

## ***GUEST SPEAKER PRESENTATIONS***

### **SESSION A: STATEMENT OF KEY POLICY QUESTIONS**

**March 15 @ 9:00-10:30**

#### **\*Jarrett Laughlin\***

**Presenter Bio:** Jarrett currently works as a Senior Research Analyst at the Canadian Council on Learning. Most recently he has worked for the Ontario Ministry of Education and the Assembly of First Nations. Jarrett is responsible for identifying innovative and holistic approaches to researching and reporting on Aboriginal learning, as well as managing the implementation and dissemination of a national Composite Learning Index that provides an annual measure of performance in lifelong learning for communities across Canada.

**Presentation Title:** *“Redefining how Success is Measured in Aboriginal Learning”*

How do Aboriginal Peoples view success in learning? A commitment to new approaches and to new ways of thinking about measuring learning success for Aboriginal learners is needed. The Holistic Lifelong Learning Measurement Framework provides the basis for more informed policy and program development – shifting current interventions from those that react to learning deficits alone, to those that recognize, build upon and celebrate learning strengths.

#### **\*John Richards\***

**Presenter Bio:** Originally from Saskatchewan, John teaches economics in Simon Fraser University's Public Policy Program in Vancouver. He has written extensively on Aboriginal education, much of it for the C.D. Howe Institute. His most recent publications are "Dropouts: The Achilles' Heel of Canada's High-School System" and "Aboriginal Education: Strengthening the Foundations".

**Presentation Title:** *“Strengthening the Foundations”*

The most important means to alleviate the poverty and marginalization of Aboriginals in Canadian society is via improved education outcomes. Other factors – including discrimination – matter, but in an industrial society, no community can prosper unless the overwhelming majority achieves reasonable rungs on the education ladder, starting with high school certification. Unfortunately, Saskatchewan Aboriginal education outcomes are among the lowest of Canadian provinces. While there is no "silver bullet" to assure Aboriginal education success, there are important lessons from "best practice" school districts. Meaningful progress will require persistent attention for a decade or more to education outcomes at the level of school, district/division, and provincial education ministry.

#### **\*Helen Raham\***

**Presenter Bio:** Helen is an independent education research and policy analyst living in Kelowna, BC. Her career includes 29 years as an educator in the public school system and 12 years as Research Director for the Society for the Advancement of Excellence in Education, a position she held until her retirement in 2008.

**Presentation Title:** *“Closing the Achievement Gap for Aboriginal Learners Living Off-Reserve: Key Policy Issues”*

Drawing on the international research in eight key domains known to influence the educational success of Aboriginal learners, this presentation proposes a multi-dimensional yet highly strategic approach to policymaking.

### **SESSION B: CONTEXT OF ABORIGINAL EDUCATION K TO 12**

**March 15 @ 10:45-12:15**

#### **\*Del Anaquod\***

**Presenter Bio:** Del is a full professor with the First Nations University of Canada where he teaches upper level Indigenous Studies courses. Del has held a number of senior positions in the federal government. He served as one of the youngest ever Privy Council Officers in the PMO/Office of the Secretary to Cabinet for Federal/Provincial Relations in Ottawa. He has held the position of Senior Policy Adviser to the Federation of Saskatchewan Indian Nations (FSIN). As a founder of the First Nations Bank of Canada, Del continues to be involved in a variety of political, educational and business developments. His recent involvements include Chair of Rupertsland Holdings Ltd., the largest First Nations' owned investment consortium in Canada.

**Presentation Title:** *“State of Aboriginal Education in Saskatchewan and Society's Changes”*

### **\*Evelyne Bougie\***

**Presenter Bio:** Evelyne is a social science researcher for the Aboriginal Statistics Program at Statistics Canada. She obtained a PhD in social psychology from McGill University in 2005 and has been doing research at Statistics Canada since 2006. Her research interests include education, language and literacy among various population groups including Aboriginal peoples.

**Presentation Title:** *"An Overview of Education Data for Inuit, Métis and Off-reserve First Nations Peoples"*

In this presentation Evelyne provides an overview of Statistics Canada's data on education for Inuit, Métis and off-reserve First Nations peoples, including broad demographic information on levels of schooling, a discussion of some of the factors associated with school achievement among children aged 6 to 14 and data on language and culture at school.

### **\*Maureen Johns Simpson\***

**Presenter Bio:** Maureen Johns Simpson is currently the Executive Director of the First Nations, Métis and Community Education Branch of the Saskatchewan Ministry of Education. Throughout her career, she has served the education community as a teacher, sessional lecturer, principal, consultant, superintendent and writer.

**Presentation Title:** *"First Nations and Métis Education is Foundational in Saskatchewan"*

In Saskatchewan, First Nations and Métis education is foundational across the learning program for *all* students. This session provides an overview of the provincial policy, *Inspiring Success: Building towards Student Achievement*, within the context of K to 12 education.

## **SESSION C: CURRICULAR QUESTIONS**

**March 15 @ 2:45-4:15**

### **\*Karon Shmon\***

**Presenter Bio:** Karon is currently the Curriculum and Publishing Coordinator for the Gabriel Dumont Institute of Native Studies and Applied Research. She has been a classroom teacher and consults in the areas of Métis and First Nations Education, Representative Workforce, Aboriginal Leadership and Race Relations.

**Presentation Title:** *"I See You: Affirming the Métis, Informing the Others"*

The Métis are occasionally referred to as "Canada's Forgotten People." Has this been the case in school curricula as well? Our shared history with the rest of Canada calls for Métis content, perspectives and ways of knowing.

### **\*Yves Bousquet\***

**Presenter Bio:** Yves is a principal at Fairhaven School in Saskatoon. As identified by the Society for Advancement in Excellence Education, Yves worked in two schools that represented the top ten most successful schools for Aboriginal students in Canada.

**Presentation Title:** *"Students Academic Success and Parental Engagement"*

Yves presents practical, successful examples of parental engagement and the resulting students' academic and behavioral growth. Examples come from an urban setting and two Northern settings, one in Manitoba and one in Saskatchewan.

### **\*Anne Guèvremont\***

**Presenter Bio:** Anne is an analyst in the Health Analysis Division of Statistics Canada. She uses survey and administrative data to conduct research on issues related to the healthy development of children and youth.

**Presentation Title:** *"Knowledge of an Aboriginal Language and School Outcomes"*

This presentation examines the relationship between speaking an Aboriginal language, learning an Aboriginal language in school and school outcomes for children and young adults.

**SESSION D: GOVERNANCE & SERVICE DELIVERY INNOVATIONS**

**March 16 @ 9:00-10:30**

**\*Eleanor Bernard\***

**Presenter Bio:** Eleanor is the Executive Director of Mi'kmaw Kina'matnewey. She is a Mi'kmaw woman from Eskasoni First Nations, Nova Scotia.

**Presentation Title:** *"Mi'kmaw Kina'matnewey: A Self Government Agreement in Education"*

**\*Lon Borgerson\***

**Presenter Bio:** Lon has worked with Métis and First Nations students for most of his 33 years as an educator - as a teacher and principal in northern Saskatchewan and as a university instructor and program coordinator at SUNTEP, Prince Albert. His work with Upisask Theatre, SUNTEP Theatre and the Batoche Theatre Company has resulted in numerous performances, publications and presentations. Lon served one term as an MLA before becoming Director of Education for Ile-a-la-Crosse School Division.

**Presentation Title:** *"We May Not Be Big...But We're Small"*

This is the story of how a northern community-based school division is meeting the needs of its students at a time of ever-increasing demands for accountability, assessment and achievement.

**\*Jacqueline Ottmann\***

**Presenter Bio:** Dr. Jacqueline Ottmann is of Anishinabe/Saulteaux heritage and originally from Saskatchewan. She currently is a faculty member at the University of Calgary, Faculty of Education. Her area of research includes Indigenous leadership development, organizational change and Aboriginal education.

**Presentation Title:** *"Elements of Success in the School Organization: Leadership, Governance and Service Delivery for Aboriginal Students"*

In this presentation, leadership, governance and service delivery concepts and principles that have been identified by literature and research as being beneficial for Aboriginal students are shared. The challenges associated with context and partnerships are also discussed.

SESSION E: TOWARD SEAMLESS TRANSITION K TO 12 EDUCATION

March 16 @10:45-12:15

**\*Colin Sutherland\***

**Presenter Bio:** Colin is from the Beardy's and Okemasis First Nation and has 21 years in the field of education, with 16 years in an administration role. He has a Masters of Education in Educational Administration and is currently principal of Sakewew High School located in North Battleford.

**Presentation Title: "Seamless Transition"**

Colin had the opportunity to open three brand new schools with the current being Sakewew High School. The graduating class at Sakewew High School averages 31 graduates over the last seven years. This is a remarkable feat considering the challenges many First Nations students face.

**\*Craig Schellenberg & Lawrence Eyahpaise Jr.\***

**Presenter Bio:**

**Craig Schellenberg**—Craig lives in the bush near Duck Lake, and even though his children have moved out, they keep reappearing. He is the principal at Stobart Community High School in Duck Luck, where he focuses his energy on creating spaces in which Aboriginal and non-Aboriginal staff and students can create new realities.

**Lawrence Eyahpaise Jr.**—Lawrence lives on the Beardy's and Okemasis First Nation with his wife Shelley and their children. He works at Stobart Community High School as the Elder-in-residence, Cree language teacher and teller of questionable jokes.

**Presentation Title: "Spirit, Culture and Pedagogy: A Learning Model for all Students"**

This presentation explores the close relationship between culture, spirituality, curriculum and pedagogy as it applies to creating an inclusive learning model. A learning environment infused with Aboriginal perspective and worldview has some significant and exciting implications for the prevailing Western model of learning. The focus of this presentation will explore the implications as they relate to teacher growth and development and the implications for pedagogy.

**\*Matt de Vlieger\***

**Presenter Bio:** Matt is the Director of Partnerships Directorate, Education Branch of Indian and Northern Affairs Canada. A lawyer by training, Matt has acquired significant experience as a public servant at both the federal and provincial levels. He also gained significant experience working from 2002-2006 for the Privy Council Office, first in Intergovernmental Affairs and later in the machinery of Government Secretariat, providing strategic advice to senior officials on complex and sensitive issues.

**Presentation Title: "New Partnerships: Shared Interests for Improved Outcomes"**

This presentation outlines the rationale for establishing and enhancing tripartite education partnerships, including the potential benefits for provincial and band-operated schools and systems. It will also canvass some of the promising examples from existing Memorandums of Understanding and from joint partnership workplan activities being funded under the Government of Canada's Reforming First Nation Education Initiative.

**\*Don Pinay\***

**Presenter Bio:** Don is a graduate from the University of Calgary with a Bachelor of Education and Graduate Diploma in Educational Administration. In 1991, he accepted the position of Assistant Director of Education for the Yorkton Tribal Council. In 1995, he was promoted to the position of Director of Education and has served in that capacity providing innovative and creative leadership.

**Presentation Title: "My Mooshum Dragged Me from the Internet and Took Me Outside to His Sweat"**

This presentation is about recognizing our role in preparing First Nations to survive in the world they will be facing in the near future. It's about allowing the "teachers" to do what they do best.

**SESSION F: PUBLICLY REGULATED ED. SYSTEM: A ROLE IN RECONCILIATION? March 16@2:45-4:15**

**\*Jim Miller\***

**Presenter Bio:** Jim, the Canada Research Chair and Professor of History at the University of Saskatchewan, specializes in research on policy issues in Native-newcomer relations. He has published on the topics of residential schools and treaties.

**Presentation Title: “Reconciliation and Public Education: Treaties as a Foundation for Relevant Teaching”**

Jim’s presentation argues that treaty-making between the Crown and Aboriginal peoples in Canada is a shared experience that can serve as a topic to promote reconciliation. The experience of the Office of the Treaty Commissioner for Saskatchewan’s “*Teaching Treaties in the Classroom*” is an excellent case study of how treaties can serve the cause of reconciliation.

**\*Tracy Friedel\***

**Presenter Bio:** Since 2009, Tracy has been an Assistant Professor in the Department of Curriculum and Pedagogy at UBC; her research interests include critical analysis of Aboriginal education policy and practice and Indigenous perspectives on place, education and identity. Tracy’s Indigenous affiliation is with Region 4 of the Métis Nation of Alberta—the traditional territory of her Métis (Cree/Iroquois) grandparents, Manitow Sâkâhikan, in English known as Lac St. Anne in central Alberta.

**Presentation Title: “Research on Racial Micro-aggressions, Indigenous Identity and Urban Native Youth: Implications for Education”**

Much educational attention has been paid over the past few decades to improving the performance of Indigenous students in order that they might better participate in Canada’s economy and to effectively manage the difference that Indigenous students represent in the schooling context. However, an educational focus on colonial notions of culture proves not only ineffectual but harmful to Indigenous students growing up in Canadian cities today.

**\*Ken Horsman\***

**Presenter Bio:** Ken is currently the Director of Educational Programs with the Office of the Treaty Commissioner. During the past five years, he has supported a number of programs including the implementation of the “*Teaching Treaties in the Classroom*.” One of the main priorities of the Office is supporting Treaty Table discussions about educational improvement in the context of treaty.

**Presentation Title: “We Are All Treaty People”**

This presentation provides an overview of the Office of the Treaty Commissioner, the *Teaching Treaties in the Classroom* Program. This program speaks to the role of education in reconciliation, summarizes the thoughts from Elders about what is needed to improve student achievement, and reflects upon some directions for the future.

*A warm thank-you is extended to all guest speakers!*