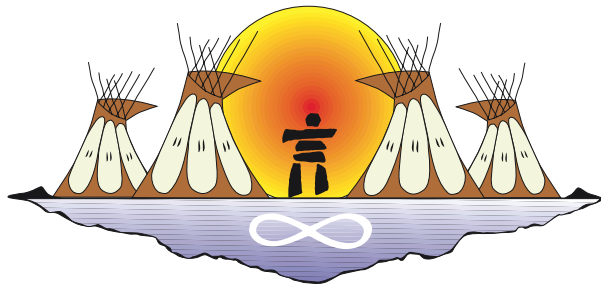


17th Annual
ABORIGINAL EDUCATION
RESEARCH FORUM



“SHAWANE DAGOSIWIN”

Being respectful, caring and passionate about Aboriginal research

"Manifesting Authentic Stories,
we Continue to Create and Share
through Indigenous Research, Teaching
and Community Lifeways:
Virtual and Real Time".

May 2nd & May 3rd, 2022
Held Virtually from
Winnipeg, MB, Canada



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Shawane Dagosiwin - Aboriginal Education Research Forum 2022

Greetings and Welcome

On behalf of the Shawane Dagosiwin - Aboriginal Education Research Forum Planning Committee: Welcome, Aniin, Tansi, Boozhoo, and Kakina Awiiya to the Elders/ Knowledge Keepers, presenters, delegates and volunteers to the 17th Annual Shawane Dagosiwin Aboriginal Education Research Forum. The focus of this year's virtual forum is **"Manifesting Authentic Stories, we Continue to Create and Share through Indigenous Research, Teaching and Community Lifeways: Virtual and Real Time"** which will guide our 2022 agenda. Living through this pandemic has created an opportunity to continue this Forum virtually which will be a new experience for all of us.

It is privilege for Manitoba to continue to host this forum, made rich by the knowledge and wisdom of our Elders/Knowledge Keepers from Manitoba and from other parts of Canada. Manitoba is the traditional territory of the Anishinaabe (Ojibwe), Anishinewuk, Dakota, Dene, Inineew (Cree), Inuit and homeland of the Red River Métis.

Shawane Dagosiwin would like to thank the forum planning committee, whose members work diligently and collaboratively throughout the year to bring you this academic and cultural gathering. Their passionate efforts are truly appreciated especially through bringing you a virtual event. Additionally, we would like to acknowledge the hard work of our colleagues at Planners Plus Inc. and the Manitoba Government for their significant contributions in the administration of this event. Last but not at all least; we would like to acknowledge our gratitude to our conference volunteers and Elders for taking the time to honour us with their skills and knowledge.

Shawane Dagosiwin would not be possible without the financial and in-kind support of our esteemed sponsors. Assiniboine Community College; Brandon University; Manitoba Federation of Independent Schools; Manitoba First Nations Education Resource Centre Inc.; Manitoba Institute of Trades and Technology; Manitoba School Boards Association; Manitoba Métis Federation; Manitoba Education; Red River College Polytech; University College of the North; University of Manitoba - Office of the Vice-President (Indigenous) and the University of Winnipeg. We would like to sincerely thank all our sponsors who have contributed in so many ways, ensuring that Shawane Dagosiwin a success for all.

To the Creator, thank you for allowing us to gather virtually through this pandemic. Thank you for bringing so many passionate academics, leaders, and community members together for the positivity and growth of our communities. Thank you for opening our minds to the multitude of perspectives that exist amongst us and for sharing the many opportunities for growth found within our respective communities. We ask that you enable our thoughts to be pure so we are may create new meaning, purpose and understanding for ourselves, our families, our communities, and nations.

**Helen Robinson-Settee, Chair and the Shawane Dagosiwin
- Aboriginal Education Research Forum Planning Committee.**

DAY 1: MONDAY MAY 2, 2022

Program times listed in CST (Winnipeg, MB)

7:00 am - 7:30 am OPENING CEREMONY

Lighting the Quilliq will be conducted by **Grandmother Martha Peet** in her home. If others wish to share an opening in their own way, in their homes at this time, please do so.

9:00 am - 9:30 am OPENING PRAYER & WELCOMING REMARKS

Opening Prayer - **Grandmother Martha Peet**

Greetings on behalf of Education and Early Childhood Learning – **Honourable Wayne Ewasko**

Greetings on behalf of Manitoba First Nations Education Resource Centre Inc.

- **Charles Cochrane**

Greetings on behalf of UCN-ininiwi kiskinmawakewin Centre Food Pantry –Thompson

- **Karl Laubmann**

Greetings on behalf of UCN Mamawechetotan Centre Food Pantry–The Pas

– **Marcia Chartrand**

Emcee: **Dr. Myrle Ballard**

9:40 am - 10:20 am KEYNOTE: Critical Reflections on Creating Meaningful Space in Post-Secondary Education - Dr. Sheila Cote-Meek

10:30 am - 11:00 am CONCURRENT SESSIONS 1:

1A. Grandparent Sharing Session with **Lorraine Coutu**, hosted by **Kathy Mallett**.

1B. Learning Hubs (**Chief Cornell McLean**, **Karl Zadnik**, **Ruth Shead** and **Tamara Cardinal**)

1C. Pre-Service Teachers ' Attitudes and Knowledge about Indigenous Perspectives in Curriculum (**Shelley Kokorudz**)

1D. Impact of Student Initiated After-School Program on Student Motivation and Learning Challenges towards the Development of a Science Research Project (**Alberto Mansilla**)

1E. Where the 2I's Meet: Indigenous & International Confluence? (**Sabreena MacElheron**)

1F. MALS – Aboriginal Languages Teacher Education Program (ALTEP) Research Initiative (**Dr. Violet Okemaw**, **Dr. Lorena Fontaine** and **Helen Robinson -Settee**)

11:00 am -11:10 am CULTURAL CELEBRATION – Peyton Habinski-Anderson & Savanna Anderson

11:20 am –11:50 am CONCURRENT SESSIONS 2:

2A. Grandparent Sharing Session with **Martha Peet**, hosted by **Kathy Mallett**.

2B. Grandparent Sharing Session with **Wanbdi Wakita**, hosted by **Kathy Mallett**.

2C. Using a Storywork Approach, acknowledging the Dialectic between Worldviews: ADED365 - Negotiating meaning (**Marlene Atleo** and **Amea Wilbur**)

2D. Decolonizing Education through Authentic Stories in Middle-Years Classrooms: The Six Seasons of the Asiniskaw Ithiniwak (Rocky Cree) Project (**Doris Wolf** and **Margaret Dumas**)

2E. A Pragmatic Approach to implementing Indigenous Content into the Classroom (**Laura Forsythe**)

2F. Survey on Indigenous Teachers Manitoba 2017 Results (**Alexandria Ireland**)

2G. Ininwew Maytawaywina – First Nations Games (**Nobert Mercredi**)

11:50 am - 12:00 pm CLOSING PRAYER & CLOSING REMARKS

Closing Prayer – **Grandmother Lorraine Coutu**

Emcee: **Dr. Myrle Ballard**

DAY 2: TUESDAY MAY 3, 2022

Program times listed in CST (Winnipeg, MB)

7:00 am - 7:30 am

PIPE CEREMONY

Pipe Ceremony will be conducted by **Grandfather Wanbdi Wakita** in his home. If others wish to share in their homes at this time, please do so.

9:00 am - 9:15 am

OPENING PRAYER & DAY TWO SUMMARY

Opening Prayer- **Grandmother Stella Neff**

Day Two Summary – **Dr. Laara Fitznor**

Emcee - **Dr. Myrle Ballard**

9:20 am - 10:00 am

KEYNOTE: Unlearning Colonialism and Renewing Kinship Relations – Dr. Dwayne Donald

10:00 am - 10:30 am

CONCURRENT SESSIONS 3:

- 3A. Grandparent Sharing Session with **Stella Neff**, hosted by **Kathy Mallett**.
- 3B. Community led initiatives on Indigenous health and food sovereignty in time of Covid 19 (**Dr. Asfia Kamal, Rose Linklater, Kayla Pennell and Krista Dumas**)
- 3C. Indigenous Approaches to Autism in Education Through Digital Storytelling (**Patty Douglas, Sheryl Peters and Tyler Huff**)
- 3D. Creating Nourishing Early Years Classrooms through Truth, Reconciliation and Indigenous Knowledges to Restore Relationships for, and Identity in, Indigenous Youth. (**Marika Schalla**)
- 3E. Nourishing Indigenous praxis through the First Nations Research Circle (**Brent Debassige, Leslee White-Eye, Mary Deleary, Josh Manitowabi, Tara Hedican, Sara Spence and Lillian Woroniuk**)
- 3F. Manitoba First Nations School System: Building a First Nations School System – Five Year Journey – Successes and Challenges (**Nora Murdock**)

10:30 am - 10:40 am

CULTURAL CELEBRATION – JC Campbell

10:45 am - 11:15 am

CONCURRENT SESSIONS 4:

- 4A. Grandparent Sharing Session with **Jimmy Hunter-Spence**, hosted by **Kathy Mallett**.
- 4B. Kapabamayak Achaak Healing Forest (KAHF) – Engaging with Community (**Deb Radi, Ryan Epp and Val T. Vint**)
- 4C. Horizon- ecosystem map of supports for Indigenous post-secondary students. (**Denise Tardiff**)
- 4D. Paralyzing Problems and Pockets of Possibility: Observations on the meaning and potential of Indigenous Education in Manitoba schools (**Marc Kuly and Rina Whitford**)
- 4E. Indigenous Student-Led Decolonial Movements: A Case Study in Winnipeg (**Dr. Jeannie Kerr, Meagan Malcolm and Karen Swan**)
- 4F. Manitoba School Survey on Indigenous Languages Teaching Report (**Alexandria Ireland & Priscila Silva**)

11:15 am - 11:50 am

GRANDPARENTS CIRCLE

Hosted by Kathy Mallett, joined by Elder's, Lorraine Coutu, Jimmy Hunter-Spence, Stella Neff, Martha Peet, and Wanbdi Wakita.

11:50 am - 12:00 pm

CLOSING PRAYER & CLOSING REMARKS

Closing Prayer - **Grandfather Wanbdi Wakita**

Emcee: **Dr. Myrle Ballard**

Lorraine Coutu

Lorraine Coutu was born on March 13, 1946 in St. Laurent Manitoba. She is the fourth eldest of 11 siblings. She is a mother to four daughters.

Lorraine attended Simonet School and St. Laurent Collegiate. In 1993/94 Lorraine graduated in Integrated Business from Red River College. From 1994-2012 she was employed at Revenue Canada.

In 2011, Lorraine began developing and creating cultural crafts/activities to raise funds to facilitate learning. In 2014, she worked with Dr. Nicole Rosen, Canada Research Chair in Language Interaction, Dept. of Linguistics at the University of Manitoba to learn about languages and publishing. From 2011-2016 Lorraine, along with five other women whom she went to school with, began researching, writing, interpreting and story gathering in the community of St. Laurent. They decided to write a Michif French Dictionary together which had never been done before. "Our language was dying. Someone had to do it" stated Lorraine. Their book "Michif French as Spoken in St. Laurent" was published in July 2016. During this same year, Lorraine created and developed curriculum to teach adults Michif French language and culture. In 2016/2017 she was hired by the Louis Riel Institute to teach a six-week Michif French course to students. In 2017, Lorraine provided Michif French cultural advice, teachings and translation to Metis librettist, Dr. Suzanne Steele and composer Neil Weisensel on their production of Riel: Heart of the North, which is a new musical premiering this year, 2020.

Currently, Lorraine's ongoing work includes: developing and creating cultural games and activities to facilitate learning for children ages 3-4, teaching Michif French and culture for the Selkirk Friendship Centre, the opening and closing prayers for many organizations (Indigenous Languages of Manitoba, Manitoba Metis Federation) and interpretation for the Louis Riel Institute.

Jimmy Hunter- Spence

Jimmy Hunter- Spence was born at Nisichawayasihk, one of 8 children. As a young boy, he chopped wood and carried water, always making sure there was enough for the next day. After attending Birtle Residential School and a General Electrical course at Red River College, Jimmy went to work for Manitoba Telephone System, he retired after 27 years. Now he enjoys spending time outdoors, doing his part to help carry on the traditions and language of his people. He is a member of the Elders' Council at University College of the North.

Kathy Mallett

Kathy Mallett was born in Winnipeg, and is a band member of the Fisher River Cree Nation (Ochekwi-Sipi). She is a mother of two daughters and has four grandchildren. She grew up in Winnipeg, and worked for 35 years in the inner-city with many Indigenous organizations which she helped develop. Kathy served on the organizing committee of the Shawane Dagoiwin Aboriginal Education Research Forum for over ten years and still continuous with the committee.

For her many years of community service Kathy received in 1985 the YWCA Woman of Year Award. In 1993, she received the Faculty of Social Work Anniversary Award. In the early 2000s she received the Grassroots Women's Award and the Manitoba Human Rights Commitment Award. In 2011 she received the Order of Manitoba and Keeping the Fires Burning Award. In 2015, she received the Errol Black Chair in Labour Issues in recognition of her community work.

Stella Neff

is a Cree Elder from the Misipawistik Cree Nation, Grand Rapids, MB. Stella was born (May 19, 1944) and raised in Grand Rapids. She has had two careers, one as a practical nurse at Winnipeg General Hospital and the Manitoba Rehabilitation Hospital. She attended Brandon University where she received her Bachelor of Arts degree in Anthropology and a Bachelor of Education in Educational Administration. Stella received a Principal's Certificate from the Department of Education.

Stella is currently retired having worked in many areas of education that included English Language Enrichment Consultant (Swan Valley School Division), Principal, Cree Language Coordinator, and classroom teacher at most levels (Easterville). Stella also worked at the Brandon University as Student Coordinator for the PENT program. She has served on many committees and boards including the Swan River Indian and Métis Friendship Center, Association for Community Living, Chair of the Fetal Alcohol/Fetal Effects Steering Committee, Parkland Mental Health Council, and the Manitoba Teacher's Society for Equality in Education. Currently, Stella is a member of the Premier's Advisory Council on Poverty, Education, and Citizenship. Stella is also the current Chair for the UCN Council of Elders. She continues to work at Grand Rapids as an Elder Advisor.

Martha Peet

Martha Peet, I only had one name while growing up, Tookanacheak was my only name. In them days, there were no family names; just one name is given to a child at birth. Most often, it is a name of one of the grandparents of the child or an admired hunter or after an admired seamstress and a food preparer.

When the missionaries arrived, the name Tookanacheak was too hard for them to pronounce, therefore, they shortened my name to Toka. The missionaries told the Inuit that everyone must have an English name; my father chose the name Martha for me. Later on in years, the Inuit were told they had to have a family name (last name). Literally, the traditional the Inuit naming system was discarded.

I was born and raised in the community of Taloyoak, Nunavut. There were only about 4 families living in the community as it was a newly established Hudson's Bay Company post. Prior to 1949, the Inuit in the area lived in the coastal areas of the ocean where there was an abundance of seals, several kinds of fishes and polar bears. On the land, there were caribou, rabbits, ptarmigan, wolves and wolverine. During the summer, there were also an abundance of ducks and geese.

The population of Taloyoak is presently around one thousand Inuit.

I have lived in various places in Canada throughout my life, in the major cities from British Columbia to Ontario. Also Iqaluit, Rankin Inlet, Yellowknife and Fort Smith. I have been established living in Winnipeg, Manitoba for the past thirty one years.

My mother was a seamstress for the R.C.M.P. mostly and also for the Hudson's Bay Company staff members. Sewing clothes for them to travel by dog teams from community to community. These clothes were made of sealskin, polar bear skin and caribou skin. My father was a traditional hunter and he did that throughout his life, travelling by small boat during the summers and by dog team during the winters. I had 2 brothers, and have three sisters.

When at home nowadays, I am out on the land most of the time. I do a lot of fishing, making dry fish for my family's winter food. I also hunt for caribou. Out of the caribou meat, I make dry meat, dried outdoors, also for winter food to be eaten during the winter when the caribou have migrated to the north for the winter. I am alone most times except my nieces, nephews, grandchildren always make sure that I am never left alone out on the land for more than a day. They are taught to take care of their grandparents, aunts and uncles. When out on the land, I walk for many miles, retracing the places where my mother and father had taken us while we were young.

Wanbdi Wakita

Wanbdi Wakita has spent a lifetime making prayers for people. As a residential school survivor, peace keeper with the Canadian Armed Forces, Chief of Sioux Valley Dakota Nation and Sundance Chief, Wanbdi has walked many paths. In 2016 he received the Order of Manitoba for his lifelong work to support those in need and to champion a message of healing and unity between all nations. Wanbdi is a gifted counselor and storyteller who possess a rare breadth of traditional, cultural and sacred knowledge.

Dr. Sheila Cote-Meek



Dr. Cote-Meek is Anishinaabe from the Teme-Augama Anishnabai. She is the inaugural Vice-President Equity, People and Culture at York University where she leads a team that includes the Centre for Human Rights, Equity and Inclusion, Labour Relations and Human Resources.

Prior to this, Dr. Cote-Meek was the Associate Vice-President, Academic and Indigenous Programs at Laurentian University where she played a leadership role in advancing Indigenous education.

Author of *Colonized Classrooms – Racism, Trauma and Resistance in Post-Secondary Education* (2014) and two recent co-edited books, *Decolonizing and Indigenizing Education in Canada* (2020) and *Critical Reflections and Politics on Advancing Women in the Academy* (2020), Dr. Cote-Meek is well-known provincially and nationally for her work in promoting equity and inclusion in higher education.

Dr. Dwayne Donald



Dwayne Donald is a descendent of the Amiskwaciyiniwak (Beaver Hills people) and the Papaschase Cree and works as a professor in the Faculty of Education at the University of Alberta. His work focuses on ways in which Indigenous wisdom traditions can expand and enhance understandings of curriculum and pedagogy.

CONCURRENT SESSION 1 10:30 AM – 11:00 AM

1A. Grandparent Sharing Session with Lorraine Coutu hosted by Kathy Mallett.

Lorraine Coutu was born on March 13, 1946 in St. Laurent Manitoba. She is the fourth eldest of 11 siblings. She is a mother to four daughters.

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Currently, Lorraine's ongoing work includes: developing and creating cultural games and activities to facilitate learning for children ages 3-4, teaching Michif French and culture for the Selkirk Friendship Centre, the opening and closing prayers for many organizations (Indigenous Languages of Manitoba, Manitoba Metis Federation) and interpretation for the Louis Riel Institute.

1B. Learning Hubs.

Learning Hubs are "co-designing opportunities for Indigenous youth to access learning in the places they call home.

Cornell McLean, Chief of Lake Manitoba First Nation, leads the IRTC Board of Directors with a strong and dynamic role as Chairman for the past 6 years. Most recent adding to these two roles, Chief McLean, was elected as Grand Chief for the Treaty 2 Territory Organization. With his vast knowledge in the political sphere, he has been supportive of the new approach from governments, private and public institutions. With this initiative between the University of Manitoba and IRTC, Chief McLean is enthusiastic in part-taking of the formation of Manitoba's first ever Learning Hub Centre.

Karl Zadnik, Chief Executive Officer, with the Interlake Reserves Tribal Council (IRTC); has taken his lead with a positive and optimistic role for the past 7 years. As he originates from Pinaymootang First Nation, Karl also is an Alumni from the Asper School of Business at the University of Manitoba. When he first arrived, IRTC only had 13 employees; today they have well grown to 60+ employees and his leadership continues in the growth with running an efficient office that has proven the recent achievement of becoming accredited in their Health Department.

Ruth Shead - Director, Indigenous Engagement & Communications & EleV Partnership, University of Manitoba.

Tamara Cardinal - Indigenous Learning Hubs Manager, University of Manitoba.

1C. Pre-Service Teachers ' Attitudes and Knowledge about Indigenous Perspectives in Curriculum.

This presentation will focus on a recent survey conducted with graduating pre-service teachers. The research sought to learn more about the attitudes and knowledge of pre-service teachers around the concept of Indigenizing curriculum in daily teaching.

Shelley Kokorudz is an assistant professor in the Faculty of Education at Brandon University. She has many years of teaching experience in K-12 education. Her research interests include nature- based learning and inclusive education.

1D. Impact of Student Initiated After-School Program on Student Motivation and Learning Challenges towards the Development of a Science Research Project.

For three consecutive years, students from the school consistently competed in the regional science fair. Throughout the 3 years, one student would invariably make it to the top, recognition enough to send them to the national science fair. Despite each student's successes, they heavily relied on their teachers/mentors for the research portion. It was found that the students would rather engage in the development of their science project boards and the presentations.

Why were they so engaged in doing the boards but lacked the motivation in developing the research project? Was it the 'fun' or was it the 'rigid classroom structure' that's stopping them from being engaged?

The researcher conducted the investigation,

1. To study ways in which he could foster motivation towards learning on the parts of his students.

2. To provide them with learning opportunities where they could align their choices and see the value of these choices as tools for their learning needs and goals.
3. To search for a key able to motivate students to help them see that they can take responsibility for their own learning. An intervention creative enough to engaged their curiosity and promote active learning.

The qualitative portion of the investigation utilized three different methods of data collection: individual interviews focus group conversations, best works portfolios from the works of the participants and assessments by a parent of the participants. Seven students from grade levels 4/5/6 were selected to participate in the qualitative portion of the study. All of them participated in the individual interviews (n=7), (face to face), and the same group (n=7) participated in focus group conversation. In addition, those members of the group (n=7) prepared a best work portfolio taken from their works inside the classroom during the duration of the study.

Alberto Mansilla, I was a university teacher for 21 years in The Technological University of the Philippines Cavite and was the head of our Research and Extension Department when we left and migrated to Canada.

I was with my wife, daughter, and my son.

I graduated my Bachelor of Science in Industrial Engineering from National University in the Philippines. Done my Masters Degree in Teaching Physics in Marikina Institute of Science and Technology and graduated my Doctor of Technology from the Technological University of the Philippines. I got my Post Bac in Diploma Education from University of Manitoba.

I worked as Data Management Technician for the Publishing Department of New Flyers Industries for 3 years here in Canada. I was then hired as teacher for Little Saskatchewan and worked with the school for 4 years. I then taught in Roseau River School for a year before I was I hired by Manitoba First Nations Education and Resource Center as a Science and Technology Facilitator.

1E. Where the 2I's Meet: Indigenous & International Confluence?

The Canadian higher education institutional landscape is a primary pathway of economic migration for international students and finds itself at the nexus of reconciliation between international students and Indigenous peoples. A literature review reveals gaps that exist in the examination of Canadian higher educations' role including the international education department's roles in building bridges of understanding and respectful relationships between international and Indigenous students. As this literature review will reveal there has been no evidenced examination into how international students come to learn about Indigenous peoples pre-and-post arrival to Canada (peers, family, friends, agents, university or immigration representatives,

social media, television, previous education et al), and whether pre-and-post arrival discriminatory or hidden biased exists as part of cultural transitioning.

Sabreena MacElheron, Director of International Student Services at Lakehead University, is a Registered Metis and Coastal Salish researcher pursuing both her PhD in social, cultural, political studies within education at Lakehead University where she is focused on reconciliation between international students and Indigenous Peoples, and her ED at Western University where her Dissertation of Practice is focused on fostering international student career readiness in Canadian higher education. Sabreena completed her Masters in Higher Education Administration and Leadership with a specialization in internationalization at Royal Roads University and brings over 23 years of experience in administration, as a senior leader, and as a former Board of Governor including a long standing affiliation with BCCIE, CBIE, BCADA, and NACADA as her lens.

1F. MALS – Aboriginal Languages Teacher Education Program (ALTEP) Research Initiative.

This presentation will focus on the research and highlight the developments that have taken place since 2021. Manitoba Education and Early Childhood Learning Department funds the research project, and the University of Winnipeg administers the funding on behalf of MALS. The primary purpose of this initiative is to assist and support the development of Aboriginal languages teacher education programs at Manitoba’s post-secondary institutions and increase the number of Indigenous language teachers. This initiative also aims to increase the proficiency of language speakers, ensure the graduates of the ALTEP find employment, and train teachers who are developing K-12 Indigenous languages programs.

Dr. Violet Okemaw is an Indigenous Languages Consultant / Facilitator for the MALS – ALTEP research initiative. In 2019, Violet graduated with her Ph. D degree in Literacy and Language from the University of Alberta. She has many years of experience as a classroom teacher, consultant, and administrator in public schools and the First Nations education systems. Currently, Violet manages her own education consultant business on Indigenous languages and education.

Dr. Lorena Fontaine is the Co-Director of the Indigenous Languages Program, and an Associate Professor of Human Rights at Global College, University of Winnipeg.

Helen Robinson- Settee is the Director of the Indigenous Inclusion Directorate from the Manitoba Education and Early Childhood Learning Department.

CONCURRENT SESSION 2 11:20 AM – 11:50 AM

2A. Grandparent Sharing Session Martha Peet, hosted by Kathy Mallett.

Martha Peet, I only had one name while growing up, Tookanacheak was my only name. In them days, there were no family names; just one name is given to a child at birth. Most often, it is a name of one of the grandparents of the child or an admired hunter or after an admired seamstress and a food preparer.

When the missionaries arrived, the name Tookanacheak was too hard for them to pronounce, therefore, they shortened my name to Toka. The missionaries told the Inuit that everyone must have an English name; my father chose the name Martha for me. Later on in years, the Inuit were told they had to have a family name (last name). Literally, the traditional the Inuit naming system was discarded.

I was born and raised in the community of Taloyoak, Nunavut. There were only about 4 families living in the community as it was a newly established Hudson's Bay Company post. Prior to 1949, the Inuit in the area lived in the coastal areas of the ocean where there was an abundance of seals, several kinds of fishes and polar bears. On the land, there were caribou, rabbits, ptarmigan, wolves and wolverine. During the summer, there were also an abundance of ducks and geese.

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I have lived in various places in Canada throughout my life, in the major cities from British Columbia to Ontario. Also Iqaluit, Rankin Inlet, Yellowknife and Fort Smith. I have been established living in Winnipeg, Manitoba for the past thirty one years.

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2B. Grandparent Sharing Session Wanbdi Wakita, hosted by Kathy Mallett.

Wanbdi Wakita has spent a lifetime making prayers for people. As a residential school survivor, peace keeper with the Canadian Armed Forces, Chief of Sioux Valley Dakota Nation and Sundance Chief, Wanbdi has walked many paths. In 2016 he received the Order of Manitoba for his lifelong work to support those in need and to champion a message of healing and unity between all nations. Wanbdi is a gifted counselor and storyteller who possess a rare breadth of traditional, cultural and sacred knowledge.

2C. Using a Storywork Approach, acknowledging the Dialectic between Worldviews: ADED365 - Negotiating meaning.

The TRC provides action themes for the learning goals of a course that seeks to acknowledge the “two row wampum” nature of moving between Indigenous and non-Indigenous perspectives in Canadian experience of education. A Storywork (Archibald, 1997, 2008; Atleo, 2001) approach was used to develop nested assignments to permit a depth of legitimating insight into Indigenous worldviews for mainly college level instructors while meeting course content requirements of adult education by/for/about Indigenous Canadians. Post-secondary instruction will continue to be delivered by non-Indigenous instructors who need in depth understanding of the construction of the worldviews of their Indigenous students across Western Canada to be able provide equities through transparent, overt pedagogical strategies.

Keywords: Social movements, two-eyed seeing, code-switching, empathy, guilt-shame, trauma-informed, self-management, access, retention, Indigenous languages; diversity and inclusion.

Dr. Marlene Atleo, ?eh?ehnaatuukwiss Ahousaht First Nation, Senior Scholar University of Manitoba, Instructor, University of the Fraser Valley: A salmon fisher who left the declining industry 30 years ago to become an adult educator in BC and Manitoba. My passion is developing integrative respectful post-secondary programming to support adult professional development across cultural and disciplinary boundaries in Canada. To use such pedagogy to support social inclusion and employment capacity across trades, technical and academic post-secondary programming. Supporting adult learners in transitions in a holistic way is my passion and knitting is my hobby!

Amea Wilbur, I am an Assistant Professor and TESL Coordinator at the University of the Fraser Valley. I grew up in a small community in Ontario but have made the West Coast my home for the last twenty years. I received an Ed.D. from the University of British Columbia in 2015 for an action research study exploring the assumptions and understandings that English as an Additional Language (EAL) teachers brought to teaching students who they believed had experienced trauma. My most recent writing collaboration, *Media and government framing of asylum seekers and migrant workers in*

Canada during the COVID-19 pandemic was published in the International Review of Education. My interests are community-based and arts informed research. I have two sons and I love to be outdoors hiking and cross-country skiing.

2D. Decolonizing Education through Authentic Stories in Middle-Years Classrooms: The Six Seasons of the Asiniskaw Īthiniwak (Rocky Cree) Project.

This workshop focuses on educational materials developed for middle-years classrooms as part of the Six Seasons of the Asiniskaw Īthiniwak project, a large collaborative project that supports the grassroots cultural resurgence of the Asiniskaw Īthiniwak (Rocky Cree people). At the heart of the project is the development of a cycle of historical picture books, a series of picture book apps to accompany the books, and curriculum guides to support the use of both books and apps in classrooms. The project's storyteller, William Dumas, roots his stories in conversations with Rocky Cree knowledge keepers and documentation of oral histories held by them, as well as in historical research in archives and in archaeological field and collections research. We will focus on the first picture book published in the series, Pīsim Finds Her Miskanaw, its app, and teacher's guide along with the soon to be released second book, Amō's Sapotawan and its teacher's guide. This workshop will introduce participants to the work of the Six Seasons project and engage them in some hands-on learning activities related to Rocky Cree language, culture, and history that can be productively done in the online format. Through doing, participants will learn about some of the research benefits of Six Season's creation of authentic stories specifically as they pertain to Indigenous education in middle-years classrooms.

Margaret Dumas is an experienced Aboriginal educator in northern Manitoba, currently teaching grade 5 at Wapanohk School in Thompson. She is a native speaker of Cree, a consultant on Indigenous curricular materials for Highwater Press, a Cree curriculum writer for Nisichawayasi Nehetho Culture and Education Authority, and a co-author of "The Teacher's Guide to Pīsim Finds Her Miskanaw."

Doris Wolf is non-Indigenous scholar of Indigenous children's literature and graphic narratives with a co-appointment in the Department of English and Faculty of Education's Access programs at the University of Winnipeg. She is the academic lead of the Curriculum Team of the Six Seasons of the Asiniskaw Īthiniwak project and a co-author of "The Teacher's Guide to Pīsim Finds Her Miskanaw."

2E. A Pragmatic Approach to implementing Indigenous Content into the Classroom.

The presentation explores a pragmatic approach to implementing Indigenous content into the classroom in a good way by honoring the voices of Indigenous curriculum and content creators. Addressing the hesitancy created by not knowing which resources and methods to utilize in our classrooms, this presentation will cover the following topics: reconciliation, indigenization, and decolonization. Highlights for educators will include lesson & unit plans created in the community, creating relationships with local Indigenous communities, inviting guest speakers into your schools, and strategies to deal with racism & push back found in both schools and classrooms.

Laura Forsythe, a Metis scholar in the Faculty of Education, teaches Indigenous and Inner-city Education for the University of Winnipeg. Forsythe's research contributions include numerous peer-reviewed publications, academic conference paper presentations, and the co-creation of a Michif Language program at the University of Manitoba. Forsythe's commitment to Métis community engagement has included becoming a member of the Board of Directors of the Louis Riel Institute (LRI), a Delegate for the Métis Education and Training (MET) Local Advisory Committee and establishing the MMF Bison Local at the U of M.

2F. Survey on Indigenous Teachers Manitoba 2017 Results.

Indigenous education and improving educational outcomes for Indigenous learners continue to be priorities for Manitoba educators. The Survey on Indigenous Teachers Manitoba 2017 is part of Manitoba's commitment to improve the research base for Indigenous education. The Survey on Indigenous Teachers Manitoba is invaluable in providing a profile on the number of Indigenous educators in Manitoba, as well as some key characteristics such as cultural and linguistic identity.

Alexandria Ireland is a Policy Analyst for the Indigenous Inclusion Directorate of Manitoba Education and Early Childhood Learning and a Masters student at the University of Winnipeg in Environmental and Social Change.

2G. Ininwew Maytawaywina – First Nations Games.

Presentation on games played by First Nation Peoples of Turtle Island. Participants will learn the history, language and geographical areas of certain games and interact with the games. Participants will participate in physical activities culturally relevant to mino pimatisiwin (way of life\ a good life) and experience the value and importance of living healthy lifestyles.

Presentation on Indigenous Games;

Indoor activities - board games, ring and pin, tops, spin the button, hoop and pole, throw stick, pick up sticks, etc.

Outdoor Games and Activities- Stick ball game, Double ball game, Lacrosse, Snow snakes, Shiny hockey, Bows and arrows, quinzhee making, lean-to, fire making, etc.

Norbert Mercredi is the Land Based Physical Education/Health Facilitator for the Manitoba First Nations Education Resource Centre. Norbert has a Bachelor of Physical Education degree and a Teacher Certification certificate. He has approximately 35+ years of experience in teaching physical activity, physical education, health, native studies, history, geography, and has an is very interested in teaching using the holistic view with First Nation games, as a way of teaching sport skills, traditional teachings, and the importance of mino pimatisiwin.

CONCURRENT SESSION 3 10:00 AM – 10:30 AM

3A. Grandparent Sharing Session with Stella Neff, hosted by Kathy Mallett.

Stella Neff is a Cree Elder from the Misipawistik Cree Nation, Grand Rapids, MB. Stella was born (May 19, 1944) and raised in Grand Rapids. She has had two careers, one as a practical nurse at Winnipeg General Hospital and the Manitoba Rehabilitation Hospital. She attended Brandon University where she received her Bachelor of Arts degree in Anthropology and a Bachelor of Education in Educational Administration. Stella received a Principal's Certificate from the Department of Education. Stella is currently retired having worked in many areas of education that included English Language Enrichment Consultant (Swan Valley School Division), Principal, Cree Language Coordinator, and classroom teacher at most levels (Easterville). Stella also worked at the Brandon University as Student Coordinator for the PENT program. She has served on many committees and boards including the Swan River Indian and Métis Friendship Center, Association for Community Living, Chair of the Fetal Alcohol/Fetal Effects Steering Committee, Parkland Mental Health Council, and the Manitoba Teacher's Society for Equality in Education. Currently, Stella is a member of the Premier's Advisory Council on Poverty, Education, and Citizenship. Stella is also the current Chair for the UCN Council of Elders. She continues to work at Grand Rapids as an Elder Advisor.

3B. Community led initiatives on Indigenous health and food sovereignty in time of Covid 19.

The presentation will be looking at three different research projects looking at Indigenous food and health sovereignty in O-Pipon-Na-Piwin Cree Nation, Misipawistik Cree Nation, and Opaskwayak Cree nation. Aboriginal food and health sovereignty refer to people's right to acquire and celebrate the traditional food and collective wellbeing which involves cultural, spiritual, mental, physical, and emotional security of individual and community. With the onset of the COVID-19 pandemic and ensuing lockdown methods, this time of survival preparation—and practicing customary, land-based knowledge and focusing on mental health and self-care—became all the more urgent in many Aboriginal families and communities. This claim raises two questions. The first is about what type(s) of community programs are likely to achieve benefits for Aboriginal people. The second is how community members are sharing the impact of the program activities with others. Based on these questions this research will focus on community resiliency and the diverse ways health and food sovereignty are being practiced and perceived at the community and individual level in the time of the Covid 19 pandemic.

Dr. Asfia Kamal is an assistant professor at the University College of the North. She has been mentored by Elders and community champions from different northern Manitoba First Nation and Metis communities for the past twelve years. She has completed her doctoral degree from the University of Manitoba and her post-doctoral degree from the University of Saskatchewan. Her interest focuses on Indigenous food and health sovereignty and community-led cultural initiatives.

Rose Linklater is a community member from O-Pipon-Na-Piwin Cree Nation working with the Chief and Council and the school in various land-based intergenerational community intervention programs.

Kayla Pennell is an undergraduate student from the University College of the North. Her research interest lies in Indigenous food sovereignty and understanding the role of indigenous research in reconciliation.

Krista Dumas is an undergraduate student from the University College of the North. Her research interest lies in understanding the health impact of residential schools on survivors in contemporary times.

3C. Indigenous Approaches to Autism in Education Through Digital Storytelling.

This workshop will share digital stories from a community-engaged multimedia story making project called 'Indigenous Approaches to Autism in Education'. The project is a partnership between Brandon University, Manitoba Metis Federation Southwest and the Brandon Friendship Centre. It's focus is holding space for stories about autism and school to transform ableist and colonialist educational practices and services. The project brings together Indigenous and settler autistic people, family and educators interested in restoring autism beyond western deficit and biomedical views and centering Indigenous approaches to children and 'disability' as gifts.

The workshop will present digital stories from the project's first person settler and Indigenous films about school systems made during an online workshop in Manitoba. Workshop participants will be invited to view films, and workshop them through free writing and other creative and critical activities in small and whole group settings. The workshop will include: 1) a brief introduction to the project; 2) film screenings, 3) creative and critical activities; 4) a collective visioning for going forward/transforming ableist colonialist deficit practices around autism and disability at school.

This workshop is grounded in Indigenous, decolonial and disability studies approaches that share a critique of western deficit educational approaches, parallel histories of institutionalization and violence for Indigenous people and disabled people, and anti-oppressive and decolonial methods that push back and co-create anti-oppressive practice (Ineese-Nash, 2020; Simpson, 2017).

Patty Douglas is an Associate Professor of Social Justice Education at Brandon University. Her research focuses on re-storying ableist colonialist views of autism and reimagining practice to affirm difference. Patty is the academic director of Indigenous Approaches to Autism in Education. She is a white settler ally, mother of an autistic son and former teacher.

Sheryl Peters is a documentary filmmaker and social researcher. Her research work focuses on social equity, health and well-being of women and older adults, person-centred health care, and decolonizing/anti-oppressive research methods. Sheryl is the project coordinator of Indigenous Approaches to Autism in Education. Sheryl is a white settler ally.

Tyler Huff is a 22 year old Metis student at Brandon University. He is currently finishing his Bachelor of Education degree. Tyler was drawn to the Indigenous Approaches to Autism in Education project because he wishes to help other Indigenous students who may find their educational world challenging. He looks forward to innovating inclusive practice in his future classrooms.

3D. Creating Nourishing Early Years Classrooms through Truth, Reconciliation and Indigenous Knowledges to Restore Relationships for, and Identity in, Indigenous Youth.

This workshop will explore the impact that facilitation of Truth, Reconciliation, and Indigenous epistemologies have in early years classrooms for Indigenous youth's identity. In doing so, it creates a culturally responsive classroom that nourishes and enriches students' learning and identity expression. Indigenous students who have their own experiences and intergenerational trauma, we need to make sure that we do not add or retraumatize the students when teaching truth. When teaching about reconciliation, we need to ensure that Indigenous youth know that it is not their inherent responsibility to reconcile with non-Indigenous peoples but, rather we need to teach them ways and strategies to restore and repair relationships from a young age. This workshop will include foundational pedagogies and practical applications to teach Truth and Reconciliation, and ways to include culture and languages in early years classrooms. By providing such learning spaces, students will develop a stronger cultural identity and drive to create meaningful change in our communities from being nourished and taught in an environment that celebrates their true history, cultures and languages. This workshop will include interactive applications that professionals can take back to their learning spaces. Teachings are based on the Anishinaabe and Red River Metis Cultures, and the Anishinaabemowin language.

Marika Schalla, Waabishkaanakwadikwe, is a Metis-Anishinaabkwe educator, student, curriculum developer, anishinaabemowin language learner, and mother from Winnipeg's North End, Marika's ancestry comes from the Red River Metis Settlement and Turtle Mountain First Nation. Marika has an inherit passion for indigenous education, earth-based learning, and teacher education. She strives to cause real change in our school systems. Her work

reflects meaningful reconciliation that engages our Indigenous and Non-Indigenous youth and provides them with Indigenous cultural and traditional connections, knowledges, perspectives, and opportunities to make a difference. Marika has consulted and developed Indigenous curriculum for various provincial and national organizations such as TakingItGlobal and Lets Talk Science. Marika has presented her research relating to integrating different indigenous epistemologies in classrooms and post-secondary institutes across Canada. In 2019, Marika was nominated for the Future Leaders of Manitoba award for her work in Indigenous education.

3E. Nourishing Indigenous praxis through the First Nations Research Circle.

The First Nations Research Circle is a group consisting of Indigenous intellectuals working together to support each other and the goals of the First Nations With Schools Collective (FNWSC). Initiated in January 2016, the FNWSC grew into a partnership among eight First Nations communities in Ontario and includes an Indigenous faculty member and research support staff from the Faculty of Education, Western University in London, Ontario. The FNWSC is primarily working in a unified political, technical, and scholarly manner toward a common approach to achieve the education goals of their respective First Nations. In this presentation, members of the First Nations Research Circle provide a brief background of the FNWSC and share preliminary findings originating from their participation in several video conferencing and webinar sessions beginning in June 2020. Using a conversational approach based within an Indigenous research paradigm (Wilson, 2008) and using a conceptual framework composed of Indigenous and decolonizing theories (Kovach, 2009; Smith, 2012), the research circle members center relationality (Wilson, 2008) and ways of knowing sourced through an Indigenous knowledge practitioner lens (e.g., Debassige, 2010). One initial theme uncovered from research circle discussions is kinomaage, which means, as one member explained it: "Aki (the land) kinomaage (teacher) or earth teachings. We get our teachings from the earth...get back to the land." Through discussions and guided activities, members of the research circle privileged Indigenous land-based and spiritual teachings in discussions on topics focusing on First Nations schooling environments, own scholarly and community experiences, and responsibility to Indigenous communities.

Brent [Ahnungoonhs] Debassige is an Ojibwe-Anishinaabe scholar and member of the Caribou Clan from M'Chigeeng First Nation on Mnidoo Mnising (Manitoulin Island, Ontario, Canada), and he currently resides in London, Ontario. He is an Associate Professor and former Director of Indigenous Education in the Faculty of Education at Western University. His research and scholarship are in the areas of Indigenous education, Indigenous research methodologies, and Indigenous knowledge. Over the past six years, Brent's scholarship and community work involves participation with a group called the First Nations With Schools Collective (FNWSC).

Leslee White-Eye is the former Chief of the Chippewas of the Thames First Nation and the nation's first elected woman chief. She is Anishinaabe Ojibwe from the Great Lakes region. She is currently providing education and Indigenous consulting services as the Structural Readiness Coordinator of the First Nations With Schools Collective (FNWSC) for eight First Nations in Ontario seeking jurisdiction over education.

Mary Deleary is Anishinaabe Kwe from Deshkan Ziiibiing, Chippewas of the Thames First Nation. She received her MA in Tribal Governance from the University of Minnesota-Duluth and is a Ph.D. Candidate in Native American Art History at the University of Oklahoma. Her research focuses on Anishinaabe arts of the Great Lakes region and involves recovering traces of material and visual culture that originates from Deshkan Ziiibiing. Mary maintains ties to her home First Nation as an elected member of the Deshkan Ziiibiing Kinoo-maa-gamig Board of Education.

Josh Manitowabi is Potawatomi of the Bear clan. He was a recipient of the Harvey Longboat major Graduate scholarship at McMaster University in 2016 and he was also a Joseph Bombardier Doctoral scholar from 2018 to 2021 at Brock University. He completed his M.A degree in Cultural Anthropology at McMaster University. Josh is currently a PhD Candidate at Brock University, and his current research includes integrating Indigenous knowledge and oral history within contemporary education systems.

Tara Hedican/Azahdaehwatquay is Anishnaabe of the loon clan and a member of the Eabametoong First Nation. Currently, Tara is a PhD candidate at Western University and is working towards disrupting the cycles of poverty affecting Indigenous people.

Sara Spence, B.Sc., M.Ed., is Cree from Peguis First Nation in Manitoba. Her research and scholarly interests include Indigenous knowledge and perspectives within education and psychology.

Lillian Woroniuk is a member of the Moose Cree First Nation. She is a PhD Candidate with the Faculty of Education at Western University. Lillian's research is the study of First Nations education policies and the impacts on Indigenous land-based education within First Nations schools.

3F. Manitoba First Nations School System: Building a First Nations School System – Five Year Journey – Successes and Challenges.

This presentation will provide a brief overview of the beginnings of the Manitoba First Nations Education Resource Centre (MFNERC) and the formation of the Manitoba First Nations School System (MFNSS). In December 2016, the Education Governance Agreement was signed between MFNERC and the federal government authorizing MFNSS to manage and administer 11 on-reserve schools in Manitoba who signed a five-year delegation agreement with MFNERC. MFNSS is in its fifth year of operation. This presentation will provide information on the development of the MFNSS and outline the challenges and successes associated with the birth of a new school system and how MFNSS addresses First Nations languages, cultures, heritage, and local priorities.

Nora Murdock is the Director of Instructional Services for the Manitoba First Nations School System (MFNSS). She worked on the development and implementation of the MFNSS which is a school system for a collective of 11 band-operated First Nations schools in Manitoba.

CONCURRENT SESSION 4 10:45 AM – 11:15 AM

4A. Grandparent Sharing Session with Jimmy Hunter-Spence, hosted by Kathy Mallett.

Jimmy Hunter-Spence was born at Nisichawayasihk, one of 8 children. As a young boy, he chopped wood and carried water, always making sure there was enough for the next day. After attending Birtle Residential School and a General Electrical course at Red River College, Jimmy went to work for Manitoba Telephone System, he retired after 27 years. Now he enjoys spending time outdoors, doing his part to help carry on the traditions and language of his people. He is a member of the Elders' Council at University College of the North.

4B. Kapabamayak Achaak Healing Forest (KAHF) – Engaging with Community.

Kapabamayak Achaak Healing Forest (KAHF) is a living memorial to Indigenous children lost to or affected by the residential school system as a gathering place for families and communities for learning outdoors. In this place, land-based learning, and intergenerational learning programs, connect people to their histories and cultivate sustainability.

The design of KAHF is grounded in the teachings of our Elders. A medicine wheel at the center of a teaching circle is surrounded by native plants and trees. Oak and limestone blocks provide seating, and 4 large Grandmother stones stand at each cardinal direction. Embedded meanings within all elements work together providing the foundation upon which we grow together.

KAHF, incorporated in 2020, created a Board named Keepers of the Forest. By working closely with the City of Winnipeg, St. John's Anglican Church and community members funding through community grants and personal donations followed.

The presenters will provide a brief history of the project and discuss the collaboration between a diverse group of people who are First Nations, Metis, White, religious and secular, all with a common goal. Despite our varied perspectives, KAHF was created through mutual respect and a shared sense of place.

By sharing our process and journey to develop KAHF in response to the needs and recommendations of community, we hope to encourage participants to be proactive and create land based learning spaces that make connections to our collective past, present and future to foster inclusion, collaboration and growth.

Deb Radi, a bilingual (English and French) Red River Métis educator, who engages to advance learning and education of Indigenous ways of knowing

and learning by bringing her extensive experience in university and K-12 educational contexts to the circle. She is a founding member of KAHF Winnipeg and currently co-chairs the Keepers of the Forest. Through her engagements in community, she works to advance reconciliation and social justice through education.

Ryan Epp is a husband and father to 2 sons, and an associate landscape architect with ft3 in Winnipeg. His enthusiasm for design is rooted in the belief that people of all abilities should have access to and interaction with landscapes that contribute to wellbeing and happiness. He is an exemplary team player, always driven to make the right decision to benefit all who engage with the built environment.

Val T. Vint is a multi-media artist and Metis Knowledge Keeper. She is a founding member of KAHF and currently co-chair of the Keepers of the Forest. One of her recent art installations - "Education is the New Bison" – or "Chi-kishkayhitamihk si te li neu Biizon" recognizing the integral role truth and reconciliation plays in our cultural conversation has been installed at The Forks in Winnipeg.

4C. Horizon- ecosystem map of supports for Indigenous post-secondary students.

Horizon is a comprehensive on-line "Ecosystem Map" of resources, programs and services for Indigenous post-secondary students in the province of Manitoba. Designed to address the disparity between Indigenous and non-Indigenous students' access to supports, we trust it will become an invaluable navigation tool for students and service professionals alike.

Denise Tardiff is a Franco-Michif woman from Red River who is deeply invested in working collaboratively with post-secondary institutions, industry partners, governments, and rights & reconciliation organizations, to align initiatives that create substantive equality for Indigenous students.

4D. Paralyzing Problems and Pockets of Possibility: Observations on the meaning and potential of Indigenous Education in Manitoba schools.

What do teachers and school leaders mean when they talk about Indigenous education? A glance at any of the diverse Indigenous education initiatives going on in schools across this province reveals that Indigenous education can mean many things. This presentation will draw on our experience to offer a map of the many things Indigenous education means in Manitoba and offer commentary on the limitations and possibilities involved. Specifically, it will cover common barriers to implementing Indigenous education, question the reasons these barriers exist, and suggest a redefinition of the relationship between schools and "the system".

Marc Kuly is an Assistant Professor and the Service Learning Coordinator for the University of Winnipeg 's Faculty of Education.

Rina Whitford is the Program Lead for Indigenous Education in Winnipeg School Division.

Marc and Rina are long-time colleagues who share a passion for hearing and telling stories. They regularly use this passion to collaborate on teacher education projects related to Indigenous Education in Manitoba.

4E. Indigenous Student-Led Decolonial Movements: A Case Study in Winnipeg.

In this session, we present a research study that sought to explore the nature of decolonial tactics and strategies, theorized as decolonial movements, that are engaged by Indigenous students in post-secondary through a case-study of an Indigenous student-led initiative in 2015 to implement an Indigenous Course Requirement (ICR) at a Canadian University. This study relied on one-to-one interviews with students that led this initiative and a focus group session with current Indigenous students to engage their understanding of the significance of the ICR. This study seeks to identify and understand student-led movements that challenge colonial legacies in educational institutions with attention to the significance of Indigenous histories, places, and knowledge systems.

Three significant themes emerged through this study: Theme One - The University as a Place of Colonial Dominance; Theme Two – Navigating White Settler Innocence; Theme Three – Timing as Significant to Decolonial Response. This study provides greater insight into decolonial reform of post-secondary education, as well as the complexity of the ways that power shifts through disrupting the dominance of Euro-Western ways of knowing, being and doing. This study highlights the significance of Indigenous student leadership in post-secondary reform, as well as the ways colonial power can be strategically disrupted in that process.

Dr. Jeannie Kerr, Associate Professor, Faculty of Education at the University of Winnipeg. Her research investigates the ways that educational systems in K-12, higher education and teacher education reproduce societal inequalities, and seeks ways to repair and renew relations in Canada. Dr. Kerr is a second generation Settler.

Meagan Malcolm, Student at the University of Winnipeg majored in Criminal Justice and Research Assistant. Former President of the University of Winnipeg Student Association, and former National Executive Representative for the Circle of First Nations, Métis and Inuit Students at the Canadian Federation of Students. She is Anishinaabekwe from Roseau River Anishinaabe First Nation.

Karen Swan, Student at the University of Winnipeg majored in Criminal Justice. Ms. Swan is an active Research Assistant on multiple studies and works as a Peer Support Tutor for Aboriginal Student Services at the University. She is from Lake Manitoba First Nation.

4F. Manitoba School Survey on Indigenous Languages Teaching Report.

The Manitoba School Survey on Indigenous Languages Teaching identified and assessed the need for Indigenous language teachers in Manitoba schools. The result results were analyzed to determine existing programming and to begin setting targets for the number of certified Indigenous language teachers required in Manitoba provincial schools.

Priscila Silva (she/her) holds a BA (Hons) in Indigenous Studies and is currently pursuing an MSc in Community Health Sciences at the University of Manitoba.

Alexandria Ireland (she/her) is a Policy Analyst for the Indigenous Inclusion Directorate of Manitoba Education and Early Childhood Learning and is pursuing a MA in Environmental and Social Change at the University of Winnipeg.

Grandparents Circle

Do you remember the times when your relatives came to visit your parents and they would sit around warm bannock and hot tea and talked about their lives? Many times I was curious about what they had to say. I would sit myself on the floor just around the corner of our kitchen and make myself comfortable as a child could. I could smell the warm bannock as they spread the blueberry jam and I could hear the canned milk being poured into their cups. Although I did not understand a lot of what was said because they spoke only Ojibway, I felt comfortable in eavesdropping on their animated conversations. Today, we will have our Grandparents join us virtually .The audience will be eavesdropping on their conversation, which will be interesting and informative.

Hosted By Kathy Mallett and joined by Shawane Dagosiwin conference Grandparents.

Shawane Dagosiwin - Aboriginal Education Research Forum Planning Committee are honoured to present monetary donations in lieu of presenters gifts. This years donations have been presented to UCN-ininiwi kiskinmawakewin Centre Food Pantry in Thompson, MB. and UCN Mamawechetotan Centre Food Pantry in The Pas, MB.

Jiggers - Peyton Habinski-Anderson & Savanna Anderson

Peyton Habinski-Anderson is a proud, 13-year-old Métis performer. At age 7, she started jigging lessons with Dean Davis and quickly fell in love with the cultural dance. Since then, she has performed at several different Métis events and will be this year's female youth ambassador for the Métis Pavilion at Folklorama. Peyton has won the gold medal in the Festival du Voyageur jigging contest in the 10–13-year-old category, three years in a row, along with placing second in the 2022 open category. TV Ontario released an Indigenous documentary series, *Raven's Quest*, which featured Peyton for her connection to the Métis culture. Peyton's goals are to continue performing at different Métis events throughout the community and spread cultural awareness.



Savanna Anderson is a proud, 7-year-old Métis performer that her big sister in jigging performances at the young age of 4. She has been learning to jig with Peyton for three years and has started taking lessons with Dean as well. Savanna won a bronze medal in Festival du Voyageur jigging contest in the 9 and under category and won the gold medal in the same category in February 2021. She has done a few performances within the Métis community alongside Peyton and has the same love for jigging, and the Métis culture.

JC Campbell



Growing up with a father who sang the blues and a mother who loved classic soul and country, it seemed as if JC Campbell was predestined for a life making music. With three albums now under his belt, the Winnipeg, Manitoba-born Campbell has hit his stride with his new release, *Lately*, a seven-song collection that brings together all of his influences, while offering powerful messages of hope in dark times.

As an Indigenous artist, Campbell has a unique perspective on the world, expressed through a soulful voice that would have been right at home in Memphis or Muscle Shoals in the 1960s. That definitely comes across on *Lately's* first single, the heart-swelling "Walk In Love" as well as the irresistible "Sweet Soul Love," and the gospel-infused title track, on which Campbell digs down deep to reveal his pure intentions.

"I feel my writing evolves as I go along, and that really helps me stay hopeful because I know the best I have to offer is just out of reach but still attainable," Campbell says. "'Lately' was written during the pandemic when there was so much frustration and fear going on. I tend to write in order to make sense of those feelings, and creating that song helped me come to terms with the reality that we just need to wait it out. I hope that's the message listeners get as well."

Lately is Campbell's second collaboration with producer Marc Merilainen (aka Nadjiwan), whose old school recording approach and love of vintage gear is the foundation of the record's warm sound. It's the ideal backdrop for Campbell to bare his soul on some of the darker themes reflected in the songs "Meth" and "The Racist." On the former, Campbell sings from the perspective of an addict who's run out of options.

"I have close family members who have been in that position," he says. "It's so sad knowing that someone you love is slowly killing themselves and you can't help them. I sang that song to my boy when he was four years old, and by the end he was very emotional. I asked if he liked it and I wanted to record his response. He said 'aye' like a little pirate and I still listen to that recording probably once a week."

On the equally unambiguous “The Racist,” Campbell speaks on behalf of his people, but from the sympathetic viewpoint that racism is taught at home from an early age. Although the music is bleak, the song still contains an inherent optimism that society has the capacity to slowly evolve. Incorporating positive energy into often-painful subject matter is something Campbell has always strived to achieve, and follows the path laid down by many of his musical heroes.

“Of all artists who have had an impact on me, Paul McCartney comes to mind right away,” Campbell says. “His writing and the way he’s carried himself throughout his massive career is how I want to be when I grow up, although I imagine I’ll be old before I really do grow up!”

Campbell describes his own musical journey as a slow evolution. He began writing songs as a teenager on a guitar with a bowed nick given to him by his mother, which eventually led him to work with Winnipeg producer/guitarist Murray Pulver (Crash Test Dummies, Doc Walker). Songs they recorded together soon made lasting impressions on the National Indigenous Music countdown and were added to regular rotation on Sirius XM.

Now with *Lately*, JC Campbell is poised to transcend any specific labels that may have previously been attached to his music, and stake his rightful claim within the worlds of Americana and roots rock.

Forum Chair / Finance, Publicity, Promotions and Website Committee

Helen Robinson-Settee, Indigenous Inclusion Directorate Helen.Settee@gov.mb.ca
 Alexandria Ireland, Indigenous Inclusion Directorate.....Alexandria.Ireland@gov.mb.ca
 Jill Latschislaw, Red River College Polytechjlatschislaw@RRC.CA
 Sarah Olson, Project Assistantsarah.olson@umanitoba.ca

Honorary Member

Richard Perrault, Indigenous Inclusion Directorate

Program Committee

Dr. Laara Fitznor, University of Manitoba..... laara.fitznor@umanitoba.ca
 Dr. Myrle Ballard, University of Manitoba.....Myrle.Ballard@umanitoba.ca
 Carla Kematch, Red River College Polytech..... cakematch@RRC.CA

Elders Committee

Kathy Mallett, Community Member, Retired Kathy.mallett1@gmail.com
 Donna Beach, Manitoba Aboriginal Languages Strategy donnabeach@shaw.ca
 Melanie Belmore, University College of the North..... mbelmore@ucn.ca
 Brittany Ross, Manitoba Métis Federation bross@mmf.mb.ca

Cultural Celebration Committee

Debbie Beach-Ducharme, University of Manitoba Debra.BeachDucharme@umanitoba.ca
 Brittany Ross, Manitoba Métis Federation bross@mmf.mb.ca

Volunteers Committee

Sarah Olson, Project Assistantsarah.olson@umanitoba.ca
 Cynthia Oliveira, University of Manitoba Cynthia.Oliveira@umanitoba.ca

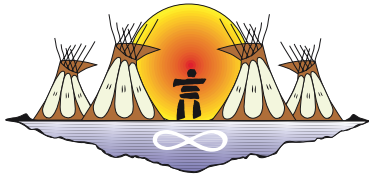
Committee Members

Lucy Antsanen, Manitoba First Nations Education Resource Centrelucya@mfnerc.com
 Jennifer Williams,
 Manitoba First Nations Education Resource Centre jenniferw@mfnerc.com

Forum Organizer - Planners Plus Inc.

Sheri Domenico..... sheri@plannersplus.ca





“SHAWANE DAGOSWIN”

17th Annual ABORIGINAL EDUCATION RESEARCH FORUM

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