



Spring 2007



Project Announcements

This year the ONLC received funding for a total of eight projects, each with a different focus.

Projects currently underway:

Building our Capacity for Excellence will produce three Centra training modules for Native practitioners, each one focussed on an example of excellence in existing best practice in Native literacy programs. The three practitioners who will be sharing their expertise are Alesia Boyer (Enijkendaasang Learning Centre in Blind River), Hazel Jordan (Lovesick Lake Native Learning Centre in Lakefield), and Theresa Sims (B.E.S.T. Native Program in Windsor). Pat Powell will be the lead on this project and funding is from Training, Colleges, & Universities (TCU).

Culturally Specific Native Literacy Programming will focus on how we can best begin to introduce and integrate Native culture and traditions into literacy programming while advancing the ministry's new Learner Skill Attainment initiative. The first phase involves a literature review to identify best practices in other provinces and countries that we might be able to use in Ontario. The next step is to create four regional focus groups made up of Native practitioners who will help decide next steps. Michelle Corneau will be the lead on this project and TCU provided the funding.

Prior Learning Assessment and Recognition (PLAR) in the Aboriginal Stream will gather information about how literacy programs are attempting to identify, assess and document skills and knowledge gained from 'informal' learning acquired through work, self-study,

family and life experiences, hobbies, volunteer activities and training taken outside of a classroom. PLAR looks at what you know and what you can do, not just what academic qualifications you have. A committee made up of Bernice Ireland, Nida Doherty, Theresa Sims, Janice Brant and ONLC staff will lead this project and funding came from the Canadian Council on Learning (CCL).



Projects beginning in March/April:

Native Family Literacy Programming: The Beginnings of a Literate Society will work with Native practitioners to develop a culturally appropriate Family Literacy program that will meet the needs of the Native population in Ontario. The project will begin with the framework of the *A-LAPS* and *Parenting After Family Violence* programs developed in Alberta and will create new materials developed just for Ontario. This project will also provide training for all practitioners, delivered at the provincial level. Marnie McIntosh will work with Elaine Cairns and Laureen MacKenzie, who developed the original A-LAPS model, on this project with assistance from Native LBS practitioners. The National Office of Learning and Literacy (NOLL), HRSDC, funded this project.

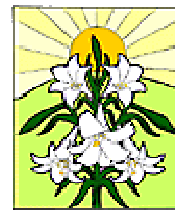
Moving Forward: Professional Development in the Native Literacy Field in Ontario will provide funding for the ONLC to host a provincial conference for practitioners and learners June 7 – 10, 2007 at Canadore College in North Bay. Work has just begun on this project but programs will be receiving more information from the ONLC office shortly. Pedobnoque (Poog) Shawbedees is the lead on this project which is also federally funded through NOLL (HRSDC).

Distance Learning in the Native Stream: Improving Learning Outcomes in the North will develop and deliver a series of essential skills work modules that can be combined with existing LBS distance learning modules that have already been created to provide additional resources for Native learners in the North. Michelle Eady from the Sioux-Hudson Literacy Council will be the lead for this TCU funded project.



Projects beginning in June:

Braiding Our Future: CIPMS in the Native Stream will provide training for Native practitioners in CIPMS using a holistic, culturally oriented way. The training itself will be delivered through a series of four regional training events this fall. The funding for this project came from TCU and the lead will be announced shortly.



Projects beginning in August:

Exploring Learner Transitions in the Native Stream will provide training in a couple of areas. It will help explain the government's newest initiative, Learner Skills Attainment, but it will also provide training in how to assess improvement in entirely new areas such as self-esteem, self-confidence, decision making, etc. The lead for this project has not been chosen yet but the training will take place at a second set of regional training events. Funding was provided by TCU





NEWS FROM ONLC

Upcoming Centra Trainings

During the 2006 series of Centra trainings several areas of best practice in Native literacy were discussed and now three of our practitioners are going to share their great ideas with the field through a new series of Centra training modules.

Finally - trainings that showcase the expertise and excellence that exist in the Native stream!

On **Friday, June 1st**, Alesia Boyer from the Enijkendaasang Learning Centre in Blind River begins this training series with her session on the topic of how to take a learner's goals and, using common resources we all have access to, create a customized training plan for her/him. Alesia will talk about how to work with learners to establish realistic goals and career paths that work with their gifts and interests. From there she will discuss how even small programs like hers can use some common resources that most programs have on their shelves to create customized training plans for learners. Along the way she'll also talk honestly about the challenges and pitfalls she has faced and share her first hand experience working in a small on-reserve program.

Friday, **September 14th** is the day that Theresa Sims from the B.E.S.T. Native Program in Windsor shares her experience and insights about how to empower Native learners to successfully overcome seemingly overwhelming generational and systemic barriers to learning and how to help them overcome the pre-employment barriers so many have. Theresa works in an urban environment that has lost thousands of jobs so she can also speak to the realities of trying to help people who have lost their jobs find a new employment path to retrain for.

Last, but most certainly not least, on **October 12th** Hazel Jordan from the Lovesick Lake Native Learning Centre will share her experiences of working in a rural program that is struggling for learners and resources. Sound

familiar? Find out about some of the innovative and unique ideas Hazel has come up with to overcome problems with program location, transportation issues, infrastructure challenges, learner recruitment and retention and much more. Hazel will discuss some of the inventive strategies she has developed to mobilize literacy delivery in an isolated rural area and to develop partnerships in the community that can help pass along the message about her program. Don't miss this great opportunity to hear about what worked, other things that didn't work as planned, and maybe pick up a new idea to try with your program!



For the first time we are offering
PRIZES!

At the end of each of the three Centra modules, while you are completing your session evaluation, there will be an on-line draw for a **\$100 voucher** that your program can use to purchase new resources!

Call TODAY to register!



Southern Ontario Aboriginal Diabetes Initiative (SOADI)

I was looking for Aboriginal Health resources, and came upon this web-site for SOADI. It seems to have a lot of useful information on Diabetes and First Nations People. They have materials available for ordering, including this series of seven pamphlets. They also have a sweetgrass fitness video series. All you have to do is download the order form in word format, fill it out and send it to them. The web-site address is: www.soadi.ca



Four Direction Teachings

I was surfing around the AlphaPlus site, and came across the link for this site. It's called Four Directions Teachings. It is a very informative site. The site contains Flash, HTML and subtitle versions in both English and French. It also has PDF formats on the HTML site. You can also get a teacher's resource kit in either HTML or PDF formats. If you have speakers hooked up or included with your computer, I highly recommend the Flash format. It is visually stunning. The cultural teachings covered in the site are: Blackfoot, Cree, Ojibwa, Mohawk, and Mi'kmaq. A little bit of the Cree Teachings goes as follows: "TIPI CEREMONY – When I make something, it's not just to make it; it's got meaning to it. It's like when I pick sweetgrass, and when I braid it, there's a prayer that goes in there. Whoever I give that sweetgrass to, when they burn it, those prayers come out, and they help that person. It's the same with a tipi. When I make a tipi, when it goes up the first time, it has to face the east, because a tipi to me is not just a symbol, it's a ceremony."

The website address is:

www.fourdirectionsteachings.com



CREE (NEHIYAWAK) TEACHING ELDER: MARY LEE





Practitioners' Corner



Wasauksing Adult Learning Centre

Dear Ontario Native Literacy Coalition and First Nation Practitioners/Coordinators

I am writing this letter to inform you how the AZTEC Software Program has benefited our LBSIMS on Wasauksing First Nation. We have been using AZTEC for six months and the benefits are substantial and verifies that our First Nation has applied a "Continuous Improvement Management System". My Learners are continuously improving their math, English, reading and writing skills. The Learning Program helps students prepare for the GED at their own pace. I am able to manage enrolment, edit instructors/classes including selecting modules or courses, edit modules, log off students, view and print reports. Should I have the privilege of using AZTEC Learning System once more, I will receive training in editing modules, editing problem sets, track students progress better, build assessments, build pre-test, build post-test, build practice tests, and create new problem sets.

The biggest benefit that I have experienced is that we only have a part-time practitioner who comes in twenty hours a week and for eight months of the year and the AZTEC Learning System fills in these gaps. I am not a practitioner myself and use the AZTEC Learning System as an aid for those Learners coming to a virtual classroom setting with computer software interactive simulations teaching lessons to Learners. It is not intended that the AZTEC Learning System will replace the teacher but will teach each learner one-on-one during those hours of high activity. The ease of presentation enables learners to become comfortable with AZTEC Learning System thereby making possible success in their endeavours. Today, my learners come in to the Learning Center, log onto AZTEC Learning System and away they go. The computer keeps track of hours worked, it checks their progress, it shows how much the student has improved, and the students really enjoy learning on AZTEC.

Cathy Noganosh
Wasauksing Adult Learning Center

Peterborough Native Learning Program

Drumming Up A Storm on National Aboriginal Day

Our centre is taking Peterborough by storm on National Aboriginal Day, this June 21st, by offering the community an all Aboriginal Variety Show.

We'll have everything from traditional to blues to metal to reggae that evening, starting at 7:00 p.m. Our prices are geared to income so everyone can be there who doesn't want to be square!

This venue is suitable for families. Our opening group is Rukanas, a Peruvian indigenous/contemporary band whose new home is in Toronto. This will be the first opportunity they will have to share their music with Canadian indigenous people, and they are "honoured to bring our music to your community".

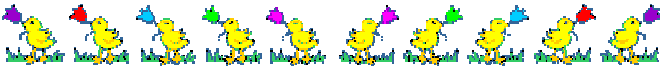
Our Master of Ceremonies is the renowned playwright and columnist, Drew Hayden Taylor. All of the performers are offering their services free of charge as their donations to the work we're doing in Native literacy here in Peterborough.

If you want to come, want more information or, how about this?, want to make a donation by purchasing an advanced ticket, contact Pat or Karen at 1 (800) 211-6048.

Flyers that you can post in your centres will be sent via email soon.

(Please see advertisement at end of the newsletter – Poog)





"We must protect the forests for our children, grandchildren and children yet to be born. We must protect the forests for those who can't speak for themselves such as the birds, animals, fish and trees."

Qwatsinas (Hereditary Chief Edward Moody),
Nuxalk Nation

First Nations Teachings and Stories

The ONLC will devote a section of each newsletter to Native Teachings and stories to help share the Culture and beliefs. Please feel free to share this with your Learners and if you have any submissions in the future, do not hesitate to contact us. Thank you and I hope you enjoy this section.

The Seven Grandfathers

Many Anishinaabe people use seven basic principles to guide how they live. These teachings are known as the Seven Grandfathers.

***Nbaakaawin -- Wisdom:** To cherish knowledge is to know wisdom. Wisdom is given by the Creator to be used for the good of the people.

***Zaagidwin -- Love:** Love must be unconditional. When people are weak they need love the most.

***Mnaadendmowin -- Respect:** Have respect for all that is. All of creation should be treated with respect. You must give respect if you wish to be respected.

***Aakdehewin -- Bravery:** To face a foe with integrity. To do what's right even when the consequences are unpleasant.

***Gwekwaadziwin -- Honesty:** Always be honest in word and action. Be honest first with yourself, and you will more easily be able to be honest with others.

***Dbaadendizin -- Humility:** You are equal to others, but you are not better.

***Debwewin -- Truth:** Speak the truth. Do not deceive yourself or others.

*Ojibwa double vowel pronunciation system with English translation.

** taken from Shannon Thunderbird's website



SEVENTH GENERATION (Haudenosaunee)

Legend has it that the Spirit Doctors who predicted the arrival of the white man and the near destruction of the Red People also foretold the resurgence of the Indigenous people seven lifetimes after Columbus. According to the Haudenosaunee the current population is the seventh generation.

The Mohawk prophecy states that the Onkwehonwe would see the day when the elm trees would die; strange animals would be born deformed and without the proper limbs; huge stone monsters would tear open the face of the earth; The rivers would burn; the air would burn the eyes of humans; the birds would fall from the sky; The fish would die in the water; And humans would grow ashamed of the way that they had treated their Mother and Provider, the Earth.

The Haudenosaunee draw their inspiration from the Gayaneshakgowa, the Great Law of Peace, the Six Nations Iroquois Confederacy. Providing wisdom to its people and the inspiration for their Nations constitution. The Gayaneshakgowa states: "...in our every deliberation we must consider the impact of our decisions on the next seven generations."

That idea embodies everything the Haudenosaunee believe: that the environment is only temporarily entrusted to them and their actions within and upon it will affect it well into the future....And so their name was

chosen, a name that reflected not only their philosophy but their dream of restoring and protecting the earth for their children and all who would follow in their path.

Finally, after seven generations of living in close contact with the Europeans, the Onkwehonwe would rise up and demand that their rights and stewardship over the Earth be respected and restored.

** taken from Shannon Thunderbird's website



THE SPRING BEAUTY

AN OJIBWA LEGEND

BY HENRY R. SCHOOLCRAFT [ADAPTED]

An old man was sitting in his lodge, by the side of a frozen stream. It was the end of winter, the air was not so cold, and his fire was nearly out. He was old and alone. His locks were white with age, and he trembled in every joint. Day after day passed, and he heard nothing but the sound of the storm sweeping before it the new-fallen snow.

One day while his fire was dying, a handsome young man approached and entered the lodge. His cheeks were red, his eyes sparkled. He walked with a quick, light step. His forehead was bound with a wreath of sweet-grass, and he carried a bunch of fragrant flowers in his hand.

"Ah, my son," said the old man, "I am happy to see you. Come in! Tell me your adventures, and what strange lands you have seen. I will tell you of my wonderful deeds, and what I can perform. You shall do the same, and we will amuse each other."

The old man then drew from a bag a curiously wrought pipe. He filled it with mild tobacco, and handed it to his guest. They each smoked from the pipe and then began their stories.

"I am Peboan, the Spirit of Winter," said the old man. "I blow my breath, and the streams stand still. The water becomes stiff and hard as clear stone."

"I am Seegwun, the Spirit of Spring," answered the youth. "I breathe, and flowers spring up in the meadows and woods."

"I shake my locks," said the old man, "and snow covers the land. The leaves fall from the trees, and my breath blows them away. The birds fly to a distant land, and the animals hide themselves from the cold."

"I shake my ringlets," said the young man, "and warm showers of soft rain fall upon the earth. The flowers lift their heads from the ground, the grass grows thick and green. My voice recalls the birds, and they come flying joyfully from the Southland. The warmth of my breath unbinds the streams, and they sing the songs of summer. Music fills the groves where- ever I walk, and all nature rejoices."

And while they were talking thus a wonderful change took place. The sun began to rise. A gentle warmth stole over the place. Peboan, the Spirit of Winter, became silent. His head drooped, and the snow outside the lodge melted away. Seegwun, the Spirit of Spring, grew more radiant, and rose joyfully to his feet. The robin and the bluebird began to sing on the top of the lodge. The stream began to murmur at the door, and the fragrance of opening flowers came softly on the breeze.

The lodge faded away, and Peboan sank down and dissolved into tiny streams of water, that vanished under the brown leaves of the forest. Thus the Spirit of Winter departed, and where he had melted away, there the Indian children gathered the first blossoms, fragrant and delicately pink, -- the modest Spring Beauty.





Learner's Section

The ONLC will devote a special section of every edition of the Spider's Web newsletter to the learners in the Native literacy programs. We will include articles of interest to learners as well as provide a forum for their talents. We hope programs will support this idea and encourage learners to submit their work.

Timmins Native Friendship Centre

The Timmins Native Friendship Centre has produced a book entitled "Chay-pa-chi-moo-na – Telling Our Stories" for their Family Literacy Day project. The stories in the book were written by the learners. The following stories were taken with permission from the book.

Healing

My name is Ernest Etherington and I'm from Fort Albany, Ontario. I lived there for thirty-six years, which is most of my life. I quit school in grade 3 because I hated the residential school I was attending.

After quitting school, I spent most of my time in the bush with my grandparents. They taught me how to hunt, trap and fish with a net. I had fun out there with my grandparents, aunts, uncles, nieces, cousins, brother and parents.

I eventually went back to school, a literacy program, in my thirties. My friends told me that it was too late to learn, but I knew that I could learn. I used to get paid for attending the literacy program at Northern College in

Fort Albany. I never missed a day, even when I was sick. I also won the attendance award along with \$500.

In August 2005, I came to Timmins to visit my brother. I liked Timmins, so I decided to stay. My brother told me about the literacy program here at the friendship centre and I applied. I also volunteer for the centre's soup kitchens and whatever they need me for. My goal is to complete the LBS Program and find a job.



BEGINNING OF EVERY SUMMER

At the beginning of every summer, just as the last ice melts from the annual spring flood in Kashechewan, my buddy Sam and me just can't wait to go down to the peninsula to play on the beach.

On the beach, we would play "goose hunting", pretending we were at our real camps, my family's camp "No Man's Land" and his family's camp "Cut Through River". These two camps are located along the James Bay Coast between Kashechewan and Moosonee, Ontario.

We would map out our campsites at about 50 feet apart. We would then get two empty cans and attach the cans by a rope, making two-way radios, just like the real bush radios at our actual camps. We'd have our miniature sized boats, which we would cut out from oil plastic bottles; tents made out of rags and sticks; and geese which we made out of goose feathers. I still remember that my family had the most kill, the last time we played. At the end of the day, about supper time, Sam and I would break camp, gather up our toys and head home.

About five years ago, my buddy Sam invited me to go spring hunting with them at their camp site. I was pretty small and it was everything that he described it to be back when we were children. We got there by ski-doo and returned home by helicopter. These are my favorite childhood memories. I miss those days, the days of fun.

LBS student



Linda Our Teacher

Linda is the teacher,
Who can be reached.
Through the computer online,
Who teaches us so fine.
She is sgreat on the internet,
So don't you all fret,
Just go ahead and ask,
About your problem task.
We in King Fisher know what to do,
And also the one in Sioux.
Thanks to our teacher for being a tool,
Because we're learning real cool.

Hello. My name is Lois Land and I am a learner at the Learning Centre in Sioux Lookout. I am submitting my poem called Linda our Teacher , Linda Wright is my instructor for the pre G.E.D. class that I am currently attend.

Thank you from Lois Land.



Dates for Upcoming Regional Training Events (by Regions)



EAST

*Trainings will likely be held in the
Peterborough area*

CIPMS: September 27-30

Learner Skills Attainment: Nov 22-25

SOUTH (Central)

*Trainings will likely be held in the
Sudbury area*

CIPMS: September 20-23

Learner Skills Attainment: Nov 8-11

WEST

*Trainings will likely be held in the
London area*

CIPMS: August 23-26

Learner Skills Attainment: Nov 15-18

NORTH

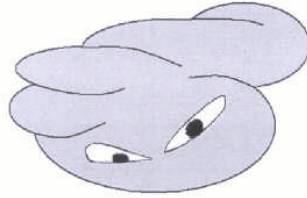
*Trainings will likely be held in the
Thunder Bay area*

CIPMS: September 13-16

Learner Skills Attainment: Nov 1- 4



Drumming Up A Storm



Special Guest
Rukanas



Master of Ceremonies
Drew Hayden Taylor

National Aboriginal Day!

June 21st

7:00 – 9:30 p.m.

St. Paul's Presbyterian Church

Also appearing:

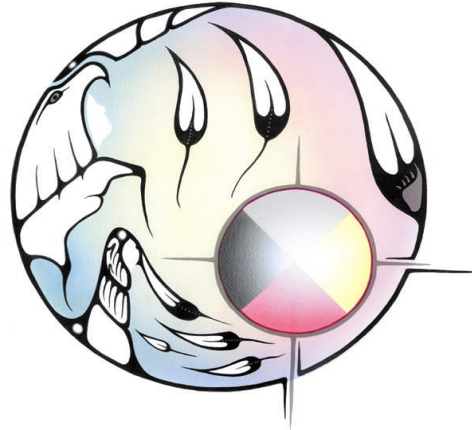
Brenda MacIntyre ~ Ben Ens

A variety show fundraiser for



**Peterborough Native
Learning Program**

Wishing everyone a safe and enjoyable Spring!!



**Ontario Native Literacy Coalition
Board of Directors**

Lynn Mooney – President
Katherine Shine – Vice-President
Elva Lickers –Treasurer
Alesia Boyer - Secretary
Theresa Sims – Director

ONLC Staff

Ellen Paterson – Executive Director
Marnie McIntosh – Administrative Assistant
Pedobnoque (Poog) Shawbedees – Office Reception



REMINDER:
Business Plans are due to the Ministry
April 27, 2007

