

**First Nations, Métis and Inuit Education
Indigenous Gathering 2022**



**Fantasyland Hotel, Edmonton
March 14-16, 2022**

Gathering at a Glance

Monday, March 14

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

A Story of Reconciliation
New Blood Dance Show

9:00-11:00 Reception

Tuesday, March 15

7:00-7:45 a.m.
Pipe Ceremony
7:00-8:15 Registration &
Breakfast
8:15-9:30 Welcome &
Keynote by Michael
Redhead Champagne
9:30-10:00 Wellness Break
10:00-12:00 **SESSION 1**
2-hour sessions

12:00-1:30 Lunch
Bannock Bake Off Video
1:30-2:30 **SESSION 2**

2:30-3:00 Wellness Break

3:00-4:00 **SESSION 3**

5:30-6:00 Pre-banquet
6:00-7:30 Banquet Dinner
7:30-8:30 **Keynote by JR**
LaRose

Wednesday, March 16

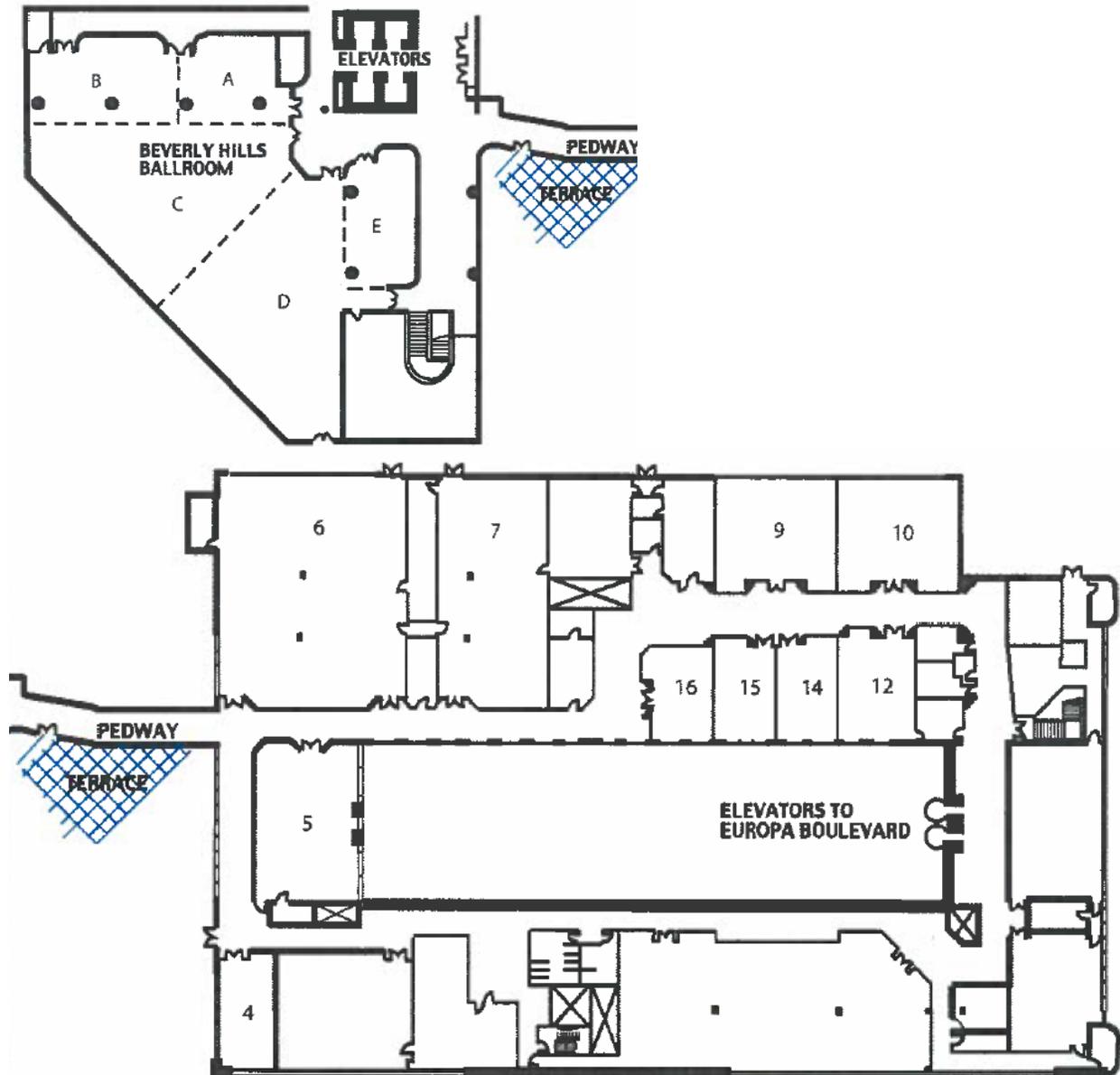
7:00-7:45 a.m.
Pipe Ceremony
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Breakfast
8:15-9:30 – Welcome &
Keynote by Crystal Martin-
Lapenski
9:30-10:00 – Wellness Break
10:0-11:00 **SESSION 4**
11:00-11:10 Wellness Break
11:10-11:50 **Witness Closing**
and Calls to Action by
Charlene Bearhead
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 2022 CASS Conference or booking code 6282636 to receive the negotiated rate of \$159.00/night + tax. **Special rates will be valid until February 25, 2022.** Wi-Fi 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 – 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."



Watch trailer here. <http://www.newblooddance.com/>

Opening Keynote – Michael Redhead Champagne

<https://www.michaelredheadchampagne.com/>



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.

Banquet Keynote – JR LaRose <http://jrlarose.com/>



JR LaRose is a 2011 Grey Cup champion. A proud member of One Arrow First Nation, he is an ambassador for Aboriginal peoples. He is an accomplished speaker speaking and facilitating over 400 presentations throughout Canada and the United States since 2008. A proud family man JR's path to success has been a long and hard fought journey. Growing up in low incoming housing in Edmonton's inner city didn't exactly set JR up for success but it did give him the drive to

succeed. JR grew up without a father. His father, of Nigerian heritage, was deported back to his native country before JR was born. JR never met his Dad. [Read full story...](#)



This is JR's WHY. What's yours?

Closing Keynote – Crystal Martin-Lapenskie

<https://okpikconsulting.ca/>



Crystal Martin-Lapenskie is a noteworthy leader in the Inuit advocacy space and has advanced Inuit-specific programs and services since graduating from the Social Service Worker Program at Algonquin College. Her passion led her to become elected the President for the National Inuit Youth Council from 2019-2021, during her time as President, she also served as the Inuit Youth representative for the Inuit Circumpolar Council, Canada. Crystal is known for her articulate political advancements in improving the lives of Inuit youth through mental health, education, infrastructure and climate change.

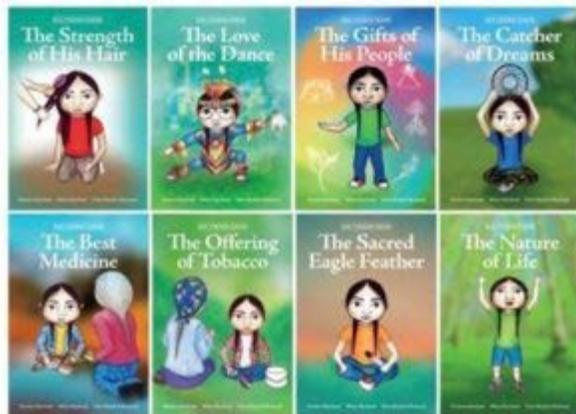
Featured Book and Authors

Gathering Witness and Featured Author – Charlene Bearhead



Charlene Bearhead is a mother, grandmother, educator, Indigenous education advocate and author with over 30 years of regional, national and international experience. Charlene is the Director of Reconciliation at Canadian Geographic, and member of the Indigenous Education Advisory Circle for National Film Board. Previously Charlene served as education days coordinator for the Truth and Reconciliation Commission of Canada, education coordinator for the National Inquiry into Missing and Murdered Indigenous Women and Girls, education advisor for the Canadian Geographic Indigenous People’s Atlas of Canada and member of the Canadian Museum for Human Rights Indigenous Education working group, the first education lead for both the National Centre for Truth and

Reconciliation at the University of Manitoba and the Indian Residential School History and Dialogue Centre at UBC. Bearhead also served as the Indigenous Relations Coordinator for both the Alberta School Boards Association and CASS. Charlene is the co-author of the children’s book series, Siha Tooskin Knows.



About the Book Series: Siha Tooskin Knows

Siha Tooskin Knows is a series of 8 early chapter books that have been embraced and widely used across Turtle Island to read aloud to younger children, read with older children and teens, and to educate adults of all cultures and walks of life.

Siha Tooskin, or Paul Wahasaypa as he is known to his teachers and school friends, is an 11-year-old Nakota boy living in an urban centre with his Ena (mom), Ade (dad) as well as his little brother, Danny. The family even welcomes a baby sister,

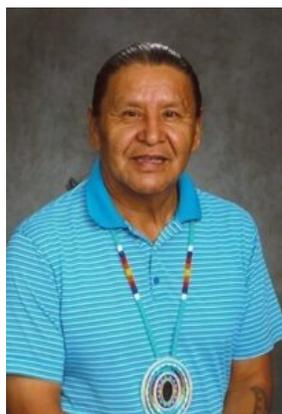
Laura, in the 4th book, Siha Tooskin Knows the Cather of Dreams.

Siha Tooskin loves spending time with Mitoshin (grandpa), Mugoshin (grandma) and his Uncle Lenard as he learns so much from each of them. You will also get a glimpse in to experiences in Siha Tooskin’s life where he is able to share his culture and knowledge with his non-Indigenous classmates, neighbors and even his teacher.

The books do have a subtle sequence based on the seasons and times of the year that the stories occur, but each book stands on its own in terms of the story and the teachings. Baby Laura joins the family in the fourth book so is not mentioned in the first three.

Each book contains a glossary of Nakota terms that appear in the respective book as well as an explanation of the dialect of Nakota and the spelling used in the Siha Tooskin Knows series.

This series is co-authored with **Elder Wilson Bearhead**, who is also the Gathering’s **Cultural Director**.



Wilson Bearhead is Nakota, a member of the Wabamun Lake First Nation in Treaty 6 territory and the co-author of the children’s book series, Siha Tooskin Knows. Wilson has served as Chief in his own community, Grand Chief of the Confederacy of Treaty 6 as well as the Assembly of First Nations Alberta Regional Chief. Wilson was the first Elder in Residence for Edmonton Public Libraries before moving to serve as the Elder for Elk Island Public Schools for 4 years and is now the Elder in Residence at Victoria School for the Arts in Edmonton Public Schools. Wilson is the recent recipient of the Canadian Teachers’ Federation Indigenous Elder Award. Wilson’s grandmother Annie was a powerful, positive influence in his young life, teaching him all of the lessons that gave him the strength, knowledge, and skills to overcome difficult times and embrace the gifts of life.

Monday, March 14, 2022
2:30 – 4:00 P.M.

Pre-conference – Please provide your own transportation.

Attire: Dress for the weather and be prepared to walk outdoors, no open toed shoes, warm jacket (if required) and bring water bottle.

2 OPTIONS

OPTION 1	OPTION 2
<p>\$25 entrance fee; pre-registration required.</p> <p>Indigenous Peoples' Experience Fort Edmonton Park</p> <p>The Indigenous Peoples' Experience (IPE) was designed, built and programmed in extensive collaboration with Indigenous community leaders. The IPE's indoor cultural centre flows from East to West and features exhibits that guide patrons through the four seasons pre-contact, the introduction of European settlers and a Métis cabin. The Indigenous Peoples Experience has video projection, artifacts and audio cues throughout. The finale of the experience is a 7-minute moving and emotional video in the circular Gathering Space, depicting the impact of Canada's residential school system.</p> <p>Delegates will learn about the new Fort Edmonton Park strategy, to become a premiere</p>	<p>No cost; pre-registration required.</p> <p>Our Love for Indigenous Education MacEwan University</p> <p>This session will be offered on site at the new kihew waciston Indigenous Centre gathering room at MacEwan University. This session will explore the importance of culture, language and ceremony for Indigenous students.</p> <p>Address: 10700 104 Ave NW, Edmonton</p> <p>Presented by kihew waciston Team.</p>

<p>cultural attraction, leveraging partnerships and relationships to help tell powerful narratives in an immersive way to guests. We will share the heartbeat behind our Indigenous Peoples Experience programming framework.</p> <p>Delegates will learn the importance of relationships as a solid foundation and the significance of a unique strategy that goes against the grain of a traditional historical museum.</p> <p>Address: 7000 143 St NW, Edmonton</p> <p>Presented by Fort Edmonton Park Customer Experience Staff</p>	
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SESSION 1 OPTIONS	Tuesday, March 15, 2022 10:00 A.M. – 12:00 P.M.	2-HOUR SESSIONS
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Session 1.1 Mary Two-Axe Earley: I Am Indian Again Educational Film and Resources

Mary Two-Axe Earley: I Am Indian Again shares the powerful story of Mary Two-Axe Earley, who fought for more than two decades to challenge sex discrimination against First Nations women embedded in Canada’s Indian Act and became a key figure in Canada’s women’s rights movement. This session will screen the 34-minute film Mary Two-Axe Earley: I Am Indian Again.

The screening will be followed by a presentation on how the film can be incorporated into classroom learning for all students, accompanying educational materials that are available, and how educators can access the film.

Session Outcomes:

By attending this session, participants will learn:

- Why sharing the story of Mary Two-Axe Earley is so important?
- How the film can be incorporated into lesson planning?
- How to access the film and educational resources?

Session 1.2 The Warrior Club the REDress Project and 215: Honouring the Children Buried at the Kamloops Indian Residential School—Never Forget

Teachers recognize how important it is to ramp up the teaching of Canada's once hidden history of Indian Residential Schools. In this session, we will explore how to deepen and expand our awareness of the ongoing revelations of Canada's policies.

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 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.

Session Outcomes:

In this session, we will explore how to deepen and expand our awareness of the ongoing revelations of Canada's policies.

Presented by Brian Coleman and Gail Stromquist

Brian Coleman's family is from the Gitksan Nation. Brian works in the Langley School District as a coordinator for the Aboriginal Program. 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 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 1.3 Education for Reconciliation: A CBE Land Acknowledgement Story

This session will share how the Calgary Board of Education has positioned the act of acknowledging the land as the essential entry point to ensuring First Nations, Métis and Inuit Education for all leaders, staff and students. For the last two years, the CBE has implemented a professional learning framework focused on using the CBE land acknowledgment to engage school and system leaders to gain knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples for the benefit of all students. Now in year three, the framework is expanding to include school and system staff, students and families.

Session Outcomes:

As a result of participating in this session participants will have the opportunity to learn and consider:

- the importance of land acknowledgements;
- how to create the processes and structures needed to move beyond reading land acknowledgements as scripts; and
- how land acknowledgements support education for reconciliation through professional learning and resulting action.

Presented by Lori Pritchard, Michelle Ranger and Dr. Dianne Roulson

Lori Pritchard grew up in Saskatoon, SK. She is Métis with ancestral roots in Red River, MB and the Batoche-Fish Creek area, SK, and Ukrainian with ancestral roots in SK and Ukraine. She is Education Director, Indigenous Education with the CBE.

Michelle Ranger's homeland is St. Laurent, Manitoba. She is a member of the Métis Nation of Alberta and is System Principal, Indigenous Education with the CBE.

Dr. Dianne Roulson was born and raised in Mohkín'sísis, Calgary, where the Elbow and Bow rivers meet, and has roots in northern Saskatchewan. She is Education Director, Early Learning and Area 3 with the CBE.

Session 1.4 Keeping the Otipemsiwak in Your Family

Family relations are essential in keeping Métis families thriving. Knowing who you are and where you come from makes for a better understanding when educating or working in mainstream society. The Métis have always been known to be able to walk in both worlds, I invite you to come join this session to listen, learn and share how we keep the Métis family ties strong.

Presented by Sharon Morin

Daughter, Sister, Mother, Auntie, Kokum and daughter of the late Canadian Senator Thelma Chalifoux, **Sharon Morin** brings 16 years of educational museum program development and delivery focusing specifically on local Métis history. Award winning programs were developed to ensure Métis specific programming was available to all, to enhance teachers' resources with hands on traditional teachings and to expose children to land based learning in St. Albert. Now working with Les Femme Michif Otipemsiwak Sharon is working on projects that will build capacity, encompass community development and focus on Métis Women Girls and the 2SLGBTQ within the Métis Motherland.

Session 1.5 Intergenerational Sharing of Cree Teachings

Join members of the Lightning family from Treaty 6 territory who will invite you to hear their experiences of love, learning, challenges, resilience and transmission of knowledge within their own family and community.

Session 1.6 Intergenerational Sharing of Blackfoot Teachings

Join members of a Blackfoot family from Treaty 7 territory who will invite you to hear their experiences of love, learning, challenges, resilience and transmission of knowledge within their own family and community.

Session 1.7 Intergenerational Sharing of Dene Teachings

Join members of a Dene family from Treaty 8 who will invite you to hear their experiences of love, learning, challenges, resilience and transmission of knowledge within their own family and community.

Session 1.8 Intergenerational Sharing of Inuit Teachings

Join members of an Inuit family who will invite you to hear their experiences of love, learning, challenges, resilience and transmission of knowledge within their own family and community.

Session 1.9 Indigenous Governance - Leadership Through a Nakota Lens

Leading Learning through an Indigenous lens is powerful and inspiring for all students, staff and education community members. Chief Tony Alexis will share the stories and teachings behind his leadership, honouring those who came before him, passing on their knowledge of visionary leadership based on building effective relationships and embracing the gifts of each person in the community.

Session Outcomes:

Leading Learning, First Nations Foundational Knowledge, inspiring learning and change for all students and staff

Presented by Chief Tony Alexis

Chief Tony Alexis is the youngest son of Dan and Evelyn Alexis. He was born and raised on the Alexis Indian Reserve #133. He is a fifth-generation leader and descendant to Mitaushin Aranazhi, who was baptised as 'Alexis Akanas' and his Treaty Government name was Chief Alexis, who signed the Adhesion of Treaty No. 6, for his People.

Chief Tony was first elected into Council at the age of 25 and was elected Chief of Alexis Nakota Sioux Nation in 2013 at the age of 42. He has served 3 terms consecutively from 2013 (Bi-election), to 2014 and 2018 respectively. Chief Tony enjoys serving his people as a community leader and national/international political representative. His aspirations include protecting the Alexis Nakota Sioux Nation's Inherent and Treaty Rights, maintaining his community's culture, language, history, and customs, working with the elders and staff to revive tribal laws, building businesses, generating capital, improving education services, advancing wellness and supporting equity, Justice and the development of future generations.

Tuesday, March 15, 2022

SESSION 2 OPTIONS

1:30 P.M. – 2:30 P.M.

Session 2.1 Braided Journeys Indigenous Youth Leadership: When to Walk in Front, Walk Beside & Walk Behind

The success of Edmonton Catholic School Indigenous students has been noted by educators from across the world and staff have hosted educators from as far away as Australia and Ireland. The program has subsequently been implemented in school districts across North America and expanded within Edmonton Catholic Schools from 1 site in 2009 to 17 sites as of the 2021-2022 school year. In this session, Braided Journeys Leadership students from Edmonton Catholic High Schools will provide Braided Journeys program highlights and share their personal experiences and involvement in the program.

Session Outcomes:

Participants in this session will gain insight into how Braided Journeys creates culturally safe spaces within the school and builds sustaining relationships with First Nations, Métis and Inuit students, parents/guardians, school staff, Indigenous and non-Indigenous community partners.

The Braided Journeys program model includes targeted collaboration with post secondary institutions, employee and community organizations to address the academic, leadership and career goals of Indigenous students.

Participants will have the opportunity to hear examples of how Braided Journeys programs are set up to provide opportunities for Indigenous students to have a circle of support to lead and guide (walk in front), mentor and support (walk beside) & encourage (walk behind) on their educational journey and beyond.

Presented by Braided Journeys Leadership Students

Braided Journeys Leadership Students are First Nations, Métis and Inuit students that must demonstrate leadership through commitment, respect, community service, willingness to participate in social justice and enhanced Indigenous cultural knowledge. Braided Journeys high school students are supported by a full-time First Nations, Métis and Inuit Graduation Coach at each site.

Session 2.2 Canadian Geographic Education - Indigenous Resources

Canadian Geographic Education is committed to responding to the Calls to Action of the Truth and Reconciliation Commission of Canada through the development of learning resources created with Indigenous peoples, reflecting Indigenous knowledge, stories, history and geography for all students. Join a Canadian Geographic educator to see what's new in Can Geo Ed learning opportunities for students and teachers. So many exciting resources that are adaptable across grades, territories and curriculum.

Session Outcomes:

Participants will leave better equipped with resources and ideas to engage all of their students in understanding the full, honest history of the country through multiple Indigenous lens.

Presented by Can Geo Educators

Can Geo Educators are members of the Canadian Geographic educators network from across the country. An Alberta based Can Geo Educator will present resources within the Alberta context based on their personal experience utilizing Can Geo Ed resources in their own classroom.

Session 2.3 Reclaiming and Revitalizing Indigenous Languages

The United Nations has declared this decade, 2022 - 2032 as the decade of Indigenous languages. Chief Wilton Littlechild states that language is “important for our spirituality, element of self-determination and nationhood”. Reclaiming and revitalizing Indigenous languages has always been important, but recently schools and districts are beginning to put more thought into their role in this action. In this workshop participants will be encouraged to share ideas for language revitalization in

their schools and districts.

Session Outcomes:

Participants will also learn about cahkipeyihkanah, spirit markers and will practice one way to introduce themselves in nehiyaw.

Presented by Hayley Christen

Hayley Christen is a coordinator with First Nations, Métis, and Inuit Learning Services with Red Deer Public Schools. She has been an Elementary school Vice-Principal and teacher for over 20 years. Hayley works with administrators and teachers to build staff capacity and help meet the needs of First Nations, Métis, and Inuit students, creating culturally inclusive schools and classrooms. Hayley is the Treasurer for the Indigenous Education Council of the Alberta Teachers' Association and a member of Remembering the Children Society.

Session 2.4 Oo'mahn'istay likakimaaks: Calgary Catholic and UCalgary- Working Together to Increase Post-Secondary Transition Rates

Under the guidance of CCSD Elder Wanda First Rider, CCSD and Werklund School of Education organized a one-day online event to increase Indigenous student transition rates to post-secondary. The morning focussed on "seeing yourself at university" and the afternoon focussed on "how do we ensure that you get there?" The day ended with a cultural teaching and creation of a keepsake guided by Elder First Rider.

Session Outcomes:

This session will discuss utilizing technology and an assets-based community development strategy to help increase Indigenous student transition rates to post-secondary education.

TQS 1: Building positive and productive relationships with Indigenous students, Elders, and community members.

TQS 2: Enhanced understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.

TQS 5: understanding the historical, social, economic, and political implications of residential schools and their legacy, supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education, and supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Presented by Angela Houle and Dr. Aubrey Hanson

Angela Houle has been the CCSD Indigenous Education Consultant for Teaching and Learning for 5 years. Her father's family are from Métis communities in southern Saskatchewan.

Aubrey Hanson is a member of the Métis Nation of Alberta and an Associate Professor at Werklund School of Education.

Session 2.5 Understanding the Importance of Indigenous Parent and Community Engagement

Join us as we have conversations about the importance of Indigenous parent, family and community engagement and how to create more meaningful and respectful relationships. We will share our experiences both personally and professionally within the education system as Indigenous people ourselves.

Session Outcomes:

Learn how to create a safe and welcoming place for Indigenous parents and community members to share the education space with you in a meaningful way.

Presented by Wilson Bearhead and Seneca Dueck

Wilson Bearhead is a Nakota Elder and a member of the Wabamun Lake First Nation in Treaty 6 Territory. Wilson has served as the Chief of his community, Grande Chief of Treaty 6 and Assembly of First Nations Alberta Regional Chief. He began his career in the field of addictions, mental health and supports for children in care. Over the years Wilson had dedicated his time, always in service to the community, families and children, in roles that include Elder at federal corrections agencies, public libraries and in schools. Most recently Wilson Served as the Elder for Elk Island Public Schools. Wilsons grandmother Annie was a powerful, positive influence in his young life, teaching him all of the lessons that gave him the strength, knowledge and skill to overcome difficult times and to embrace the gifts of life.

Seneca Dueck is a member of the Kahkewistahaw First Nation in Treaty 4 territory. Born Salteaux/Assiniboine Seneca was raised in the ways of the Nakota people of Treaty 6 territory. Seneca's career has been focused in Education working to support Indigenous youth in their endeavors to navigate the public education system in Alberta, and to inspire non- Indigenous youth to confront long held views of Canadian history through the experiences and lens of Indigenous peoples and the complex relationships with the people of this land.

Session 2.6 Indigenous Teachers and School and System Leaders Report by ATA and CASS

In early 2021, the Alberta Teachers Association (ATA) and the College of Alberta School Superintendents (CASS) invited Indigenous teachers and school and system leaders in the K-12 provincial school system to participate in online surveys and focus groups to share their experiences of recruitment, hiring, support and opportunities for promotion. Currently in the provincial school system there is an under representation of Indigenous teachers and leaders. The intention of this invitation was to learn from the voices and stories of Indigenous educators to inform future potential actions to address this under representation.

Session Outcomes:

By attending this session, you will deepen your awareness of the experiences of Indigenous teachers and leaders in the provincial school system.

Presented by Elizabeth Gouthro and Melissa Purcell

Elizabeth Gouthro is an educational consultant to CASS. Her major area of responsibility is in the area of leadership for 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.

Elizabeth has also been actively involved in her professional organizations, at the local and provincial level for the CBE, 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; 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.

Melissa Purcell is Denesuline, born and raised in Edmonton, and a member of Thebatthi in Treaty 8 territory. Melissa is a proud mother of one son and two daughters, and the oldest of her three sisters. Melissa is deeply committed to supporting Indigenous education and advancing truth and reconciliation. At the division level with Edmonton Public Schools, she held the positions of teacher, teacher consultant, program coordinator and supervisor of First Nations, Métis, and Inuit education. She is an Executive Staff Officer, Indigenous Education, with the Alberta Teachers' Association and continues to lead Indigenous Education and Walking Together: Education for Reconciliation for teachers and school leaders across the province.

Session 2.7 NFB Films & Mini-Lessons that Promote the Importance of Indigenous Justice, Community, Ceremony and Well Being

The National Film Board of Canada has been sharing stories from across Turtle Island for more than 80 years. With a particular focus on providing voice to under-represented communities, the NFB is proud to share one of the worlds' largest offers of Indigenous-made film and media. This session will explore the NFB's enormous catalogue of films and teacher resources that support learning around themes of Reconciliation and colonialism. Educator, Crystal Clark (Cree/Dene/ Métis) will present mini-lessons that she has developed in collaboration with the NFB, which focus on the rights of Indigenous Children, Indigenous health, the sixties scoop, and including lessons for primary students.

Enjoy powerful clips of films by Indigenous artists who are impacting learning in classrooms across Canada.

Session Outcomes:

Knowledge of the NFB's wide selection of inquiry-based mini-lesson. Knowledge of the NFB's extensive Indigenous-made film offer.

Presented by Crystal Clark and Ross Johnstone

Crystal Clark is a Cree/Dene Métis mother, Educator, Indigenous Education Consultant, and artist who is dedicated to supporting the Calls to Action. She has a background in New Media from Vancouver Film School, Bachelor of Education, Fine Arts Degree and Masters in Educational Technology, and Indigenous Creative writing and visual arts diploma from the En'okin Center. She also has extensive experience teaching in First Nations communities, resource development, research, facilitation of Indigenous Education for teachers across the province of Alberta, and experience teaching Educational technology to pre-service teachers.

Ross Johnstone is the NFB's Education Manager.

Session 2.8 Beyond the Sash: Advancing Métis Education for All Learners

This session is designed for participants to explore several authentic recommended Métis educational materials that help to create teachable moments and provide foundational learning opportunities. Building your foundational knowledge about Métis will empower you to select authentic, accurate resources that honour distinct Métis perspectives. Together we will explore resources designed by Métis educators that integrate Métis voices into purposeful lessons and engaging activities.

Session Outcomes:

Participants will leave with an understanding of how to access and implement authentic Métis Education resources that support all levels of Professional Practice Standards.

Presented by Lisa Cruickshank and Billie-Jo Grant

Lisa and Billie-Jo are proud Métis mothers, educators, citizens and leaders who inspire others to have tough conversations and learn more to do better for ALL students. As Senior Team members with Rupertsland Institute, their goal is to ensure that strong Métis education is commonplace in the education system and that educators feel competent and confident to address Métis history, culture and identity.

This session will be repeated in Session 4 on Wednesday, March 16 at 10 a.m.

Session 2.9 Using the Minecraft World “Manito Ahbee Aki” to Explore Indigenous History and Culture in the Classroom

The Louis Riel School Division in Winnipeg, Manitoba, wanted to provide students with an engaging opportunity to learn about the Anishinaabe Peoples, their cultures, and the histories of their region. So, the division partnered with Microsoft Canada and Minecraft: Education Edition to create Manito

Ahbee Aki, the world's first Anishinaabe community built in Minecraft. The project was led by the LRSD Indigenous Council of Grandmothers and Grandfathers, Indigenous Knowledge Keepers from Manitoba, and LRSD's Indigenous Education staff. In this session, you will learn how Manito Ahbee Aki transports students back in time to Manitoba as it existed prior to European contact in North America. Students live amongst the Anishinaabe Peoples in order to learn and understand how they thrived on this land together while living in harmony with Mother Earth. As a member of the Anishinaabe Nation, learners experience three different phases of the game that will build their understanding of this particular Indigenous worldview as they gain insights from Knowledge Keepers, building respect for the earth and her offerings. Presenters will share their experiences and best practices for using Manito Ahbee Aki in the classroom and tips for using the extended learning resources and additional activities that explore the Anishinaabe worldview, history, culture and even Anishinaabemowin vocabulary!

Session Outcomes:

Participants will learn how to utilize the resource Manito Ahbee Aki with students to engage them in understanding how First Nations peoples were thriving on Mother Earth before European contact and how respect for the earth was a benefit for all.

Presented by Bobbie-Jo Leclair, Earl (Manny) Skead and Greg Kiesman

Bobbie-Jo Leclair is Nehiyaw from One Arrow First Nation in Saskatchewan through her father and Métis on her mother's side. Bobbie-Jo is currently the divisional vice-principal of Indigenous Education for the Louis Riel School Division (Winnipeg). An educator for 19 years, she has worked in a variety of capacities in Indigenous education. Through her various experiences, she has had the opportunity to collaborate, develop and facilitate learning related to Indigenous perspectives for educators across Manitoba. Bobbie-Jo is passionate about Indigenous education and enjoys being actively involved in supporting transformative changes in Indigenous education through professional learning and advocacy.

Earl (Manny) Skead is from Wauzhushk Onigum first Nation, in Northwestern Ontario and currently lives in Winnipeg. He is an Indigenous education support teacher with the Louis Riel School Division. Manny has worked in the education system in various capacities for the past 19 years. Through work in early years as well as the high school level he has brought a passion for Indigenous perspectives and history in all curricular levels. Manny is currently working to encourage systemic change in education through understanding the impacts of the colonial relationship Indigenous people have with Canada.

Greg Kiesman is the Coordinator of Instructional Technology for the Louis Riel School Division (LRSD) in Winnipeg, Manitoba, Canada. Greg has 24 years of experience in education and in his work as an EdTech integration specialist he has built the division's educational technology mentorship team, provides professional development and training for teachers and collaborates with administrators and supports teachers integrating technology into their classroom. Most recently, Greg was the project coordinator for building Manito Ahbee Aki Minecraft World. Greg is a past president of the Manitoba Association of Educational Technology Leaders.

Tuesday, March 15, 2022

SESSION 3 OPTIONS

3:00 P.M. – 4:00 P.M.

Session 3.1 Strengthening Relationships through Land Based Recreation

Spirit North connects Indigenous youth to sport, play, the outdoors and the land. Through these connections, we empower children to learn, grow and thrive in the pillars of health, education and community.

This presentation will focus on the impacts of land-based recreation for youth with examples of how it can be used to enhance curriculum outcomes and enhance relationship development between educators, their students and the school/community.

Session Outcomes:

Participants will learn the inherent benefits of providing land-based recreation opportunities to students. These holistic benefits include the mental, physical, and emotional wellbeing of Indigenous youth. In addition, participants will learn how to develop land-based programs in collaboration with their students to best address the needs and goals of their students. This co-creation program building process has the additional benefit of achieving a sense of student ownership in programs and increased relationship building between the students, their peers and their educators.

Presented by Laura Filipow and Laurie Thompson

Laura Filipow has been involved in land-based sports her whole life and have experienced the many benefits that come from recreation-based participation. She is a settler sharing Treaty 6 territory, and over the past six years in her role with Spirit North, she has the great privilege of working directly with First Nations and Métis Settlements to develop community-owned programs. When not running programs, Laura loves cross-country skiing, mountain biking and walking.

Laurie Thompson is the Principal at Kikino School.

Session 3.2 Peter Henderson Bryce: A Story of Allyship

This workshop looks at Dr. Peter Henderson Bryce, the Chief Medical Officer for the Department of Indian Affairs from 1904-1922, his report on the appalling conditions at the Residential Schools and how he was censored. Building out from Dr. Bryce's story, an exploration of how to be an ally follows. This workshop includes some ideas on allyship that can be explored in the classroom.

Session Outcomes:

Participants will learn about the career and advocacy efforts of Dr. Peter Henderson Bryce and how to engage students in conversations about allyship and reconciliation.

Presented by Jane Hubbard

Jane Hubbard is the Director of Education at the Legacy of Hope Foundation. Prior to joining the LHF as lead educator, Ms. Hubbard worked in the Research Department of the Aboriginal Healing Foundation. An experienced project manager, she now leads all education and curriculum-development initiatives at the Foundation. 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 engagement.

Session 3.3 Maatchihta-Begin: EIPS Vision to Make Space for Indigenous Languages

As we envision a dream of rich and engaging language learning for students within our Division, we consider what steps are needed presently to create a positive foundation for such programming to become a reality. We will share the beginning steps we are undertaking to make space for Indigenous languages and create an environment where such programs thrive.

Session Outcomes:

Participants will learn about the steps EIPS has taken to envision space for Indigenous languages within their schools with the ultimate end vision of language learning programs for students.

Presented by Jeremy Albert, Cheryl Devin, Harlee McArthur

Jeremy Albert, of Cree/French/Irish ancestry, is a proud member of the Sweetgrass First Nation located in Treaty 6 Territory. Jeremy holds a Bachelor of Education degree from the University of Alberta and has spent time teaching and working with Indigenous and non-Indigenous people from across Alberta. Jeremy is a Cree language learner and this has played a large role in his own process of reconciliation and decolonization.

Cheryl Devin is a proud Métis woman. Her family comes from across the Métis homeland including Red River, Fort Saskatchewan, Edmonton and Andrew. She also has family at Buffalo Lake Métis Settlement. Cheryl is an educator with over 30 years teaching experience and is on a forever path of learning more about what it means to be Métis, including the Michif language.

Harlee McArthur is of Cree/Nakoda/Scottish and Irish ancestry. She is a proud member of White Bear First Nation in Treaty 4 territory. Harlee has a Bachelor of Health Sciences with a major in Addictions Counselling. She's had the privilege of working alongside and learning from various nations across western Canada. Harlee is passionate about working with youth and their families to help them reach their goals.

Session 3.4 Impacts of Intergenerational Trauma

This session will touch on the current realities facing Indigenous communities and increase awareness on the need for specific, Indigenous cultural supports in service delivery. This workshop will explore the legacy historical processes and policies continue to have on Indigenous People and provide suggested ways participants can heal together from these impacts.

Session Outcomes:

- Participants will engage in an interactive presentation that allows them to learn about and look at Intergenerational trauma from a different perspective; a personal perspective
- Opportunities to participate in a dialogue of questions around providing support to Indigenous children, youth and families will also be provided
- Participants will experience an interactive activity that endeavors to articulate what

- intergenerational trauma looks like today using play-doh
- Through the information presented, participants will be moved and motivated to work towards a better understanding of how to best offer, plan and deliver impactful Indigenous programming
- Participants will hear from a personal perspective as well as view three video clips that
- emphasize the impacts of history on Indigenous people in Canada and context on the
- importance of moving towards reconciliation

Presented by Tim Fox

Tim Fox is a proud member of the Blackfoot Confederacy from the Blood (Kainai) reserve and current Vice President of Indigenous Relations and Equity with Calgary Foundation. Tim's primary focus is facilitating a systems change approach for reconciliation, decolonization and racial equity. Tim helps to strengthen and enhance the internal culture and practice at Calgary Foundation while incorporating work of the Truth and Reconciliation Commission and Racial Equity both internally and in the broader community.

Session 3.5 Relationships with Indigenous Community Members

Developing relationships with Indigenous community members continues to be something that staff struggle with. Creating partnerships with Parents, and community entities and establishing connections with Elders and Knowledge Keepers, is essential to move forward for Indigenous student success. I can share our story of how we have established connections and continue to create more and stronger connections with Indigenous Community Members. I can bring the Elder perspective as well.

Session Outcomes:

- Strategies for connecting with Indigenous Community Members to develop relationships
- How to maintain the relationships you make

Presented by Annalee Nutter

Annalee Nutter is the Assistant Superintendent of Fort McMurray Public School Division, with the Indigenous Education portfolio as one of her roles. She leads the Role Alike sessions for First Nations, Métis and Inuit Education at CASS conferences. She has also been a teacher and administrator in Fort McMurray, and prior to this taught on Clearwater River Dene Nation in La Loche for 10 years.

Session 3.6 Indigenous Matriarchy – Balance through Truth, Justice and Reconciliation

“For our young women, for our grandmothers, for our women who travel with us, we are sacred because we exist. We are sacred because we have survived.” – Audrey Siegel, The National Inquiry Elders and Grandmothers Circle

Throughout this session you will examine historical and contemporary issues, challenges and inequities for Indigenous women, girls and Two Spirit, including action to support reclaiming power and place. You will deepen your understanding of why it's crucial to support Indigenous women, girls and Two Spirit and how you can contribute to restoring balance within education systems. Please

note that this workshop includes discussions of Missing and Murdered Indigenous women, girls and Two Spirit which will be upsetting to some.

Session Outcomes:

- Examine historical and contemporary issues, challenges and inequities for Indigenous women, girls and Two Spirit, including action to support reclaiming power and place.
- Deepen your understanding of why it's crucial to support Indigenous women, girls and Two Spirit and how you can contribute to restoring balance within education systems

Presented by Shannon Loutitt

Shannon Loutitt was born in mâskwasîpîsis (Grande Prairie) and raised in nistawoyou (Fort McMurray). She now lives in amiskwaciwâskahikan (Edmonton). Shannon is otepemsew (Métis); her dad Jack is from Fort Smith and her mom Irene is from Paddle Prairie. Shannon works with Edmonton Catholic Schools as the Truth & Reconciliation onîsohkamakew and is also pursuing her Masters in Educational Policy Studies with a specialization in Indigenous Peoples Education.

Session 3.7 A Sneak Peek at NFB's New Interactive Indigenous Voices Program

Coming next Winter! Get a sneak peek at the NFB's new Indigenous Voices Learning Program, a web-based experience currently under development. This critical new resource is geared to grades 9-12 and is designed to provide an Indigenous perspective to the history and culture of Indigenous peoples in Canada. Powered by the exceptional NFB film collection, the resource will help students appreciate the diversity of Indigenous peoples, their fundamental place and role in Canadian history and the socio-cultural and political issues they face today. See how the learning journey of each student will hopefully lead to building a better understanding of historical and contemporary Indigenous perspectives to inspire active citizen engagement in reconciliation.

Session Outcomes:

Knowledge of how the NFB's Indigenous Voices resource will provide students with the necessary knowledge and tools to enable them practice critical thinking and to understand the contemporary contexts of Indigenous cultures and peoples in Canada. Knowledge of the NFB's extensive Indigenous-made film collection.

Presented by Ross Johnstone and Bobbie-Jo Leclair

Ross Johnstone is the NFB's Education Manager for Western Canada. His experience and passion is grounded in designing multi-media educational resources and programming which promote diversity, inclusion and global citizenship. With more than 20 years experience in media-arts education, Ross has been a strong advocate for developing 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.

Bobbie-Jo Leclair is Nehiyaw from One Arrow First Nation in Saskatchewan through her father and Métis on her mother's side. Bobbie-Jo is currently the divisional vice-principal of Indigenous Education for the Louis Riel School Division (Winnipeg). An educator for 19 years, she has worked in a

variety of capacities in Indigenous education. Through her various experiences, she has had the opportunity to collaborate, develop and facilitate learning related to Indigenous perspectives for educators across Manitoba. Bobbie-Jo is passionate about Indigenous education and enjoys being actively involved in supporting transformative changes in Indigenous education through professional learning and advocacy.

Session 3.8 The Gift of Indigenous Community Engagement

This session explores the gift of engaging with Indigenous communities and what this looks like in education. It focuses on the importance of relationships and connections between communities and organizations.

Presented by Terri Suntjens & Indigenous Knowledge Keeper

Terri Suntjens is the Director of Indigenous Initiatives for kihêw waciston, MacEwan University.

Session 3.9 Indigenous Land-Based STEM Education

This session will focus on Actua's InSTEM land-based education model. Actua's National Indigenous Youth in STEM (InSTEM) is Canada's first National Indigenous Youth in STEM program designed to address barriers to Inuit, Métis and First Nations educational outcomes and support greater participation in STEM fields. The program engages over 35,000 Indigenous youth every year, including 8,000 in Ontario through in-school K-12 workshops, community-based week-long summer day camp programs for youth in grades 1-6, and full immersion 11-day credited land-based STEM camps for high school students.

Session Outcomes:

Participants will learn:

- The importance and benefits of Indigenous land-based education
- How to incorporate Indigenous perspectives into STEM education

Presented by Doug Dokis

Doug Dokis is a member of the Dokis Anishinabek Nation in northern Ontario. Doug has over 25 years' experience advocating on behalf of Indigenous peoples in numerous private, corporate and public sector roles. His primary focus has been developing and advancing programming in support of improving Indigenous educational outcomes. Doug believes strongly that Indigenous people's Traditional Knowledge has much to offer Canadian society.

It is through this belief he has worked towards greater cross-cultural understanding that draws from the best of the two knowledge systems. Working within the education system for the past 25 years as a teacher, Senior Administrator, Cultural advisor, and in program and curriculum development, Doug has worked with many strategic partners at the national level to bring about systemic change.

For the past 8 years, Doug has been the Director for the National InSTEM (Indigenous youth in STEM) program at Actua, a national non-for-profit organization delivering STEM education to over 35,000 Indigenous youth annually. As the Director of the InSTEM program, Mr. Dokis is the main point of contact for over 40 university and college-based network member

programs to build partnerships with local Indigenous organizations and for the development and delivery of STEM programming for Indigenous youth in their communities. Under Doug's leadership, Actua has developed a for-credit InSTEM Land-based program grounded in the knowledge that "Indigenous People Have Always Known About STEM". Most recently, Doug coordinated 8 regional roundtables and a national forum with Indigenous thought leaders and education authorities from across the country to discuss a path forward towards systemic change in Indigenous STEM education.

Wednesday, March 16, 2022

SESSION 4 OPTIONS

10:00 A.M. – 11:00 A.M.

Session 4.1 The Role of Sport and Recreation in Student Success

Be inspired by Angela Lightning, Director of Recreation and Culture for the MD of Opportunity, as she shares her experience- challenges and joys- working with youth in recreation and sport in the community of Calling Lake. Humble in her role, Angie refers to her work as "handing out the confidence" which has resulted in so many 'wins' for the children and youth in Calling Lake, including having the largest graduation class in the history of the community graduating out of the concession at the hockey rink in 2012.

Session Outcomes:

Participants will understand the importance of nurturing the body, mind and spirit of young people, keeping them engaged and confident, as an important means of supporting their education journey.

Presented by Angie Lightning

Of French/Acadian and Cree decent, Angela Lightning was raised on the Ermineskin Cree Nation, within the Four Nations of Maskwacis. Being born into two cultures instilled the appreciation for all belief systems. Angie's upbringing on the reserve offered a rich cultural experience, consistent recreational opportunity, and a sense of pride and honor in her blended heritage. Fast forward to her adult years, Angie built a home in a small Northern community-Calling Lake- to raise her family, which Angie sites as her most important role of all. Carrying with her the experience of community supporting recreation, her innate drive in advocating recreation for youth evolved into her current employment in recreation.

In her current role as the Director of Recreation and Culture for the Municipal District of Opportunity, Angela feels fortunate to be in a position to have a voice for other recreation workers advocating for youth. She is grateful and inspired to be part of unfolding a vision that brings hope for youth, like it did for her as a young girl, being supported by a community who valued and promoted recreation.

Session 4.2 Generations Lost: The Residential School System in Canada

This workshop looks at the history of the Residential School System (RSS) in Canada and how it continues to impact Survivors, their families, and communities to this day. It explores the RSS in depth - its formation, the conditions at the schools and lays the groundwork for dialogue that supports Reconciliation.

Session Outcomes:

Participants will learn about the history and ongoing impacts of the Residential School System.

Presented by Jane Hubbard

Jane Hubbard is the Director of Education at the Legacy of Hope Foundation. Prior to joining the LHF as lead educator, Ms. Hubbard worked in the Research Department of the Aboriginal Healing Foundation. An experienced project manager, she now leads all education and curriculum-development initiatives at the Foundation. 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 engagement.

Session 4.3 Michif Language: A Journey of Revitalizing the Words of Our Ancestors

Come sit and learn the journey of revitalizing Michif language within St. Albert and across the Métis homeland. Michif is considered the language of the Métis Nation. This session will be about the journey to bring Michif back to the St. Albert community where it was once spoken among the Métis community. A basic beginner introduction to the Michif language will be included. Josh will share what some may refer to as Southern Michif but it is important to also acknowledge Northern Michif and Michif French.

Session Outcomes:

- Learning the state of Michif language currently in Canada
- Addresses the revitalization of Indigenous languages in our school systems

Presented by Josh Morin

Josh Morin is a youth leader within the Métis Nation. Born and Raised in the Edmonton Area. Josh has worked hard to provide indigenous led workshops to community members such as Moccasin Making, Finger weaving and Michif language classes as well as running the day to day operations at Michif Cultural Connections the Métis Cultural Centre in St. Albert. Josh is also the grandson of honourable Senator Thelma Chalifoux, the first Indigenous woman appointed to the Canadian Senate. His family has long historical roots in St. Albert and Lac St Anne dating back to the communities earliest iterations and are very proud of their strong Métis culture and history they carry in Treaty 6 territory and the Métis homeland. Currently Josh sits on Pearson's Publishing Indigenous Advisory Circle and is the Indigenous Education specialist at the Centre for Race and Culture in Edmonton.

Session 4.4 CV·Δ·ᑭ tapwewin: Dismantling Anti-Indigenous Racism

This introductory workshop will encourage educators to critically reflect on concepts such as systemic racism and assimilation. Historical and contemporary examples of anti-Indigenous racism will be explored, and participants will be challenged to consider their own role in dismantling anti-Indigenous racism. Educators will leave with a foundational understanding of anti-racism with a focus on Indigenous Peoples, and will also be equipped with suggested resources for further learning. Note that portions of this workshop may be difficult for some participants, particularly for Indigenous Peoples and/or those who have experienced racism.

Session Outcomes:

Educators will leave with a foundational understanding of anti-racism with a focus on Indigenous Peoples, and will also be equipped with suggested resources for further learning.

Presented by Melissa Purcell

Melissa Purcell is Denesuline, born and raised in Edmonton, and a member of Thebatthi in Treaty 8 territory. Melissa is a proud mother of one son and two daughters, and the oldest of her three sisters. Melissa is deeply committed to supporting Indigenous education and advancing truth and reconciliation. At the division level with Edmonton Public Schools, she held the positions of teacher, teacher consultant, program coordinator and supervisor of First Nations, Métis, and Inuit education. She is an Executive Staff Officer, Indigenous Education, with the Alberta Teachers' Association and continues to lead Indigenous Education and Walking Together: Education for Reconciliation for teachers and school leaders across the province.

Session 4.5 Two-eyed Seeing and Science Education: The Role of Alberta's Science Centres

During the 2020-21 school year, TELUS World of Science – Edmonton (TWOSE) worked closely with Alberta's Northland School Division to ensure students in that district had access to the science centre's engaging programming. Much of the programming provided to Northland School Division incorporated the principles of two-eyed seeing by including traditional knowledge alongside western science concepts. TWOSE worked with Traditional Knowledge Keepers and Elders from Treaty 6 and Treaty 8 to ensure the Indigenous perspectives were authentic and respectful. This initial program with Northland School Division provides a proven, best practices model that can be replicated and expanded for schools across Alberta. As the next step, TWOSE is partnering with its sister science centre in Calgary, TELUS Spark, to secure funding and province-wide support for this initiative. This program has enormous potential to support schools, students, teachers, and families. It exemplifies SLQS 1 - Building effective relationships - and SLQS 5 - Ensuring First Nations, Métis, and Inuit Education for all students. Presentation will be supported by Nancy Spencer-Poitras, Superintendent of Northland School Division and Mary Anne Moser, CEO of TELUS Spark, Calgary.

Session Outcomes:

In addition to their strengths in providing engaging science education, Alberta's two science centres are also uniquely positioned to provide multiple Indigenous perspectives to schools. With Spark in Treaty 7, and TWOSE reaching into Treaty 6 and Treaty 8 territories, each science centre can incorporate the unique perspectives of local Indigenous peoples. This further diversifies the voices being presented within the science curriculum. The experience with Northland SD resulted in increased engagement not just with schools and students, but with families, too. According to Nancy Spencer-Poitras, Superintendent of NSD, "These events generated a lot of buzz with not only the students but within the Northland school community as well. These discussions about science generated much positive feedback from parents, guardians, and community members. We also heard countless stories of students talking and sharing their learning experiences at home." Relevant and targeted science engagement like this can be a strong contributor to student success, embodying the intent of SLQS 1 and 5.

Presented by Alan Nursall, Fred Hines, Mary Anne Moser and Nancy Spencer-Poitras

Alan Nursall is the President and CEO of the TELUS World of Science – Edmonton. He joined TWOSE in January 2014, following a 24-year career at Science North in Ontario and six years running his own company. TWOSE is currently building its capacity to deliver science to Northern Alberta and completing a \$41-million renovation and expansion to better serve all Albertans.

Fred Hines is the Director of Indigenous Education at TELUS World of Science – Edmonton. He has 30 years of experience in the field of education, primarily focused on supporting diverse learners and developing relationships with various community partners to develop school programs. For ten years, he served as Principal at amiskwacyi Academy in Edmonton.

He successfully established working relationships with MacEwan University, University of Alberta, Concordia University, Northern Alberta Institute for Technology (NAIT) and NorQuest College which have proved beneficial in supporting amiskwacyi Academy students. In 2015, Fred developed a dual credit agreement between MacEwan University and Edmonton Public Schools.

Fred’s education includes a Master of Education (Gifted and Talented) from the University of New England, Australia along with a Bachelor of Education and a Bachelor of Arts from Saint Francis Xavier University.

Mary Anne Moser is CEO of Telus Spark Science Centre in Calgary. She has built a career at the crossroads of science and society as a strategist, communicator and not-for-profit sector entrepreneur. She was the founding editor of Banff Centre Press in 1995, created the Banff Science Communications Program in 2005, started Canada’s Iron Science Teacher competition in 2007 and co-founded Beakerhead in 2012. She is the editor of two books on science in society: *Immersed in Technology: Art and Virtual Environments* and *Science, She Loves Me*. She holds a bachelor of science degree in zoology, master’s in communications, and an interdisciplinary PhD.

Dr. Spencer-Poitras is the Superintendent of Northland School Division. She has worked as a teacher, assistant principal, and principal with Edmonton Public Schools, as an Assistant Superintendent and Superintendent in Alberta, as well as having worked with both the College of Alberta School Superintendents (CASS) and Alberta Education.

She holds a Bachelor of Education degree, a Master of Education degree with a specialization in Administration and Leadership, and Doctor of Education in Educational Research from the University of Calgary. She received the Distinguished Leadership Award in 2006 and won an Excellence in Teaching Award in 1997.

Session 4.6 Data Sharing Agreements

Data is required to make informed, evidence-based decisions, and there continues to be a gap in access to meaningful and appropriate Indigenous data in Canada. The Government of Alberta is beginning to take steps to develop data sharing agreements with First Nations to redress this shortfall and improve outcomes for First Nation students. This presentation will outline the Government of

Alberta's approach to improving data collection and how data can be used for the betterment of First Nation students, as well as the importance of honouring First Nations' perspectives and lived experience when creating data sharing agreements. The presentation will also touch upon the principles of OCAP® (First Nations data Ownership, Control, Access and Possession), privacy legislation, expected outcomes and benefits.

Session Outcomes:

The presentation will explore data, data sharing agreements, leading practices, challenges and how data and data sharing has a critical role in supporting the application of the Leadership Quality Standard 5 and Superintendent Leadership Quality Standard 5 (Foundational Knowledge about First Nations, Métis and Inuit peoples). Participants will learn how data can support schools and school authorities with creating space to actively foster reconciliation within the school community.

Presented by Dr. Davina Rousell

Dr. Davina Rousell grew-up on a farm in northern British Columbia on Treaty 8 land. During these informative years she was never taught that the land that her family lived off of and called home was part of Turtle Island or how they were benefiting from colonial policies and practices that gave the land to her ancestors while disenfranchising the First Nations that continue to be the inherent stewards of this land. Over the past 18 years Dr. Rousell has had the honour of working with and learning from Indigenous Elders and knowledge holders that have been teaching her about pre and post-colonial contact, how we are all Treaty people, and mentoring her on how, an ally, Caucasian, queer, public servant, and community-based scholar, can contribute to understanding and constructively disrupting the colonial legacy of racist ideologies and practices. This journey brought her to the First Nation, Métis and Inuit Education Directorate where she has worked since 2018.

Session 4.7 Storytelling

Storytelling from Nakota Elder Wilson Bearhead. One hour of stories from Nakota people, their understanding of Mother Earth and all that is connected to her.

Session Outcomes:

A better understanding of the beliefs and values of First Nation people of this area and building relationships through stories.

Presented by Elder Wilson Bearhead

Wilson Bearhead is a Nakota Elder and a member of the Wabamun Lake First Nation in Treaty 6 Territory. Wilson has served as the Chief of his community, Grande Chief of Treaty 6 and Assembly of First Nations Alberta Regional Chief. He began his career in the field of addictions, mental health and supports for children in care. Over the years Wilson had dedicated his time, always in service to the community, families and children, in roles that include Elder at federal corrections agencies, public libraries and in schools. Most recently Wilson Served as the Elder for Elk Island Public Schools. Wilson's grandmother Annie was a powerful, positive influence in his young life, teaching him all of the lessons that gave him the strength, knowledge and skill to overcome difficult times and to embrace the gifts of life.

Session 4.8 Beyond the Sash: Advancing Métis Education for All Learners (REPEAT SESSION)

This session is designed for participants to explore several authentic recommended Métis educational materials that help to create teachable moments and provide foundational learning opportunities. Building your foundational knowledge about Métis will empower you to select authentic, accurate resources that honour distinct Métis perspectives. Together we will explore resources designed by Métis educators that integrate Métis voices into purposeful lessons and engaging activities.

Session Outcomes:

Participants will leave with an understanding of how to access and implement authentic Métis Education resources that support all levels of Professional Practice Standards.

Presented by Lisa Cruickshank and Billie-Jo Grant

Lisa and Billie-Jo are proud Métis mothers, educators, citizens and leaders who inspire others to have tough conversations and learn more to do better for ALL students. As Senior Team members with Rupertsland Institute, their goal is to ensure that strong Métis education is commonplace in the education system and that educators feel competent and confident to address Métis history, culture and identity.

This session is a repeat session from Session 2.8 on Tuesday, March 15 at 1:30 p.m.

Session 4.9 Leaders Listening to and Learning from

This session introduces participants to an educational model that invites all those willing to listen and learn from Indigenous peoples onto the path of reconciliation. Based on three entry points of: listening to and learning from, walking with and learning from, and working with and learning from, the Werklund School of Education session facilitators, Dr. Yvonne Poitras Pratt and Dr. Patricia Danyluk, share some of the insights gained from their research around reconciliatory pedagogy and its possibilities.

Session Outcomes:

Participants will understand how they can ensure the work of reconciliation is being taken up in a culturally appropriate and respectful way to ensure First Nations, Métis, and Inuit perspectives are available to all students through their educational leadership roles and inspiring others to do the same.

Presented by Dr. Yvonne Poitras Pratt & Dr. Patricia J. Danyluk

Yvonne Poitras Pratt (Métis) is an Associate Professor at the Werklund School of Education, University of Calgary, in Alberta, Canada. Her ancestral roots trace back to the historic Red River settlement and more recently to Fishing Lake Métis Settlement in northeastern Alberta. Yvonne worked with members of the Fishing Lake community to create a series of 19 intergenerational digital stories and this work is detailed in the 2020 Routledge publication of *Digital Storytelling in Indigenous Education: A Decolonizing Journey for a Métis Community*. Yvonne has published in the realm of social justice, media studies, Métis studies, reconciliatory pedagogy, service-learning, and the integration of arts in

education. She earned a Werklund Teaching Excellence Award in 2016, a Students Union Teaching Excellence Award in 2017, the Confederation of Alberta Faculty Associations (CAFA) Distinguished Academic Early Career Award in 2018, and the Alan Blizzard Award for Collaborative Teaching in 2021.