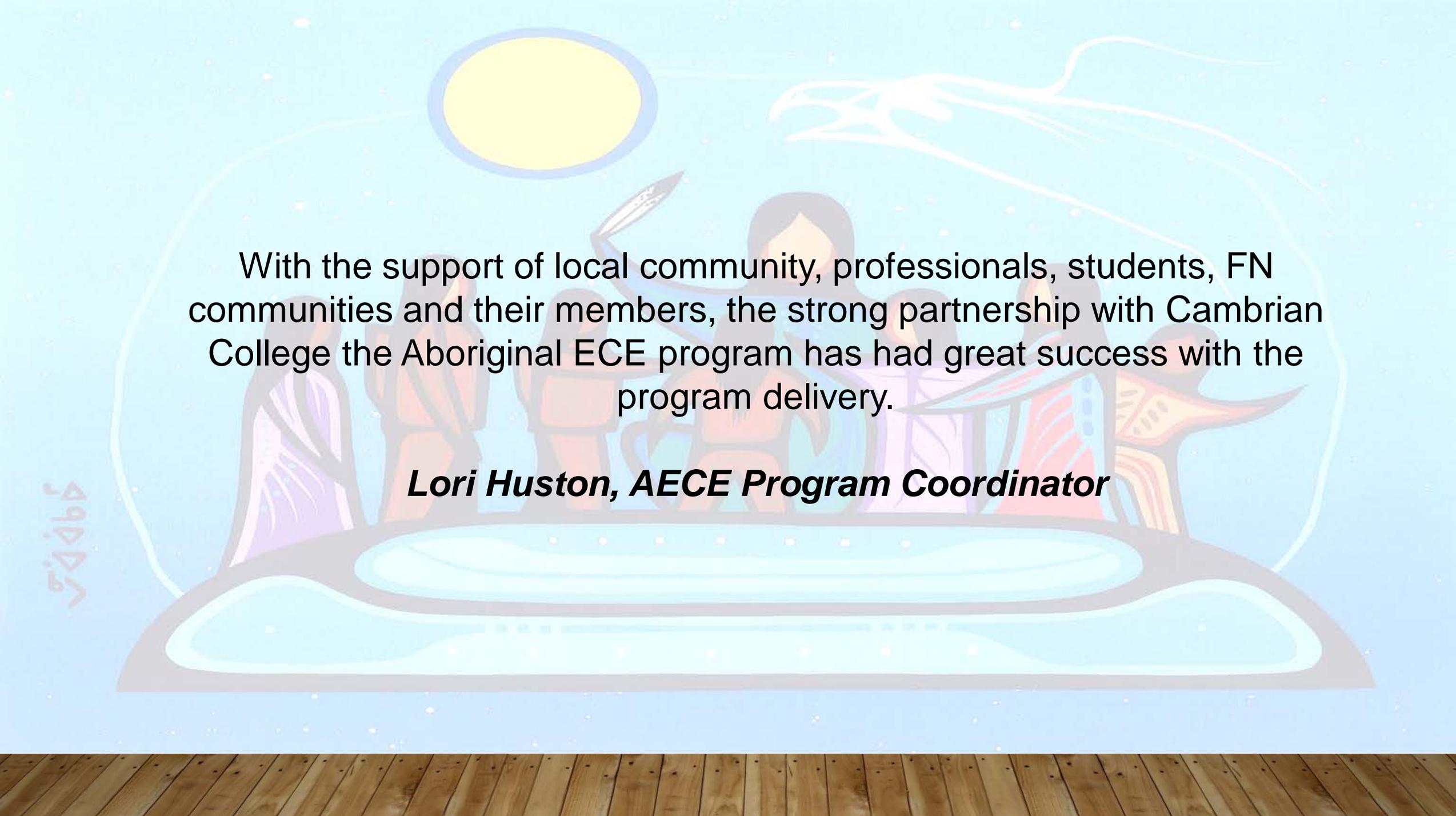
Community is 80 km North of Kenora at the end of Hwy 671, along the English-Wabigoon River system, near the Manitoba border.

<https://youtu.be/EgaYz8YWsO8>





Grassy Narrows, FN

An illustration of a group of Indigenous people in a canoe on a lake. The scene is set under a bright yellow sun in a light blue sky. An eagle is perched on a branch in the upper right. The people in the canoe are wearing traditional clothing. The water is a light blue color. The background is a light blue sky with a white outline of a canoe. On the left side, there is a vertical line of text in a stylized font.

With the support of local community, professionals, students, FN communities and their members, the strong partnership with Cambrian College the Aboriginal ECE program has had great success with the program delivery.

Lori Huston, AECE Program Coordinator



Aboriginal ECE Program Advisory Committee



Community Events supporting First Nation people



Culturally based equity for First Nations children

Give First Nations children the same chance that all other Canadians enjoy:
to grow up safely at home, get a good education, be healthy, and be proud of
their cultures.

MEEGWETCH

Please take a gift from the Aboriginal ECE students!

“ give a “ Meegwetch Doll” to a child at bedtime to place under their pillow to express gratitude for their day”

[HTTPS://YOUTU.BE/U9MJYJUWGS8](https://youtu.be/U9MJYJUWGS8)

