

Mnidoo Mnising Anishinabek Kinoomage Gamig (MMAK)

KTEI Welcomes New MMAK Educators

Two new staff members have been hired for the Early Learning Kindergarten Immersion class.

A BIG WELCOME TO

Elaine Debassige

OCT. B.A., B. Ed.

Elaine comes to KTEI with over 20 years of teaching experience. For the last five years she has taught kindergarten at Lakeview School. Elaine is fluent in the Ojibwe language and is dedicated to teaching a new generation of speakers. We welcome Elaine to our team and look forward to working with her.

Debbie Ense,

R.E.C.E., Dip. Ed.

Debbie has been working at M'Chigeeng Binoojithin Gamgonnas for 22 years. She is a warm, nurturing, and committed early childhood educator with a keen interest to share and continue to learn the language. We welcome Debbie to our team and look forward to working with her.



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The Year Ahead: Looking to the Future

First Day of School – Calendar 2013-14

The first day of school will be September 3, 2013. Please save the attached school calendar for future reference.

Location

The Early Learning Kindergarten Immersion class will be held at the Ojibwe Cultural Foundation (OCF). Although the site doesn't yet have a playground, it is in the design and development stage. This play space will be constructed using local, natural materials.

Daily Agenda

9:00 – 9:20 a.m. Morning Arrival Time
9:20 – 9:40 a.m. Morning Meeting Time
9:40 – 10:40 a.m. 1st Inquiry Block
10:40 – 11:00 a.m. Clean up Time and Reflection Time
11:00 – 11:15 a.m. Transition Time
11:15 – 12:15 a.m. 2nd Inquiry Block
12:15 – 12:30 p.m. Transition Time
12:30 – 1:15 p.m. Lunch Time
1:15 – 1:30 p.m. Meeting Time
1:30 – 2:30 p.m. 3rd Inquiry Time
2:30 – 2:45 p.m. Clean-up Time and Meeting Time
3:00 – 3:15 p.m. Dismissal Time
3:15 – 4:00 p.m. Collaboration time for Educators

Full Registration Package

By now you should have received your child's acceptance letter. You will also receive a full registration package that includes information required for student

records. Please ensure the completed forms are sent to Tonya Armstrong at KTEI by August 20, 2013.

Early Learning Kindergarten Immersion (ELK-I) Philosophy

The Early Learning Kindergarten program will teach students in the Ojibwe Language for the first two years. The program uses the Reggio approach to education which incorporates the principles of respect, responsibility and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum. This is a highly respected, well-accepted, and widely implemented methodology. Learning is seen as a journey, and emphasis is placed on building relationships with both students and with parents to create connections between ideas and the environment. The Reggio goal is to cultivate within children a lifelong passion for learning and exploration.

The Reggio Approach is based on a comprehensive philosophy underpinned by several fundamental guiding principles.

- The child as protagonist, collaborator, and communicator
- The teacher as partner, nurturer, guide, and researcher.
- Cooperation as the foundation of the educational system.
- The environment as the "third teacher."
- The Parent as Partner
- Documentation as communication

Foundations for a healthy school include:

- high-quality instruction and programs
- a healthy physical environment
- a supportive social environment
- community partnerships

Studies & Research

Empirical studies have also established the important role that oral language plays in learning. As students practise listening and speaking skills, and acquire knowledge of how language works, they build not only basic literacy but problem-solving and reasoning skills as well as the capacity for creative thinking. That is why the most powerful language programs are not so much about "grammar drills and translation exercises" but rather about engaging students in authentic interactions and purposeful conversation (Keich, 2005; Wells, 2007).

Keich, A. (2005). Conversation: The comprehension connection. *The Reading Teacher*, 59(1), 8-13.

Wells, G. (2007). Semicio mediation, dialogue and the construction of knowledge. *Human Development*, 50, 253-274.

Incorporating Ontario's Early Learning Curriculum



For the MMAK program, we will utilize the Early Learning Kindergarten Curriculum. It covers the following areas:

- Personal and Social Development
- Language
- Mathematics
- Science and Technology
- Health and Physical Activity
- The Arts

Emergent Curriculum

An emergent curriculum is one that builds upon the interests of children.

Topics for study are captured from talking to the children, through community or family events, as well as the known interests of children (puddles, shadow, dinosaurs, etc.).

Team planning is an essential component of the emergent curriculum. Teachers work together to formulate the possible directions of a project, the materials needed, and possible parent and/or community support and involvement.

MMAK Handbook & Green Playground Work Bee

The MMAK handbook will be mailed to families on August 1, 2013 and will be available on the website. The 2013-14 school year calendar will also be available on the website.

August 7th and 14th are the days designated to develop our green space with all families at the OCF yard. Please plan to help out.

Next MMAK Committee Meeting with Parents

July 31st, 2013 at OCF, 12-1 with light lunch.

Teachers Start Date

The Teachers' first official day will be August 19, 2013.

Professional Development

Many thanks to Rainbow District School Board for allowing our new staff to participate in a summer learning institute on Early Learning Kindergarten (ELK) called "100 Languages." Debbie Ense, Elaine Debassige, Debbie Debassige and Stephanie Roy participated in the great workshops on June 4th and 5th, 2013 at Laurentian University.

Monthly Family Club – Ojibwe Style

MMAK will host monthly family learning sessions. It is expected that parents will be able to participate and learn alongside their child for a few hours per month.

Lunches

For Kindergarten only, lunches will be provided in partnership with the Elders of Anishinabe Gamig and UCCMM Elders. It will be a time for social interaction with the Elders/grandparents who speak Ojibwe. Snacks will be the parent responsibility.

Bussing

Sheshegwaning ETA: 8:45 a.m.
Zhiibaahaasing ETA: 8:45 a.m.
M'Chigeeng ETA: 8:55 a.m.
Sheshegwaning D: 3:00 p.m.
Zhiibaahaasing D: 3:00 p.m.
M'Chigeeng D: 3:00 p.m.

Q & A

If you have any questions please feel free to contact us.

Stephanie Roy, KTEI Executive Director at 705-377-4342; email executivedirector@ktei.net
Dr. Lindsay Morcom, ATEP Coordinator, Assistant Professor, Faculty of Education, Queen's University, (613) 533-6218, email Morcoml@queensu.ca



Monthly Meetings

Monthly MMAK meetings will usually be held on the 25th of each month. Please join us! We want to hear from you as we embark on this initiative together. The next six meetings are: July 31, Aug. 26, Sept. 11, Oct. 25, Nov. 25, Dec. 19, 2013.

The purpose of the Mnidoo Mnising Anishinaabek Kinoomaage Garnig Initiative Working Committee is to provide support and collaboration; to share current language and cultural education issues; and to exchange technical information in the areas of Ojibwe language and cultural integration into education for Manitoulin Island and surrounding area.

The representatives are:

- 1) Executive Director or Chairperson, KTEI
- 2) Minimum 1 KTEI Board Representative
- 3) Research Linkage – Queen's University Representative
- 4) Early Learning Advocate - Open
- 5) First Nations Education Representative - Open
- 6) Parent Representative - Open
- 7) Grandparent Representative - Open
- 8) Elder Representative - Open
- 9) Youth at large (under 29) - Open
- 10) Community at large - Open

The meetings will be held on the 25th day of each month from 12-1 p.m. for the 2013-14 and 2014-15 fiscal years. If the 25th falls on a weekend, the meeting will be held the day before. Bring your lunch!

We need these recyclable materials- Can you help?

- egg cartons
- aluminum pie and pot pie plates
- cardboard pourable juice cartons
- aluminum cans (all sizes)
- sprayers and spray bottles (like laundry pre wash or house hold cleaners)
- cereal boxes (collapse and store in milk crate)
- recloseable boxes of all sizes and shapes (toothpaste, pasta, etc.)
- paper towel and toilet paper tubes
- pill bottles
- margarine, cottage cheese or yogurt tubs
- recloseable pop top containers from clean-up wipes
- baby wipes boxes
- zippered bags from blankets or comforters: Use these to sort, separate and store recycled materials
- plastic powdered laundry soap tubs (large size)
- plastic coffee tubs/coffee cans:
- odd sized zippered bags, especially the small ones that come attached to garments and hold a spare button

Full Day Kindergarten:

The Full-Day Early Learning–Kindergarten program reflects the belief that four- and five-year-olds are capable and active learners, full of potential and ready to take ownership of their learning. It recognizes children as unique individuals who live and learn within families and communities.

The program aims to provide every child with the kind of support he or she needs in order to develop:

- self-regulation
- health, well-being, and a sense of security
- emotional and social competence
- curiosity and confidence in learning
- respect for the diversity of his or her peers

See page 1 for the daily agenda.



A big welcome to the first cohort class of Ojibwe Immersion!

- Moxy Manitowabi
- Spencer Hare
- Davin Enosse
- Giwedhong Fox
- Brian Bisson
- Nyala O'Connar
- Saramane Wassegijig
- Preston Riberdy
- Niomi Tomaselli
- Maria Ense

Parent /Child Orientation is Mandatory

The MMAK team will be hosting a parent orientation for this new program on:

- Thursday August 22, 2013 from 10-2 p.m.
- You are welcome to bring your child for the day.



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100 Languages

Howard Gardener has given us the useful notion of multiple intelligences — that being smart means music, movement, social skills, self-awareness, spatial reasoning and artistic expression, as well as logic, mathematics and language. More poetically, Loris Malaguzzi has given us the phrase, “The Hundred Languages of Children,” which refers to the virtually infinite numbers of ways that children can express, explore, and connect their thoughts, feelings and imaginings. These expanded ideas of intelligence empower children and adults whose strengths too often go unrecognized, and remind teachers that a narrow curriculum ignores the full range of significant human capacities. At MMAK, we will do our very best to offer a rich variety of opportunities for expression and encourage the children to engage with their learning experiences.

The Hundred Languages

The child is made of one hundred.
 The child has
 a hundred languages
 a hundred hands
 a hundred thoughts
 a hundred ways of thinking
 of playing, of speaking.

A hundred always a hundred
 ways of listening
 of marveling, of loving
 a hundred joys for singing and understanding
 a hundred worlds to discover
 a hundred worlds to invent
 a hundred worlds to dream.

The child has a hundred languages
 (and a hundred hundred hundred more)
 but they steal ninety-nine.
 The school and the culture
 separate the head from the body.
 They tell the child:
 to think without hands
 to do without head
 to listen and not to speak
 to understand without joy
 to love and to marvel
 only at Easter and at Christmas.

They tell the child:
 to discover the world already there
 and of the hundred
 they steal ninety-nine.

They tell the child:
 that work and play
 reality and fantasy
 science and imagination
 sky and earth
 reason and dream
 are things
 that do not belong together.

And thus they tell the child
 that the hundred is not there.
 The child says:
 No way. The hundred is there.

Loris Malaguzzi (translated by Lella Gandini)
 Founder of the Reggio Emilia Approach

