Council for Aboriginal Education in Manitoba

Sharing Our Knowledge, Sharing Our Responsibilities
Amber Trails Community School, 1575 Templeton Avenue

PROGRAM

8:30 a.m.
Optional Smudge

9:00 a.m.
Morning Keynote

10:30–11:45 a.m.
Morning Sessions

12:45–2:00 p.m.
Afternoon Sessions

2:15–3:15 p.m.
Afternoon Keynote

3:15 p.m.
Door prizes

3:30 p.m.
CAEM AGM

Morning Sessions
10:30–11:45 a.m.

A01: Advocacy and the Key Role of Women
Leah Gazan, Education Instructor, University of Winnipeg, Advocate on Indigenous and Women’s issues
Learn about Idle No More, We Care and other forms of advocacy for Indigenous Rights. All ages, All subjects.
Maximum: 40
Code: A01

A02: First Nations Books
Maria Morrison, Publishing Consultant for First Nation Books
Learn about the latest First Nations books available for your classes. All ages, All subjects.
Maximum: 40
Code: A02

A03: Ready...Set...Go!
Preparing Aboriginal Youth for Careers in Manitoba’s Information and Communication Technologies (ICT) Sector
Laurel Gardiner, Aboriginal Liaison for Information and Communication Technologies Association of Manitoba, and 2 instructors from Summer Robotics Camp
This presentation will engage educators in a discussion of the ICTAM collaborative approach to creating a diverse and thriving place for aboriginal youth in Manitoba’s ICT sector. It is a developmental approach from Nursery School through to employment in the sector. There will also be information on making STEM (science, technology, engineering, and math) engaging and fun through activities such as robotics, gaming, and simple coding and design. All ages, All subjects.
Maximum: 40
Code: A03

KEYNOTE

9:00 a.m.
Morning Keynote: Our Responsibilities for Aboriginal Education
John Ralston Saul (author of The Comeback and A Fair Country, Telling Truths about Canada)
Mr. Ralston Saul will be speaking on the importance of Indigenous and non-Indigenous people working together to improve Aboriginal education for all students, the benefit for all Canadians to learn Aboriginal values of community and environmental stewardship and the human rights issues related to improving education to ensure a sense of pride, confidence, trust, fairness and responsibility for every Canadian.
Code: K01

2:15–3:15 p.m.
Afternoon Keynote: K02: Panel
Helen Robinson Settee, Rebecca Chartrand, Leah Gazan, Mary Courchene and Bernadette Smith.
Local Indigenous Educators Look at Challenges, Initiatives and Possibilities for Aboriginal Education

8:30 a.m.
Optional Smudge
The Manitoba Teachers Society 2015 Professional Development Day Program

A04: Traditional Games (continued in afternoon, B04)
Blair Robillard has been teaching Aboriginal Games for over 14 years at the University of Manitoba, Inner City Social Work and University College of the North, among other places. He is writing a book on traditional games and activities with cultural teachings from the Aboriginal communities of Manitoba, North-West Ontario and Saskatchewan. The largest and most diverse number of games and activities derive from Turtle Island or North America. Participants will learn to apply four directional teachings, strength-based capacity building, team building, how to have fun learning while strengthening bonds, and exploring the bi-symbiotic relationship between mind and body and our social and inner self. All ages, All subjects.
Maximum: 40
Code: A04

A05: Kani Amit Memengwas Ikwek (Dancing Butterfly Women) and Oshki Ogitchita Inniwuk (Warriors With Knowledge)
Connie West-Buck, Teacher, is from Sandy Bay First Nation, MB., and has been teaching for 16 years and has been with the Kani Amit Memengwas Ikwek (Dancing Butterfly Women) program for 8 years at Children of the Earth High School.
Tyler Neapew, Teacher, is from Pine Creek First Nation and Vogar, MB., and has been with the Oshki Ogitchita Inniwuk (Warriors’ with knowledge) program for 3 years.
Cara Widrick, Traditional Advisor, is from Peguis First Nation, MB., and has been with the Kani Amit Memengwas Ikwek (Dancing Butterfly Women) program – formerly Kahmah-mo-beyot Ikwezanzsuk (Girls Sitting Together) since 1998 to the present. These programs deliver the required Grade 9 credits and all core subjects taught by the teachers of the programs. Male and Female Traditional Advisors plan and coordinate with the classroom teachers to incorporate Traditional and cultural inclusion and teachings that correlate with the subject material. The Traditional Advisors also facilitate all Traditional Ceremonies and Teachings in the programs. The students of these programs also have a Language class of Cree and Ojibway instruction facilitated by the Language Teachers. The main focus of these programs is to assist the students with positive self identity, self esteem and self confidence to ensure a strong base for completing high school as well as personal holistic development. The Teachers and Traditional Advisors plan and coordinate activities, teachings and languages to provide a well rounded learning environment for the students.
Grade 9 program, all subjects.
Maximum: 30
Code: A05

A06: From Head to the Heart: Building Wholistic Learning Lodges
Tasha Spillett, Masters in Indigenous Landbased Education
William Whyte, Instructor at The Collegiate, University of Winnipeg and University of Manitoba
This workshop explores the importance of land based education and the impact that infusing traditional knowledge has on students’ personal and academic growth. Together we will explore the concepts of the learning spirit, land as teacher, place-based learning, and traditional teaching and learning tools and strategies. This workshop aims to support educators to create learning environments that are culturally relevant, and that bridge the gap between traditional ways of knowing and being and the contemporary education system. All ages, all subjects.
Maximum: 25
Code: A06

A07: The Role of the Indigenous Artist in Residence
Lita Fontaine
Lita will describe her role in doing artwork throughout Seven Oaks School Division, how she embodies cultural values in artwork, her collaborative role with teachers, practical hands-on information, healing values and art as visual literacy. All ages, all subjects.
Maximum: 40
Code: A07

A08: Skirt-Making, Sweat-Dress Making
Pamela Pompana
How to make skirts and sweat-dresses for ceremonies and sweatlodges. Middle and High School.
Code: A08

A09: Water and the Environment
Lindey Courschene, Teri McKay, Kim Geswein and Alison Cox, 7 Oaks School Division Aboriginal Education Lead/CATEP
Learn about water and environmental issues from an Indigenous perspective. All ages, All subjects.
Maximum: 40
Code: A09

A10: Assembly of First Nations Toolkit
Curtis Mallett, Indian Residential School Community Liaison, AFN
Learn about the latest tool kit from the Assembly of First Nations to use in your classroom. All ages, All subjects.
Maximum: 40
Code: A10

A11: Treaty Relations
Commission of Manitoba
Allen Sutherland
How to teach about treaties with Middle and High School aged students. Learn about treaties and an Indigenous timeline to teach history, Indigenous values and relationship building.
Maximum: 60
Code: A11

A12: Teaching about Genocide
Indian Residential Schools as an Act of Cultural Genocide (Maegan Linklater). Maegan Linklater introduced an Act to the Manitoba Legislature in June, 2015, to recognize Indian Residential Schools as an Act of Cultural Genocide. Grade 9-12, Social Studies.
Maximum: 40
Code: A12
A13: Seven Teachings for Literacy
Katherena Vermette, Governor General's Award-winner for English poetry
Learn about this new curriculum to encourage early years literacy, poetry and story making with Indigenous values. Early Yrs, English, Social Studies. Early Years, ELA, Social Studies.
Maximum: 40
Code: A13

A14: Two-Spirit Art, Social Justice, and Safe Spaces
Albert McLeod
Albert McLeod, from Nisichawayasihk Cree Nation and Norway House, has over twenty years of experience as a human rights activist and is one of the directors of the Two-Spirited People of Manitoba. Albert lives in Winnipeg, where he works as a consultant specializing in HIV/AIDS and Aboriginal peoples, Aboriginal cultural reclamation, textile art, and cross-cultural training. Indigenous LGBT people have been relatively invisible in North America’s gay liberation movement until recently. The Gay American Indians organization was active in the late 1970s and a number of academics wrote books about the historical role of the berdache. In 1990, the coining of the term “Two-Spirit” galvanized a generation of indigenous LGBT people into action and reframed how Aboriginal people view gender and sexual orientation. The Annual International Two-Spirit Gathering, launched in 1988, has become an effective networking mechanism that continues to sustain LGBT healing and liberation work. The 28th gathering will be held in Saskatchewan in the summer of 2015. This presentation will explore the work of various Two-Spirit artists, writers and photographers who contributed their artistic vision to the indigenous LGBT liberation/rights movement. Much of their work draws on a combination of traditional Aboriginal art, LGBT culture and aesthetics, and contemporary art/media techniques. The work of artists like Tomson Highway (writer/composer), Kent Monkman (artist/performance), Chrystos (poetry), George Littlechild (artist), Rosalie Favell (photographer), and Terry Tafoya (storyteller), will be included in the presentation and narrative. The themes of the presentation will include queer/trans identity, textile art, posters, drag performers, photographs of (and by) Two-Spirit people, and social media. Discussion will involve how this historic and contemporary information can be included in education curricula. Art, Social Studies, History, ELA.
Maximum: 30
Code: A14

A15: Learning the Dance: Reframing our Perceptions of How Individuals with FASD Sense the World
Dorothy Schwab and Kirstin Auld Varey (FASD Educators)
This session will place an emphasis on reframing our perceptions of how students with FASD view the world, thereby providing educators a better understanding of their behavior, learning styles and brain differences. This should lead to more effective strategies when working with these individuals in the school, and community environments. The importance of adapting school environments to manage behavior and enhance learning will be discussed. Nurturing and developing strengths in students with FASD to ensure success in the school system will also be addressed. All ages, All subjects.
Maximum: 40
Code: A15

A16: Seven Teachings Yoga
Kim Geswein, Terri McKay with Jeremy Haines, Chris Eccles and Roxanne Brule
Maximum: 30–40
Code: A16

A17: The Heart of a Culture is Language
Patricia Ningewance Nadeau, Ojibwe Language Instructor, University of Manitoba and Lakehead University
Patricia will speak on the importance of Indigenous languages and different ways to introduce and maintain language learning. She will show how the Ojibwe language expresses the culture and why it’s so important to teach now. She will also touch on the benefits of language immersion.
Maximum: 40
Code: A17

Afternoon Sessions
12:45–2:00 p.m.

P01: Using Art as Social Activism
KC Adams
The creator of the Perspectives project on stereotypes (photos of Indigenous Winnipeggers on billboards around Winnipeg) will talk about art as activism and guide participants through an art/activism project (bring your cell phone and/or camera). Maximum 40, Middle Years/High School Art, Social Studies, English.
Maximum: 40
Code: P01

P02: Minding the Gap: Addressing Challenges and Solutions to Improving Indigenous Math and Science Pedagogy and Outcomes within Manitoba
The session will critically review methods, approaches, and challenges commonly encountered when delivering math curriculum to Indigenous learners. Emphasis will be placed on educational issues faced by First Nations communities and how these issues serve as barriers to successfully completing a secondary and post-secondary education. The primary outcome of the workshop will be on developing interactive and inclusive pedagogies. Participants will be expected to work in small groups. The objective will be to come up with learning outcomes and strategic action plans that can be incorporated into the classroom. Group results will be presented and discussed at the end. (Dr. Rod Lastra, Program Director with Access & Aboriginal Focus Programs within Extended Education, University of Manitoba. He completed his Ph.D., in Biological Sciences from the University of Manitoba. Current research activities include the development of preparatory mathematics and science curriculum as well as developing post-secondary bridging programs.)
Maximum: 20
Level: Gr. 9–12 Math and Science
Code: P02
P03: Indigenous Gardening
Kathryn Mackenzie
Hands-on workshop dealing with how to design and start a school garden, the importance and cultural role of gardening and how to incorporate indigenous plants. All ages, Science, Social Studies, Phys. Ed. Maximum: 30
Code: P03

P04: Traditional Games (continued from morning, A04)
Blair Robillard
Code: P04

P05: Aboriginal Student Leadership
Bernadette Smith, Ryan Cook, Reuben Boulette, Maples Collegiate students
Learn about how to support Aboriginal students and build strong leadership potential with Aboriginal youth with Maples Collegiate teachers. All ages, All subjects.
Code: P05

P06: Applying for Cultural Programming Grants
Stuart Desnomie
How do you get financial support to start a drum group, pow-wow group, or regalia making workshop at your school. Come and find out about the Manitoba Arts Education Access Program. All ages, All subjects Maximum: 40
Code: P06

P07: Restoring the Sacred
Lilian Bonito, Program Coordinator, Claudia Boudreau and Jordan Skipper, Facilitators
Restoring the Sacred is a youth centered, culturally based, peer mentorship program for Aboriginal youth 14-21 who are relocating to Winnipeg to continue their education. Learn how Kani Kanichihk (community NGO) offers cultural teachings to help students transition to Winnipeg life and feel connected to their culture and community. RTS hires mentors (aged 16-23) to help mentees (aged 14-21) adjust to Winnipeg through workshops in the following: Career Exploration, Broadcasting Program, Recreational Activities, Life Skills and Training, Cultural Awareness and Ceremonies, Certificate Training, and Peer Mentorship Support. All ages, All subjects. Maximum: 40
Code: P07

P08: How to Start a Smudge Group in your School
Carrie Doerksen, CATEP graduate and Darren McIvor, 2nd year CATEP student
Learn the purpose and the method to start a Smudge Group from CATEP students who started a smudge group at Amber Trails Community School. Learn how smudging helps students become grounded, calm, respectful and centred. Learn about the protocols of smudging, medicines to use and take home a small bundle of medicine for smudging. All ages.
Maximum: 30
Code: P08

P09: Train the Trainer Blanket Activity
Kelly Chinchilla, Lindey Courchene, Frances Robertson and West Kildonan students
Learn an effective way to teach about colonization by acting out some of the effects of colonization. Participants use blankets to represent Turtle Island and learn about the Indian Act. All ages, All subjects. Maximum: 40
Code: P09

P10: Protocols for Inviting Elders, Tobacco Ties and Talking Circles
Fame Packo, Pamela Pompana, Tanya Muswagon, Erika Kirton
Learn how to invite elders respectfully, make tobacco ties to give as offerings and use talking circles to get feedback from participants with the proper etiquette. Maximum: 40
Code: P10

P11: Treaty Relations Commission of Manitoba
Darren Courchene
How to teach about Treaties with Elementary Aged Students. Early Years, Social Studies, ELA.
Maximum: 60
Code: P11

P12: From Truth to Reconciliation: The Role of the National Centre for Truth and Reconciliation in Education Collaborations in Manitoba
Charlene Bearhead, Educational Lead for the National Centre for Truth and Reconciliation (NCTR).
NCTR presents collaborative opportunities for teaching history, intergenerational impacts and collective Canadian impacts of the Indian Residential School system that is student centred and research based. The NCTR has the largest collection of curated materials on the Residential School system in Canada and is the most legitimate source for information and comment on reconciliation and Canada’s Residential School system. Educators can share the Residential School history with students through research as they can dive into the Residential School experience in a way that has never been possible before. NCTR is not your typical archive - the centre is innovative and progressive, and active in the process of reconciliation. All ages. Social Studies, History, ELA, FN Languages, Health, Music, Art.
Code: P12

P13: Aboriginal Writers Panel
Aboriginal Writers Panel including Duncan Mercredi, Rosanna Deerchild, Jordan Wheeler, Katherena Vermette and Trevor Greyeyes. All ages, ELA, Social Studies.
Maximum: 40
Code: P13

P14: Protocols for Drumming
Alison Cox, 7 Oaks School Division
Aboriginal Education Lead/CATEP, Red Robe Women Drum Society Founder
Learn about etiquette for different songs and how to invite drummers in the most respectful way. All ages, Music, Social Studies.
Maximum: 40
Code: P14
P15: Indigenous Design and Architecture

Maeengan Linklater is working with Ralph Stern to include Indigenous Design in the Department of Architecture. Ralph Stern as co-presenter: Ralph Stern, Professor in the Faculty of Architecture, University of Manitoba, is a licensed architect in Manitoba, a member of the Manitoba Association of Architects (MAA) and has served on the MAA Council since 2011, to which he has been appointed for a third consecutive term. He is a member of the Royal Architectural Institute of Canada (RAIC). He is also a licensed architect in the United States (New York), where he holds professional licensure for more than 25 years, is a member of the American Institute of Architects (AIA), and has worked for firms such as the Pritzker-Prize winning Richard Meier and Partners.

How to incorporate Indigenous values in the space and buildings that we live in. All ages, All subjects.

Maximum: 40
Code: P15

P16: Indspire Awards and Educational Opportunities

Kathy Mallett is a member of Fisher River First Nation in Manitoba. Kathy is currently a Regional Representative for Indspire. She holds a degree in history from the University of Winnipeg. Before retiring Kathy was the Executive Director of the Community Education Development Association CEDA. Kathy has had a passion for education all her life and her greatest interest is helping Aboriginal students achieve their education goals. She served as school trustee on the Winnipeg School Division No. 1 for a number of years during the early 1990s. Educators will be introduced to a variety of free programs offered by the Indspire Institute to support K-12 Educators. Programs include: Peer Support: Educator Coaching (an online program that fosters professional development); National Gathering for Indigenous Education, and Guiding the Journey: Indigenous Educator Awards (national education conference and educator awards); the Gathering Place (an online gallery of resources, people and current events); Webinars (monthly professional development webinars in Adobe Connect highlighting best practices, featuring educators from across the country); Blogs (monthly blogs featured on our website) and Curriculum (new curricula to support student achievement). Learn how to navigate our online community and access these amazing programs to support your professional development! All Ages, All subjects.

Maximum: 40
Code: P16

2:00-2:15 p.m.
Break

2:15 – 3:15 p.m.
Keynote Panel:
Helen Robinson-Settee, Rebecca Chartrand, Mary Courchene, Leah Gazan and Bernadette Smith

Rebecca Chartrand is Co-Chair of the Council for Aboriginal Education in Manitoba and Aboriginal Education Teacher Team Lead for 7 Oaks School Division
Mary Courchene was the first Principal of Children of the Earth High School and is now Elder in Residence with 7 Oaks School Division
Leah Gazan is an Education Instructor at the University of Winnipeg and an Advocate on Indigenous and Women’s issues
Helen Robinson-Settee is the Director of the Aboriginal Education Directorate for the Province of Manitoba
Bernadette Smith is Co-Chair of the Council for Aboriginal Education in Manitoba and a teacher at Maples Collegiate

Local Indigenous Educators Look at Challenges, Initiatives and Possibilities for Aboriginal Education.

Code: K02

3:15 p.m.
Door prizes

3:30 p.m.
CAEM AGM

Please consider attending to find out more about CAEM, volunteer or sit on the executive. Help make our voice stronger by participating.