



CMEC SYMPOSIUM ON
**Indigenizing
Teacher Education**

July 4-5, 2018 | VANCOUVER | BRITISH COLUMBIA

PROGRAM



Robert H. Lee Alumni Centre, University of British Columbia

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WELCOME FROM THE MINISTERS

I'd like to acknowledge that the symposium is taking place on the unceded territory of the Musqueam, Squamish, and Tsleil-Waututh First Nations. As the first First Nations woman (Nisgá'a, Gitksan, Cree, and Ojibway) to be elected in the history of British Columbia's legislature, championing Indigenous education is extremely close to my heart. My grandparents attended St Michael's, Elk Lake, and Brandon residential schools. We owe it to our children and all future generations to improve the educational experience for Indigenous learners across Canada.

As the first person in my family to graduate from high school and go on to college and university, I know firsthand how education has the power to transform lives.

It is imperative we break down barriers at all access points of education for Indigenous learners, by supporting systemic change in educational institutions. Indigenous learners must be supported in their early years and throughout their educational pathways to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians.

In British Columbia, all cabinet ministers have been mandated to implement the Calls to Action of the Truth and Reconciliation Commission of Canada as well as the United Nations Declaration on the Rights of Indigenous Peoples. We recognize that reconciliation is a journey we are on together, it is not a destination. It is my hope that our society embraces these as living documents to improve the quality of life for Indigenous learners.

The residential school system was extremely devastating and damaging to Indigenous children, families, and communities across Canada—but today, greater access and success through education can be a pathway to reconciliation.



As Chair of CMEC, it is my hope that we support each other on this journey—learn from each other, share best practices, and build inclusive communities from coast to coast to coast with Indigenous people as partners. Let's commit to working together to empower young people to thrive.

It is our collective responsibility to disrupt the status quo and inspire this generation to be the innovators, change makers, and leaders of tomorrow.

Enjoy the symposium.

Ha'awa.



The Honourable Melanie Mark
Hli Haykwhl Wíi Xsgaak
Chair, Council of Ministers of Education, Canada
Minister of Advanced Education, Skills and Training, British Columbia

WELCOME FROM THE MINISTERS

As the lead for CMEC's work on Indigenous education, I want to welcome each of you to the 2018 CMEC Symposium on Indigenizing Teacher Education. This symposium offers you an opportunity to learn from and with Indigenous scholars, experts, students, and Elders from across Canada about the importance of Indigenizing teacher education programs.

Research has shown that one of the most powerful influences on students' success is their teachers' encouragement and help—especially Indigenous educators. These educators can help build Indigenous students' sense of identity so they grow up proud of themselves, their communities, and their cultures. Reports from across Canada identify training and hiring Indigenous teachers as critically important to bridging the achievement gap between Indigenous and non-Indigenous students.

During the 2015 CMEC Aboriginal Educators' Symposium, participants noted that widespread Indigenization of teacher education programs was needed. Indigenization provides all educators with roots of resiliency that help both those within teacher education programs and those already in the classroom. As the leaders and decision makers responsible for teacher education programming, you are best suited to affect this necessary change, and we are thrilled to have you together for these two important days of discussions.

Enjoy your time together in beautiful British Columbia and on the traditional territory of the Musqueam people. I look forward to hearing the results of your discussions. I am confident that this gathering will result in considered and tangible recommendations on the successful Indigenization of Canadian teacher education programs.

Masi,



The Honourable Caroline Cochrane
Minister of Education, Culture and Employment
Government of the Northwest Territories

Caroline Cochrane

LEAD ELDER



CHIEF VICTOR JIM

Witset First Nation

Victor Jim has two Wet'suwet'en Hereditary Chief names, Misalos and Wigitemstochl. In 1978, he became the first person from the Witset community to earn a university degree (bachelor of education), as a member of the inaugural class of graduates from the University of British Columbia's Native Indian Teacher Education Program. He went on to complete a master's degree in education administration and currently works for School District 57 as district principal for Aboriginal Education. Mr. Jim's education-system experience includes working for the Kyah Wiget Education Society in Witset, as a teacher, principal, and a Wet'suwet'en language teacher. He has also sat as a school trustee for School District 54 (Bulkley Valley) and worked for the BC Ministry of Education (Aboriginal Enhancement Branch), helping First Nations communities and groups to develop enhancement agreements with the Ministry of Education. Mr. Jim's experience in leadership roles also includes serving on the Witset Band Council for 22 years, serving as vice president of the Gitksan/Wet'suwet'en Tribal Council, and working on the landmark Delgamuukw/Gisdaywa land-claims court case for five years.



MR. SHANE POINTE

Musqueam First Nation

Shane Pointe is from the Point family and is a proud member of the Musqueam and Coast Salish people. He is a highly respected Musqueam community member, ceremonial traditional speaker, and cultural educator. Mr. Pointe has a background in counselling and from an early age has been trained in Musqueam traditions and knowledge. He shares his teachings, knowledge of his ancestry, and deep understanding of Coast Salish cultures to welcome and encourage inclusivity.

Mr. Pointe provides protocol and ceremonial guidance for many cultural events—locally, nationally, and internationally. He has worked in various capacities such as: Aboriginal Support Worker for the Vancouver School Board, Trial Support Coordinator for the Indian Residential School Survivors Society, Native Alcohol and Drug Awareness Program Worker with the Musqueam Indian Band, in the Longhouse Leadership Program at the First Nations House of Learning (University of British Columbia), and most recently, providing support to the Aboriginal Mother Centre. He also served as Knowledge Keeper for the past two years at the Vancouver School Board.

Shane's motto is "Nutsamaht!" (We are One).

OVERVIEW

The CMEC Symposium on Indigenizing Teacher Education builds on the results of the CMEC Aboriginal Educators' Symposium, which was held in Yellowknife, Northwest Territories, in 2015, and which focused on teacher recruitment and retention. This event endeavours to bring into the conversation the Indigenous and non-Indigenous decision makers responsible for teacher education programming, to consider the Indigenization of teacher education programs (TEPs), including how to help teachers Indigenize their K–12 classrooms.

What

The two main topics of consideration are the Indigenization of teacher education programs and how to help teachers Indigenize their K–12 classrooms.

- ✓ *The symposium will include keynote presentations, panels of education experts, talking circles, and an Elders' discussion.*

Who

Deans of education, education faculty department heads, and teacher education instructors will be the primary delegates and will be encouraged to learn from experts, scholars, current Indigenous TEP students, and Indigenous Elders.

- ✓ *There will be a delegation from each province and territory, each of which will include an Elder and TEP student.*
- ✓ *Education ministers and deputy ministers will be invited to participate in the afternoon on day two of the symposium.*

When

Wednesday, July 4, and Thursday, July 5, 2018

Where

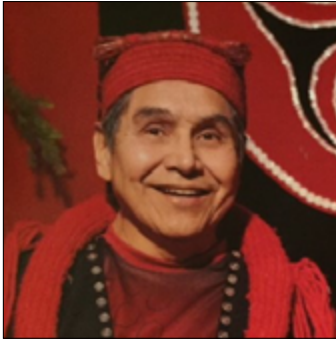
Vancouver, British Columbia

- ✓ *The symposium will take place on the University of British Columbia campus, which is the traditional, ancestral, and unceded territory of the Musqueam people.*

Why

To highlight the importance of, and ways to create, learning environments that reflect and respect Indigenous ways of knowing and being, by:

- ✓ *exploring innovative work in teaching language, culture, and identity;*
- ✓ *examining Indigenous holistic perspectives on student well-being, including mental health and wellness;*
- ✓ *incorporating Indigenous ways of knowing into the curriculum; and*
- ✓ *creating productive partnerships.*



MR. ALEX NELSON

Musgamagw Dzawada'enuxw First Nation

Alex Nelson is a proud member of the Musgamagw Dzawada'enuxw First Nation from Kincome Village. Mr. Nelson maintains a strong family, community, and cultural foundation with his wife, Nella, (of 46 years), daughter Natasha, grandsons Gigalis and Braden, grand-daughter Crystal, and great-grandson Kasalas.

Mr. Nelson is a seven-year product of the infamous Alert Bay residential school system, then went on to graduate from Mission High School. He holds a bachelor of arts degree in leisure studies from the University of Victoria. He is currently an Elder and senior advisor to the Indigenous Sport, Physical Activity and Recreation Council. He is one of the founders, a player, and coach of the Victoria T-Bird Soccer Club, which comprises youth and adults. Mr. Nelson also is a founder of the Kwaguilth Urban Society Suicide Intervention and Prevention program.

He is past executive director of the Victoria Native Friendship Centre, and is one of the founders of the Aboriginal Sports & Recreation Association of BC. He is also a founder of the National Aboriginal Sports Circle and was the first chairperson and three-time president of the North American Indigenous Games Council. One of his greatest achievements was to lead and deliver the Victoria 1997 North American Indigenous Games, which involved 5,000 athletes and 3,000 cultural performers.

He was recently inducted into the Greater Victoria Sports Hall of Fame and BC's Sports Hall of Fame!

Sport has always been a vehicle for freedom and healing for Mr. Nelson: "My responsibility is to give to the next generation what sport has given to me!"

KEYNOTE SPEAKERS



DR. ONOWA MCIVOR

Associate Professor,
Department of Indigenous
Education, University of
Victoria

Dr. Onowa McIvor is maskiko-nihyaw (Swampy Cree) and also has Scottish-Canadian heritage. Her Cree family is from Norway House, Manitoba, and are members of Treaty 5. She is an associate professor of Indigenous Education at the University of Victoria, where she teaches and contributes in both the undergraduate and graduate programs in Indigenous-language revitalization. Dr. McIvor's research focuses on Indigenous-language revitalization, sociocultural language learning, additional language acquisition, and Indigenous education pre-K to 12 and postsecondary. She was the recipient of the 2016 AERA Indigenous Peoples of the Americas Bobby Wright award for Early Career Contributions to Research in Indigenous Education, as well as the 2017 recipient of the Emerging Scholar Faculty of Education Award for Excellence in Research. Dr. McIvor is currently co-leading a six-year \$2.5-million SSHRC Partnership grant, working to understand and enhance Indigenous adults' contributions to reviving Indigenous languages in Canada. A notable highlight for Dr. McIvor has been the international collaboration with Drs. Paul Whitinui and Carmen Rodriguez on the edited volume *Promising Practices in Indigenous Teacher Education*, published by Springer in 2018.



DR. PAUL WHITINUI

Associate Professor, School
of Exercise Science, Physical
and Health Education,
University of Victoria

Dr. Paul Whitinui is an Indigenous Maori (Nga Puhi, Te Aupouri, Ngati Kuri, and Pakeha) scholar from Aotearoa (New Zealand) and an associate professor at the School of Exercise Science, Physical and Health Education in the Faculty of Education at University of Victoria, British Columbia (July 2018). He teaches several courses, including an undergraduate course titled Multidisciplinary Foundations of Physical Activity, as well as graduate courses whose focus is the social dimensions of health. He completed his doctoral thesis in 2007 at the University of Auckland, New Zealand. Dr. Whitinui's thesis work, the first of its kind, explored the educational benefits of kapa haka (i.e., Maori performing arts) for Maori students in New Zealand public high schools. The work was published as a book in 2008. Dr. Whitinui is co-investigator on a Canadian Institutes of Health Research (CIHR) Indigenous Mentorship Network Program grant, and has recently submitted a SSHRC Insight Development grant, which looks at the impact of cultural-safety training in higher-education settings. In addition, Dr. Whitinui is working on a number of other interdisciplinary writing projects. He has also edited and contributed to books whose topics include Maori educational success (2011) and new and emerging Maori academic leadership experiences (2013). Most recently, he co-edited a book entitled *Promising Practices in Indigenous Teacher Education* (2018). Dr. Whitinui is co-chair of the World Indigenous Research Alliance under the auspices of the World Indigenous Nations Higher Education Consortium (WINHEC) and is a reviewer for a number of online Indigenous health-and-education-focused journals.



MS. LORETTA ROSS

Treaty Commissioner, Treaty Relations Commission of Manitoba

Ms. Loretta Ross (Bimaashi Migizi) is a member of the Hollow Water First Nation in Manitoba. She received her law degree from Queen's University and was a practising lawyer for over 25 years. Ms. Ross has served as legal counsel to numerous First Nations people, governments, and organizations in areas such as specific claims, treaty land entitlement, trusts, and hydro development. Her law practice has also included child and family matters and residential-school claims. In addition, Ms. Ross has served on a number of boards representing the First Nation interest, including the Manitoba Civil Service Commission, Legal Education Action Fund, Manitoba Human Rights Commission, Marymound, and the Southern First Nation Network of Care. She was taught at an early age from her grandfather, George Barker, who served for 44 years as Chief of Hollow Water, that as a First Nations person, she would always carry the responsibility of advocating and educating on behalf of First Nations people. This is a responsibility that Ms. Ross fully embraces. She feels that the treaties and the treaty relationship can serve as a model for how future relations between Indigenous and non-Indigenous people and governments can move forward in a healthy and positive manner.

EXPERTS AND SCHOLARS



DR. AVRIL AITKEN

Professor and Chair, School of Education, Bishop's University

Dr. Avril Aitken is a settler scholar, currently serving as the Chair of the School of Education of Bishop's University, located at Nikitotegwasis, in Sherbrooke, Quebec. She is interested in understanding how future educators can be prepared to promote equitable, inclusive, and sustainable communities through their teaching. In relation to this, her research looks at the significance of pre-service teachers' understandings of themselves, others, and the possibilities for change.

Her desire for justice and sustainability is directly connected to her career-long experience of working and learning with members of the Naskapi Nation of Kawawachikamach (NNK). In the late 1990s, after serving as a teacher for the NNK for 16 years, she moved to Ottawa to begin doctoral studies. Since that time, she has continued to collaborate with Elders, community members, and the local school team on growing the place and presence of Naskapi language in the local school.

She has been working at Bishop's since 2006; in the period before going to the School of Education, she participated in a province-wide, four-year, ministry-university collaboration. Through this initiative, she supported school and school board teams from across the province of Quebec on a range of initiatives related to changes in policy, programs, and practice.



MS. JACQUELINE BERCIER

Lead Teacher (Cultural Perspectives, Languages), Lord Selkirk School Division

I am a Metis Anishinaabe woman from Selkirk, Manitoba. I have lived in Selkirk for most of my life, surrounded by a large family and friends. I currently live in my community with my partner, John, and my stepchildren Kaity and William.

I graduated from Brandon University in 2008 with a bachelor of education (honours) degree. I graduated at the top of my class.

I am very proud of my heritage, and I have incorporated my culture and my learning journey of who I am into my career and teaching practice. I have been an educator in Lord Selkirk School Division for 20 years, serving first as an educational assistant, then as a middle-school teacher, then as a high-school teacher, and now as Lead Teacher of Cultural Proficiency. I have been in my current position as Lead Teacher of Cultural Proficiency for two years, and I have enjoyed my learning experiences and connections with colleagues across Manitoba.

Indigenous education is a priority in my life, and I have been a strong advocate for Indigenous education in all schools in the Lord Selkirk School Division.

EXPERTS AND SCHOLARS



MS. CYNTHIA BIRD

Consultant/Facilitator/Treaty Education Advisor, C. Bird & Associates

Ms. Cynthia Bird (Wabi Benais Mistatim Equay) of Peguis First Nation has nearly 40 years' experience as a First Nations educator. Her career in education has included developing specific knowledge and skill sets in treaty-education curriculum development, research on urban homelessness impacting Indigenous peoples, program development and evaluation, policy and strategic development, and working as a training facilitator.

Mrs. Bird has worked with the Assembly of Manitoba Chiefs and the Treaty Relations Commission of Manitoba's Council of Elders. She also serves as the lead and advisor to the Commission's K-12 Treaty Education Initiative. Each of these positions has and continues to influence and inform her work as an educator. She established her own consulting business in 1995 and continues to work both in Manitoba and Alberta. Her ongoing interests include advancing First Nations peoples' education philosophy, world view, methodologies, and ways of knowing and being that honour both the oral tradition and the written word.



DR. SUSAN DION

Associate Professor, York University

Dr. Susan Dion is a Potawatomi-Lenapé scholar who has been working in the field of education for more than 30 years. Associate professor in the Faculty of Education at York University, she is Director of the Master of Education Urban Indigenous Cohort. Her research focuses on Indigenizing, decolonizing, and realizing Indigenous education, urban Indigenous education, Indigenous-student well-being and achievement. Dr. Dion is currently principal investigator on a SSHRC Insight Grant titled *nIshnabek de'bwe wIn // telling our truths*, and is co-investigator on three SSHRC Partnership grants. Dr. Dion works in collaboration with the Toronto District School Board Indigenous Education Centre and the Ontario Ministry of Education on research and program development. She is widely consulted by diverse community groups, workplaces, and institutions on developing methods for building more equitable, respectful relationships between Indigenous and non-Indigenous people.

EXPERTS AND SCHOLARS



DR. JAN HARE

Associate Dean, Indigenous Education, Faculty of Education, University of British Columbia; Director, Indigenous Teacher Education Program (NITEP)

Dr. Jan Hare is an Anishinaabe scholar and educator from the M'Chigeeng First Nation, located in northern Ontario. She is Associate Dean for Indigenous Education in the Faculty of Education at University of British Columbia (UBC), as well as Director of NITEP, UBC's Indigenous Teacher Education Program. Her teaching and research are concerned with improving educational outcomes for Indigenous learners and centering Indigenous knowledge systems within educational reform in early childhood education, K–12 schooling, and postsecondary contexts. In 2014, Dr. Hare was awarded the Professorship of Indigenous Education in Teacher Education.



DR. ANGELA JAMES

Director, Indigenous Languages and Education Secretariat, Department of Education, Culture and Employment, Government of the Northwest Territories

Dr. Angela James has lived most of her life in the Northwest Territories, aside from her formative years in postsecondary studies at the University of Lausanne, Switzerland, the University of Manitoba, and San Diego State University.

Dr. James has worked in the field of education for almost 30 years as a classroom teacher, cultural camp coordinator, school principal, and currently as an education director for the Indigenous Languages and Education Secretariat in Northwest Territories. She recently graduated with her doctor of education degree from Simon Fraser University, defending her dissertation on Indigenous education in the Northwest Territories, in July 2016.

Dr. James is a Manitoba Métis, whose great-grandmother was first cousin to Louis Riel. She moved to Yellowknife almost 40 years ago, marrying into a Chipewyan Dene family, and combines the traditions, culture, and languages into her home and family life. As well, Dr. James entered into the role of being a grandmother to twin grandsons born on March 15, 2018, bringing double joy and double fun into her and her husband's "good life."



DR. SYLVIA MOORE

Assistant Professor,
Indigenous Community-
Based Teacher Education,
Faculty of Education,
Labrador Institute, Memorial
University

Dr. Sylvia Moore, BA (Manitoba), BEd (Toronto), MA (Vermont), MEd (Toronto), MEd (MSVU), PhD (Lakehead), is an educator and researcher in Indigenous education and Indigenous teacher education. She is a retired school administrator and teacher from Nova Scotia, where she worked to bring Indigenous knowledges and pedagogies into K–12 education through collaborative projects between Mi'kmaw communities and schools.

Dr. Moore is an assistant professor based at Memorial University's Labrador Institute where she is the Faculty of Education lead in program development for the Inuit Bachelor of Education (IBEd). She collaborates with faculty members, instructors, and Inuit knowledge holders to infuse Inuit culture, knowledge, and values in both the specific courses and throughout the IBEd program. Dr. Moore also leads the Labrador MEd cohort, a specialization in curriculum that engages both Indigenous and non-Indigenous teachers in critically examining curriculum and pedagogy through decolonizing and Indigenizing lenses. Her research focuses on Indigenous and land-based learning, and she has co-developed a master of education degree in Indigenous and place-based education.

Dr. Moore is the Labrador lead for the National Centre for Collaboration in Indigenous Education and is a member of Memorial University's Aboriginal Advisory Committee. She is the author of a recent book on promoting Indigenous education, *Trickster Chases the Tale of Education*. Dr. Moore works with education

authorities in Labrador to Indigenize curriculum and to develop education courses reflecting local knowledge and history. She is the 2017 recipient of the Dean's Award for Community Engagement and Service for her education work with Labrador's Indigenous communities.



DR. JACQUELINE OTTMANN

Vice-Provost Indigenous
Engagement, University of
Saskatchewan

Dr. Jacqueline Ottmann is Anishinaabe (Saulteaux), former elementary and high school teacher and principal, now a scholar. While at the University of Calgary, she was coordinator of the First Nations, Métis, Inuit undergraduate teacher education program, and director of Indigenous Education Initiatives within the Werklund School of Education (WSE). She also co-chaired the WSE Indigenous Strategy, and alongside the provost, the university-wide Indigenous Strategy.

As of October 1, 2017, Dr. Ottmann became Professor and Vice-Provost Indigenous Engagement at the University of Saskatchewan. She has been recognized as an international researcher, advocate, and change maker whose purpose is to transform practices inclusive of Indigenous leadership, methodologies, and pedagogies. Dr. Ottmann is driven to create schools and communities that foster a deeper sense of belonging and appreciation for Indigenous peoples, including their histories, stories, and ways of knowing and being.

EXPERTS AND SCHOLARS



MR. CHRIS SCRIBE

Director, Indian Teacher Education Program,
University of Saskatchewan

Mr. Chris Scribe, Nakota/Nehiyaw (Assiniboine/Cree), is grounded in his Indigenous culture, language, and tradition. His worldview is built on the life teachings of his father and grandmother. Mr. Scribe has become an advocate for Indigenous knowledge in education.

He received his bachelor of education through the Indian Teacher Education Program (ITEP) at the University of Saskatchewan, a program he credits for much of his academic and professional success. In 2012, he completed his master of education in the field of educational administration, focusing much of his research on the Nakota world view of leadership. Currently, Mr. Scribe is a PhD candidate in the College of Education at the University of Saskatchewan. His research concentrates on creating space for Indigenous knowledge to be recognized as scholarly dissertation work in academia.

His K–12 teaching experience has been in Canada and abroad, with the majority of his experience being in First Nations education systems. He has also served as acting principal and principal, roles in which he flourished by creating transformative change in the area of culturally responsive pedagogy.

Currently, Mr. Scribe is Director of ITEP. Since its start in 1972, ITEP has been a postsecondary success story for First Nations students. Created on the foundation of “Citizens Plus,” ITEP has been a trailblazer for First Nations postsecondary teacher programming in North America.

As an advocate for Indigenous knowledge, Mr. Scribe founded the not-for-profit organization “Think Indigenous,” which hosts an annual education conference.



MR. ROBERT WATT

President of Kativik Ilisarniliriniq

Mr. Robert Watt is a school commissioner and the president of Kativik Ilisarniliriniq (KI), formerly known as Kativik School Board, a position he was appointed to in December 2017 by the KI Council of Commissioners. He is also the former co-director of the Inuit Sub-Commission of the Truth and Reconciliation Commission from 2010 to 2013. Mr. Watt has extensive experience in leadership roles with Indigenous organizations relating to culture, education, and health and wellness at the community, regional, and national levels.

In his home town of Kuujuaq, Mr. Watt is also a renowned baker. However, with much of his time devoted to the Nunavik education system, his scones, cinnamon rolls, and bread have become a rare and precious commodity these days.

In 1987, he circumnavigated the globe on board a tall ship, as part of the West Island College Class Afloat program with 39 other students. Mr. Watt also holds a bachelor of science in microbiology and zoology from the University of Manitoba. Mr. Watt has also completed one year of studies in the masters in health management program at McGill University.

July 4, 2018 – Day 1 | Jack Poole Hall, Robert H. Lee Alumni Centre, UBC
Indigenizing Teacher Education Programs

TIME

SESSION

7:30–8:30 a.m.

Registration and breakfast

8:30–8:50 a.m.

Welcome and opening

Alex Nelson, Musgamagw Dzawada'enuxw First Nation,
Symposium Moderator

Territorial acknowledgement and blessing

Shane Pointe, Musqueam Host Elder

Welcome song and dance

Tsatsu Stalqayu (Coastal Wolf Pack)

8:50–9:00 a.m.

Welcoming address

Honourable Melanie Mark, Minister of Advanced Education, Skills and
Training, Province of British Columbia

9:00–9:15 a.m.

Logistics of the day

Alex Nelson, Moderator

9:15–10:00 a.m.

Keynote address

Indigenizing teacher education: Moving from aspirations to action

Dr. Onowa McIvor, Associate Professor, Department of Indigenous
Education, University of Victoria

Dr. Paul Whitinui, Associate Professor, School of Exercise Science, Physical
and Health Education, University of Victoria

Indigenous people enjoying and achieving success as Indigenous people: Moving from aspirations to action

Unsettling the current education system and the world views on which it was founded is important to the advancement of Indigenous teacher education. Together we will consider the various Indigenous and conventional settings in which pre-service teachers will serve. Drawing from examples from both Canadian and Aotearoa-New Zealand contexts, observations of key characteristics that create success within programs and learning experiences will be shared.

10:00–10:20 a.m.

Health break

10:20–11:45 a.m.

Panel of experts and scholars

Main theme: *Incorporating Indigenous ways of knowing into teacher education program curricula*

1. The role and importance of Indigenous education at postsecondary teaching faculties

Chris Scribe, Director, Indian Teacher Education Program, University of Saskatchewan

The Indian Teacher Education Program (ITEP) has been a trailblazing Indigenous innovator since 1972. Operating on the mandate of “Indian control of Indian education”, ITEP has successfully graduated well over 3,000 First Nation teachers. With a focus on cultural identity and Indigenous language revitalization, ITEP offers a relational experience to our students. This session will examine the success and challenges of Indigenizing teacher education within the program.

2. The ways that Indigenous education in faculties of education can lead change and what that change will look like

Dr. Sylvia Moore, Assistant Professor, Indigenous Community-Based Teacher Education, Faculty of Education, Labrador Institute, Memorial University

Indigenous education, within faculties of education, is an opportunity for all faculty members to engage in respectful but challenging conversations about what is being taught, how it is being taught, who is teaching, where the teaching is taking place, and what knowledge and skills the graduates need.

The Accord on Indigenous Education, developed by the Association of Canadian Deans of Education, provides a vision for transformative change at all levels of education, and the TRCC's Calls to Action support this change. Change is disruptive and, at the same time, filled with learning for us all.

3. Integrating pedagogical approaches to decolonization within the teacher education curriculum

Dr. Susan Dion, Associate Professor, York University

Not so perfect strangers

Bearing witness to stories told by survivors of the Residential School System, the TRCC advises Canadians: "Reconciliation requires sustained public education and dialogue" (p.4). What will that education look like, what will the dialogue address? Drawing on lessons from research and teaching, Susan Dion responds to the problematics of engaging teacher candidates in doing the work of learning to teach in service of education that will contribute to reconciliation, restitution, and resurgence. Similar with others in the field (Smith, 2003; Battiste, 2005; Brayboy, 2005), Dr. Dion argues that while there is no single answer to the education challenges we confront, there are core principles critical to accomplishing change.

4. Addressing UNDRIP, TRC Calls to Action within TEP

Dr. Jacqueline Ottmann, Vice-Provost Indigenous Engagement, University of Saskatchewan

The United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Calls to Action provide a clear framework of engagement, policy, and curriculum development for teacher education programs. In this session, Dr. Ottmann will draw upon these foundational documents as sources that can provide revolutionary and transformational insight into Indigenous education.

5. Building partnerships and developing inclusive and welcoming learning environments

Dr. Avril Aitken, Professor and Chair, School of Education, Bishop's University

What does the word partnership mean to you?

The need for "partnerships" is cited on a number of occasions in the Canadian Deans of Education's Accord on Indigenous Education, and in Universities Canada's Principles on Indigenous Education.

These are two texts to which teacher educators may be referring, as they attempt to move forward with agendas of truth, reconciliation, and Indigenization. But the word partnership is ill-defined in these texts, and does not explain what it would mean for the relationship to be ethical. This presentation draws on dialogue from a study of a university-community “partnership,” and considers the significance of Kirkness and Barnhardt’s (1999) four Rs—Respect, Relevance, Reciprocity, and Responsibility—to the current discussion.

6. The ways that education leaders can support Indigenizing TEP across Canada

Dr. Angela James, Director, Indigenous Languages and Education Secretariat, Department of Education, Culture and Employment, Government of the Northwest Territories

Storytelling, oral traditions, land-based legends, and ancient cultural and spiritual teachings enliven the narratives of many Northwest Territories Indigenous Elders, revealing northern lights stories for those who choose to experience, learn, and make meaning from them. I chose to make meaning from these stories in my 2016 doctoral research that provided a re-interpreted lens through which to view contemporary Indigenous pedagogy and practices to inform Indigenous education in Northwest Territories, including teacher education programs. The conceptual framework that I was gifted outlines four structures of the tipi, showing the overall shaping influences that guide the growth and development of “a capable person” that will inform my CMEC presentation.

11:45–11:50 a.m.

Morning wrap-up and afternoon logistics

Alex Nelson, Moderator

11:50 a.m.

Blessing

–12:00 p.m.

Shane Pointe, Musqueam Host Elder

12:00–1:15 p.m

Lunch and networking

(Transition to breakout rooms)

1:15–2:45 p.m.

Breakout into talking circles

The talking circles will be divided into the topics for Day 1, each led by the respective experts and scholars who presented on Day 1. Elders will also be attending the talking circles.

Topic 1 with Chris Scribe: Walter C. Koerner Family Terrace Lounge (3rd floor)

Topic 2 with Dr. Sylvia Moore: Robert H. Lee Family Boardroom (3rd floor)

Topic 3 with Dr. Susan Dion: Jack Poole Hall (2nd floor)

Topic 4 with Dr. Jacqueline Ottmann: Meeting Room 105 (1st floor)

Topic 5 with Dr. Avril Aitken: Classroom 222 (2nd floor)

Topic 6 with Dr. Angela James: Classroom 224 (2nd floor)

2:45–3:00 p.m.

Health break

(Transition back to Jack Poole Hall)

3:00–4:00 p.m.

Reports from talking circles by experts and scholars

Experts and scholars report on the five key points discussed during their respective talking circle and offer one actionable recommendation for moving forward

4:00–4:30 p.m.

Reflections on the day from Elders

Elders discuss and reflect on what they have heard in the talking circles and what they think is important.

4:30–4:40 p.m.

Day 1 summary thoughts from lead Elder

Chief Victor Jim, Witset First Nation

6:00–8:30 p.m.

Dinner and entertainment at Sage restaurant

6331 Crescent Road, University Centre, Vancouver, BC V6T 1Z2

PROGRAM

July 5, 2018 – Day 2 | Jack Poole Hall, Robert H. Lee Alumni Centre, UBC Indigenizing K–12 Classrooms and Teaching

TIME

SESSION

8:00–9:00 a.m.

Breakfast

9:00–9:15 a.m.

Summary of Day 1 and description of Day 2
Alex Nelson, Moderator

9:15–10:00 a.m.

Keynote address

Creating K–12 learning environments that reflect and respect Indigenous ways of knowing and being

Loretta Ross, Treaty Commissioner, Treaty Relations Commission of Manitoba

Achieving learning environments that respect Indigenous ways of knowing and being requires systemic change, beginning with an acknowledgement that change is required in learning environments, content, approach, and delivery. There are many important elements to this process, but some of the key elements include the fact that students need to see themselves in the curriculum content and Indigenous peoples must be included at all levels throughout the school divisions and schools. This is a process that will require champions and leadership that is prepared to take the risks to lead and leading change by taking risks.

10:00–10:20 a.m.

Health break

10:20–11:45 a.m.

Panel of experts and scholars and student panel

Main theme: Exploring Indigenous holistic perspectives on student well-being

1. The themes in curriculum that require Indigenous perspectives and how they are approached
Dr. Jan Hare, Associate Dean, Indigenous Education, Faculty of Education, University of British Columbia; Director, Indigenous Teacher Education Program (NITEP)

Imagining new beginnings for teaching Indigenous perspectives, content, and approaches to learning.

This presentation imagines new starting points for approaching the integration of Indigenous perspectives in the curriculum of schooling. It draws on examples from content areas in the K-to-12 curriculum, making connections between them, Indigenous histories, world views, and pedagogies, and provincial curriculum reforms that are taking place across Canada. Possibilities for engaging with the curriculum more deeply and the responsibilities of educators are discussed.

2. A teacher's experience in teaching the content and acquiring the pedagogy
Cynthia Bird, Consultant/Facilitator/Treaty Education Advisor, C. Bird & Associates

A First Nations educator's experience in teaching the content and acquiring the pedagogy.

The combination of 28 years of experience in education and the lived experience of being a First Nations person led to an opportunity to lead the development and implementation of the K-12 Treaty Education Initiative in Manitoba. This experience provided an opportunity to explore how teaching and learning resources could be developed from a First Nations perspective and co-taught in a classroom-and-training setting by Elders and academics, historians, and teachers. This model of teaching brings to life the spirit and intent of treaties and the treaty relationship, which honours the oral tradition and the written record of the treaty-making process.

3. Innovative strategies that work in teaching language, self-worth, and identity
Robert Watt, President of Kativik Ilisarniliriniq

Robert Watt, President of Kativik Ilisarniliriniq (KI), will be highlighting aspects of this unique school board, which provides services in a territory (Northern Quebec) where Inuit represent the majority of the population. KI is a regular regional school board for all Nunavik residents, while also acting as an institution with unique powers and jurisdiction. These powers aim to protect, maintain, and develop the Inuit language, culture, identity, and way of life. Furthermore, they provide the legal and constitutional ground for a number of pedagogical and curriculum development initiatives on which Mr. Watt will expand during his presentation.

4. Integrating Indigenous world views and perspectives into learning environments because Indigenous education is for everyone
Jacqueline Bercier, Lead Teacher (Cultural Perspectives, Languages), Lord Selkirk School Division

Indigenous education is not just for the benefit of our Indigenous students seeing themselves in the classroom, and to feel as if they can succeed. It is for all students to recognize that cultural diversity and recognition can open the mind to deeper learning and better, meaningful relationships.

5. How do we know Indigenous students are being well served in K–12 learning environments?

Student Panel, TEP students from across Canada

Five students from across Canada who are registered in teacher training programs will be presenting on the following questions:

- What were your experiences as an Indigenous person in the K–12 system?
- Do you feel well served by the K–12 education system, and what is your perception on whether other students were well served?
- As a leader of change, what recommendations would you make to better serve Indigenous students and teachers who teach Indigenous students?

11:45–11:50 a.m.

Morning wrap-up and afternoon logistics

Alex Nelson, Moderator

**11:50 a.m.
–12:00 p.m.**

Blessing

Shane Pointe, Musqueam Host Elder

12:00–1:15 p.m.

Lunch and networking

(Transition to breakout rooms)

1:15–2:45 p.m.

Breakout into talking circles

The talking circles will be divided into the topics for Day 2, each led by the respective experts and scholars who presented on Day 2, including the student panel. Elders will also be attending the talking circles.

Topic 1 with Dr. Jan Hare: Robert H. Lee Family Boardroom (3rd floor)

Topic 2 with Cynthia Bird: Classroom 222 (2nd floor)

Topic 3 with Robert Watt: Walter C. Koerner Family Terrace Lounge (3rd floor)

Topic 4 with Jacqueline Bercier: Classroom 224 (2nd floor)

Topic 5 with TEP Students: Jack Poole Hall (2nd floor)

2:45–3:00 p.m.

Health break

(Transition to your province's or territory's table in Jack Poole Hall.)

3:00–3:25 p.m.

Meeting with ministers

Delegations meet with their minister.

3:25–4:25 p.m.

Reports from talking circles by experts and scholars, including two representatives from the student panel

Experts, scholars, and representatives from the student panel report on the five key points discussed during their respective talking circle and offer one actionable recommendation for moving forward.

4:25–4:30 p.m.

Closing remarks by lead Elder

Chief Victor Jim, Witsset First Nation

4:30–4:50 p.m.

Closing ceremonies

Alex Nelson, Moderator

Closing song and dance

Tsatsu Stalqayu (Coastal Wolf Pack)

Farewell blessing

Shane Pointe, Musqueam Host Elder

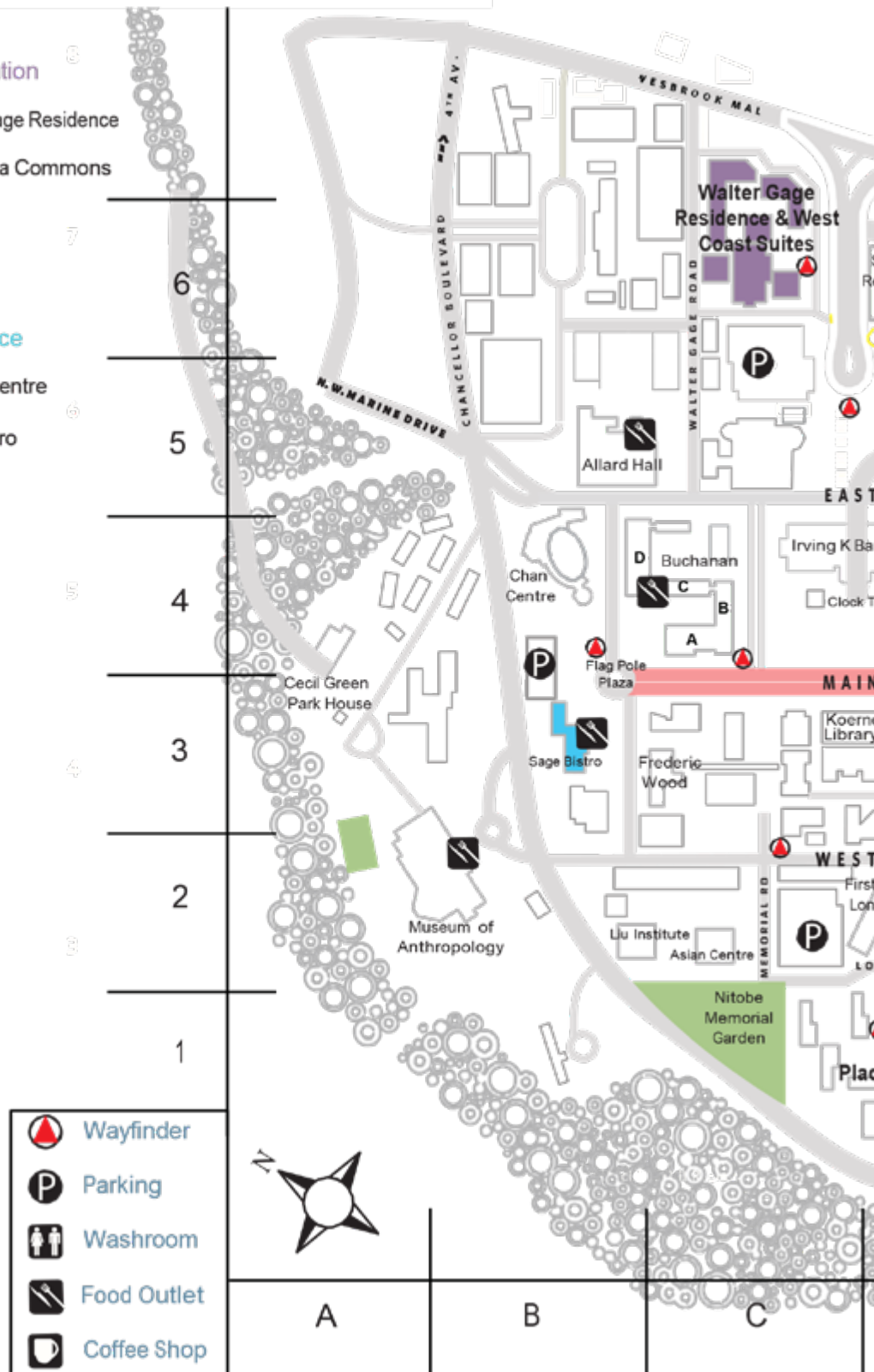
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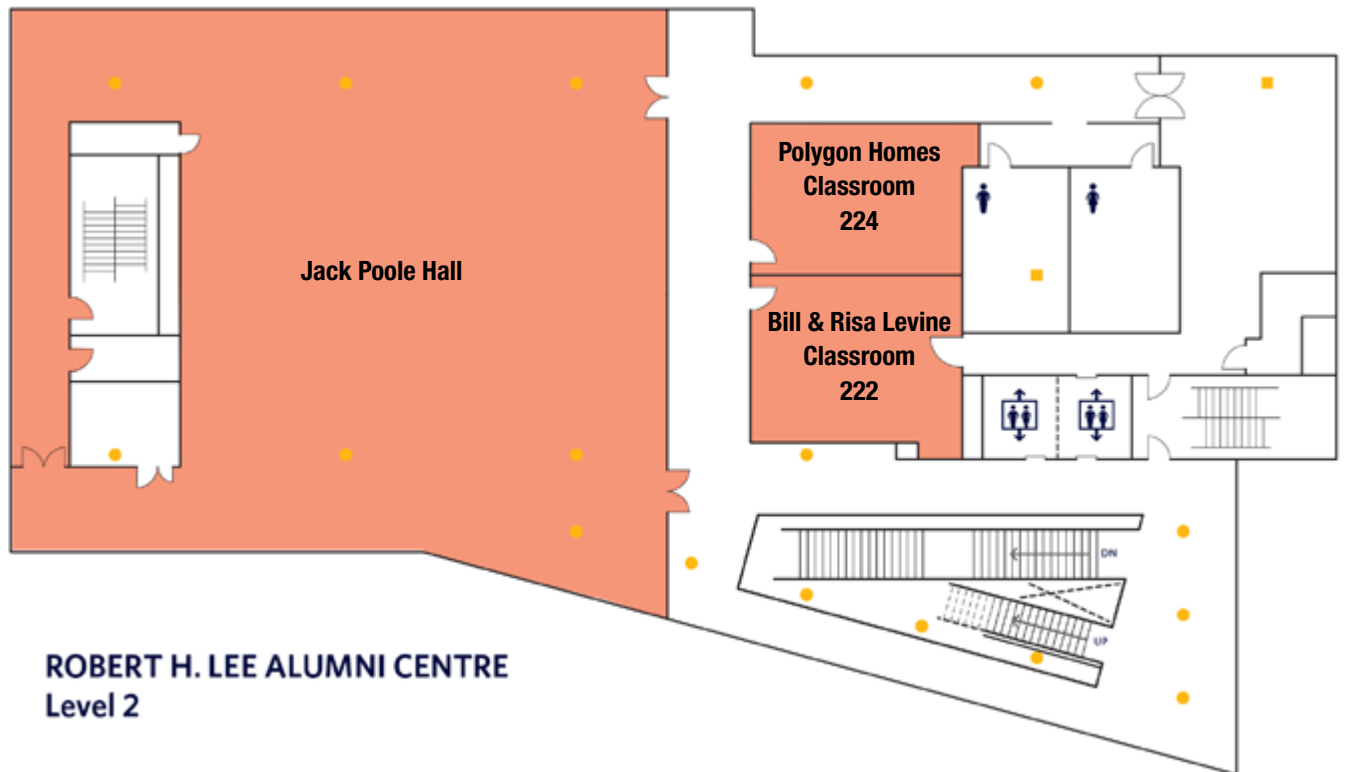
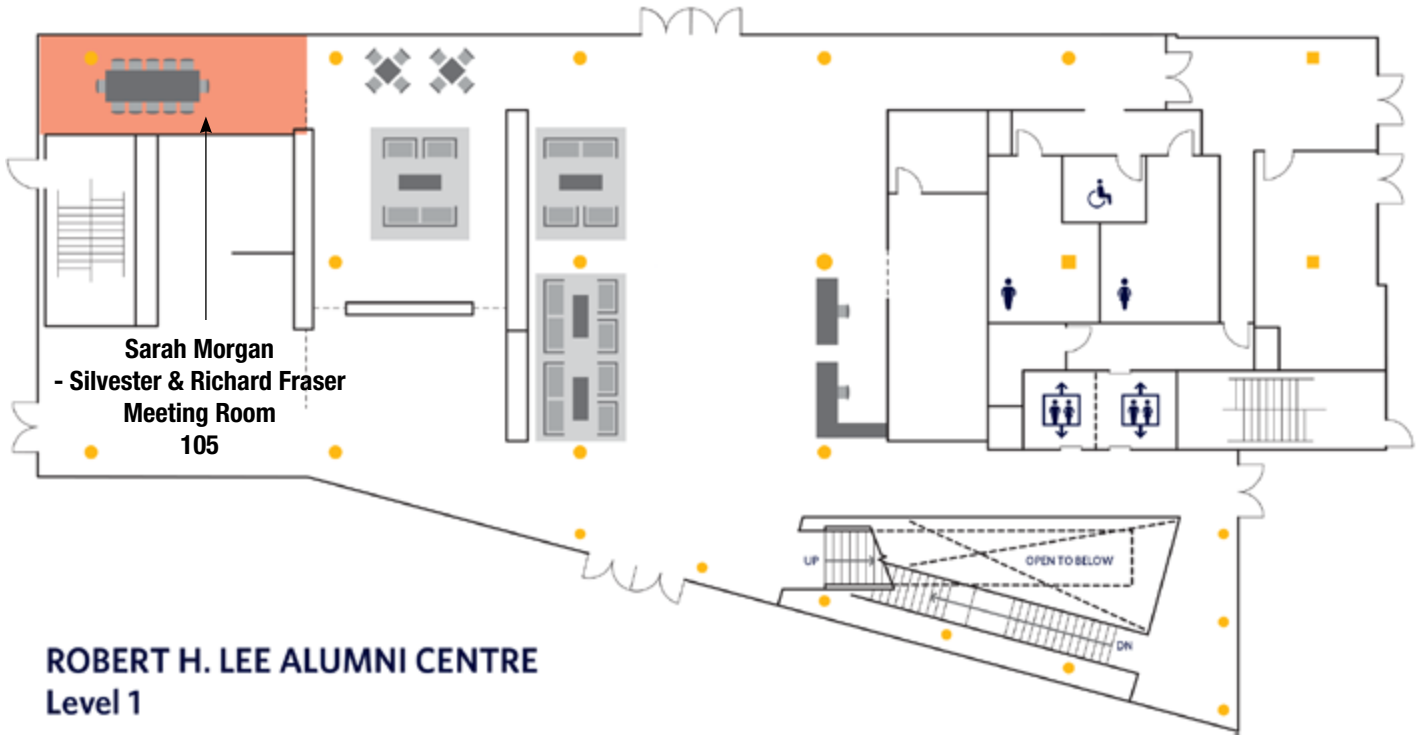
- C6 Walter Gage Residence
- D2 Ponderosa Commons

Meeting Space

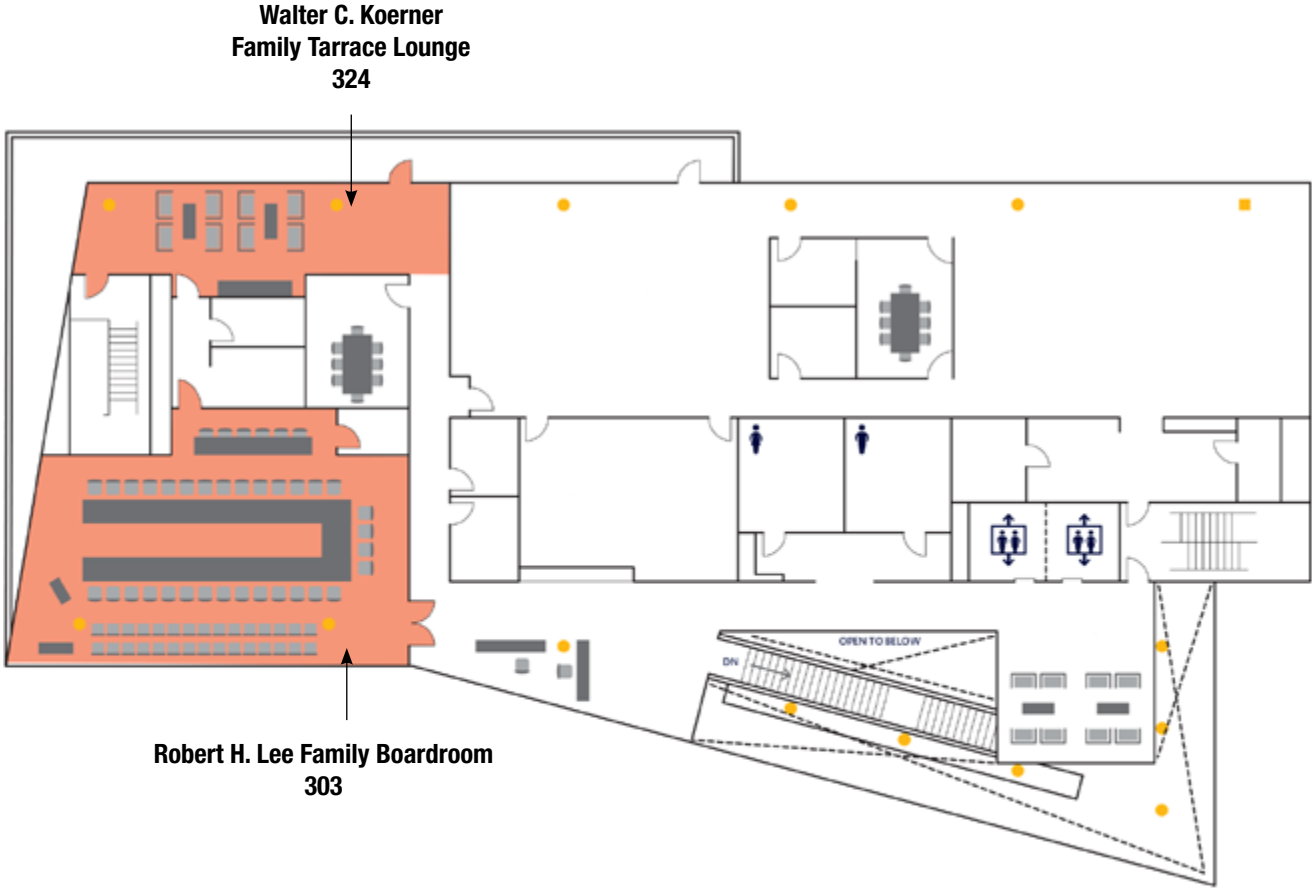
- D5 Alumni Centre
- B3 Sage Bistro



FLOOR PLAN



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ROBERT H. LEE ALUMNI CENTRE
Level 3



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