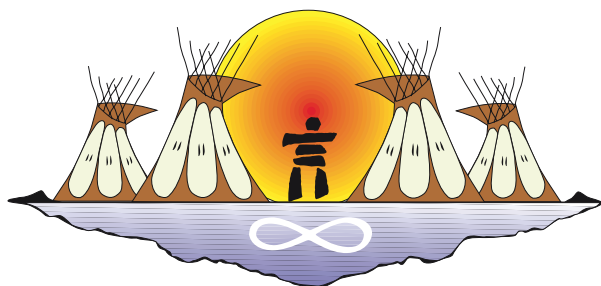


18th Annual ABORIGINAL EDUCATION RESEARCH FORUM



“SHAWANE DAGOSIWIN”

Being respectful, caring and passionate about Aboriginal research

"Gathering again through
Land-based
Knowledges & Research".

May 17 & May 18, 2023
Victoria Inn Hotel & Convention Centre
Winnipeg, MB, Canada

Manitoba 



10:44 AM
5/20/2013

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Shawane Dagoosiwin - Aboriginal Education Research Forum 2023

Greetings and Welcome

On behalf of the Shawane Dagoosiwin - Aboriginal Education Research Forum Planning Committee: Welcome, Aniin, Tansi, Boozhoo, and Kakina Awiya to the Elders/Knowledge Keepers, presenters, delegates and volunteers to the 18th Annual Shawane Dagoosiwin Aboriginal Education Research Forum. The focus of this year's in person forum is "**Gathering again through Land-based Knowledges & Research**" which will guide our 2023 program.

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 Anishinaabeg, Anishinewuk, Dakota, Dene, Inineu, Inuit and homeland of the Red River Métis.

Shawane Dagoosiwin 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. Additionally, we would like to acknowledge the hard work of our colleagues at Kelly Forgala Event Management 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 Dagoosiwin would not be possible without the financial and in-kind support of our esteemed sponsors. Brandon University; Canadian Mennonite 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 and the University of Manitoba - Office of the Vice-President (Indigenous). We would like to sincerely thank all our sponsors who have contributed in so many ways, ensuring that Shawane Dagoosiwin a success for all.

To the Creator, thank you for allowing us to gather safely. 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, Shawane Dagoosiwin and the
- Aboriginal Education Research Forum Planning Committee.**

DAY 1: WEDNESDAY, MAY 17, 2023

7:30 am - 8:00 am	PIPE CEREMONY - South Centennial Pipe Ceremony will be conducted by Grandfather Wanbdi Wakita .
8:00 am - 8:45 am	REGISTRATION & CONTINENTAL BREAKFAST – South Centennial
8:45 am - 9:00 am	OPENING PRAYER & WELCOMING REMARKS Opening Prayer - Grandmother Martha Peet Greetings on behalf of Aboriginal Education Research Forum – Helen Robinson- Settee
9:00 am -10:00 am	KEYNOTE: “Kitaskino-Learning the Sacred” - Dr. Jennie Wastesicoot
10:00 am -10:15 am	HEALTH BREAK - Centennial 2
10:15 am -11:55 am	SESSION 1 – BANNOCK & TEA GRANDPARENTS CIRCLE - South Centennial Hosted by Kathy Mallett & joined by Grandparents – Martha Jonasson, Martha Peet, Wanbdi Wakita and Tommy Weenusk .
12:00 pm -1:00 pm	LUNCH - South Centennial Prayer – Grandmother Kathy Mallett
12:30 pm - 12:45 pm	CULTURAL CELEBRATION – Ryan Guy Richard – Jigger
1:05 pm - 2:10 pm	CONCURRENT SESSIONS 2: 2A. Grandparent Sharing Session with Martha Peet , hosted by Kathy Mallett . Centennial # 1 2B. Bridging, braiding and weaving Indigenous Knowledges with Western Science for Environment and Climate Care (Dr. Myrle Ballard) Centennial # 3/4 2C. Asiniskaw Ithiniwak (Rocky Cree) Place Names Project – Reclamation of local History (Roland Bohr, Matthew Dyce and William Elvis Thomas) Centennial # 5 2D. The Mamawi Project: Emergent Technologies as Waterways to the Métis Homeland (Dr. Lucy Fowler) Centennial # 6
2:15 pm - 2:30 pm	HEALTH BREAK - Centennial 2
2:35 pm - 3:55 pm	CONCURRENT SESSIONS 3: 3A. Grandparent Sharing Session with Martha Jonasson and Tommy Weenusk , hosted by Kathy Mallett . Centennial # 1 3B. Nahayow/Ininew Aski-Nipi Pimatisiwin: Kayask, Anoch, Nikaanote Pimacihowin (Cree Family Stories of Land-Water Life Past, Present and Future Livelihood) book chapter. (Dr. Laara Fitznor, Elsie Fitzner, Wanda Bateman and Dr. Margaret Kress) Centennial # 3/4 3C. Education and internships with Wikiwin Training Enterprise of York Factory First Nation: Building Healthy Homes and Youth Capacity (Dr. Shirley Thompson) Centennial # 5 3D. Teaching for Sustainability: An Indigenous Perspective (Dr. Yvonne Vizina) Centennial # 6
4:00 pm	CLOSING PRAYER & CLOSING REMARKS - South Centennial Closing Prayer – Grandmother Martha Jonasson

DAY 2: THURSDAY MAY 18, 2023

7:30 am - 8:00 am	OPENING CEREMONY - South Centennial Lighting the Qulliq will be conducted by Grandmother Martha Peet.
8:00 am - 9:00 am	REGISTRATION & CONTINENTAL BREAKFAST - South Centennial
9:00 am - 9:15 am	OPENING PRAYER & DAY TWO SUMMARY Opening Prayer - Grandmother Martha Jonasson Day Two Summary – Dr. Laara Fitznor
9:15 am - 10:15 am	KEYNOTE: “Using Land Experience as part of your PhD Research.” – Dr. Stewart Hill
10:15 am - 10:30 am	HEALTH BREAK - Centennial 2
10:35 am - 11:55 am	CONCURRENT SESSIONS 4: <ul style="list-style-type: none"> 4A. Grandparent Sharing Session with Wanbdi Wakita, hosted by Kathy Mallett. Centennial # 1 4B. THE SIX SEASONS OF THE ASINISKAW ITHINIWAK – Reclamation of Rocky Cree Language, History, and Culture through Education (Roland Bohr and Jennie Tait) Centennial # 3/4 4C. Movember’s Indigenous Warrior Caregiver Land-based and Bros Group Programs’ Overview and Program Evaluation (Dr. Laara Fitznor & Sonia Prevost-Derbecker) Centennial # 5 4D. Metawewak (they are playing) (Norbert Mercredi) Centennial # 6
12:00 pm - 1:00 pm	LUNCH - South Centennial Prayer – Grandfather Tommy Weenusk
12:30 pm - 12:45 pm	CULTURAL CELEBRATION – Ojibwe Singers - Isaac Brock School
1:05 pm - 2:25 pm	CONCURRENT SESSIONS 5: <ul style="list-style-type: none"> 5A. Elders and Knowledge Keepers in Schools: Manitoba Education and Early Childhood Learning Guidelines (Shawna Nagler) Centennial # 1 5B. Movember’s Indigenous Portfolio: How knowledge transfer of Land-based and Social Inclusion programs in Canada, Australia, and New Zealand contributes to overall improved mental health (Sonia Prevost-Derbecker and Karrie Beardy) Centennial # 3/4 5C. Teaching for Sustainability: An Indigenous Perspective (Dr. Yvonne Vizina) Centennial # 5 5D. Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework (Michael McCrossan) Centennial # 6
2:30 pm - 2:45 pm	HEALTH BREAK - Centennial 2
2:50 pm - 3:55 pm	CLOSING PLENARY - What we learned from ‘Shawane Dagoisiwin’: Journey with our Ancestral Land-based gifts for Minopimatisiwin (Good Living) - Dr. Laara Fitznor
4:00 pm	CLOSING PRAYER, CLOSING CIRCLE, ADJOURNMENT - South Centennial Closing Prayer - Grandmother Kathy Mallett

Marth Jonasson

Marth Jonasson was born and raised in Wabowden, MB. She is a widow with 1 daughter, 4 sons, 15 grandchildren, and 8 great grandchildren. Martha is the second oldest of 13 surviving siblings.

Martha returned to school as an adult, completed Grade 12. She graduated from a 2-year New Careers Health Training program and completed University of Manitoba Psychology course by correspondence and periodic trips to Winnipeg. She also took counseling modules during her employment with the Federal Government.

While employed with the Federal and Provincial governments, Martha was responsible for providing employment counselling services to the following communities: Norway House, Nelson House, Cross Lake, Gillam, Churchill, Ilford, Pikwiton, Thicket Portage, South Indian Lake, God's Lake Narrows, God's River, Oxford House, and Island Lake.

Martha's employment history includes working as an Employment Councillor/Consultant (Fed/Prov); a Youth Drug & Alcohol Abuse Councillor; an Information Officer & Supervisor of 4 Communities; and a Public Health (mainly diagnosing & treating).

Martha has been a member of the UCN Council of Elders since its inception and enjoys working with, and supporting, students and staff.

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.

Martha Peet

Martha Peet is an Inuit Elder and storyteller originally from the center of the Arctic in Taloyaok, Nunavut, “way up in the Arctic coast”, she says. These days, Elder Martha calls Winnipeg her home along with her daughter. Taloyaok means ‘large caribou hunting blind’ in Inuktitut. The small hamlet of approximately 1,000 people is in the northernmost part of Canada that was established in 1948 by the Hudson’s Bay Company and was known as Spence Bay until 1992. Elder Martha was born in 1950, so her family has been around since the community’s beginning. Elder Martha is the Elder for Manitoba Collaborative Indigenous Education Blueprint.

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.

Tommy Weenusk

Tommy Weenusk was born in a log cabin, delivered by his grandmother, in Oxford House, MB.

Tommy attended school in Oxford House from Beginner (this is what it was called) to Grade 8. He continued his Grade 9 in Stonewall, MB, and completed his GED Test, Grade 12 Equivalent.

Tommy worked for Bunibonibee Cree Nation as a Clerk, Administrator, Manager, Chief and Councilor. He also worked for the Federal Government in Medical Services for two years.

Tommy is currently enjoying his involvement with the UCN Council of Elders.

Dr. Jennie Wastesicoot



Dr. Jennie Wastesicoot is an Assistant Professor with the University College of the North. She is originally from the Chemawawin Cree Nation, Easterville, Manitoba, a fishing community located on the Cedar Lake Manitoba. She is a band member with the York Factory First Nation Dr. Wastesicoot is a fluent Ininew (Cree) speaker with the Swampy Ininew (Cree) dialect. She has 38 years of work experience with Aboriginal people in areas of health as an advocate, policy analyst, director, researcher, and research associate. She also worked at a crisis centre as an advocate and a volunteer worker for crisis line serving northern and

aboriginal communities. Dr. Wastesicoot is a tenured Assistant Professor with the University College of the North and has been teaching for the past 8 years since she graduated with her PhD. Jennie is a published author, a university educator, researcher, speaker, and consultant.

Dr. Wastesicoot served on the Premier Advisory All A board, Manitoba's Poverty Reduction and Social Inclusion Strategy from 2010-2017. Dr. Jennie Wastesicoot currently serves in a technical and advisory capacity to the Summit of the Treaty Five Sovereign Nations. She also served as committee member with the Children's Advocate of the Assembly of Manitoba Chiefs working on the development of the sovereign nation's family law. Jennie has made numerous presentations on topics of Aboriginal spirituality, traditional governance, traditional childrearing practices, Cree ways of knowing, and empowering our women. She also presented at the Healing our Spirit World Wide 5th gathering in Edmonton Alberta (2006) Jennie received her Doctorate degree (2015) and Master degree (2005) from the University of Manitoba. She received her undergraduate degree from Brandon University (1985).

Dr. Stewart Hill



Dr. Stewart Hill received a doctorate at the Natural Resources Institute of the University of Manitoba in 2021, a Doctor of Philosophy degree in natural resources and environmental management from the Natural Resources Institute of the University of Manitoba, including a Master's degree in natural resources management from the same institution and a Bachelor of Science in environmental science from Brandon University. He currently works as a Senior Research and Policy Analyst at the Manitoba Keewatinowi Oki-makanak (MKO), the Manitoba northern Chiefs organization. Dr. Hill is from the God's Lake First Nation

and was born and raised in northern Manitoba at God's Lake and speaks his Cree language fluently. His PhD thesis researched and asserted Indigenous governance over land and water in the traditional territory of his home community of God's Lake First Nation and this assertion has implications for all First Nations using Indigenous methodologies. Dr. Hill has over thirty (30) years' experience providing research, writing, technical and analytical services for First Nations, government, academia and non-governmental organizations in the field of natural resources, environmental and lands management.

SESSION 1: 10:15 AM - 11:55 AM

Bannock and Tea 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 Dagoiwin conference Grandparents.

SESSION 1
10:15 AM - 11:55 AM

CONCURRENT SESSIONS 2: 1:05 PM – 2:10 PM

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

Martha Peet is an Inuit Elder and storyteller originally from the center of the Arctic in Taloyaok, Nunavut, “way up in the Arctic coast”, she says. These days, Elder Martha calls Winnipeg her home along with her daughter. Taloyaok means ‘large caribou hunting blind’ in Inuktitut. The small hamlet of approximately 1,000 people is in the northernmost part of Canada that was established in 1948 by the Hudson’s Bay Company and was known as Spence Bay until 1992. Elder Martha was born in 1950, so her family has been around since the community’s beginning. Elder Martha is the Elder for Manitoba Collaborative Indigenous Education Blueprint.

2B. Bridging, braiding and weaving Indigenous Knowledges with Western Science for Environment and Climate Care.

This session will discuss the collaboration approaches in bridging, braiding, and weaving together Indigenous knowledges and approaches with Western science. The discussion will include the experience of establishing the newly formed unit the Indigenous Science Division of Environment and Climate Change Canada.

Her intention is to show how bridging, braiding, and weaving of Indigenous knowledges with Western science can work for mutual respect for land, water, and our environment.

Dr. Myrle Ballard comes from a combination of three worlds. Her first is growing up on the land speaking Anishinaabe mowin as her first language and her experiential life on her reserve, Lake St. Martin First Nation. Her second is Western science having earned her PhD in Natural Resources and Environmental management. Her third world is academia and government.

Dr. Ballard is a professor at the University of Manitoba where her research focuses on Three-Eyed Seeing and using Indigenous language as a baseline indicator of changes in the ecosystem. Combining her lived experiences allows her to bridge and bring all sides together, while appreciating different perspectives. Myrle is on an exchange position between her role as an Assistant Professor, Indigenous Scholar, in the Department of Chemistry, Faculty of Science, at the University of Manitoba and the at Environment and Climate Change Canada. Myrle has extensive research and publications during her time as an Indigenous Scholar.

2C. Asiniskaw Ithiniwak (Rocky Cree) Place Names Project – Reclamation of local History.

This presentation aims to inform on local Indigenous efforts to document and reinstate traditional places names in Asiniskaw Ithiniwak (Rocky Cree) communities in Northern Manitoba. The purpose of the Asiniskaw Ithiniwak (Rocky Cree) Place Names Project is to recover, reclaim, revitalize, and validate Rocky Cree knowledge of their places and place names. The people of the Rocky Cree communities of Nisichawayasihk Cree Nation (NCN, Nelson House) and O-Pipon-Na-Piwin Cree Nation (OPCN, South Indian Lake) have lived in the region of the Churchill River drainage since time before memory. The Asiniskaw Ithiniwak (Rocky Cree) have maintained their own histories and ways of knowing through traditions of recording and remembering, passed on in oral and written forms, through webs of relationships and culturally mediated protocols. Based on these relationships, knowledge keepers of Nisichawayasihk Cree Nation have been gathering information on traditional local place names for many years and are now partnering with geographers and historians from the University of Winnipeg to bring this information back to their community and into local classrooms and homes. This presentation will introduce the Asiniskaw Ithiniwak (Rocky Cree) Place Names Project to gather feedback and input Elders, knowledge keepers, educators and others working in this area.

Roland Bohr is the Director of the Centre for Rupert’s Land Studies at the University of Winnipeg, where he also teaches North American Indigenous history. His research includes Indigenous material culture, such as traditional hunting weapons, and oral histories from the Central Subarctic and the northern Plains.

Matthew Dyce is Associate Professor in the Department of Geography, at the University of Winnipeg, where he also serves as the Program Chair of the Master-in-Environmental and Social Change and is fellow at the Centre for Forest Interdisciplinary Research (CFIR) and the Prairie Climate Centre (PCC). He is a specialist in environmental, cultural, and historical geography and his research focuses on the history of cartography and surveying in Canada. He has authored papers on critical toponym (place name) studies, northern development and resource transitions, and on a variety of mapping practices, including aerial photography, topographic relief surveys, remote sensing, and geodesy.

William Elvis Thomas is an Elder from Nisichawayasihk Cree Nation, where he also serves as the Director Nisichawayasi Nihitho Culture and Education Authority - Nihitho Language and Culture Unit. He is the key collaborator in this project and is responsible for the current work underway in Nisichawayasihk Cree Nation/Nelson House to record place names in the community.

2D. The Mamawi Project: Emergent Technologies as Waterways to the Métis Homeland.

The Mamawi Project is a collective of Métis young people from across our homeland. Mamawi is a word in Cree, Anishinaabemowin and Michif that means “together.” After generations of displacement and ongoing colonial influence on our people, we work to create virtual spaces for Métis young people to mobilize knowledge that strengthens relationships to a healthier nation and homeland.

Written by two emerging Métis scholars and collective members of The Mamawi Project, this paper presentation will explore how Indigenous concepts of relationship to place and kinship are evolving with emergent technologies. Building on conversations about Métis nationhood, this chapter will also draw connections to Métis feminisms and futurisms, discussing how Métis young people involved in this project are carrying Indigenous thought into online spaces through the creation of a new virtual homeland, and attending to the ways that Métis youth are rejecting harmful political leadership practices, and reimagining new forms of education and governance. In conclusion, the authors argue that ethical engagement and nation building within a virtual Métis homeland requires frameworks that value land. Consequently, it is proposed that emergent technologies are not a replacement for physical lands, but represent waterways and possibilities for being in relation to them.

Note: The second author cannot attend, but the first author will present their collective work.

Dr. Lucy Fowler is a Two-Spirit Métis woman, born and raised in Winnipeg, Manitoba, and a member of the Two-Spirit Michif Local of the Manitoba Metis Federation. Lucy is an academic and community organizer, and teaches in the UManitoba Faculty of Education with a research and teaching focus on Métis youth identity, Indigenous education, queer theory, and youth cultures.

CONCURRENT SESSIONS 3: 2:35 PM – 3:55 PM

3A. Grandparent Sharing Session with Martha Jonasson and Tommy Weenusk, hosted by Kathy Mallett.

Martha Jonasson was born and raised in Wabowden, MB. She is a widow with 1 daughter, 4 sons, 15 grandchildren, and 8 great-grandchildren. Martha is the second oldest of 13 surviving siblings.

Martha returned to school as an adult and completed Grade 12. She graduated from a 2-year New Careers Health Training program and completed the University of Manitoba Psychology course by correspondence and periodic trips to Winnipeg. She also took counseling modules during her employment with the Federal Government.

While employed with the Federal and Provincial governments, Martha was responsible for providing employment counseling services to the following communities: Norway House, Nelson House, Cross Lake, Gillam, Churchill, Ilford, Pikwitonei, Thicket Portage, South Indian Lake, God's Lake Narrows, God's River, Oxford House, and Island Lake.

Martha's employment history includes working as an Employment Councillor/Consultant (Fed/Prov); a Youth Drug & Alcohol Abuse Councillor; an Information Officer & Supervisor of 4 Communities; and a Public Health (mainly diagnosing & treating).

Martha has been a member of the UCN Council of Elders since its inception and enjoys working with, and supporting, students and staff.

Tommy Weenusk was born in a log cabin, delivered by his grandmother, in Oxford House, MB.

Tommy attended school in Oxford House from Beginner (this is what it was called) to Grade 8. He continued his Grade 9 in Stonewall, MB, and completed his GED Test, Grade 12 Equivalent.

Tommy worked for Bunibonibee Cree Nation as a Clerk, Administrator, Manager, Chief and Councilor. He also worked for the Federal Government in Medical Services for two years.

Tommy is currently enjoying his involvement with the UCN Council of Elders.

3B. Nahayow/Inineew Aski-Nipi Pimatisiwin: Kayask, Anoch, Nikaanote Pimacihowin (Cree Family Stories of Land-Water Life Past, Present and Future Livelihood) book chapter.

The focus of our stories aligns with the thematic goal of the book titled “Land as Relation: Teaching and Learning through Place, People and Practices with Margaret Kress and Kahente Horn-Miller as Co-editors. The book will be published by Scholars Press by the summer of 2023. In this chapter, we share through story-in-circle format our Cree practices embedded in our Indigenous Nahayow (Cree) worldviews, land and water based knowing’s and traditional teachings, as defined by our philosophy and practicality. By sharing our stories, we highlighted our Cree practices that are still prevalent in our culture, spirituality, traditions, ceremonies and practices as traditional peoples with water/land- knowing’s (Battiste, 2010). As Indigenous Cree women, we strive to revive, maintain and transfer what we know to the coming generations and learners in the 21st century: for the next seven generations. We believe that as our generation continues to practice our ways, the following generation can learn to pass it forward. In this session, we will share parts of the chapter and our experience in preparing the chapter for the book. We will share memories, laughter, and insights as we readied our chapter.

Dr. Laara Fitznor, a member of the Nisichawaysihk Cree Nation in Manitoba was raised in the boreal forests of Wabowden, Manitoba. She pursued her dream of a university education once she learned that with a university education, she was able to embrace ways to challenge and counter acts of oppression while advancing Aboriginal/Indigenous knowledge(s), perspectives, histories, experiences, spiritualities, and realities through her community work and career. She assisted professionals (teachers, educators, social workers, police officers, and others) to understand the uniqueness of Aboriginal peoples’ histories, philosophies, cultures, knowledge(s), and contributions to Canadian society. She incorporates decolonizing and bridging pedagogies in her work where people learn to challenge past wrongs and coexist in a way of respect, reciprocity, and responsibility. Laara has served as a member on boards, councils, committees, grassroots, and working groups where the focus of the work was to advance principles of diversity, equity, and Aboriginal/Indigenous leadership, rights, knowledge(s) toward culturally relevant growth of Aboriginal people’s needs and aspirations. Laara began her academic career with the University of Manitoba’s Access Programs (1982-1992), holding positions as Academic Counsellor and Director. From 1992 to 1998, she joined the Faculty of Education teaching Cross- Cultural/ Aboriginal Education. In 1998, she joined the Ontario Institute for Studies in Education, University of Toronto to develop a newly established position of Aboriginal Education. She returned to the Faculty of Education, University of Manitoba in 2003 to teach Aboriginal/Indigenous Education and retired in 2019. Laara continues to share her knowledge through evaluation research, advisory committees, and writing. Laara was the main scribe for developing the chapter.

Elsie Fitzner origins are from Wabowden. MB. A member of Opaskwayak Cree Nation, Elsie is a mother, grandmother, great and great-great grandmother. Elsie was born and raised in Wabowden. She spent her early years on the lands and water systems of Northern Manitoba. Elsie’s first language is Swampy Cree. Elsie draws from her Cree knowledge in her present-day activities, and one of her valued gifts is harvesting and preparing traditional medicines for family use.

Wanda Bateman, daughter of Elsie Fitzner and niece of Laara Fitzner is a member of Nisichawayasihk Cree Nation. Wanda’s early years were spent on the lands and water systems of Northern MB. She is a mother and grandmother who strives to teach her children and grandchildren the values of land and water Indigenous knowledge. She works as an Educational Assistant and is often called upon to share her Indigenous knowledge. She serves as Laara’s ceremonial helper when the opportunity is presented.

Dr. Margaret Kress, Co-editor of the book “Land as Relation: Teaching and Learning through Place, People and Practices,” is a Saskatchewan born woman who originates from the South grasslands in Treaty Four territory and the Métis homelands. She carries the name Tahkwaki Waapikwani Iskwew (Bear Clan) and her journey shows her wide connection to the prairies, the upland boreal forests and the wetlands, the rivers, lakes and oceans, and all those places which weave together her relations as those of the land. She embraces and honours her Michif ancestors and her Euro-settler ancestors of France, England, and Germany, as resilient and life-giving peoples. Margaret’s focus is centered on highlighting Indigenous reclaims of ecological and cultural knowledge, and of languages, matricultures, and wellness. As a scholar, teacher and researcher, she elevates transformative, inclusive and Indigenous storywork and engages in academic and community-based research to support initiatives led by Indigenous communities. Her writing includes selections within Métis Rising: Living Our Present through the Power of Our Past, Climate Chaos: Eco-feminism and the Land Question, *kimiwan*, *Of Land & Living Skies: A Community Journal on Place, Land, and Learning*, and *Honouring Indigenous Women - Hearts of Nations*. She honours teachers across the lands who have taught her about traditional knowledges and plant medicines—you can find her in the Northern boreal forests and on the prairies learning from her relations there.

3C. Education and internships with Wikiwin Training Enterprise of York Factory First Nation: Building Healthy Homes and Youth Capacity.

A cohort of York Factory First Nation students in York Landing YFFN are participants in a Homebuilding training program that includes them taking environmental credit courses at the University of Manitoba as students with support at the community level. The YFFN has applied successfully in 2023 to be a learning hub –which will garner other support from universities and colleges.

The YFFN students are MITACS interns, on research work assigned by the Housing director and apprentice carpenter trainers on renovations and building to learn skills and receive coaching as apprentices with assistance from the University of Manitoba team. A building site has been identified for them to work on this summer to build a house they design with the University of Manitoba architects and engineers. Employment training has provided a classroom with wifi for their use, and Dr. Thompson provided computers. These YFFN students have also participated in conferences, toured the University of Manitoba's Engineering, Architecture, and Red River College trades, as well as Nelson Houses' building and education center -ATEC. The YFFN students will learn hands-on, undertaking meaningful experiential applied learning programs to build homes for their community. This education program repeats the highly successful 2019-2021 Mino bimaadiziwin homebuilder program for 70 students with Garden Hill and Wasagamack First Nations, which built two homes.

Dr. Shirley Thompson is the Principal Investigator with the Mino Bimaadiziwin partnership and an Associate Professor with the Faculty of Environment, Earth and Resources, University of Manitoba.

3D. Teaching for Sustainability: An Indigenous Perspective.

Scientists believe we are in the midst of the 6th mass extinction of biological diversity on Earth. Human behavior in this era has brought about accelerated changes to the atmosphere, land, water, and energy systems. Knowing this, the 2030 Sustainable Development Goals were developed that encourage all people, organizations, and governments to encourage transformation of how we think, live, and plan for ourselves and future generations. Land-based traditional Indigenous knowledges are foundational to understanding sustainable development, including the social, economic, and environmental responsibilities for future generations. In this presentation, Dr. Vizina will share her experience with balancing science and Indigenous knowledges in sustainability education and how this is informing new course development for teacher training.

Dr. Yvonne Vizina is a faculty member in Education at the University of Winnipeg. She teaches Indigenous Education and Sustainability Education. Yvonne studied in the School of Environment and Sustainability at the University of Saskatchewan examining traditional Indigenous concepts of sustainability, as well as their application in post-secondary programs across Canada. She is a graduate of the Saskatchewan Urban Native Teachers Education Program and did a Master's in Education on Science and Indigenous Knowledges in K-12 Education.

CONCURRENT SESSIONS 4: 10:35 AM – 11:55 AM

4A. Grandparent Sharing Session with 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.

4B. THE SIX SEASONS OF THE ASINISKAW ITHINIWAK – Reclamation of Rocky Cree Language, History, and Culture through Education..

In 1993, the remains of a young Cree woman who lived 350 years ago were found by two residents of South Indian Lake in northern Manitoba, Canada. The story of this ancestor inspired storyteller William Dumas to reimagine a week in her life at the age of twelve in the picture book, *Pīsim Finds Her Miskanaw*, published in 2013. This book is the first of six books in a project to extend the reclamation of Asiniskaw Ithiniwak (Rocky Cree) language, history, and culture.

One of the project objectives is to create a total of six historical-fiction picture books that reflect Asiniskaw Ithiniwak people's movements and activities throughout the course of a year. These books are based on collaborative, community-directed research throughout the territory of the Asiniskaw Ithiniwak in northern Manitoba and are grounded in oral history and archaeological and historical sources.

The books in the series are accompanied by digital apps that allow users to read and listen to the stories in Rocky Cree, with the text available both in syllabics and in Roman orthography, contributing to language revitalization. The project also develops teachers' guides to support the use of the picture books and apps in classrooms and provides training for educators in culturally competent pedagogy.

By documenting best practices in collaborative scholarship with Indigenous communities, the project aims to provide a framework for all researchers undertaking community-based collaborative research, and to advance public policy and programming for reconciliation.

Jennie Tait is a proud Cree Nation descendant from Nisichawayasihk Cree Nations, Nelson House, and Manitoba. She holds a Bachelor of Education 4th Year 1985 PENT Program, Bachelor of Education 5th Year major in Special Education from Brandon University Brandon, Manitoba. Jennie currently is an Inclusive Education Facilitator employed for the Manitoba First Nations Education Resource Centre effective January 2001.

Roland Bohr is the Director of the Centre for Rupert's Land Studies at the University of Winnipeg, where he also teaches North American Indigenous history. His research includes Indigenous material culture, such as traditional hunting weapons, and oral histories from the Central Subarctic and the northern Plains.

4C. Movember's Indigenous Warrior Caregiver Land-based and Bros Group Programs' Overview and Program Evaluation.

In this session, we share the highlights of an evaluation of two Movember's Indigenous Funded programs. 'Go to Where the men are – Indigenous'. The programs presented for these sessions are the Warrior Caregiver Land-based and Bros Group, located in Churchill, Manitoba. The following evaluation research questions for this evaluation report were: How does men's wellness encapsulate Indigenous knowledge? How does the Warrior Caregiver Land-based and Bros Group programs promote: Cultural identity, Individual, Family and Community well-being. How do members of the community perceive the value of Indigenous programming? The evaluation highlights reflect an Indigenous lens approach to program planning, development, and evaluation. Movember strives to support the Indigenous men to have the following: healthy living, mental resilience, strengthening positive connections, self-awareness of health, and taking action to get support. In addition, the Circle of Courage model of resilience, and Indigenous themes guided the program goals.

Dr. Laara Fitznor, a member of the Nisichawayasihk Cree Nation in Manitoba was raised in the boreal forests and lakes, in Wabowden, Manitoba. She pursued her dream of a university education once she learned that with a university education, she was able to embrace ways to challenge and counter colonization while advancing Aboriginal/Indigenous knowledge(s), histories, experiences, and spiritualities through her community work and career. She assisted professionals to understand the uniqueness of Aboriginal peoples' histories, philosophies, cultures, knowledge(s), and contributions to Canadian society. She incorporates decolonizing and bridging pedagogies in her work where people learn to challenge past wrongs and coexist in a way of respect, reciprocity, and responsibility. Laara has served as a member on boards, councils, committees, grassroots, and working groups. Laara began her academic career with the University of Manitoba's Access Programs as an Academic counsellor and Director from 1982-1992. From 1992 to 1998, she joined the Faculty of Education and taught Cross-Cultural and Aboriginal Education. In 1998, she joined the Ontario Institute for Studies in Education,

University of Toronto to develop a newly established focus in of Aboriginal Education. She returned to the Faculty of Education, University of Manitoba in 2003 to teach Aboriginal/Indigenous Education and retired in 2019. Laara continues to share her knowledge through evaluation research, advisory committees, and writing.

Sonia Prevost-Derbecker (she/her) is the Director, of the Indigenous Men, Mental Health & Suicide Prevention Movember’s Indigenous Portfolio. Before joining Movember as the Global Director of Indigenous programs, Sonia Prevost- Derbecker served as the National Vice President of Education with Inspire, the largest non-profit Indigenous education organization in Canada. She has held Director and CEO positions for organizations across the country including the first CEO of the newly created Indigenous Child Welfare System, All Nations Coordinated Responses Child and Family Services, and Ndinawemaaganag Endaawaad the largest Indigenous youth serving agency in Manitoba. Sonia was the third elected Indigenous school trustee in the history of the Winnipeg School Division and led the development of an Indigenous high school and a provincial integrated service delivery model insuring best outcomes for her community.

4D. Metawewak (they are playing).

The participants will have the opportunity to gain information about First Nation Games and why teaching games can teach the four domains of the traditional learning circle (physical, intellectual, social/emotional and spiritual).

Nacinehikewin – the seeking of sacred cultural knowledge.

Participants will be engaged in learning about history, value and importance of First Nation games at instilling positive self-identity, self-esteem, pride, social/emotional, physical, mental and spiritual wellness in our youth. (Kayas isihcikewin – traditional culture).

The presentation will use a holistic land based approach to learning and teaching through power point, with physical activity and active participation by participants.

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 extensive coaching experience with certification in a variety of sports. Norbert 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 SESSIONS 5: 1:05 PM – 2:25 PM

5A. Elders and Knowledge Keepers in Schools: Manitoba Education and Early Childhood Learning Guidelines.

The Elders and Knowledge Keepers in Schools Initiative embeds learning strategies and actions, articulated as authentic involvement in Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework, to collectively realize the vision for all Manitoba students to succeed, no matter where they live, their background, or their individual circumstances.

The Elders and Knowledge Keepers in School Guidelines increase school division capacity for respectful and relational partnerships with Elders and Knowledge Keepers toward the inclusion of First Nations, Métis, and Inuit histories, cultures, traditional values, languages, contemporary lifestyles, and Traditional Knowledge systems across all learning environments.

Shawna Nagler's role with the Directorate is Coordinator of the Elders and Knowledge Keepers in Schools Initiative. She supports respectful and relational student and teacher learning in partnership with Indigenous Elders, Knowledge Keepers, educators, parents, caregivers, and community members.

Shawna has a Bachelor of Education, a Post Baccalaureate degree in inclusive education, and a Masters of Indigenous Education through First Nations University of Canada in partnership with the University of Regina. Her academic work focused on relationship, relational learning, and respectful community collaboration with community.

Shawna is a listener who deeply values relational learning, and is grateful to her teachers who have become her friends and these friends have become her teachers. Learning in relationship, about relationship, for relationship continues to help Shawna understand how to be a good guest and relative to the Nations and to the lands she is on. Shawna is grateful for the opportunity to listen, learn and collaborate with all stakeholders to support and enhance provincial Indigenous Education initiatives.

5B. **Movember’s Indigenous Portfolio: How knowledge transfer of Land-based and Social Inclusion programs in Canada, Australia, and New Zealand contributes to overall improved mental health.**

In this session, we share the highlights of the work that Movember Indigenous portfolio has been engaged in during the past few years. The Indigenous programs are grounded in an Indigenous lens and collaborative approach to program planning, development, and evaluation. Movember strives to support the Indigenous men to have the following: healthy living, mental resilience, strengthening positive connections, self-awareness of health, and taking action to get support. Indigenous teachings and knowledges guide the program goals.

Land-based and Social Inclusion programs are discussed along with how knowledge transfer supports men’s mental health.

Sonia Prevost-Derbecker (she/her) is the Director, of the Indigenous Men, Mental Health & Suicide Prevention Movember’s Indigenous Portfolio. Before joining Movember as the Global Director of Indigenous programs, Sonia Prevost- Derbecker served as the National Vice President of Education with Indspire, the largest non-profit Indigenous education organization in Canada. She has held Director and CEO positions for organizations across the country including the first CEO of the newly created Indigenous Child Welfare System, All Nations Coordinated Responses Child and Family Services, and Ndinawemaaganag Endaawaad the largest Indigenous youth serving agency in Manitoba. Sonia was the third elected Indigenous school trustee in the history of the Winnipeg School Division and led the development of an Indigenous high school and a provincial integrated service delivery model insuring best outcomes for her community.

Karrie Beardy (she/her) is the Program Manager, of the Indigenous Men, Mental Health and Suicide Prevention with Movember’s Indigenous Portfolio. Karrie has worked in various administrative positions in Manitoba including for the Winnipeg Regional Health Authority and Shared Health. Karrie has a certificate in public administration and governance with McGill University.

5C. Teaching for Sustainability: An Indigenous Perspective.

Scientists believe we are in the midst of the 6th mass extinction of biological diversity on Earth. Human behavior in this era has brought about accelerated changes to the atmosphere, land, water, and energy systems. Knowing this, the 2030 Sustainable Development Goals were developed that encourage all people, organizations, and governments to encourage transformation of how we think, live, and plan for ourselves and future generations. Land-based traditional Indigenous knowledges are foundational to understanding sustainable development, including the social, economic, and environmental responsibilities for future generations. In this presentation, Dr. Vizina will share her experience with balancing science and Indigenous knowledges in sustainability education and how this is informing new course development for teacher training.

Dr. Yvonne Vizina is a faculty member in Education at the University of Winnipeg. She teaches Indigenous Education and Sustainability Education. Yvonne studied in the School of Environment and Sustainability at the University of Saskatchewan examining traditional Indigenous concepts of sustainability, as well as their application in post-secondary programs across Canada. She is a graduate of the Saskatchewan Urban Native Teachers Education Program and did a Master's in Education on Science and Indigenous Knowledges in K-12 Education.

5D. Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework.

Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework was developed in collaboration with over 100 individuals from across the province, including Elders and Knowledge Keepers, students, teachers, superintendents, senior post-secondary administrators, government working groups, and community partners.

Mamàhtawisiwin supports the holistic achievements of First Nations, Métis, and Inuit learners by helping Manitoba educators to incorporate Indigenous languages, cultures, and identities into their teaching and practices, setting Indigenous students up for success in school and beyond.

Michael McCrossan is a Program Analyst with the Indigenous Inclusion Directorate. Michael is a Settler originally from Ontario. Prior to joining the Department of Education and Early Childhood Learning, Michael worked as an instructor at the University of New Brunswick (Saint John) where he taught courses on Canadian politics, Indigenous law and governance, and reconciliation. Michael holds a doctoral degree in political science, specializing in the areas of Canadian constitutional law and Indigenous politics.

CLOSING PLENARY: 2:50 PM – 3:55 PM

What we learned from 'Shawane Dagoziwin': Journey with our Ancestral Land-based gifts for Minopimatisiwin (Good Living).

Dr. Laara Fitznor, a member of the Nisichawaysihk Cree Nation in Manitoba was raised in the boreal forests and lakes, in Wabowden, Manitoba. She pursued her dream of a university education once she learned that with a university education, she was able to embrace ways to challenge and counter colonization while advancing Aboriginal/Indigenous knowledge(s), histories, experiences, and spiritualities through her community work and career. She assisted professionals to understand the uniqueness of Aboriginal peoples' histories, philosophies, cultures, knowledge(s), and contributions to Canadian society. She incorporates decolonizing and bridging pedagogies in her work where people learn to challenge past wrongs and coexist in a way of respect, reciprocity, and responsibility. Laara has served as a member on boards, councils, committees, grassroots, and working groups. Laara began her academic career with the University of Manitoba's Access Programs as an Academic counsellor and Director from 1982-1992. From 1992 to 1998, she joined the Faculty of Education and taught Cross-Cultural and Aboriginal Education. In 1998, she joined the Ontario Institute for Studies in Education, University of Toronto to develop a newly established focus in of Aboriginal Education. She returned to the Faculty of Education, University of Manitoba in 2003 to teach Aboriginal/Indigenous Education and retired in 2019. Laara continues to share her knowledge through evaluation research, advisory committees, and writing.



Ryan Guy Richard – Jigger

Ryan Richard is an two-spirited aboriginal performing artist from Winnipeg who was born on Sandy Bay First Nation, two hours from Winnipeg, Manitoba, Canada.

Ryan is an award-winning jigging and square-dancing champion who first learned jigging at the footsteps of his grandmother, Irene Richard, herself a Championship jigger.

At three, Ryan won his first jigging competition in Austin, Manitoba. At seventeen, he wowed audiences at Winnipeg's Folklorama Metis Pavillion and went on to found the award-winning square-dance group, United Thunder.

He is the current Canadian Jigging Champion, a five-time World Jigging Champion and a fifteen-time jigging champion at Winnipeg's Francophone Festival du Voyageur.

Ryan's contemporary twist on the traditional jig has motivated a new generation of young dancers including Canada's Got Talent winners, Sagkeem's Finest.

In addition to his jigging, Ryan has made a splash in the drag community as performer, Miss Sandi Bay, "All the Way from Crane River Where They Giv'er."

From a young age, Ryan knew he was different and was encouraged by his grandmother to just go along with his feelings and be himself.

Ryan enjoys the opportunity to act as a role model for today's youth. His guiding philosophy in life is: There is no wrong way to feel.

Ojibwe Singers - Isaac Brock School

The Winnipeg School Division is proud to offer an Ojibwe Bilingual Program exclusively at Isaac Brock School. Students may enter the program in Kindergarten or Grade 1.

The Kindergarten to Grade 6 Ojibwe program centres around ancestral teachings of the Grandmother Moon and the thirteen moons she carries. The programs have a land-based component as this is an important part of language learning. Culturally, there is a strong connection to the land and all the life it encompasses. In the Kindergarten Program, students will be fully immersed in the Ojibwe language. Grade 1 and up is bilingual with 50% of instruction in Ojibwe and 50% in English.

On Thursday, May 18th, twenty six students from Grade 2 & 3 will join us to perform 3 songs; a drum song, eagle song and welcome song.

For more information on their program, please visit: <https://www.winnipegssd.ca/isaacbrock/page/12551/bilingual-ojibwe-program>

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