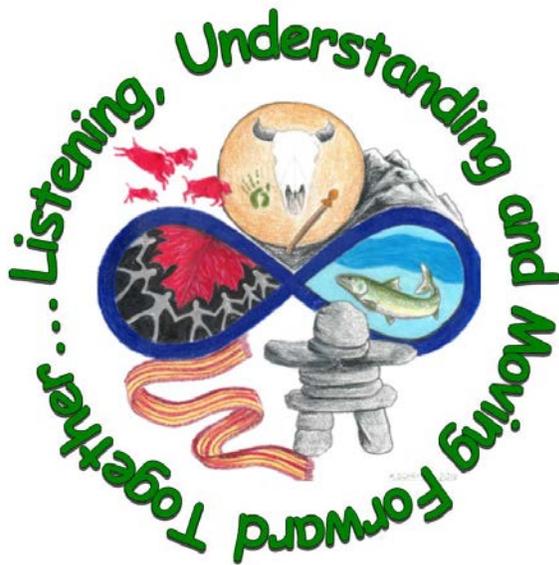


Listening, Understanding & Moving Forward Together:

FIRST NATIONS, MÉTIS & INUIT Education Gathering 2018



April 18 (evening) – 20, 2018
Fantasyland Hotel,
17700 – 87 Avenue
Edmonton, Alberta

Detailed descriptions of all Plenary Sessions

Please download and print this document - it will not be provided at the conference.



The First Nations, Métis & Inuit Education Gathering logo was designed by Kayla Scherger, then a Grade 9 student from Wildwood, AB for the first gathering in October 2015.

The gathering planning committee was so impressed with Kayla's work they decided to keep her design as the official logo for the gathering for the next few years.

Wednesday, April 18 Pre-conference session:
(Registration is required) No additional cost

Title: Edmonton River Valley Walk: Learning from the Land
Presented by: Dr. Dwayne Donald (**FULL****)**

PLEASE NOTE: This session is repeated on Thursday, from 3:00 – 4:30 p.m. in Session 4

Dr. Dwayne Donald was born and raised in Edmonton and is a descent of the Papaschase Cree. His Blackfoot name is Aipioomahkaa (Long Distance Runner). He currently teaches at the University of Alberta. He is committed to research that attends to place and story as these are remembered and enacted by the Plains Cree and Blackfoot peoples today.

In this session participants will explore the history of the Indigenous peoples in the Edmonton area through a walking tour of the river valley led by Dr. Donald. The walk will provide a context for understanding the relationality that Indigenous peoples have with land, water, animals, plants and peoples as having value, spirit and connection to ourselves and one another.

Participants should dress for the walk with suitable clothing and footwear. You will meet Dwayne at the Kinsmen Park parking lot, which is directly across the river from the Provincial Legislature. To access, drivers need to head down Walterdale Hill Road and turn left (west) into Kinsmen Park at the bottom of the hill. Stay to the far right by following the road closest to the river as it flanks the park. Follow this road as it goes under the High Level Bridge and LRT Bridge. Immediately after the LRT Bridge, you will see a parking lot on the left side of the road. Dr. Donald will meet you there.

As a result of attending this session you will have the opportunity to explore the history of the Indigenous peoples in the Edmonton area. By walking together through the river valley and sharing some stories, Dwayne hopes to spark a place-based ethical imagination regarding the interrelatedness of the past, present, and future.

Plenary Sessions

Thursday, April 19

Session 1 & 2 (10:00 – 12:00)

(2-hour presentation)

NOTE: If selecting from the combined Session 1 & 2, please Do NOT choose any other presentation in Session 1 or Session 2

1. Inuit Curve

Presented by: Genevieve Akilak Davis

Room: #5 Piesporter

Genevieve Akilak Davis grew up in Qamani'tuaq/Baker Lake, Nunavut with a family who loved to go camping and fishing during the spring, summer, and fall. Like many Nunavummiut people from Nunavut, she had to eventually leave home to pursue her post-secondary education. In 2004, Genevieve attended a college program for Inuit students called Nunavut Sivuniksavut, which changed her life and provided her the motivation to pursue her career in counselling. Genevieve is passionate about mental health and wellbeing, education, and culture.

In this session Genevieve details the history of Inuit self-control, its decline via various colonial themes, and its eventual rise with the negotiation of land claims and the creation of self-government.

As a result of attending this session you will learn about Inuit history and culture, political movements and how this plays a role in education.

Session 1 (10:00 – 11:00 am)

2. Indigenous Peoples Atlas of Canada – Giant Floor Map!

Presented by: Ellen Curtis

Room: Ballroom A

This session is repeated in session 2.

Ellen Curtis is a qualified teacher who has been working with the Royal Canadian Geographical Society for six years. In that time, she has developed and managed the creation of a host of different educational resources and professional development opportunities.

In this session the Indigenous Peoples Atlas of Canada Giant Floor Map program will be introduced and explored. It is a larger than life teaching resource designed to start discussions and inspire students to look at Canada differently than most maps in their classrooms. The accompanying activities explore a variety of topics and themes. These maps are available free of charge to borrow by schools and are also available for purchase by school boards and divisions.

As a result of attending this session you will learn about the giant floor map program, how to engage students with this type of resource, and the wide variety of learning opportunities that it presents for students, teachers and community members.

Thursday, April 19 Sessions

Session 1 (10:00 – 11:00 am) (continued)

3. Bi-Giwen: Coming Home

Presented by: Jane Hubbard

Room: Ballroom B

This session is repeated in session 2

Jane Hubbard is the Director of Education at the Legacy of Hope Foundation. Prior to joining the LHF as lead educator in 2011, Ms. Hubbard worked in the Research department of the Aboriginal Healing Foundation. She now leads all education and curriculum-development initiatives at the Foundation. Ms. Hubbard lived on Manitoulin Island for over 10 years where she was integrated into the M'Chigeeng community and, as a result, she is well acquainted with the culture and Ojibwe worldview. Ms. Hubbard worked with the Kenjgewin Teg Educational Institute on their Shki-maajtaawin E-nmok customized curriculum and with the National Film Board of Canada on several teachers' guides and blogs. During the Truth and Reconciliation Commission's national events, Ms. Hubbard was a key facilitator for Education Day and is experienced in community facilitation and consultation.

In this session the presentation will focus on providing information on the Sixties Scoop, what it is, and why it is important that it be included as a subject area in the curriculum.

As a result of attending this session you will learn that the Sixties Scoop is part of a greater system of colonization and that Indigenous child apprehension is still negatively impacting individuals and communities today.

4. Youth Messages through Art: Indigenous Women and Girls

Presented by: Education Center Students supported by Donita Large, and O'Leary FNMI Grad Coach Raylene Hunter, Kipohtakaw History Development

Room: #9 Bordeaux

The Braided Journeys Leadership students of Archbishop O'Leary high school are First Nations, Métis and Inuit (FNMI) students who must demonstrate leadership through commitment, respect, community service, willingness to participate in social justice and enhanced FNMI cultural knowledge. Braided Journeys high school students are supported by a full-time FNMI Graduation Coach. The Kipohtakaw Education Centre students of Alexander First Nation are supported by a history development team, their teachers and community Elders to learn about Indigenous cultural and historical information. Students are learning about the impacts of residential schools within their own community and the impacts of intergenerational trauma. Students have covered topics like colonization, Treaty 6 promises, The Indian Act, and self-government.

In this session the presenters will highlight the process that First Nations and Métis high school students from Alexander First Nation and Archbishop O'Leary High school in Edmonton undertook to create four art murals together. These murals were born out of the Youth Art Education Day at the Missing and Murdered Indigenous Women and Girls community hearings that took place in Edmonton, Alberta on November 9, 2017. The students will share their insights of the knowledge they gained in the Art Education Day teaching circles and how this knowledge transformed the imagery of their art. The Art Education Day was made possible by the effective collaboration between students from two school districts, Edmonton community agencies, Indigenous cultural/academic supports and the MMIWG Education Team.

As a result of attending this session you will gain insight into how a social justice project can promote collaboration, critical thinking and innovation in addressing historical, social, economic, and political issues affecting FNMI students, families and communities. Through the building of effective relationships and incorporation of Indigenous knowledge, students were provided an opportunity to engage in a practice to facilitate reconciliation.

5. Learning Pebbles: Activities to Support Educators on the Path of Reconciliation

Presented by: Cheryl Devin & Terry Lynn Cook

Room: #10 Beaujolais

Cheryl Devin and Terry Lynn Cook are two of the Walking Together: Education for Reconciliation Professional Learning Project team of Indigenous educators seconded to the Alberta Teachers' Association. This team was created to ensure that all teachers learn about the histories, cultures and worldviews of First Nations, Métis and Inuit peoples. Cheryl is Métis from the Edmonton area and Terry Lynn is Métis from Kinuso.

In this session Cheryl and Terry Lynn will describe Professional Learning Pebbles - a collection of 24 short activities created by the Alberta Teachers' Association Walking Together Project to support administrators and certificated teachers on their learning journey to meet the First Nations, Métis and Inuit Foundational Knowledge competency in the Teaching Quality Standard. The resource is to be used for administrators and school leads as a springboard to begin conversations around the reconciliation process.

As a result of attending this session you will leave with ideas and strategies for implementing the Learning Pebbles resource with school staff.

6. The Brain and Intergeneration Trauma: The Connections between Toxic Stress and Intergenerational Trauma and the Role of Awareness in Healing

Presented by: Kerrie Moore

Room: #6 Chianti

Kerrie Moore (MSW, RSW, Cree/Métis) is originally from Saskatchewan. Kerrie is in private practice, specializes in trauma and grief, and has extensive experience and training in Post Traumatic Stress Disorder. Kerrie has worked for over 20 years in the fields of Justice, Child Welfare, Health Canada, Education, Veterans Affairs and Community Development. Kerrie is a psychotherapist, educator and Elder, providing workshops and Elder services for the University of Calgary, agencies that work with Indigenous people, Calgary Board of Education and the Calgary Homeless Foundation. She incorporates both traditional and bio-medical methodology in her practice. Kerrie is currently working with agencies incorporating a new model that acknowledges the parallels within worldviews. Kerrie sits on several Elder boards and is a recipient of the Alumna of the Year Award, 2008, University of Calgary Women's Center.

In this session Kerrie will discuss the brain and intergeneration trauma, including:

- the connections between toxic stress and intergenerational trauma, as well as the role of awareness in healing;
- the effects of toxic stress and how it can lead to trauma;
- how epigenetics plays a role in intergenerational trauma;
- what is survivor brain and how do you help to heal the emotional brain;
- how to create safety;
- how to heal trauma through a cultural model;
- why culture identity is important for resilience; and
- the importance of spirituality in healing trauma.

As a result of attending this session you will understand the role of traditional healing with Indigenous people, the role of intergenerational trauma on brain development and how to apply this knowledge in your work/ community.

7. Dialogue with Resolution Health Support Workers from Zone 1

Presented by: Zone 1 - **CANCELLED**

8. Promising Practices in Supporting Success of Indigenous Students: School-Level Strategies

Presented by: Dr. Karen Andrews

Room: #7 Medeira

Karen Andrews is the Director of Research at Alberta Education. She is responsible for setting the direction and leading research that informs policy and practice in the education system. Dr. Andrews is an advocate for collaborative research partnerships. She supports research across Alberta and provides leadership on Canadian and international studies, representing the education system on boards and committees.

In this session Karen will ask the question: How can we ensure Indigenous students achieve success? Alberta schools are implementing a variety of programs and practices in their commitment to improving outcomes for Indigenous students. This session will highlight the key findings of a report by the OECD in which Alberta was the lead, alongside other Canadian and international jurisdictions. The study provides a set of concrete strategies, policies, programs, and practices that schools and our education system can use to help support Indigenous students and their education. Participants will share strategies seen/identified in their schools that contributed to increased success for Indigenous students and discuss ways to work with their schools on identified areas. The relevance and prioritization of the findings in Alberta's context will also be discussed, as CASS members play a vital role in ensuring this research is put into action.

As a result of attending this session you will gather an understanding of the findings from the Promising Practices report and how this can apply to schools in your jurisdiction/area. The study addresses ensuring FNMI education for all students as well as visionary leadership.

9. Learn with the NFB: Films and Lessons that Show Contemporary Inuit Communities and Political Challenges

Presented by: Ross Johnstone

Room: #12 Chablis

Ross Johnstone is the Head of Education Content for the National Film Board of Canada. Through his experience designing educational resources, programs and workshops, developing curriculum and providing professional development opportunities to educators, Ross has worked tirelessly to use media as a tool to promote diversity in schools. Ross has worked in media arts education for more than 15 years as a strong advocate for developing critical thinking skills amongst young people and for leveraging film and media as the means to inspire youth to create positive changes in their schools and communities.

In this session issues affecting contemporary Inuit communities will be addressed through the lens of Inuit filmmakers including, Alethea Arnaquq-Baril (Angry Inuk) and Rosie Bonnie Ammaaq, as well as from a host of young filmmakers from the North who are making waves. The NFB has one the world's largest Inuit film collection created by Inuit filmmakers who lend their voices to share powerful stories that tackle the environment, colonialism, resistance, youth engagement and change. The NFB's education offer helps teach about reconciliation by leveraging film as a powerful tool to engage students critically on issues of social justice and global citizenship. This session will screen a selection of new productions from established and emerging Indigenous filmmakers including Angry Inuk, Nowhereland and selections from the Nunavut Animation Lab. The session will highlight the NFB's teacher resources developed around these themes, which have been designed to support Canadian curriculum.

As a result of attending this session you will learn about the NFB's vast education offer which includes Indigenous-made films and educator resources designed to teach about Indigenous issues and support learners in moving toward a deeper understanding of reconciliation. Participants will learn about the

NFB's CAMPUS educator portal and will screen a selection of relevant films from the NFB's Indigenous collection. You will also have the opportunity to explore NFB educator guides, thematic playlists, learning bundles and other teacher tools. Participants will also be invited to provide input on the NFB's new Indigenous Voices and Reconciliation resources that are currently in development.

10. Exploring the Moose Hide Campaign Teaching Resource

Presented by: Adam Ambrozy

Room: #16 Champagne

Adam Ambrozy is a teacher-consultant with Edmonton Public Schools in the First Nations, Métis, and Inuit Education Unit. Adam was raised in Calgary and has a Bachelor of Political Science degree from the University of Calgary and a BEd in Secondary Education from the University of Alberta. Adam has over seven years teaching experience in Indigenous Education, including working in the communities of Assumption and Alexander First Nations.

In this session Adam will describe the national Moose Hide Campaign, which is aimed at raising awareness and stopping violence against Indigenous women and children. Participants will receive a copy of the five lesson plan series and accompanying resources that were created by the Edmonton Public Schools First Nations, Métis, and Inuit Education Unit. Adam will explain how the resource was developed and how it uses traditional Indigenous teachings to educate all students about this important social issue. Participants will see how traditional oral teachings from Elders and Knowledge Keepers have been woven together with multimedia resources to teach junior high students about gender, culture, self-worth, and healthy relationships.

As a result of attending this session you will learn how teachers can use a current pressing social issue in Canada to educate their students about wellness and social justice through an Indigenous lens. All students can learn from traditional Indigenous oral teachings that helps them better understand their history, society and their own personal relationships.

Thursday, April 19 Sessions

Session 2 (11:30 – 12:30 pm)

11. Indigenous Peoples Atlas of Canada – Giant Floor Map!

Presented by: Ellen Curtis

Room: Ballroom A

This session is repeated in session 1.

Ellen Curtis is a qualified teacher who has been working with the Royal Canadian Geographical Society for six years. In that time, she has developed and managed the creation of a host of different educational resources and professional development opportunities.

In this session the Indigenous Peoples Atlas of Canada Giant Floor Map program will be introduced and explored. It is a larger than life teaching resource designed to start discussions and inspire students to look at Canada differently than most maps in their classrooms. The accompanying activities explore a variety of topics and themes. These maps are available free of charge to borrow by schools and are also available for purchase by school boards and divisions.

As a result of attending this session you will learn about the giant floor map program, how to engage students with this type of resource, and the wide variety of learning opportunities that it presents for students, teachers and community members.

12. Bi-Giwen: Coming Home
Presented by: Jane Hubbard

Room: Ballroom B

This session is repeated in session 1.

Jane Hubbard is the Director of Education at the Legacy of Hope Foundation. Prior to joining the LHF as lead educator in 2011, Ms. Hubbard worked in the Research department of the Aboriginal Healing Foundation. She now leads all education and curriculum-development initiatives at the Foundation. Ms. Hubbard lived on Manitoulin Island for over 10 years where she was integrated into the M'Chigeeng community and, as a result, she is well acquainted with the culture and Ojibwe worldview. Ms. Hubbard worked with the Kenjgewin Teg Educational Institute on their Shki-maajtaawin E-nmok customized curriculum and with the National Film Board of Canada on several teachers' guides and blogs. During the Truth and Reconciliation Commission's national events, Ms. Hubbard was a key facilitator for Education Day and is experienced in community facilitation and consultation.

In this session the presentation will focus on providing information on the Sixties Scoop, what it is, and why it is important that it be included as a subject area in the curriculum.

As a result of attending this session you will learn that the Sixties Scoop is part of a greater system of colonization and that Indigenous child apprehension is still negatively impacting individuals and communities today

13. BC Teachers' Federation Truth and Reconciliation Initiatives
CANCELLED

14. Restorative Circles in Classrooms
Presented by: Sharon Steinhauer

Room: #7 Medeira

Sharon Steinhauer has worked for University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills as Program Lead for social work education since 1998. Blue Quills is a former Indian Residential School now owned and operated by seven First Nations communities in northeast Alberta. Blue Quills has established programs that students of all cultures describe as transformative, influenced significantly by immersion in Indigenous knowledge, traditional ceremonies and the relational practice of engaging in circles to build common ground.

In this session Sharon describes how to hold restorative circles in classrooms that will consistently help to create calmer, more focused classrooms. Teachers who use these methods often find that the overall proportion of time dedicated to managing behaviour is reduced. This means more instructional time becomes available. It also means that students (and teachers) have happier, more peaceful experiences during their school days. Workshop participants will be introduced to seven lesson plans with all preparation, materials, and process described for safe and effective implementation.

As a result of attending this session you will know how to build effective classroom relationships through the use of the circle process to build community and to resolve conflict.

15. Sexual Exploitation Prevention Education for Indigenous Girls

Presented by: Dr. Dustin Louie

Room: #10 Beaujolais

Dr. Dustin Louie is a First Nations scholar from Nee Tahi Buhn and Nadleh Whut'en of the Carrier Nation of central British Columbia, a member of the Beaver Clan. Dustin has a degree in Canadian history, a Master's in International Relations, and a PhD in Educational Research. The topic of Dr. Louie's dissertation was Sexual Exploitation Prevention Education for Indigenous Girls. He has worked as a historian, studied Indigenous homelessness in Western Canada, worked internationally for non-governmental organizations in Uganda and Australia, and is now at the Werklund School of Education in the University of Calgary, where he teaches courses related to Indigenous education, social justice, and educational philosophy.

In this session Dr. Louie will describe his dissertation research into sexual exploitation prevention education for Indigenous girls and discuss the systemic issues that have created an overrepresentation of sexual exploitation in this population. He will review recruitment strategies used to lure Indigenous girls into sexual exploitation, and present potential school-based solutions in order to create meaningful changes.

As a result of attending this presentation you will understand the systemic issues that create an overrepresentation of sexual exploitation for Indigenous girls. In addition, you will learn some of the recruitment strategies used to push Indigenous girls into sexual exploitation and will explore potential school-based solutions in order to create meaningful changes.

16. Dialogue with Resolution Health Support Workers from Zone 2/3

CANCELLED

17. Treaty Education in a Time of Truth and Reconciliation

Presented by: Dr. Jeannifer Tupper

Room: #6 Chianti

Dr. Jennifer Tupper received her BEd from the University of Alberta in 1994, her MEd from the University of British Columbia in 1998 and her PhD from the U of A in 2004. She spent 13 years at the University of Regina as a faculty member, Associate Dean and then Dean of the Faculty of Education from 2014-2017 before joining the U of A as Dean of Education in July 2017. Her award-winning research in citizenship education, treaty education, and anti-colonial education has been funded by the Social Sciences and Humanities Research Council of Canada and the Stirling McDowell Foundation. Her current interests include Faculties of Education responses to the TRC Calls to Action, and how schools can become sites for truth and reconciliation.

In this session Jennifer will explore the importance of treaty education for all K-12 students in Alberta. She will discuss how treaty education might inform classroom practices, shift school culture, and enhance students' understandings of the historical and contemporary relationship between Indigenous and settler people in Canada. Drawing on research and examples of strong pedagogical and division leadership, this session will describe the ways in which treaty education is necessary to truth and reconciliation work.

As a result of attending this session you will learn about treaties, the treaty relationship, treaty missteps, treaty education in K-12 contexts, and truth and reconciliation education. Professional practice competency indicators include: Engaging in career long learning; Applying foundational knowledge about First Nations; Metis and Inuit; and Fostering Effective relationships.

18. Learn with the NFB: Films, and Lessons on Indigenous Governance Presented by: Ross Johnstone

Room: #12 Chablis

In this session participants will learn about the NFB's vast education offer, which includes Indigenous-made films and educator resources designed to teach about Indigenous issues and support learners in moving toward a deeper understanding of reconciliation. Participants will also learn about the NFB's CAMPUS educator portal, and they will screen a selection of relevant films from the NFB's Indigenous collection. The National Film Board of Canada has one the world's largest collections of Indigenous films created by Indigenous filmmakers who lend their voices to share powerful stories that tackle discrimination, colonialism, resistance, youth engagement and change. The NFB's education offer helps teach about reconciliation by leveraging film as a powerful tool to engage students critically on issues of social justice and global citizenship. The session will highlight the NFB's teacher resources developed around these themes, which have been designed to support Canadian curriculum, and explore NFB educator guides, thematic playlists, learning bundles and other teacher tools.

As a result of attending this session you will learn more about Indigenous governance through the lens of acclaimed Abenaki filmmaker and activist, Alanis Obomsawin, and discover new works from other Indigenous filmmakers who are shaking-up Canadian cinema this year. You will screen a selection of new and classic NFB productions from established and emerging Indigenous filmmakers, including highlights from Obomsawin's films that explore issues around Indigenous Governance and its impact on education, including *Trick or Treaty*, *Hi Ho Mistahey* and *We Can't Make the same Mistake Twice*. Participants will also be invited to provide input on the NFB's new Indigenous Voices and Reconciliation resources that are currently in development.

19. Becoming and Ally in Indigenous Education Presented by: Andrea Holowka & Jayson Lovell

Room: #9 Bordeaux

Andrea Holowka is the superintendent of Specialized Program Schools/Instruction/Religious Education with the Calgary Catholic School District. Her previous roles during her 22 years with Calgary Catholic include area superintendent, supervisor of teaching and learning, school-based administrative positions and classroom teacher. She is a member of the CASS First Nations, Métis and Inuit Education Action Committee, and is active in other leadership groups throughout the province.

Jayson Lovell is the superintendent for Wolf Creek Public Schools. As a relatively new superintendent, he has undertaken a comprehensive, district-wide review of how to realign a district for instructional improvement. A significant focus has been to reimagine leadership behaviours and actions to develop and implement appropriate structures and resources to build foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Jayson has served in Wolf Creek Public Schools for 25 years as a classroom teacher, school administrator, district principal, assistant superintendent and superintendent.

In this session the presenters will discuss how supporting First Nation, Métis and Inuit students, families and communities is a responsibility shared by everyone. Successful collaboration and support requires the development of allies in Indigenous education. Superintendents that neighbour and collaborate with Indigenous communities share their experiences as allies of Indigenous education and the benefits that it can provide to their own organizations.

As a result of attending this session you will gain an understanding of some districts that are successful allies in Indigenous education and use some of the information shared to benefit your own partnerships.

Thursday, April 19

Session 3 & 4 (1:30 – 4:00 pm)

(2-hour presentation)

NOTE: If selecting from the combined Session 3 & 4, please Do NOT choose any other presentation in Session 3 or Session 4

20. Conversations with Elders from Treaty 8 Territory (FULL**)**

Presented by: First Nations, Inuit and Metis Elders from Treaty 8 Territory

Room: #14 Medoc

In this session First Nations and Métis Elders from the Treaty 8 territory will share their wisdom, and participants in this session will personally engage with Elders to discover perspectives and ideas and build stronger relationships and effective practices in their roles within their respective school communities.

As a result of attending this session you will deepen your knowledge and understanding of how to engage and collaborate with neighbouring First Nations, Métis and Inuit leaders, organizations, and communities to optimize the learning of Indigenous and all other students.

21. Conversations with Elders from Treaty 7 Territory

Presented by: First Nations, Inuit and Metis Elders from Treaty 7 Territory

Room: #15 Cognac

In this session First Nations and Métis Elders from the Treaty 7 territory will share their wisdom, and participants in this session will personally engage with Elders to discover perspectives and ideas and build stronger relationships and effective practices in their roles within their respective school communities.

As a result of attending this session you will deepen your knowledge and understanding of how to engage and collaborate with neighbouring First Nations, Métis and Inuit leaders, organizations, and communities to optimize the learning of Indigenous and all other students.

22. Conversations with Elders from Treaty 6 Territory (FULL**)**

Presented by: First Nations, Inuit and Metis Elders from Treaty 6 Territory

Room: #16 Champagne (25)

Room: #9 Bordeaux (25)

In this session First Nations, Métis and Inuit Elders from the Treaty 6 territory will share their wisdom, and participants in this session will personally engage with Elders to discover perspectives and ideas and build stronger relationships and effective practices in their roles within their respective school communities.

As a result of attending this session you will deepen your knowledge and understanding of how to engage and collaborate with neighbouring First Nations, Métis and Inuit leaders, organizations, and communities to optimize the learning of Indigenous and all other students.

Thursday, April 19

Session 3 (1:30 – 2:30 pm)

23. Language and Culture Revitalization through Respectful Partnership – Tsuut’ina Nation

Presented by: Steven Crowchild & Teena Calfrobe

Room: #10 Beaujolais

Steven Crowchild (Ninagha Na?itsidi) is a Tsuut’ina Isgiya, father, and current director of the Tsuut’ina Gunaha Institute; the language revitalization program of the Tsuut’ina Nation. Steven has worked for the Institute since 2012 in various capacities but has served as director since 2014. Under his leadership, the program has evolved and adjusted to serve the need of language and culture revitalization on the Tsuut’ina Nation. Over the years, Steven has been directly involved in the development and piloting of various initiatives and projects such as app development, curriculum development, culture camps, language nest, mentor-apprentice, animation, recording projects, and so much more.

In this session you will hear how the Tsuut’ina Nation is working tirelessly to revitalize their distinct language and culture. Through various projects and initiatives - both within and outside the education system - they have demonstrated gradual success with their efforts. Although this work is Tsuut’ina driven, various external partnerships have proven to be mutually beneficial. In this presentation, attendees will learn about the work being done to foster an atmosphere of language and culture within the Tsuut’ina Nation schools. This work includes culture camps, resource development, curriculum development, professional development, community initiatives, and much more. Attendees will learn about the different past and present partnerships that have assisted in these efforts, and Steven and Teena will highlight common characteristics that have made these partnerships successful. In the spirit of Truth and Reconciliation, attendees will also learn about characteristics that do not make for effective partnerships. Steven and Teena will also share a brief historical overview of the Tsuut’ina Nation.

As a result of attending this session you will:

- Receive tips and insight on how to establish, maintain, and nurture respectful working relationships with First Nations communities and organizations;
- Learn about Tsuut’ina language and culture revitalization efforts within the Tsuut’ina Nation schools;
- Recognize the diversity that exists amongst First Nations; and
- Gain some knowledge of Tsuut’ina history.

24. Dialogue with Resolution Health Support Workers from Zone 4

Presented by: Resolution Health Support Workers from Zone 4 - CANCELLED

25. Creating Supports to Advance Reconciliation Within School Communities

Presented by: Donna Ross, Corrie Ziegler & Etienna Moostoos-Lafferty

Room: #6 Chianti

Donna Ross is a 27-year educator who is Cree-Métis from Saskatchewan and a member of the One Arrow First Nation, Treaty Six territory. Donna began her teaching career with Tsuut’ina Nation and continued to support First Nations learners in subsequent positions with Siksika and Stoney Nakoda Nations. Most recently, she provided support throughout Rocky View Schools as the FNMI Curriculum and Culture specialist. She has also worked extensively with the Nanoose, Nanaimo, and Chemainus First Nations and Tilicum Haus Centre in Nanaimo, BC. Donna brings passion for the process of ‘truth’ and ‘reconciliation’, and also a deep knowledge of First Nations, Métis and Inuit histories, the impact of residential schools, and the infusion of indigenous ways of knowing into Alberta curriculum and organizational culture. Donna is currently seconded to Calgary Regional Consortium to support Education for Reconciliation.

Corrie Ziegler has been an educator for over 39 years. Prior to joining the Edmonton Regional Learning Consortium, Corrie served as a teacher, principal, supervisor and director with Edmonton Public Schools. She has an MEd from the University of Alberta and was a finalist in Alberta's Excellence in Teaching awards program. Corrie believes in the power of collaboration and has coached numerous learning communities in working together to achieve high levels of engagement and learning for all students. Through her work with ERLC, Corrie is currently supporting the Education for Reconciliation grant work.

Etienna Moostoos-Lafferty is from the Sturgeon Lake Cree Nation. She has seven years of teaching experience both on and off-reserve and in public and Catholic school systems. She spent most of her educating years working for an Indigenous perspective school with the Calgary Board of Education where she learned the importance of culture and language in Indigenous education. Etienna has more recently worked as a consultant for the ATA and Edmonton Regional Learning Consortium. She is currently employed by Evergreen Catholic Schools as an Indigenous Education Coach, and is completing her Master's full time at the University of Alberta. She is also working as a consultant with the ARPDC Education for Reconciliation team.

In this session participants will learn about the Alberta Regional Professional Development Consortia's journey to support reconciliation through grant work being led by the Calgary Regional Consortium and the Edmonton Regional Learning Consortium. The Education for Reconciliation team is now focused on developing, designing and facilitating professional learning that builds capacity for educators to create a culture of belonging that advances the work of reconciliation. The team will share the resources being created to support teachers as they work to advance reconciliation through teaching and learning, and the supports being created for school leaders that strengthen instructional leadership to lead learning related to foundational knowledge and advancing reconciliation within school communities.

As a result of attending this session you will develop understandings of how to support members of the school community in accessing the professional learning and capacity-building needed to create a culture of belonging that advances reconciliation. You will also deepen your awareness of the curriculum implementation supports being created for teachers as they work to advance reconciliation through teaching and learning and will learn about the supports created for school leaders that strengthen instructional leadership related to foundational knowledge and advancing reconciliation within school communities.

26. Learn with NFB: Films and Lessons that Promote Indigenous Languages

Presented by: Ross Johnstone

Room: #12 Chablis

In this session participants will learn more about the move toward preserving Indigenous languages and culture, through the lens of emerging filmmakers from Western Canada including Haida animator Christopher Auchter and first-time filmmaker Louise Big Eagle. You will discover the NFB's growing collection of films and resources available in Indigenous languages, including the Unikkausivut guide, which is available for free in four Inuit dialects. The NFB has one of the world's largest collections of Indigenous films created by Indigenous filmmakers who lend their voices to share powerful stories that tackle discrimination, colonialism, resistance, youth engagement and change. The NFB's education offer helps teach about reconciliation by leveraging film as a powerful tool to engage students critically on issues of social justice and global citizenship. This session will screen a selection of new productions from established and emerging Indigenous filmmakers including Mountain of Sgaana, and Nakon i'e (To Wake Up the Nakota Language). The session will highlight the NFB's teacher resources developed around these themes, which have been designed to support Canadian curriculum. It will also explore NFB educator guides, thematic playlists, learning bundles and other teacher tools.

As a result of attending this session you will learn about the NFB's vast education offer, which includes Indigenous-made films and educator resources designed to teach about Indigenous issues and support learners in moving toward a deeper understanding of reconciliation. You will also learn about the NFB's CAMPUS educator portal and screen a selection of relevant films from the NFB's Indigenous collection. You will also be invited to provide input on the NFB's new Indigenous Voices and Reconciliation resources that are currently in development.

27. Inuit and Education in the South

Presented by: Jenna Broomfield

Room: #5 Piesporter

Jenna Broomfield is a renowned Inuk throat singer who has performed around the world, as well as an accomplished law student and presenter. She was born and raised in the small community of North West River Nunatsiavut/Labrador and moved to Treaty 6 Territory in 2007. During law school, Jenna was the President and Vice President of the Indigenous Law Students' Association at the University of Alberta. She also helped organize the annual Indigenous Speakers Series, participated in the Kawaskhimon Moot, and was the student facilitator for the annual Kairos Blanket Exercise. Jenna holds a BA in Native Studies (2014) and a JD (2017), both from the U of A. She is now completing her articling year, with emphasis on Aboriginal law, administrative law, family law, and civil litigation. She looks forward to expanding her practice in the Inuit community. Jenna is actively committed to her Indigenous community and continues to volunteer at community initiatives and events.

In this session Jenna will discuss the Inuit and education.

As a result of attending this session you will learn the basics of Inuit culture, the importance of Inuit inclusion, and the historical significance of education systems for the Inuit people.

28. Their Voices Will Guide Us

Presented by: Charlene Bearhead

Room: #7 Medeira

Charlene Bearhead is a mother, grandmother, experienced educator and education innovator with 30 years of regional, national and international experience. Charlene currently serves as the Education Coordinator for the National Inquiry into Murdered and Missing Indigenous Women and Girls, Indigenous Education Circle member at the Canadian Museum for Human Rights, Director of Professional Learning - CASS, First Nations, Métis and Inuit Relations Coordinator - ASBA. Charlene most recently served as the first Education Lead for the National Centre for Truth and Reconciliation at the University of Manitoba.

In this session Charlene will highlight applications of the NI-MMIWG Education Guide, "Their Voices Will Guide Us" and engage participants in dialogue around bringing forth the voices of our children and youth in schools. Examples of work being done in other parts of the country, connections to resources and ideas for moving this work forward in schools will all be included in the delivery of this session.

As a result of attending this session you will learn how to approach education and learning about and with Indigenous women and girls, social justice action, and difficult issues with students of all ages.

Thursday, April 19

Session 4 (3:00 – 4:00 pm)

29. Introduction to Stepping Stones as Tools for Developing Foundational Knowledge of First Nations, Métis and Inuit Peoples

Presented by: Cheryl Devin & Terry Lynn Cook

Room: #6 Chianti

Cheryl Devin and Terry Lynn Cook are two of the Walking Together: Education for Reconciliation Professional Learning Project team of Indigenous educators seconded to the Alberta Teachers' Association. This team was created to ensure that all teachers learn about the histories, cultures and worldviews of First Nations, Métis and Inuit peoples. Cheryl is Métis from the Edmonton area and Terry Lynn is Métis from Kinuso.

In this session Cheryl and Terry Lynn will introduce participants to Stepping Stones. Stepping Stones is a series of fact sheets published by the Alberta Teachers' Association Walking Together Project. Participants will explore how to effectively utilize the series to support all educators on their learning journey to meet the First Nations, Métis and Inuit Foundational Knowledge competency in the Teaching Quality Standard.

As a result of attending this session you will leave with a set of the Stepping Stones documents and a variety of suggestions on how to utilize the resource to advance educators' understanding of First Nations, Métis and Inuit peoples in present day Alberta.

30. Dialogue with Resolution Health Support Workers from Zone 5

Presented by: Resolution Health Support Workers from Zone 5 - CANCELLED

31. Collective Pathways to Educational Services Agreements: A Shared Journey

Presented by: Andrea Holowka, Dr. Dianne Roulson & Valerie McDougall

Room: #10 Beaujolais

Andrea Holowka is the superintendent of Specialized Program Schools/Instruction/Religious Education with the Calgary Catholic School District. Her previous roles during her 22 years with Calgary Catholic include area superintendent, supervisor of teaching and learning, school-based administrative positions and classroom teacher. She is a member of the College of Alberta School Superintendents (CASS) First Nations, Métis & Inuit Education Action Committee, and is active in other leadership groups throughout the province.

Valerie McDougall is the director of education for the Tsuut'ina Education Department. She has 10 years experience working with the provincial schools in Lethbridge and Pincher Creek, Alberta. Currently, Valerie is part of the Indigenous Advisory Circle Committee for the Alberta School Board Association as well as the College of Alberta School Superintendents (CASS) First Nations, Métis and Inuit Education Action Committee. Valerie has built strong working relationships with Calgary Board of Education, Calgary Catholic School District, St. Mary's University and Regional Collaboration Service Delivery.

Dr. Dianne Roulson is a learning director with the Calgary Board of Education for Indigenous Education and Curriculum and Assessment. Her work over the past seven years with First Nations and Métis Elders as part of the CBE Elder Advisory Council has had a profound impact on her learning and has led to her current role in Indigenous Education. She has extensive background in adult learning, curriculum theory, philosophical hermeneutics, creating inclusive learning/work environments, and assessment.

In this session the presenters will discuss how establishing Education Services Agreements (ESAs) requires the development of trust and collaborative relationships. Partners from various organizations will discuss their shared journeys in developing ESAs and finding ways of working together to support students.

As a result of attending this session you will learn about the perspectives of partners as they share their journeys of developing an ESA.

32. Learn with the NFB: Films and Lessons that Discuss Missing and Murdered Women and Girls, and that focus on Gender Based Violence

Presented by: Ross Johnstone

Room: #12 Chablis

In this session you will learn more about Missing and Murdered Woman and Girls through the lens of filmmakers Erika MacPherson and Katherena Vermette. You will also discover additional NFB films and resources that highlight the issue of gender-based violence. The NFB has one the world's largest collections of Indigenous films created by Indigenous filmmakers who lend their voices to share powerful stories that tackle discrimination, colonialism, resistance, youth engagement and change. The NFB's education offer helps teach about reconciliation by leveraging film as a powerful tool to engage students critically on issues of social justice and global citizenship. This session will screen a selection of new productions from established and emerging Indigenous filmmakers including *A Better Man*, *The Apology* and *This River*, which documents the devastating experience of searching for a loved one. The session will highlight the NFB's teacher resources developed around these themes, which have been designed to support Canadian curriculum. You will also be able to explore NFB educator guides, thematic playlists, learning bundles and other teacher tools.

As a result of attending this session you will learn about the NFB's vast education offer, which includes Indigenous-made films and educator resources designed to teach about Indigenous issues and support learners in moving toward a deeper understanding of reconciliation. Participants will also learn about the NFB's CAMPUS educator portal and will screen a selection of relevant films from the NFB's Indigenous collection. Participants will also be invited to provide input on the NFB's new Indigenous Voices and Reconciliation resources that are currently in development.

33. Building Collaboration and Capacity in Education Grant Programs

Presented by: Cara Big Plume & Jennifer Big Plume

Room: #7 Medeira

Cara Big Plume has worked with CCSD for 8 years, first as an Aboriginal Pride Coordinator and FNMI Liaison. She then took a position with Tsuut'ina Education as a Provincial School Liaison. **Jennifer Big Plume** has worked with Tsuut'ina Education for 15 years as an elementary teacher assistant. She has since then taken a position as a Provincial School Liaison.

In this session you will learn how healthy relationships and connections were fostered between the Tsuut'ina nation, families they work with and their two school districts through joint projects, initiatives and professional development to improve student success.

As a result of attending this session you will learn how to build effective relationships between families and schools.

34. Edmonton River Valley Walk: Learning from the Land

Presented by: Dr. Dwayne Donald (Repeated on April 18, 2:30 -4:00 pm)

OFFSITE

In this session participants will explore the history of the Indigenous peoples in the Edmonton area through a walking tour of the river valley led by Dr. Donald. The walk will provide a context for understanding the relationality that Indigenous peoples have with land, water, animals, plants and peoples as having value, spirit and connection to ourselves and one another.

Participants should dress for the walk with suitable clothing and footwear. You will meet Dwayne at the Kinsmen Park parking lot, which is directly across the river from the Provincial Legislature. To access, drivers

need to head down Walterdale Hill Road and turn left (west) into Kinsmen Park at the bottom of the hill. Stay to the far right by following the road closest to the river as it flanks the park. Follow this road as it goes under the High Level Bridge and LRT Bridge. Immediately after the LRT Bridge, you will see a parking lot on the left side of the road. Dr. Donald will meet you there.

As a result of attending this session you will have the opportunity to explore the history of the Indigenous peoples in the Edmonton area. By walking together through the river valley and sharing some stories, Dwayne hopes to spark a place-based ethical imagination regarding the interrelatedness of the past, present, and future.

Friday, April 20

Session 5 (10:00 – 11:00 am)

35. Stories of an Inuk Counsellor

Presented by: Genevieve Akilak Davis

Room: #14 Medoc

Genevieve Akilak Davis grew up in Qamani'tuaq/Baker Lake, Nunavut with a family who loved to go camping and fishing during the spring, summer, and fall. Like many Nunavummiut people from Nunavut, she had to eventually leave home to pursue her post-secondary education. In 2004, Genevieve attended a college program for Inuit students called Nunavut Sivuniksavut, which changed her life and provided her the motivation to pursue her career in counselling. Genevieve is passionate about mental health and wellbeing, education, and culture. Genevieve has been a counsellor in Nunavut, on a ship that sails through parts of the Eastern Canadian Arctic and Greenland, and now resides in Saskatoon, SK and works as a counsellor at a college.

In this session Genevieve will share her experiences of life in the North, traditional Inuit storytelling, and the counselling context.

As a result of attending this session you will learn about the importance of storytelling in the counselling context, healing, and finding strength and courage to move forward.

36. The Child Advocacy and Effective Relationship Building

Presented by: Mr. Del Graff & Mr. Corey O'Soup

Room: #10 Beaujolais

Del Graff has been the Child and Youth Advocate for Alberta since 2011. Del has worked in the social services field for over 30 years and has developed and implemented a wide range of social programs to improve the circumstances for vulnerable people in both urban and rural settings. He has significant experience with many diverse groups, including collaboration and partnerships with First Nations and Métis people. Del has worked in a variety of social work, supervisory and management capacities in communities in B.C. and Alberta. Del's formal education includes a MSW from the University of Calgary and a BSW from the University of Victoria. He values the concept of lifelong learning and is passionate about his commitment to public service. He strongly believes in principle-based decisions and actions, especially when it comes to serving children.

Corey O'Soup currently serves as Saskatchewan's Advocate for Children and Youth. Born and raised in Saskatchewan, Corey is a member of the Key First Nation and became the province's first Nations Advocate. Corey has an extensive career working on behalf of children and youth in his roles as a teacher, senior policy analyst for the FSIN, provincial superintendent for the Ministry of Education, senior manager for the Alberta Ministry of Education, executive director for Education/Post-Secondary Education and Training for the FSIN and as the First Nations and Métis advisor at the Ministry of Education. In that role, Corey was appointed by the Premier to take the lead on the government's response to the fatal shooting at a school in La Loche in January of 2016. As the Advocate for Children and Youth, Corey says his priorities

will be finding ways to reduce the number of First Nations and Métis youth in care. He also has a passion for improving mental health services in Saskatchewan, and especially in the north where he has promised a special report on the issues surrounding youth suicides.

In this session you will be involved in a conversation with the Advocates for Children and Youth from the provinces of Alberta and Saskatchewan. They will both share information that is focused on building effective relationships with First Nation, Métis and Inuit stakeholders. They will share how they have established those relationships in each of their respective provinces with their partners, and the significance those relationships play in each of their roles. They will also speak to the importance of establishing relationships with the First Nation, Métis and Inuit youth in their jurisdictions and how they cannot effectively do their jobs without including those voices. To end the dialogue, a discussion will be held on how the role of education is critical to the future success of youth. There will be time for questions and answers at the end of the session.

As a result of attending this session you will learn methods for engagement with Indigenous communities, how to build sustainable relationships, and ways to engage the youth voice.

37. Slowly and With Intention

Presented by: Sharon Morin

Room: #9 Bordeaux

Born into a large politically active Métis family of 7, **Sharon Morin** has spent a lot of time participating in many political and cultural activities, and in many ways lived and was taught in a traditional Aboriginal way by Elders, Knowledge Keepers and community activists. Volunteering for her mother, retired Senator Thelma Chalifoux, they started the Michif Cultural Connections - a Métis living museum, resource center and gift shop located in the historical Mission area of St. Albert. Sharon has worked for the past 13 years at the *Musée Héritage* Museum as the Program Manager and Aboriginal Lead, developing curriculum-based aboriginal educational and community programs. They are now expanding with Truth and Reconciliation Blanket Exercises for children, adults, the general public and educators.

In this session Sharon will focus on her work over the last decade in the museum education field, building Indigenous curriculum-based education programs and working as a partner in education. Over the last 2.5 years, the *Musée Héritage* Museum has experienced a huge shift towards Truth and Reconciliation and Blanket Exercises. One of their exhibits last year focused on the Michal Band, a local First Nation that was the only one in Canada that was enfranchised. The exhibit will become an online resource and a table top exhibit for rental. Sharon and her family have a strong Métis history in St. Albert and are the Knowledge Keepers of that history. She will discuss the broad Indigenous history there that includes the story of the two residential schools that were in the area and the burial of children from the north following the tuberculosis epidemic.

As a result of attending this session you will learn about local Indigenous history and will find local resources and knowledge. You will also learn how looking outside the box, building resources, object-based learning, and land-based learning are valuable to learning about Indigenous history.

38. Resilience and Reconciliation

Presented by: Lana Whiskeyjack & Alsen White

Room: #6 Chianti

Lana Whiskeyjack ayisîyiniw ôta asiskiy - I am human from this earth. Lana is a multidisciplinary artist, educator and member of the Saddle Lake Cree Nation in Treaty 6 Territory. Lana completed her formal artistic training in ceramic sculpture at Red Deer College (1996), University of Alberta (1999) and environmental sculpture at Pont Aven School of Art in France (2000). Lana also holds a BA (Honours) in Art and Culture (2004); MA in Canadian Studies (2006); and a Doctorate degree in iyiniw pimâtisiwin kiskeyihtamowin from University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills (2017). Her research,

writing and art explores the paradoxes of what it means to be nehiyawiskwew in a Western culture and society and how to reclaim/re-gather/remember ancestral medicine (sacredness and power).

Alsen White is a traditional knowledge keeper, storyteller, grandmother, language advocate, and artisan. She is an incredible educator and invaluable community resource. Alsen has helped to transform lives through sharing her personal story of resistance and resilience to the 10 years she endured at Blue Quills Indian Residential School. Throughout her years there, and despite continuous efforts to eradicate her mother tongue, she retained her Cree language and traditional knowledge. Alsen speaks from her heart, with courage and honesty. She openly shares the truth of her experiences and knowledge. Her dream is to empower young Indigenous girls and women to find their voice and take their rightful place as educators, advocates, and leaders in modern society. It is only through the revelation and recognition of their power and beauty that Indigenous women will find true safety.

In this session Lana and Alsen discuss the importance of shared leadership in the exploration of both historical and contemporary relationships from the perspective of two Cree women. They will weave their personal stories of intergenerational impacts of IRS with the importance of breaking cycles by reclaiming reciprocal kinship ties. Alsen and Lana will share their mentor relationship of connecting traditional knowledge, history and contemporary challenges, while highlighting their personal journeys towards enacting the Calls to Action of the TRC. They will engage you in their reconciliation story by sharing truth, stories, and experiences they have had leading reconciliation workshops.

As a result of attending this session you will discover the importance of shared leadership, reciprocity, language transmission and ceremonial engagement in the journey towards reconciliation and healing. Digital resources and personal learning will be shared with the group.

39. United Nations Declaration of Human Rights and Indian Residential Schools: Identifying Breaches, Impacts, and Ways to Heal the Harms

Presented by: Harold Robinson

Room: #16 Champagne

Harold Robinson is a Métis lawyer from Edmonton. He became a member of the Alberta Law Society in 1994. Harold adjudicated Indian Residential School claims from 2004 to 2016. This experience profoundly impacted Harold, who is now calling on the Province of Alberta to establish a provincial reconciliation secretariat to help promote healing and other positive outcomes.

In this session Harold will describe how to use UN benchmarks/frameworks to gauge legitimacy and impacts of government actions. Specifically, Article 16.3 of the UN Universal Declaration of Human Rights says that States must protect families. The Indian Residential School program was designed to do the opposite: to separate children from their parents; which is also an indicator of genocide according to Article II of the Office on Genocide Prevention. It is also an inescapable part of the Indigenous experience in Canada, framed in no small part by Sir John A. McDonald's call in Parliament in 1883 to remove Indigenous children from their parents' homes in order to assimilate them.

As a result of attending this session you will learn how to use UN benchmarks/frameworks to promote thoughtful discussion concerning the legitimacy and impacts of government actions. Knowing about and applying these tools strengthen the ability of teachers to lead learning.

40. Dialogue with Resolution Health Support Workers from Zone 6

Presented by: Resolution Health Support Workers from Zone 6 - CANCELLED

41. 4 Seasons of Reconciliation

Presented by: **Andrée Cabazon & Sherry Saevil**

Room: #5 Piesporter

As a Gemini nominee, **Andrée Cazabon's** films have amassed over one million viewers on CBC-NewsWorld, TVA, Canal D, Radio-Canada, and CBC Television. Her works have also been prominently featured at an array of prestigious film festivals. Her documentaries, *Wards of the Crown* and *Family on the Edge*, have each received the 'Best Social-Political Documentary' prize at the Golden Sheaf Awards. 2018 marks the eleventh year of her professional and personal commitment to reconciliation, since her most recent film, *3rd World Canada*. She is a member of the Academy of Canadian Cinema and Television and a Governor General recipient of the Meritorious Silver Cross for her service work to reconciliation.

In this session participants will experience multi-media online elements and engage in a discussion with one of the co-creators and filmmaker of the classroom and professional development resource: *4 Seasons of Reconciliation*. *4 Seasons of Reconciliation* is a unique teaching unit that promotes a renewed relationship between Indigenous Peoples and Canadians through transformative learning. This educational initiative, developed specifically for all secondary and post-secondary students, incorporates in-class learning with multi-media, along with useful online components in ready-to-use classroom units. In 2018 a professional development online course is currently being piloted for educators and organizations to provide a multi-media primer on truth and reconciliation. *4 Seasons of Reconciliation* is currently available in French and English in four provinces with the collaboration of First Nations University of Canada.

<http://www.reconciliationeducation.ca> - the education resource

<https://www.4seasonsreconciliation.ca> - the film series

View the online tour of the unit: <http://www.reconciliationeducation.ca/> preview password: 4Seasons2017

As a result of attending this session you will access the recent release of the new professional development online course piloted at the Ministry of Education in PEI to include in their professional development journey on truth and reconciliation. In addition, participants will experience a multi-media secondary resource for history or social studies to evaluate interest level in their respective region and education circles. Participants will also preview film trailers for upcoming reconciliation films produced in Alberta, SK, Manitoba and Ontario regions for arts, math, business and health-related courses.

42. Learn More about Residential Schools and the Sixties Scoop with the NFB

Presented by: **Ross Johnstone**

Room: #12 Chablis

In this session you will learn more about the impact of Canada's Residential School legacy and the Sixties Scoop through the lens of the National Film Board of Canada and its Indigenous film collection. Discover new works by filmmakers Tasha Hubbard (Métis) and Jay Cardinal Villeneuve (Cree/Métis) and explore one of the world's largest collections of Indigenous films created by Indigenous filmmakers who lend their voices to share powerful stories that tackle discrimination, colonialism, resistance, youth engagement and change. The NFB's education offer helps teach about reconciliation by leveraging film as a powerful tool to engage students critically on issues of social justice and global citizenship. This session will screen a selection of new productions from established and emerging Indigenous filmmakers. The session will highlight the NFB's teacher resources developed around these themes, which have been designed to support Canadian curriculum.

As a result of attending this session you will learn about the NFB's vast education offer that includes Indigenous-made films and educator resources designed to teach about Indigenous issues and support

learners in moving toward a deeper understanding of reconciliation. You will also learn about the NFB's CAMPUS educator portal and will screen a selection of relevant films from the NFB's Indigenous collection. You will also explore NFB educator guides, thematic playlists, learning bundles and other teacher tools. Participants will also be invited to provide input on the NFB's new Indigenous Voices and Reconciliation resources that are currently in development.

43. Aboriginal Teacher Education Program – University of Alberta

Presented by: Dr. Evelyn Steinhauer

Room: #15 Cognac

A visionary, academic, and committed lifelong learner, **Dr. Evelyn Steinhauer** is an agent for change in the advancement of Indigenous Education. Born in Alberta and a member of the Saddle Lake Cree Nation, Dr. Steinhauer completed her undergraduate degree with Athabasca University at Blue Quills First College; as well as an MEd and PhD at the University of Alberta in the Faculty of Education. Her enthusiasm for education extends into her role as Associate Professor in the Faculty of Education at the University of Alberta. Dr. Steinhauer is also the Director of the Aboriginal Teacher Education Program (ATEP). She is actively involved in a variety of working groups and committees on campus and has, since inception, been actively engaged in the implementation and delivery of the compulsory Aboriginal Education course (Aboriginal Education and the Context for Professional Engagement) that all pre-service teachers are mandated to take within the Faculty of Education at the U of A.

In this session Dr. Steinhauer will share some of the Aboriginal Teacher Education Program's (ATEP) successes and challenges and will demonstrate the important role ATEP has in advancing Indigenous education and reconciliation in classrooms, organizations, and communities across the nation. As a small Aboriginal Teacher Education Program within a large Canadian university, ATEP faces both challenges and successes unique to Aboriginal education. Issues of program size, intra and inter-institutional relationships, and maintaining Indigenous ways of being, knowing and doing within a large mainstream education faculty all bring challenges as well as important opportunities for innovation and growth. Over the last 16 years, ATEP has successfully graduated over two hundred elementary teachers. At present it is working to double its capacity and output of new teachers.

As a result of attending this session you will learn the significant role Aboriginal/Indigenous Teacher Education Programs have in the advancement of Indigenous education, particularly in relation to the proposed changes to the Teacher Quality Standards in Alberta.

44. Métis Foundational Knowledge: The Alberta Métis Educational Council

Presented by: Lisa Cruickshank

Room: #7 Medeira

Lisa Cruickshank has recently joined Rupertsland Institute as the Associate Director for Métis Education K-12. She comes with 17 years of education experience and is passionate about Métis Education in Alberta.

The Alberta Métis Education Council (AMEC) is an advisory body for Rupertsland Institute, whose mandate is to identify strategies, policies and actions that will lead to general and specific outcomes for Métis students in the K-12 system in Alberta and to promote knowledge of Métis culture, history and language within the Alberta education system. At present, AMEC is developing an educational resource grounded in six themes that are foundational to Métis people, culture, and community.

In this session Council members will describe the processes of developing this resource and will share core concepts from the six themes. This information will support educational jurisdictions with the implementation of standard three, which states, "Curriculum includes ways of knowing and diverse perspectives, in historical and contemporary contexts, of First Nations, Métis and Inuit. AMEC believes that, if foundational knowledge about the Métis is to be taught in Alberta schools, the Métis people need to be at

the heart of articulating what that foundational knowledge is. This presentation is offered in the spirit of sharing our ongoing work to articulate that knowledge and to work in partnership with educators who are willing to engage with Indigenous communities.

As a result of attending this session you will meet members of the Alberta Métis Education Council and will be the first educators in Alberta to be introduced to the initial efforts with our new Professional Learning Resource that supports Métis Education for all teachers and students. You will be provided with an outline of the resource under development by this community organization. You will build your foundational knowledge in six areas that relate to a variety of subject areas throughout grades K-12. You will learn about the processes of developing this resource and the core concepts from the six themes that are foundational to Métis people, culture, and community.