

Mamawihtowin “Coming Together” FNMI Educators Conference 2018

October 15&16, 2018, Grande Prairie, AB

Monday, October 15, 2018

6:30am Pipe Ceremony, Ballroom 1

8:30-9:00am Registration/Coffee

9:00-9:15am Welcome/Acknowledgements/Opening Prayer, Ballroom 1

9:15-10:00am Elders Panel, Ballroom 1

10:00-10:15am Break

10:15am-12:15pm Keynote: “The Brain Core Story and Intergenerational Trauma”, Dr. Nicole Sherren & Kerrie Moore, Ballroom 1

12:15-1:00pm Lunch

Afternoon Breakout Sessions 1:00-3:30pm (break 2:15-2:30pm)

A1. “Brain Games” Dr. Nicole Sherren & Kerrie Moore, Ballroom 1

A2. “Protocols for Working with FNMI Community Members” Holly Crumpton & Dave Matilpi, Salon A

A3. “Indigenous Alberta: The Footsteps of Our Ancestors” Shannon Loutitt, ATA, Salon B

A4. “Aboriginal Games” Terry Lakey, Salon C

A5. “Closing the Achievement Gap from the Inside Out” Kim Barker-Kay, Ballroom 2

3:30pm Smudge, Ballroom 1

Supper on own

7:00-9:00pm Screening of “The Witness Blanket” Documentary, Carey Newman (Pomeroy Lodging, 9820-100 Ave)

Tuesday, October 16, 2018

8:30-9:00 Coffee/New Registrations

9:00-9:15am Welcome/Acknowledgements/Opening Prayer, Ballroom 1

9:15-9:30am Opening Address, Carey Newman, Ballroom 1

Morning Breakout Sessions 9:30am-12:00pm (break 10:30-10:45am)

B1. “The Witness Blanket: Picking Up the Pieces” Carey Newman, Ballroom 1

B2. “Building Community by Welcoming Diversity: An Experiential Gift for You” Kim Barker-Kay, Salon C

B3. “The History of Residential Schools” Charlene Bearhead, Ballroom 2

B4. “Indigenous Ways of Knowing: Walking in Our Footsteps” Shannon Loutitt, ATA, Salon B

Full Day Sessions 9:30am-3:30pm (do NOT attend keynote)

B5. “Advancing Reconciliation in Education Professional Development Series – Session 1: Starting the Conversation” Chelsea Burke, Salon A

12:00-1:00pm Lunch

1:00-2:15pm Keynote: “Taking Action for Reconciliation in Schools and School Systems”, Charlene Bearhead, Ballroom 2

2:15-2:30pm Break

2:30-3:15pm Keynote – *Continued*

3:15-3:30pm Closing Remarks

Monday, October 15th

Elders Panel – 9:15-10:00am

A group of local Elder's have been invited to respond to the question, "In the spirit of Education for Reconciliation, what does education today mean to you?".

Keynote Presentation –10:15am-12:15pm: The Brain Core Story & Intergenerational Trauma, Dr. Nicole Sherren & Kerrie Moore

Converging lines of evidence from neuroscience, molecular biology, genetics, and the social sciences tell us that early experiences are literally built into our brains and bodies to affect a lifetime of learning and health, for good or for ill. This has profound implications for policies, programs, and services that support children and families. In this session, you will learn how brains are built: what kind of experiences promote healthy brain architecture, what kind of experiences derail it, and how these experiences get "under our skins" to affect learning, health, and social outcomes across the life span.

Afternoon Breakout Sessions 1:00-2:15pm

A1. "Brain Games" Dr. Nicole Sherren & Kerrie Moore

The Brain Game is an interactive activity based on decades worth of scientific research on how experiences are built into our brains and bodies to affect a lifetime of learning and health, for good or for ill. Participants work in small groups to build a model brain out of pipe cleaners and straws based on the life experiences they draw at random from a deck of cards. The object of the game is to build as tall and as strong a structure as possible, but watch out: as your brain ages, the rules change and your negative experiences are represented by small weights that need to hang from the structure without toppling it over!

A2. "Protocols for Working with FNMI Community Members" Holly Crumpton & Dave Matilpi

This session is intended as an introduction about how to observe traditional protocol when working with the Indigenous community. Dave Matilpi, an elder who has been working with Peace River School Division #10 for many years, and Holly Crumpton, the First Nations, Metis and Inuit liaison for Peace River High School, will share from their experiences some of the dos and don'ts of how to engage with the Indigenous community in a culturally appropriate way. If you have questions about the Spirit of the drum, smudging, moon time, moving in the direction of the sun, the significance of tobacco, how or why one acknowledges traditional territory, or how to properly ask an elder or a knowledge keeper to share their knowledge, this could be the session for you.

A3. "Indigenous Alberta: The Footsteps of Our Ancestors" Shannon Loutitt, ATA

This workshop will introduce participants to the rich indigenous cultural and linguistic diversity of Alberta. Topics will include: terminology related to identity, recognition of territory, significant ancestral landscapes related to locations of celebrations and traditions that come to life through song and dance, addressing myths and misconceptions and a brief historical timeline. Participants will explore common myths and misconceptions and engage in a brief historical timeline.

A4. “Aboriginal Games” Terry Lakey

Come explore was to assist your teacher in supporting students in the classroom with FNMI Math curriculum, in an active, fun, project based learning environment. The goal of this session is to demonstrate some traditional Aboriginal games, and how they can be used within a classroom; while connecting directly to Math outcomes of the Program of Study. You will have an opportunity to create Math Games of your own to take back to class and use them to connect with First Nations, Metis and Inuit students in a cultural way. You will also be able to use the games to make learning/reinforcements activities for review, enhance and recall math learning from their classroom. Terry will also share how he has developed his own Teacher/EA relationship and mutual classroom roles. Come prepared to participate, create your traditional games, and leave the session more prepared for the next day of school!

A5. “Closing the Achievement Gap from the Inside Out” Kim Barker-Kay

This session is designed for educational leaders in supporting systemic change in their individual schools to close the achievement gap. Participants will engage in an overview of, Curtis Linton’s The Equity Framework, The Prejudice Reduction Model from the National Coalition Building Institute (NCBI), Leadership Support for Cultural Awareness, Personal Wellness, and Critical Pedagogy as well as Anthony Muhammad’s work on transforming school culture.

Participants will gain ideas toward professional development plans for their work in their schools and gain a knowledge of the plethora of resources and supports available through the Alberta Regional Professional Development Consortium.

Evening “The Witness Blanket” Documentary Viewing 7:00-9:00pm

Special Location – Pomeroy Lodging (9820-100 Street). Parking available through alley, use side entrance.

During Carey Newman’s introduction of the film, he will talk about the personal inspiration and creative thought process that led to the making of Witness Blanket. He will share some of the history behind finding out that the project was approved and how, without a budget, they managed to make a film along the way.

Viewing of Witness Blanket Film.

Tuesday, October 16th

Morning Breakout Sessions 9:30am-12:00pm

B1. "The Witness Blanket: Picking Up the Pieces" Carey Newman

The Truth and Reconciliation Commission made education one of their primary calls to action, and for good reason. Over the long term, education will prove to be the most powerful part of the ongoing reconciliation process.

In this discussion Carey will relate some of what he has learned during the making of the Witness Blanket. How truth is foundational to meaningful change and how reconciliation happens on multiple levels. A look at reconciliation as a journey and that there are mile markers along the way that indicate how far we have come, or how far we still have to go.

We will also discuss the various resources available around the Witness Blanket and engage in a question and answer dialogue.

B2. "Building Community by Welcoming Diversity: An Experiential Gift for You" Kim Barker-Kay

In this session, Kim will introduce you to diversity training from the National Coalition Building Institute. After this session, participants will

- Identify and take pride in the different groups we belong to and learn the interests, strengths, and difficulties of groups other than your own in order to be a more effective ally.
- Expand your understanding and appreciation of diversity.
- Identify misinformation and learn new information about groups.
- Learn approaches for encouraging respect and teamwork among all students and staff.

This introduction to diversity training is offered as a gift as you embark upon your "inside-out" journey toward truth and reconciliation.

B3. "The History of Residential Schools" Charlene Bearhead

This session will go into the History of Residential Schools in Canada / Alberta as well as the history of the Indian Residential School Settlement Agreement leading to the Alberta Joint Commitment to Action. There will be a focus on resources and learning opportunities for system and school leaders.

B4. "Indigenous Ways of Knowing: Walking in Our Footsteps" Shannon Loutitt, ATA

This workshop is designed to be an introduction to some basic First Nation, Métis and Inuit worldviews, cultural beliefs and values. It is neither a comprehensive nor exhaustive exploration of indigenous ways of knowing, but rather a series of focused conversation starters for groups of educators engaged in reconciliation. Worldviews and ways of knowing are like stones thrown into the water from which other circles grow. Participants will gain an understanding and appreciation of First Nations, Métis and Inuit peoples by learning about diverse, traditional and contemporary experiences unique to them.

B5. “Advancing Reconciliation in Education Professional Development Series – Session 1: Starting the Conversation” Chelsea Burke, John Humphrey Centre for Peace and Human Rights

This is the first session of a three session series presented in partnership with the John Humphrey Centre and the NRLC. FULL DAY SESSION

The first full day workshop provides a starting point to open conversations about our shared history and a framework for introducing Truth and Reconciliation in the classroom. This first day aims to create a safe and supportive space for teachers to work through some important questions about teaching reconciliation in an age appropriate way. In this session facilitators introduce the toolkit and provide a grounding in some foundational principles for reconciliation: the Truth and Reconciliation Commission Calls to Action, United Nations’ Declaration on the Rights of Indigenous Peoples and local Treaties. Participants have the opportunity to learn from a local Elder/Knowledge Keeper who lead us in ceremony, share teachings and help work through some of the questions and barriers that may arise. Cross cultural dialogue about reconciliation in schools is fundamental to the day, as well as the sharing of best practices and introducing the sessions of the toolkit.

Session 2 in the series is scheduled for November 13, 2018 and Session 3 is scheduled for January 17, 2019. To register for the full series: <https://nrlc.net/program/3148>

Afternoon Keynote 1:00-3:15pm “Taking Action for Reconciliation in Schools and School Systems”, Charlene Bearhead

This session will examine next steps in taking action for reconciliation in schools and school systems. Examples of good practices, innovation and leadership in education will be shared and delegates will be engaged in strategizing for meaningful change in their own schools and school systems.

Presenter Biographies

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

Kerrie Moore MSW, RSW, Cree/Métis is originally from Saskatchewan. Kerrie is in Private Practice, specializes in trauma and grief, and has extensive experience and training in Post Traumatic Stress Disorder. Kerrie has worked for over 20 years in the fields of Justice, Child Welfare, Health Canada, Education, Veterans Affairs and Community Development. Kerrie is a psychotherapist, educator and Elder, providing workshops and Elder services for the University of Calgary, agencies who work with Indigenous people, Calgary Board of Education and the Calgary Homeless Foundation. She is an integrative psychotherapist and incorporates both Traditional and Bio-Medical methodology in her practice. Kerrie is currently working with agencies incorporating a new model, which acknowledges the parallels within world views. The model is informed by Intergenerational trauma practice and integrates an interdependency framework and training specific to the policies of the agencies. Kerrie sits on several Elder boards including the University of Calgary, Indigenizing Education Strategy and is a recipient of the Alumna of the Year Award, 2008, University of Calgary Women's Center.

Dave Matilpi is an elder who is a gifted artist, dancer, storyteller and educator. He is currently working as the First Nations, Metis and Inuit liaison for Peace Regional Outreach. A native of Alert Bay, B.C., Matilpi is a gracious, warm storyteller who derives his style from his own Kwakiutl First Nation background mixed with Cree style influences.

Holly Crumpton has been an employee of Peace River School Division #10 for the last twelve years. She spent the first eight years as a teacher and the First Nations, Metis and Inuit liaison for Peace River High School. She then spent two years as a learning coach supporting teachers and other instructional leaders as they sought ways to more effectively support the learning of their students. Returning to Peace High, Holly Crumpton has not only resumed her previous role but has also expanded her teaching repertoire to include Aboriginal Studies.

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

Terry Lakey is currently working for First Nations, Metis, and Inuit Learning Services in Red Deer Public Schools. Prior to joining Red Deer Public Schools in 1999, he taught with Northland School Division. Since joining Red Deer Public Schools, he has taken on several roles. As well as being a classroom teacher for years, Terry has been involved in the development of First Nations, Metis, and Inuit curriculum resources for many years. He uses the resources for his own classroom, as well as enjoys sharing his ideas with others. He has a passion for making classroom learning engaging, hands on, and covering a wide variety of learning styles.

Kim Barker-Kay is a retired teacher, principal, and researcher. She was also a professional development provider. Kim has an elementary generalist Bachelor of Education degree and a Masters in Educational Studies with a focus on the Roles and Responsibilities of Native Liaison Workers in Northern Alberta. She has 33 years of experience as an educator in High Prairie and area. Kim spent many years researching and learning about barriers to Indigenous student achievement and how to remove those barriers. Her journey led her in many directions, including an opportunity to put what she learned into practice. The results were highly rewarding for students and were encouraging for increasing minority student achievement. Kim's work on closing the achievement gap was influenced by a variety of findings and experiences, including: The Equity Framework, Diversity Training, Cultural Awareness and Personal Wellness as well as Critical Pedagogy and Transformative Theory. Over the years, Kim has become an expert on transforming school cultures and closing the educational achievement gap.

Carey Newman or Hayalthkin'geme is a multi-disciplinary artist and master carver. Through his father he is Kwagiulth from the Kukwekum, Giiksam, and WaWalaby'ie clans of Fort Rupert, and Sto:Lo from Cheam along the upper Fraser Valley. Through his mother he is English, Irish, and Scottish. Through his work he strives to highlight either Indigenous, social, or environmental issues. He is also interested in engaging with community and incorporating socially innovative practice into his artistic process. Carey's most recent major work, the Witness Blanket, made of items collected from Residential Schools, Government Buildings and Churches across the Canada, deals with the subject of Reconciliation. It is the subject of the documentary film *Picking up the Pieces, The Making of the Witness Blanket*, and a book will be released in 2019.

Charlene Bearhead is a mother, grandmother, experienced educator and education innovator with 30 years of regional, national and international experience. Charlene currently serves as the Education Coordinator for the National Inquiry into Murdered and Missing Indigenous Women, the Coordinator - First Nations, Metis and Inuit Relations for the Alberta Schools Board Association and Director of Professional Learning with the College of Alberta School Superintendents for the Alberta Joint Commitment to Action: Education for Reconciliation. Charlene also serves on the Canadian Museum for Human Rights Indigenous Education Working Group, the Downie-Wenjack Fund Board of Directors, the Pathways to Education Canada Indigenous Education Advisory Circle, the Safe and Caring Schools Board of Directors and the National Film Board Education Advisory.

Charlene served as the first Education Lead for the National Centre for Truth and Reconciliation at the University of Manitoba. Prior to that she was the National Coordinator for Project of Heart, and for the National Day of Healing and Reconciliation. Ms. Bearhead also coordinated the Education Days within the TRC National Events for the Truth and Reconciliation Commission of Canada. Charlene has served as a teacher, principal, education director and superintendent, both on and off reserve, over the years and holds permanent teaching certificates from both Alberta and Manitoba.

Chelsea Burke Education Lead and Program Facilitator. Having grown up in East Vancouver, on the unceded territory of the Coast Salish People, Chelsea has been steeped in a quintessentially Canadian multicultural, multiple perspective environment. She has an Education degree from the University of Alberta with a minor in Social Studies. Chelsea's focus in education is based on discovery and inquiry and in connecting learning to the many innovations in indigenous knowledge, social movements, art, media and technology to facilitate a sense of agency and connection to our communities. She values grassroots action that comes from a sense of personal passion and commitment to help work through the myriad of issues facing humanity today; and is honoured to work with an organization like John Humphrey Centre for Peace and Human Rights that has been doing this so passionately for many years.