Ahkwesahsne Mohawk Board of Education

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Mohawk Language & Culture Program

AMBE Strategic Plan

Goals and Outcomes

Language & Culture

1.1 Clarify the unique Ahkwesáhsró:non approach to education

1.1.1 Ahkwesáhsró:non culture guides educational service delivery
1.1.2 Students services are holistic and reflect Ahkwesáhsró:non culture

1.2 Continue to develop Kanien'keha language

1.2.1 Students understand and communicate in Kanien'keha
1.2.2 Kanien'keha language curriculum and resources are available at all grade levels
1.2.3 Kanien'kaha language and resources are digitized
1.2.4 Kanien'keha science curriculum and resources are available at all grade levels

1.2.5 Kanien'keha social studies curriculum and resources are available at all grade levels
1.2.6 AMBE staff have opportunities to develop their Kanien'keha language
1.2.7 Kanien'keha speakers support language development

1.3 Promote Ahkwesáhsró:non customs

1.3.1 Hotinoshon: ni traditions are integrated in AMBE practices
1.3.2 Traditional Ahkwesáhsró:non cultural curriculum is developed
1.3.3 Students identify role models from the Akwesasne Mohawk community

1.4 Develop understanding of the Native experience

1.4.1 AMBE students are proud of their Akwesasne Mohawk history
1.4.2 AMBE students learn about various native experiences

Student Success

2.1 Define education success for Mohawk students of Akwasasne

2.1.1 Academic success has many profiles in the Akwesasne Mohawk community

2.2 Innovate our practices

2.2.1 Students are digital citizens
2.2.2 Program offerings are expanded to meet stakeholder needs
2.2.3 AMBE has a long term IT plan
2.2.4 AMBE has a Pedagogical IT Plan
2.2.5 Employees employ IT best practices

2.3 Support inclusive services

2.3.1 Inclusive support services are provided
2.3.2 AMBE has the internal capacity to support students with special needs

2.4 Commit to employee professionalism

2.4.1 Employees are engaged in ongoing professional development

2.5 Challenge our students to excel

2.5.1 AMBE has board wide assessments
2.5.2 Assessment is used to further student learning
2.5.3 School teams employ high leverage teaching practices
2.5.4 Students are literate
2.5.5 Students are scientifically literate
2.5.6 Students are mathematically literate
2.5.7 Schools and centers are student focused
2.5.8 Students have smooth transitions at key points in their education
2.5.9 Students are self-regulated

Ie thi ha hon:nien

We make the road for them

Relationship Building

3.1 Promote a positive organizational culture

3.1.1 Demonstrate value for respect
3.1.2 Leadership promotes trust

3.2 Become effective communicators

3.2.1 Consistently communicate with all stakeholders
3.2.2 Continue to improve access to information

3.3 Establish key partnerships

3.3.1 Partnerships enhance our strategic vision
3.3.2 Partnerships complete educational and operational services

Organizational Excellence

4.1. Advance governance and leadership capacity

4.1.1 The Board of Trustees oversees AMBE
4.1.2 The Board of Trustees governs through policy

4.2 Create a continuous improvement work culture

4.2.1 Support is provided to staff as they develop their schools, programs and services
4.2.2 Core operational services provide staff with the support they require to be successful
4.2.3 Risk mitigation ensures sound financial operations
4.2.4 Transportation services are safe and efficient
4.2.5 Human resources services are streamlined
4.2.6 Adult learners have many opportunities to expand their knowledge

Ahkwesahsne Mohawk Board of Education

- 3 Childcare sites
- 0 to 6 Program
- 3 AMBE Schools:
  - 1 Immersion School
  - 2 Non Immersion Schools
- Iohahiio Akwesasne Education & Training Institute
- High School students go off reserve
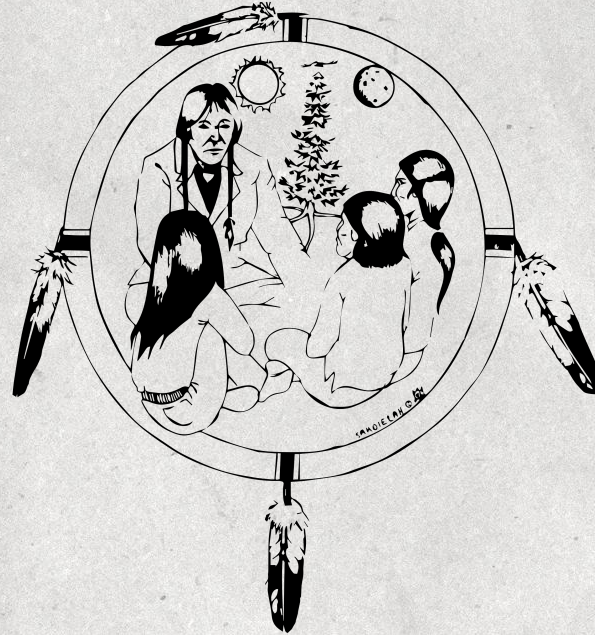
Mohawk Language & Culture Program

ML Department Staff:

- Superintendent

- 3 Curriculum Resource Developers

- 1 Digital Resource Developer

- Artists by contract

- Consultants by contract

Kanien'kéha Entsitewatatihake

AMBE
Mohawk Language
& Culture
613-933-0409

Mohawk Language & NLA

Developed a Literacy Program
- Consists of 6 levels
- Each level contains 6 units
- Each unit contains 1 Teacher Guide and 5-6 books
- Books, dialogues & games digitized.

*All units are scripted with room for additional language

Literacy Program
- Teach language using the Neurolinguistic Approach
- Focus on Oral Language
- Expectation: Mohawk Language is spoken in complete sentences
- Language is modeled
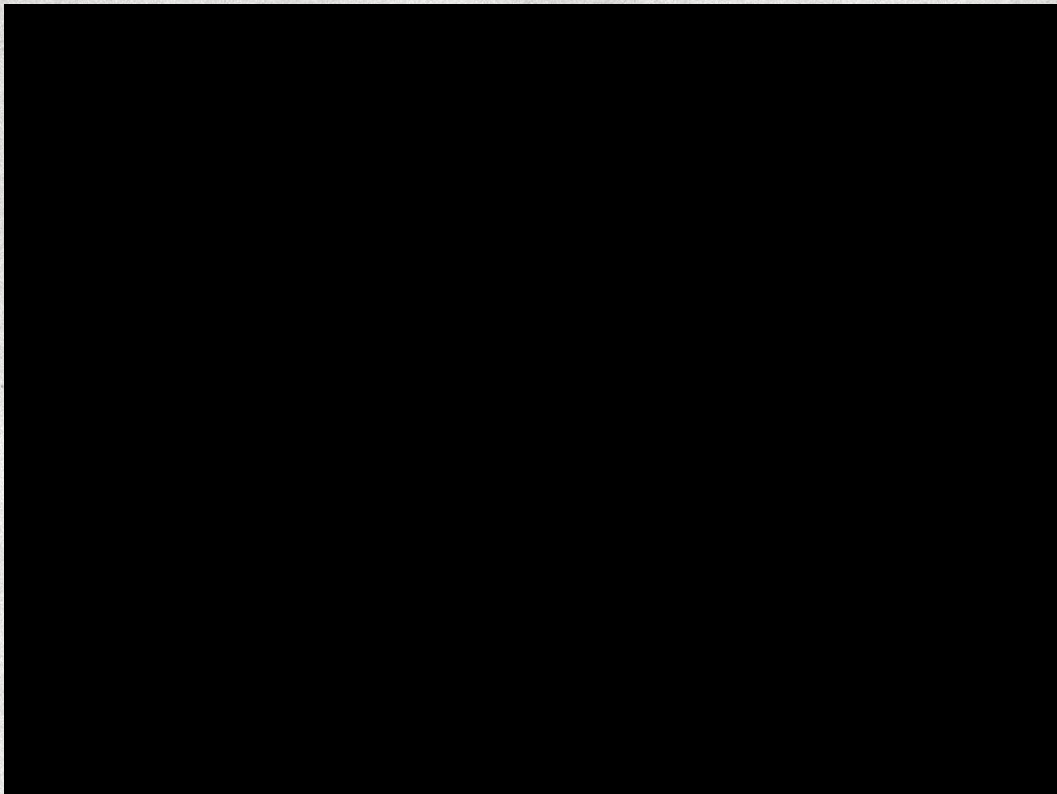
Reading & Writing component

Mohawk Language & NLA
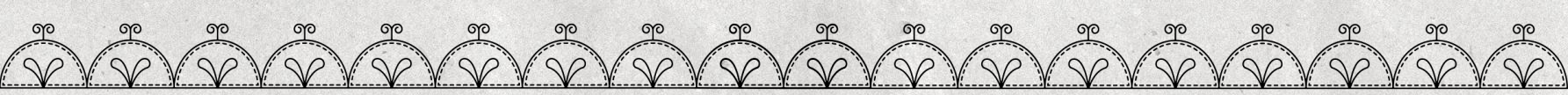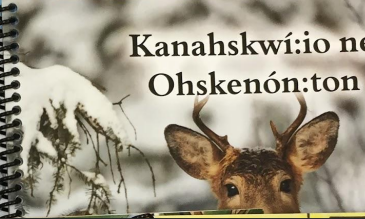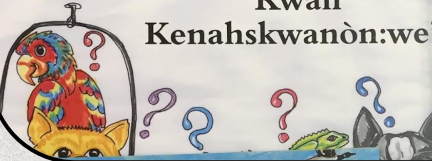
Mohawk Language

Classroom Books

Tsi Nonkié:ren tsi Raia'taierón:ni ne Tako'skó:wa

Tetsiatátken ne Ken'nihrà:a Ohkwá:ri!

Kwah Kenahskwanòn:we

Kanahskwí:io ne Ohskenón:ton

Tewaten'nikonhró:ri Kanenna'kè:ne Nikahá...

Khe'nikòn:ra Akitshé:n...

Iorihowá:nen ne Ahseri'wanón:ton

Digital Resource

Digitized books, Dialogue & Games

imohawk.ambe.ca

Ahkwesáhsne Mohawk Board of Education

Interactive Mohawk language resource

Login

Password

Enter

Science and Cultural Studies

- Developed the framework for Cultural Studies
- Included Expectations, Outcomes by grades/levels
- Identify themes and ceremonies
- Teachers included in planning.
- Research and consultation with knowledge keepers
- Writing the content information with the Neurolinguistic Approach
- Formatting the teacher & lesson guides
- Teacher & lesson guides go to printing
- Provide supplemental materials
- More work to be done
- Translated English Science Program
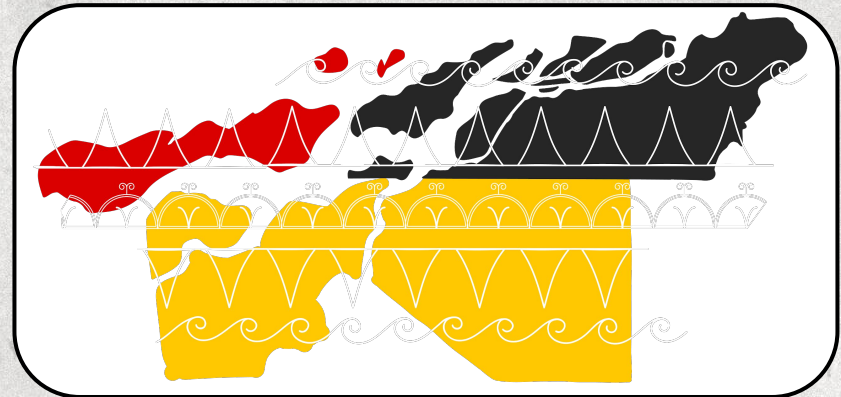
Teachings

Culture Based

- Opening Address
- Students are prepared
- Ceremonial themes
  - Harvest
  - Thunders
  - Midwinter
  - Maple
  - Seeds
  - Strawberry
- Traditional Songs
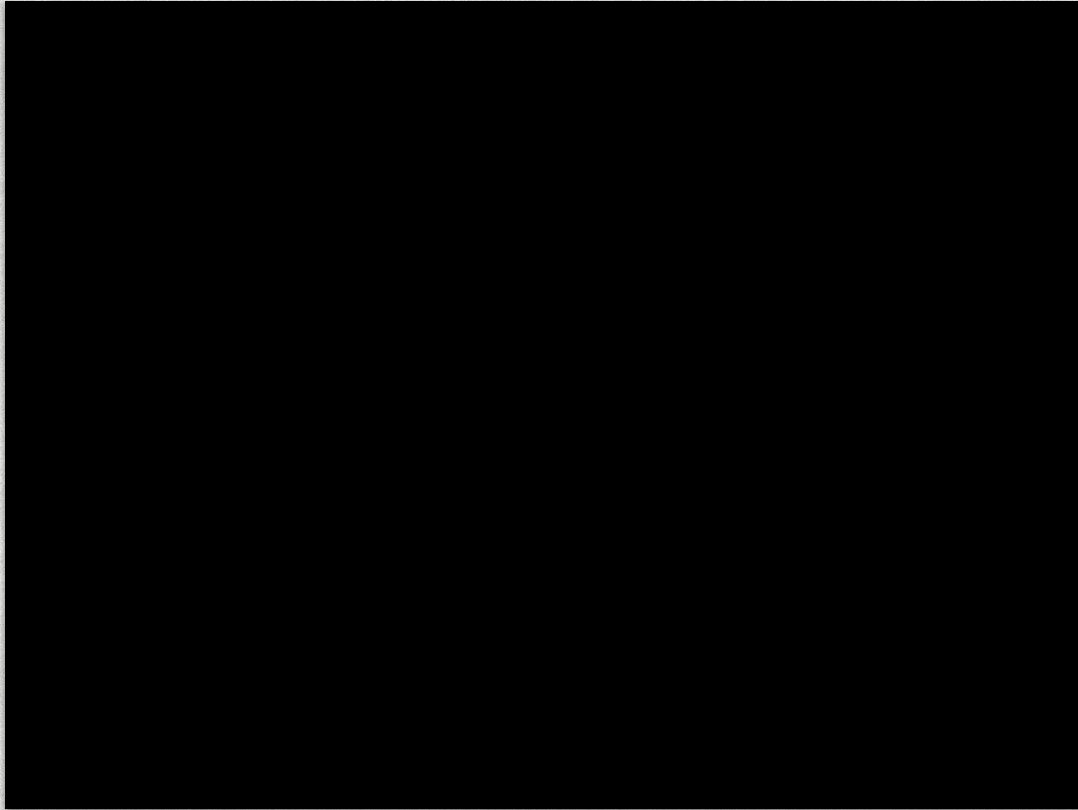- Tom Longboat Run
- Truth & reconciliation
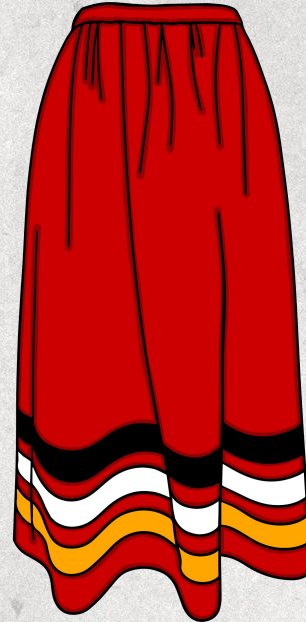
Land Based Learning

- Log pounding
- Sturgeon
- Planting
  - Corn, beans & squash
- Snow snake game
- Lacrosse
- Environment (seeds)
- Harvest
  - Preparing foods / Harvesting deer

Land Based Learning

Assessments

- Assess 3 times per year (1)
    - September, January & May – using the OPI
    - OPI measures fluency levels based on criteria
    - Assessment results are shared with teachers
- Teachers assessing students is ongoing (2)
- Teachers write LD for each term
- Teachers collect evidence of learning
- Evidence is used to make an evaluation for report card

Support for Teachers

- Staff Training

- Neurolinguistic Approach

- Assessment

- Coaching for teachers

- Translated, Science books, Math terms

- On the spot translations

- Translators in schools

Challenges

1. **Fluent Speakers**
   a. 5 teachers took 1 year off to learn language
   b. Working alongside Mohawk Council of Akwesasne
   c. Partnering with St. Regis Mohawk Tribe
2. **Teachers not certified**
   a. Partnering with Ontario School Boards
3. **Some speakers lack classroom skills**
   a. Spoke with the Tribe
4. **Parents can't/don't speak at home**
   a. Given access to iMohawk website
   b. Provide phrase of the week

Niawenhko:wa
Questions? Comments?

✉ Alice.King@ambe.ca
Mohawk Language & Culture Program
29 Third Street, Kana:takon, QC