



# Education for Reconciliation Spring Gathering "Assembling Strength: Pathways to Reconciliation"

<b>Facilitator(s):</b>	Multiple Facilitators
<b>Date:</b>	May 28, 2019
<b>Time:</b>	8:30 am – 3:30 pm
<b>Cost:</b>	No charge (includes lunch, which is not prepared in a nut/gluten-free environment)
<b>Location:</b>	DoubleTree by Hilton West Edmonton Hotel 16615 - 109 Ave NW, Edmonton
<b>Session Code:</b>	19-AB-416

## About this Learning Opportunity

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Edmonton Regional Learning Consortium, on behalf of Alberta Regional Professional Development Consortia's Education for Reconciliation grant work, is pleased to create a dynamic learning opportunity that allows regional sharing of our collective journey towards reconciliation through education on Tuesday, May 28, 2019.

## Program Agenda

<b>8:30 am - 9:00 am</b>	Registration	
<b>9:00 am - 9:30 am</b>	Welcome and Elder Blessing/Sharing <i>Pallisades/Logan Ballroom</i>	
<b>9:30 am - 10:30 am</b>	Keynote Address: Dr. Dustin Louie <i>Pallisades/Logan Ballroom</i>	
<b>10:30 am - 10:45 am</b>	<b>Break</b>	
<b>10:45 am - 12:00 pm</b>	<b>BREAKOUTS 1</b>	
	<b>Breakout Title</b>	<b>Room</b>
	Canadian Geographic Indigenous Peoples Atlas of Canada Giant Floor Map	Palisades Ballroom
	Witnessing: Indigenous Approaches to Pedagogy and Assessment	Logan Ballroom

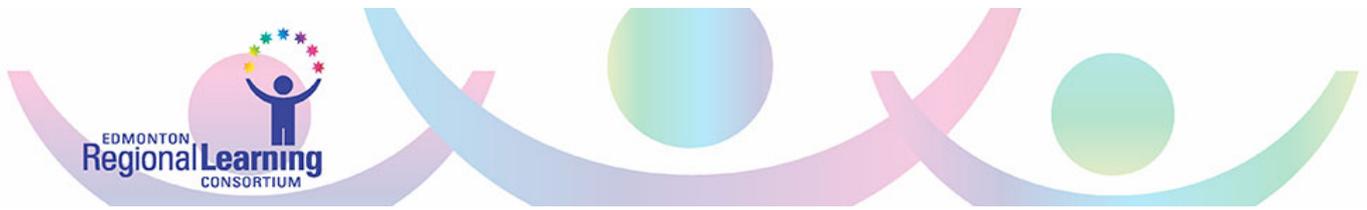
## About the Facilitator(s)

**Dr. Dustin Louie** is a First Nations scholar from Nee Tahli 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 a 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.

for 11 years and have embarked upon my own personal journey towards reconciliation. This has led me to educate myself and others on the importance of building empathy, regardless of ethnicity or socio economic status.

My name is **Beatrice Morin** (nee Littlechild). I was born and raised in Maskwacis, Alberta and now live in Enoch with my husband Jerome Morin of 47 years. Together we have six adult children and blessed with lots of grandchildren and great grandchildren. I'm a fluent Cree speaker and have taught the Cree language to numerous schools and organizations including my community. I have a Cree Language Instruction Diploma from Maskwacis.

	<p>It's Easier Than You Think - Weaving Indigenous Content Into Your Lessons Cultural College as well as a Bachelor of General Studies degree from Athabasca University, and a certified Life Skills Coach and Addictions Counsellor from Nechi Institute. graduated from St. Joseph High School in Edmonton back in 1970.</p> <p>Weaving Ways: An Introduction to Indigenous Knowledge in Alberta Schools I'm currently mentoring teachers and Caregivers with the Cree Language Curriculum in the early years, at Daycare,</p>
12:00 pm - 12:45 pm	<p><b>Lunch (Provided)</b> I am also a Traditional and Knowledge keeper and help out at cultural events and ceremonies. My hobbies include painting, pow wow dancing, camping and watching the grandkids' hockey games</p>
12:45 pm - 2:00 pm	<p>Keynote: Elders Circle Discussion</p> <p><b>Braiden Scotten</b> is a grade four teacher and Indigenous Education lead at St. Marguerite Catholic School. She has worked collaboratively with staff, students and the greater parent community on creating opportunities to grow and learn our understandings of Indigenous cultures and perspectives.</p> <p><b>Corinne Goulet</b> is a member of Gift Lake Metis Settlement and graduated from the University of Alberta with a Bachelor of Arts Recreation Administration Degree in 1996. Since then she has spent most of those years working for her home Settlement in a community services capacity until joining HPSD in 2014 as a Wellness Coach and moving to the Indigenous Success Coach team in 2016. Corinne is passionate about creating a sense of belonging and creating spaces, programs and opportunities for all students to learn from.</p>
2:00 pm - 2:15 pm	<p><b>Break</b></p>
2:15 pm - 3:30 pm <b>BREAKOUTS 2</b>	<p><b>Breakout Title</b></p> <p>EICS - Journeying Together Toward Truth and Reconciliation <b>Corrie Ziegler</b> has been an educator for over 39 years. Prior to joining Edmonton Regional Learning Consortium, Corrie served as a teacher, principal, supervisor and director with Edmonton Public Schools, where she led numerous districtwide projects, managed complex teams, and facilitated professional learning sessions on a broad spectrum of topics related to teaching and learning. Corrie has her Master's degree from the University of Alberta, and was a finalist in Alberta's Excellence in Teaching awards program. Corrie believes in the power of collaboration and has coached numerous learning communities in working together to achieve high levels of engagement and learning for all students.</p> <p>Collaboration and Connections through Indigenous Approaches to Teaching and Learning <b>Crystal Cholin</b> has been an educator for over 25 years, gaining experience in multiple provinces and community settings. She now works with Elk Island Catholic Schools as a learning consultant with a focus on Indigenous education and literacy. Her personal learning journey continues through the pursuit of educational opportunities and through the exploration and sharing of strategies and resources to enhance literacy and Indigenous knowledge instruction.</p> <p>Reconciliation Through Pop Culture <b>Etienna Moostoos-Lafferty</b> was born and raised in Grande Prairie Alberta. Etienna's family is from the Sturgeon Lake</p>



	<p>High Prairie School: Diminishing the Achievement Gap One Student at a Time</p> <p>7 years of teaching experience both on and off-reserve, and also in public and Catholic school systems. Etienna spent 4 years working for an Indigenous perspective school with the Calgary Board of Education where she learned the importance of culture and language in Indigenous education.</p> <p>Etienna has since moved back to Edmonton has worked provincially as an Indigenous Education consultant helping to develop and implement workshops aimed at promoting reconciliation through teacher education. Etienna has created resources for the ATA and ARBC that help teachers better understand topics such as Residential Schools, Metis Settlements, Inuit history, Myths and Stereotypes of Indigenous people, progression of the TRC, and treaty relationships.</p>
3:30 pm	Day Ends

## Session Descriptions

### **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.

### **Weaving Ways: An Introduction to Indigenous Knowledge in Alberta Schools**

*Etienna Moostoos-Lafferty & Tiffany Hourie*

*Audience: All Levels*

Indigenous scholars suggest that a process of decolonization must be enacted in order to activate the process of including Indigenous Knowledge into Western [current] schools structures so that the balance between knowledge systems can be achieved." Garcia & Shirley, 2012

Join us in learning more about Weaving Ways, a 5-part series that is inspiring educators from across Alberta. We will introduce you to the 5 components of the Weaving Ways model and give examples of how educators can respectfully weave Indigenous Knowledge systems into current teaching and learning practices. Leave with a better understanding of how weaving together Indigenous ways of knowing with current pedagogical practices can benefit all students.

In this session, we will highlight how weaving Indigenous Knowledge with current practices has impacted teachers from Maskwacis. We will share examples of how school leaders, consultants, and classroom teachers are connecting

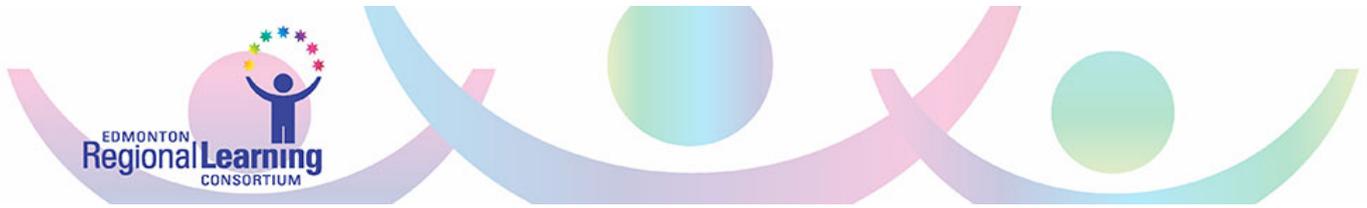
Today, Etienna is an Indigenous Education Coach for Evergreen Catholic Schools and is completing her masters at the University of Alberta. She is a mother to a 5 year old daughter named Layla and her husband is also a teacher and works as an assistant Principal for Edmonton Public Schools.

**Heather Friedenthal** is an elementary school teacher with experience teaching high school in the past. As a non-Indigenous person, she has worked to teach her students about Canada's true history in an age appropriate manner across different subjects. Reconciliation is both a personal and professional passion for Heather.

**Heather Thomson** has been an educator for over 25 years, gaining experience in multiple provinces and a variety of communities. She now works in Elk Island Catholic School District as a secondary administrator and is a member of the Indigenous school committee working in conjunction with the Indigenous school lead. As part of the Indigenous school committee, she is passionate about permeating Indigenous education into the school. A big focus is the process in which we are able disseminate information within our school community.

**The High Prairie School Division Indigenous Success Coach team** work in all areas of the quadrant to support approximately 1400 students their families and communities. Our team provides divisional professional development for all of our approximately 350 staff. We have a very active Land Based Learning program developed and delivered exclusively by local Elders and Knowledge Keepers. Cultural Arts are offered to all 13 schools throughout the division which include language, history, local content and storytelling.

**Isabelle Kootenay** is a Stoney Elder from Alexis First Nation. She is a teacher and graduated from UBC. She has 21 years experience, most of which was in grade seven. Isabelle likes to write short stories and sing. She is a member



Elders, language, and the land (to name a few) into the important work of education on reserve.

### ***It's Easier Than You Think - Weaving Indigenous Content Into Your Lessons***

*Heather Friedenthal*

*Audience: Elementary, Middle School*

Both as Canadians and teachers, we have a responsibility to walk on the path to reconciliation. Due to fear of saying the wrong thing or appearing disrespectful, many teachers are unsure of how to get started in their classroom and don't know where to go for resources with an approved and authentic Indigenous voice.

Join Heather Friedenthal as she shares her journey as a non-Indigenous person on her journey of reconciliation in the classroom. Participants will learn the importance of seeking out professional development to expand their foundational knowledge and challenge their personal perceptions and the perspectives they have been trained to have since being students themselves. Heather will provide many practical suggestions for teaching Canada's history of residential schools as well as suggestions for weaving Indigenous ways of knowing into lessons to meet various outcomes in the curriculum. Moving past making First Nations, Metis and Inuit topics and history a "unit" and into part of the everyday fabric of the classroom will be a focus. Participants will learn how Heather has sought out Indigenous mentors and PD to guide her lessons and ensure authenticity without stepping into the realm of teaching culture, an inappropriate area for a non-Indigenous person. Heather will also share her journey to support the rest of the school staff by sharing her learnings as the First Nations, Metis, Inuit Lead at her school and attending Walking Together sessions and other educational conferences.

### ***Canadian Geographic Indigenous Peoples Atlas of Canada Giant Floor Map***

*Corrie Ziegler*

*Audience: All Levels*

Canadian Geographic has worked collaboratively with a number of Indigenous and ally educators and organizations from across Canada to create the Indigenous Peoples Giant Floor Map (11 metres by 8 metres/35 feet by 26 feet) and accompanying resources. Attend this session to learn how this amazing resource will assist you and your students in understanding the past, present and future of Indigenous

of the Alberta Foster Parent Association. She speaks her Stoney Language and is an active member in her community. She is a survivor of the Hobbema Indian Residential School and is passionate about helping teachers.

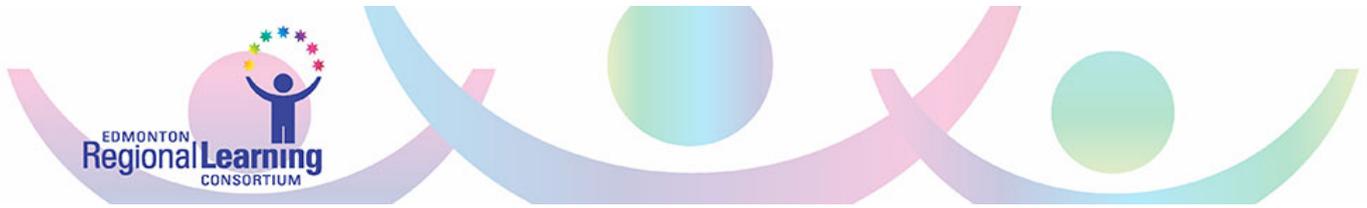
**Mary Cardinal Collins** is a semi-retired teacher from Treaty 6 Saddle Lake First Nation, AB, fluent Cree speaker and translator - Nehiyaw -skew -who works in the field of Indigenous languages and Indigenous education for the past 30 plus years. Mary is a 12 year survivor of the Blue Quills Indian Residential school and although she remained a fluent speaker she has had to reclaim her kinship systems and ceremonial activities post the residential school experience. She has experience in Cree language curriculum development at the provincial level and at the national level with the WNCP. Mary was involved at several levels of leadership during the development, writing and publishing of Aboriginal studies in Alberta education. She has led many workshops on Cree language methodology and classroom activities as Supervisor of Aboriginal Programs with Northland School Division. Lately she completed a contract with the Southern Tutchone FN languages in Haines Junction, Yukon using the Alberta Aboriginal language template. Because of her experience in Indigenous languages curriculum she also has a special interest in Infusion of Indigenous culture in the everyday core curriculum.

**Sarah Congdon-Reitzel** is in her early stages of teaching with four years under her belt. With many passions, Indigenous Education is her newest. She grew up knowing she was Metis, but never followed or learned about the culture. Becoming the Indigenous Lead at her school has been an incredible opportunity to begin her journey and has given her the chance to begin learning. She looks forward to continuing to experience new educational opportunities that moves education forward to finding truth and reconciliation.

**Sarah Dewhurst** has been teaching for the past 5 years in various capacities, all at the High School Level. Sarah's intro to Indigenous Education was working at St. Joseph's High School within the Braided Journeys program. Since moving to Elk Island Catholic Schools, Sarah has become the Indigenous Education Lead at her school, and has worked with a team to bring Indigenous content, pedagogy and understandings to Archbishop Jordan. Sarah is passionate about building and increasing foundational knowledge about Canada's history and Indigenous cultures with her colleagues and within the classroom.

**Terri Lynn Guimond** is principal of St. Marguerite in Evergreen Catholic School Division. She has first hand experience in developing teacher capacity through a collaborative and embedded process called Learning Sprints.

**Tia Vandermeer** Junior High Educator- I have been teaching for 10 years and I am a PBL based classroom teacher. I



peoples. Attend this session to learn about:

- the topics and materials included in the resource;
- how this resource serves as a starting point and the exploration of how to reach out to Indigenous communities, organizations and groups in your area to contextualize the resource;
- pre-map activities your teachers/students can engage in prior to the giant map arriving at your school, so as to maximize on its 'stay' at your school or district;
- details related to borrowing the resource (cost, length of loan period, how resource is shipped, etc.);
- stories/lessons learned from educators/districts who have already used the map in their school.

### ***Elders Circle Discussion***

*Etienna Moostoos-Lafferty, Isabelle Kootenay, Mary Cardinal Collins, Beatrice Morin*

*Audience: All Levels*

Join Elders in a circle discussion. Get cozy in this safe space as we engage in meaningful conversations about education. Ask questions about the important roles that Elders can and do have in Alberta schools. Ask about the protocols to consider when inviting an Elder into your school. In this session, the conversation is intended to be 'organic,' in that, we will allow the stories to flow as they may. Sit back, relax, and enjoy the tea and conversation.

### ***EICS - Journeying Together Toward Truth and Reconciliation***

*Crystal Cholin, Heather Thomson, Sarah Dewhurst, Sarah Congdon-Reitzel*

*Audience: Middle School, High School, Leadership*

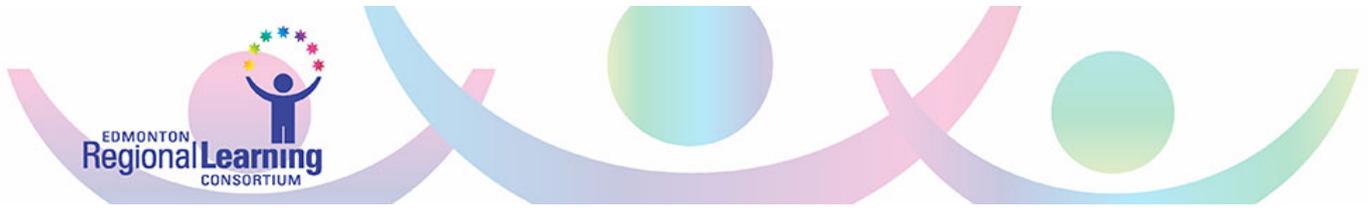
In this session, educators from Elk Island Catholic Schools will share their reconciliation journey experience as a district overall and from two unique school perspectives. Two classroom teachers, one from a middle school and the other from a secondary school, a secondary administrator and a learning consultant from Central Learning Services will recount their process of working with staff, students, and parents in building foundational knowledge of Indigenous perspectives. Strategies to support learning for all will be shared.

### ***Collaboration and Connections through Indigenous***

teach every subject to one class of grade seven students where I weave culture and curriculum together in meaningful authentic learning experiences. This specific project has inspired me to share the message the students have created around reconciliation.

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**Tiffany Hourie** is Oji-Cree and originally from the Anishinaabe territory in the Interlake area of Manitoba. She is currently the Coordinator of Curriculum Development for the newly amalgamated Maskwacis Education Schools Commission (MESC). She holds a Masters of Education in Educational Studies, a Bachelor of Education, and a Bachelor of General Studies. In her eight years of classroom teaching in First Nation communities, it was her students that inspired her to pursue a graduate degree with a focus on the integration of Indigenous knowledge in curriculum and instruction. Aside from her teaching experience, Tiffany has also had the opportunity to serve as the Indigenizing Curriculum Coordinator for Miyo Wahkohtowin schools where she supported teachers in their capacity to integrate Indigenous knowledge in curricular practice.



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### ***Approaches to Teaching and Learning***

*Braiden Scotten, Terri Lynn Guimond*

*Audience: All Levels*

Come and hear how one school re imagined grade level collaboration to build teacher capacity and integration of Indigenous culture and perspectives into the classroom Our story includes our intentional focus on Indigenous pedagogies and the use of an embedded collaborative process to increase foundational knowledge and build capacity in teacher and student learning.

Braiden and Terri Lynn will share examples of how our school has developed the use of Indigenous pedagogies such as: oral story telling of The Seven Scared Teachings, land based teaching in our outdoor classroom, the integration of Cree oral language, and other teaching strategies through the Learning Sprints process

### ***Reconciliation Through Pop Culture***

*Tia Vandermeer & Adrian Paolinelli*

*Audience: All Levels*

This session is a journey through the production of a pop culture song to demonstrate learning, understanding and healing of history's scars. This experience empowered students to use their voice to inform others about reconciliation. Specifically, we will share the adventure that our students embarked upon through the facilitation of the Darkspark Four Directions project.

### ***High Prairie School: Diminishing the Achievement Gap One Student at a Time***

*Diane Bellerose, Corine Goulet, & Tahza Cardinal*

*The High Prairie School Division Indigenous Success Coach Team*

*Audience: All Levels*

Our team of 7 Indigenous Success Coaches, work in 13 schools throughout the High Prairie School Division, We are a multi disciplinary team that works collaboratively to support Students, Families, Community, and Staff.



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## Floor Plan