

# Annual Report 2014 - 2015



Six Nations  
Polytechnic

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## SNP's PHILOSOPHY

*If a people do not keep pace with others perhaps it is because they hear a different drummer. Allow them to step in harmony to the music which they hear however measured or far away. Our cosmology places Native people in a balanced familial relationship with the universe and the earth. In our languages the earth is our Mother, the sun-our Eldest Brother, the moon-our Grandmother, the plants and animals-our brothers and sisters. From this view our people believe that all elements of the natural world are connected physically and spiritually and are to interrelate to each other to benefit the whole. The responsibility then falls on the people to peacefully maintain nature's delicate balance to ensure that unborn generations can enjoy what we enjoy today. Six Nations Polytechnic accepts this responsibility and is devoted to facilitating the will and determination of our community to maintain an environmentally friendly world through education, training and research.*

*Six Nations Polytechnic, a native focused institution of learning, has a moral responsibility to the people to take a lead role in the preservation of our environment. Through the Hodinohso:ni`/Rotinonhshonni world view of our universe we will assist in the survival of life on this planet through research, study of alternative views, and dissemination of information.*

*Six Nations Polytechnic will endeavour to keep up with the beat of the 21st century and at the same time offer the understanding inherent in our language and culture. In this way the people may receive an education that assists them to keep pace with both drums.*

*Six Nations Polytechnic will take a lead role in bridging the chasm of understanding between the two cultures of our lives and create an atmosphere for healing our differences so that we can both look with optimism into the 21st century.*

*Six Nations Polytechnic has the role and responsibility, as an institution of the people of Six Nations, to offer the opportunity to be educated to ensure languages and culture survive. It also has the responsibility to provide an education that enables our people to survive in both worlds.*

*Six Nations Polytechnic is becoming the catalyst that offers the opportunity and place for our Native scholars and elders to share their knowledge with all our people and to offer the non-Native an opportunity to study a different worldview.*

*Created by Harvey Longboat Sr. – 1994*

## VALUES OF THE ORGANIZATION

# Hodinohsó:ni' Values of Ga'nigohi:yo: / Kanikoriiio

## Fairness

odrihwagwaíhso:ʔ aterihwakwarihsyóntshera odihwagwaihshyo

## Sharing

degakahsó:gwéh teyoterihwakhahsyónkwas adēnida:sa

## Honesty

gagóyohsde:ʔ tyoriwayé:ri gayaʔda:dēnih

## Kindness

adēnidéqsraʔ ateniteróntsheraʔ adēnida:sa:

## Confidentiality

adrihwahséhdoh aterihwahsehtontsheraʔ gaihwahse dih

## Consistency

oihwadó:gēh aterihwatokentsheraʔ gaihwado:gēh

## Integrity

odrihwagwaíhso:ʔ aterihwakwarihsyontsheraʔ ganihgohewa:ne

## Responsibility

gaihwaédahgoh aterihwayentakhwentshera gaihwayédagwih

## Responsiveness

degaihwadrá:gwēh ateʔnikonhratʔtokentsheraʔ gaihwasa:gwēh

## Cooperation

degaeyenawaʔgohó:gyeʔ tekarihwayenawaʔkontsheraʔ hogayē ih

## Openness

ó:gēht ateʔnikonhratokenhtsheraʔ ganigohiyok

## Trustworthiness

oihwadógehsraʔ tekanyahesenhtsheraʔ hoyada:dē nih

## **BELIEF**

The Six Nations Polytechnic Board believes that culturally-based education and life-long learning more positively impacts life.

### **Values and Organizational Conduct**

The Board has identified values to guide the organization. These are stated in Board policy as Hodiŋhsq:nih values of G'anigghi:yo:/Kanikorii (Values of the Good Mind).

All involved with Six Nations Polytechnic are to review these organizational values along with operational policies.

The expectation for all (Board, staff, instructors and students) is to operationalize these values in their respective roles and to conduct themselves accordingly and in compliance with organizational policies.

### **Six Nations Polytechnic Board of Directors 2014-15**

Chairperson	Kevin Martin, BA, BSW, Case Manager, Mental Health
Vice-Chair	Michelle Davis, Educator
Secretary/Treasurer	Rae Anne Hill-Beauchamp, B.Ed., M.Ed., Professor
Cultural Advisor	Ima Johnson, Mohawk Language Specialist
Board Member	Melba Thomas, Six Nations Councillor
Board Member	Lottie Keye, Cayuga Language Specialist
Board Member	Bonnie Freeman, BA, BSW, MSW, RSW, PhD
Board Member	Audrey Hill, Community Member
Board Member	Steve Montour, Community Member
Board Member	Ron McLester, Educator
Board Member	Wray Maracle, Six Nations Council Rep
Board Member	Janie Jamieson
Student Rep.	Tania Henry
Board Rep.	Marion Martin, Grand River Post-Secondary Educ. Office

## Message from the Chair of the Board of Directors

Sgę:no

I have had the honour and privilege to be the Chair of the Board this past year and find that I truly appreciate what Six Nations Polytechnic (SNP) offers. Our board has a number of dedicated members who continuously work at the Ends Policies as we are striving for the betterment of Six Nations and surrounding communities.

I would like to acknowledge the board's one employee, our President/CEO Rebecca Jamieson and along with her staff that make SNP the institution what it is. The hard work and dedication that is committed to the future learning of our people is what the board strives for, GREAT JOB!

As we celebrate another year, this would not be possible without the students and instructors, congratulations to you all and much continued success! We continue to look forward to what is to come and thank you for choosing to come to SNP to build your pathway of learning and growing.

Our Board continues to move forward with community linkages and can see how this benefits our community with the strength of coming together and working for common goals. SNP is no stranger with linkages as we have working relationships with a number of other Aboriginal Post-Secondary Education Institutes like SNP, and partnerships with a number of colleges and universities.

From SNP Board of Directors I would like to thank our guests and visitors that come to SNP. I encourage all to visit our website at [www.snpolytechnic.com](http://www.snpolytechnic.com) to keep up to date with upcoming events like our next Champions for Change Conference which will be October 21<sup>st</sup> and 22<sup>nd</sup> and WiPCE (World Indigenous People's Conference on Education) July 24 – 29, 2017.

Nia:węh

Kevin Martin

## Message from the President-CEO

She:kon sewakwe:kon – Sgę:no' – Cwé'n – Shekóli – Kwe kwe

It is an honour and privilege to present the 2014-2015 annual report highlighting the Six Nations Polytechnic (SNP) vision for the future as well as the many student and organizational accomplishments.



SNP is especially pleased to celebrate the successes of our students. Many of our students' journeys have been challenging yet they have persevered and achieved their goals by applying their strengths and commitment. At SNP we understand and value our students' efforts and extend sincere congratulations to all. These leaders of tomorrow give all of us hope for our collective future for every student who succeeds at SNP helps build a stronger future for us all. Thank you to the growing number of learners who place their trust in Six Nations Polytechnic by enrolling in a program or workshop at SNP. We are especially gratified when learners tell us that the experience at SNP is positively transformative and life affirming.

2014-2015 was an historic year at SNP. We celebrated the first graduates from the RPN to BScN program offered in partnership with McMaster and Mohawk College. SNP also went through the rigorous accreditation process to offer the Ogwehoweh language degree. While we have not yet totally completed that process we are well on our way. I extend a warm thank you to all who made this possible including staff, instructors, Board members, Indigenous Knowledge Guardians, students and language program graduates.

In 2015 the Board approved a new vision and mission statement and while it is "officially" new it is really a statement that captures where SNP has been headed for many years. SNP is very fortunate to have the support of many people in working toward this Vision and Mission including Indigenous Knowledge Guardians, Community Scholars, Associate Professors, and community support such as that received through the Six Nations Elected Council, the Six Nations Community Development Trust and the Ontario Trillium Foundation. We are truly blessed with dedicated instructors, professors, staff and passionate learners.

The 2015 commitment of the Government of Ontario to increase funding and to develop a stand-alone policy to include Indigenous Institutes like SNP in Ontario's postsecondary system is anticipated to improve the financial position of SNP through sustainable funding to support operations. The historic Federal Government 2015-2016 funding commitment to SNP for program development is critical to the growth of future programs and services aligned with SNP's vision and mission and the needs of the community. SNP was particularly pleased to host both levels of Government for these critical announcements.

SNP looks to the future with optimism. The Truth and Reconciliation Commission (TRC) final report, Calls to Action, was released in June. On November 3 & 4, 2015, SNP will host the third annual Champions for Change Conference Indigenous Education Conference with the keynote address by the Honourable Justice Murray Sinclair, Chair of the TRC. SNP anticipates being engaged in specific Calls to Action in the coming months.

Excitement is building for the World Indigenous Peoples Conference on Education in 2017. SNP will continue its commitment to creating and maintaining the culturally relevant learning environment so valued by our learners and the broader community.

Please join us as we continue to pursue our collective vision of a world where Indigenous knowledge, languages, ways of knowing and living flourish with honour.

Nya:weh

Rebecca Jamieson, President-CEO

## Collaboration + Reciprocity = Understanding

Six Nations Polytechnic is a centre of excellence for Indigenous community-based post-secondary education. In 2013, Six Nations Polytechnic (SNP) celebrated twenty years of service.

To achieve its mission SNP continues to follow the teachings of collaboration, reciprocity, and respect codified in the Two Row Wampum treaty.

Through respectful partnerships SNP is able to deliver culturally appropriate post-secondary programs. SNP partners with colleges, universities and other Aboriginal Institutes for post-secondary programming and research. For professional development offerings and general community education partners include other community and private organizations to offer.

One example is the Bundled Arrows Project in partnership with Mohawk College. Over three years, together the partners will develop a regional Indigenous Education plan. For details about the many collaborative projects undertaken through SNP please see the Deyohahá:ge section of this report.



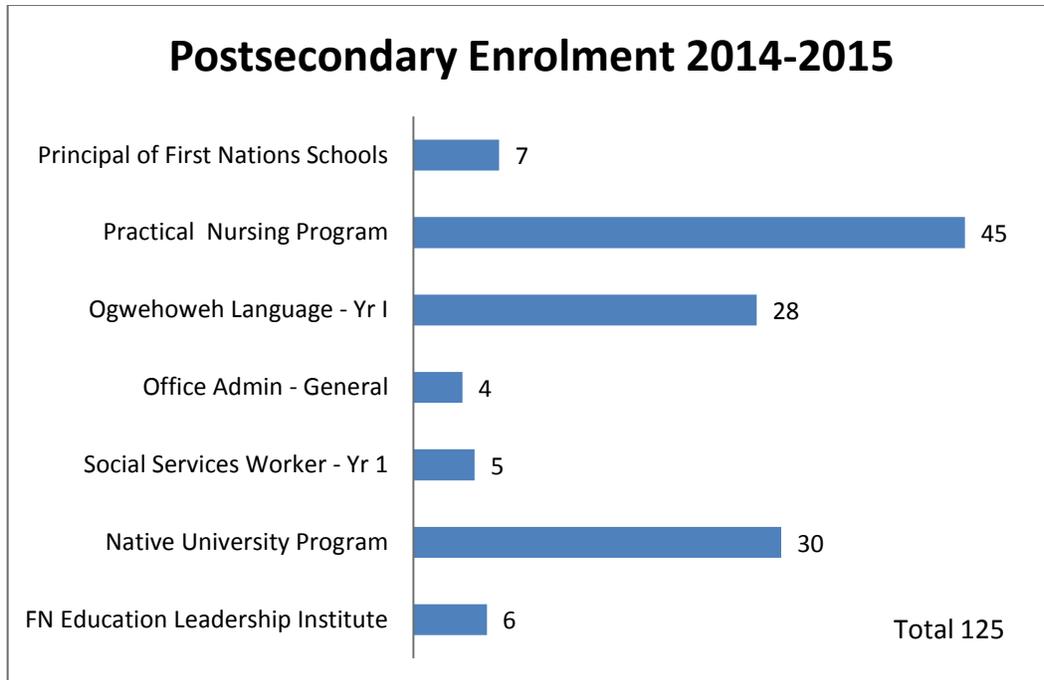
## SNP Learner Engagement

SNP engages a significant number of learners across the lifelong learning spectrum. SNP offered workshops and seminars to **3,507** learners from the age of 12 to seniors.

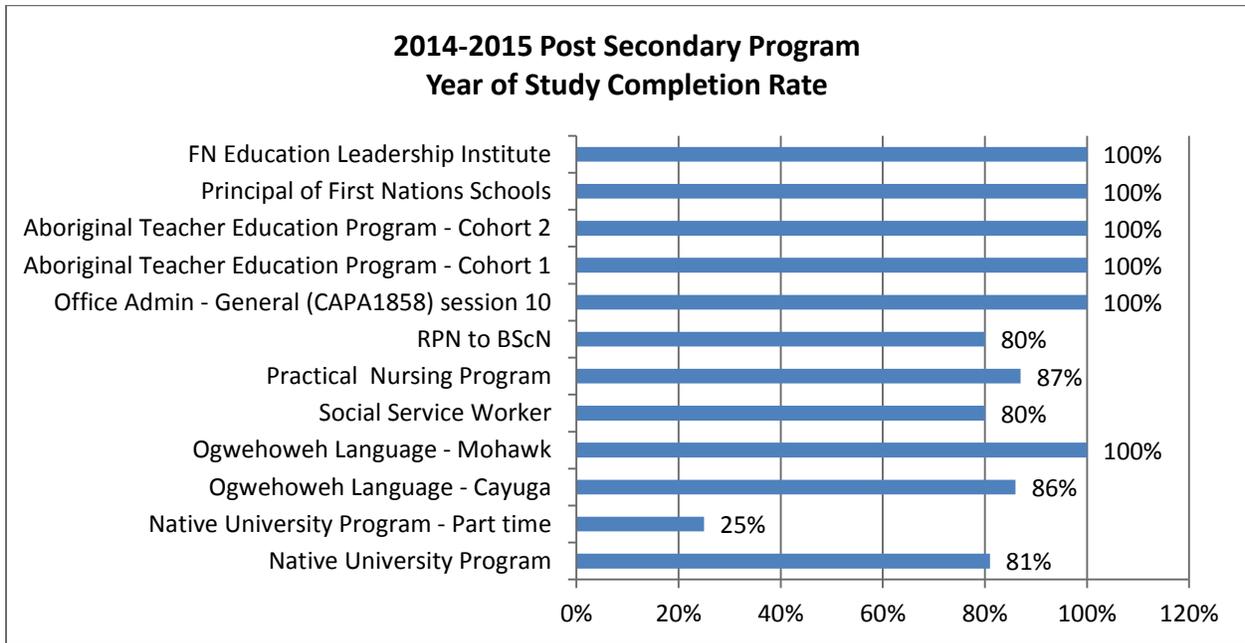
<b>Total learner engagement</b> <b>3,507</b>
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**692** elementary, secondary and post-secondary learners received Homework Support.

The reported numbers do not include learners who viewed conference sessions on-line, interviews conducted for the CBC, PBS, TV Ontario, & High Definition-TV or who have accessed Deyohahá:ge: resources and collections.



## Student Success



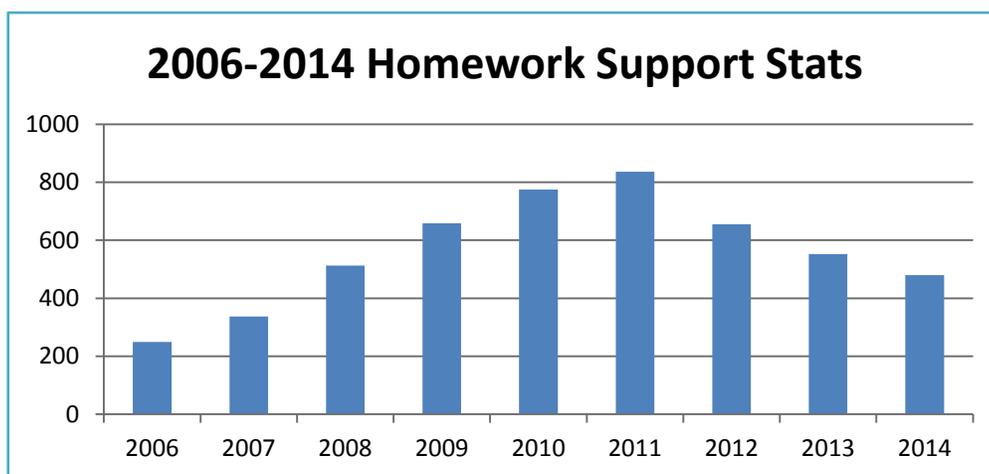
Students sometimes “pause out” of their program for personal reasons.

Many students with Six Nations Polytechnic are mature learners with family and community responsibilities that make competing time demands with continuous full time study. Six Nations Polytechnic and the partner institutes therefore facilitate flexible program re-entry as much as possible so that students can complete their program of study.

The excellent completion rates for programs shown above are evidence that the learning environment at Six Nations Polytechnic supports student success. We know what each student has accomplished and we are so very proud of each one.

## Homework Support 2014-2015

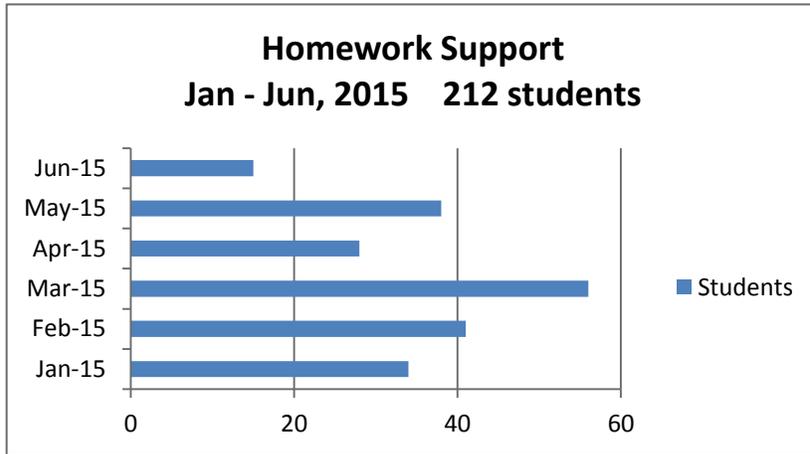
Homework Support offers academic support for our youth in grades 5-12 in all subject areas. We work to encourage and support students in their continued efforts in successfully completing their elementary and secondary education. Homework Support provides a positive environment where students can work quietly, with equipment support and tutor support as needed. As the generation moved quickly forward with technology, we offer the use of technology in their everyday school activities through use of computers in the Polytechnic lab.



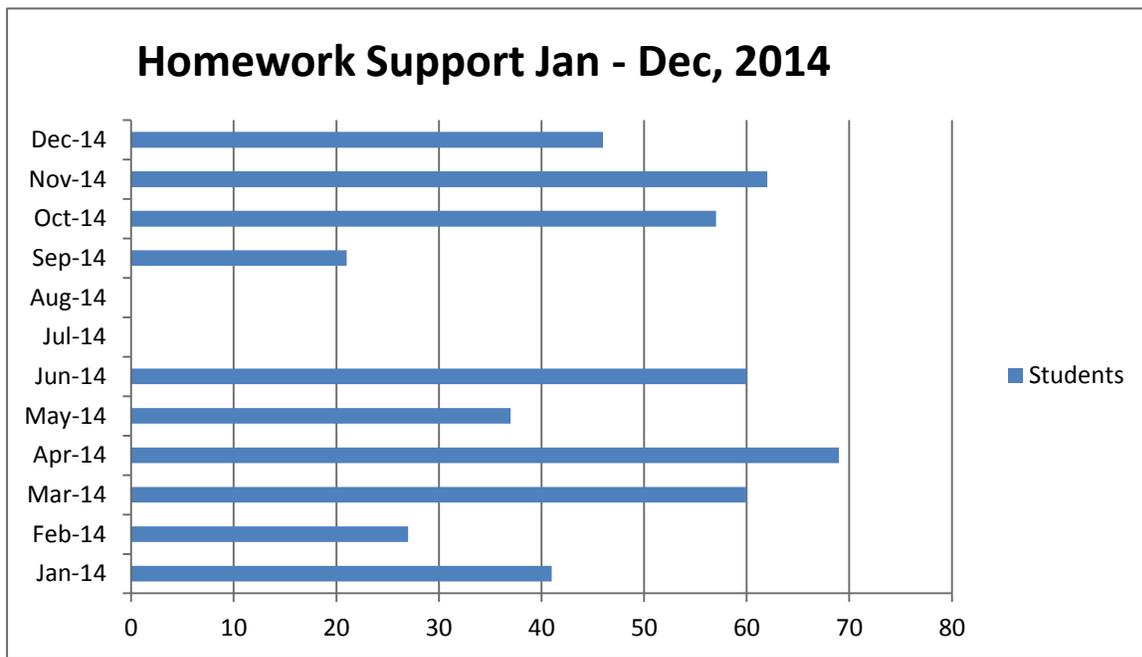
Through individual and/or group tutoring, students received assistance with all aspects of homework assignments. Use of computer programs for Math, Science and Literacy provided additional support for students who are at risk. Homework Support, along with the support of the Community Trust Fund and Imperial Oil S.E.E.D., was offered every Monday, Tuesday, Wednesday, and Thursday evenings at Six Nations Polytechnic from 6 – 9 pm. Qualified teachers/tutors were available every evening for any assistance that students might need. The ultimate goal of the Homework Support Program is to improve student academic marks, increase their attendance at secondary school, promote positive attitudes about learning, provide on-going support throughout the school year and to build a good foundation for students moving from elementary and secondary.

Access to the computers is vital to those students who come to Homework Support. Projects requiring internet research such as Music Projects, Hodiñqhsq:nih Cultural Fair, Science Fair and Geography/History projects are well supported. Many students who do not have access at home come to Homework Support for the internet use and research abilities. Students also use the computers/internet for accessing homework, on-line assignments and school related activities. Homework Support links with Six Nations Elementary Schools through blog spots, teacher contact and emails to keep our tutors up-to-date with what is happening in all subject areas.

## Homework Support 2014-2015 con't



A great strength of this program is our qualified tutors for both elementary and secondary subjects. With our secondary focus on Math and Science qualifications, tutors have been able to support all student needs and provide them with concrete examples of what teachers require for marking. Many students are coming to Homework Support for assistance with Math and Science. The internet is a great teaching resource for our students to use both at Homework Support and at home. We provided training on accessing the tutorials on-line and assist students with the learning process.



## Supporting Student Success through Teacher Education

In 2012, SNP worked with a team of Q̄gweh̄:weh language educators to develop two draft guidelines for the Ontario College of Teachers Additional Qualifications Schedule C courses:

- Teaching Mohawk Additional Qualifications Guideline
- Teaching Cayuga Additional Qualifications Guideline

In 2013, SNP was approved as an AQ provider by the Ontario College of Teachers.

In July 2014, SNP was approved to offer the Additional Qualifications course: Math, Primary/Junior, Part 1. This AQ ran in the fall 2014 term and was funded by SEED (the Science Education and Employment Development Committee).

SNP was approved to offer the Additional Qualifications course: “Teaching Mohawk” in April 2014 and the course was delivered in July/August 2015.

Approval to offer “Teaching Cayuga” was granted in March 2015 and will be offered in 2016.

SNP is currently in discussion to develop a teacher education program specific to language immersion.

## Six Nations Achievement Centre

The Six Nations Achievement Centre is a community-based agency that has provided service to the community of Six Nations since March 5, 1990. The centre provides **free** instruction in basic Math; English; Computers and Essential Skills.

### MISSION STATEMENT

The mission of the Six Nations Achievement Centre is to help adults develop and improve their literacy, numeracy, and digital technology goals. The centre is committed to assisting learners reach their goals so that they may enhance their independence, enter into further education and training, or obtain and maintain employment. The Six Nations Achievement Centre supports and welcomes their learners in a culturally sensitive, community based environment.

### **April 2014 - March 2015 Information** **Total Learners – 38**

Target of 33 learners was met this year

### PROGRAMS DELIVERED

**One-to-One** (on-going) - 8 participants

**Pre-GED** (3 classes) 11- participants

**Building Computer Confidence** (2 classes) – 8 participants

**Crafting for Employment** (1 class) - 6 participants

**“New”** Introduction to the Health Care Field(1 class) - 5 participants

Our largest referral pool comes from Grand River Ontario Works (GROW).

### CONTACT INFORMATION

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**Kim Murphy - Coordinator**

*kmurphy@snpolytechnic.com*

**Angela Skye - Assistant**

*angel@snpolytechnic.com*

**Volunteers** - Lee-ann Blackbird

### FUNDING

Provided by Ministry of Training, Colleges and Universities, Literacy and Basic Skills Branch  
Additional funding by National Child Benefit Reinvestment program

**EMPLOYMENT  
ONTARIO**

## **Institutional Advancement and Development**



2014 was another major milestone year for Six Nations Polytechnic. SNP celebrated our 2<sup>nd</sup> annual fundraising event Champions for Change: Indigenous Education Conference. SNP was also successful in winning the bid to host the 11<sup>th</sup> World Indigenous Peoples Conference on Education, the largest Indigenous education conference in the world. This event will take place in 2017. SNP also became a registered Canadian Charity (#86611 4317 RR0001) on September 19, 2014. And finally, SNP took further steps towards the long standing goal of gaining university status and consent to grant a

degree in Ogwehoweh Languages. This included establishing a new 5 Year Strategic Business Plan which included the development of a powerful new vision statement for SNP.

### **Future Growth and Sustainability**

Six Nations Polytechnic has built a strong foundation and reputation in the post-secondary landscape through commitment to community and culture, recovery, revitalization, and restoration of Indigenous knowledge and languages and partnerships. These pillars of success remain foundational to future growth and long-term sustainability of Six Nations Polytechnic.

The 2015-2020 plan details how SNP plans to achieve independence, address financial sustainability and increase enrolment that corresponds to future programming and a campus expansion. As a part of this exercise, SNP confirmed the following vision and mission in April of 2015:

#### *Vision*

Achieve international distinction for excellence in Indigenous education, Indigenous language revitalization and continuance of Indigenous knowledge.

#### *Mission*

SNP's unique mission is the preservation, application and creation of knowledge specific to Ogwehoweh languages, culture and knowledge while respectfully interacting with and informing other knowledge systems. SNP's "two-road" epistemology applies in teaching and research that serve the social, cultural and economic needs of our community and society. SNP is committed to the values of G'anigghi:yo:/Kanikorii (Respect and the Good Mind) for the benefit of all who share this land.

## WIPCE

Six Nations Polytechnic in partnership with TAP Resources will host the 11<sup>th</sup> World Indigenous Peoples Conference on Education (WIPCE2017). Six Nations Polytechnic (SNP) and TAP Resources were awarded this honour from the Hawaiian Education Association, hosts of the 2014 conference at Honolulu, Hawaii. Past hosts include Hawaii (2014); Peru (2011); Australia (2008); and New Zealand (2005).



WIPCE 2017 will be held in Toronto. The main conference location is the METRO Toronto Convention Centre.

### Champions for Change

Six Nations Polytechnic hosted the 2<sup>nd</sup> annual fundraising event Champions for Change: Indigenous Education Conference. This event raised funds, through targeted sponsorship, to directly benefit Indigenous learners through tuition sponsorships and SNP program expansion. Each year more than 400 Six Nations members seeking financial assistance to pursue post-secondary education are unsuccessful so the fundraising campaign is critical.

Contributors to the campaign include:

<b>CHAMPION SPONSORS</b> <i>Bank of Montreal</i> <i>McMaster University</i>	<b>GRADUATE SPONSOR</b> <i>Mohawk College</i>  <b>DEGREE SPONSOR</b> <i>Western University</i>
<b>DIPLOMA, CERTIFICATE and STUDENT SPONSORS</b> <i>McMaster-Office of the President, Wilfrid University, Niagara College, Brian Cochrane</i>	

### Success in Indigenous Education

At the 2014 conference, SNP also held a special presentation, “Champions for Change: Success in Indigenous Education” to honour and celebrate 15 Indigenous student successes and to recognize the many challenges that Indigenous students face in completing Post-Secondary education.

The following success stories were published in Volume 1 of Honouring Resiliency: Indigenous Peoples’ Education Success program. We extend our sincere thanks to those who shared their stories:

Kayla Anderson, Jordan Tekawus Armitage, Yvonne Bomberry, Michael G. Doxtater, Robin Fraser, Adrienne Lickers, Wray E. Maracle, Linda Parker, Serene Porter, Karen Sandy, Erin Christine Smith, Amber Skye, Stephanie Joy Styres-Dery, Darren Thomas, and Gloria Thomas.

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### *Campus Expansion*

*SNP has signed a Memorandum of Agreement with ADS Group to lease facilities in a former post-secondary institution in Brantford, Ontario. SNP, as lead education partner, has authority to sub-lease to interested, complimentary post-secondary education and training partners.*

*This Memorandum of Agreement is supported by the Board of Directors and the Six Nations Elected Council (SNEC); SNEC is providing \$150,000 for capital equipment costs.*

*Discussions are underway with several new post-secondary partners to occupy space and deliver programming that meets the local industry, economy and post-secondary needs at the Brantford campus.*

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### Indigenous Knowledge Hub

SNP is committed to creating a unique place in the post-secondary landscape through Indigenous knowledge, Hodiñhsq:nih languages and culture. SNP is actively expanding programming and partnerships and preparing for long term sustainability and growth.

With financial support from the Six Nations Community Trust Fund, SNP completed the steps to develop and offer a three-year Bachelor of Arts in Ogwehoweh Languages.

The proposed program will establish a central foundation for SNP's language revitalization efforts, bolster existing Indigenous language supports, incorporate Indigenous teaching and learning strategies and fully realize the innovative language programming that has been a long standing strength of SNP's academic vision.

The proposed Degree is language based and organized in four streams; language, grammar, lifelong learning and community engagement. The variety of course offerings reflect these streams and build upon the highly successful Ogwehoweh Language Diploma program currently offered at Six Nations Polytechnic through a partnership agreement with McMaster University.

In January 2015, SNP underwent an Organization Review site visit from the Postsecondary Education Quality Assurance Board following our application to offer a Bachelor of Arts degree in Ogwehoweh Languages, Mohawk and Cayuga. This visit was part of a two-step process to gain Ministerial Authority to offer Language Degree(s). The next site visit will be to assess the Program Review.

Six Nations Polytechnic continues to develop products and services that have potential to create efficiencies across all post-secondary institutions that currently (or plan to offer) Indigenous studies, curriculum or services to Indigenous learners.

## Partnerships

SNP is proud of the current partnerships and network of supporters that support delivery of community based post-secondary education and research.

The 2014-2015 Education and Research Partners included:

<b>University and College Partners</b>	<b>Indigenous Post-Secondary Institute Partners</b>	<b>Collaborative Partnerships</b>
Brock University	Anishinabek Education Institute	American Philosophical Society
McMaster University	First Nations Technical Institute	Centre for International Governance and Wilfrid Laurier
Mohawk College of Applied Arts and Technology	Iohahi:ho Adult Education	Indigenous Knowledge Guardians and Scholars
Niagara College	Kenjgewin Teg Educational Institute	Six Nations Language Commission
Queen's University	Oshki-Pimache-O-Win Education and Training Institute	Six Nations Legacy Consortium
University of Guelph		Six Nations Women of the Grand River Project
University of Waterloo		The Brantford Consortium (Wilfrid Laurier, YMCA of Hamilton/Burlington/Brant, Mohawk College, Nipissing University)
University of Western		Woodland Cultural Centre
Wilfrid Laurier University		
OCAD University		

SNP is grateful for ongoing financial support that subsidizes various projects and programs at Six Nations Polytechnic from:

- Aboriginal Affairs and Northern Development Canada
- Ontario Ministry of Training, Colleges and Universities
- Ontario Trillium Foundation
- Six Nations Community Trust Fund
- The Government of Canada
- Health Canada
- McMaster University
- Mohawk College of Applied Arts and Technology
- Canada Summer Jobs and GREAT (summer students)

## Program Expansion

### *Virtual and Integrated Learning Platform*

In 2014, SNP completed significant research on systems for virtual learning and distance education and launched a virtual learning platform. SNP has secured \$200,000 to-date for online course development and software. Digitization of the Ogwehoweh Language Diploma (Mohawk) has commenced and research for further virtual development is underway.

### *Program Development*

A significant amount of course and program development work occurred in 2014. SNP began working towards the development of an Indigenous Visual Arts program with OCAD University. SNP also developed an Indigenous Studies course that was offered at St. Paul's University by an SNP instructor. This course is called "NATST 272: Cultures and Issues in First Nations & Métis Communities".

SNP also began discussions with Brock University to develop a joint language teacher training program to be offered at SNP, utilizing a model of teacher training that currently exists at Brock in partnership with the Northern Nishnawbe Education Council.

Finally, SNP has a number of new programs of study and credit courses flagged for development in the Academic Plan with potential to attract Indigenous and non-Indigenous learners, and will be seeking funding for approval to proceed with development.

These include:

- Indigenous Sustainability (degree);
- Peacebuilding (.5 credit course);
- Financial Management (certificate);
- Cultural Fluency (.5 credit course); and
- Education Leadership (professional development).

In 2014, SNP concluded the development of the Mathematics Part 2, Primary and Junior, Specialist—an Ontario College of teachers additional qualifications (AQ) course. SNP also intends to develop and offer a number the following AQ courses:

Schedule C	- Mathematics, Grades 7 & 8 - Teaching First Nations, Métis and Inuit Children - Integrated Arts - Environmental Education
Schedule D	- Mathematics, Primary and Junior, Specialist (3 <sup>rd</sup> in the 3 part series)

## Strategies for Student Success

Six Nations Polytechnic's strategies for student success begin with programs embedded in the community culture addressing community needs and are delivered in culturally appropriate ways.

To this we add expectations for conduct consistent with SNP's organizational values and then practical supports offered through the Student Success Office.

Practical supports include:

- ◆ Assistance with program/OCAS applications, registration, academic counselling , career planning and bursary/scholarship funding application
- ◆ A student lounge with computer access for down time and/or assignment completion
- ◆ Access to a computer lab
- ◆ Student learning accommodations such as: note takers, tutors, exam invigilation and verbal examinations
- ◆ Access to the Student Food Bank
- ◆ Wireless access
- ◆ SNP Bursaries and scholarships
- ◆ Cultural teachings/circles in response to student needs
- ◆ Creating collaborative community relationships through campus activities such as student lunches and BBQs, student events and giveaways (clothing, toys)
- ◆ Giving voice to students through the student rep on the Board of Directors
- ◆ Conducting focus groups and "town halls"
- ◆ Facilitate student participation with other campuses with transportation
- ◆ Provide information session such as university info sessions on campus
- ◆ Celebrate student successes— for example—the Annual Celebration of student success in June

## Successful Post Secondary Program Completions 2014-2015

### **Aboriginal Teacher Education Program**

#### **Cohort 1**

Calvin Miller

#### **Cohort 2**

Kristen Hill  
Sarah Jayne  
Melissa Maracle  
Aisha Restoule General  
Kory Snache  
Alyssa General

### **Native University Program-First Year**

#### Certificates of Completion

Chelsey C. Bouchard - Honours	Larene J. McNaughton - Honours
Taylor B. Bradley - Honours	Danton C. Miller
Micheal A. Davis - Honours	Andrew S. Powless
Jessica M. Dolson - Honours	Chelsea R. Powless - Honours
Brandi M. Garlow	Kaitlyn C. Powless - Honours
Maxine M. Hess-Isaacs	Jill M. Rogers - Honours
Christine S. Hill	Brenna L. Sault
Loretta M. Hill	Santana N. Sault
Taylor L. Hill	Aicha Y. Smith-Belghaba
Jeri-Ann L. Jamieson - Honours	Brayden G. Watts
Tomasita L. LaForme	Cassandra S. Zaugg

#### Certificates of Participation

Donald T. Miller  
Nicholas W. Montour

### **RPN to BScN**

Linda Bomberry  
Jonelle Johnson  
Shannon Maracle  
Kathleen Monture  
Michelle Ricciuti  
Casey Thomas  
Shayne Thomas  
Lacey VanEvery

## **Awards, Bursaries and Sponsorships 2014-2015**

### **Harvey Longboat Memorial Scholarship**

Jill M. Rogers, NUP

### **Marge & Reg Henry Cayuga Language Award**

Taylor B. Bradley, NUP

### **Vina Loft Mohawk Language Award**

Chelsey C. Bouchard, NUP

Jill M. Rogers, NUP

### **Watson Parojcic Financial Bursaries—Highest Average**

Samantha E. Cook, SSW

Peggy L. Hebert, Personal Support Worker

Margaret Key, Concurrent Disorders

Katsitsionhawi Hill-McNaughton, OLD-Mohawk

Gasenneeyoh Crawford, OLD-Cayuga

### **Watson Parojcic Financial Bursaries—Honour Roll**

Shelby L. Smoke, SSW

Cleveland J. Thomas, OLD-Cayuga

Kaitlin S. Debicki, OLD-Mohawk

### **Aboriginal Institutes Consortium Student Scholarship Award**

Andrew B. Greene, OLD-Cayuga

### **Aboriginal Institutes Consortium Instructor Award**

Ely Longboat, NUP

### **Linda Staats Bursary**

Tomasita L. LaForme

Kaitlyn C. Powless

Jill M. Rogers

## **Awards, Bursaries and Sponsorships 2014-2015**

### **Champions for Change Tuition Sponsorship**

16 full-time NUP students

3 part-time NUP students

10 OLD students

2 SSW students were sponsored through the Champions for Change.

## **Post-Secondary Programs 2014-2015**

SNP continued delivery of culturally enriched post-secondary education in sectors with high employability prospects. SNP Fall 2014 tuition sponsorship for the Native University Program, Ogwehoweh Language Diploma and Social Service Worker programs resulted in increased enrolment. SNP fundraised through Champions for Change to cover the costs of these sponsorships.

### **Aboriginal Teacher Education Program—2010 and 2011 cohorts**

- In partnership with Queen’s University.
- This part-time program leads to the Ontario Certificate of Qualification for elementary teaching at the Primary/Junior level (grades K-6). Courses are adapted to local contexts and needs and are especially suited for those planning to teach in First Nation schools with a focus on language, culture and academic achievement.
- This academic year we had 7 students in total complete the requirements of the program, thereby wrapping up the ATEP program for these two co-horts.

### **Social Service Worker with Aboriginal Communities**

- In partnership with Niagara College.
- First cohort Social Service Worker program began September 2010. 15 graduated in 2012.
- The Second cohort began in September 2011 with 13 students and of those, 9 completed the requirements of the program.
- The third cohort began in September 2014 with 8 students and dropped to 5 by the end of September 2014. Of those 5 students, 4 completed the majority of the requirements for year 1.

### **Native University Program Year One (1992 articulation)**

- 14 students completed the full year requirements of this program and 7 students completed courses part-time.
- Six Nations Polytechnic, in cooperation with a consortium of six universities, facilitates a community-based Native University Program - First Year. The consortium consists of: Brock University, McMaster University, University of Guelph, University of Waterloo, University of Western Ontario and Wilfrid Laurier University.
- This is a very successful program with a high percentage of students completing their post-secondary education after having started with the Native University Program.
- Students can achieve a maximum of five credits on a full or part-time basis. Students with an academic average of 60% gain automatic admission into second year of a general Bachelor of Arts program in the consortium university of their choice.
- **Over 250 Six Nations students** started their degree through the First Year University Program at SNP. We are very proud of all students – among them is a practicing physician, another will graduate medical school this year. Graduates also include a lawyer, midwives, teachers, senior managers, social workers, PhD candidates and business owners!

## Post-Secondary Programs 2014-2015

### Ogwehoweh Language Diploma Program (Mohawk and Cayuga)

- In partnership with McMaster University.
- Students study Gayogohó: no` (Cayuga) or Kanienkehaka (Mohawk) four nights a week for two academic years.
- 25 of 28 students successfully completed all courses for year 1.

### Concurrent Disorders

- Offered in Partnership with Mohawk College.
- This post-graduate program started in September 2013 and was offered part-time; for the convenience of students already working in the field classes were held one week-night and one day on the weekend.
- 5 students completed the placement portion of the program by February 2015 resulting in 9 students in total completing the program.

### Office Administration General

- Offered in Partnership with Niagara College.
- This program started in September 2011 and students are working part-time (one course per semester) towards the certificate.
- 4 students completed all 3 courses for the fall 2014 – spring/summer 2015 terms.

### Practical Nursing with Aboriginal Communities

- In partnership with Mohawk College.
- Graduates of this program meet the new Registered Practical Nurse standards of practice as set out by the College of Nurses of Ontario. Students take classes at Six Nations Polytechnic and the Mohawk-McMaster Institute for Applied Health Sciences (campus located at McMaster University) under the guidance of qualified nursing teachers in the health care agencies.
- 46 students started the program in September 2014 and 40 completed the requirements for year 1.

### RPN to BScN

- This unique three year program is offered in partnership with Mohawk and McMaster. Students admitted with a nursing diploma start the degree in level 2. This co-hort began with an enrolment of 25 students in September 2012. 8 students completed the full program and graduated in 2015.
- Another co-hort began in September 2014. 25 students started the program and 20 students completed the requirements for level 2.

**Social Work credit courses** — “Indigenous-Settler Relations” and “Indigenous Community Organizing” was offered in partnership with Laurier University at their Brantford campus. 85 students completed the Fall 2014 course and 83 students completed the Winter 2015 course.

**Humanities, Social Sciences and Theology course** – “Issues in Contemporary Native Communities in Canada (ICNCC)” was developed and delivered in partnership with St. Paul’s University College (an affiliated postsecondary institution of the University of Waterloo). 16 students completed the Winter 2015 course.

## **Continuing Education**

### **Principal of First Nations Schools**

This unique program offered in partnership with Seven Generations Education Institute on a modular basis focuses on the expectations and realities for accountability, management and leadership. The program has been offered for 17 years with great success and attracts participants from across First Nations Territory.

7 students completed the summer 2015 session.

### **First Nation Education Leadership Institute (formerly Director of Education for First Nation Communities)**

FNELI was not offered for the Summer 2015 session so that the program can be re-designed.

### **Math AQ**

SNP offered the first Additional Qualifications course accredited by the Ontario College of Teachers (OCT) in Fall 2014. 13 Students enrolled and 12 completed the requirements of the course.

### **Mohawk AQ**

SNP offered the Additional Qualifications course for Teaching Mohawk accredited by the Ontario College of Teachers (OCT) in Summer 2015. 7 students enrolled, completion rates were not available at report time.

**Distance learning** Contact North services are available at Six Nations Polytechnic. Email Tammy Beauvais, Centre Coordinator at [MNCFN@contactnorth.ca](mailto:MNCFN@contactnorth.ca) or call 905-768-0108.



*Brian D. Cochrane*  
CHARTERED ACCOUNTANT  
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## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of  
Six Nations Polytechnic Inc.

I have audited the accompanying financial statements of Six Nations Polytechnic Inc. which comprise the balance sheet as at March 31, 2015 and the statement of income, expenses and surplus and cash flow statement for the years ended March 31, 2015 and a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation of these financial statements in accordance with CICA Part III – Accounting standards for not-for-profit organizations and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors Responsibility*

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstance, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

### Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Six Nations Polytechnic Inc. at March 31, 2015 and the results of its operations and its cash flow for the year then ended, in accordance with Canadian generally accepted accounting principles for not-for profit organizations.

June 17, 2015  
Brantford, Ontario

Brian D. Cochrane, CPA, CA  
Licensed Public Accountant

**SIX NATIONS POLYTECHNIC INC.  
BALANCE SHEET  
AS AT MARCH 31, 2015**

2

	2015	2014
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Accounts receivable	\$120,728	\$268,118
Pledges receivable (Note 7)	53,334	106,667
Due from Aboriginal Institutes Consortium	3,350	11,372
Guaranteed investment certificates (Note 10)	20,000	-
GST and HST rebate/refund	17,458	4,910
Book inventory	4,557	11,245
Prepaid expenses and deposits	11,117	29,354
	230,544	431,666
<b>CAPITAL ASSETS (Note 3)</b>	<b>2,495,920</b>	<b>2,588,537</b>
	<b>\$2,726,464</b>	<b>\$3,020,203</b>
 <b>LIABILITIES AND FUND BALANCES</b>		
<b>CURRENT LIABILITIES</b>		
Operating loan (Note 4)	59,215	94,524
Accounts payable and accrued liabilities	124,731	156,544
Due to Aboriginal Institutes Consortium	-	145,175
Monies held in trust (Note 10)	20,082	-
Current portion of long term debt	1,935	-
Deferred revenue (Note 7)	116,573	135,333
	322,536	531,576
<b>Long term debt</b>	<b>6,289</b>	<b>-</b>
<b>FUND BALANCES</b>		
Investment in Capital Assets (Note 5)	2,495,920	2,588,537
General Fund Surplus (Deficit)	(98,281)	(99,910)
	2,397,639	2,488,627
	<b>\$2,726,464</b>	<b>\$3,020,203</b>

*The accompanying notes are an integral part of these financial statements.*

Brian D. Cochrane, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**STATEMENT OF REVENUES, EXPENSES AND SURPLUS**  
**FOR THE YEAR ENDED MARCH 31, 2015**

3

	2015	2014
<b>REVENUES</b>		
Ministry of Training, Colleges and Universities (PEFAL)	\$476,000	\$476,000
Indian Studies Support Program (ISSP) funding	337,444	339,781
Health Canada (AHHRI)	-	403,290
Ministry of Training, Colleges and Universities - Literacy and Basics Skills	100,000	107,229
McMaster University (Hewitt Collection)	-	63,000
Ontario Trillium Foundation	217,442	231,250
Tuition	269,411	167,640
Other Funding (See Schedule 1)	401,080	332,146
Other Income (See Schedule 1)	366,431	351,684
	<b>2,167,808</b>	<b>2,472,020</b>
<b>EDUCATIONAL OPERATING EXPENSES</b>		
Awards and bursaries	19,255	13,289
Book Purchases	10,690	1,817
Curriculum development	3,500	-
Classroom expenses	-	10,360
Cultural and social activities	6,500	-
Conferences and workshops	4,236	23,875
Computer Systems and Supplies	12,629	7,554
Contract worker	25,348	-
Digitization	90,000	-
Field support	-	7,660
Furniture and Equipment	44,675	15,343
Graduation	474	400
Honorariums	11,200	6,192
Facility costs	71,727	74,144
Ontario Trillium Foundation	162,242	243,951
Printing, book design and publishing	21,144	-
Tuition	51,294	121,418
Outreach	-	20,100
Professional Development	-	3,171
Program Fees	360,848	438,470
Placement supervision	5,775	6,000
Learning and instructional material	1,500	15,250
Resource Materials	10,387	32,958
Salaries and Benefits	264,889	357,685
Co-ordinator	-	65,556
Tutor	50,310	77,160
Instructor	185,479	275,462
Student lounge	7,000	9,500
Student Services and Shuttles	164,632	124,508
Student training supports and stipends	65	143,461
	<b>1,585,799</b>	<b>2,095,282</b>
<b>GENERAL ADMINISTRATION EXPENSES (See Schedule 2)</b>	<b>580,380</b>	<b>385,147</b>
	<b>2,166,179</b>	<b>2,480,429</b>
<b>SHORTFALL OF REVENUES OVER EXPENSES</b>	<b>1,629</b>	<b>(8,409)</b>
<b>GENERAL FUND SURPLUS (DEFICIT) - Beginning</b>	<b>(90,910)</b>	<b>(91,501)</b>
<b>GENERAL FUND SURPLUS (DEFICIT) - Ending</b>	<b>(98,281)</b>	<b>(\$99,910)</b>

*The accompanying notes are an integral part of these financial statements.*

Brian D. Cochran, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**Schedule 1**  
**STATEMENTS OF OTHER FUNDING AND INCOME**  
**FOR THE YEAR ENDED MARCH 31, 2015**

4

	<u>2015</u>	<u>2014</u>
<b>OTHER FUNDING</b>		
Ministry of Canadian Heritage	\$47,977	\$ -
Laurier/SNP	49,750	-
St. Paul's/SNP	15,000	-
IKC	50,247	-
Mohawk College	80,000	100,000
Imperial Oil - homework support and Sylvan program	47,850	46,000
Social Assistance Transfer Fund (SATF)	-	6,357
Administration	5,469	9,528
GREAT and Canada Summer Jobs	9,804	7,498
Six Nations Community Development Trust Fund (SNCDTF)	85,668	127,853
Essential Skills for Employment and Education (ESEE)	(831)	1,500
National Child Benefit Reinvestment (NCBR)	10,146	23,210
Six Nations Legacy Consortium	-	10,200
	<b>\$401,080</b>	<b>\$332,146</b>
<b>OTHER INCOME</b>		
A/C Secretariat	\$18,554	\$44,529
Professional Services Revenue	58,555	21,225
GREAT	12,870	5,625
Interest	314	1
Book Revenue	4,441	3,223
Disks and Photocopy	600	673
Champions for Change and other donations (Note 7)	119,102	151,045
Refunds	-	313
Processing Fees	2,395	2,159
Rental Income	24,811	24,420
Niagara College slip funding	4,800	15,200
Niagara College shared tuition revenue	74,487	50,532
Student award	3,100	4,000
Consulting fees	11,069	2,190
Student fundraisers	1,299	-
Reimbursed Expenses	30,034	26,549
	<b>\$366,431</b>	<b>\$351,684</b>

*The accompanying notes are an integral part of these financial statements.*

Brian D. Cochrane, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**Schedule 2**  
**GENERAL ADMINISTRATIVE EXPENSES**  
**FOR THE YEAR ENDED MARCH 31, 2015**

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	2015	2014
<b>GENERAL ADMINISTRATIVE EXPENSES</b>		
Accreditation fee	88	-
Advertising and Public Relations	9,659	12,685
Bad Debts	(2,072)	9,453
Bank Charges and Interest	8,934	13,362
Board Expenses and Meetings	20,544	31,034
Consulting Fees	111,450	57,608
Insurance	5,295	29,985
Donations and gifts	2,998	1,357
Office supplies	18,718	41,879
Photocopying	17,710	8,000
Professional Fees	13,088	38,475
Memberships	5,331	5,000
Salaries	316,088	19,580
Student services		5,636
Subscriptions	5,948	-
Telephone, telecommunications and internet	18,355	16,096
Travel, Accommodation, and Meals	28,246	56,331
Website	-	38,666
	<b>\$580,380</b>	<b>\$385,147</b>

*The accompanying notes are an integral part of these financial statements.*

Brian D. Cochrane, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**CASH FLOW STATEMENT**  
**AS AT MARCH 31, 2015**

6

	<u>2015</u>	<u>2014</u>
<b>(Shortfall) Excess of Revenues over Expense</b>	\$1,629	(\$8,409)
<b>Cash flow from Operations</b>		
Decrease ( increase) in Accounts Receivable	144,040	(100,588)
Decrease ( increase) in Pledges Receivable	53,333	(106,667)
Decrease ( increase) in Guaranteed Investment Certificates	(20,000)	-
Decrease ( increase) in GST and HST rebate/refund	(12,548)	(4,910)
Decrease ( increase) in Inventory	6,688	732
Decrease ( increase) in Prepaid expenses	18,237	(1,037)
Increase ( decrease) in Accounts Payable	(31,813)	(8,490)
Increase (decrease) in Due from Aboriginal Institutes Consortium	11,372	18,048
Increase (decrease) in Due to Aboriginal Institutes Consortium	(145,175)	22,825
Increase (decrease) in Monies held in trust	20,082	-
Increase (decrease) in Long term debt	8,224	-
Increase (decrease) in Deferred Revenue	(18,760)	128,715
<b>Net Cash flow from operating activities</b>	<u>33,680</u>	<u>(51,372)</u>
<b>Cash flow from Financing activities</b>		
Investment in Capital Assets	(57,304)	(51,202)
Depreciation	149,921	153,113
Increase (decrease) in Investment in Capital Assets	(92,617)	(101,911)
Increase (decrease) in Bank Loan	-	(321)
<b>Net Cash flow from financing activities</b>	<u>-</u>	<u>(321)</u>
<b>Net increase (decrease) in Cash and Cash equivalents</b>	<b>35,309</b>	<b>(60,102)</b>
<b>Cash and Cash equivalents - beginning of year</b>	<b>(94,524)</b>	<b>(34,422)</b>
<b>Cash and Cash equivalents - end of year</b>	<b>(\$59,215)</b>	<b>(\$94,524)</b>
<b>Cash and Cash equivalents comprised of:</b>		
Petty cash	\$250	\$275
Royal Bank	-	229
Bank of Montreal	(59,465)	(95,028)
	<u>(\$59,215)</u>	<u>(\$94,524)</u>

*The accompanying notes are an integral part of these financial statements.*

Brian D.Cochrane, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**Notes to the Financial Statements**  
**For the year ended March 31, 2015**

7.

**1. Purpose of the Organization**

The organization operates a post-secondary school of instruction to advance education to students attending the school through scholarships, bursaries, awards and other form of financial assistance. It also operates a resource library for Indigenous knowledge and languages to educate and increase the public's appreciation of Aboriginal culture. It has been in operation since 1993, incorporated without share capital October 29, 2001 and on September 19, 2014 was designated a Charitable Organization under the provisions of the Income Tax Act of Canada.

The lands upon which the organization's building is situated form part of the Six Nations Indian Reserve, No. 40, and have been set aside under band council resolution for the use and benefit of Six Nations Polytechnic Inc. for as long as required for educational purposes in accordance with Section 18(2) of the Indian Act and this land will revert back to the Six Nations when no longer required for such purposes. The organization does not have title to the land, and accordingly has not reflected its value in its books and records. No amounts are due to band council for the utilization of the land.

**2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Measurement**

Financial statements are based on representations that may require estimates to be made in anticipation of future transactions and events and include measurement that may, by their nature, be approximations.

**Financial Instruments**

The organization initially recognizes its financial instruments at fair value. Subsequent measurement of financial instruments is based on the classification of the financial instrument. The organization subsequently measures its financial instruments as follows:  
Cash is measured at amortized cost.

Accounts receivable are measured at amortized cost.

Accounts payable and accrued liabilities are measured at amortized cost.

**Book Inventory**

Book Inventory is recorded at lower of cost or net realizable value.

**Fixed Assets**

Property and equipment are initially expensed through the general fund and subsequently capitalized as an investment in property and equipment. Property and equipment are recorded at cost, which approximates fair market value. Depreciation on property and equipment is provided using the declining balance method at the rates outlined in Note 3. Building Improvements are recorded on a straight-line basis over a period of 10 years. The half year rule is used in the year of acquisition.

**Basis of accounting**

These financial statements have been prepared under the deferral method of accounting whereby revenues related to expenses of future periods are deferred and are recognized in the period in which the related expenses have been incurred.

**Revenue Recognition**

Revenues are reported in the period in which they are considered to be earned, and expenses reported when incurred whether or not the transactions have been finally settled by receipt or payment.

**Contributions**

The organization follows the deferral method of accounting for contributions. Restricted contributions related to expenses of future periods are deferred and recognized as revenue in the period in which the related expenses are incurred. All other contributions are reported as revenue of the current period.

Brian D. Cochrane, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**Notes to the Financial Statements**  
**For the year ended March 31, 2015**

8.

**3. CAPITAL ASSETS**

	<b>Rate</b>	<b>Cost</b>	<b>Accumulated Amortization</b>	<b>2015</b>	<b>2014</b>
Vehicle	30%	\$ 36,404	\$31,202	\$5,202	\$7,429
Equipment	30%	369,938	344,551	25,387	24,518
Computers	30%	655,370	535,518	119,852	113,383
Improvements	S/L	484,849	484,849	-	-
Building	4%	3,856,041	1,510,562	2,345,479	2,443,207
		<u>\$5,402,602</u>	<u>\$2,906,682</u>	<u>\$2,495,920</u>	<u>\$2,588,537</u>

**4. OPERATING LOAN**

The operating loan limit is \$200,000 (\$400,000-2014) bearing interest at prime plus 2.5%.

**5. INVESTMENT IN CAPITAL ASSETS**

	<b>2015</b>	<b>2014</b>
Balance – Beginning of year	\$2,588,537	\$2,690,448
Net Additions from operations	57,304	51,202
Depreciation	(149,921)	153,113
Balance – End of year	<u>\$2,588,537</u>	<u>\$2,588,537</u>

**6. LEASE COMMITMENTS**

The organization is committed to payments on operating leases over the next 5 years, for certain equipment, as follows:

2016	\$19,136
2017	19,136
2018	19,136
2019	19,136
2020	11,162

**7. PLEDGES RECEIVABLE AND DEFERRED REVENUE**

The organization deferred revenue of \$116,573 (2014 - \$135,333) for funds received that will be used to offset expenses next year when they are incurred of which \$53,334 (\$106,667 -2014) is for the Champions for Change program started last year.

The pledge receivable of \$53,334 (\$106,667 – 2014) relates to this new program with a mandate to provide tuition to qualifying students at no charge. During the year, the organization provided no charge tuition for 36 students within five programs (market value of \$91,316) which was made possible by the Champion for Change celebration held which netted \$42,852 which was used to defray the costs to the organization to educate these students.

Brian D. Cochrane, CPA, CA

**SIX NATIONS POLYTECHNIC INC.**  
**Notes to the Financial Statements**  
**For the year ended March 31, 2015**

9.

**8. FINANCIAL INSTRUMENTS**

The Executive Director and the Board of Directors monitor and respond as necessary to any risks arising from financial instruments.

**Fair Value**

The fair value of financial instruments such as cash, accounts receivable, accounts payable and accrued liabilities, are determined to approximate their recorded value due to their short term maturity.

**Credit Risk**

The organization's credit risk exposure is limited to its accounts receivable balance. The risk of a significant loss is unlikely.

**9. RELATED PARTIES**

The President is a member of the McMaster Board of Governors, the Six Nations Language Commission and the Aboriginal Institute Consortium (AIC). There are many transactions between McMaster and AIC with Six Nations Polytechnic including tuition transfers and research grants that are in the normal course of operation and are recorded at fair market value.

Expense reimbursements to the Board of Directors for meeting attendance were \$18,510 (2014 - \$19,300) and were paid in accordance with the Board Governance Process Policy.

**10. POTENTIAL LIABILITIES**

The organization has a potential liability of \$44,681 (2014 - \$41,681) since it usually provides long term staff that leave or retire with a final payment based on criteria in the company's policy manual.

The organization has partnered with TAP resources to host the 2017 World Indigenous Peoples' Conference on Education (WIPCE 2017) in Toronto and has guaranteed certain expenses mainly related to the rental of space for the conference. Management is of the opinion that since this conference has been hosted by other countries over the last 30 years that the risk to the organization is minimal. Monies are being held for the organization in trust.

**11. ALLOCATION OF EXPENSES**

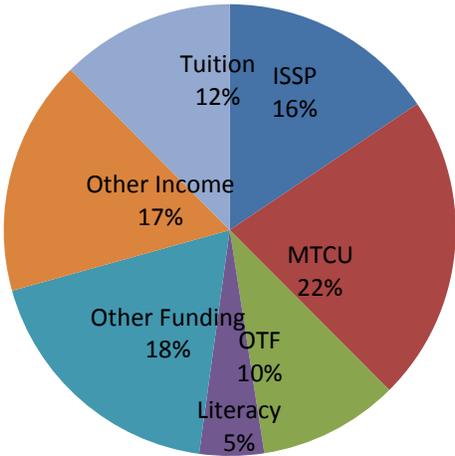
The organization maintains its accounts and records in a manner that displays its reliance on the funding it receives from various sources. General support expenses are allocated based on budgeted amounts, prior year actuals and management judgment. Expenses for all funded programs are budgeted separately and are controlled accordingly.

**12. COMPARATIVE FIGURES**

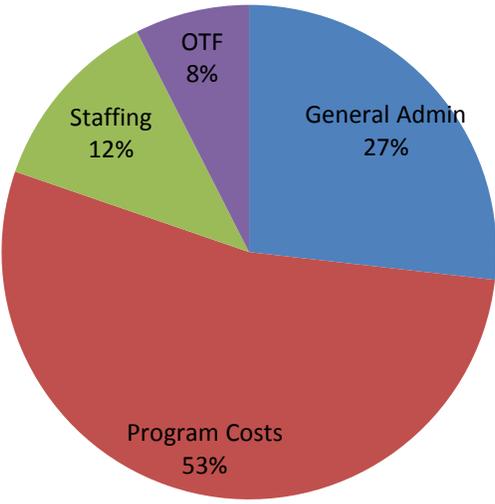
Certain figures from the prior year have been reclassified to agree with the current year presentation to allow comparison of the results.

Brian D. Cochrane, CPA, CA

### Revenues 2014-2015



### Expenditures 2014-2015



## Funders

The **Aboriginal Health Human Resources Initiative (AHHRI)** of Health Canada funds programs and projects that increase the number of Aboriginal people working in health careers; adapt health care educational curricula to support the development of cultural competencies; and to improve the retention of health care workers in Aboriginal communities.

**Grand River Post-Secondary Education Office-Tuition** - Board policy is based on the belief and vision that acquiring knowledge, skills, capabilities and confidence empower individuals to be self-sufficient and contribute to their communities and society at large. Post-secondary education provides a path to do this.

**SEED** (Science Education and Employment Development) - Funding for SEED projects flow from an agreement between Six Nations and Imperial Oil. The projects contribute to life-long learning through a focus on enhanced math, science and technology education.

**Six Nations Community Development Trust** - Trustees administer the Trust in accordance with the terms set out in the Six Nations of the Grand River Community Development Trust, to enhance, among other things the growth and capacity of the First Nation in respect of community development, health, education, economic development and cultural development of the First Nation and its members.

### Ministry of Training Colleges and Universities

#### Aboriginal Post-secondary Education Training & Literacy and Basic Skills

Ontario's Aboriginal Post-Secondary Education Strategy will help more First Nations, Métis and Inuit students achieve their full potential. The strategy includes initiatives that support learning and achievement for Aboriginal students. It will also help raise awareness about First Nations, Métis and Inuit cultures, and histories, and perspectives in schools.

**Aboriginal Affairs and Northern Development Canada** through the Indian Studies Support Program (ISSP) provides funding to promote access to quality First Nations Post-Secondary learning programs for First Nations learners and provides funds directly to Aboriginal Institutions such as Six Nations Polytechnic.



OTF is funding a multi-year language revitalization project.

SNP's signature fundraising strategy raises funds to directly benefit Indigenous learners through tuition sponsorships and SNP program expansion.



## **Future Directions**

SNP is well on its way to becoming the “interdisciplinary hub” while serving as a Centre for Excellence for Hodiñqhsq:nih language, history and cultural materials.

Deyohahá:ge: has unique potential to create sustainable and enduring cultural context in all programs and services and positively impact the lives of those engaged in the pursuit of Indigenous Ways of Knowing.

We actively encourage our institute partners to look to the hub for Hodiñqhsq:nih resources.

We are expanding our scope of credible research.

- ◆ SNP is actively engaged with expanded research partnerships and will apply for Social Sciences and Humanities Research Council (SSHRC) administrator status to enable the Institute to support this activity more directly.

We will expand education support programs & services through Additional Qualification Courses for teachers.

Watch for information about the upcoming.....

**Champions for Change Education Conference - November 3-4, 2015**

**Location—Six Nations Polytechnic**

**World Indigenous Peoples’ Conference on Education - July 24-29, 2017**

**Follow our developments at the SNP Website:**

**[www.snpolytechnic.com](http://www.snpolytechnic.com)**

**Also like us on Facebook**

## Staff Directory 2014-2015

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# 2014-2015 ANNUAL REPORT

A Summary of Achievements  
April 2014 to March 2015



Deyohahá:ge: Indigenous Knowledge  
Centre

# DEYOHAHÁ:GE: INDIGENOUS KNOWLEDGE CENTRE

## Staff

Rick Hill, Senior Project Coordinator  
Tanis Hill, Assistant Project Coordinator  
Heather Bomberry, Administrative Assistant  
Chris Montour, Audio/Video Technician  
Taylor Gibson, Research Assistant

## Background

The Cayuga name for the Indigenous Knowledge Centre at Six Nations Polytechnic is Deyohahá:ge: meaning Two Roads. In Mohawk, it is Teyohahá:ke. The name embraces the concept of two streams of knowledge – Indigenous and Western – coming together in order to advance human understanding of the world around us.

Two Streams of Knowledge:

### Indigenous Knowledge from the Canoe of Our Ancestors



### Western Knowledge from the Ship of Our Allies



Deyohahá:ge: provides a balanced platform for Indigenous research and knowledge sharing. The Centre provides for more Indigenous input into research and promotes respect for Indigenous research protocols. At the same time, local communities benefit from more access into research findings. Deyohahá:ge: is dedicated to sharing what students and scholars have learned and in building upon what has already been done to help Indigenous communities recover, preserve and protect the knowledge of their ancestors.

The diversity of the Deyohahá:ge: resources available and guidance from the Indigenous Knowledge Guardians provide the critical support needed to extend the impact of Indigenous Knowledge throughout all

Six Nations Polytechnic delivered programs. Six Nations Polytechnic is able to offer more programming with a focus on understanding Indigenous communities and more culturally focused workshops through continuing education. Through these contributions, the learning environment is enriched to help students succeed and thrive.

### ***Two Audiences of Deyohahá:ge:***

***Native Students, Teachers and  
Community Scholars.***

***Mainstream Teachers, Curators and  
Educational Institutions.***

In addition, Deyohahá:ge: has experienced increasing engagement with individuals and organizations outside of Six Nations Polytechnic. Deyohahá:ge: Senior Project Coordinator, Rick Hill, is regularly engaged by various organizations as a speaker, presenter and consultant. Ehyadqhsraçdei (formerly Associate Professors) continue to engage with the Centre for research and an increasing number of Native scholars and Native students are utilizing the resources of Deyohahá:ge:.

### **Projects at Deyohahá:ge:**

The Indigenous Knowledge Centre had a significant year with several new developments and several major additions to our collection.

#### **Collaborative Archival Development Project**

The Centre continued work on year two of a two year project funded by the Ontario Trillium Foundation to develop further cultural resource material and to expand the database of the archives.

Documents from the JNB Hewitt collection of manuscripts obtained from the Smithsonian Institute were translated and transcribed. They include: NAA MS 3504, “Mohawk Text of Deganawide Legend”, typed and partially translated to English by Amber Adams; NAA MS 1358, “Constitution of the League”, edited and typed in English and modern Mohawk by Jeremy Green; and NAA MS 449, “Handsome Lake Religion, Buck’s Account, 1989”, edited and typed in English and Onondaga by Rhonda Jamieson, typist/editor.



Nora Carrier, Onondaga language consultant, and Rhonda Jamieson, typist/editor, completed the translation from the Cayuga language to Onondaga and English language of a manuscript of over 250 pages of procedures, speeches, songs and dances of the Cycle of Ceremonies from the Cayuga longhouse.

Chris Montour, Audio/Video Technician at Deyohahá:ge, recorded and edited video and audio recordings of Frank Miller, Mohawk language consultant, reciting various ceremonial speeches. Though these ceremonies are not normally recorded nor performed other than at ceremonial proceedings, Deyohahá:ge recognizes the need to preserve these ceremonial speeches and that they may be needed for future learning. These video and audio recordings are stored with protected access and special permission must be given by the Indigenous Knowledge Guardians for anyone who wishes to access them for learning purposes.

Deyohahá:ge acquired PastPerfect online, an add-on to our PastPerfect database purchased the previous year, which will allow for remote searching of our database collection from anywhere online. Specific records, and specific information from each record, will be uploaded for users to see. This is in its initial design stage as the master database of the entire Deyohahá:ge collection is still in development. Ideally, in the next year, a sampling of records from our current records will be uploaded for online searching to give users an idea of the broad variety of materials that Deyohahá:ge has available. In the initial implementation phase of the online database, users will be able to find items on their research topic but will have to come to or contact the Centre to access them. The next phases will allow users to view items online and download them however there is a lot of work to be done before these stages are reached.

Accessioning of the JNB Hewitt collection at Deyohahá:ge was completed by consultant Stephanie Morningstar. This part of the project was especially useful as we learned how information must be entered into a spreadsheet in order for it to match the information fields in PastPerfect when it is uploaded. Each document was given a record number and pertinent information such as the creator, creation date, topic, language, etc. about each item was recorded in the spreadsheet. The spreadsheet was first partially uploaded to ensure information was recorded correctly in PastPerfect. Once any required revisions were made to the spreadsheet, it was uploaded to the master database and the JNB Hewitt collection is now accessioned and searchable.

### **Ogwehoweh Language Diploma Program (Mohawk) Resource Material Digitization Project**

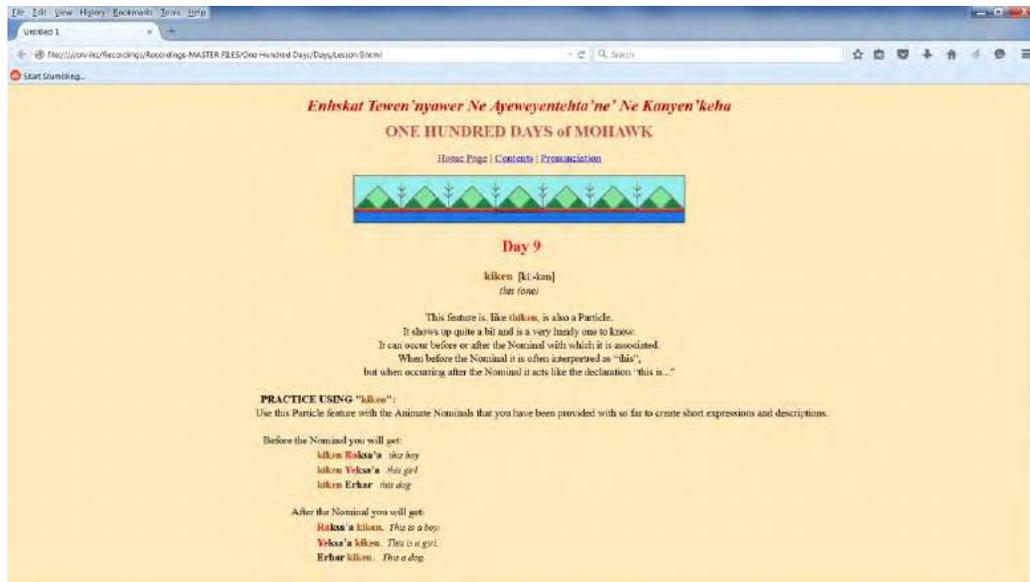
This project was funded through the Post-Secondary Partnership Program initiative of the Department of Indian Affairs and Northern Development Canada to support the Ogwehoweh Language Diploma Program (OLD) - Mohawk which is partially funded by the same initiative. Deyohahá:ge facilitated the adaptation and digitization of valuable existing resource materials, and the development of some new resources through collaboration with Mohawk language consultants.

Jeremy Green and Frank Miller adapted and revised the twenty lessons of Nora Deering's "Mohawk a Teaching Grammar" for use in the Ogwehoweh Language Diploma Program (Mohawk) in which they both instruct courses. Because of the different dialects and styles of writing, this material was adapted to what is being taught at Six Nations Polytechnic.

This project also allowed the Centre to have over 10,000 images from a collection of 35 mm slides digitized. The slide subjects include history, art, ironworking, lacrosse, people and scenes from Haudenosaunee communities. This is material that instructors and students may not otherwise have access to. Images incorporated into the curriculum material will provide a visual cultural base that faculty and students can use to develop their language skills. Because there is a significant collection of traditional and contemporary arts from the Northwest Coast, Southwest, Plains and Woodland cultures, as well as South America, this collection will also be extremely beneficial for Six Nations Polytechnic's Indigenous Visual Arts Program which is launching this fall.

Deyohahá:ge acquired the use of and had a digitized version created of a Mohawk language teaching curriculum titled "One Hundred Days of Mohawk". This curriculum was developed and digitized by Kanatawakhon (David Maracle) of Western University and includes a text book, digital copy and audio recorded version of each lesson. This material can be used to develop an on-line course that provides one

hundred days of basic instruction in acquiring the Mohawk language.



Tehahenteh, Frank Miller, provided stories and translated them into Mohawk language for inclusion in the Deyohahá:ge: collection of resource materials. The stories of various topics are based on Iroquois beliefs or traditions and like the slide images, may not have otherwise been available in the language for learners to read. The stories are:

- Kahyónhes Wahaká:raton ne Ohkwari'kó:wa (Three Hunters)
- Tsi Nahò:ten Tónhtka'we ne Kérhite (What The Tree Gave)
- Aterawénhta (Snow Snake)
- Kanà:taron táhnon Yonekwarahni:ron (Bread and Cheese)
- Raterihwathé:tha (Making Pottery)
- Tsi nón:we Tewen'tarón:tahkwe (Where We Used to Live)
- Legend of Wahta
- Okara'shón'a (Variety of Short Stories)

Ann Frohman of Mixed Media photographed the Deyohahá:ge: collection of replica wampum belts, a donation of six beadwork items, some carved objects in the collection and a few items of artwork by Rick Hill, and scanned numerous documents for the digital collection. Archive quality digital copies of photographs and document scans allow researchers access to items that are delicate in nature and cannot be handled.



### Aboriginal Languages Initiative Projects

There were three projects under this initiative: conversational courses in Mohawk and Cayuga, camps in Mohawk and in Cayuga for March break, and the development of a Mohawk Language in the Workplace lesson book with audio.

The Mohawk and Cayuga conversational courses ran from November 2014 to March 2015. These courses were offered two hours per week, free to the public, open to everyone, with children to be accompanied by an adult. The objective was to have an outlet for people to learn and practice some basic conversational language and enhance their language skills. Each course was taught by one instructor along with one elder. A total of 140 participants registered in the classes.

The culture and language camps ran during March break, March 16-20, 2015, and were open to children ages 7-12 to be accompanied by an adult ( a parent or guardian). The camps ran for five days at seven hours per day with lunches and supplies provided. One instructor and one elder facilitated each language camp. The objective for the camps was to provide an outlet for parents and children to learn and bond together while enhancing their cultural and language knowledge in addition to providing an activity during March break.



The Mohawk Language in the Workplace material was developed in order to provide those in the workplace short lessons that they could review weekly or daily as desired. The material, however, is applicable to anyone, at any age and will be available to all community members through our organization or our website.

### **Beauchamp Transcription Project on Haudenosaunee and Onondaga Personal Names**

Working with graduate students and Professor Keat Murray, Ph.D., Assistant Professor of English, Early American and Antebellum Literature, LaDonna Harris Native American Studies Institute, California University of Pennsylvania, and the American Philosophical Society, we have received a preliminary research document on Haudenosaunee personal names collected by Rev. William S. Beauchamp who worked among the Onondagas in Central New York in the 19<sup>th</sup> century. The students are creating a database of these names of which Deyohahá:ge: will eventually receive a copy for the collection.

### **Curriculum Development**

The Provincial Government has launched a fund to help school districts and Native agencies develop curricula around treaty making in Ontario. Deyohahá:ge: consulted with the Hamilton-Wentworth District School Board on developing their treaty curriculum.

Deyohahá:ge: also participated in the provincial training workshop on their new First Nations, Metis and Inuit scope and sequence curriculum guidelines. This training was very helpful to learn more about how Indigenous topics can fit into the larger curricular framework as well as learning from teachers how to incorporate our issues into the mandatory curriculum rather than in the optional Indigenous Studies components.

Deyohahá:ge: assisted McMaster Graduate student Kaitlin Debicki in the development of several curricular

units based upon the Haudenosaunee Creation Story. Kaitlin developed a rationale for teachers on how to incorporate Indigenous perspectives into the 4<sup>th</sup> grade curriculum as well as two teaching units on the Creation Story.

Deyohahá:ge: consulted with the Six Nations Legacy Consortium in the development of a War of 1812 curriculum in collaboration with several teachers from local school districts. The teachers developed the ideas behind the curriculum through a series of workshops held at Six Nations Polytechnic over the last two years and we helped to engage with the Principal's Advisory Committee of the local schools to ensure that this curriculum would be used in teaching our school children about the involvement of the Six Nations in the War of 1812.

### **Bundled Arrows Initiative**



Working with several universities and colleges that are part of our HUB network, Deyohahá:ge: provided training on Indigenous Leadership and participated in group training in project management. Through these collaborative undertakings, we were able to clearly define a mutual agenda of actions necessary to improve the educational experiences of Native students at all of our campuses. Six Nations Polytechnic was selected as the site for post-secondary readiness training for potential students as well as the place where ongoing mentoring should take place for our students who attend these partner institutions. Deyohahá:ge: completed a study on the role of Elders on the campuses in our network as well as a few other campuses to get a better sense of what is working and what needs improvement. This study will be helpful in planning future steps.

As part of the leadership training, Rick Hill led the participants through a team building exercise in which they each painted an arrow to tell their personal story which they shared with the group. Every time the group meets, the participants bring their arrows back into a bundle to symbolize the unity of their minds in this initiative.



## International Iroquois Beadwork Conference



On September 19-21, 2014, the International Iroquois Beadwork Conference was held at Six Nations Polytechnic in collaboration with the Iroquois Studies Association. It included a keynote address by Deyohahá:ge: Senior Project Coordinator, artist and historian, Rick Hill, a series of lectures on the history and artistry of beadwork, a beading workshop conducted by Cayuga artist Sam Thomas, a fashion show, a silent auction and a beadwork competition of various categories of beadwork. Lecture presenters were Karen Ann Hoffman, Richard Green, Elizabeth Doxtater, Tom Hill, Naomi Smith, Trudi Nicks, Dolores Elliott and Sam Thomas.

### Heirloom Seed Exchange

The IKC hosted a second Heirloom Seed Exchange to bring together Haudenosaunee farmers, seed savers, agronomists and family gardeners to learn about our agricultural heritage and to provide an opportunity to share heirloom seeds from Akwesasne, Grand River, Tuscarora, Cattaraugus, Tyendingaga and Kahnawake. Speakers included Jane Mt. Pleasant, Ph.D., Cornell University, who spoke of the science of mound agriculture and the advantages of mounds over plowing; Steve McComber of Kahnawake who spoke of the cultural traditions of plants and crop care; Peter Jemison, Seneca site Manager of Ganondagan State Historic Site who spoke on the White Corn Project and shared a video on the Creation story; and Robert D'Alimonte, Tuscarora, who spoke on square foot gardening practices.



Corn from Tyendingaga by Janice Brant



Jane Mt. Pleasant, guest speaker

## Research at the IKC

### Silver Covenant Chain



Deyohahá:ge: Research Assistant, Taylor Gibson, produced a research report on the meaning and history of the Silver Covenant Chain, searching historic documents and treaty council minutes to identify the underlying metaphors of the Chain and how it was manifested through time since 1613 to today. Deyohahá:ge: now has an extensive outline of references to the Covenant Chain, the Native nations that joined with the Haudenosaunee in that Chain and the nature of those relationships as expressed in our languages. Taylor has also produced a bibliography with historical references to the Covenant Chain.

### History of Ironwork

In partnership with Susan Roy, Assistant Professor, Department of History at the University of Waterloo, Taylor Gibson is working on a research project that will document the history of Haudenosaunee involvement in the profession of ironworking. Material and resources collected and developed will become part of the Deyohahá:ge: collection.

“Sgeno. My name is Taylor Gibson and I am currently working on the Hodihnosyonih Ironworkers project. The work week is contractual and is set for two days out of the week. Rick Hill has provided much of the information and materials such as photographs and books. I am working in partnership with Rick Hill, Senior Project Coordinator of Deyohahá:ge: Indigenous Knowledge Centre, Dr. Susan Roy who represents the University of Waterloo and Dr. Allen Downey who represents McGill University. Susan and Allen are working on the ethics guide for conducting interviews with current and former ironworkers from Six Nations. My responsibility has been to create an information database of Hodihnosyonih ironworkers. I have currently eighty-six objects of information entered into the database yet there is still more objects of information to add. I have purchased material such as the DVD "Little Cagnawaga: To Brooklyn and Back." This video examines the lives of wives and children of Mohawk ironworkers who moved to Brooklyn, New York. I have also purchased books that I believe are helpful for the project. The booklet titled "Skywalkers: a History of Indian Ironworkers " by Rick Hill provides readers and students, Native and Non-Native, an Indigenous perspective of how Hodihnosyonih view ironworking. I have also used the Woodland Cultural Centre Library collection on Hodihnosyonih ironworkers. Additionally, Rick has provided three audio files of an interview he did with Mike Maracle, Mohawk from Tyendingaga. I have the first audio file transcribed at roughly forty-five minutes. A major goal is to record and interview current and former Hodihnosyonih ironworkers to understand their story.”



Russ Hill, Tuscarora ironworker, c1977

## Webinar Project

Through a project funded by the Six Nations Community Development Trust Fund, Taylor Gibson is developing a series of webinars based upon PowerPoint presentations that were previously developed for Deyohahá:ge: lecture and presentation engagements by Rick Hill. These webinars will provide Indigenous perspectives in history, culture, art, stereotypes and education. Under each subject area, there are webinars on specific sub-topics. The sub-topics that have been compiled under stereotype include:

### What are stereotypes and where do they come from?

This is a general overview of common stereotypes about Indigenous people. This webinar would also introduce learners to this webinar series.

### Onkwehonwe in Modernity: Contemporary Perception of Hodihnosyonih Identity

This webinar looks at ways to engage learners, especially Hodihnosyonih learners, to examine what they believe makes a healthy Hodihnosyonih personality. It questions if ideals are based on preconceived stereotypical notions of Indigenous identity or truly reflect our core teachings.

### Indian Princess, White Knight, Red Savage



This topic covers the over-sexual representation of Native American Women in historical and fictional literature, popular culture and film while also examining the White Savior role that most of these works (film and literature) are intended for. By examining the Noble Savage versus the Ignoble Savage roles, a student can learn that these views are from the European perspective and intended for that audience. However, if we look at it from the Indigenous perspective, you will see a hostile foreign invader. What the Europeans called Savage Warfare, Indigenous people saw as resistance of land theft and the protection of their families. The outcome is to get the learner to use critical thought when presented with biased historical information as well as to show how these views affect people today.

Lady Rebecca, the real Pocahontas

### The Gaze of Outsiders: Depictions and Dehumanization of Indigenous Peoples

This topic explores the view of Early Europeans through the use of woodcuts to historical accounts; the historical accounts include those from people who were considered friends to Indigenous people and those who were against Indigenous people. Then in a shift through time to the 19<sup>th</sup> and 20<sup>th</sup> century, it was popular to believe Indigenous people would be extinct. Anthropologists and Ethnologists flooded to Native reserves to collect as much information on Indigenous cultures before it was gone. Social Darwinism and Scientific Racism were popular theories along with Race Hierarchy. Shift into contemporary times to popular culture where old stereotypes are still continuously used to dehumanize Indigenous people. The interesting point for students is that a lot of these racist and stereotypical images, thoughts, depictions and attitudes reflect more of the person who conceived or created the images rather than what the subjects actually depicted.

## Kayanerasere'ko:wa Research

*"The Great Law is still relevant today because it is still necessary to have leaders, and also we need reminders and guidance to practice the teachings of being "Good Minded" and at "Peace" at all times, and the "Strength/Power" that being united brings. All of those ideals are what we strive to achieve and maintain as we go through life. It helps us to realize we need to work together and support our leadership in whatever way we can."*

Jock Hill, Cayuga Sub-Chief and Indigenous Knowledge Guardian, Six Nations Polytechnic

Deyohahá:ge: has several research projects on the go. We have collaborated with the Great Law Recitation Working Group designated by the Confederacy Chiefs to provide for a recitation of the Great Law of Peace. Our first task was to provide a report that compares the written versions of the Great Law. This was then compared with the oral history and recordings of past readings of the Great Law. We have digitized audio-visual recordings of the past recitations and added them to our archives. We also provided copies of some of the critical documents in our collection on various aspects of the Great Law.



(Photo by The Great Law of Peace Committee Photographer & Videographer Artie K. Martin)

The Centre also prepared an extensive report on the interpretation of the wampum belts associated with the Great Law and provided a PowerPoint presentation to the working group on the wampum belts and strings associated with the Great Law and prophesy within the Great Law. The recitation of the Great Law of Peace took place at Oneida of the Thames in 2013, Onondaga Nation in New York in 2014, and more recently in Akwesasne this summer. Over 1,000 people have attended these recitations. In 2013, the recital of the Great Law was conducted by Bob Brown, Oneida, assisted by Mohawk elder Tom Porter, who translated the narration into English. Other speakers included Leroy Hill, Cayuga, from Ohsweken, and Richard Mitchell from Akwesasne. In 2015, the speakers included Richard Mitchell, Tom Porter, Bob Brown, Leroy Hill and Jamie Jacobs.

## Decolonization Workshops



Deyohahá:ge: collaborated with Robert Atone, Ph.D., in developing and delivering a special workshop on Decolonization Strategies as part of the recitation of the Great Law. We produced several PowerPoint presentations over the last three years to serve as the main structure of these workshops, and to provide community members with strategies for decolonizing their thoughts, behaviors and relationships, and to re-Indigenize their personal, family and community lives. Several hundred people have attended these sessions. After the presentations, the participants were divided into three clan groups to discuss a series of questions about how to begin the process of decolonizing destructive behaviours and interpersonal relationships.

## Research Collections

Our partnership with the American Philosophical Society (APS) has reaped some significant benefits for the Centre. Through a collection sharing strategy, the APS has provided Deyohahá:ge: with digital copies of oral history collected at Six Nations of the Grand Territory in the first quarter of the 20<sup>th</sup> century. These are a valuable addition to our traditional stories collection as it represents storytelling traditions specifically from Grand River. In addition, APS has provided a digital inventory of several thousand personal names collected by Tyendinaga linguist, Charles Cooke. This is the largest collection of names in Mohawk, Cayuga, Onondaga, Oneida, Seneca and Tuscarora ever assembled. The inventory includes a linguistic breakdown of the meaning of the names and any historical information on its usage. APS also provided copies of all of their audio files of Six Nations materials, including to pronunciation of those personal names. There are a variety of files in various heritage languages as well.



Marge Bruchac, Ph.D., University of Pennsylvania, has shared valuable research material on wampum with Deyohahá:ge:. She has been conducting a major research project to examine the technology of wampum belt making and has consulted with the Centre regularly. Marge has provided copies of the photographs and research on wampum collected by her research team including images from wampum belts in museums in France where one of her graduate students lives. The project “On the Wampum Trail: Restorative Research in North American Museums” is highlighted on her website <https://wampumtrail.wordpress.com/>, and Deyohahá:ge: is acknowledged as a partner in this research.

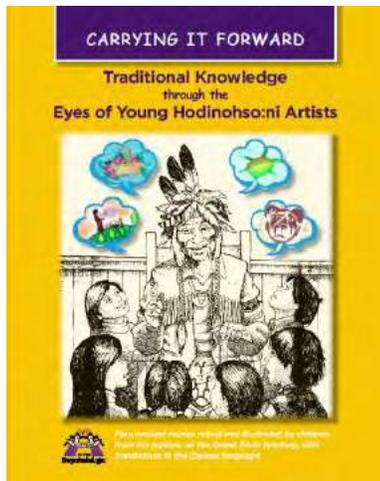
Local scholars Darren Thomas and Bonnie Freeman have gifted the Centre with copies of their research dissertations. These will be valuable tools as we further develop our Two Row Research Paradigms. In collaboration with Daniel Coleman, Ph.D., McMaster University, and Six Nations Polytechnic and McMaster graduate students, the Centre hosts a series of monthly seminars on research strategies highlighting the research collections of Deyohahá:ge: sharing information on current research in Indigenous topics and the development of a research proposal to Social Sciences and Humanities Research Council (SSHRC). While we were not successful in that proposal, we continue to refine our research strategies at Deyohahá:ge: and network with young scholars to help improve their perspectives on research methodologies.

This year, the IKC staff has continued the development of the digital archives database to organize, record and retrieve items in our collection. Six Nations Polytechnic received grants from the Ontario Trillium Foundation and the Six Nations Community Development Trust Fund to help with the development of the archives. The Indigenous Knowledge Centre server is comprised of 24 TB of dedicated storage and will eventually house several thousand digitized articles, essays, manuscripts, dissertations, language documents, audio and video recordings, maps and pictures, to name a few types of items in the archive.

In addition, we have an ongoing collaboration with the Woodland Cultural Centre in order to have each system compatible with each other, focusing on our Haudenosaunee language materials, which will enhance future research on the languages, as well as provide increased access to language materials for use by our language instructors.

## Publications

### Tyónni's/Ēdwahsronih: We Make It! (Summer Art Program)



Through a grant from the Ontario Trillium Foundation, Deyohahá:ge held an art camp in August 2014 for local youths to share with them our oral histories and stories, provide them with instruction in the visual arts and experience in various mediums, and to produce a book of stories in which they wrote the stories and created the illustrations that would benefit Six Nations children. This two week program helped local students build an awareness of their culture through the production of literary and visual artwork. Over the course of the program, students had the opportunity to develop their own inspiration journals, to try different art mediums, and to learn from visiting artists, guest speakers and gallery curators. The camp included a field trip to OCAD University and the Ontario Gallery of Art, both in Toronto.

Conducted by local educator Heather George, graduate student Kaitlin Debicki and undergrad student Kaylin Parker, a dozen students from the local schools spent two weeks working with visual arts (pottery, beadwork, wood carving and painting). We then had their stories translated into Cayuga and Mohawk. We published the Cayuga version and have recently completed the Mohawk version for publishing. This publication is titled *Carrying It Forward – Traditional Knowledge through the Eyes of Young Hodinohso:ni Artists*.



Sets of the books were given to each Six Nations school for use in the classroom. Further work on these books includes creating a digital version in which learners will be able to see the pictures, read the text and hear the text being read. The stories have been audio recorded in the Cayuga and Mohawk language.

Another part of this project was creating a collection of other Indigenous Knowledge resources for use in the schools. Deyohahá:ge: created ten PowerPoint presentations with notes that teachers can use for classroom presentation. The topics are:

- 1 - Understanding Our Creation
- 2 - A Tradition of Sharing: Dish With One Spoon
- 3 - Our Foods and Nutrition: Hodinohsó:ni Agricultural Heritage
- 4 - Our Values: Hodinohsó:ni Philosophy and Beliefs
- 5 - Beads of Memory: Hodinohsó:ni Wampum
- 6 - A Tradition of Storytelling: Hodinohsó:ni Oral History
- 7 - Our Family Relationships: Hodinohsó:ni Kinship
- 8 - Our Relationship to Nature: Hodinohsó:ni Ecological Practices
- 9 - Giving Thanks: Hodinohsó:ni Style
- 10 - Goodmindedness: Hodinohsó:ni Decision Making

## Collaborations

### Six Nations Polytechnic/Six Nations Legacy Consortium History Project



In 2013 and 2014, Deyohahá:ge: collaborated with Six Nations Legacy Consortium (SNLC), comprised of local cultural and educational agencies along with interested Six Nations individuals, on a special summer camp for potential Indigenous post-secondary students who participated in the Pathfinders Program where they discussed educational materials on changing longhouse patterns and a display on the history of the Indian Council House. A total of 45 youth from across the province attended this summer program. We have worked with William Woodworth, a Six Nations Mohawk Architect who works out of Toronto, to develop architecture based programming and we have also worked with the Six Nations Community Garden to develop programming that focuses on ecological knowledge.



### **Legacy of the Council House Experiential Education Programs**

The Indian Council House in Niagara served as a place for meetings and diplomacy for over a quarter century. Following the American Revolution, the Haudenosaunee re-settled on the Haldimand Tract on the Grand River and the British established Newark (Niagara-on-the-Lake) as the capital of Upper Canada. It was from here that the Crown distributed annual gifts and supplies promised by the British to the Haudenosaunee for their alliance during the American Revolution. Meetings were also convened between the Haudenosaunee people of Grand River and representatives of the British Crown between 1794 and 1813 to settle land disputes, establish trade relations and discuss the possibility of renewed conflict between Britain and the United States. The Six Nations Legacy Consortium, in partnership with Parks Canada, have developed two experiential education programs that allow us to continue to share the messages of the Council House while preserving and promoting our history, culture and traditional knowledge.

### **War of 1812 Monument**

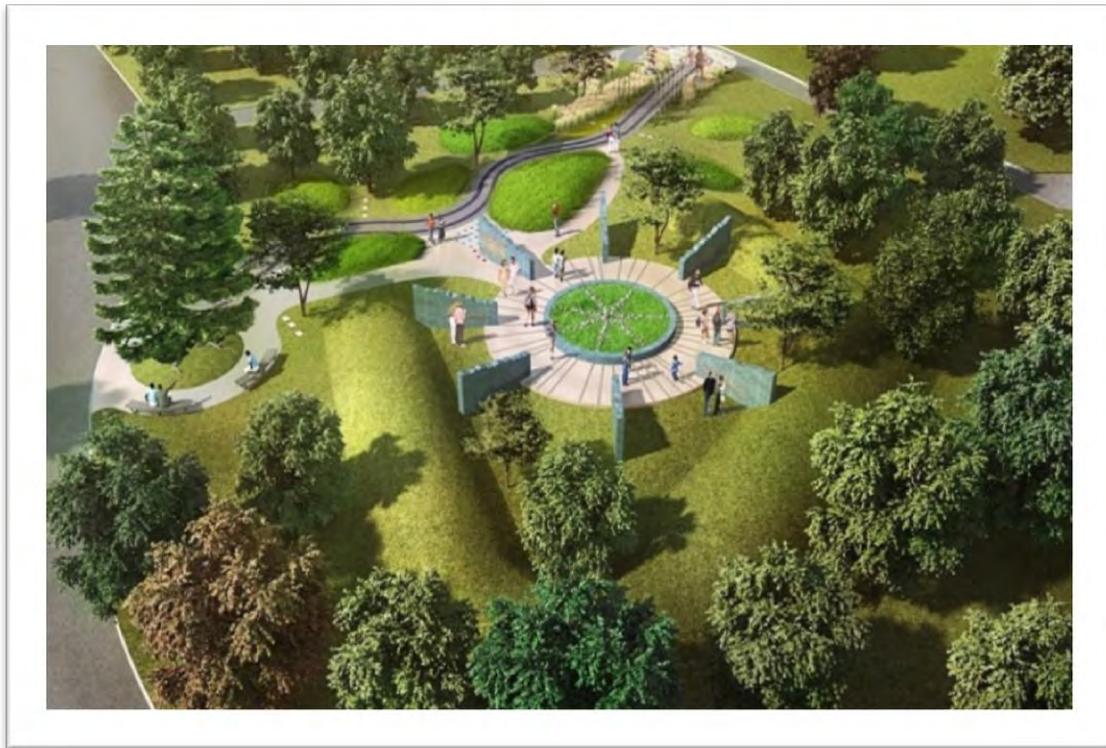
In 2007, a War of 1812 Native Memorial Working Group of the Niagara-on-the-Lake War of 1812 Bicentennial Committee was created to recognize the important role of Native peoples in the defense of Upper Canada in some permanent and meaningful fashion. Legacy Memorial Working Group co-chairmen Richard Merritt and Tim Johnson created a competition to design a new monument “to create a memorial that will commemorate the sacrifice and valour of Six Nations and Native Allies who fought in the Battle of Queenston Heights, recognize the cultural, diplomatic, and military contributions of Six Nations and Native Allies in their role as essential participants in the Battle of Queenston Heights, and reawaken the spirit of solidarity among friends and allies who once forged history together.” The winning artists were Tom Ridout of Toronto and Raymond Skye of Six Nations, and the title of the work is “Landscape of Nations.” Deyohahá:ge: was involved in the jury for the selection and in advising the Memorial Working Group on the Six Nations history of the battle. We have also consulted with the artists to ensure cultural and historical accuracy in their work.



Landscape of Nations, the Six Nations & Native Allies Commemorative Memorial at Queenston Heights, will affirm the proper place of First Nations peoples at the core of Canadian history and signal their ongoing role in contemporary life and national affairs. The completion of Landscape of Nations is to coincide with the bicentennial commemoration of the historic Council of Peace and Reconciliation held at Niagara between the Six Nations of the Grand River Territory, those of New York and the British Crown on August 31-September 1, 1815.



Tim Johnson, National Museum of the American Indian; Ava Hill, Elected Chief, Six Nations Elected Council; and Richard Merritt, Legacy Working Group, at the unveiling of memorial design at Niagara-on-the-Lake.



#### War of 1812 Native Memorial Working Group:

Richard Merritt (Acting Chair), Co-Chair NOTL War of 1812 Bicentennial Committee; John Hawley, President, Traditional Neighbourhood Developments; Sarah Maloney, Executive Director, Niagara Historical Society; Clark Bernat, Manager, City of Niagara Falls Museums; Rick Hill, Chairperson, Six Nations Legacy Consortium and Deyohahá:ge: Senior Project Coordinator; Dennis Martel, Consultant, First Nations and Metis Relations; and Ron Gourlay, Community Representative.

Advisors include: Jared Picher, Regional Superintendent, Parks Canada; Jim Hill, Superintendent of Heritage, Niagara Parks Commission; Holly Dowd and Brenda Garrett, Town of Niagara-on-the-Lake Staff; and Dawn McInnis.

#### **Peace Monument for Veteran's Park**

Six Nations Legacy Consortium has coordinated the design and development of a Peace Monument for Veteran's Park in Ohsweken, Ontario. The monument, focused on the role of the Six Nations in the War of 1812, was designed by Onondaga Chief Arnold Jacobs with historical renderings by Tuscarora artist Raymond Skye.

#### **Fort Niagara Treaty of 1764 Commemoration**

Rick Hill and Heather George, in collaboration with Parks Canada and the Six Nations Legacy Consortium, helped to organize the Fort Niagara Treaty of 1764 Commemoration at Old Fort Niagara, Youngstown, New York, and Fort George, Niagara-on-the-Lake, Ontario. Three hundred participants attended the two-day event in August 2014. They presented wampum belt displays and gave lectures on their significance along with Anishinabec historian, Alan Corbiere. Events were attended by the Honourable David C. Onley, Lt. Governor of Ontario, and David Zimmer, the Minister of Aboriginal Affairs for the Province of Ontario, who both spoke

at the commemoration. The Chiefs of Ontario and the Association of Iroquois and Allied Indians collaborated on this event.



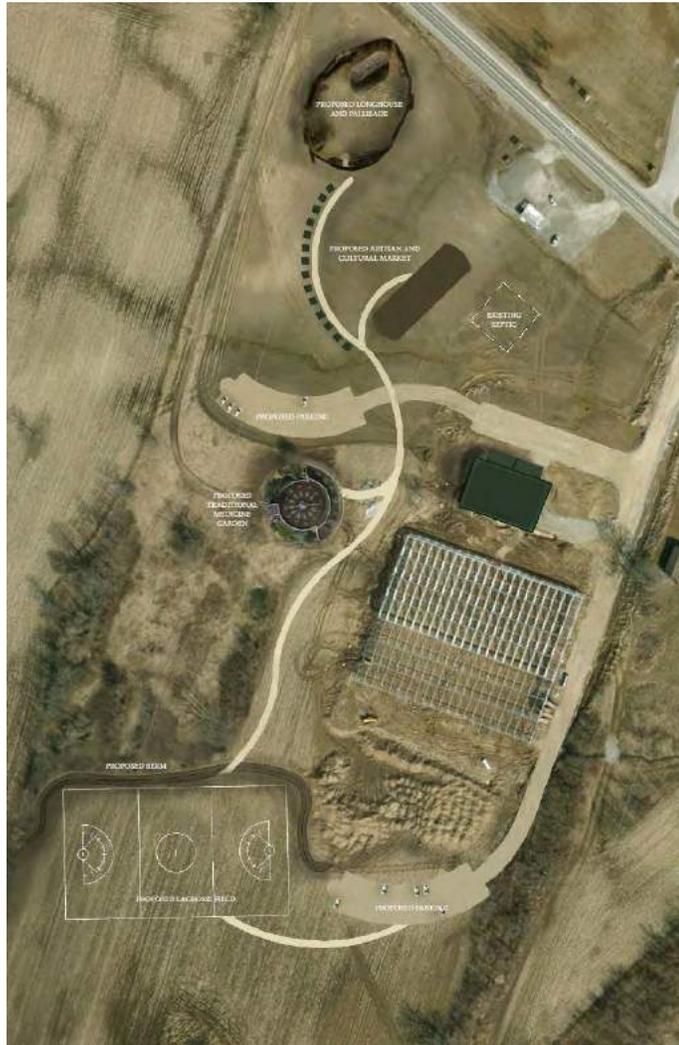
Alan Corbiere, Anishinabec historian, and Rick Hill

### **Pledge of the Crown Council Commemoration**

Rick Hill and Heather George, in collaboration with the city of Hamilton, organized the 200th year commemoration of the end of the War of 1812 treaty council that was held at Burlington Heights in April 2015. In 1815, William Claus (then Indian Agent) presented the Native nations who had been allies of the British with the Pledge of the Crown Wampum and promised that they would be able to pass over the border freely with all rights and privileges. It was held on the grounds of the Dundurn Castle near the actual location of the 1815 council house. The event included historical presentations on the role of wampum belt by Rick Hill and Anishinabec historian Alan Corbiere, a dramatic reading of the excerpts from the actual treaty council, words of reflection by the Mayor of Hamilton and the regional MPP and planting of a Tree of Peace. A video of the event can be seen on YouTube at: <https://www.youtube.com/watch?v=XQsEK-RRZUk> or on the CHCH website at <http://www.chch.com/pledge-of-the-crown/>.

### **Kayanase Longhouse Project**

Grand River Employment and Training (GREAT) has conceived a project to build a historical recreation of a bark longhouse for a cultural education site titled Kahyonhakta ("by the river" in Mohawk). Each component will have a name in one of the six languages beginning with Ganohsa'oweh ("original house" in Cayuga). The Longhouse Committee includes Elvera Garlow, Iris Wright, Rick Hill, Arnold Jacobs, Erin Monture, Rick Saul, Florence Styres, Susan Hill and Cathy Smith. Brian Porter from Two Row Architect developed the Master Plan. Construction on the longhouse is scheduled to begin this fall.



Kahyonhakta ("by the river" in Mohawk)

### **Conversations in Six Nations Cultural Topics - Two Row Research Paradigm or Methodology**

Two Row Research Partnership (TRRP) is the name of a series of monthly seminars held at Six Nations Polytechnic. The name comes from the title we have chosen for the overall project involving community-based and university-based researchers. We began a special initiative to bring together the cultural, historical and linguistic resources of Deyohahá:ge: and the Indigenous Studies department at McMaster University. The intent was to help Indigenous students gain more insight and understanding into possible research topics, as well as learn more about what Deyohahá:ge: has to offer for future research. These informal gatherings focused on one topic monthly, highlighted the collection of the Centre and shared perspectives on the materials. The group includes Rick Monture, Kaitlin Debicki, Carrie McMullin, Bonnie Freeman, Jessie Forsyth, Jeremy Haynes, Bernice Downey, Wendy Coleman, Heather George, Stephanie Pile, Kaylin Parker, Vanessa Watts, Sandra Muse, Taylor Gibson, William Coleman, Rebecca Jamieson, Daniel Coleman and Rick Hill.

**TRRP Topics included:**

April 30, 2014 - **Heritage Language Preservation** – Examining preservation strategies for Grand River Mohawk. Mohawk language instructor Frank Miller participated in these discussion.

June 25, 2014 – **Meaning of Wampum Belts** – Reviewing Great Law Wampum and Historic Treaty Wampum Belts. Paul Williams participated in this discussion on repatriation.

July 23, 2014 – **Written Versions of the Great Law of Peace** – Examining the common features of the various published version of the Great Law narrative, and identifying the areas of differences.

August 27, 2014 – **Leadership Issues faced by Six Nations** – As we head to 2024, and look back on 100 years since the Indian Affairs takeover of the government at Grand River, what have we learned, what issues have emerged, and what can be done about reconciling between our two governments. Mike Doxtater and Keith Jamieson participated in this discussion to provide a perspective on the events that took place in 1924.

October 29, 2014 – **Looking at what the Hewitt collection** has on the Great Law of Peace.

November 26, 2014 – **Haudenosaunee Concepts of Family:** Kinship Terms; Gender Roles and Responsibilities; Intergenerational Relationships.

December 17, 2014 – **Haudenosaunee Rites of Passage:** Customary practices from Birth to Death.

January 27, 2015 – **TEK and Wellness in Haudenosaunee Creation Story:** The underlying prescription for healthy mind, body and spirit.

February 24, 2015 – **Discussion on the introduction to Audra Simpson's *Mohawk Interruptus*** considering the implications of her examination of what she calls the "politics of refusal" in relation to the Two Row/Covenant Chain tradition.

March 31, 2015 – **Review and discussion of a seminar member's own work** and explore how it relates to Two Row Partnership themes; and a look at the FNMI curriculum documents produced by the Ministry of Education.



## Deyohahá:ge: Lectures and Special Presentations

April 2014 – March 2015

### April 2014

- 4-5 – Decolonization Workshop with Robert Antone, Kahnawake (130 participants)
- 11 – 2014 Storytellers Conference Presentation, University of Buffalo, NY (40 participants)
- 14 – Centennial College class lecture on repatriation, Toronto ON (25 participants)
- 16 – Class Tour at Deyohahá:ge:, Six Nations Polytechnic (55 participants)
- 17 – Earth Day Festival Booth, Turtle Island News, Ohsweken ON (80 participants)
- 23 – Kawenní:io and Sante Fe Student Tour at Deyohahá:ge:, Six Nations Polytechnic (29 participants)
- 24 – Mohawk College AESS Awards and Recognition Dinner, Canadian Warplane Heritage Museum, Hamilton ON (50 participants)
- 28 – Presentation on the War of 1812, JC Hill School, Ohsweken ON (100 participants)
- 29 – Professional Development for Halton Catholic District School Board Teachers and Staff, Six Nations Polytechnic (61 participants)
- 30 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (6 participants)

### May 2014

- 5 – Presentation at Museum Conference at Woodland Cultural Centre, Brantford ON
- 7 – School Tour and Wampum workshop, Six Nations Polytechnic (15 participants)
- 12 – Film Interview on Two Row Wampum, Six Nations Polytechnic
- 14 – Lecture for the Six Nations Women of the Grand River Project, GREAT, Ohsweken ON (20 participants)
- 22 – Film Interview for Stoney Creek Art Installation, Six Nations Polytechnic
- 24 – Doctrine of Discovery Conference, Syracuse NY
- 26 – Lecture on Art, Brock University, St Catharines ON (30 participants)
- 27 – Panel Discussion on the War of 1812, Brock University, St Catharines ON (51 participants)

### June 2014

- 6 – Dave General Art Unveiling, Battlefield Park, Stoney Creek ON (60 participants)
- 11 – Indigenous Governance Conference Presentation, Waterloo ON
- 13 – Keynote Speaker GRASAC Conference, Woodland Cultural Centre, Brantford ON (90 participants)
- 23 – Presentation on Native Art, Brock University, St Catharines ON (15 participants)
- 24 – War of 1812 Event, Thorold ON
- 25 – Professional Development for Halton Catholic District School Board Teachers and Staff, Six Nations Tourism, Ohsweken ON (20 participants)
- 25 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (6 participants)
- 26 – Presentation on Traditional Medicine, Kayanase, Ohsweken ON (15 participants)

### July 2014

- 2 – Project Pathfinder with Mohawk College, Fort George ON (26 participants)
- 5 – Lecture at 200th Anniversary of Battle of Chippewa (50 participants)
- 7-11 – *Tyónni's/Ēdwahsronih: We Make It!* Summer Art Camp Week 1, Six Nations Polytechnic
- 10 – Lecture for the Six Nations Women of the Grand River Project, GREAT, Ohsweken ON (20 participants)
- 14-18 – *Tyónni's/Ēdwahsronih: We Make It!* Summer Art Camp Week 2, Six Nations Polytechnic
- 17 – Lecture for Principals of First Nations School Program, Six Nations Polytechnic (9 participants)
- 22 – Project Pathfinder with Mohawk College, Fort George ON (26 participants)
- 23 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (5 participants)
- 24 – 'Educational Dysfunction from an Indigenous Perspective' Webinar for Ontario Native Literacy Coalition Staff, Six Nations Polytechnic (35 participants)
- 28 – Project Pathfinder with Mohawk College, Hamilton ON

### August 2014

- 1 – Presentation at Fort Niagara Commemorative Event, Fort Niagara NY (50 participants)
- 2 – Presentation at Fort George Commemorative Event, Fort George ON (50 participants)
- 5 – Presentation at Health Summer Camp, White Pines Wellness Centre, Ohsweken ON (20 participants)

- 8 – Project Pathfinder with Mohawk College, Fort George ON (26 participants)
- 13 – Presentation on Wampum for Nations United Group, Ohsweken ON (15 participants)
- 19 – Lecture on Wampum for the Six Nations Women of the Grand River Project, GREAT, Ohsweken ON (12 participants)
- 21 – Lecture at Mohawk College Class, Hamilton ON (30 participants)
- 27 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (8 participants)

#### September 2014

- 2 – Workshop on Values, Instructor Orientation, Six Nations Polytechnic (10 participants)
- 3 – Cultural Training for Harmony Movement Staff, Six Nations Polytechnic (9 participants)
- 9 – Cultural Training for Crawford Lake Staff, Six Nations Polytechnic (28 participants)
- 15 – Life Long Learning Week Info Session at Six Nations Polytechnic and Deyohahá:ge:
- 16 – Life Long Learning Week Open House and Tours at Six Nations Polytechnic and Deyohahá:ge:
- 18 – Life Long Learning Week Open House and Tours at Six Nations Polytechnic and Deyohahá:ge:
- 19-21 – International Iroquois Beadwork Conference, Six Nations Polytechnic (90 participants)
- 25 – Lecture on Stereotypes, Hamilton Art Gallery, Hamilton ON (50 participants)
- 25 – Six Nations Polytechnic Annual General Meeting

#### October 2014

- 1 – Bundled Arrows Training, Ingersol ON (25 participants)
- 1 - Lecture on Wampum for the Six Nations Women of the Grand River Project, GREAT, Ohsweken ON (12 participants)
- 3 – Lecture for Transnational Lacrosse Conference via Skype, Six Nations Polytechnic (50 participants)
- 7 – Ontario Trillium Foundation Visit to Six Nations Polytechnic and Deyohahá:ge:
- 7 – Mohawk College Staff and Student Tour of Deyohahá:ge, Six Nations Polytechnic (19 participants)
- 17 – Lecture at Aboriginal Curatorial Collective Conference, Montreal QC (100 participants)
- 21 – Presentation at Champions for Change Conference, Six Nations Polytechnic (120 participants)
- 22 – Presentation at Champions for Change Conference, Six Nations Polytechnic (120 participants)
- 25 – Haldimand Commemoration at Kanata
- 29 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (8 participants)

#### November 2014

- 4 – Lecture for McMaster University Class, Hamilton ON (30 participants)
- 7 – Ontario College of Teachers Conference Presentation, Toronto ON (250 participants)
- 7 – Cultural Training Session for Mental Health Staff, White Pines Wellness Centre, Ohsweken ON (15 participants)
- 11 – Keynote Speaker, Canandaigua Treaty Commemoration, Victor NY (50 participants)
- 12 – Bundled Arrows Training, Ingersol ON
- 13 – Bundled Arrows Training, Ingersol ON
- 14 – Cultural Training Session for Ministry of Training Colleges and University Staff, London ON (30 participants)
- 17 – Professional Development Session for Six Nations Teachers, Six Nations Polytechnic (30 participants)
- 26 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (6 participants)

#### January 2015

- 27 – PEQAB Review Panel Site Visit, Six Nations Polytechnic and Deyohahá:ge:
- 27 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (5 participants)
- 28 – “What is Indigenous Knowledge?” Workshop for Indspire Staff, Ohsweken ON (34 participants)

#### February 2015

- 11 – Presentation at Mohawk College Wampum Wall Dedication, Hamilton ON
- 18 – Canadian Roots Exchange Participant (Toronto and Saskatchewan) Tour and History of SNP and Deyohahá:ge: (30 participants)
- 19 – Canadian Roots Exchange Participant (University of Toronto) Tour and History of SNP and Deyohahá:ge: (19 participants)
- 24 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (6 participants)

March 2015

- 9 – ‘Creating a Safe Space for Being Ourselves’ Workshop for Six Nations Polytechnic Students, Six Nations Polytechnic (15 participants)
- 18- Wampum Workshop for Deyohahá:ge: March Break Language and Culture Camp, Six Nations Polytechnic (14 participants)
- 19 – ‘Interpreting the Two-Row’ Presentation via Skype for Cornell University Class, Six Nations Polytechnic (50 participants)
- 25 – Keynote Lecture for Mohawk College AESS Event, Hamilton ON
- 26 – Six Nations Polytechnic Open House, Ohsweken ON
- 27-28 – Native Health Summit Presentation, Buffalo NY
- 20 – Treaty Information Session for Hamilton-Wentworth District School Board Teachers, Six Nations Polytechnic (7 participants)
- 31 – Lecture for McMaster University Class Observing Nature Project, Six Nations Polytechnic (14 participants)
- 31 – Presentation at Six Nations Polytechnic’s Indigenous Language Day and Deyohahá:ge: Book Launch Event , Six Nations Polytechnic (120 participants)
- 31 – Conversations in Six Nations Cultural Topics (TRRP), Six Nations Polytechnic (6 participants)



Two Row Wampum replica at Deyohahá:ge:



Moon Cycles

Da: netoh!

That is all of our words!

## WIPCE 2017



Six Nations Polytechnic (SNP) in partnership with TAP Resources is pleased to announce their successful partnership bid to host the 2017 World Indigenous Peoples' Conference on Education (WIPCE). Six Nations Polytechnic and TAP Resources will join forces with Tourism Toronto and the Metro Toronto Convention Centre to welcome the world to Toronto in the continued celebration of Indigenous education.

WIPCE is an International Conference that began 30 years ago. The tenth tri-annual conference held in O'ahu, Hawaii May 17 -24th, 2014 was hosted by the Hawaiian Education Association and welcomed over 3200 delegates from around the globe. WIPCE draws Indigenous representatives such as First Nations (Canada) , Native Americans (USA), Aborigines (Australia), Maori (New Zealand), Ainu (Japan), Sami (Norway) and more to share successes and strategies for culturally grounded Indigenous education. The conference attracts highly regarded Indigenous education experts and practitioners. As a result, WIPCE is the largest and most diverse Indigenous education venue in the world. The conference continues to lead the discussion on contemporary movements in education that support Indigenous worldviews.

WIPCE 2017 promises to be an exciting opportunity to showcase First Nation leadership in Education. Look for on-going updates and information at [www.WIPCE2017.com](http://www.WIPCE2017.com)

More than 3,000 people from around the globe will meet in Toronto for WIPCE 2017 to share planned educational, social and cultural events at this prestigious event.

Plan to join us!