

# First Nations and Métis Education

## Promising Practices Symposium



April 1<sup>st</sup> and 2<sup>nd</sup>, 2009

Radisson Hotel Saskatoon, Saskatchewan

Symposium Co-sponsors



**Saskatchewan  
Ministry of  
Education**

CANADIAN COUNCIL ON LEARNING CCL CCA CONSEIL CANADIEN SUR L'APPRENTISSAGE

ABORIGINAL LEARNING

Knowledge Centre

APPRENTISSAGE CHEZ LES AUTOCHTONES

Centre du savoir

Cover Credit/Artist: Penny Condon

**Penny Condon:** Born and raised in Saskatoon, Penny is an elementary school teacher who teaches for the Greater Saskatoon Catholic School Board. Penny has written and illustrated two books in which her book “Changes” was nominated for the Saskatchewan book Awards. Penny continues to paint, and hopes to encourage and infuse the artistic ability in all her students.



## Message from the Minister of Education The Honourable Ken Krawetz

On behalf of the Government of Saskatchewan, I would like to welcome you to the First Nations and Métis Education Promising Practices Symposium.

Our government is committed to the foundational integration of First Nations and Métis education for all Saskatchewan learners. In addition, it is important for all Saskatchewan people to understand the histories, contributions, and perspectives of First Nations and Métis peoples. Our government has made teaching of treaties in K-12 curriculum mandatory in all provincial schools.

This symposium provides the opportunity to share First Nations and Métis education promising practices both provincially and nationally.

This symposium is timely, as just a few weeks ago, Saskatchewan was recognized across Canada as a leader in Aboriginal education by hosting the Council of Ministers of Education, Canada (CMEC) Summit on Aboriginal Education. The summit provided the opportunity for a national dialogue where we discussed creative ways to eliminate the student achievement gaps between Aboriginal and non-Aboriginal learners.

This symposium is one of many ways the Ministry of Education is continuing the momentum of moving forward and advancing First Nations and Métis education for the benefit of *all* learners.

Best wishes for a successful symposium.

Honourable Ken Krawetz  
Deputy Premier  
Minister of Education





*Federation of Saskatchewan Indian Nations*

March 19, 2009

**FSIN OFFICES**

**Head Office**

Asimakaniseekan Askiy Reserve  
Suite 100 □ 103A Packham Ave  
Saskatoon, SK S7N 4K4  
Business (306) 665-1215  
Fax (306) 244-4413

**FSIN Sub-Office**

Treaty Four Governance Centre  
P.O. Box 1388  
#120 □ 740 Sioux Avenue  
Fort Qu'Appelle, SK S0G 1S0  
Business (306) 332-2556  
Fax (306) 332-2557

**Specific Claims Office**

202-229 4<sup>th</sup> Avenue South  
Saskatoon, SK S7K 4K3  
Business (306) 933-9466

*Protecting and  
enhancing  
Treaty Rights for  
First Nations of  
Saskatchewan*

Dear Participants,

It is with great pleasure as the Education portfolio holder with the Federation of Saskatchewan Indian Nations (FSIN) and the 74 First Nations that we serve in Saskatchewan that we welcome you to the First Nations and Métis Education Symposium. This symposium will share common practices in First Nations and Métis Education in promoting practices that support improvement for all learners.

We hope this conference will give you insight into educational strategies that you will be able to utilize within your respective communities and school districts.

We have a great deal of work that lies ahead of us. It will take strong partnerships and relationships to advance our agenda of improving the educational attainment of the young in our communities.

Thank you for visiting Treaty six territories and contributing your voice to this conference. I hope each of you will take advantage of this opportunity to learn, make new connections, and bring new energy to your own education projects.

Respectfully,

Lyle Whitefish  
Fourth Vice Chief  
*Federation of Saskatchewan Indian Nations*  
**INDIAN GOVERNMENTS OF SASKATCHEWAN**



March 24, 2009

Dear Participants,

It is my pleasure to offer greetings to the participants, presenters and organizers of the Promising Practices Symposium on behalf of Métis Nation-Saskatchewan. The Métis have long held that education is an imperative aspect of self determination and are honored to be a part of a discussion promoting research, initiatives and strategies that will foster understanding of educational issues facing Métis students and their families in our province today.

This symposium provides the opportunity to share First Nations and Métis education promising practices both provincially and nationally. Combine this with the strong research and practice of the Gabriel Dumont Institute of Native Studies and Applied Research and you have the basis for renewed optimism as we all work together to improve education outcomes for our youth, the future and hope for our Métis Nation here in Saskatchewan.

Enjoy the Symposium

Merci Cho

Robert Doucette, President  
Métis Nation-Saskatchewan



## ***Welcome Letter from the Directors of the Aboriginal Learning Knowledge Centre***

Dear Participants,

On behalf of the Aboriginal Learning Knowledge Centre, we as a sponsor of the ***First Nations and Métis Education – Promising Practices Symposium*** welcome you to this event in honour of the shared commitment to strengthening lifelong learning and outcomes in learning for Aboriginal peoples.

Those in attendance will benefit from the vast array of promising practices in Aboriginal Education which are evident across the country, validating the important work being carried out in many schools and communities, and showcased for you over the next two days.

The Aboriginal Learning Knowledge Centre is pleased to offer four presentations representing the collective work of the Knowledge Centre done in partnership with the Canadian Council on Learning, the Adult Learning Knowledge Centre and through the efforts of six Animation Theme Bundle Leads of the ABLKC Consortium who have done exceptional work identifying numerous promising practices and research gaps in Aboriginal learning over the past three years.

Our sincere thanks are extended to the speakers and presenters who are contributing to this conference; to our conference host the First Nations and Métis Education Branch of the Ministry of Education; and to the dedicated staff and volunteers who helped make this event possible.

Sincerely,

A handwritten signature in cursive script, appearing to read "Marie Battiste".

Dr. Marie Battiste,  
Co-Director of the Aboriginal Learning Knowledge Centre  
and Academic Director of the Aboriginal Education Research Centre

A handwritten signature in cursive script, appearing to read "Vivian Ayoungman".

Dr. Vivian Ayoungman,  
Co-Director of the Aboriginal Learning Knowledge Centre  
and Executive Director of the First Nations Adult and Higher Education Consortium



## FNME “Promising Practices” Symposium at a Glance

<b>Tuesday March 31, 2009</b>	<b>Event</b>	<b>Room</b>
7:00 p.m. – 9:00 p.m.	Registration	Crush Lobby
<b>Wednesday April 1, 2009</b>		
7:00 a.m. – 8:00 a.m.	Pipe Ceremony (see protocol)	Shakespeare (Elders’ Room)
7:30 a.m. – 8:30 a.m.	Registration	Crush Lobby
8:30 a.m. – 10:00 a.m.	Greetings & Keynote-Willie Ermine	Michelangelo Ballroom
<b>10:00 a.m.- 10:15 a.m.</b>	<b>Break</b>	
10:25 a.m. – 11:45 a.m.	Breakout Sessions Topic 1: Improved Achievement Outcomes	Various rooms
<b>11:45 p.m. – 12:45 p.m.</b>	<b>Lunch</b> Luncheon meeting	Michelangelo Ballroom Verona Boardroom
12:45 p.m. -1:30 p.m.	Plenary: Canadian Council on Learning: Naturalizing Indigenous Knowledge in Life-long Learning (ABLKCC)	Michelangelo Ballroom
1:40 p.m. - 3:00 p.m.	Breakout Sessions Topic 2: Infusion of First Nations and Métis content, perspectives and ways of knowing	Various Rooms
3:15 p.m.- 4:10 p.m.	Youth Panel & Closing	Michelangelo Ballroom
5:45 p.m. – 8:30 p.m.	Banquet	Michelangelo Ballroom
<b>Thursday April 2, 2009</b>		
8:45 a.m. – 10:00 a.m.	Opening & Keynote- Kenneth Leithwood	Michelangelo Ballroom
<b>10:00 a.m. – 10:30 a.m.</b>	<b>Break</b>	
10:40 a.m. – 12:00 p.m.	Breakout sessions Topic 3: Building Capacity with Partners and Learning Circles: Aboriginal Learners and Partners	Various Rooms
<b>12:00 p.m. – 1:00 p.m.</b>	<b>Lunch</b> Luncheon Meeting	Michelangelo Ballroom Verona Boardroom
1:10 p.m. – 1:45 p.m.	Plenary: Canadian Council on Learning: Redefining Success in Aboriginal Learning (ABLKCC)	Michelangelo Ballroom
1:55 p.m. – 3: 15 p.m.	Breakout Sessions Topic 4: Exploratory Practices Initiative in Education	Various Rooms
<b>3:15 p.m. – 3:30 p.m.</b>	<b>Break</b>	
3:30 p.m. – 4:00 p.m.	“The Future” Assistant Deputy Minister Darren McKee Closing	Michelangelo Ballroom-

## Keynote Speakers



### ***Willie Ermine***

Willie Ermine is from the Sturgeon Lake First Nation in the north central part of Saskatchewan. His Master of Education thesis is titled: *A Critical Examination of the Ethics of Research Involving Indigenous Peoples* (2000). Willie is a faculty member with the First Nations University of Canada and lectures in the areas of Humanities and Indigenous Studies. His continued residence and participation in the community provides him with the grounding and perspective in his duties and approach to work in the mainstream. Willie has published numerous academic articles including a widely-read academic paper entitled: *Aboriginal Epistemology* through UBC Press and a paper on Indigenous knowledge in a European publication entitled *Sea Change: Orkney and Northern Europe in the Later Iron Age 300 – 800* (2002). His primary duty as an Ethicist / Researcher is to promote ethical practices of research involving Indigenous peoples with particular interest in the conceptual development of the ‘ethical space’ – a theoretical space between cultures and world views.



### ***Kenneth Leithwood***

Dr. Leithwood is Professor of Educational Leadership and Policy at OISE/University of Toronto. His research and writing concerns school leadership, educational policy and organizational change. He has published more than 80 refereed journal articles, and authored or edited more than three dozen books. For example, he is the senior editor of both the first and second *International Handbooks on Educational Leadership and Administration* (Kluwer Publishers, 1996, 2003). His most recent books include *Distributed leadership: The state-of-the-science* (2008), *Leadership With Teachers’ Emotions In Mind* (2008), *Making Schools Smarter* (3<sup>rd</sup> edition, 2006) and *Teaching for Deep Understanding* (2006). Professor Leithwood has had extensive experience in the design, implementation and evaluation of leadership development programs. Among his current research projects is a large, five-year, Wallace Foundation study, with colleagues, aimed at determining how state, district and school-level leadership influences student learning. Professor Leithwood is the recent recipient of the University of Toronto’s *Impact on Public Policy* award and is a *Fellow of the Royal Society of Canada*.

# Entertainment



**Saskatchewan Native Theatre Company (SNTC)**, incorporated in January 1999, is an award winning cultural performing arts organization and professional **training** centre located in Saskatoon, Saskatchewan. With the guidance of our Elders and using theatre as a community development tool, SNTC is proud to put faces, voices and action to the hopes and dreams of our youth.

SNTC is a cultural/arts organization founded with the understanding that arts and culture are intertwined and are an integral part of the human make-up. SNTC creates, develops and produces **artistic presentations** by Canadian Aboriginal artists that promote positive images of Aboriginal people and contribute positively to the local and national performing arts scene.

We support Canada's theatre arts education community by providing unique, culturally based world-class training. Community and **professional programming** is delivered in an environment where Aboriginal talent and genius are recognized, validated and encouraged to thrive.

## **Gordon Tootoosis**

Gordon is an inspirational role model and mentor for Aboriginal youth, artists and communities throughout North America. As an accomplished artist, Gordon Tootoosis has worked extensively in film, theatre and television. Committed to preserving his First Nations culture through the arts, he serves as a founding board member of the Saskatchewan Native Theatre Company and has offered encouragement, support and training to aspiring and emerging Aboriginal artists. In 2005, Her Excellency the Right Honourable Adrienne Clarkson, Governor General of Canada recognized Gordon Tootoosis as an individual who has demonstrated excellence, courage and exceptional dedication to service in ways that bring special credit to Canada by appointing him as a member of the Order of Canada. Gordon is the third member of the Tootoosis family to receive this honor along with his late father John Tootoosis and his sister Jean Goodwill.

### **Rodolfo Pino Robles**

Rodolfo is a Canadian musician and composer originally from Latin America. He plays the guitar and many string instruments from the region, including charango, quinto and cuatro. His music expresses his mixed ancestry (Southern European and Indigenous). He has performed throughout Latin America and in most major cities of Canada. His compositions include incidental music for two (CTV) films and several stage plays, including a one-month touring musical, "Angel of Alagoas", in July-August 2000.

Pino-Robles twice won the folk song competition of the Mid-Autumn Chinese Canadian Youth Festival of Toronto (1984 and 1985) with his ensemble. He has played with Nancy White (Canada) and recorded with Luis Enrique Mejía Godoy and Grupo Mancotal (Nicaragua), and Compañeros (Canada). Rodolfo has also opened for renowned performers such as Patricio Manns, Olivia Oñate (Chile), Daniel Viglietti and Alfredo Zitarrosa (Uruguay), and David Campbell (Guyana-Canada).

He has performed for numerous human rights events and supported many fundraisers for international development assistance and other humanitarian causes. He is engaged to play for conventions, conferences, weddings, funerals and family celebrations, ceremonies, as well as the Saskatoon Fringe Festival and Saskatoon Folkfest.

He released his first cassette in 1993 and released his first CD in 2000 on the label Many Worlds Music. The CD, *Alegria*, was nominated as Best Aboriginal Recording in the 2001 Prairie Music Awards.

### **John and Vickie Arcand**

Métis fiddling is a style on it's own, and, when you think of this unique cultural music, one fiddler stands out! John Arcand is the undisputed "Master of the Métis Fiddle".

Originally from the Debden - Big River area of Saskatchewan, John now makes his home on acreage southwest of Saskatoon. He started playing fiddle at the age six, with coaching from his Father and Grandfather and by age twelve he was playing for dances. His impeccable sense of timing and flowing rhythm comes from learning to watch the dancers feet at this early age and from this he developed and refined a style of playing that has helped him become a legend in the fiddle world. People often refer to him as the "dancer's choice"!

John has made fourteen recordings to date, and still plays and records the Traditional Métis tunes of his Father and Grandfather as well as those he continues to research, learn and pass on. He is also a prolific writer having composed over 300 original tunes.

Along with a busy performing schedule, John is active as a guest artist and judge at fiddle contests, is in demand as an instructor at many fiddle camps and has a growing list of private students. He and his wife travel extensively promoting the Métis culture through workshops and performances and do many school and youth presentations each year.

His proudest achievements include being selected as one of 27 people world wide to represent Western Canada at the Fiddles of the World Conference in Halifax in 1999. Being chosen as a delegate in an Irish/ Métis Cultural Exchange in 2001 where he played for and met the President of Ireland. And, of course playing for and meeting the Queen at the Lieutenant Governor's Centennial Gala in Saskatoon in 2005.

His passions for the preservation of the Métis Traditions, old time fiddling and work with youth have been recognized by his peers and resulted in him being honoured with a **National Aboriginal Achievement Award for Arts and Culture**, and a **Lifetime Achievement Award** for his "Outstanding Contribution to Old Time Fiddling." from the Canadian Grand Masters in 2003. In 2004 he was awarded the **Lifetime Achievement Award** in the Inaugural Lieutenant Governor's Saskatchewan Arts Awards. In 2005 the Province of Saskatchewan honoured him with the **Saskatchewan Centennial Medal**, and in the Spring of 2006 he received the **Cultural Diversity and Race Relations "Living in Harmony" Award** from the City of Saskatoon. In April of 2008, he received the **Order of Canada** – our country's highest civilian honor.

To see John perform is to see a man serious about his music and in harmony with all that is good. From playing for the Queen of England to "jamming" with regular folk – John is happiest and most at home with a fiddle in his hand.

***Promising Practices Symposium Conference***  
***April 1 and 2, 2009***  
***Radisson Hotel***

**AGENDA**

**Tuesday March 31, 2009**

**7:00 p.m. – 9:00 p.m.**                      Registration – **Radisson Hotel**

**Wednesday April 1, 2009**

**7:30 a.m. – 8:30 a.m.**                      Registration – **Radisson Hotel** (continental breakfast)

**DAY ONE: Wednesday April 1, 2009**

**7:00 a.m. – 8:30 a.m.**                      Pipe Ceremony \* participation is voluntary (**Shakespeare Room**)

**Pipe Ceremony Protocol**

Prepared by the First Nations and Métis Education Branch, Saskatchewan Ministry of Education

- 4 Elders will be invited, through traditional protocol, to bring their Pipes. An Elders' Helper will be invited to organize the Pipe Ceremony. This individual is referred to as Oskapewis in Cree, and has extensive training with Elders about traditional protocols. The Oskapewis will also provide guidance and explanations to participants about the ceremony.
- Pipe Ceremony will begin at 7:00 am. Traditionally, Pipe Ceremonies are held at daybreak, but times may vary depending on the reason for the ceremony.
- A Pipe Ceremony is for everyone to participate in, however, there are distinct and different roles for men and women, and these vary from group to group. Women offer support and prayers from an outer circle that encircles the men, the Elders and the Pipes. Women will not touch the Pipe at a Pipe Ceremony led by men. Men, who do not wish to smoke the Pipe, will be instructed by the Elders about their participation.
- Once the Pipe and Stem are joined, the Pipe Ceremony will continue until the Pipes are put away. People in attendance are asked not to leave until the Pipes are put away. Elders' Helpers will remind us of this protocol.
- The Pipe Ceremony is officiated in Anishinabe, Cree and/or Dakota languages. Some translations in English may be provided. Participants are asked to be part of the Pipe Ceremony by offering their own positive and supportive messages and prayers silently.
- Elders will instruct participants about seating arrangements. Typically the men will sit in a circle, they may sit cross-legged. The Pipe is passed sun-wise. Women may sit in an outer circle. Women do not sit cross-legged, but with legs to the side or straight in front. Women must wear a long skirt, or bring a blanket or wrap to cover legs. Women may not attend the Pipe Ceremony if they are on their moon-time. Additional instructions may come from Elders and/or Oskapewis.

**8:30 a.m.**

Prayer: **Elder (Michelangelo Room)**

MC - Maureen Johns Simpson, Executive Director, First Nations and Métis Education Branch

**Darren McKee**, Assistant Deputy Minister, Ministry of Education

**Vice-Chief Lyle Whitefish**, Federation of Saskatchewan Indian Nations

**Robert Doucette**, Métis Nation - Saskatchewan

**9:00 a.m. – 10:00 a.m.**

Keynote Speaker: **Willie Ermine**

**10:00 a.m. – 10:15 a.m.**

Break

**10:25 a.m. – 11:45 a.m.**

Topic 1: Improved Achievement Outcomes (Breakout sessions)

Michelangelo Ballroom A 100 Balanced Literacy: A Framework for Success

Michelangelo Ballroom B 105 Elder in Residence Programming

Michelangelo Ballroom 130 Saskatchewan Education Indicators Report

Venice 110 Kihitwam-Student Retention and Re-entry

Florence 120 Starting from Scratch

Naples 125 St. Mary Wellness and Education Center

Rubens 135 Honouring Children and Families

Picasso 115 Promising Practices Guiding Responsive Systems for Aboriginal Learning

Shakespeare (Elders' Room)

**11:45 p.m. – 12:45 p.m.**

Lunch provided on site (**Michelangelo Ballroom**)

Entertainment by **Rodolfo Pino-Robles**

**12:45 p.m. - 1:30 p.m.**

Canadian Council on Learning: Naturalizing Indigenous Knowledge in Life-long Learning (ABLKC) (**Michelangelo Ballroom**)

<b>1:40 p.m. - 3:00 p.m.</b>	<p>Topic 2: Infusion of First Nations and Métis content, perspectives and ways of knowing (Breakout Sessions)</p> <p>Michelangelo Ballroom A 155 First Steps Toward Authentic Curriculum Integration</p> <p>Michelangelo Ballroom B 180 Curriculum Renewal</p> <p>Michelangelo Ballroom C 165 Muskoday TIPI Teachings</p> <p>Venice 150 Exploring the Cultural Camp Approach in Aboriginal Education</p> <p>Florence 170 Circles of Science</p> <p>Naples 175 Treaty Education: Office of the Treaty Commissioner</p> <p>Picasso 160 Indigenizing the Curriculum for Student Success</p> <p>Shakespeare (Elders' Room)</p>
<b>3:00 p.m. – 3:25 p.m.</b>	Break
<b>3:15 p.m.- 4:10 p.m.</b>	Youth Panel ( <b>Michelangelo Ballroom</b> )
<b>4:15 p.m.</b>	Closing
<b>5:45 p.m. - 7:00 p.m.</b>	<b>Banquet (Entertainment) (Michelangelo Ballroom)</b>
<b>7:00 p.m. - 8:30 p.m.</b>	<b>Saskatchewan Native Theatre Company: A Showcase of First Nations and Métis Performance utilizing theatre, dance, music and song</b>

**DAY TWO: April 2, 2009**

<b>8:45 a.m.</b>	Prayer: <b>Elder (Michelangelo Ballroom)</b> MC – Ted Amendt, Director of First Nations and Métis Education Branch
<b>9:00 a.m. – 10:00 a.m.</b>	Keynote Speaker: <b>Dr. Kenneth Leithwood</b>
<b>10:00 a.m. – 10:30 a.m.</b>	Break
<b>10:40 a.m. – 12:00 p.m.</b>	Topic 3: Building Capacity with Partners (Breakout sessions)  Michelangelo Ballroom A 205 Explore the Unique Role of Schools that are working to Graduate and Hire People of Aboriginal Ancestry  Michelangelo Ballroom B 215 Punnichy Career Transitions Initiative  Michelangelo Ballroom C 220 The Okiciyapi Partnership: Those Working Together for a cause  Venice 210 Nakota Language and Cultural Program: A Pilot Project  Florence 230 Visions of the Elders  Picasso 225 Toolbox for Success and Learning Circles: Aboriginal Learners and Partners  Shakespeare (Elders' Room)
<b>12:00 p.m. – 1:00 p.m.</b>	Lunch provided on site (Entertainment by <b>John and Vicki Arcand</b> ) <b>(Michelangelo Ballroom)</b>
<b>1:10 p.m. – 1:45 p.m.</b>	Canadian Council on Learning: Redefining Success in Aboriginal Learning <b>(ABLKC) (Michelangelo Ballroom)</b>

**1:55 p.m. – 3: 15 p.m.**

Topic 4: Exploratory Practices (Breakout Sessions)

Michelangelo Ballroom A 265 Culturally Responsive Schools-Placing Culture in the Center

Michelangelo Ballroom B 260 Standing Tall-A Community Initiative in Education

Michelangelo Ballroom C 250 A Comparison of Second Level Services: The Yorkton Tribal Council and the Provincial School System

Venice 275 Stories from School: Celebrating learning from the Success of Aboriginal Graduates

Florence 280 Circles of Voices-Dialogue for First Nations, Inuit and Métis

Naples 255 Citizens Inspiring Change

Picasso 270 Reclaiming the Learning Spirit

Rubens 285 A Journey Towards Actualization of First Nations and Métis Education in Prairie Valley School Division

Shakespeare (Elders' Room)

**3:15 p.m. – 3:30 p.m.**

Break

**3:30 p.m. – 4:00 p.m.**

Assistant Deputy Minister: Darren McKee

“Inspiration for the Future”

**4:00 p.m.**

Closing

Prayer- **Elder**

Please fill out evaluation form.

**Have a safe trip home!**

# Plenary Sessions

## Naturalizing Indigenous Knowledge in Learning

**Narcisse Blood**: Ki'naksaapo'p, Iitsitssko'pa is recognized as an Eminent Scholar (K.Ph.D.) by Red Crow College; **Ryan Heavy Head**, Akáyo'kaki, Coordinator of the Kainai Studies Program at Red Crow Community College; **Dr. Marie Battiste**, Director of the Aboriginal Education Research Centre, and Co-Director of the Aboriginal Learning Knowledge Centre at the University of Saskatchewan; **Dr. Leona Makokis**, is a member of Kehewin Cree Nation and has been President of the Blue Quills First Nations College; **Vince Steinhauer**, Instructor, Blue Quills First Nations College

The Aboriginal Learning Knowledge Centre has identified Indigenous knowledge a priority in their knowledge exchange goals. This session will share what they have found from educators, communities, and institutions that are meeting the challenge to include Indigenous knowledge as a legitimate and important form of knowing and knowledge in learning.

Naturalizing Aboriginal knowledge is not simply acknowledging its existence but realizing that modern trendy terms like “eco-friendly”, “environmentally aware” bring us back to the traditional indigenous respect for the land and all its inhabitants. Learning from and with the land nourishes our relationships and well being, and expands the potential of an individual or a group in their learning journey. The continuance and re-learning of our Aboriginal languages leads us to a deeper understanding of our holistic ways.

This session offers protocols and principles guiding promising practices and policies that are emerging in Canada among diverse educational systems and communities as they bring indigenous knowledge to the learning processes and environments. The presenters will share how this knowledge is unfolding and being animated and highlight current developments in Canadian Aboriginal academic research, and promising innovative practices in learning institutions and communities.

# Redefining Success in Aboriginal Learning

**Jarrett Laughlin:** Senior Research Analyst Canadian Council on Learning; **Dr. Vivian Ayoungman:** Executive Director for the First Nations and Adult Higher Education Consortium, Calgary; **Maria Wilson:** Senior Project Coordinator for Inuit Tapiriit Kanatami (ITK)

How do Aboriginal Peoples view success in learning? A commitment to new ways of thinking about what constitutes learning success for Aboriginal learners is needed. Existing data are inhibiting efforts to accurately monitor progress in lifelong learning for Aboriginal communities across Canada – the evidence and knowledge needed to impact change.

The Canadian Council on Learning (CCL) and its Aboriginal Learning Knowledge Centre have responded to this need by working in partnership with Aboriginal learning professionals, community practitioners, researchers and governments to begin discussing and identifying the many aspects of lifelong learning that contribute to success for First Nations, Inuit and Métis.

The result has been the development of three *Holistic Lifelong Learning Models* that are not only fostering discussions within Aboriginal communities around the importance of lifelong learning, but providing a holistic framework to assist with community planning, curriculum design, teacher training, professional development and performance measurement.

The presenters will describe how the holistic learning models were developed and how they are being used by communities, organizations and governments across Canada. Copies of the three *Holistic Lifelong Learning Models*, as well as a recent report, will be distributed to participants. The models and report can be found at [www.ccl-cca.ca](http://www.ccl-cca.ca).

# **FNME “Promising Practices” Symposium Sessions**

**April 1, 2009 (10:25-11:45 a.m.)**

## **100 Balanced Literacy: A Framework for Success**

Presenter: **Bobbi Gray**, Director of Education, Kinistin Saulteaux First Nation; and **Carroll Joyes**, Kinistin First Nation

Dr. Anne Brailsford’s *Balanced Literacy Program* is a framework for instruction that includes effective literacy strategies and approaches using the resources within a school. It provides teachers with a system for in-service and professional development.

In Saskatchewan, Carry the Kettle Nakota First Nation’s school (N.O.E.C.) was the first to implement the program. Implementing *Balanced Literacy* at Kinistin Saulteaux Nation, in the fall of 2007, has provided the Kinistin students and staff with effective literacy knowledge and instruction. The program has resulted in significant growth in students’ overall writing and reading ability and teaching instruction. It is not uncommon to see a 1.5 grade level increase throughout the course of the school year. The framework is effective in minimizing student remedial needs through reported consistent result in reading growth.

The framework is successful in providing all students [with or without socioeconomic issues or language barriers] with a consistent, comprehensive program encouraging success in reading and writing. The program originated in New Zealand (Maori) where guided reading groups are still successfully used based on instructional needs. This framework recognizes the diverse needs of every student in terms of their independent developmental level of instruction, and their personal knowledge about the world in which they live.

## **105 Elder in Residence Programming: Changing the Face of Regina Public Schools**

Presenter: **Calvin Racette**, Coordinator, Regina Public School Division

The Elder in Residence program began at the school level in an attempt to begin to infuse First Nations and Métis philosophy into the classrooms. The unique perspectives of the Elders created a huge demand from the teachers, and community for the Elders to play a larger role in the education of children. The program expanded from 8 schools, to 21 and then to 30. The knowledge that has been shared has forever changed the way that Regina Public Schools deliver the curriculum of the province. We will share a brief overview of one of the research projects attached to the Elder’s program as well.

## **110 Kihitwam - Student Retention & Re-entry Program Research Study**

Presenters: **Corrine Hoffman** and **Kihitwam Committee Members** (TBD)

School Division/First Nation & Métis Partners/Institution: Prairie Spirit School Division, Mistawasis First Nation, Muskeg Lake Cree Nation, Beardy's & Okemasis Willow Cree Nation

Kihitwam is a multi-faceted program for disengaged youth from ages 14 to 21. A research grant from the Office of the Federal Interlocutor (OFI) and Saskatchewan Ministry of Education provided the opportunity to collect of a wide range of data regarding perceptions about education and work programs designed meet the needs of youth and young adults. The results of the study helped to identify the critical factors necessary for student engagement and satisfaction to determine successes of *Kihitwam Program* and make future recommendations. This qualitative study captured the voice of the youth, as well as families, communities, and the business sector.

## **115 Promising Practices Guiding Responsive Systems for Aboriginal Learning**

**Ted Amendt**, Director of First Nations and Métis Education; **Sakej Henderson: James [Sákéj]** **Youngblood Henderson**, I.P.C., Research Director, Native Law Centre of Canada, College of Law; **Debora Simpson**, 30 years experience living and working in Nunavut and the Northwest Territories in the fields of education and human resource development with specific expertise in project management, curriculum development and facilitation.

An essential starting point for evaluating the adequacy of any structured learning system is its responsiveness to the needs and goals of Indigenous learners and any evaluation of the system has to refer to the purpose(s) of the system. First Nations, Métis and Inuit participate in a variety of educational systems in Canada from early learning to post-secondary and in 'non-formal' community settings. Reconciling Canadian education systems with Aboriginal peoples' rights to education is to make a transforming and capacity-enhancing place for Aboriginal students. This session seeks to share current promising practices that have generated successful outcomes for Aboriginal learners, particularly in the areas of:

- governance, policy, curricula, and assessment,
- the role and practices of professionals and practitioners, and
- the application of various technological innovations which are an aspect of modern approaches to learning.

## **120 Starting from Scratch**

Presenter: **Dean Shareski**: Digital Learning Consultant; Catalyst Team Members, Prairie South School Division

As a new school division, Prairie South School Division will discuss their journey from a division, without a plan or support, to a school division making their way to meaningful change. Though far from where they need to be, Prairie South has made some significant progress in the area of building capacity. Specifically, the catalyst team has begun to explore resources and share with staff and students. Considering there was little if any direction for this newly amalgamated division, the work has been valuable in moving forward. This session will include sharing of organizational changes as well as personal stories that are emerging. We'd love to lead a conversation about how to invoke meaningful change. We are learning.

## **125 St. Mary Wellness and Education Centre**

Presenter: **Darryl Bazylak**, Principal St. Mary's School; **Gordon Martell**, Superintendent, Greater Saskatoon Catholic Schools; **Dr. Mehtar**, Department of Paediatrics, University of Saskatchewan; and **Gary Beaudin**, Consultant (GSCS)

The St. Mary's Wellness and Education Centre is the recipient of the *2008 Premier's Board of Education Award for Excellence and Innovation*. The Wellness and Education Centre employs community involvement, evidence-based support and partnerships to achieve proven and sustainable results. The St. Mary's Centre offers, through realignment of existing services, a comprehensive, in-depth, model that addresses the root issues of poverty. The St. Mary's Wellness and Education Centre addresses the spiritual, emotional, physical, and intellectual needs of students and community at a level unprecedented in Canada.

## **130 Saskatchewan Education Indicators Report 2008: Trends in Data on First Nations and Métis students**

Presenters: **Tim Caleval**, A/Director of Assessment for Learning, Ministry of Education and **Darren McKee**, Assistant Deputy Minister

The 2008 Saskatchewan Education Indicators Report provides data and information on the PreK - 12 education system which guide planning for improvement. This year's report provides a wealth of information on First Nations and Métis students that reveal a series of trends. This presentation will provide an opportunity to discuss and reflect on these trends and how they impact the education system.

## **135 Honouring Children and Families: Foundational Beliefs for Quality Early Childhood Education**

Presenters: **Kathy Abernethy**, Saskatchewan Ministry of Education and **Bonnie Mihalicz**, Greater Saskatoon Catholic Schools

This session explores four foundational principles of quality programming for young children and the implications for First Nations and Métis children, families and communities. The presenters will discuss the Saskatchewan Ministry of Education's vision and direction for high quality programs for preschool children, provide examples from classrooms, and illustrate possibilities for engagement with First Nation and Métis families.

**April 1, 2009 (1:40-3:00 p.m.)**

## **150 Exploring the Cultural Camp Approach in Aboriginal Education**

Presenter: **Angelina Weenie**, First Nations University of Canada

Various educational institutions have utilized culture camps as a way to teach students about traditional knowledge. This presentation will present the results of a qualitative research project to explore the culture camp approach in Aboriginal education. How knowledge and skills gained from the culture camp experience are being applied to teaching practice will be presented.

## **155 First Steps Toward Authentic Curriculum Integration**

Presenters: **Craig Schellenberg**, Principal of Stobart High School; **Elder Lawrence Eyahpaise**, **Reg Nicolas**, Principal of Stobart Elementary; and **Michael Cox**

Stobart Community Schools/Prairie Spirit School Division

In the spring of 2008, the Stobart Community Schools in Duck Lake embarked on an ambitious program to authentically integrate Aboriginal content, perspectives and ways of knowing into the curriculum. The ensuing journey has taken us into a process that is both straight-forward and complex, both energizing and challenging. In this workshop, we will share what we have learned about shifting pedagogical practices, finding the voice of Elders, understanding the big picture and divergent worldviews, and improving learning outcomes for students. Although there are sometimes as many questions as answers, it is a journey that is taking us to a more holistic model.

## 160 Indigenizing the Curriculum for Student Success

**Dr. Helen Armstrong**, Faculty of Education, Brandon University; **Olivia Murdock**, Teacher Sioux Valley Dakota Nation; and **Roxanne Barker**, Birdtail Sioux First Nation.

Brandon University in Partnership with five First Nation communities from South-western Manitoba

The primary goal of our SSHRC/CURA project entitled *Community Based Aboriginal Curriculum Initiatives: Implementation and Evaluation* is to examine the impact of Aboriginal cultural instruction in selected schools in terms of learning, school attendance, and retention of Aboriginal students. The research involves assessing the effect of bringing Aboriginal artist-educators into participating schools, with particular attention to cognitive skills, cultural awareness, psychosocial development, identity, and self-esteem of Aboriginal students. The hypotheses is that exposure to Aboriginal culture in the school will improve Aboriginal children's cultural awareness and identity, and that, in turn, will increase the personal relevance and importance of the school, which then will translate into positive school-related behaviours and achievement. This presentation will provide an overview of the project, which is now in its fifth year.

## 165 Muskoday TIPI Teachings

**Sharon Laflamme**, Principal of Muskoday School

When Muskoday First Nation Community School first opened the doors the staff was guided toward teaching and addressing the needs of character education. The staff were introduced and provided with a copy of *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing* by Michelle Borba. For further support, we were introduced to the *Virtues Project* and *The HOPE* program, as well as, reference to the SICC Elders contribution to the Development of the TIPI Teachings in the early 1980's. We were also supported by Elder Mary Lee and her offerings of the TIPI general teachings.

The staff reacquainted themselves with the idea that teaching character education and developing moral intelligence serves several purposes: It helps improve social skills, develops strong internal control, builds thinking skills for making positive choices and to solve problems and ultimately builds skills to live a positive life-style.

The TIPI Teachings Model supports Muskoday First Nation Community School efforts in addressing bullying and deterring violence in our school community. It is a daily strategy that teaches a new way to behave with moral reasoning, etiquette, self-control and empathy. Using this model helps establish and maintain a successful, school-wide character education program. It is culturally relevant and meaningful to our students.

## **170 Circles of Science**

Presenter: **Yves Bousquet**, Principal Fairhaven School

The concept of *Circles of Science* (COS) began in 2005. Nationally based, its members want to create the conditions for students, particularly of First Nations and Métis ancestry, to develop and pursue interests in science and mathematics. Science fairs, camps, science clubs and Knowledge Sharing Fairs are some of the ways to develop students' interest in science and mathematics.

Why Circles of Science?

Traditional Ways of Learning and Indigenous knowledge is beginning to receive the honour of its value to Canadian learning both in academic community and in schools.

Our culture is once again thriving. Many ceremonies are being revived with the young taking an active part along with the elders...a new culture has evolved, a culture which has blended remnants of the past with adoptions from a new way of life. Pat Deiter McArthur, Plains Cree Nation

## **175 Treaty Education: Office Of The Treaty Commissioner**

Presenters: **Ken Horsman**, Director of Educational Programs

A review of what the Office of the Treaty Commissioner is doing to build school system capacity to teach about the Treaties of Saskatchewan. Emphasis will be on the Treaty Learning Network, the Treaty Resource Kit, the new materials for K-6 and the Treaty Essential Learnings.

## **180 Curriculum Renewal**

Presenters: **Gerry Craswell**, Director of Science and Technology, Saskatchewan Ministry of Education

This session will introduce the philosophy of the renewed outcome-based curriculum and provide practical examples regarding the infusion of First Nations and Métis content, perspectives, and ways of knowing

**April 2, 2009 (10:40 a.m.-12 p.m.)**

**200 Cancelled Session-- Advancing Aboriginal Inclusion through the Use of E-Learning Technology in the Aboriginal Community**

**205 Explore the Unique Role of Schools that are working to Graduate and Hire People of Aboriginal Ancestry**

Presenter: **Jamie Lerat**, Saskatchewan School Boards Association

This session will highlight some of the current initiatives that schools are doing to strengthen the success of First Nation and Métis students. School divisions are identifying their current and future needs to attract and retain skilled and qualified employees of Aboriginal ancestry as part of the Aboriginal Employment Development Program for a representative workforce.

**210 Nakota Language and Cultural Program: A Pilot Project**

Presenters: **Velda Wetherald**, Superintendent; **Kevin Hengen**, Principal, Arcola School; **Armand McArthur**, Elder of Pheasant Rump First Nation, Nakota Language & Culture Instructor

South East Cornerstone S.D. and Pheasant Rump First Nation

Arcola School is located in the South East Cornerstone School Division in South East Saskatchewan and serves students from the town of Arcola, the rural area around Arcola and Pheasant Rump First Nation. Approximately 30% of the student population of Arcola school is of Nakota heritage. The area is rich in Nakota history. There are very few Nakota speakers left in the world, but Pheasant Rump First Nation is fortunate to have an Elder willing to share his knowledge of the Nakota language and culture with the students of Arcola School. This presentation will explain the partnership between Arcola School and Pheasant Rump First Nation and will outline the process to develop a language and culture program available to all students from grades 1 to 10 in Arcola School.

**215 Punnichy Career Transition Initiatives: A Rural Partnership Model**

Presenters: **Larry Bedel**, Superintendent Horizon School Division; **Julie Bedel**, **Don Sangster**, Facilitator of partnership; **Albert Pinacie**, board member from Day Star First Nation; and **Ian Kelln**, Director of Touchwood Hills Tribal Council

On January 21, 2008 Horizon School Division #205 made great strides towards its goal of the "pursuit of partnership opportunities to improve student learning outcomes" when the Punnichy Partnership Operating Agreement was signed. Since this signing there has been a great deal of

work accomplished to make this agreement become not only an authentic partnership but also one that results in positive changes towards improved student learning. This initiative will utilize a more holistic approach through an enhanced Practical and Applied Arts programs in the Skills and Training area for not only high school students at Punnichy High School (97% First Nations) but will also serve the needs of First Nations youth at the community level.

## **220 The Okiciyapi Partnership: “Those Working together for a Cause”**

Presenters: **Cort Dogniez**, Coordinator of Aboriginal Education; **Valerie Harper**, Director of Education, Saskatoon Tribal Council; **Evelyn Johnston**, Vice-President, Central Urban Métis Federation Incorporated, **Patricia Prowse**, Superintendent, Saskatoon Public Schools; **Don Speidel**, Waokiye, SPSD; **Lori McAuley**, project Leader, Okiciyapi Partnership; **Jennifer Hingley**, Learning Leader, SPSD; and **Dennis Esperance**: Human Resources, SPSD

Saskatoon Public School Division, Saskatoon Tribal Council, and Central Urban Métis Federation Incorporated

The Okiciyapi Partnership consists of three organizations: Saskatoon Tribal Council, Saskatoon Public schools, and Central Urban Métis Federation Inc. The partnership began in 2003, in response to recommendations made by the Aboriginal community to improve learning experiences for First Nations and Métis (FNM) students in Saskatoon and surrounding FN communities. The presenters will share the history and process of partnership development, partnership initiatives in the goal areas of employment, curriculum and cultural programming, language development, anti-racism education, cultural responsiveness, student success, governance structure and challenges and successes to date.

## **225 Toolbox for Success & Learning Circles: Aboriginal Learners and Partners**

Presenter: **Kory Wilson**, Department Chair of Aboriginal Studies, Langara College, Vancouver, BC.

“Freedom through Knowledge”, the motto of Langara College, is the foundation of the Toolbox for Success and Learning Circles. This innovative Aboriginal approach to education is designed to encourage, support, facilitate and ensure success for Aboriginal learners. The Toolbox for Success and Learning Circles is holistic approach which requires community engagement. It is practical, community specific and community driven. The Tools and Circles are culturally-sensitive and developed with integrity in consultation with students and the community.

## **230 Visions of the Elders**

Presenters: **Andrew Quewezance**, Cultural Advocate, Good Spirit School Division; **Brian Marion**, Cultural Advocate, Good Spirit School Division; **William Whitehawk**, Elder's Helper, Visions of the Elders Project

This is a video presentation sharing Elders' stories with the audience which is a DVD compilation from the Visions of the Elders project completed last summer. This presentation would be of interest to those interested in Aboriginal story telling. The presenters will also share information about the formation of the Visions of the Elders project in Good Spirit School Division, which brings together Elders from the Key, Keeseekoose and Cote First Nations.

**April 2, 2009 (1:55 -3:15 p.m.)**

## **250 A Comparison of Second Level Services: the Yorkton Tribal Council and the Saskatchewan Provincial School System**

Presenters: **Larry Steeves**, University of Regina; **Don Pinay**, Director of Education, Yorkton Tribal Council; **Dr. Sheila Carr-Stewart**, College of Education, University of Saskatchewan; **Jim Marshall**, Economist in Residence, Johnson - Shoyama Institute

School Division/First Nation & Métis Partners/ Institution: Yorkton Tribal Council; Faculty of Education, University of Regina; College of Education, University of Saskatchewan; Johnson-Shoyama Institute

This session will focus on the following issues:

1. Organizational structure and staffing for second level educational support/programs in First Nations and provincial schools.
2. Differences in funding criteria between the First Nations and provincial system in Saskatchewan.
3. The impact of second level educational funding (positive & negative) on services for vulnerable students groups

This research is gives focus to the differences in funding levels and organizational structure of two educational schools and recommendations for more equitable service levels between the two systems.

## **255 Citizens Inspiring Change**

**Presenter: Sheelah McLean**, teacher and **Bedford Road Students**, Saskatoon Public School Division

This presentation will focus on anti-racist anti-oppressive practices within a high school classroom setting. Global Citizenship analyzes how political, social and economic issues are connected to local and global decision making. Youth are given an opportunity to build awareness, and connect with organizations who create strategies for change within their community and globally. This program uses anti-racist anti-oppressive content and teaching strategies to further our understanding of the contemporary issues that we face.

## **260 Standing Tall – A Community Initiative in Education**

Presenter: **Sharon Conway**, The Manitoba Métis Federation

*Standing Tall* is a community-based initiative, that originated in New Zealand and was brought to Canada by the Manitoba Métis Federation. The presentation will include a brief overview of the first Canadian pilot project, its goals and outcomes, and an explanation of how and why it is different from New Zealand. Nearing the end of the three year pilot, key elements and highlights including the research and evaluation process, will be shared. This community-based research project requires ongoing assessment with frequent reporting during the pilot as well as an in-depth analysis and program evaluation necessary to implement a province-wide delivery.

## **265 Culturally Responsive Schools-Placing Culture in the Center**

Presenters: **Jennifer Hingley**, Learning Leader; **Don Speidel**, Waakiye, SPSD; **Cort Dogniez**, Coordinator of FNMI education; and **Patricia Prowse**, Superintendent of SPSD

Saskatoon Public School Division

Saskatoon Public Schools utilized action and appreciative research methodologies to guide the inquiry into the questions: What is cultural responsiveness? What are the processes that will help move Saskatoon Public Schools to become a more culturally responsive school division? A strategy used by the research team was to form an Advisory Committee to seek guidance in the understanding of cultural responsiveness and to respectfully engage Elders, cultural leaders, students, parents, staff and community members in conversations around the development of cultural standards and guidelines. The research is a result of capturing the wisdom of the Advisory Committee. The research project will be shared with workshop participants and include the direction that Saskatoon Public Schools is moving in to become more culturally responsive.

## **270 Reclaiming the Learning Spirit**

Presenters: **Rita Bouvier**, Coordinator of the Aboriginal Learning Knowledge Centre based at the offices of the University of Saskatchewan, College of Education, Aboriginal Education Research Centre; **Kathleen Flanagan**, Coordinator of the Adult Learning Knowledge Centre, University of

New Brunswick in Fredericton, New Brunswick; **Genevieve Fox**, Coordinator of the Aboriginal Learning Knowledge Centre First Nations Adult and Higher Education Consortium, Calgary;

This presentation provides a synthesis of insights emerging from an invitational roundtable titled *Reclaiming the Learning Spirit*, which took place in Saskatoon in March 2008. The roundtable, a collaboration of the Aboriginal Learning Knowledge Centre and the Adult Learning Knowledge Centre, was organized to highlight Aboriginal adult learners' experiences, discuss systemic barriers, and identify promising practices. The presentation addresses the need for change within educational programs, and shares promising approaches to support Aboriginal adult learners and their communities as they reclaim the learning spirits

### **275 Stories from School: Celebrating and Learning From the Success of Aboriginal Graduates**

Presenter: **Tracy Mercredi**, First Nations University of Canada

Although the percentage of Aboriginal youth who leave school prior to completion is declining, it remains higher than that of non-Aboriginal students. A teacher's journey of gathering and interpreting the stories of six unique Aboriginal graduates will be presented. These six stories will weave together to form a grand narrative of the research including participant-generated recommendations for the retention of Aboriginal students in urban secondary schools.

### **280 Circle of Voices- Dialogue for First Nations, Inuit & Métis Student Success**

Presenter: **Joanna Landry**, Coordinator, Regina Catholic School Division

In 2006-2007, the Regina Catholic School Division completed a comprehensive research project which focused on past practices in Aboriginal Education. The intent of the research project was to plan for the future direction of First Nations, Inuit and Métis education within Regina Catholic Schools and meet the needs of a rapidly growing First Nations, Inuit and Métis student population. Dialogue groups were consulted to assist in future planning, which in turn lead to the creation and implementation of a long term plan for First Nations, Inuit and Métis students. The Division looks to provide effective and efficient promising practices to ensure the success of its students within Regina Catholic Schools.

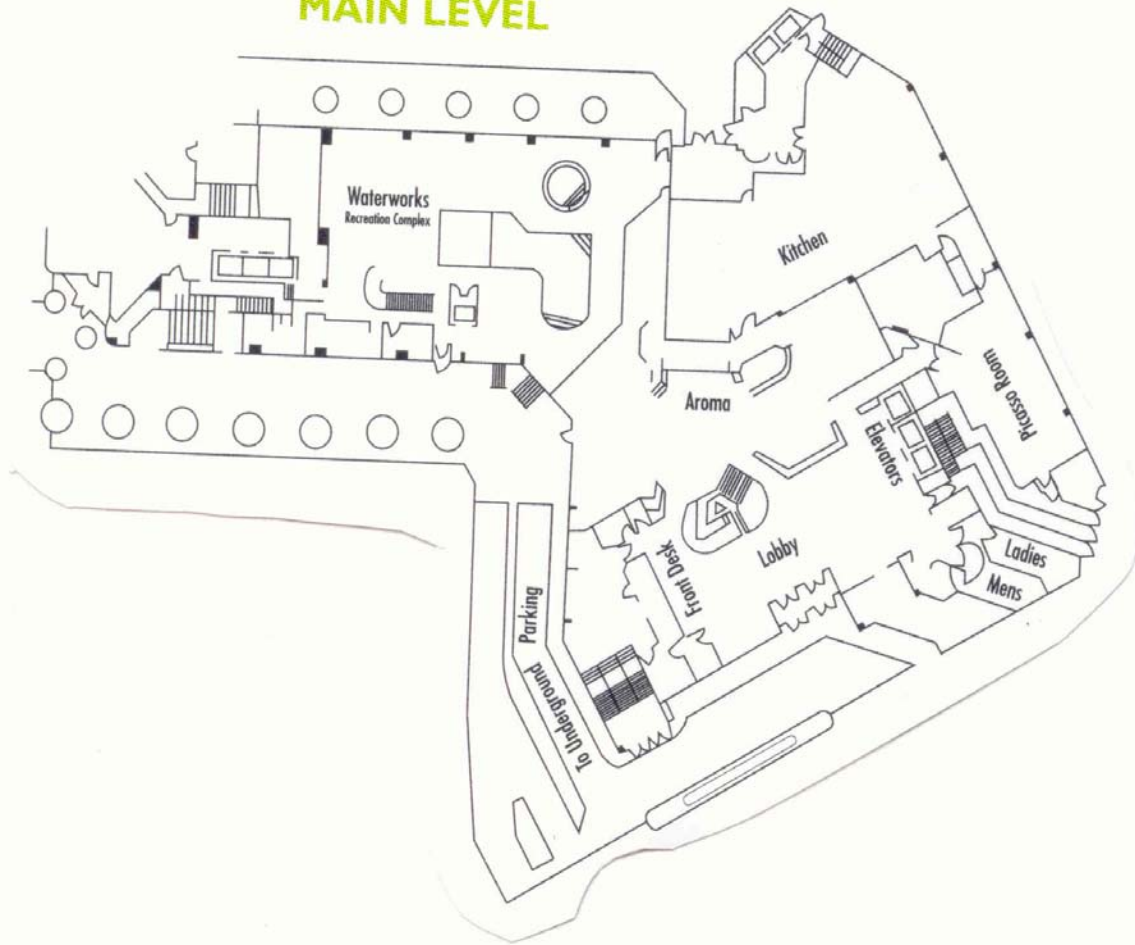
### **285 A Journey towards Actualizing First Nations and Métis Education in Prairie Valley School Division.**

Presenters: **Joanne Cunningham**, Superintendent School Services, Prairie Valley School Division; **Sharon McCarthy**, School Services Consultant, Prairie Valley School Division; **Kelsey**

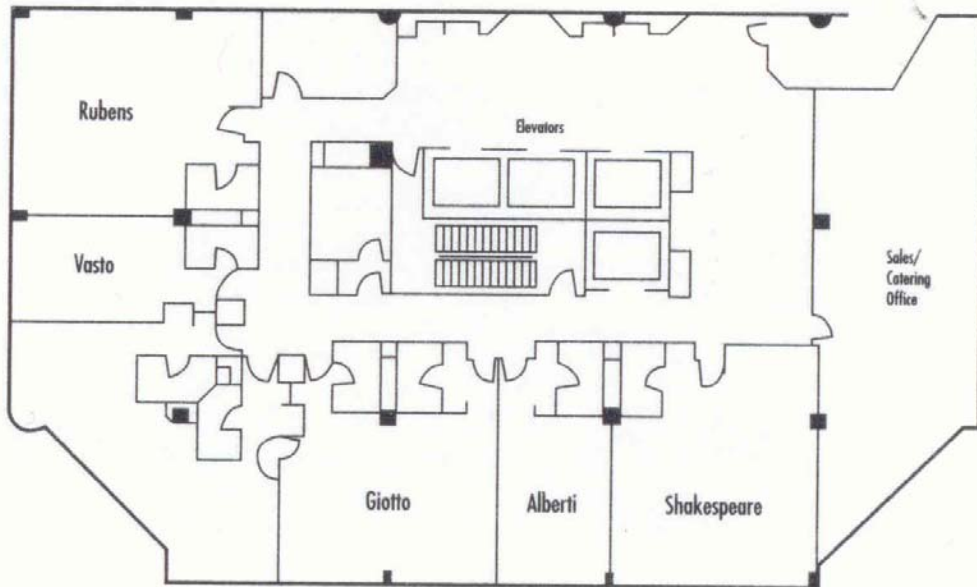
**Starblanket**, Aboriginal Education Consultant, Prairie Valley School Division; **Lori Whiteman**, Superintendent, First Nations & Métis Education Branch, Ministry of Education

Panel Presentation: *A Time for Significant Leadership* as a vehicle for bringing First Nations and Métis Education to a rural school division will be explored. Panelists will describe the contexts, processes, strategies and partnerships that have played a key role in Prairie Valley's journey. To date, Prairie Valley's catalyst leadership team has led schools across the division through audits to support learning improvement plans in the areas of Cultural Affirmation and School Climate, and Curriculum Actualization. Over three years, the team has learned a great deal and has raised some challenging questions; which has prompted a research project in partnership with the Ministry of Education and critical research friends, Willie Ermine and Ken Leithwood. There will be an opportunity for session participants to ask questions and discuss details of the ATFSL journey as well as the ATFSL research project with the panelists.

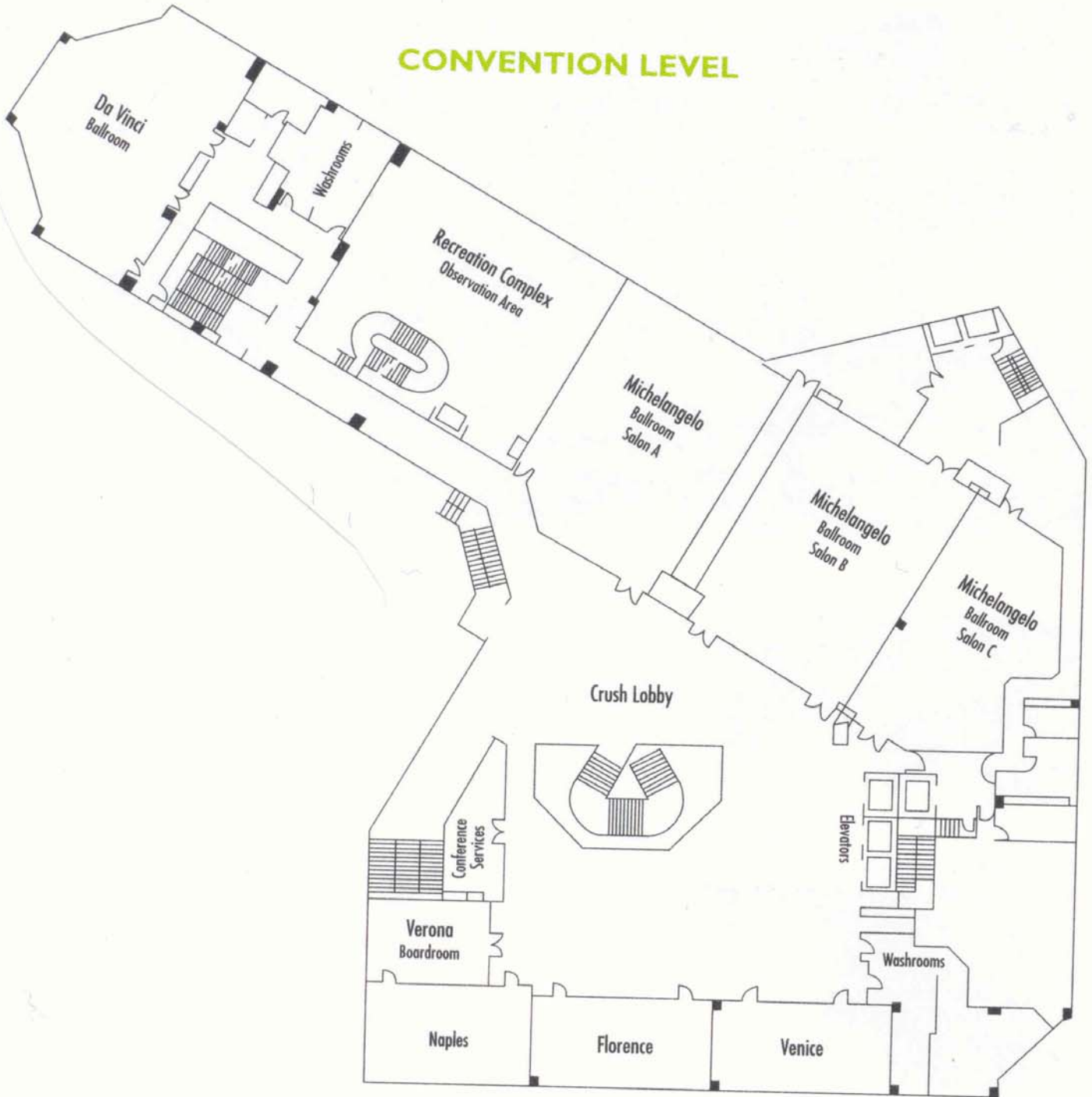
## MAIN LEVEL



## THIRD FLOOR CONFERENCE ROOMS



## CONVENTION LEVEL



**First Nations and Métis Education Branch  
Contact Information**

2<sup>nd</sup> floor, 2220 College Avenue  
REGINA SK S4P 4V9  
Fax: 306-787-0277

Maureen Johns Simpson, Executive Director  
[maureen.johnssimpson@gov.sk.ca](mailto:maureen.johnssimpson@gov.sk.ca)  
Phone: 306-787-6215  
Cell: 306-537-6552

Karen Middleton, Executive Coordinator  
[karen.middleton@gov.sk.ca](mailto:karen.middleton@gov.sk.ca)  
Phone: 306-787-7727

Ted Amendt, Director  
[ted.amendt@gov.sk.ca](mailto:ted.amendt@gov.sk.ca)  
Phone: 306-787-6304  
Cell: 306-533-1320

Lorrieanne Lavalley, Administrative Assistant  
[Lorrieanne.lavalley@gov.sk.ca](mailto:Lorrieanne.lavalley@gov.sk.ca)  
Phone: 306-787-6684

Lori Whiteman, Superintendent  
[lori.whiteman@gov.sk.ca](mailto:lori.whiteman@gov.sk.ca)  
Phone: 306-787-7015  
Cell: 306-533-1319

Pat Erhardt, Community Education Consultant  
[patricia.erhardt@gov.sk.ca](mailto:patricia.erhardt@gov.sk.ca)  
Phone: 306-798-1880  
Cell: 306-530-4597

Michael Gatin, Superintendent  
[michael.gatin@gov.sk.ca](mailto:michael.gatin@gov.sk.ca)  
Phone: 306-787-6663  
Cell: 306 533-1316

Ron Nowlan, Community Education Consultant  
[ron.nowlan@gov.sk.ca](mailto:ron.nowlan@gov.sk.ca)  
Phone: 306-798-1885  
Cell: 306-530-4051

Felice Grainger, Research Officer  
[felice.grainger@gov.sk.ca](mailto:felice.grainger@gov.sk.ca)  
Phone: 306-787-6011

Central Regional Office  
8<sup>th</sup> floor, 122 – 3<sup>rd</sup> Avenue North  
SASKATOON SK S7K 2H6  
Fax: 306-933-7469

Brenda Green, Superintendent  
[brenda.green@gov.sk.ca](mailto:brenda.green@gov.sk.ca)  
Phone: 306-933-8156  
Cell: 306-291-9942

Patricia Kovacs, Superintendent  
[patricia.kovacs@gov.sk.ca](mailto:patricia.kovacs@gov.sk.ca)  
Phone: 306-933-5031  
Cell: 306-229-4758



Appreciation from the First Nations and Métis Education Branch,  
Saskatchewan Ministry of Education

---

We walk in beauty when we walk together. Your participation in this *First Nations and Métis Education Promising Practices Symposium* is a demonstration of your commitment to establishing positive interdependent relationships dedicated to ensuring that First Nations and Métis Education is foundational for *all* students in Saskatchewan.

*Together* we can regenerate each other, and activate the stirring within each of us that motivates us to build confidence in a brighter future by seizing opportunities and taking care of challenges today. We hope that your experience at this symposium will allow you to learn, to teach, to reflect and to enjoy. For this we ask you to symbolically come forward and join hands to support and lead others in First Nations and Métis Education.

In Saskatchewan, First Nations and Métis Education is foundational across the education system. This is reflected through the learning program where we focus on outcomes allowing us to learn about, from and with First Nations and Métis peoples. But it doesn't stop there. It is an expectation that school divisions will develop First Nations and Métis education plans through the *Continuous Improvement Framework*. Recognition of the need to build capacity is nurtured through the *A Time for Significant Leadership* professional learning opportunity. In addition, we strive to build partnerships that focus on student achievement through meaningful involvement of the family and community.

To maintain momentum and support the sharing of ideas, symposium proceedings will be posted on the Saskatchewan Ministry of Education website at <http://www.education.gov.sk.ca/Promising-Practices-April-2009>

On behalf of the First Nations and Métis Education Branch, Saskatchewan Ministry of Education I thank you for your participation, your contributions and for your inspiration.

*Maureen Johns Simpson*

Maureen Johns Simpson  
Executive Director, First Nations and Métis Education Branch