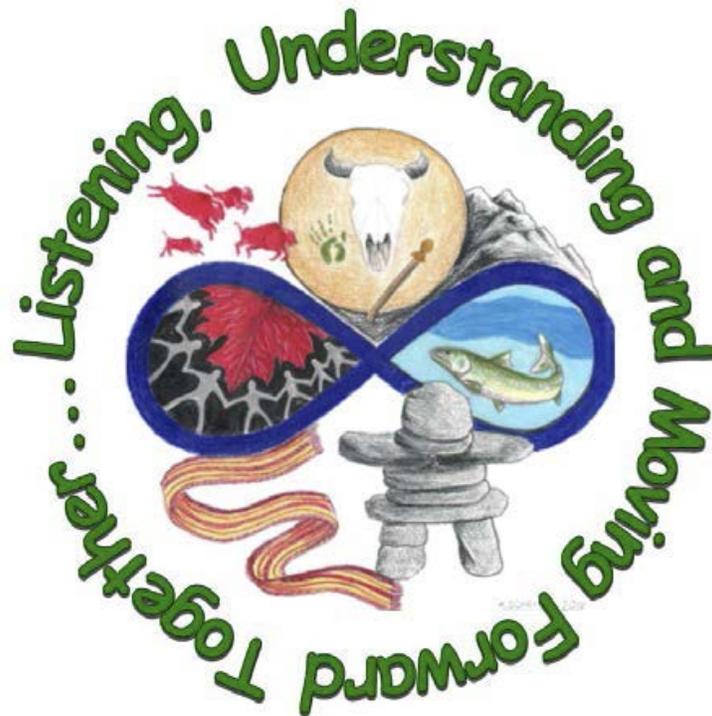


Listening, Understanding & Moving Forward Together:

CASS FIRST NATIONS, MÉTIS & INUIT Education Gathering 2019



April 10 (evening) – 12, 2019
Fantasyland Hotel
17700 – 87 Avenue, Edmonton



CASS

College of Alberta
School Superintendents



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.

Please download and print this document if needed. It will not be provided at the conference.

Wednesday, April 10, 2019

Pre-conference (No additional cost; registration required); provide your own transportation

2 Options

Option 1 – 1:30 – 3:00 P.M

Braided Journeys: Successful Practice for Indigenous Student Support

Location: Archbishop O'Leary High School, 8760 132 Ave NW, Edmonton, AB T5E 0X8

Delegates will have the opportunity to visit the site of the O'Leary Braided Journeys program, to engage with students first hand and to hear insights from Braided Journeys Graduation Coach Donita Large (high school) and Transition Coach Seneca Crowe (junior high). Indigenous students will share their stories of challenge in public school systems and personal success as a result of relationship and support provided through the program. Donita Large will share her insights related to the strength, resilience and support needs of high school students while Seneca Crowe will focus on her experiences and successes supporting junior high school students as they navigate the system leading to their high school experience.

The Edmonton Catholic Schools' First Nations Métis Inuit Graduation Coach program is the recipient of multiple awards including the Crystal Star Award, given out by the National Dropout Centre (Clemson University, South Carolina, USA). This award was given for being a program which has made significant contributions to the advancement of dropout prevention initiatives. They were recognized for the success of the FNMI Graduation Coach Initiative but also for the support they have provided to other school districts across North America who have wanted to develop similar programs within their own context.

Presented by: Donita Large and Seneca Crowe

Donita Large is a Cree woman from Saddle Lake First Nation. For the last five years, Donita has been a FNMI Graduation Coach for the Edmonton Catholic School District at Archbishop O'Leary High School. Donita has extensive experience working within the Indigenous community and has served as a Residential Schools Advisor and an Adult Education Training Specialist providing consulting services in the areas of curriculum design, facilitation, health promotions and Indigenous community capacity building. Her formal education is in Social Work, Adult Education and Addictions.

Seneca Crowe is a member of the Kahkewistahaw First Nation in Saskatchewan. Born Salteaux/Assiniboine Seneca was raised in the ways of the Nakota people of Treaty 6 territory, where she also received her mainstream education in public schools. In addition to her experience as a First Nation student in a predominantly non-Indigenous education system, Seneca has worked as a First Nations, Metis and Inuit Coordinator in Elk Island Public Schools and a Braided Journey's Coach with Edmonton Catholic Schools.

Seneca Crowe brings a wealth of experience in the area of Indigenous education, wellness and cultures through her volunteer experience with Healing Our Spirit Worldwide, The Truth and

Reconciliation Commission of Canada and a wide variety of community cultural programs. Seneca is steeped in a family tradition of Indigenous education advocacy and traditional Nakota practice, protocols and ceremony.

Wednesday, April 10, 2019

Pre-conference (No additional cost; registration required); provide your own transportation

Option 2 – 1:00 – 3:00 P.M.

An Opportunity to visit the Indigenous Knowledge & Wisdom Centre and the Métis Nation of Alberta (*Limited to 40 participants*)

Location: Indigenous Knowledge and Wisdom Centre (IKWC)

11710 Kingsway NW Suite 201, Edmonton, AB T5G 0X5

How IKWC is revitalizing First Nations culture in Alberta

The Indigenous Knowledge and Wisdom Centre (IKWC) actively promotes the study of First Nation's history, culture, language, and values. Join us to learn more about who we are and how we are ensuring our future leaders, our youth, have access to a centralized venue where education and Indigenous tradition come together. During this pre-conference session a tour of the IKWC office (Located at: Suite 201, 11710-Kingsway, Avenue Edmonton, AB) followed by a power point presentation and virtual tour of the IKWC library will be given.

Location: Métis Nation of Alberta (MNA)

11738 Kingsway Avenue, Edmonton, AB T5G 0X5

Learn Métis history, culture and services

The Métis Nation of Alberta (MNA) and its staff invites you to visit with them at the provincial head office to learn about Métis history, culture and services that are available to Métis citizens and their families. The past two census counts conducted by Statistics Canada has shown that the Métis population has almost doubled and is one of the fastest growing populations in Alberta. According to the 2016 census, the Alberta Métis self-identified population is over 114,000; most of which is urban-based but also spread across the regions including the remote areas of the province. As part of the Métis public service, the Rupertsland Institute is an affiliate of the MNA and offers education, training and research supports to Métis citizens throughout Alberta.

**Groups of 20 will visit the two locations alternately.*

Thursday, April 11, 2019

SESSION 1 & 2 OPTION

10:00 A.M. – 12:30 P.M.

12.1. Truth and Reconciliation in Focus at the Canadian Museum for Human Rights

Presented by: Mireille Lamontagne

This is a double session, which will cover Sessions 1 & 2 time slots.

This session explores Indigenous rights as portrayed in the Canadian Museum For Human Rights including foundational knowledge of Indigenous peoples on human rights in terms of perspectives on the land, nature and the environment; techniques used to impose European worldviews and laws intended to "civilize", control and assimilate Indigenous Peoples; instruments and tools we have to honour and uphold Indigenous rights (treaties and agreements, constitution, charter of rights and freedoms); and the critical approaches we can take on the path toward reconciliation in the field of education (decolonizing approaches).

As a result of attending this session, Participants will learn:

1. An overview of Indigenous rights history in Canada through peoples' stories of lived experience with human rights.
2. Indigenous concepts of human rights, duties and responsibilities since time immemorial;
3. The clash of worldviews and subsequent violations, abuses and denial of Indigenous Peoples human rights through colonization, aggressive assimilation and genocide;
4. Legal instruments intended to protect Indigenous rights, and ongoing Indigenous rights concerns in Canada today; and
5. Integrating truth and reconciliation and Indigenous perspectives in the classroom using decolonizing practices

Mireille Lamontagne is Manager, Advanced and Professional Programs at the new Canadian Museum for Human Rights in Winnipeg, Manitoba. Her career progression spans twenty-five years in museum education and management, grants and contributions management, heritage policy, preservation and archaeology in various roles at The Manitoba Museum, Parks Canada and the Department of Canadian Heritage. She has been a recipient of the Finkle Prize in Anthropology, the Corbeil Award in Program Evaluation, and a Deputy Minister's Award for Program Management. Mireille holds an Advanced B.A. in Anthropology from the University of Manitoba, a Post-Graduate Diploma in Cultural Resource Management and a Professional Specialization Certificate in Cultural Sector Leadership from the University of Victoria.

Thursday, April 11, 2019

SESSION 1 OPTIONS

10:00 A.M. – 11:00 A.M.

1.1. We Were So Far Away: The Inuit Experience of Residential Schools

Presented by: Jane Hubbard

This session will help participants to understand about the impact of the Residential Schools on the Northern students and on their identities as Inuit.

As a result of attending this session, participants will gain a greater understanding of the unique Inuit experience of residential schools and participate in an activity which asks them to consider artistic expressions of identity and reflect on how cultural and personal identity was nullified in the schools.

Jane Hubbard is the Director of Education at the Legacy of Hope Foundation. Prior to joining the LHF 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.

1.2. Nehiyawewin

Presented by: Connie Twin, Karen Potskin and Iola Tallcree

In this session, the presenters will examine challenges with current Indigenous language teaching methodologies, approaches to addressing issues that prevent successful language transmission and fluency in the context of the Kipohtakaw Education Centre's locally developed Cree Language programs delivered from K4- grade 12 in Alexander First Nation.

As a result of attending this session, participants will gain a better understanding of issues related to Cree Immersion and Cree language program development and implementation.

Connie Twin and Karen Potskin are members of the Bigstone Cree Nation in Treaty 8. Both have been instrumental in the development and delivery of Cree language programs for many years. **Iola Tallcree** is a member of Little Red River Cree Nation also in Treaty 8 territory. She teaches the language switching program in grade 2 at Kipohtakaw Education Centre where all 3 teachers currently teach.

1.3. Landbased Learning on River Lots 23 & 24

Presented by: Sharon Morin

OUR NEW SITES ARE OPEN! In this session, the presenters will share the history of the Metis River Lot system in St. Albert, Alberta's oldest Non-Fortified community opening in 1861, River Lots 23 and 24 will be open to share the story of the Metis and Francophone communities that shaped the Prairies, historical houses, functioning gardens and many family stories to share on out interactive sites

As a result of attending this session, participants will be able to explore new local resource, Metis specific, Land based learning, historical buildings.

Sharon Morin is the daughter of the Late Canadian Senator Thelma Chalifoux and was raised in a Metis family that was filled with both Metis Culture and Metis Politics. Sharon has worked for the past 14 years in Museum Education programming designed to meet the Alberta Curriculum demands but is also aware the Metis history is not always at the forefront. "My mission it to not let them forget who the Metis were and are today."

1.4. Representation of Indigenous Teachers in Provincial School Authorities

Presented by: Elizabeth Gouthro

This session will share the findings and recommendations from the survey conducted by CASS in fall of 2018 on the current under representation of self identified Indigenous teachers in the provincial school authorities. The report highlights successful practices and challenges faced by school authorities and recommends actions to be taken to increase the number of self-identified Indigenous teachers.

As a result of attending this session, participants will have an increased understanding of the current reality of self-identified Indigenous teachers in our professional workforce and strategies/ actions that they can support /implement to improve the representation of Indigenous teachers.

Elizabeth Gouthro is currently a CASS director, of Leadership Learning. Her major area of responsibility is in the area of Indigenous education.

Prior to joining CASS, in April of 2016, Elizabeth was an educator with the Calgary Board of Education (CBE) for forty-three years. in a variety of school and system leadership roles. She has served as Director, of Instructional Services, (Special Education, English Language learning, psychology, Early learning, Aboriginal Education, Outreach., curriculum, Chinook Learning Services). Prior to this, she served as Director for Diversity 2007 where she has responsibility for providing culturally and linguistically services and support to the CBE. Liz has also served in numerous other leadership positions including Area Director, Principal, assistant and vice principal and teacher k-12 and adult education.

Elizabeth has also been actively involved in her professional organizations, at the local and provincial level for the ATA and CASS. She has served CASS in a variety of positions as her CASS zone treasurer, secretary, chair and metro director for 16 years. She also has served on many Alberta Education committees throughout her career.

Elizabeth's academic credentials include Doctoral Studies - Educational Leadership and a Master of Education, Human Resources and Organizational Behavior from the University of Calgary; a Bachelor of Education Degree in Secondary Education, Math and Science from Acadia University; a Master of Science Degree in Endocrinology, Dalhousie University; and a Bachelor of Science Degree in Biology and English, St. Francis Xavier University.

She was the proud 2015 recipient of the national Indspire Guiding the Journey Indigenous Educator Award.

1.5. Indigenous Insights Video Series

Presented by: Charlene Bearhead and Theresa Strawberry

In this session, participants will screen multiple films from the ASBA Indigenous Insights Video Series and discuss applications of the videos in the respective territories where their school communities exist.

As a result of attending this session, participants will acquire beginning knowledge required to open the door to engagement with Indigenous community members and knowledge keepers while deepening their own learning, and that of non-Indigenous students, while seeking means to better support Indigenous students in school systems.

Charlene Bearhead is a mother, grandmother and Indigenous education advocate working with Alberta School Boards Association, College of Alberta School Superintendents, Canadian Museum of Human Rights, Moose Hide Campaign and others across the country for reconciliation education.

Theresa Strawberry is an Elder advisor from the O'chiese First Nation. She provides cultural awareness education to the public. She shares her personal and professional experience to send a strong message of empowerment. The past, present and future can be measured in the strength of our resilience to move forward. "Time to let go and embrace on the true power of teachings."

Providing an overall connection to communities with Cultural education, programs and services, she is the founder of the "Kis Sai Wah Toe Tat Towin Society". Her vision is to be the model of connectivity used for all communities to break down barriers, to come together, understand each other in First Nations, Cities, Provinces, Countries and the World. "To join, heal, honor, to celebrate the birth of a new spirit coming to life." She is a very powerful speaker with a wealth of knowledge. Speaker to Conferences, Elder Strawberry was honored with the Culture Award at the 2015 Esquao Awards.

Currently, Theresa plays a key role as a member of the Alberta School Boards Association Indigenous Advisory Circle, as well as providing Elder support in Elk Island Catholic Schools. Her work is very meaningful, as she draws a very special connection with many.

1.6. Investigating the Implementation of the New Early Childhood Educational Program of Niitsitapi Learning Centre

Presented by: Dr. Jacqueline Ottman, Dr. Dustin Louie, Dr. Dianne Roulson, Michelle Ranger

In this session, participants will learn more about Niistitapi li tass ksii nii mat tsoo kop/Niistitapi Learning Centre, Calgary Board of Education (CBE). It opened in September 2016 and offers early learning programming for Indigenous children ages 3-8. In the session we will share our research study between Niitsitapi Learning Centre (CBE) and Werklund School of Education, University of Calgary. The research focused on the impact of our learning program on the achievement and holistic well-being of the students and their families. The research design and questions were created by community in March 2016 and the research began in ceremony in May 2017 and ended with ceremony in September 2018. The study follows a community-based participatory research approach and the Indigenous methodology of Dr. Jo-Ann Archibald's Storyworks. The presenters will share the research methodology, design, questions and findings of the research project. They will also share a short video about the program.

As a result of attending this session, all 9 leadership quality standard competency and indicators will be addressed, with specific evidence in "A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students."

Dr. Jacqueline Ottmann is Anishinaabe (Saulteaux), former elementary and high school teacher and principal. She was at the University of Calgary for 13 years where her roles included Coordinator of the First Nations, Métis, Inuit undergraduate teacher education program and Director of Indigenous Education Initiatives within the Werklund School of Education. She also co-chaired the Werklund School of Education Indigenous Strategy, and alongside the Provost, the university-wide Indigenous Strategy. Jacqueline recently became Professor and Vice-Provost Indigenous Engagement at the University of Saskatchewan. She has been recognized as an international researcher, advocate, and change-maker whose purpose is to transform practices inclusive of Indigenous leadership, methodologies and pedagogies. Jacqueline is driven to create schools and communities that foster a deeper sense of belonging and appreciation for Indigenous peoples – their histories, stories, ways of knowing and being.

Dr. Dustin Louie is a First Nations scholar from Nee Tahi Buhn and Nadleh Whut'en of the Carrier Nation of central British Columbia. He is a member of the Beaver Clan. Dustin's education background includes 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 an historian in a land claims law firm, 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. As a tenure-track Assistant Professor, he teaches primarily in courses related to Indigenous education, social justice, and educational philosophy. Further research interests include practical approaches to Indigenizing education, decolonizing education, Indigenous pedagogies, and critical theory.

Dr. Dianne Roulson was born and raised in Moohkins'tsis, Calgary, where the Elbow and Bow rivers meet, and has roots in northern Saskatchewan. She is Director with the Calgary Board of Education (CBE). Her 31-year career has been devoted to public education. Her work over the past 7 years with First Nations, Métis and Inuit Elders as part of the CBE Elder Advisory Council has had a profound impact on her life/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. She currently is leading district work in Indigenous education and curriculum & assessment. The CBE Indigenous Education Strategy is an integral part of the CBE Three-Year Education Plan and is a collective effort in the service of education for truth and reconciliation.

Michelle Ranger is a Metis educator whose homeland is St. Laurent, Manitoba, a place she loves to visit every summer. Michelle's career has been devoted to Indigenous education. She is currently principal of Niitsitapi Learning Centre in the Calgary Board of Education (CBE). Prior to this role, Michelle was principal and assistant principal of Piitoayis Family School and a learning leader on the Indigenous Education Team. Michelle has been active in Indigenous education at a provincial level; she was an association instructor with the Alberta Teachers' Association for twelve years where she helped create and facilitate professional development across the province. Most importantly, Michelle is a wife and parent of three and is active in her community.

1.7. Indigenous Peoples Atlas of Canada Giant Floor Map

Presented by: Sara Black

Repeated in Session 2

In this session, come explore the Royal Canadian Geographical Society's suite of Indigenous education resources. During this participatory session, attendees will explore a giant map of Canada with no colonial borders, discover the 18 activities that dive deeper into a number of issues - from climate change to original place names - and access a host of online resources. The giant maps (8m x 11m) are available to borrow free of charge to schools in Canada - this is an opportunity you don't want to miss!

As a result of attending this session, participants will be given the opportunity to see a map of Canada that doesn't have political borders but rather Indigenous languages, indigenous communities, the location of residential schools and so much more. Participants will learn how to use this teaching resource with their students and even develop their own activity!

Sara Black is the Manager of Education Programs for the Royal Canadian Geographical Society. As a certified teacher for the province of Ontario, Sara has committing her time to helping to advance geographic education in the lives of all students. She currently resides on the unceded territory of the Algonquin Territory.

1.8. Inspiring Indigenous Youth in Education

Presented by: Julian Brave NoiseCat

Repeated in Session 4

Join acclaimed Indigenous writer and Oxford University Clarendon Scholar Julian Brave Noisecat as he shares his insights as a young Indigenous student. Be guided by Julian's experiences having been inspired in education as a young Tsq'escen Lil'Wat student and as a role model inspiring Indigenous youth in his work and through his advocacy. Julian's stories, teachings and shared experiences will provide a foundation for engagement and inspiration of Indigenous students in your education community.

Julian Brave NoiseCat (Secwepemc/St'at'imc) is a freelance writer and policy analyst at 350.org based in Washington, D.C. You can find his writing in The Guardian, The Nation, The Paris Review, CBC, Vice, Pacific Standard, Jacobin, Fusion, HuffPost, Indian Country Today, The Marshall Project, Salon, High Country News, Canadian Geographic, Frontier Magazine, World Policy Journal and other publications. He is a correspondent for Real America with Jorge Ramos and contributing editor at Canadian Geographic. He has appeared as a commentator on Marketplace, CBC, Al Jazeera, TVO, Fusion TV and France 24.

His feature on The Tribal Canoe Journey was nominated for a National Magazine Award. He wrote the foreword to the Indigenous Peoples Atlas of Canada. Development, the journal of the Society for International Development, published his work on the role of Indigenous peoples in combatting climate change, and was invited to consult for the forthcoming UN Committee on Economic, Social and Cultural Rights' general comment on land rights.

The belief that Indigenous peoples can contribute to understanding and solving the world's most pressing challenges inspires his work. He is currently leading a grassroots effort to bring an Indigenous canoe journey to the San Francisco Bay in 2019 to celebrate the 50th anniversary of the 1969 Alcatraz occupation.

He studied history at Columbia University and the University of Oxford, where he was a Clarendon scholar. Before turning his time to the climate movement, he was an Urban Fellow in the Commissioner's Office of the NYC Department of Housing Preservation & Development.

Raised in a single-mother household in Oakland, California, he is a proud member of the Canim Lake Band Tsq'escen and a descendant of the Lil'Wat Nation of Mount Currie.

Thursday, April 11, 2019

SESSION 2 OPTIONS

11:00 A.M. – 12:30 P.M.

2.1. Forgotten: The Métis Experience of Residential Schools

Presented by: Jane Hubbard

In this session, using archival photographs of clothing worn by Métis and where possible, actual modern replicas, participants will engage in a discussion that will allow them to step back into history and imagine how they would incorporate elements of their cultures in a new world.

As a result of attending this session, participants will come away with a greater understanding of the Métis experience in Residential Schools and how it differed from that of First Nations and Inuit children.

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.

2.2. Gunaha Atsidilashi “Planting the Language Seeds”

Presented by: Ngatai Crowchild

In this session, participants will learn more about Gunaha Atsidilashi immersion programming, currently in year 1 of its 3-year pilot project. This is the first year they are offering this program in the community. It is a unique approach as they are currently teaching in a mentor-apprentice capacity.

As a result of attending this session, participants will understand and know that in many cases with language learning that it is about creating a safe and inclusive environment for our languages to grow. Gunaha Atsidilashi translates to “Planting the Language Seeds” and in order for the language to grow it must be nurtured and a safe zone to make mistakes in our learning. Also, that no matter what the state of our languages, it is about the willingness and commitment to the idea and purpose of why we are doing this that will define us.

Ngatai Crowchild is the Language Education Coordinator for Tsuut'ina Gunaha Institute and recently graduated with her BEd from the UofC and currently teaching K4 Gunaha Atsidilashi. She has been working within Education and Gunaha for the last 13 years and is committed to not just reviving

their language in children but to create a community of language learners with all ages. That no matter where you start, it is never too late to reclaim your language and it is necessary to empower ourselves through our reclamation.

2.3. What's Working? Promising Practices in Supporting Success of Indigenous Students **Presented by: Karen Andrews and Gord Atkinson**

Schools implement a variety of practices in their commitment to improving outcomes for Indigenous students. **This session** highlights study findings of evidence-based practices to support Indigenous students and their education. Northland School Division will share new strategies that they have recently adopted for supporting Indigenous students. Participants will share strategies seen/identified in their schools that contributed to increased success for Indigenous students.

As a result of attending this session, participants will learn evidence-based practices for supporting Indigenous student success.

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

Gord Atkinson, is the Superintendent of Schools, Northland School Division No. 61

2.4. Four Seasons of Reconciliation **Presented by: Shelagh Hagemann**

In this session, participants will experience multi-media online elements of a professional development resource: 4 Seasons of Reconciliation.

Four Seasons of Reconciliation is a unique teaching unit that promotes a renewed relationship between Indigenous Peoples and Canadians through transformative learning. This professional development online course is currently being piloted by Wolf Creek Public Schools for educators and personnel within the organization to provide a multi-media primer on truth and reconciliation.

As a result of attending this session, participants will have an understanding of the new professional development online course piloted in Wolf Creek Public Schools. You will also learn how this resource is included as part of the professional development journey on truth and reconciliation.

Shelagh Hagemann is a wife, mother and passionate and experienced educator for over 25 years. She is currently the First Nations, Métis and Inuit Student Success Coordinator for Wolf Creek Public Schools. Her teaching career was spent primarily in the secondary area teaching English and Drama.

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Her leadership experiences include roles as an AISI Leader and Assistant Principal at an Outreach school within the division. Shelagh received her education degree from the University of Alberta and Master's degree from Wilkes University. For the past four years she has been working with staff and students across the district supporting First Nations, Métis and Inuit programming.

2.5. Inuit Power Curve

Presented by: Genevieve Davis

This session details Inuit autonomy through history (pre-contact) to present day.

We will look at the relationship of Inuit to various institutions in Canada, examining power imbalances, and the eventual resurgence of Inuit political autonomy as demonstrated in the successful land-claims settled by various Inuit regions, while highlighting the Nunavut experience.

As a result of attending this session, participants will learn a brief history of Inuit in the Nunavut context, and how this impacts education.

Genevieve Akilak (ᐱᐱᐱᐱ) 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 well-being, 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 where works as a counsellor at a college.

2.6. Elk Island Public – Reimagining the Circle- Restorying our Journey Together

Wilson Bearhead, Cheryl Devin, Kyla Sorel

In this session, Elder Wilson Bearhead and the EIPS First Nations, Metis and Inuit Education consultants will share their story on how they entered relationship to reimagine Indigenous education. They will share their progress, successes and challenges three years into the relationship. Impact on teachers, students, parents and community will also be shared.

By learning from one school jurisdiction's journey, participants will learn strategies to build or deepen their work with Elders and knowledge keepers in their school community.

Wilson Bearhead (Nakota) is a member of the Wabamun Lake Indian Band in Treaty 6 territory, Alberta. He has served as a Chief in his community, the Grand Chief of the Confederacy of Treaty 6 First Nations and Alberta Regional Chief for the Assembly of First Nations. Wilson has served his

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people for many years as a koashka tayzun (traditional helper) in ceremony and community events. Wilson currently serves on the Elders' Wisdom Circle for Alberta Human Services (Child Welfare) as well as providing guidance and support on Family Group Conferencing and Elder support for Native Counselling Services of Alberta. Wilson was the cultural coordinator for the Truth and Reconciliation Commission (TRC) National Event in Edmonton in March 2014 and is an intergenerational survivor of the IRS system himself. He enjoys bringing healing through stories, song and teachings to both Indigenous and non-Indigenous people of all ages.

Cheryl Devin is a proud Metis woman with 28 years of teaching experience who recently joined the Elk Island Public Schools First Nations, Metis and Inuit Education team. She is grateful to be completing the circle by returning to the district and land in which she grew up.

Kyla Sorel is a descendent from Romanian and Italian immigrants, Kyla is a consultant with Elk Island Public Schools and a registered psychologist with the province of Alberta. She is very curious about unsettling the settler within.

2.7. Indigenous Peoples Atlas of Canada Giant Floor Map

Presented by: Sara Black

Repeated from Session 1.7.

2.8. CASS Guide to Relationship and Learning with Indigenous Peoples of Alberta

Presented by: Elizabeth Gouthro

This session will provide participants with an opportunity to learn about the online Guide which was developed to support superintendent and system leader capacity. The Guide was developed through an Indigenous lens, presented with authentic Indigenous voice represented and presented in oral traditional by members of the First Nations, Métis and Inuit peoples of Alberta.

As a result of attending this session, participants will be provided with an overview of the Guide highlighting its two major components of relationship and relationally and foundational knowledge.

Elizabeth Gouthro is currently a CASS director, of Leadership Learning. Her major area of responsibility is in the area of Indigenous education.

Prior to joining CASS, in April of 2016, Elizabeth was an educator with the Calgary Board of Education (CBE) for forty-three years. in a variety of school and system leadership roles. She has served as Director, of Instructional Services, (Special Education, English Language learning, psychology, Early learning, Aboriginal Education, Outreach., curriculum, Chinook Learning Services). Prior to this, she served as Director for Diversity 2007 where she has responsibility for providing culturally and linguistically services and support to the CBE. Liz has also served in numerous other leadership

positions including Area Director, Principal, assistant and vice principal and teacher k-12 and adult education.

Elizabeth has also been actively involved in her professional organizations, at the local and provincial level for the ATA and CASS. She has served CASS in a variety of positions as her CASS zone treasurer, secretary, chair and metro director for 16 years. She also has served on many Alberta Education committees throughout her career.

Elizabeth's academic credentials include Doctoral Studies - Educational Leadership and a Master of Education, Human Resources and Organizational Behavior from the University of Calgary; a Bachelor of Education Degree in Secondary Education, Math and Science from Acadia University; a Master of Science Degree in Endocrinology, Dalhousie University; and a Bachelor of Science Degree in Biology and English, St. Francis Xavier University.

She was the proud 2015 recipient of the national Indspire Guiding the Journey Indigenous Educator Award.

Thursday, April 11, 2019

SESSION 3 & 4 OPTIONS

1:30 P.M. – 4:00 P.M.

These are double sessions, which will cover Sessions 3 & 4 time slots.

34.1. Teachings and Dialogues with Elders from Treaty 8

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, participants 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.

34.2. Teachings and Dialogues with Elders from Treaty 7

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, participants 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.

34.3. Teachings and Dialogues with Elders from Treaty 6

In this session, First Nations and Métis 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, participants 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.

34.4. Kitachimowinaw: Our Story

Presented by: Lisa Cruikshank

Through experiential learning, participants will begin to develop an understanding of the following:

- Examples of historical and contemporary Métis culture.
- Pivotal historical events that shaped Metis identity and nationhood.
- Examples of Métis resilience and success.

As a result of attending this session, participants will engage in Career-Long Learning/Applying Foundational Knowledge about First Nations, Metis and Inuit Peoples.

Lisa Cruikshank is a dynamic Metis educator with over 18 years of teaching experience.

Her immediate family includes two teens, a husband of 19 years, and two fur-babies. Lisa's Metis roots originate in Lac La Biche.

As Associate Director of Education with Rupertsland Learning Institute, Lisa is passionate about building foundational knowledge, improving educator capacity, and developing resources that promote excellence in Metis Education.

Thursday, April 11, 2019

SESSION 3 OPTIONS

1:30 P.M. – 2:30 P.M.

3.1. Inspiring the Weave

Presented by: Alberta Regional Professional Development Consortia (ARPDC)

The ARPDC has created a range of supports and resources to support leaders and educators across the province in developing and applying Indigenous foundational knowledge. **The session** will focus on how inspiring teachers to weave Indigenous knowledge systems with current ways of teaching and learning can benefit all students. Participants will also learn about processes and strategies to deepen a leader's capacity to lead and support their school community in developing and acquiring Indigenous foundational knowledge. The session will conclude with an overview of all supports and resources created through the Education for Reconciliation grant. Through videos, stories and active

participation, you will walk away with tangible, ready to use strategies, processes and resources that you can use or adapt to suit your learning context.

As a result of attending this session, participants will deepen their awareness of:

- resources and supports designed to build a teacher’s capacity to weave Indigenous knowledge systems with current ways to teaching and learning;
- processes, strategies and resources to support leaders for leading a school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit; and
- resources and support to deepen your school community’s knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.

Corrie Ziegler has been an educator for over 39 years. Prior to joining Edmonton Regional Learning Consortium, Corrie served as a teacher, principal, supervisor and director with Edmonton Public Schools, where she led numerous districtwide projects, managed complex teams, and facilitated professional learning sessions on a broad spectrum of topics related to teaching and learning. Corrie has her Master’s degree 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.

Krystal Abrahamowicz is a Designer of Professional Learning with the Calgary Regional Consortium. In this role, she authored the Supporting High School Completion a Tool Kit for Success resource and had a key role in developing the Implementation and Planning Tool in the Government of Alberta Resource, Working Together to Support Mental Health in Alberta Schools. Previous to this, she spent over 10 years as a Teacher, Student Services Specialist, and then Student Services Coordinator at Westmount Charter School. With extensive background and training in gifted education, and many years of experience in designing support plans for diverse learners, Krystal is a passionate believer that every student can experience success at school.

Donna Ross is currently seconded with the Calgary Regional Consortium to provide Education for Reconciliation and Foundational Knowledge of Alberta’s First Nations, Métis, and Inuit people. With 27 years’ experience as an Indigenous educator, Donna brings passion 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.

Etienna Moostoos-Lafferty was born and raised in Grande Prairie Alberta. She is from the Sturgeon Lake Cree Nation and has 7 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. She has since moved back to Edmonton to start a family and has worked as a consultant for ATA and Edmonton Regional Learning Consortium. She helped to develop and implement workshops aimed at promoting reconciliation through understanding.

Etienna has created resources for the consortia that helps members of school communities to better understand topics such as Residential Schools, Metis Settlements, Inuit history, Myths and Stereotypes of Indigenous people, progression of the TRC, and finally, treaties. 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 has a 3-year-old daughter named Layla, and has a husband who is also a teacher and works for Edmonton Public Schools.

3.2. Partners in Place: Building a Bridge in Reconciliation **Presented by: Phil Butterfield and Valerie McDougall**

In this session, participants will learn about Partners in Place, an initiative undertaken by Connect Charter School, Tsuut'ina Education, Mount Royal University, and the Outdoor Council of Canada to establish a relationship between educational and cultural communities that recognizes the value of Indigenous ways of knowing, teaching, and learning within a public education context. Funded in part by a Calgary Foundation grant, Partners in Place has evolved into an exemplar of collaboration and mutual respect that is rooted in developing a sense of 'place' and an understanding that we build bridges to reconciliation through open communication, trust, and sharing of a common vision to share, grow, and learn from each other.

Dr. Phil Butterfield is Principal of Connect Charter School in Calgary, Alberta. He has been with Connect for 14 years as a school counselor, assistant principal, and is now in his third year as principal. In 2017, Dr. Butterfield and the Connect staff implemented an innovative educational model that extends the school's foundation of inquiry-based learning and incorporates experiential and place-based educational principles, providing opportunities for all students to connect learning to real world applications and to gain a greater appreciation of their role as a contributor, rather than a consumer within their community. A key element of this initiative has been development of a partnership with Tsuut'ina Education and deepening of our understanding of the need for cooperation and collaboration in order to build a bridge to reconciliation.

Dzinsi Guja, Siza, Valerie McDougall, at'a. Tsuut'ina guts'istlini at'a.

Valerie McDougall is the Director of Education for the Tsuut'ina Nation. Valerie received her Bachelor of Arts and Bachelor of Education through the University of Lethbridge, Lethbridge, Alberta and her Master's Degree in School Administration through Gonzaga University, Spokane, WA. In 2014, Valerie, moved back to her home community, to work as Vice Principal, then Principal and has since been in the position as Director of Education for 3 years.

Valerie has worked to develop and maintain positive relationships with outside organizations for the success of all students on and off the Nation. Partners in Place: Bridge to Reconciliation, is one sustainable relationship in which reconciliation can be an example of.

“Culture and Language, traditional values, knowledge, land and keeping the stories alive through our Elders, are important to the Education of Tsuut'ina students.”

3.3. The Brain and Intergenerational Trauma

Presented by: Kerrie Moore

In this session, Kerrie Moore will be speaking about the brain and intergenerational trauma.

As a result of attending this session, participants will learn:

- 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
- the importance of spirituality in healing trauma

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 who work with Indigenous people, Calgary Board of Education and the Calgary Homeless Foundation. She is an integrative psychotherapist and incorporates both Traditional and Bio-Medical methodology in her practice. Kerrie is currently working with agencies incorporating a new model, which acknowledges the parallels within world views. The model is informed by Intergenerational trauma practice and integrates an interdependency framework and training specific to the policies of the agencies. Kerrie sits on several Elder boards including the University of Calgary, Indigenizing Education Strategy and is a recipient of the Alumna of the Year Award, 2008, University of Calgary Women's Center.

3.4. Infusing Indigenous Content and Perspectives (BCTF)

Presented by: Gail Stromquist

In this session, Gail will share recently developed BC Teachers' Federation teacher resources and include a preview of new Indigenous Education workshops such as The 60's/Millennium Scoop, Infusing Indigenous Content and Perspectives, The Life of a Child in a BC Residential School, and Decolonizing.

As a result of attending this session, participants will learn about successful and current initiatives in Indigenous Education in BC.

Gail Stromquist is assistant director in the Professional and Social Issues Division: Aboriginal Education with the BC Teachers' Federation. She is of Nlaka'pamux ancestry and is a member of Spuzzum First Nation. Gail led the development of the Project of Heart book and Gladys We Never

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Knew (The Life of a Child in a B.C. Indian Residential School module). Previous to her role at the Federation, she was an elementary school teacher in Langley for 20 years and specialized in Aboriginal perspectives in early learning and elementary curriculum.

Thursday, April 11, 2019

SESSION 4 OPTIONS

3:00 P.M. – 4:00 P.M.

4.1. Inuit Reflections in Classrooms and Beyond

Presented by: Genevieve Davis and other Urban Inuit Mentors from Inuit Nunangat

In this session, be guided and inspired by a group of young Inuit mentors who have themselves come south from Inuit nunangat as you consider respectful and meaningful ways to support Inuit students in finding their way in our schools. Gain foundational understandings and insights that will help you to build positive relationships while learning with and from Inuit students and families in your school communities.

As a result of attending this session, participants will learn basic understanding of Inuit experiences and challenges when moving to urban and southern communities.

Genevieve Akilak (ᐱᐱᐱᐱ) 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 well-being, 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 where works as a counsellor at a college.

4.2. Inspiring Indigenous Youth in Education

Presented by: Julian Brave NoiseCat

Repeated from Session 1.8.

4.3. How to Build a Brain

Presented by: Nicole Sherren

In this session, you will learn how brains are built:

- what kind of experiences promote healthy brain architecture,
- what kind of experiences derail it, and

- how these experiences get under our skins to affect learning, health, and social outcomes across the life span.

As a result of attending this session, participants will explore the converging lines of evidence from neuroscience, molecular biology, genetics, and the social sciences tell us that early experiences are literally built into our brains and bodies to affect a lifetime of learning and health, for good or for ill. This has profound implications for policies, programs, and services that support children and families.

Dr. Nicole Sherren is the Scientific Director and Senior Program Officer with the Palix Foundation. She has a PhD in Neuroscience from Carleton University and moved to Alberta in 2003 to hold an Alberta Heritage Foundation for Medical Research/Neuroscience Canada research fellowship at the University of Lethbridge. Her research focus includes experience-based brain development, neurodevelopmental disorders, and brain plasticity. Nicole joined the Palix Foundation in 2007 to focus on mobilizing scientific knowledge into policy and clinical practice. She lends her expertise to a number of working committees and community projects across Alberta and also serves as a board director for Calgary Alpha House Society.

4.4. ATA – Walking Together

Full Circle: Understanding Social Implications of Indigenous Realities

Presented by: Crystal Clark

This session will examine core causes of intergenerational trauma, challenge common myths and misconceptions, as well as explore activities to foster effective relationships with First Nations, Métis, and Inuit students, families and community. Participants will explore assimilation strategies that have contributed to many current realities of Indigenous students, families and community. You will gain an increased understanding of physical, mental, social and spiritual impacts, and strength-based initiatives to contribute to the advancement of the reconciliation process.

As a result of attending this session, the indicators specifically addressed are:

- “reconciliation” means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all student

Crystal Lee Clark is currently a Walking Together: Education for Reconciliation consultant with the Alberta Teachers Association. She is Fort McMurray Metis and a proud mother. She holds a Master’s of Educational Technology, BED, BFA, New Media Diploma, and a Creative Writing and Visual Arts Diploma from the En’owkin Center. The National Aboriginal Achievement Foundation (Indspire) was

instrumental in her early years as a student. She has extensive experience teaching on reserve with Indigenous students. Along with teaching, she has experience as a Vice Principal and First Nations Student Success Program coordinator. She has received a Prime Minister's Teaching Achievement Award, Esquao Award for Education, Peace Hills Trust Award Recipient, and a BC Festival of the Arts Media scholarship.

Friday, April 12, 2019

SESSION 5 OPTIONS

10:00 A.M. – 11:00 A.M.

5.1. Inuvialuit Drum Dancing

Presented by: Inuvialuit Drum Dancers

In this session, join members of the Inuvialuit Drum Dancers to learn the foundational teachings of the songs, the language and stories within the songs and dances. Enjoy demonstration and story telling by the presenters and be ready to step up and join in the invitational dances to enhance your own learning about, from and with the Inuit.

As a result of attending this session, participants will learn Foundational Knowledge related to the stories, teachings, language and values of the Inuvialuit through the drum dance songs and dances.

Presenters are members of the Inuvialuit communities including Paulatuk, Inuvik and Ulukhaktok, NWT.

5.2. Bigstone Education Authority - Challenges and Successes

Presented by: Chester Auger

In this session, Chester Auger as a First Nations system leader hopes to discuss and provide participants a glimpse into the day to day challenges and successes that he faces. Leading in this system is quite different than your public school system. The session will focus on how he leads as a Sakaw Cree Nehiyow and how his worldview influences his leadership practice. References will be made to Sakaw Cree perspectives.

As a result of attending this session, participants will gain knowledge and perspectives from the Cree way and how it influences their leadership practice. Sharing Chester's story and experiences as a First Nations system leader hopefully will give participants some ways to better serve First Nations, Métis and Inuit student populations attending their schools.

Chester Auger is currently the CEO/ Director of Education for Bigstone education authority. He is a Sakaw Cree Nehiyyou and educator. He is married with a 10-year old daughter. His passion is to improve education outcomes for our members and to influence the little people. He sits as a board member for the College of Alberta School Superintendents Board of Directors and enjoy the outdoors and many sports.

5.3. Speak Truth to Power Canada: Teaching Human and Indigenous Rights using the Web Presented by: Mireille Lamontagne

Teaching human rights and truth and reconciliation in Canada can be challenging even for the most committed educator. Human rights education has only recently been integrated across subjects and grades in curriculum across every province and territory in the country. **In this session**, you will learn about the research showing that only one in four educators has received training in human rights education. Educators need training, support and tools to have courageous conversations and to cultivate a human rights-oriented pedagogy. Speak Truth to Power Canada (STTP) is a unique and multi-faceted web resource for teachers on teaching human rights. STTP features the stories of twelve Canadian human rights defenders today. In this session we will explore the stories of three Indigenous Human Rights Defenders through lesson plans and other tools to support teaching and learning, including, the story of Wilton Littlechild (Cree) on the legacy of Residential Schools, Mary Simon (Inuit) on the right to a culturally relevant education, and Tim Thompson (Mohawk) on the right to access quality schools in First Nation communities.

As a result of attending this session, participants will learn practical tools, resources and techniques to facilitate dialogue and education on human rights and truth and reconciliation in school communities such as:

- Fostering open and inclusive classrooms using a human rights-oriented pedagogy in the classroom grounding learning in facilitated student-centred critical conversations and critical thinking.
- Using first person testimonial as primary sources of information and evidence and as a tool to foreground the diverse voices and perspectives of Indigenous peoples on Residential Schools and Indigenous rights.
- A "heart, head and hands" integrated approach to getting youth interested and involved in the truth and reconciliation process and in seeking justice.
- Tools that will empower them in becoming human rights defenders that are a positive and constructive force in the world.

Mireille Lamontagne is Manager, Advanced and Professional Programs at the new Canadian Museum for Human Rights in Winnipeg, Manitoba. Her career progression spans twenty-five years in museum education and management, grants and contributions management, heritage policy, preservation and archaeology in various roles at The Manitoba Museum, Parks Canada and the Department of Canadian Heritage. She has been a recipient of the Finkle Prize in Anthropology, the Corbeil Award in Program Evaluation, and a Deputy Minister's Award for Program Management. Mireille holds an Advanced B.A. in Anthropology from the University of Manitoba, a Post-Graduate Diploma in Cultural Resource Management and a Professional Specialization Certificate in Cultural Sector Leadership from the University of Victoria.

5.4. Michif Language: Diversity Within

Presented by: Dr. Cindy Gaudet, Sharon Morin and other representatives from Rupertsland Institute

In this session, participants will learn about the diversity of the Michif Language within our own Métis Communities across the Homeland. A variety of perspectives, programs and resources will be highlighted.

As a result of attending this session, participants will learn that the Métis have a distinct language and learn about the diversity within our communities.

5.5. Alberta's Joint Commitment to Action: Reconciliation through Indigenous Education

Presented by: Melissa Purcell

In 2016, Alberta Education invited their educational partners to join them in an enhancement to curriculum that would enrich the knowledge and understanding of students about Indigenous peoples and history. This is a positive step forward in Alberta's commitment that all students learn about the history, and legacy of residential schools, along with the histories and vibrant cultures of First Nations, Inuit and Métis peoples. **This session** highlights how Alberta Education, The Alberta Teachers' Association, the Alberta Deans of Education, the Alberta School Boards Association, the Alberta Regional Professional Development Consortia, the College of Alberta School Superintendents, and the National Centre for Truth and Reconciliation have collaborated in creating professional development to achieve reconciliation through education.

As a result of attending this session, participants will learn about the latest resources available to support the Indigenous-focused competencies and indicators.

Melissa Purcell is Dene from Smith's Landing First Nation. She is an Executive Staff Officer, Professional Development, Indigenous Education with the Alberta Teachers' Association and is the team lead for the Walking Together: Education for Reconciliation project. She is passionate and committed to building capacity in Indigenous education, culture and language and is always excited to share her learnings with others.

5.6. Voices for Change

Presented by: Jackie Stewart/Walter Bretton

The Office of the Child and Youth Advocate has the mandate and authority to advise the government on best practices and gaps in the Child Intervention system. One way we accomplish this is through Special Reports. In 2016, we released a report "Voices for Change" regarding the overrepresentation of Indigenous children and youth involved with the child intervention system.

In this session, participants will explore the groundwork for this report started as far back as 2011 and in 2014 our office reached out to Indigenous leadership from across Alberta including the Metis Nation of Alberta and representatives from Treaties 6, 7 and 8. What we heard from the communities was an overwhelming response of support and approval for this report. Our purpose of releasing this report was to improve services for Indigenous children and youth, push Indigenous child Intervention to a greater level of practice and collectively influence Government and others to change their relationship with Indigenous peoples regarding Child Intervention.

As a result of attending this session, participants will learn about the purpose of releasing this report to improve services for Indigenous children and youth, push Indigenous child Intervention to a greater level of practice and collectively influence Government and others to change their relationship with Indigenous peoples regarding Child Intervention.

Jackie Stewart is a social worker and is the Executive Director of Child and Youth Advocacy for the Office of the Child and Youth Advocate. Previously, Jackie was the Senior Manager of Legal Representation for Children and Youth. Prior to that, she worked for Alberta Children’s Services for 19 years and held various supervisory and management positions, including Senior Manager for Process Reviews where she managed the child death/serious incident reviews for Alberta Children’s Services. Jackie’s entire career has focused on providing services to children and youth. In her leadership, she encourages an environment of continuous improvement focused on improving the circumstances for children and youth in Alberta.

Her formal qualifications include a Bachelor of Social Work degree from the University of Calgary and completion of the Senior Executive Manager Development program for the Alberta Public Service.

Walter Brereton is a member of the Saddle Lake Cree Nation. Walter joined the OCYA team in October of 2016. He has 18 years of experience in the Child and Family Services field. Walter has worked as a Casework supervisor in both Alberta and Saskatchewan and is well known and respected in the community. He is dedicated to improving outcomes for the children, youth and families that he serves.

5.7. ATA – Walking Together

Our Shared History, Our Shared Future: A Brief Introduction to Treaties

Presented by: Shannon Loutitt

This introductory session will examine historical and contemporary information relating to numbered Treaties within what is now known as Alberta. Educators will begin to develop their foundational knowledge of the spirit and intent, sacred nature and impacts of treaties, as well as our shared responsibilities to the land and each other.

As a result of attending this session, participants will learn more about implementing competency 5. *A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.* Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
- treaties and agreements with First Nations;

Shannon Loutitt is a Division 2 teacher on secondment from Fort McMurray Public School District. She grew up in Fort McMurray immersed in her Métis heritage and when she was 5 years old she said she wanted to be the first Native lady Prime Minister. Although that might not happen, she is excited to be working with the Alberta Teachers' Association on the Walking Together Team to help educators learn more about the diverse cultures, histories, and contemporary realities of Indigenous peoples in Canada.

5.8. Land-Based Learning: More than just a government buzz word **Presented by: Wilson Bearhead & Conor Kerr**

In this session, we will be discussing the current trend of moving towards Land-Based Learning and talking about the programs that we have put in place at Elk Island Public Schools, Edmonton Public Schools, NorQuest Academic Upgrading. We will discuss the challenges, the results, and what it truly means to develop Land-Based Learning for Indigenous and non-Indigenous learners.

As a result of attending this session, participants will explore how to develop Land-Based learning initiatives within their own schools. How to go about engaging the Indigenous community around this. How to effectively create new educational models and practices around this.

Wilson Bearhead is a Nakota Sioux Elder from Paul First Nation. A former chief in his community, Wilson has spent a lifetime learning the culture and heritage of his ancestors and helping to pass that on to future generations. Involved with many Land-Based Learning initiatives Wilson has worked with all ages of students and taught them how to access cultural supports through the land. Wilson has been on numerous committees and is currently working with Elk Island School Division as a cultural support.

Conor Kerr is Metis from the Lac Ste. Anne community. He was raised by his grandparents who taught him how to work with and respect the land that we live on. Conor currently works for NorQuest College managing their Indigenous Student Services Centre, previously he worked for Edmonton Public Schools as an Indigenous Education Consultant. He recently helped host a National Symposium on Land-Based Learning which brought educators and professionals from across Canada to NorQuest College.

5.9. Stronger Together - An Introduction to Alberta Métis Education Resources **Presented by: Lisa Cruickshank and Dr. Yvonne Poitras Pratt**

This session builds knowledge of the Métis people of Alberta and highlights the value of incorporating Métis perspectives and content into the classrooms. Creating resources about Métis people by Métis

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people speaks to principles at the heart of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This presentation responds calls to action from the Truth and Reconciliation Commission Report, and Rupertsland Institute is pleased to present our newly created Métis Education Resources for K-12 educators.

As a result of attending this session, participants will learn how these resources will build foundational knowledge in teachers and help them incorporate Métis content and perspectives into their classrooms.

Lisa Cruikshank is a dynamic Metis educator with over 18 years of teaching experience.

Her family includes two teens, two fur-babies and a husband of 19 years. Lisa's Metis roots originate in Lac La Biche.

As Associate Director of Education with Rupertsland Learning Institute, Lisa is passionate about building foundational knowledge, improving educator capacity, and developing resources that promote excellence in Metis Education.

Dr. Yvonne Poitras Pratt is a Métis scholar whose family ancestry traces to the historic Red River Settlement and, more recently, to the Fishing Lake Métis Settlement in northeastern Alberta. Dr. Pratt was recruited to the Werklund School of Education in 2013 as an Assistant Professor after serving as Associate Director, Métis Education at the Rupertsland Institute, a Métis Centre of Excellence and her doctoral completion in 2011. Dr. Pratt now sits on the Alberta Metis Education Council and continually provides wisdom and guidance in all matters of Metis Education. Yvonne teaches at the graduate and undergraduate level and has taught the mandatory Indigenous education course (EDUC 530) to pre-service teachers since 2013. She was the recipient of the Werklund Teaching Excellence Award in 2016, and the Students Union Teaching Excellence Award in 2017. Alongside her leadership role in the creation of the "Indigenous education: A Call to Action" graduate program in 2016, she continues to explore the potential of reconciliatory pedagogy.