

BEYOND THE 94.

WHAT NOW?

20
19



OCTOBER 24 & 25, 2019

ADULT SECONDARY EDUCATION COUNCIL

SESSION DESCRIPTIONS

THURSDAY, OCTOBER 24, 2019

MORNING KEYNOTE

Allen Sutherland

Canadian Indigenous Historical Timeline - Beyond 94

Allen Sutherland / Waabiskhi Mazinishin Mishtadim (White Spotted Horse), Anishinaabek Saulteaux member of Skownan First Nation (Treaty 2 Territory) and of the Bizhiw Doodem (Lynx Clan).

As a member of the Indigenous Community, Allen had the opportunity of working within Indigenous, Federal and Provincial Governments, including grassroots community work for over 30 years. Allen provides facilitation and training under his own company of WHITE SPOTTED HORSE, Inc, where he is a sought-after resources person on the history and cultures of Indigenous Nations of Canada.

Allen is presently a member of the Speakers Bureau of the Treaty Relationships Commission of Manitoba and is currently employed as the Life Long Learning Lodge-Keeper of Treaty 2 Territory Government.

Through the power and wonder of Storytelling, Allen will take you on a journey of looking at Indigenous World View within the Canadian history: before, during and after Treaty Making and looking at Reconciliation today and beyond.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

THURSDAY, OCTOBER 24, 2019

FULL AFTERNOON SESSION

Krista Reimer

AB1 - Métis Dot Art Painting

Have you been seeking out grade 12 credit options at your centre that allow students to practice other kinds of skills and modes of thinking to balance out the heavy class discussion, readings, and deskwork that dominate most mature student diploma schedules? The Louis Riel Institute Adult Learning Centre is now in its third year of offering the grade 12 Métis Art course it developed. While participants are led through the creation of their own Métis dot art painting, this workshop will hit the bullet points of how to develop an art program generally and an Indigenous art course specifically. Topics will run from budget to training to administrative details (including the complicated course code list) along with whatever other questions participants may think of during the full afternoon session. All materials are provided.

EARLY AFTERNOON SESSIONS

Rita Lynn Emerson-Misling

A2 - Protocols for working with Elders and Ceremonies

This session will aim to be a one-stop shop for how to engage with traditional Indigenous resources correctly and respectfully, including how to work with Elders and knowledge-keepers, as well as how to approach ceremony. Specific topics will include basic protocols for inviting and hosting Elders, how to participate in, lead, or facilitate the logistics of a smudge or other ceremony, possible pitfalls, and recommended sources of information when you aren't sure how to proceed. There are no dumb questions—if there are dumb questions, though, better to ask them here and now

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

THURSDAY, OCTOBER 24, 2019

EARLY AFTERNOON SESSIONS

Joseph Péloquin-Hopfner

A3 - Engage. Empower. Learn.

Whether you're teaching citizenship, history, geography, math, politics, or another subject, Elections Canada's new inquiry-based resources can promote student-centred learning. These teacher-tested tools provide rich content that is linked to curricula in every province and territory. Come discover them!

Available from 2019 to 2020, our professional learning services in Manitoba support teachers in delivering citizenship education in a variety of formats completely free of charge.

Joel Simkin & Amanda Fyfe

A4 - Literacy in the Criminal Justice System

Focusing on the mission, vision and practice of the John Howard Society and the Literacy Department, this session will discuss the causes and consequences of crime, the overrepresentation of Indigenous peoples in the Canadian justice system, and the importance of literacy at the JHSM. The presenters will outline how the JHSM is working with learners to integrate the TRC Calls to Action and the positive effects of literacy programming, both on inmates but also benefits for the community.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

THURSDAY, OCTOBER 24, 2019

EARLY AFTERNOON SESSIONS

Joel Boyce

A5 - Indigenous Perspectives in Science

This will be a brainstorming session on how traditional Indigenous knowledge, pedagogy, and issues can be used to more effectively teach and make relevant the learning outcomes in our science curricula. This session is for teachers of general science, topics in science, physics, biology, and chemistry, as well as psychology. Teachers of courses like Gr. 12 Current Topics in First Nations, Métis, and Inuit Studies and other issue-based courses (social studies and ELA, perhaps) may also find some of the ideas shared in this session relevant to their teaching.

While Joel will have a number of shareable resources, workshop participants are invited to bring copies of their own assignments, resources, and lesson plans to talk about and share at the session if possible. Electronic files can be emailed in advance to joel.boyce@mmf.mb.ca or brought on USB the day of. Joel will combine all shared resources in an online folder alongside his own files to send out to participants after the session.

Olivia Onuk

A6 - Art as Therapy

The session focuses on art - the process of creating a thing from within, and the freedom of release as means of healing from trauma. This session uses art, particularly the art of Creative Writing as a tool. The session will encourage participants to connect to their stories, and to one another through activities that they can also use beyond here. The session will help participants move to an understanding of how their childhood and upbringing has shaped their worldview, and hopefully act as a means of helping others further understand their life choices and patterns. The session will have 2 writing exercises - one on home, and its connection to our senses and another, a free-writing exercise on connection & storytelling. These exercises will focus deeply on our ability to remember and the impact of shared storytelling on reconciliation.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

THURSDAY, OCTOBER 24, 2019

LATE AFTERNOON SESSIONS

Anne Grossman

B7 - The Learning Conversations Protocol

For Directors and Program Coordinators only.

Please bring your pressing issues please bring your pressing issues from your centre and/or program and we will dig deep to help you find solutions by using the Learning Conversations Protocol

(http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/learning_conversations.pdf).

Bradford Bilodeau

B8 - 60's Scoop

In his session, Bradford will share his personal story of survival from the 60's Scoop. He will share the hardships he faced at home as a young child, the journey to finding himself and how he is sharing his truth with his children.

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OCTOBER 1, 2019

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THURSDAY, OCTOBER 24, 2019

LATE AFTERNOON SESSIONS

Olivia McCorriston

B9 - I Really Want Romance...Not Just a Hook Up

Building long term relationships require some basics, some truths, some cuddles and some quarrels. Like any relationship there must be equity and risk taking. Let's build a real relationship and not just hook up! This session will use the Harvard University experiment.

In this session, we will explore what teaching and learning looks like beyond the posters on the wall and the Indigenous poetry unit. It isn't about the curriculum or what we use for resources. It is about listening, empathize and get in the moment and supporting the learning. We won't always get it right because we are often the learners. How do we negotiate a relationship starting where our learners are starting from? Our relationships won't be equal because we want them to be. In an era of much talk about Reconciliation, it is more important than ever that we recognize that we need to do the work of sitting in uncomfortable seats to begin to understand what the relationship needs to be. Either a hook up or a long term friendship.

Mireille Saurette

B10 - Mindfulness for Well- Being

This experiential session introduces participants to mindfulness and offers strategies to promote overall well-being. Mindfulness is about intentionally paying attention to the present moment with an attitude of curiosity. By focusing on the present, one tends to worry less about the past and the future. A regular mindful practice has many benefits and can help manage stress, increase focus and improve overall health and wellbeing.

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LATE AFTERNOON SESSIONS

Ron Cook

B11 - mino pimātisīwin (good life)

In nēhinawēwin, the history, teachings, and the worldview of the inn contained within the words. As an oral language, this ensures the continuation of the culture from one generation to the next. The Elders are telling us that we cannot just translate our language into English; we have to look more closely in order to understand our ininiwin. In this session, we will examine concepts of family, child raising and community based on words in nēhinawēwin; concepts that give us an insight into our understanding of mino pimātisīwin.

CREATIVE NETWORKING SESSION

4:15 PM - 6:15 PM

Join us for a Creative Networking Session filled with fun crafts and activities as well as the opportunity to expand your network in the adult literacy and adult learning field.

This is a Make and Take session where you will have the opportunity to make a bunch of cool crafts and to laugh and chat with old and new friends. These are activities that we can use to connect, to de-stress, and to re-centre ourselves and all are activities that you may choose to share with your students.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

FRIDAY, OCTOBER 25, 2019

MORNING KEYNOTE

Dr. Niigaan Sinclair
Educating for Reconciliation

It's through education and understanding that we begin to understand one another as relatives and proceed on roads towards reconciliation. This workshop will explore the historical experiences and contemporary realities of Indigenous Education in Canada. Specific topics of study include; Indigenous teaching and learning methodologies and pedagogies, treaty education and treaty relationships, a political overview of the history of Indigenous Education in Canada, Residential Schools, teaching for inclusion, and teaching for reconciliation. As educators, we hold the unique opportunity to facilitate the renegotiation of relationships between all cultural groups and empower students to join the process of reconciliation in Canada. In this workshop, educators will be lead through the process of visioning how reconciliation might look in the classroom and come away with an action plan on how to implement Indigenous education in their classrooms.

Niigaanwewidam James Sinclair is Anishinaabe (St. Peter's/Little Peguis) and an Associate Professor at the University of Manitoba. He is an award-winning writer, editor and activist named by Monocle Magazine as one of "Canada's Top 20 Most Influential People." He is a regular commentator on Indigenous issues on CTV, CBC, and APTN and was named the 2018 Canadian columnist of the year at the National Newspaper Awards for his bi-weekly columns in The Winnipeg Free Press. His other written work can be found in the pages of newspapers like The Guardian and online with CBC Books: Canada Writes. His first book on Anishinaabeg literary traditions will be coming out with the University of Minnesota Press in 2019. He has also written national curriculums in Indigenous education for Indspire, the former National Aboriginal Achievement Foundation, and the Assembly of First Nations.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

FRIDAY, OCTOBER 25, 2019

FULL AFTERNOON WORKSHOPS

Nancy Gouliquer

CD17 - Métis Art Workshop

This full afternoon activity will keep participants busy learning and using Métis beadwork practices while learning about the history and meaning of this Red River craft tradition. Participants will produce an iconic Métis beadwork flower which can be made into a pin

Sarra Dean

CD18 - A Connection with the Past: Engaging with TRC Records in the Classroom

This session will offer a comprehensive overview of the history and legacy of the residential school system in Canada, the work of the Truth and Reconciliation Commission and the National Centre for Truth and Reconciliation. It will highlight ways and means of engaging with the Calls to Action with students and will identify resources and programs that can assist educators in delivering reconciliation-focused education in the classroom.

The second part of the session will consist of a hands-on activity which will provide an entry point for teachers into the NCTR Archives. Documents held in the NCTR Archive can be used in the classroom to assist students in understanding the effects of residential schools and the residential school experience first-hand by offering a unique glimpse into daily life, experiences and conditions in the schools. Through a guided discussion on truth, reliability and context, participants will have an opportunity to engage with a selection of documents and utilize their critical thinking skills in order to uncover aspects of the story which may not be readily apparent at first. This workshop will provide teachers with the tools and materials to replicate this learning opportunity with their own classrooms with their students

Treaty Relations Commission of Manitoba

CD19 - Session Description to follow.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

FRIDAY, OCTOBER 25, 2019

EARLY AFTERNOON WORKSHOPS

Suzanne McPherson & Andrew Boryskavich

CD11 - Metis Employment and Training

Presentation from the Manitoba Metis Federation on the services, funding initiatives, eligibility, partnerships and eligibility for services that they provide. Find out more so that you can build bridges with and for your students.

Chris Yorke

CD12 - Mapping Indigenous Issues

Google Maps is a useful tool for finding the nearest gas station or navigating to a dinner party in an unfamiliar neighbourhood.

You can also use it to make student-generated maps of anything you like. From a single city block to the entire planet, learn how to collect and display information as individual or even collaborative group or whole-class maps.

Students across the curriculum can be digital map makers, but I'll focus my examples of how you can present indigenous perspectives and content both graphically and geographically.

Wanda Spence

CD13 - Education for Reconciliation

This session will include the role of the Indigenous Inclusion Directorate and the overarching projects and initiatives in Manitoba Education and Training. Relevant resources for educators will be shared as well as what other jurisdictions are doing to advance Reconciliation in the classroom.

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SESSION DESCRIPTIONS

FRIDAY, OCTOBER 25, 2019

LATE AFTERNOON WORKSHOPS

Nadine Bartlett & Joel Boyce

D14 - Indigenous Curriculum, Pedagogy and Spaces in inclusive Education

Dr. Nadine Bartlett is the project lead on an ongoing effort to transform the core courses for the University of Manitoba's Faculty of Education inclusive education specialty. The goal of the project is to bring in Indigenous perspectives, cultural knowledge, and pedagogy to PBDE and B.Ed. courses in the Faculty, to ensure the pre-service and in-service teachers, including those who are transitioning into a resource/special education role, are well-equipped to serve their Indigenous students.

This workshop has two goals. First, we will briefly lay out the history of the (still-ongoing) project, to give some sense of how an institution might approach re-envisioning their programming in this way: whom did we seek out for knowledge, how did we plan for an implement change, what supports did we depend on? Second, as educators working with students with a diverse range of needs and from a diverse range of backgrounds, what kinds of knowledge and skills do classroom teachers, support specialists, and administrators need to have to be able to successfully support student populations including both Indigenous and non-Indigenous students, and both with and without exceptionalities? We'll try to share at least some of the co-constructed knowledge about meeting the needs of diverse learners that has already come out of this project.

REGISTRATION OPENS

OCTOBER 1, 2019

SESSION DESCRIPTIONS

FRIDAY, OCTOBER 25, 2019

LATE AFTERNOON WORKSHOPS

Amy Stefansen

D15 - Keeping Your Classroom Library Relevant

Keeping a classroom library current and relevant is an ongoing concern for educators. Come together with your peers for a 'show and share' reflecting on the challenge of maintaining a library diverse in perspectives, identities, voices, genres, and formats, while keeping the content appropriate and interesting for our students.

When should we keep the classics' or opt for more contemporary works? Where can we find affordable resources? What do we do with work by authors whose credibility or authenticity have come into question? How can we find resources that authentically represent a culture or voice that is different from our own?

Please feel free to bring some of your favourite resources along with your questions and ideas for how to achieve a relevant classroom collection. Everything from fiction and non-fiction, prose and poetry, books and graphic novels, magazines and websites, songwriting and storytelling, video and audio productions are welcome and appreciated. We'll compile and distribute a list of our collective suggestions after the session.

Barbara Bowen, Kimberly Ballantyne
& Olivia McCorriston

D16 - Building a History Together

We will share our step by step thoughts on building understanding between training and adult learners and work. Our focus includes recruitment, retention, developing the training and the partnership, and working together to make it successful. Our stories will span 20 years of tears, fears and beers.

REGISTRATION OPENS

OCTOBER 1, 2019