

Assembling Strength: Pathways to Reconciliation Gathering Agenda
May 13 – Calgary

Time	Event	Room
8:30am – 9:00am	Registration	Atrium
9:00am – 9:30am	Welcome and Elder Blessing with Bruce Starlight	CDE
9:30am – 10:30am	Keynote – Dr. Dustin Louie (<i>Werklund School of Education, University of Calgary</i>)	CDE
10:30am – 10:45am	Break	
10:45am- 12:00pm	Breakout Session 1	
	Witnessing: Indigenous Approaches to Pedagogy and Assessment (All Levels) <i>Presenter: Dr. Dustin Louie</i>	Crow Flag
	Truth & Reconciliation: Leadership Stories (Elementary, Leadership) <i>Presenters: Lori Pritchard & Kelly Hackman</i>	Manyhorses
	Towards a Curriculum for Reconciliation (All Levels) <i>Presenter: Stephanie Bartlett</i>	Big Plume
	Learning from the Land through Nature Connection (Middle School) <i>Presenters: Claire Wade & Joyce Doore</i>	Eagle Robe
12:00pm – 12:45pm	Lunch (provided)	Atrium
12:45pm – 2:00pm	Breakout Session 2	
	Elder & Knowledge Keeper Panel (All Levels) <i>Facilitator: Donna Ross</i> Elders: <i>Bruce Starlight - Tsuut'ina Nation</i> <i>Deanna Starlight - Tsuut'ina & Siksika Nation</i> <i>Randy Alexander – Siksika Nation</i> <i>Liz Scout – Siksika Nation</i> <i>Tina Fox – Stony Nakoda Nation</i>	Crow Flag
	Eagle Markings: Learning, Connection, Creation (Elementary, Leadership) <i>Presenters: Kirsten Riebot & Brooke Reilly</i>	Manyhorses
	Weaving Ways (All Levels) <i>Presenter: Etienna Moostoos-Lafferty</i>	Big Plume
	Indigenous People have Always Known About STEM (Leadership, All Levels) <i>Presenters: Noreen Demeria</i>	Eagle Robe
2:00pm – 2:15pm	Break	
2:15pm – 3:30pm	Breakout Session 3	
	Elder Panel (All Levels) (REPEAT) <i>Facilitator: Donna Ross</i>	Crow Flag
	Truth & Reconciliation: Leadership Stories (Leadership, All Levels) <i>Presenters: Lori Pritchard & Kelly Hackman</i>	Manyhorses
	Many Voices, Shared Stories, One Land (All Levels) <i>Presenters: Stephanie Bartlett, Colleen Gainor & Keri Glowacki</i>	Big Plume
	Ripples of Change (Elementary) <i>Presenter: Veronica Doyle</i>	Eagle Robe
3:30pm	Day ends	

Session Descriptions & Speaker Biographies:

Keynote: *Low-Hanging Fruit: Five Practical Approaches to Decolonizing the Classroom*

Dr. Dustin Louie

Audience: All Levels

In this session, Dr. Louie will re-conceptualize our approach to social justice education through a decolonizing lens. The two difficulties posed by most teachers, as it relates to Indigenous education, are feeling uncomfortable teaching this content and not being sure where to start. Through this session we will establish a grounding in decolonizing and Indigenizing approaches, while learning practical approaches that can be immediately applied in the classroom. Through a mixture of reflective teaching, intentional lesson planning, and collaborative support your school can pursue the low-hanging fruit that so many are missing. The presentation is based on both critical theory and Indigenous Knowledge approaches to education and social justice movements.

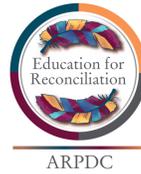
Dr. Dustin Louie is a First Nations scholar from Nee Tahi Buhn and Nadleh Whut'en of the Carrier Nation of central British Columbia. He is a member of the Beaver Clan. Dustin's education background includes a degree in Canadian history, a Master's in International Relations, and a PhD in Educational Research. The topic of Dr. Louie's dissertation was Sexual Exploitation Prevention Education for Indigenous Girls. He has worked as an historian in a land claims law firm, studied Indigenous homelessness in Western Canada, worked internationally for non- governmental organizations in Uganda and Australia, and is now at the Werklund School of Education in the University of Calgary. As a tenure-track Assistant Professor, he teaches primarily in courses related to Indigenous education, social justice, and educational philosophy. Further research interests include practical approaches to Indigenizing education, decolonizing education, Indigenous pedagogies, and critical theory.

Witnessing: Indigenous Approaches to Pedagogy and Assessment- Dr. Dustin Louie

Audience: All Levels

In this breakout session Dr. Louie will model and practice his use of Indigenous approaches to teaching and assessment using the practice of witnessing. In this breakout an emphasis will be placed on going beyond Indigenizing content and challenging the ways we teach.

Dr. Dustin Louie is a First Nations scholar from Nee Tahi Buhn and Nadleh Whut'en of the Carrier Nation of central British Columbia. He is a member of the Beaver Clan. Dustin's education background includes a degree in Canadian history, a Master's in International Relations, and a PhD in Educational Research. The topic of Dr. Louie's dissertation was Sexual Exploitation Prevention Education for Indigenous Girls. He has worked as an historian in a land claims law firm, studied Indigenous homelessness in Western Canada, worked internationally for non- governmental organizations in Uganda and Australia, and is now at the Werklund School of Education in the University of Calgary. As a tenure-track Assistant Professor, he teaches primarily in courses related to Indigenous education, social justice, and educational philosophy. Further research interests include practical approaches to Indigenizing education, decolonizing education, Indigenous pedagogies, and critical theory.



Elder & Knowledge Keeper Panel - facilitated by Donna Ross

Audience: All Levels

In this session join Donna Ross and the panel of Elders for conversation, time for questions, and visiting.

The Elders joining us are:

Bruce Starlight - Tsuut'ina Nation
Deanna Starlight - Tsuut'ina & Siksika Nation
Randy Alexander – Siksika Nation
Liz Scout – Siksika Nation
Tina Fox – Stony Nakoda Nation
Kerrie Moore – Métis

For Indigenous peoples, land based learning is an important knowledge system and one that we can learn from to support all students and educators in connecting deeply to learning outcomes. The Elders and Knowledge Keepers on this panel will share an exclusive perspective on how land is viewed in a holistic and relational manner for Indigenous peoples and how this way of knowing can help all understand in a powerful way. You will learn from historical perspectives as part of this learning experience. Learning from place will support a foundation for inviting voices of wisdom into classroom conversations and connections with leaders that contribute to student cultural experiences and traditional knowledge.

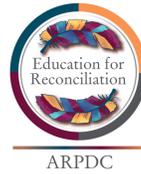
Learning from the Land through Nature Connection - by Claire Wade & Joyce Doore

Audience: Elementary, Leadership

Nature connection is a school wide program that weaves together a "two-eyed approach" to holistic health and wellness. This multifaceted, cross-curricular program focuses on and nurtures Indigenous ways of knowing, comprehensive school health, mindfulness, social/emotional development and regulation, ecological and physical literacy, sustainability, authentic literacy/numeracy tasks, creativity, innovation and problem solving.

Claire Wade - Sitting on the frontlines of youth mental health, elementary school teacher Claire Wade is promoting wellness in her classroom and beyond. Claire uses her job as a Grade 5/6 teacher in a small, rural, Albertan community to embark on a wellness mission. Her teaching is grounded in the concepts of self-regulation and resilience, and considers the diverse needs of the student population. With a focus on empowering students to make healthy choices in mind, body and spirit, she involves students in the projects she leads through SWIM (Students With Important Messages), a team that meets regularly to co-create wellness projects for the school. Successes include a vertical garden, three outdoor self-watering raised garden boxes that provide produce for community members and the creation of three peace poles covered in the students' inspirational messages that greet them each day as they enter the school. Claire's "10 Steps to Creating a Culture of Staff Wellness" came about after learning about high rates of teacher burnout and wanting to encourage colleagues to not just "hold it together," but to create an environment supportive of ongoing dialogue and resilience-building. Claire is inspiring her school community to appreciate that the words #wematter – which appear on her classroom wall – are a way of life, not just an expression.

Joyce Doore I am originally from the Blood Reserve. I graduated from the University of Calgary with Human Resources and have spent most of my career in the Oil and Gas sector. I am now employed with the Golden Hills School Division as a Siksika Liaison, serving two schools, Carseland Elementary School and Samuel Crowther Memorial Junior High School in Strathmore. My role is to incorporate Indigenous studies into the classroom and instill pride in our culture with our First Nation's, Metis and Inuit children, by encouraging them to participate in activities that will motivate them to seek out and be more involved in their culture.



Towards a Curriculum for Reconciliation - Stephanie Bartlett

Audience: All Levels

As a result of the Truth and Reconciliation Commission (2015), education in Alberta is shifting quickly towards a curriculum of place that creates a deeper understanding of who we are as Indigenous people and settlers, in relation to the land on which we live. Many educators have urgent questions about how to take up this work in ways that matter. Education for reconciliation is not a one-size-fits all concept, rather, it is a learning journey that takes time. Indigenous scholars speak of the need for respect, reciprocity, responsibility, and relationships (Archibald, 2008). Keeping these four R's in mind, this session offers thoughtful and practical insight into why land-based learning is an important consideration at every level and how it impacts instructional design and pedagogy. In this presentation, a rich array of stories about how this work is being taken up in schools will lead into connecting design thinking and Indigenous pedagogies as a way of designing meaningful experiences for students.

Archibald, J. (2008). An Indigenous storywork methodology. In J.G. Knowles & A.L. Cole (Eds.) *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues* (pp. 371-384). Thousand Oaks, CA: Sage.

Truth and Reconciliation Commission of Canada. (2015). *Final report of the truth and reconciliation commission of Canada. Volume one: Summary. Honouring the truth, reconciling the future.* Toronto, ON: James Lorimer & Company.

Stephanie Bartlett is a PhD student in Curriculum and Learning, and a sessional instructor in the Interdisciplinary M.Ed in the Werklund School of Education, University of Calgary. She was recently a learning specialist for the Calgary Board of Education, supporting teachers in design thinking and Indigenous Education. Her research is rooted in creativity in educational practice, and encompasses Blackfoot epistemologies, human-centred design, and school culture.

Many Voices, Shared Stories, One Land - Stephanie Bartlett, Colleen Gainor & Keri Glowacki

Audience: All Levels

Under the guidance of Blackfoot Elder Saa'kokoto, students at Tuscany School are learning Indigenous culture and language through sustained land-based teachings. In an act of reconciliation, they aim to share their learnings with the broader community by publishing books that will be distributed as a Blackfoot/English language resource, and creating a bilingual Blackfoot/English opera in collaboration with Calgary Opera. The performance will weave together Blackfoot and Western storylines and songs. The books will be published and shared with the broader community as a pioneer project of student resource creation of Blackfoot resources under the guidance of an Elder. The foundation of the entire project is student voice as they share both the impact of the stories and their ability to retell the stories, using Blackfoot vocabulary in authentic ways. The breadth and depth of this school wide project will serve as a strong example of how educators can take up the necessary work of reconciliation in multiple ways that are designed to concurrently increase and enhance student voice and engagement in school culture. This 75 minute long presentation will use story to share this rich example of how land based learning of Blackfoot culture is shifting school culture, pedagogy and community understandings of the importance of learning the lessons of this land.

Stephanie Bartlett is a PhD student in Curriculum and Learning, and a sessional instructor in the Interdisciplinary M.Ed in the Werklund School of Education, University of Calgary. She was recently a learning specialist for the Calgary Board of Education, supporting teachers in design thinking and Indigenous Education. Her research is rooted in creativity in educational practice, and encompasses Blackfoot epistemologies, human-centred design, and school culture.



Colleen Gainor is an educator committed to collaborative learning that engages student, staff and the community. As a Learning Leader at Tuscany School, she supports teachers with their inter-disciplinary inquiry task design as well as programming for their diverse students within the classroom. She also works with the students to develop their design thinking skills and mindsets as well as mentors students with their growing knowledge and application of technology. She is working on her Master of Education through the University of Calgary, currently studying Collaborative Creativity and Design Thinking for Innovation.

Keri Glowacki believes that learning should be engaging and inspire creativity and critical thinking in children. As a teacher and Learning Leader with the CBE, she works to support the creation of a collaborative environment that supports teachers in developing their understanding of design thinking and how this can be used as a way for students to access curriculum and build the necessary skills and mindsets to be creative, collaborative and empathetic learners.

Eagle Markings: Learning, Connection, Creation - Kirsten Riebot & Brooke Reilly

Audience: Middle School

In this session, we will take you on the authentic journey of a diverse group of middle school students with a desire to learn about Blackfoot ways of knowing, the truth of Indigenous Peoples' histories in Canada, and be inspired to take action towards reconciliation. Beginning with an overnight trip on traditional Blackfoot territory, led by a Blackfoot Elder, students explored the region, its geographic features, the importance of the buffalo, and the beauty of the land. As students reflected upon the trip and their learnings, their teacher, supported by the Alberta Civil Liberties Research Centre, guided students through a series of intentional anti-racism lessons, as well as regular visits and storytelling with Elder Saa'kokoto, and talking circles with Cheryle Chagnon-Greyeyes. Students were ultimately tasked with the challenge of creating a piece of art that represented their personal connection to both contemporary and historical truths. All Bob Edwards students attending a Blackfoot Naming Ceremony where the art project was honoured with the name Pita'sinaki (Eagle Markings). The students' journey culminated at the close of the semester with an art show held at the Calgary Board of Education building where their art and artist statements were featured and their learning celebrated.

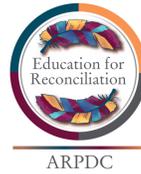
Kirsten Riebot began her teaching career 7 years ago in Saskatoon, Saskatchewan. She has spent most of her career teaching middle years French Immersion, but her real passion lies in the social sciences. In 2016, Kirsten received the Experiences Canada History Award from the Governor General for organizing a bilingual youth exchange with a focus on Canadian history. Kirsten is currently teaching grade 6 Humanities at Bob Edwards School. Her favourite part of every day is working with and learning alongside her students.

Brooke Reilly is in her 11th year with the Calgary Board of Education. She is the Assistant Principal at Bob Edwards School, a diverse school in the north east of Calgary with both French and English programs. Brooke took her Bachelor of Education at McGill University and earned a Masters in School Administration from Gonzaga University. For her capstone project, Brooke used an action research approach to build deeper understanding of concepts of social justice, servant leadership, and school culture through a lens of student leadership.

Ripples of Change - Veronica Doyle

Audience: Elementary

This session offers ideas and strategies about building relationships between our learners and Indigenous community, through providing authentic experiences as we continue taking multiple approaches towards reconciliation.



Veronica Doyle is a French Immersion teacher with Rocky View Schools. Her areas of passion include Indigenous Studies, Social Emotional Learning and Literacy.

Truth & Reconciliation: Leadership Stories from Sir John A. Macdonald School - Lori Pritchard & Kelly Hackman - Audience: Leadership, All Levels

With a focus on whole school participation, this session will share leadership stories from Sir John A. Macdonald School to demonstrate how one school is working to advance "Reconciliation through Education." TRC Calls to Action 62 - 64 will be highlighted.

Lori Pritchard (Métis) has been principal at Sir John A. Macdonald School for three years. Prior to this she was the Calgary Board of Education Lead for Indigenous Education, and was also principal at Piitoayis Family School. Recently, Lori received a Guiding the Journey Indigenous Educator Award for Innovative Practice by Indspire.

Kelly Hackman has been the Learning Leader for Indigenous Education at Sir John A. Macdonald School for three years. As an ally, Kelly works closely with students, families, and teachers to bring to life, the Calgary Board of Education's Three Year Education Plan Indigenous Education Strategy as we work together to advance "Reconciliation through Education."

Indigenous People have Always Known About STEM - Noreen Demeria
Audience: Leadership

Actua's National Indigenous Youth in STEM (InSTEM) Program acknowledges that Indigenous People have always known about and practiced STEM. This interactive presentation highlights the relationality of the Indigenous STEM program, and how STEM Program (InSTEM) is a customized, community-based approach to engaging First Nations, Métis, and Inuit youth in locally and culturally relevant STEM education programs. Over the past twenty years, we have worked closely with hundreds of Indigenous communities and tens of thousands of Indigenous youth.

Noreen Demeria is Anishinaabe from Tootinaowaziibeng First Nation in Manitoba. She holds a BA in Humanities from the University of Calgary and has also attended law school (twice). As an advocate for the judicial review of historical claims for children that had been forced to attend residential school(s), Noreen was able to contribute and assist with the litigation of Residential School claims for a period of 7 years. Noreen then developed Bear Spirit Consulting and over the years has worked on a number of social justice and educational undertakings. Her company also transforms into Bear Spirit Expressive Arts, through which Noreen uses art to break through residual effects of inter-generational trauma and systemic barriers by assisting people to find and use creative outlets for self-expression. More recently, Noreen completed the 1st year of an Interdisciplinary Master of Education program, "Indigenous Education: A Call to Action", a program that was developed in direct response to the recommendations of the Truth and Reconciliation Commission of Canada (TRC) (2015).