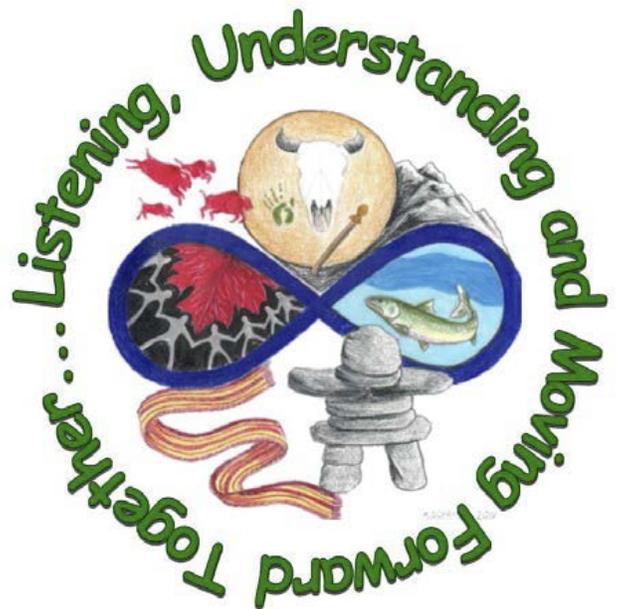


Listening, Understanding
& Moving Forward
Together:
CASS FIRST NATIONS,
MÉTIS & INUIT
Education Gathering
2020



April 20 (evening) – 22, 2020
Fantasyland Hotel
17700 – 87 Avenue, Edmonton



CASS

College of
Alberta School
Superintendents

Gathering at a Glance

Monday, April 20

2:30–4:00 p.m.
Pre-conference Sessions
5:00–7:00 Registration
7–8:15 Grand Entry &
Flag Ceremony;
Welcome & Introduction
8:15–9:00
New Blood Production
9:00–11:00 Reception

Tuesday, April 21

7:00–7:30 a.m.
Pipe Ceremony
7:00–8:15 Registration &
Breakfast
8:15–9:30 Welcome &
Keynote Presentation
9:30–10:00 Wellness Break
10:00–11:00 **SESSION 1**
11:00–11:30 Wellness Break
(with refreshments)
11:30–12:30 p.m.
SESSION 2
12:30–1:30 Lunch
Moose Hide Campaign
1:30–2:00 Inspiration from
Indigenous Authors
2:15–4:00 **SESSION 3**
5:30–6:00 Pre-banquet
6:00–7:30 Banquet
7:30–8:30
Keynote Presentation

Wednesday, April 22

7:00–7:30 a.m.
Pipe Ceremony
7:00–8:15 Registration &
Breakfast
8:15–9:30 – Welcome &
Keynote Presentation
9:30–10:00 – Wellness Break
10:0–11:00 **SESSION 4**
11:00–11:10 Wellness Break
11:10–11:50 Witness Closing
and Calls to Action
11:50–12:10 p.m.
Closing Ceremony and
Retiring of the Flags
12:10–1:00 Lunch &
Draw Prizes

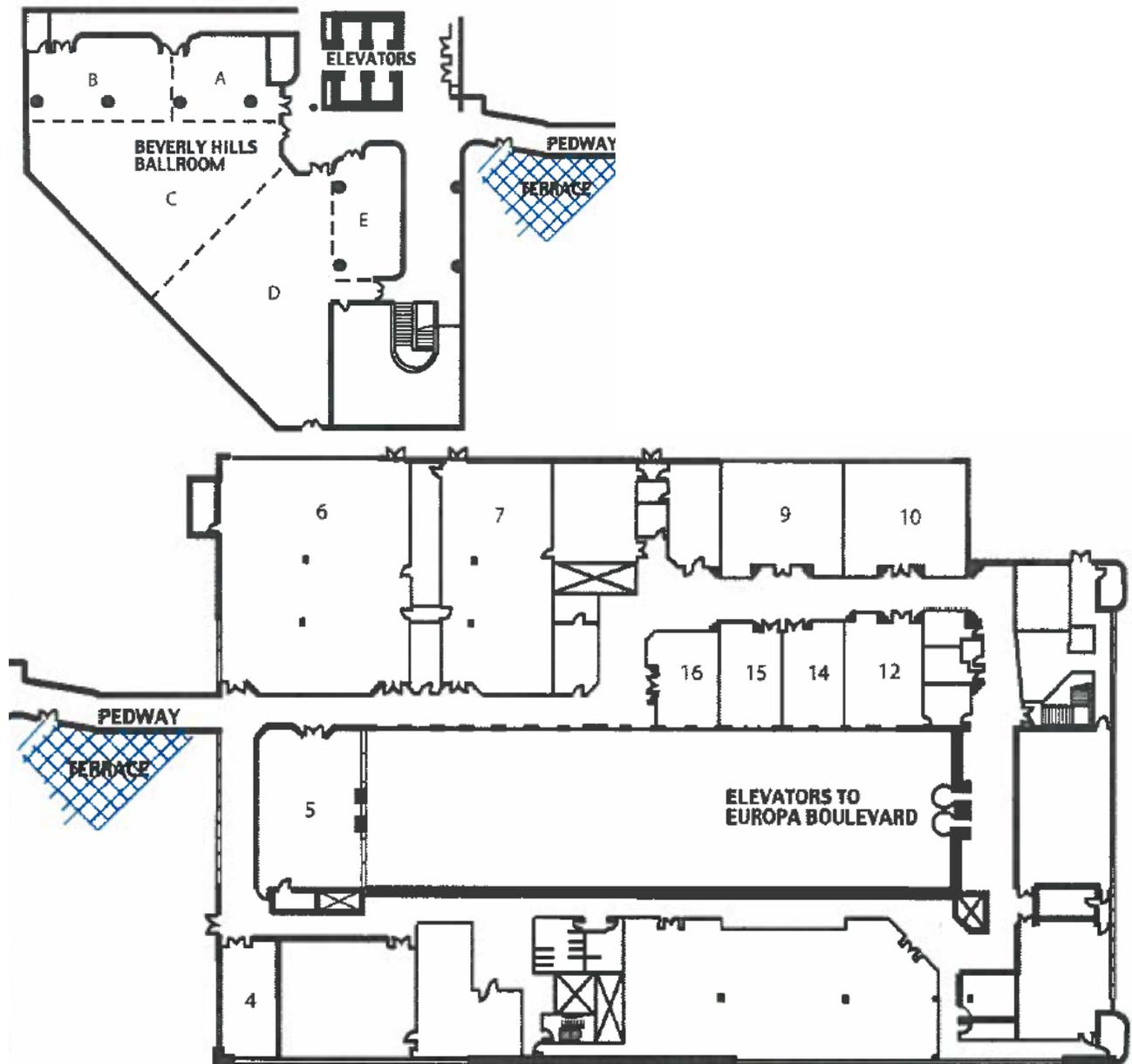
Hotel Information

Fantasyland Hotel, 17700-87 Avenue, Edmonton, AB

Reservations can be made by calling (780) 444-3000 or toll-free 1-800-737-3783. **MUST** mention that you are attending the CASS/Alberta Education FNMI Conference 2020 or provide the group code number **6712646** to receive the negotiated rate of \$159.00/night + tax.

Wifi is complimentary. No password required.

LEVEL THREE



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

Keynote Speakers

Opening Evening Performance – New Blood <http://www.newblooddance.com/>

New Blood – A Story of Reconciliation

The widely acclaimed production of NEW BLOOD blends Blackfoot music and contemporary music by Peter Gabriel to create an amazing piece of theatre celebrating Blackfoot history and traditions.

Featuring poetry, music, contemporary and traditional dance, the show is inspired by the life of Chief Vincent Yellow Old Woman and his experience as a child in residential school, how he reclaimed his way of life and became chief of his people.

Artists include painters George Littlechild and Doug Levitt, drummers Skip WolfLeg and Chris Eagle Rib, vocalist Sho Blunderfield, and numerous actors and dancers including Hayden Cutter playing the role of his grandfather, the Chief.

Deanne Bertsch, director, says:

"This past March, the Truth and Reconciliation Commission completed their interviews with residential school survivors and Naheed Nenshi, Mayor of Calgary, declared 2014 the year of Reconciliation. He has challenged citizens of Calgary and surrounding areas to learn more, do more and talk more. We are doing this show in response to Mayor Nenshi's challenge and to share the story of our Blackfoot students' grandparents."



Opening Keynote – Dr. Sean Lessard

Dr. Sean Lessard is from Montreal Lake Cree Nation in Treaty 6 territory. He is an award-winning writer, international speaker and researcher in the field of indigenous education and youth. Sean is an Adjunct Professor at the University of Regina and Associate Professor at the University of Alberta. Sean has been awarded the Pat Clifford emerging researcher award by the Canadian Association for Teacher Educators as well as the American Educational Research Associations Early Career Award Winner. His work focuses on indigenous youth empowerment and leadership including the development of his not for profit indigenous youth bursary and wellness program that has contributed over \$150,000 in the past 3 years to indigenous high school and post-secondary students across Canada.

Keynote Presentation – The Red Worn Runners

Sean reflectively returns to the early transformative experiences of his work alongside indigenous youth in Enoch Cree Nation. They called themselves the “Red Worn Runners” as a way to remember the experience and to guide them through the long summer months of “school”. It is through this

experience that they learned from the possibilities of imagining otherwise alongside one another and the power and potential of youth leading the way both in and outside of school spaces.

<https://www.edcan.ca/articles/the-red-worn-runners/> (Canadian Education Association/Red Worn Runners)



Banquet Keynote – Mary Ellen Turpel-Lafond

<https://news.ubc.ca/2018/04/26/mary-ellen-turpel-lafond-joins-ubc/>

Dr. Mary Ellen Turpel-Lafond or *Aki-kwe* is a practising lawyer and tenured full Professor of Law at Peter Allard Hall Law School at the University of British Columbia. She is a member of the Indigenous Bar as well as the Law Societies of British Columbia, Nova Scotia and Saskatchewan. Professor Turpel-Lafond is Senior Associate Counsel at Woodward and Company, one of Canada’s leading Indigenous rights law firms. Mary Ellen is the inaugural Director of the Indian Residential School Centre for History and Dialogue at the University of British Columbia (2018-present).

Professor Turpel-Lafond was a Saskatchewan Provincial Court judge for 20 years (1998-2018) and was given leave to serve as B.C.’s first Representative for Children and Youth from 2006-2016, an independent Officer of the Legislative Assembly. During her time on the bench, Dr. Turpel-Lafond was actively involved in projects relating to better supports for Indigenous peoples, and especially on addressing the unique circumstances needs of children and youth involved in the justice system. Her work as Representative for Children and Youth included detailed and systemic examination of the child serving system and she advocated for the human rights of children, resulting in many needed improvements. In this role, she was responsible for case advocacy for more than 17,000 children, youth and families in all parts of the Province of British Columbia, and across Canada, with the majority of matters involving Indigenous children and families.

Professor Turpel-Lafond holds a Doctorate in Law from Harvard Law School (S.J.D.), an Masters in international law from Cambridge University (Gonville and Caius College), a J.D. law degree from York University’s Osgoode Hall, and a Bachelor of Arts degree from Carleton University. She holds a Certificate in the international and comparative law of human rights from the University of Strasbourg. Early in her career, she was a tenured law professor at Dalhousie Law School. She instructed in a number of law schools in Canada and the United States. She has appeared at all levels of court in Canada and served as a mediator and negotiator on land claims, Indigenous and human rights matters, and worked in public law litigation. She is the author of more than 50 published works and reports.

Professor Turpel-Lafond was awarded the distinction of Indigenous Peoples’ Counsel from the Indigenous Bar Association in 2006. She has been awarded honorary degrees from nine Canadian universities and Schools of Law.

Dr. Turpel-Lafond relations are from the Muskeg Lake Cree Nation and Norway House Cree Nation and she has many close friends and relations in the First Nations communities throughout British Columbia and Canada.



Youth Panel Moderator – Michael Redhead Champagne

<https://www.ayomovement.com/michael.html>

Michael Redhead Champagne has spent over two decades speaking out and leading by example. He takes a hopeful and solution oriented approach to youth engagement, facilitation, community organizing and mobilization.

In 2018, Michael received a Kids Help Phone Regional Volunteer Award & in 2017 was recognized with a [Meritorious Service Decoration](#)

[from the Governor General of Canada](#). 2016 Canadian Red Cross Young Humanitarian of the Year and in TIME Magazine as a Next Generation Leader. Michael has also received a Manitoba Aboriginal Youth Achievement Award as well as recognition as a CBC Manitoba Future 40 leader, a Manitoba Hero, and a Future Leader of Manitoba. He has been included as part of the Bell Let's Talk mental health movement in both 2018 & 2019.

As a founder of AYO! (Aboriginal Youth Opportunities), he is committed to a wide variety of community initiatives including Meet Me at the Bell Tower, AYO Politix, ARROWS Youth Engagement Strategy, 13 Moons Harm Reduction & Fearless R2W. He is passionate about mentoring young people, encouraging all to share their gifts and build their system literacy. He has appeared in various media platforms including APTN's First Contact & has served as co-host for CKUW's Inner City Voices for the past 5 years. Michael has served as president of North End Community Renewal Corporation, a board member for the Circle of Life Thunderbird House and Marymount Inc. In 2016, he served on the Bank of Canada's #BankNOTEable Advisory Committee with a task of creating a short list of women nominated by the public to appear on a new bank note. His recent system work includes the Manitoba Child Welfare Legislative Review Committee, the federal Expert Panel on Youth Employment & with Kids Help Phone, both the Texting Advisory Committee & Indigenous Advisory Council.

Michael is known for his straight up and heartfelt style that will leave you moved, inspired and ready for action.



Gathering Witness and Closing Keynote – Cheryl

McKenzie <https://aptnnews.ca/author/cmckenzie/>

Cheryl McKenzie is APTN’s Executive Director of News and Current Affairs. She is Anishinaabe and Cree from the Peguis First Nation and Hollow Water First Nation in Manitoba. Cheryl started at APTN as a reporter in June 2001. In her eighteen years at the network she has been an Executive Producer and a Host/Producer for APTN National News as well as the current affairs programs, InFocus, APTN Investigates, and Contact. Her Mom and Dad are both residential school survivors but like with so many of the intergenerational impacts, knowledge of what her parents went through in the residential schools system was not known until she was a young adult. Since then, the experience of her parents and her grand parents has fueled her passion to bring the truth of Indigenous Peoples history in Canada to the forefront.

Featured Book and Author

Delegates will receive a copy of Aviaq Johnston’s *Those Who Dwell Below*.



An exciting follow-up to the critically acclaimed *Those Who Run in the Sky* from rising literary star Aviaq Johnston.

Haunted by the vicious creatures of his recent past, Pitu tries to go back to a normal life at home after the other-worldly travels and near-death encounters of his recent disappearance into the world of the spirits. But Pitu knows that there is more work to be done, and more that he must learn in his new role as a shaman.

When word of a starving village nearby reaches Pitu, he must go help its people appease the angry spirits. It soon becomes clear that Pitu must travel to the bottom of the ocean to meet Nuliajuk, the vengeful woman below, one of the most powerful beings in Inuit mythology.

There he learns about his role in saving the starving community and that all in his home camp may not be as it seems . . .

Aviaq Johnston is a young Inuk author from Igloodik, Nunavut. Her debut novel *Those Who Run in the Sky* was shortlisted for the 2017 Governor General’s Literary Award for Young People’s Literature, was a finalist for the Foreword INDIES Award for Young Adult Fiction, and a 2017 Honour Book for the Burt Award for First Nations, Inuit and Métis Young Adult Literature. In 2018 she won the inaugural Indigenous Voices Award for Most Significant Work of Prose in English by an Emerging Indigenous Writer. She is also the author of the bestselling picture book, *What’s My Superpower?* Aviaq loves to travel and has lived in Australia and Vietnam. She spends most of her time reading, writing, studying, and procrastinating. She divides her time between Iqaluit, Nunavut, and Ottawa, Ontario.

Monday, April 20, 2019

2:30 – 4:00 P.M.

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

2 OPTIONS

| OPTION 1 | OPTION 2 |
|---|---|
| <p>River Lots 23 and 24 Tour: Landbased Learning and Local Heritage Resources</p> <p>Come to St. Albert and take a walk on our historical River Lots 23 and 24, this location has 2 Métis houses that are linked to the Cunningham and Belcourt/Hogan families, the Francophone house is from the Chevigny family. These houses are being prepared for both educational and community programs and will play in integral role in expanding our Museum and Heritage Sites as an educational partner.</p> <p>River lot 24 is set along the Sturgeon River is the oldest non fortified community in Alberta, St. Albert. While the Mission was established in 1861, many Métis families were living along the sturgeon river, supporting and working for Fort Edmonton. This experience will provide landbased learning, historical family stories, local histories, programming artifacts, curriculum based educational programming.</p> <p>Address: #4 Mission Ave St. Albert Grain Elevator Park</p> <p>Attire: Dress for the weather and be prepared to walk an historical site, no open toed shoes, warm jacket (if required) and bring water bottle.</p> <p>Presented by Sharon Morin Born into a large politically active Métis family of 7, Sharon spent a lot of her youth participating in many political and cultural activities and in many ways lived and was taught in a traditional Métis way by Elders, Knowledge Keepers and Community Activists.</p> | <p>iHuman Youth Activism Through Art and Culture</p> <p>iHuman Youth Society is a non-profit, arts-based, youth organization in Edmonton, Alberta, which works with young people (12-24 years old) who live on and off the streets, struggle with substance use and mental health issues, are gang involved, experience familial neglect or abuse, in conflict with the law and involved with child welfare.</p> <p>Through their programs, they help youth work towards positive personal development, build a sense of belonging and community with them, and help them create opportunities that contribute to positive social change.</p> <p>Indigenous youth make up an estimated 80% of the young people they care for. iHuman recognizes the continued impact of colonialism, residential schools, and intergenerational trauma and violence on Indigenous communities.</p> <p>http://ihumanyouthsociety.org/</p> <p>Address: 9635 102A Avenue NW, Edmonton</p> <p>Presented by Keith Callihoo Keith Callihoo is the Authenticity Director with iHuman Youth Society.</p> <p><i>In recognition of the presenters' participation at the Gathering, CASS will make a donation on their behalf to iHuman Youth Society.</i></p> |

| | |
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| <p>Volunteering Michif Cultural Connections for the last 17 years, Michif Connections is a Métis Living Museum, Resource Center and Gift Shop located in historical Mission area of St. Albert. Michif provides cultural classes and is working with community to keep the Michif language alive.</p> <p>Bringing her traditional teachings to the Museum world, she has spent the last 13 plus years at the Musée Heritage Museum as the Program Manager and Aboriginal Lead developing curriculum based educational and community-based programs. Sharon is currently involved with St. Albert Public Wisdom and Guidance Committee, Alberta School Boards Indigenous Advisory Circle, Michif Cultural Connections Programs Director, Further Ed Michif Language Classes</p> | |
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| <p>Tuesday, April 21, 2020 SESSION 1 OPTIONS 10:00 A.M. – 11:00 A.M.</p> |
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Session 1.1
Addressing Métis Education in the New TQS

In this session, you will learn the true meaning of Métis identity, important historical and contemporary issues of Métis in Alberta, and how this relates to the new Teaching Quality Standard. This session is for all system leaders and educators.

In this session, you will learn what it means to be Métis in Alberta, how this relates to current and future curriculum, and how this session will support your implementation of the new Teaching Quality Standards.

Presenter: Lisa Cruickshank is a proud Métis educator, who has 19 years of experience as a teacher, Indigenous Education consultant, and now Director for Métis Education at Rupertsland Institute. Lisa believes we are all stronger together when we choose to learn and grow together in our Indigenous Education journey. Lisa is passionate about advancing Métis education in Alberta. "I am honored to be part of this work. Supporting teachers and system leaders in understanding who the Métis are and what makes us distinct will benefit all students, especially our Métis students."

Session 1.2
Being in Good Relation - The Critical Role of Lead Teachers in Creating Ethical Spaces

How do we create an ethical space within our schools to ensure we are in good relations with Elders, the land and each other? Elder Wilson Bearhead and lead teachers from Elk Island Public Schools will share their stories on creating and maintaining positive, respectful relationships and ethical spaces within their schools to advance truth and reconciliation. Division-wide projects, social justice

initiatives, classroom lessons, and learning from the land experiences co-created with lead teachers and Elder Wilson will be shared.

In this session, you will learn how to work along side Elders to create ethical spaces within schools, how to learn from Elders to move truth and reconciliation forward within a school setting.

Presenters:

Elder Wilson Bearhead - Elder in Residence, Elk Island Public Schools

Cheryl Devin & Kyla Sorel - First Nations, Métis and Inuit Education consultants

Courtney Richard, Dave McKinnon and Khrysty Devos - First Nations, Métis and Inuit Education lead teachers

Session 1.3

Darkspark - Four Directions Project in Wolf Creek Public Schools

In this session, presenters will share "The Four Directions Project", that grade seven students in Wolf Creek Public Schools took part in last year. The project was led by Canadian not-for-profit Darkspark, an arts organization that uses song-writing and recording of pop songs to engage youth and promote cross-cultural understanding.

In direct alignment with one of the Calls to Action of the Truth and Reconciliation Commission of Canada, the Four Directions Project endeavours to harness education creatively. Participating youth discovered how colonial prejudices and stereotypes were created, are maintained – and may be broken. The experience built empathy, intercultural understanding, and mutual respect. The lessons encouraged youth to believe their voices can create change in their communities and the world.

As a result of this session, you will have a better understanding of Darkspark's Four Directions initiative and be empowered to continue to stimulate understanding between Indigenous and non-Indigenous Peoples while encouraging student participation through the arts.

Presenters:

Josephine Small was born in Hobbema now known as Maskwacis and is the 4th oldest of 12 children. Cree is Josephine's first language and she credits her grandparents for her ability to speak, read and write in Cree. She is a mother and grandmother. Josephine began her role as the First Nations Métis Inuit Learning Support Coach for Wolf Creek Public Schools in August of 2018. The traditional knowledge of her language and culture is what she brings to her role with Wolf Creek Public Schools and is very happy to be part of the movement to incorporate First Nations, Métis and Inuit knowledge into the classrooms.

Shelagh Hagemann is the First Nations, Métis and Inuit Student Success Coordinator at Wolf Creek Public Schools. She is a wife and mother and is honoured to be in her current role. Her teaching career was spent primarily in the secondary area teaching English and Drama and she also held the position of Assistant Principal at an Outreach school in the district. For the past five years she has been working with staff, students, and parents across the division to support First Nations, Métis and Inuit programming.

Session 1.4

***Inukifying My Writing** **Repeated in Session 4*

In this session, Aviaq will share her journey on how she became interested in writing as a kid and went on to getting published, what she is working on now, then moving on to a couple of readings from her books *Those Who Run in the Sky* and *Those Who Dwell Below*, then an opportunity for Q & A.

Presented by: Aviaq Johnston, Featured Author

Session 1.5

Paths to Reconciliation

Building upon the success of the Indigenous People's Atlas of Canada Canadian Geographic has embarked on the new Paths to Reconciliation initiative consisting of next level learning modules related to all forms of residential school that operated in Canada, survivor experiences and perspectives on intergenerational impacts and resilience. The session will include introductions to the newly developed maps, online applications, classroom learning packages and more.

In this session, you will learn deeper understanding of the Indian Residential School systems that operated in Canada, their impacts and perspectives of strength and resilience.

Presenter: Charlene Bearhead is a mother, grandmother, experienced educator and education activist with 30 years of regional, national and international experience. Charlene currently serves as the Director of Reconciliation for the Royal Canadian Geographical Society, Head of Education for the Residential School History and Dialogue Centre at UBC, and the Education Lead for the Moose Hide Campaign. Charlene also serves on the Pathways to Education Canada Indigenous Education Advisory Circle and the National Film Board Education Advisory. Ms. Bearhead is a member of the Royal Canadian Geographical Society College of Fellows and maintains her role as the vision keeper for the National Indigenous and Reconciliation Education Network Gathering annually on a volunteer basis.

Session 1.6

***Re:Location** **Repeated in Session 2*

Come explore Canadian Geographic Education's newest giant floor map highlighting the forced relocations of 35 communities within Canada - many of which are Indigenous communities. Additional resources (documentaries, etc.) will be shared.

In this session, you will learn:

- Where some forced relocations in Canada occurred
- Why these forced relocations disproportionately affect Indigenous communities
- How to integrate these concepts and resources into classrooms

Presenter: Michelle Chaput is one of three education program coordinators with Canadian Geographic Education. She primarily works on designing and delivering hands-on learning opportunities for students, and professional development workshops for teachers, and frequently collaborates with regional and national organizations that are passionate about promoting geographic literacy, Indigenous science, and responsible and engaged citizenship.

Session 1.7

Restoring Student Well Being in Tsuut'ina Schools Through Traditional Practices

In this session you will learn the process of how Tsuut'ina Education implemented Tsuut'ina ways of knowing into the K5 to Grade 12 curriculum. We will share partnerships, teachers training, resources, culture calendar, cultural camps.

You will learn ways to implement Indigenous Ways of Knowing into western curriculum. You will learn what kind of teacher supports are needed to successfully implement Indigenous Ways of Knowing into curriculum. We will share the positive impacts on student well being and learning that has been supported through Tsuut'ina curriculum.

Presenters:

As a Cultural Teacher of the Tsuut'ina Education, **Cameron Crowchild** is both diligent in his teachings and committed to the profession. He joined the education system in May 2018.

Prior to joining the Education System, Cameron was a bus driver for 5 years, he enjoyed his job as it enabled him to be around different types of people every day, the teachers, parents, school officials; the most rewarding was being around the children and being able to share teachings every day. He believes that being able to communicate and understand all types of personalities is an important trait to have. Besides being a bus driver Cameron was an Alcohol and Drug Addiction Counsellor for 13 years. His ultimate dream is to put his training from Moose Mountain Log Homes Inc. and Gabriola Island School of Building Arts and build his dream Timber bent home.

Cameron was born and raised in Tsuut'ina Nation, he obtained his high school education in and around Calgary. What is important to Cameron is the education he received from his parents, both maternal and paternal grandparents, they taught him ways of Tsuut'ina and Cree. His classroom and playground were in his backyard the natural environment of mother earth. Cameron and his siblings would adventure out into the woods, to observe the animals around such as the: grouse, badgers, porcupine, horses, and birds. From each observation he learned something about how we are all connected to Mother Earth and how it's important to continue to co-exist with the animals.

Cameron believes this was the best education he received, as he learned about our connections to the land and the cosmic universe. In Cameron's adult years he attended ceremonies where he continued to learn about who we are as Dina-tii and learning about our traditional way of life and how continuing to attend these ceremonies is where our education starts.

He is now married to Yolanda Young Pine-Crowchild, a Director of Tsuut'ina Healthy Living Program. He has four children Jessi, Alexa, Tasheena and Johan and 3 grandchildren.

Randy Dodginghorse is originally from the Tsuu'tina Nation and was raised there and lived there all his life. Randy was formally educated through Calgary attending elementary, high school and university in Calgary.

Randy was raised around many Tsuu'tina elders throughout his life and was fortunate enough to be exposed to the Tsuu'tina language and culture. Randy has been actively involved in many Tsuu'tina community activities and projects, through out his years.

Recently, Randy has supported the Tsuu'tina Education Department in Facilitating/Teaching Adult Education and now currently part of the Tsuut'ina Middle School and High School Cultural Team.

Dzinisi Guja, mizi Tsuut'ina Nishina Tsika at'a. Good day, this is Tsuut'ina-Cree Woman. Her English name is **Teena Starlight**.

Teena received her Bachelors of Education with a minor in Math from the University of Calgary in 1999. She began her teaching career working for Calgary Board of Education. Her dream was to become an educator and teach her own people. She moved with her children to her children's homeland on the Blood Reserve. Teena worked for the Kainai Board of Education for 14 years. During this time, she returned to school part time at the University of Lethbridge and received her Master's Degree in FNMI Curriculum and Leadership in 2012.

Teena returned to her homeland of Tsuut'ina Nation in 2016. She began working as a teacher and soon became the Vice Principal at Chilla Elementary. In the fall of 2017, she accepted the position of Tsuut'ina Curriculum Developer for Education. Today Teena works closely with Tsuut'ina Elders, Tsuut'ina Gunaha Institute, culture instructors, and educators to develop Seasonal Cultural Teachings for Grades K4- Grade 12. She is currently developing Tsuu'tina curriculum and implementing Tsuut'ina language and culture teachings within the current Alberta curriculum in all subject areas.

Session 1.8

The “Sixties Scoop”: Understanding Implications & Contributing towards Reconciliation

From the 1950s to the 1990s, thousands of Indigenous children across Canada were apprehended by provincial governments and placed with non-Indigenous families, isolating many from Indigenous culture, language and identity. This session will provide educators with an overview of historical and current insights into the “Sixties Scoop”, as well as increased understanding of its legacy, and arguable continues into present day. You will leave this session with an increased understanding of the complexities of the “Sixties Scoop”, including resources and strategies to contribute towards reconciliation.

In this session, you will increase understanding and awareness of the Sixties Scoop and learn strategies and resources to contribute towards reconciliation.

Presenter: Melissa Purcell, a Dene and a member of Smith's Landing First Nation in Treaty 8 territory. She is an Executive Staff Officer, Professional Development, Indigenous Education with the Alberta Teachers' Association and continues to lead Walking Together: Education for Reconciliation within the Association. She has experience teaching in Alberta band, charter and public schools. At the district level with Edmonton Public Schools she held the positions of teacher consultant, program coordinator and supervisor of First Nations, Métis and Inuit education.

Session 1.9

Working Together Towards Reconciliation

The Alberta School Boards Association will be sharing some the ways that we are supporting professional learning opportunities for trustees to better understand, support, and advance reconciliation in Alberta. We will highlight the value and importance of listening to the voices of First Nations, Métis and Inuit Knowledge Keepers and Elders through the creation of our Indigenous

Advisory Circle and how this has informed our practice. We will share our process in bringing together Indigenous governance and practices with ASBA's Executive Leadership to collectively determine how we move our organization forward in our efforts to respond to the TRC Calls to Action.

In this session, you will learn about specific resources that have been developed. You will also learn about our process in creating and engaging with the ASBA Indigenous Advisory Circle and how this has guided our practice. You will learn about our process, as a guide to understanding how to bring together Indigenous governance and practices with ASBA's Executive Leadership to collectively determine how we meaningfully engage in reconciliation.

Presenter: Layla Dumont is a Nehiyaw Iskwew (Cree Woman) of mixed ancestry and a member of the Onion Lake Cree Nation in Treaty 6 territory. Layla is passionate about bridging gaps of understanding and repairing and rebuilding relationships between Indigenous and non-Indigenous peoples. Layla holds a Bachelor of Arts degree in Psychology and has roots in education, public safety through traditional healing and community-based rehabilitation. It was through her work on the national education project Project of Heart, that she was called to action in educating others about the history and legacy of Indian Residential Schools and in working towards reconciliation. Layla assisted in facilitating workshops during Education Days within the Edmonton event for the Truth and Reconciliation Commission of Canada and has provided teacher professional development surrounding First Nation, Métis and Inuit education. Layla's career path shifted to public safety when she became a parole officer at a healing lodge for Indigenous offenders, and then later when she became program manager of a community-based violence prevention program for Indigenous youth. In public safety, Layla worked from a holistic and culturally sensitive approach that promoted understanding of and healing from historic trauma and connecting with community. Layla is now working with ASBA as the Indigenous Relations Coordinator where she can utilize her knowledge and experience to support education communities across Alberta.

Tuesday, April 21, 2020

SESSION 2 OPTIONS

11:30 A.M. – 12:30 P.M.

Session 2.1

Calgary Catholic School District: A Holistic Approach to Indigenous Education

The Calgary Catholic School District has created an Indigenous Educational Framework to support Indigenous students and their families. This session will describe the systemic approach CCSD has taken to support student and parent engagement, resource development and staff training to enhance student success.

In this session, you will learn about the approach of one school division in making significant impact on the outcomes for Indigenous youth and also all of the staff and students in the division.

Presenters:

Andrea Holowka is the Superintendent of Instructional Services with the Calgary Catholic School District. This role includes the leadership of teaching, learning and support to the 58,000 students within the division. Her previous roles include area superintendent, supervisor, school-based administration and classroom teacher. She is active in leadership groups throughout the province and works collaboratively with various partnerships and cross-ministry initiatives to support the

development of children and youth, and sits on the CASS First Nation, Métis and Inuit Education Action Committee.

Patricia McCallum is an Indigenous Education Consultant with the Calgary Catholic School District. Originally from Waterhen Lake First Nation, Treaty 6 territory, she has worked with CCSD for the past eleven years and is responsible for liaising with school personnel, district consultants and Indigenous families to ensure students with diverse needs are supported both within the school and in the larger community.

Angela Houle is an Indigenous Education Consultant for Calgary Catholic School District. She works with leadership and whole-school professional development creation and delivery as well as in the creation of materials for Indigenous ways of knowing and being to permeate mainstream curriculum. She also supports the district's high school Indigenous Studies program and teacher professional development. Her family is from the Métis community of Willowbunch, Saskatchewan.

Ashley Ruben is originally from Fort Smith, Northwest Territories, with her traditional territory being Paulatuk, Northwest Territories. She is proudly Inuvialuit and a member of the Inuvialuit Final Agreement. She is the Indigenous Education District Teacher and works with teachers to bring Indigenous content, presentations and pedagogy into the classroom by modelling lessons, presenting to classes and facilitating professional development for teachers.

Session 2.2

CASS Guide to Relationships and Learning with the Indigenous Peoples of Alberta

In this session, you will have an opportunity to learn about the development and implementation of the Guide in support of CASS members to learn about Indigenous foundation knowledge and how to lead Indigenous education in their districts.

Presenters:

Elizabeth Gouthro is currently a director, of Leadership Learning with the College of Alberta School Superintendents (CASS). Her major area of responsibility is in the area of Indigenous education and supporting the implementation of the Alberta professional practice standards.

<https://www.alberta.ca/professional-practice-standards-overview.aspx>

Prior to joining CASS, in April of 2016, Elizabeth was an educator with the Calgary Board of Education (CBE) for over forty years in a variety of school and system leadership roles. Elizabeth has also been actively involved in her professional organizations, at the local and provincial level for both the Alberta Teachers Association (ATA) and CASS.

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; 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. In 2017, Elizabeth was honoured to receive the Blackfoot name Saa'koij kakatoosi (last star).

Crystal Lee Clark is currently a Walking Together: Education for Reconciliation consultant with the Alberta Teachers Association. She is Fort McMurray Métis 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.

Session 2.3

Finding Our Way in Indigenous Education for School Leaders: Connecting Hearts & Minds

Foundational knowledge of First Nations, Métis, and Inuit is based on relationships to land, peoples, languages, cultures, and histories; as well as, creating connections to Wahkohtowin (kinship). "I don't know what I don't know", "I'm afraid to say and do something offensive" and "I just don't know where to begin" are common statements from teachers and school leaders across the province. Learn about resources and support your journey in Competency 5; developing and applying foundational knowledge of First Nations, Métis, and Inuit, d) "pursuing opportunities and engaging in practices to facilitate reconciliation within the school community."

Presenter: Melissa Purcell, a Dene and a member of Smith's Landing First Nation in Treaty 8 territory. She is an Executive Staff Officer, Professional Development, Indigenous Education with the Alberta Teachers' Association and continues to lead Walking Together: Education for Reconciliation within the Association. She has experience teaching in Alberta band, charter and public schools. At the district level with Edmonton Public Schools she held the positions of teacher consultant, program coordinator and supervisor of First Nations, Métis and Inuit education.

Session 2.4

How to Incorporate Métis Education into Your Classroom While Addressing the New TQS

In this session, you will learn how to incorporate authentic, meaningful and relevant Métis education resources and activities into your classroom. You will learn that the Métis are a distinct, Indigenous group of people and how this will inform your teaching practice.

Further, you will learn that Métis are a distinct Indigenous group of people and how educators can use the resources that have been created by Métis educators in their classrooms.

Presenter: Lisa Cruickshank is a proud Métis educator, who has 19 years of experience as a teacher, Indigenous Education consultant, and now Director for Métis Education at Rupertsland Institute. Lisa believes we are all stronger together when we choose to learn and grow together in our Indigenous Education journey. Lisa is passionate about advancing Métis education in Alberta. "I am honored to be part of this work. Supporting teachers and system leaders in understanding who the Métis are and what makes us distinct will benefit all students, especially our Métis students."

Session 2.5

Partners In Place: Finding Truth on the Pathway to Reconciliation

This session reflects on the successful development of a relationship between Tsuut'ina Education and Connect Charter School through the Partners In Place Initiative.

Seeking truth on the pathway to reconciliation means more than simply checking a box on a 'to do' list. Developing a sincere and sustainable relationship that addresses the needs of an Indigenous and non-Indigenous educational community requires patience, trust, and a willingness to learn from each other. Consider the impact of Indigenous ways of knowing on the Connect Charter School community while Tsuut'ina Middle School students develop skills in digital literacy and computational thinking that will foster resilience and wellness as they move into young adulthood.

Presenters:

Phil Butterfield has been on the staff of Connect Charter School since 2004, serving as counsellor, Assistant Principal, and is now in his fourth year as Principal. With an extensive background in public education in both BC and Alberta, preceded by a 14-year career as police officer in Vancouver, Dr. Butterfield has developed a deep appreciation for the value of relationships that are founded on mutual trust and understanding. Partners In Place represents the most profound opportunity to ensure students gain a lasting appreciation for Indigenous ways of knowing that are essential to becoming extraordinary citizens, which is the vision for all who pass through Connect's doors.

Sarah Heimbecker is a Principal on the Tsuut'ina Nation. She is from the Piikani Nation and part of the Blackfoot Confederacy. Her research in her graduate studies focused on First Nations students' stories for success. She has studied extensively the factors that impact First Nation student success and the current educational gaps that First Nation students are faced with.

Session 2.6

***Re:Location**

Presenter: Michelle Chaput

**Repeated from Session 1*

Session 2.7

Safe Space, Safe Place - Elementary Schools

The Safe Space, Safe Place initiative of the Moose Hide Campaign is based on the co-creation of school environments where women and children are safe, honoured and respected and where men explore the social norms that lead to violence against women and children in our communities. The Safe Space, Safe Place at Mills Haven School in Sherwood Park is the inaugural elementary Safe Space, Safe Place school in Alberta. The process and program at Mills Haven will be presented as a model and workshop participants will be engaged in early steps to considering what a Safe Space, Safe Place would look like in their own schools.

In this session, you will learn:

- awareness of realities of violence against women and children in our communities
- awareness of the Safe Space, Safe Place initiative of the Moose Hide Campaign as a model for action and change
- steps to planning a Safe Space, Safe Place in schools

Presenters:

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. She currently serves as the National Education Strategist for the Moose Hide Campaign. Seneca previously worked as the First Nations, Metis and Inuit Lead for a school in Elk Island Public Schools and as a Braided Journeys coach for Edmonton Catholic Schools.

Cheryl Devin is a proud Metis woman with 29 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.

Sarah Choo is the First Nations, Metis and Inuit Education Lead Teacher for Mills Haven School. Sarah has been an ally and advocate for Indigenous focused learning through projects like Project of Heart, Pass System Learning and much more in Elk Island Public Schools.

Session 2.8**Survival of Indigenous Languages**

2019 International Year of Indigenous Languages; Education is a means of guaranteeing the survival of language. The ability to combine the oldest knowledge with the most modern technologies. Diverse Indigenous languages have been spoken throughout Canada since time immemorial. There are three major language families in Alberta. The Algonquian, Athapaskan and the Siouan. Many Indigenous people feel that the survival of their culture will happen if their people continue to speak their languages. Language is Culture.

In this workshop, you will learn the traditional greeting in the Cree Language and ways to support and promote languages in your school divisions.

Presenters:

Lorraine Cardinal-Roy is Director of First Nations, Métis and Inuit (FNMI) Learner Success for Northland School Division. Lorraine is a member of Sucker Creek First Nation. She is the mother of four children and a happy grandmother of five grandchildren who range from the ages of six years to twenty-six years old. Throughout her life, Lorraine has exemplified her personal conviction that education is one of the best paths to achieving personal goals and attaining higher socioeconomic status for her people. Her early schooling experiences included attending residential school, catholic and public school systems. Her early experiences only motivated her to seek better ways to balance public education with her ancestral background and cultural upbringing that stressed the importance of family and giving back.

Julia McDougall is a member of Mikisew Cree First Nation. She was raised on her family's trap line in Wood Buffalo National Park. Julia has a rich traditional background. She holds a Bachelor of Education degree and has taught both Elementary and High School students. She is currently a Pedagogical Supervisor of Indigenous languages and Culture for Northland School Division. She has been awarded the Lois Birkenshaw-Fleming Creative Teacher Scholarship from the Royal Conservatory of Music in Toronto, and a Cultural Award from the Regional Aboriginal Recognition Awards in Fort McMurray.

Session 2.9

“We’re missing something if we don't work together”: Exploring How to Foster Meaningful Relationships Between Indigenous Families and Schools

Canadian educational mandates have placed increasing emphasis on the role that parents play in children’s education, and this is supported by research showing a strong connection between parent involvement and students’ educational success. In Sept. 2019, Quality Standards applying to educators, administrators and superintendents were implemented in Alberta, calling for school personnel to provide “opportunities for parents/guardians, as partners in education, to support student learning” (Alberta Government, 2018). For many Indigenous families in Canada, however, legacies of residential schooling and other negative school experiences have contributed to a disconnection between home and school. How can meaningful relationships between Indigenous families and schools be fostered, in a way that promotes “parents as partners”? This presentation describes an ongoing initiative in partnership with 31 schools and principals in one Alberta school board that has two goals. First, create a forum for Indigenous parents/caregivers, educators/administrators and other education stakeholders to work collaboratively to support Indigenous students’ education. Second, ensure Indigenous parents/caregivers have their voice heard and are involved in meaningful ways to improve schools. This presentation provides an overview of activities and learnings to date as well as future considerations. Insights that emerged from this project in the 2018/19 academic year focus on, for both parents/caregivers and students, the importance of: (a) being heard, respected and valued, (b) belonging, pride and identity, and (c) creating understanding and awareness.

This presentation provides an overview of activities and learnings to date as well as future considerations. Recognizing that activities and processes continue to be refined, creating a similar Council could be a valuable practice for other organizations wishing to address the Calls to Action that accompanied the 2015 Truth and Reconciliation Commission final report and Alberta Quality Standards associated with Fostering Effective Relationships.

Presenters:

Emily Milne is an Assistant Professor in the Department of Sociology at MacEwan University. She received her Ph.D. in sociology from the University of Waterloo in 2015. Her research program explores the development and implications of education for reconciliation activities in Canadian jurisdictions. She is involved in several community-engaged projects in partnership with schools and school boards/districts, parents/caregivers as well as Elders that aim to improve Indigenous student success by identifying educational inequalities and developing school-based policies and strategies to reduce educational inequalities. She has published thirteen academic journal articles and five book chapters on topics including Indigenous family/school relationships, Indigenous curricular policy directives in public schooling, and education policy. She has presented 28 papers at academic conferences, given 32 presentations to professional/practitioner audiences, including educators and policy makers at Alberta Education, and prepared 18 reports for government and school boards. Her research has been funded by the Social Sciences and Humanities Research Council of Canada. Her research has also received national media attention and has been featured on several news outlets including Global News TV, The Globe and Mail, and the National Post, among others.

John Holmes is the Principal of Kate Chegwin Junior High School in the Edmonton Public School District. He has decades of education experience, working as both an educator and administrator in

Alberta school districts. He has extensive experience in classroom teaching, supporting students with diverse backgrounds and strengths, leadership in education management, creating and implementing Indigenous educational initiatives, and building positive relationships between families and schools. John is also the father of two boys, Jack and Tom, and the husband to his wonderful wife Audra.

Tuesday, April 21, 2019

SESSION 3 OPTIONS

2:15 P.M. – 4:00 P.M.

Session 3.1

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, 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.

Session 3.2

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, 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.

Session 3.3

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, 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.

Session 3.4

BC Initiatives with The Warrior Club, Moose Hide Campaign and the REDress Project

In this session, Brian and Gail will share recently developed BC Teachers' Federation teacher resources and initiatives related to the Warrior Club, the REDress Project and the Moose Hide Campaign connected through the MMIWG Education Framework, 'Their Voices Will Guide Us' This will be a double session as there is a Make n Take component with the REDress Project.

As a result of attending this session, you will learn about current initiatives in Indigenous Education in BC connected to the Warrior Club, The REDress Project and the Moose Hide Campaign.

Presenters:

Brian Coleman's family is from the Gitksan Nation. Brian works in the Langley School District as an Aboriginal Support Teacher. As a BCTF Aboriginal Education facilitator Brian has had the privilege of leading workshops and engaging teachers province-wide. Spearheading the "Warrior Club" district program, Brian is committed to finding innovative ways of providing genuine and meaningful experiences for his students that reflect Aboriginal ways of knowing, being and learning in order to make a significant difference in his students lives.

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 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.

Session 3.5

Indigenous Land Based Learning - An Aspen View Experience

This session will outline Edwin Parr Composite School's Indigenous Land Based Learning Experience. This program was developed to introduce staff and students to an Indigenous paradigm of learning by engaging students at a deeper level of participation in which they live fully and consciously. The Land Based program is predicated upon a holistic lifestyle approach, utilizing four quadrants to acquire knowledge: physical, spiritual, cognitive and emotional. From opportunities such paddling, survival skills, traditional aboriginal food preparation, tee pee building, First Nation crafts, firearm safety combined with core curriculum classes instructed via cooperative methods; students used the 'land as text' as a means for experiential education.

In this session, you will understand the benefits of a Indigenous Land Based Education experience and how to look at curricular outcomes from an Indigenous perspective.

Presenter: Desmond Nolan is a principal of a grade 7-12 school in the community of Athabasca. His educational career began as a teacher in 2002. Besides teaching in the public system he is an active member of the Alberta Hunter Education Instructors Association teaching many outdoor related

courses. Since childhood Des has been an avid outdoorsman. Growing up fishing, hunting, camping and trapping enhanced his love of nature and respect for animals and their environments. His adventures as a youngster has brought about his desire to introduce students to the outdoors. As an educator he ensures his students and family experience what our land has to offer.

Session 3.6

Inter-generational Healing: Moving from Chaos to Resilience

The presentation will include the effects of toxic stress and how it can lead to trauma; how epigenetics plays a role in inter-generational trauma; what is survivor brain and how to help heal the emotional brain; how to create safety; how to heal trauma through a wholistic model; why cultural identity is important for resilience; and the importance of spirituality in healing trauma.

In this session, you will develop an awareness of who Indigenous people are and how both genetics and the environment play a role in resilience; what are the parallels between trauma and other mental health challenges as well as healing parallels; what is a wholistic framework and how do we use this within our school context. You will have an understanding of how we create safety and how do we create healthier brains.

Presenter: Kerrie Moore MSW, RSW is Cree/ Metis originally from Saskatchewan. Kerrie has worked for over 30 years as a consultant, educator and psychotherapist within the domains of Child and family services, education, health, justice. Kerrie is an affiliated instructor in the Faculty of Social Work at the University of Calgary. Kerrie is recognized as an Elder and knowledge keeper and provides cultural knowledge and ceremonies to institutions, ministries, and agencies who work with Indigenous people. Kerrie sits on several Elder boards including the U of C Elders Advisory council, CBE Elders Board and is a board member with the Bow Valley Social Work Diploma program. Kerrie works with agencies and funding agencies developing parallel frameworks, including assessments and research models. Kerrie is the recipient of the Alumni of the Year award 2008, Women's Resource Center, University of Calgary.

Session 3.7

Moss Bag Teachings

In this session, you will learn the significance of the moss bag, its components, and what each component represents in the Cree culture. Each participant will be constructing their own personal moss bag.

Presenter: Dorothy Courtereille was born October 17,1936 in Grouard, Alberta. She is a member of Whitefish Lake First Nations Treaty 8 and Cree is her first language. Dorothy went to Indian Day School at St. Bernard Mission from 1946 to 1950 in Grouard, Alberta. She left school to help her mother look after her 14 younger siblings. Dorothy is a mother of 6 sons, all of whom went to school in Hinton, Alberta. She is a grandmother (kokum) of 13, great-grandmother (chapan) of 10, great-great grandmother of 1 and has many extended family members. After moving to Hinton in 1971, she worked in the Hinton school system during the 1980's and after that, worked at the Yellowhead

Emergency Shelter for Women for 23 years until her retirement. It was an honor for Dorothy to be the recipient of the Provincial Esquao Award recognizing the advancement of Aboriginal women in May of 2010. Dorothy is active in the community and provides volunteer interpreting services for Child and Family Services in the courts. She also volunteers at the Hinton Food Bank, the Women's Shelter, Friendship Centre and all of Grande Yellowhead Public schools.

Session 3.8

nîpawistamâsowin: We Will Stand Up

Directed by Tasha Hubbard

On August 9, 2016, a young Cree man named Colten Boushie died from a gunshot to the back of his head after entering Gerald Stanley's rural property with his friends. The jury's subsequent acquittal of Stanley captured international attention, raising questions about racism embedded within Canada's legal system and propelling Colten's family to national and international stages in their pursuit of justice. Sensitively directed by Tasha Hubbard, *nîpawistamâsowin: We Will Stand Up* weaves a profound narrative encompassing the filmmaker's own adoption, the stark history of colonialism on the Prairies, and a vision of a future where Indigenous children can live safely on their homelands.

The showing of this film is provided by the National Film Board of Canada.

Session 3.9

***Teaching the Anthropocene through Indigenous and Western Science**

Scientists have proposed that the Holocene, our current geological epoch, has ended. Instead, they suggest that the Anthropocene has emerged, due to unprecedented global human land use, resource consumption and waste production. This session, led by Canadian Geographic Education, will introduce a travelling, classroom-focused Anthropocene Education Program that explores the increasingly complex relationship between humans and the environment using photography, film, and augmented and virtual reality. A central theme of the Program is to highlight the vast body of Indigenous and Western Science that provides great potential for enhancing our ability as teachers to develop more relevant and inclusive science and education lessons with which all students can identify. The components of this program are available to teachers on loan for a three-week period during the school year - join us to find out more!

This hands-on session will look at what the Anthropocene is, the innovative resources that have been developed and the connection between Indigenous perspectives and the Anthropocene epoch (the connection between humans and land). You will learn:

- What the Anthropocene Epoch is
- How Indigenous knowledge is foundational to the Anthropocene epoch
- How to integrate augmented and virtual reality into your classroom

Presenter: Michelle Chaput is one of three education program coordinators with Canadian Geographic Education. She primarily works on designing and delivering hands-on learning opportunities for students, and professional development workshops for teachers, and frequently collaborates with regional and national

organizations that are passionate about promoting geographic literacy, Indigenous science, and responsible and engaged citizenship.

**A condensed version will be repeated in Session 4*

Wednesday, April 22, 2020

SESSION 4 OPTIONS

10:00 A.M. – 11:00 A.M.

Session 4.1

Education for Reconciliation: Examining Public Attitudes regarding the Role of Schools in Reconciliation Processes

Canada's national Truth and Reconciliation Commission has challenged Canadian education systems to acknowledge the damaging legacies of residential schooling while ensuring that all students develop an understanding of the perspectives and experiences of Indigenous peoples, as well Canada's relations with Indigenous peoples. This presentation explores public attitudes about the role of schools in fostering reconciliation in Saskatchewan and Alberta and is informed by analysis that highlights the significance of mutual interactions between community support and educational initiatives in advancing successful educational reform. Drawing on a public attitudes survey with Alberta (n=400) and Saskatchewan (n=400) residents, this presentation aims to address three questions: What are the current public attitudes regarding reconciliation overall and within Alberta and Saskatchewan schools? What does education for reconciliation mean to diverse community members? What are the perceived challenges and the successes of reconciliation related processes within schools and classrooms? The project is part of a wider program of research exploring the development and implications of education for reconciliation activities in Canadian jurisdictions from the perspectives of various participants, including teachers, parents, and other communities.

This presentation considers the prospects to advance educational reform processes as framed through an analysis of public conceptions of and support related to reconciliation initiatives within the kindergarten to high school system in two provincial contexts. Further, consideration is given to the policy and practice landscape concerning reconciliation initiatives in various school jurisdictions - the community context in which schools are situated- and the ways in which educational activities related to reconciliation are perceived by community members.

Presenters:

Terry Wotherspoon is a Professor of Sociology at the University of Saskatchewan. He has a record of research activity in education and policy that includes experience working with Ministries of Education and other educational organizations to inform educational policy and practice related to Indigenous schooling and inequality. In one of his previous SSHRC-funded projects, he explored teachers' work in Indigenous communities, addressing the relationships and potential tensions between the multiple workload and curricular demands that teachers encounter in contexts that had adopted mandates to improve educational outcomes for Indigenous students. The data and outcomes from that project have been employed to inform subsequent educational policy and practice, especially in Saskatchewan, where Wotherspoon was invited to be part of a team working in conjunction with the provincial ministry of education to assess the outcomes of a community schools initiative that sought to support and improve educational achievement among First Nations, Métis,

and low income students. He has authored several refereed articles in high profile Canadian and international journals and book chapters and has presented findings from these studies to major educational stakeholders including Saskatchewan Education (the provincial education ministry), the Saskatchewan Teachers' Federation, the Canadian Education Association, and the Council of Ministers of Education Canada, among others.

Emily Milne is an Assistant Professor in the Department of Sociology at MacEwan University. She received her Ph.D. in sociology from the University of Waterloo in 2015. Her research program explores the development and implications of education for reconciliation activities in Canadian jurisdictions. She is involved in several community-engaged projects in partnership with schools and school boards/districts, parents/caregivers as well as Elders that aim to improve Indigenous student success by identifying educational inequalities and developing school-based policies and strategies to reduce educational inequalities. She has published thirteen academic journal articles and five book chapters on topics including Indigenous family/school relationships, Indigenous curricular policy directives in public schooling, and education policy. She has presented 28 papers at academic conferences, given 32 presentations to professional/practitioner audiences, including educators and policy makers at Alberta Education, and prepared 18 reports for government and school boards. Her research has been funded by the Social Sciences and Humanities Research Council of Canada. Her research has also received national media attention and has been featured on several news outlets including Global News TV, The Globe and Mail, and the National Post, among others.

Session 4.2

Indigenous Cinema and Digital Media for the Classroom: New Resources from the National Film Board of Canada

The National Film Board of Canada hosts one of the worlds largest collections of Indigenous-made films. In the 1960's, Abenaki filmmaker, musician and activist Alanis Obomsawin revolutionized filmmaking at the NFB through a persistence to have authentic indigenous stories produced and directed by Indigenous filmmakers. Today, that legacy continues as a new generation of First Nations, Metis and Inuit artists and filmmakers have exploded on the scene in Alberta and across Canada. Through clips from new films and interactive productions, this workshop will highlight the NFB's rich collection of Indigenous resources that focus on truth, Reconciliation and colonization. Learn about CAMPUS, the NFB's subscription service for educators and learn how CAMPUS resources connect to the Alberta curriculum and provide teachers with exclusive access to films, pedagogical evaluations, teacher guides, thematic playlists and a chaptering tool. Get a sneak-peak of NFB Media School and the NFB Indigenous Learning Lodge. These brand new, interactive courses launch next Fall and allow students to explore the big ideas that impact Indigenous Reconciliation, and to take-action through the creation of their very own digital stories.

In this session, you will learn:

- Where to find the NFB's indigenous films and interactive resources.
- How do NFB films and resources support the Alberta Curriculum.
- What are the features of CAMPUS, the NFB's subscription site for educators.
- How to leverage film and media as a powerful tool to engage students in learning about the legacy of colonization

Presenter: Ross Johnstone is the NFB's Education Business Development and Audience Engagement Manager for Western Canada. His experience is in designing multi media educational programming and resources that promote diversity, inclusion and global citizenship. With more than 15 years experience in media-arts education, Ross has been a strong advocate for working to develop critical thinking skills amongst learners and for leveraging film as the means to inspire youth to become positive change-makers in their schools and communities.

Session 4.3

Introduction to Inuit Culture

Inuit traditions and culture revolved around the landbased resources of the North. With the limited resources of the harsh arctic environment, the Inuit demonstrated resilience and innovation. Goota passionately shares her culture through storytelling complemented by authentic Inuit artifacts.

Goota's hope is that you will walk away knowing a lot more than they did.

Presenter: Goota Desmarais grew up on the south shore of Baffin Island in Cape Dorset, Nunavut. Her early childhood was spent in a modern Inuit settlement during the winters and in a traditional camp during the summers. Goota is now an urban Inuk, living in Sherwood Park, Alberta for the past 30 years. She stays connected to her Inuit culture through frequent visits to Nunavut and her involvement on the board of the Edmonton Inuit Cultural Society and Edmontonmiut Inuit. Through her business, Inuit Connection, Goota has been educating people about Nunavut and Inuit culture for over 20 years. She shares personal stories of growing up in the North that illustrate the unique Inuit way of life. Goota is currently working with Alberta Teacher's Association in their Walking Together: Education for Reconciliation Project.

Session 4.4

Inukifying My Writing

In this session, Aviaq will share her journey on how she became interested in writing as a kid and went on to getting published, what she is working on now, then moving on to a couple of readings from her books *Those Who Run in the Sky* and *Those Who Dwell Below*, then an opportunity for Q & A.

Presented by: Aviaq Johnston, our featured author

**Repeated from Session 1*

Session 4.5

mino bimadisiwin (The Good Life) and Community in the Classroom

In this session, Michael will share his experiences as an urban First Nations street educator in school and community environments in Winnipeg's North End. We will discuss appropriate and respectful ways to share Indigenous perspectives in the classroom, cultural appropriation and how policies can help or hinder educators in supporting Indigenous students and teaching Indigenous topics. Michael will also share examples of how to connect what is happening in the surrounding community to content in the classroom and vice versa!

In this session, you will learn:

- strength based evaluation of students learning and success

- community based youth engagement strategy
- links, videos and other resources to support youth mental health

Presenter: Michael Redhead Champagne, born and raised in Winnipeg's North End, is an award-winning community organizer, public speaker and a proud member of Shamattawa First Nation. Michael believes we all have a gift and shows youth the path to discover their own. He is solution oriented and passionate about building system literacy, encouraging volunteerism, and engaging communities to be involved in the design, delivery, and evaluation of any initiative that affects them. Michael believes in leading by example and now travels across Canada sharing his gift with others. Whether he is speaking to educators, youth, the business community or the not-for-profit sector his goal is the same, to help heal, shape and create a call to action for everyone. Michael is known for his straight up and heartfelt style that will leave you moved, inspired and ready for action.

Session 4.6

Moose Hide Campaign - Education to End Violence Starts Here

The Moose Hide Campaign is described as Indigenous medicine for a Canadian illness. The teachings that we need to return to and the voices that will make the change can be found in Moose Hide Campaign classrooms and schools with teachers and students leading the change. National Education Strategist Seneca Crowe will present Moose Hide Campaign education opportunities, initiatives and resources including the K-12 on-line learning platform, Moose Hide Safe Space, Safe Place initiative, 10 Men program and the Moose Hide Campaign Day to End Violence partner schools initiative.

Resources are available to support schools in creating safe spaces and taking action to end violence against women and children through Indigenous practices.

Presenter: 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. She currently serves as the National Education Strategist for the Moose Hide Campaign. Seneca previously worked as the First Nations, Metis and Inuit Lead for a school in Elk Island Public Schools and as a Braided Journeys coach for Edmonton Catholic Schools.

Session 4.7

Our Allies and Partners - The Parents

Information on community engagement will be shared with participants, as well as Strategies on working with parents and community leaders.

Presenters: Staahtsisttayaaki Dr. Genevieve A. Fox (B.Ed., M.A., Ed.D.) from Kainai - Blood Nation has been involved with the ethos of Indigenous education in administration, teaching and curriculum development She has taught from the K-12 systems to the college and university levels. Genevieve has worked with national and local organizations such as the Canadian Council on Learning, Treaty 7 Tribal Council and City of Calgary. Today, Genevieve is the Education Director for the Blackfoot Confederacy Tribal Council working with Kainai, Siksika, Piikani and Aamskapi Pikuni nations.

Genevieve is married to Makiinima Chief Roy Fox of the Kainai-Blood Nation and they are blessed with four children and eleven grand children, with one great-grandson.

Carolyn Weasel Fat is currently the Associate Principal of Saipoyi School, which is in Standoff, Alberta in the Blood Indian Reserve, from September 2008 – today. She does this half time and teach the other half of the day.

She was previously the Principal at Aahsaopi Elementary School located in the Levern Area of the Blood Indian Reserve from 2002 – 2008, taught grade 1 – from September 1992 – June 1996, then taught grade 1 immersion and looped with my grade 1 students up to grade the end of grade 3.

In all her years of being an educator, she has worked closely with parents. She believes that getting to know them on a professional and somewhat personal basis helps them in becoming more active in their child's education.

She has a B.Ed. from the U of L, and a MA in Administration and Supervision from Gonzaga University and is the mother of 3, and a grandmother of 12.

Marie Shade (Ootskoistaaksaakii) B.ED. M.ED. from the Blood Tribe Nation has taught in the field of education, Provincially, Federally and Local Control “Kainai Board of Education” for thirty plus years. Presently she is the Principal at Saipoyi Elementary School in Standoff, Alberta. Marie is married to Don and they have three children and six grandchildren. Don is an instructor at the University of Lethbridge.

“Student Success” is imperative when Home and School collaborate effectively.

Session 4.8

School Councils - Building Bridges

This session will focus on the role of the School Council and how they are a bridge in the school community, connecting parents and other community members to the school. School Councils can inspire the school community to respect diversity and advance reconciliation through their activities and initiatives. We will explore ideas and tangible examples of how School Councils can further reconciliation and connect Indigenous families to their schools.

In this session, you will learn how the School Council is the bridge in the school community and how School Councils can help advance reconciliation in their schools.

Presenters:

Wendy Keiver is the Executive Director for ASCA and was the former Director of Client Services for 7 years and a workshop instructor prior to that. She was a School Board Trustee for Edmonton Public Schools from 2004 to 2007, held executive positions on her Community League for 10 years, held executive positions on School Councils for over 15 years, and was President of the Literacy and Learning Day Society of Edmonton for 7 years. Wendy is married with 5 adult children and 7 grandchildren aged 3 to 16 years.

Celeste Burdinsky is the Client Services Specialist for ASCA, as well as a workshop instructor and avid apiarist. She was a junior high school teacher and a Certified Image consultant. She has been involved with School Councils for over 12 years and has volunteered for numerous boards, including the

Presenter Coordinator for the Literacy & Learning Day Society of Edmonton's annual conference.
Celeste is married with 3 kids aged 13 to 16 years.

Session 4.9

***Teaching the Anthropocene through Indigenous and Western Science**

Presenter: Michelle Chaput

**Condensed version repeated from Session 3*