

*Symposium*

**MAMÀHTAWISIWIN**

*Symposium*

The Good Life: Indigenous Ways of  
Knowing, Doing, and Being

*November  
14 and 15, 2023*

**PROGRAM**

Victoria Inn Hotel and Convention Centre  
Winnipeg, Manitoba, Canada

**Manitoba** 

# Contents

---

Greetings and Welcome	3
Mamàhtawiswin Symposium	4
Agenda	5
Day 1: Tuesday, November 14, 2023	5
Day 2: Wednesday, November 15, 2023	7
Biographies of Elders and Knowledge Keepers	9
Keynote Speakers	12
Sessions	16
Cultural Celebrations	35
Acknowledgements	36
Notes	39

# Greetings and Welcome

---

On behalf of the Province of Manitoba and my colleagues in the Legislature, Welcome, Aniin, Tansi, Boozhoo, and Kakina Awiiya to the Elders, Knowledge Keepers, Grandparents, presenters, delegates, and volunteers to the first Annual *Mamàhtawisiwin Symposium—The Good Life: Indigenous Ways of Knowing, Doing, and Being*. The focus of this year's in-person symposium is shared thinking and collective learning to explore each of the Strategies and Actions within *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*:



- Authentic Involvement
- Putting Students at the Centre
- Understanding of World Views, Values, Identities Traditions, and Contemporary Lifestyles
- Inclusive and Culturally Safe Learning Environment

It is a privilege for Manitoba to host this symposium. Manitoba is on Treaty 1, 2, 3, 4, 5, 6 and 10 Territories and the ancestral lands of the Anishinaabe, Anishininewuk, Dakota Oyate, Denesuline, Ininiwak, and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit.

I would like to thank the symposium planning committees whose members worked diligently and collaboratively to bring you this 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, Knowledge Keepers, and Grandparents for taking the time to honour us with their knowledge and teachings.

I am grateful for the opportunity to come together with so many passionate superintendents, school division senior leadership, principals/vice-principals, school division Indigenous education leads, Elders, Knowledge Keepers, Grandparents, trustees, school support teams, child care centre directors, home-based child care providers, early childhood educators, Indigenous education organization leaders, and Indigenous Rights Holders. Thank you for coming together for the health and well-being of all students, families, and communities. Thank you for bringing your heart into this work, with open minds and the willingness to share and learn.

Nello Altomare  
Minister  
Manitoba Education and Early Childhood Learning

# Mamàhtawiswin Symposium

---

## The Good Life: Indigenous Ways of Knowing, Doing, and Being

**November 14 and 15, 2023**  
**Victoria Inn Hotel and Convention Centre**  
**Winnipeg, Manitoba, Canada**

*Mamàhtawiswin: 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.

*Mamàhtawiswin* 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.

The following strategies and actions within *Mamàhtawiswin* will help teachers, school-based support teams, school leaders, school division/district leaders, and Manitoba Education and Early Childhood Learning staff to deepen their understanding and to progress along a path of truth and reconciliation in their schools, adult learning centres, post-secondary institutions, classrooms, and communities.

### Authentic Involvement

- Promote Elder, Knowledge-Keeper, and community involvement.
- Promote parent, grandparent, and extended family (aunties and uncles) involvement.

### Putting Students at the Centre

- Respect and listen to students.
- Employ a holistic approach to supporting students.

### Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles

- Teach true history (including treaties and Indian Residential Schools).
- Incorporate cultural teachings, experiences, and Indigenous languages.

### Inclusive and Culturally Safe Learning Environment

- Demonstrate respect for world views, values, identities, and traditions.
- Value and celebrate differences.

# Agenda

Day 1: Tuesday, November 14, 2023

Time	Session	Location
7:45 a.m.–8:30 a.m.	<b>PIPE CEREMONY</b> Pipe Ceremony will be conducted by <b>Grandfather Carl Stone</b>	South Centennial
8:00 a.m.–8:45 a.m.	<b>REGISTRATION AND CONTINENTAL BREAKFAST</b>	South Centennial
8:45 a.m.	<b>Niji Mahkwa Singers: “O Canada” and an Honour Song</b>	
8:45 a.m.–9:30 a.m.	<b>WELCOMING REMARKS</b> Greetings on behalf of Education and Early Childhood Learning: <b>Minister, Nello Altomare</b> Greetings on behalf of Indigenous Inclusion Directorate, Manitoba Education and Early Childhood Learning: <b>Helen Robinson-Settee</b> Introductions from <b>Dan Ward</b> and <b>Sarah Whiteford</b> Emcees: <b>Lorie Henderson</b> and <b>Rob Riel</b> <i>Following the conference, a feedback form will be sent to participants by email.</i>	
9:30 a.m.–10:30 a.m.	<b>Keynote: Mino Bimaadiziwin: The Good Life through Authentic Indigenous Education (Jacqueline Bercier)</b>	
10:30 a.m.–10:45 a.m.	<b>HEALTH BREAK</b>	Centennial 2
10:45 a.m.–11:55 a.m.	<b>AUTHENTIC INVOLVEMENT: CONCURRENT SESSIONS 1</b>	
	<b>1A. Gallery Walk</b>	Centennial 1
	<b>1B. Indigenous World View for Early Childhood Education (Rebecca LaRiviere)</b>	South Centennial
	<b>1C. Elders Panel: Southern Manitoba (Mary Wilson, Myra Laramée, Linda Schatkowsky, Carl Stone; Moderator Melissa Shapiro)</b>	Centennial 3 & 4
	<b>1D. Ki-kashkihtaan! With Spirit North (Allison Curtaz and Joanie Soulier)</b>	Embassy A & B
	<b>1E. Mary Courchene and Sherri Denysuik, Seven Oaks School Division</b>	Embassy C & D
	<b>1F. Giimiikananaan/Our Path (Jeannie White Bird)</b>	Embassy E & F

Time	Session	Location
10:45 a.m.–11:55 a.m.	<b>1G. Witness Blanket—Voices of Residential School Survivors (Lola Whonnock)</b>	Wellington A
	<b>1H. Elders Panel: Northern Manitoba (Ron Cook, Ron Burwash, and Dianne Burwash; Moderator Melissa Paypompee)</b>	Wellington B
12:00 p.m.–1:15 p.m.	<b>LUNCH</b> Prayer: <b>Grandmother Linda Schatkowsky</b>	South Centennial
12:30 p.m.–12:45 p.m.	<b>CULTURAL CELEBRATIONS: Strong Warrior Girl Anishinaabe Singers and Hoop Troupe from Seven Oaks School Division</b>	
1:15 p.m.–2:15 p.m.	<b>KEYNOTE: Panel of Students from Louis Riel School Division and Winnipeg School Division, moderated by Corey Kapilik</b>	
2:15 p.m.–2:45 p.m.	<b>HEALTH BREAK</b>	Centennial 2
2:45 p.m.–3:55 p.m.	<b>PUTTING STUDENTS AT THE CENTRE: CONCURRENT SESSIONS 2</b>	
	<b>2A. Gallery Walk</b>	Centennial 1
	<b>2B. Teaching in the Time of the Seventh Fire: Learning at Niji Mahkwa (Reuben Boulette and Leigh Ann Dysart)</b>	South Centennial
	<b>2C. Indigenous Way of Life Teacher with Grosvenor School Drum Teachings (Matt Mousseau)</b>	Centennial 3 & 4
	<b>2D. Full Circle Mentorship Program, Frontier School Division (Larry Skomorowski)</b>	Embassy A & B
	<b>2E. Debwewin: Student Voice Advocating for Change in Senior Years Schools (Leanne Smith, Yvette Doell, River East Transcona School Division Senior Years Students, and Jason Drysdale)</b>	Embassy C & D
	<b>2F. Thirteen Moons on a Turtle’s Back Ojibwe Bilingual Program (Alma Bernier)</b>	Embassy E & F
	<b>2G. Louis Riel School Division Indigenous Youth Leadership (Bobbie-Jo Leclair, Joel Tetrault, and Manny Skead)</b>	Wellington A
	<b>2H. From Exploring Virtual Worlds to Flying in Airplanes! Building Belonging and Academic Achievement through Inspiring Learning Opportunities (Nicole Mager and Chris Heidebrecht)</b>	Wellington B
4:00 p.m.	<b>CLOSING REMARKS</b> Emcees: <b>Lorie Henderson and Rob Riel</b>	South Centennial

## Day 2: Wednesday, November 15, 2023

Time	Session	Location
7:45 a.m.–8:30 a.m.	<b>LIGHTING THE QULLIQ</b> Lighting the Qulliq conducted by <b>Grandmother Martha Peet</b>	South Centennial
8:00 a.m.–8:45 a.m.	<b>REGISTRATION AND CONTINENTAL BREAKFAST</b>	South Centennial
8:45 a.m.–9:00 a.m.	<b>RECAP OF DAY ONE</b> Emcees: <b>Lorie Henderson and Rob Riel</b>	
9:00 a.m.–10:15 a.m.	<b>KEYNOTE: Umbay Nagamon—Come Sing: An Invitation to Action</b> Co-facilitators: <b>Wade Houle, Carole Shankaruk, Candace Demeria, Jade Erlendson, Patricia Goodine, Rolanda Chartrand</b>	
10:15 a.m.–10:45 a.m.	<b>HEALTH BREAK</b>	Centennial 2
10:45 a.m.–11:55 a.m.	<b>INCLUSIVE AND CULTURALLY SAFE LEARNING ENVIRONMENT: CONCURRENT SESSIONS 3</b>	
	<b>3A. Gallery Walk</b>	Centennial 1
	<b>3B. Creating Culturally Safe Learning Environments in Mountain View School Division (Wade Houle and Carole Shankaruk)</b>	South Centennial
	<b>3C. Community Schools Program Overview and Community Connectors at La Verendrye School Portage La Prairie School Division (Jodi Patterson, Michelle Laidlaw, Cori Asham, and Dawn Wood)</b>	Centennial 3 & 4
	<b>3D. Awāsis: Learning from the Land (Ron Cook and Shelley Cook)</b>	Embassy A & B
	<b>3E. Family and Community Engagement within a School Division Context (Melissa Brown and Allison Drummond)</b>	Embassy C & D
	<b>3F. Looking at <i>Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework</i> and the Elders and Knowledge Keepers Initiative through an Early Learning and Child Care Lens (Dina Ducharme)</b>	Embassy E & F
	<b>3G. Brandon School Division and Community Elders: Working Together for All Students (Raven Willoughby, Kevin Tacan, Nicole Koroluk, and Jon Zilkey)</b>	Wellington A
	<b>3H. Louis Riel School Division’s Indigenous Language Exposure Program (Kelsey Lenaghan and Hilda Kent)</b>	Wellington B

To best support speaker schedules we have planned for presentations under the Policy Direction “Inclusive and Culturally Safe Learning Environment” to occur before “Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles.” We appreciate your understanding as this is different from the order of *Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. Thank you.

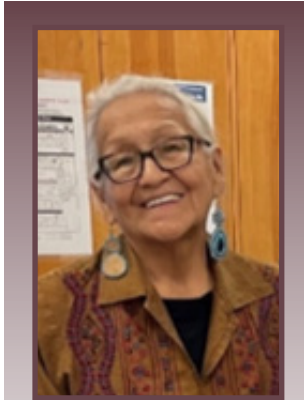
Time	Session	Location
12:00 p.m.–1:15 p.m.	<b>LUNCH</b> Prayer: <b>Grandmother Ivy Chaske</b>	South Centennial
12:30 p.m.–12:45 p.m.	<b>CULTURAL CELEBRATIONS: Kinew Youth Dancers</b>	
1:15 p.m.–2:15 p.m.	<b>KEYNOTE: Queering Land-Based Education (Dr. Alex Wilson)</b>	
2:15 p.m.–2:45 p.m.	<b>HEALTH BREAK</b>	Centennial 2
2:45 p.m.–3:55 p.m.	<b>UNDERSTANDING OF WORLD VIEWS, VALUES, IDENTITIES, TRADITIONS, AND CONTEMPORAY LIFESTYLES: CONCURRENT SESSIONS 4</b>	
	<b>4A. Gallery Walk</b>	Centennial 1
	<b>4B. Queering Land-Based Education Workshop (Dr. Alex Wilson)</b>	South Centennial
	<b>4C. Teachers Talking to Teachers: Taking Time to Connect with Others Specific to the Work of Indigenous Education (Brett Schmall)</b>	Centennial 3 & 4
	<b>4D. Centring Student Success One Camp at a Time (Shawna Huber, Kelley Taite, and Caelin Webber)</b>	Embassy A & B
	<b>4E. Building Student Success with Indigenous Parents Overview (Michael McCrossan)</b>	Embassy C & D
	<b>4F. Creating Connections through Family Fun and Community (Michael Spence, Lyle Massan, and Laurel Roussin)</b>	Embassy E & F
	<b>4G. Sharing Knowledge—Kelsey School Division (Myrna Ducharme and Marcia Novo)</b>	Wellington A
	<b>4H. Treaty Education (Alexandria Ireland and Dan Ward)</b>	Wellington B
4:00 p.m.	<b>CLOSING PRAYER, CLOSING CIRCLE, ADJOURNMENT</b> Emcees: <b>Lorie Henderson and Rob Riel</b> Closing Prayer: <b>Grandfather Carl Stone</b>	South Centennial

To best support speaker schedules we have planned for presentations under the Policy Direction “Inclusive and Culturally Safe Learning Environment” to occur before “Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles.” We appreciate your understanding as this is different from the order of *Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. Thank you.



# Biographies of Elders and Knowledge Keepers

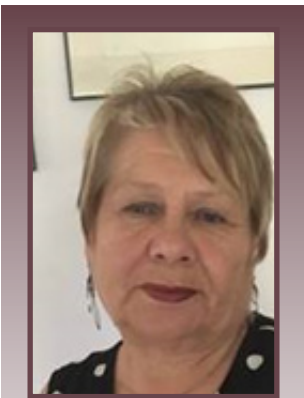
---



Grandmother  
Ivy Chaske  
Sayisi Dene First Nation  
and Dakota, Wipazoka  
Wakpa (Sioux Valley  
Dakota Nation)

Ivy Chaske is a Dakota Grandmother, Elder, and Knowledge Keeper. She has been working with the NorWest Co-op Community Health Intervention and Outreach Team for over three years and provides teachings and support to the youth participants and their families. She has been instrumental in changing the way the Intervention and Outreach Team approaches wraparound supports and was invited to sit on the Wrap Canada board two years ago.

She has dedicated her life to working on Indigenous issues through community activism and is passionate about improving relationships and developing alliances with non-Indigenous people. Ivy believes that traditional teachings are a foundation for the work that IOT does with youth and families and that through reclaiming this knowledge youth will develop a sense of pride in their identity, strength of spirit and belonging, and a sense of place within their Indigenous Nation.



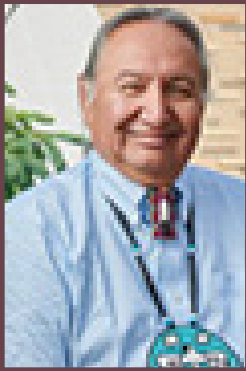
Linda  
Schatkowsky  
(McKay/Olson)  
Red River Métis,  
St. Laurent

Linda Schatkowsky is a parent and foster care provider who has lived in the Garden Grove School community for over 30 years. Linda is a proud Métis with roots that originate from St. Laurent, Manitoba. She is also a member of the Manitoba Métis Federation and serves as chair for the Métis Elder and Youth Local. As a foster care provider, Linda has gained experience in navigating the Child and Family Services system. She is known as a strong advocate for children in care and within the school system. Linda has been active in the school community for many years. Linda and her husband Doug have been together for more than 30 years; she has two adult sons, a daughter-in-law, and four grandchildren. She is known by others to be caring and willing to support those in need. She always makes the time to meet with people to hear their ideas or concerns and works with them to find a solution. She believes that with all the diversity in our city, communication is a priority within our school and community. Linda believes that children must come first, as they are the future.



Martha Peet  
Inuit, Taloyoak, Nunavut

Martha Peet is an Inuit Grandmother from Taloyoak, Nunavut, where there were only four other families living at the time. Taloyoak means “big shield” in Inuktitut and was previously known by settlers as Spence Bay. Martha talks about the teachings that were taught to her by her parents and how she passed these teachings down to her children. Martha explains the Inuit art of fishing and sharing your first catch with your community. While growing up Martha was taught to fish and hunt with a dog team. Martha’s story travels through her life of veering away from her Inuit heritage only to later in life find her love for herself and her people again. Martha also speaks of the land and various uses of the plant heather by the Inuit. The change in times and fewer people going out on the land changes the culture and traditions of the Inuit. At age 55, Martha returned to school and graduated from the Urban Circle Training Program as a Nursing Assistant. Martha has a son and a daughter and is the author of *Pocket Inuktitut: A Phrasebook for Nearly All Occasions*. She is a freelance interpreter and translator in Inuktitut.



Carl Stone  
Anishinaabe,  
Baaskaandibewi-ziiibiing  
(Brokenhead First Nation)

Carl William Stone (BA) was born on the Brokenhead Ojibway Nation and raised by his Grandmother Eliza Stone. She was a respected Elder and member of the Anishinaabe Midaywin Society.

For the last 45 years, Carl has been active in the reclaiming of the Anishinaabe spiritual and cultural ways of his people. In the mid-1970s, Carl was one of two young men of the Brokenhead Ojibway Nation who played a role in bringing back the Traditional Drum to the Nation. After 100 years of silence, the Brokenhead Drum sounded its voice once again.

Carl is currently retired, but he works as an Elder-in-Residence for the Indigenous Student Centre at the University of Manitoba two days a week. Carl also works in ceremonies such as the Sundance, Sweat Lodge, and other ceremonies; he is an Elder’s helper; and he holds guest lectures on traditional teachings and spirituality.

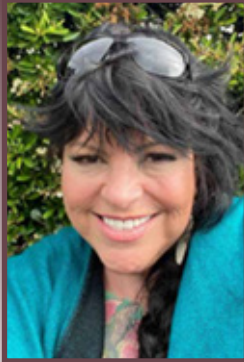


Dr. Myra  
Laramée  
Cree, ocêko-sîpiy  
(Fisher River Cree Nation)

Since 1976, Myra Laramée, a member of Fisher River Cree Nation, has helped transform Manitoba's education system as a beloved teacher, co-founder of the Aboriginal Teaching Circle, administrator, counsellor, mentor, Traditional Indigenous Knowledge Keeper, and creator of no fewer than 12 guiding documents on how Manitoba can infuse Reconciliation, Indigenous languages, and Indigenous-centred content into curricula. Her efforts have touched the University of Manitoba through her service as Elder-in-Residence, as a professor, and as a member of the Dean's Aboriginal Education Task Force, and in her work on the Post-Secondary Partnership Group for Manitoba Education and Training. In short, she possesses exceptional, sought-after wisdom that she's shared with groups across the world.

Myra says she's so dedicated to enhancing teaching and learning because she believes a lack of knowledge is a cancer that must be dealt with.

She is a grandmother, mother, sister, and daughter. These roles have shaped the person she is today.



Dr. Mary Wilson  
International Wisdom  
Keeper, Mixed Nation  
(Irish, Maori, North  
American), Shaman

Mary Wilson is a spiritual healer, and a wisdom and knowledge keeper. Affiliated with the Spiritual Directors International, Mary has been supervised as a psychotherapist for more than three years by Tricia Mercedes at Trade-Mark Interventions.

Mary has a warm and approachable disposition and strength that brings clarity to most situations. Mary has provided therapy for residential school abuse and trauma survivors and has worked with countless families and individuals to help rebuild communities.

At times, Mary finds her skills in neurolinguistic programming and cognitive coaching have helped shift perceptions and open broader insight into challenges and issues that individuals and families face, and she works with her clientele to set goals that honour the traditional way of life.

Overall, Mary focuses on rebuilding community and individual strength and independence through a wide range of therapies, practices, and guided spiritual programs to ultimately create a better life and place for everyone.

# Keynote Speakers

---

## Authentic Involvement



Jacqueline  
Miskobineshiikwe  
Bercier Carter

Jacqueline Bercier is the Cultural Proficiency Lead Teacher for Lord Selkirk School Division. This is her sixth cumulative year in this position providing support to teachers in the areas of Indigenous pedagogy and culture, French language, and other portfolios. Jacqueline has been in LSSD for 26 years—15 years of which she has been a teacher. Jacqueline has taught a variety of Grades 7 to 12 courses. Her main passion is Indigenous education and she has fleshed out the current Indigenous Student Centre program at Lord Selkirk Regional Comprehensive Secondary School into a successful program for Indigenous students requiring class transitions with low student-to-teacher ratio.

Jacqueline believes that incorporating Mino Bimaadiziwin—The Good Life—into her work is integral to the success of her students and the teachers that she works with. Mino Bimaadiziwin is the foundation of all learning as it can support a learner in being empathic as well as being a critical thinker to navigate within this world of social technology.

Jacqueline's unique position in LSSD allows her to bridge the gap between community and school/division. This allows for teachers and students to gain partnerships with community groups that create long-lasting and impactful learning relationships.

In addition to being Cultural Proficiency Lead Teacher, Jacqueline is also the Chairperson for Promoting Aboriginal Student Success (P.A.S.S.), a charitable Indigenous-based student program/organization for Indigenous youth and allies aged 12 to 19 within the Lord Selkirk School Division catchment area. This program focuses on offering cultural workshops for Indigenous youth, and includes community opportunities to network and gain volunteer experience, promote and recognize academic success, and offer financial awards to deserving graduating Indigenous students.

Jacqueline was nominated as a Promoting Aboriginal Student Success Award recipient in 2004 for her growing success and community work as a teacher candidate. She also received an award from the Manitoba Métis Federation in 2014 as Métis Educator of the Year and was recognized by the Indigenous Inclusion Directorate as Indigenous Educator of the Month in September 2015.

Jacqueline is wife to her husband John, stepmother to two amazing young adults William and Kaitlyn, new Mémère to baby Layla, and has two spoiled cats. Jacqueline holds a concurrent Bachelor of Education and Arts from Brandon University—Program of Education for Native Teachers (P.E.N.T.) and graduated in 2008 with highest distinction in the middle-senior years stream.

Jacqueline is a proud Métis Anishinaabekwe Educator with First Nation family connections to Peguis First Nation. Her Red River Métis roots are based in Selkirk, Manitoba, and are connected to the surnames of Lillie, Loutit, Bercier, and Chambers. She is a drum carrier, storyteller, active community member, keeper of the Family Tree, and favourite Tantie to many nieces and nephews. She has been on her cultural identity path for over 30 years, and on her ceremonial journey for 15 years. She also lives The Good Life.

## Putting Students at the Centre



Panel of Students from Louis Riel School Division and Winnipeg School Division, moderated by Corey Kapilik

Students are at the beating heart of all we do. They are the reason we, educators, administrators, and support staff, come together every day. Our efforts, dedication, and passion are all directed towards nurturing, empowering, and inspiring the incredible individuals who walk through our doors.

Every student is unique, has a story, an identity, a potential waiting to be unlocked, and a dream to be realized. The Mamàhtawisiwin Education Policy Framework includes the strategy “Putting Students at the Centre” through the actions of respecting and listening to students and employing a holistic approach to supporting students.

The panel will include six Indigenous students from Winnipeg schools who will begin by sharing a response to Murray Sinclair’s questions: Where do I come from? Where am I going? Why am I here? Who am I? The students will also discuss their school experiences and answer questions from the audience.

## Inclusive and Culturally Safe Learning Environment



Wade Houle  
Ebb and Flow First Nation, Manitoba

Wade has been an educator for 17 years, teaching high school humanities in Treaty 2 Territory. He is Anishinaabe, and in his current role as an Indigenous Education Coach, he supports teachers in incorporating and infusing Indigenous perspectives into Manitoba curriculum in their classrooms.



Carole Shankaruk  
St. Lazare, Manitoba

Carole is a clinical social worker who has over 30 years of experience as a helper and leader within many public and non-profit organizations. Carole is of Métis descent and is currently the Indigenous Education Coordinator for Mountain View School Division. She also serves as a board director for various organizations such as Kids Help Phone, Fusion Credit Union, and the Mental Health Commission of Canada.



Candace Demeria  
Dauphin, Manitoba

Candace is an early childhood educator with 18 years of front-line and management experience within the Aboriginal Head Start initiative. Candace is an Anishinaabe of Ojibwe and Cree lineage originally from Skownan First Nation. She is a traditional drum keeper and walks the Red Road in alignment with the concept of mino bimaadiziwin ~ The Good Life.



Jade Erlendson  
Christensen Beach, Manitoba

Jade is a proud Métis woman currently living in Treaty 2 Territory with her children and partner. She is a school social work clinician and presently pursuing her master's in social work with Wilfrid Laurier University.



Patricia Goodine  
Dauphin, Manitoba

Patricia (born and raised in Newfoundland where music was and still is the glue that unites her very large family) is a high school teacher with a master's in Guidance and Counselling. She has lived and worked in many places across Canada. She settled in Dauphin, where she lives an amazing life with all that this place has to offer.



Rolanda Chartrand  
Dauphin, Manitoba

Rolanda was born and raised in Sandy Bay First Nation, Treaty 1 Territory, Manitoba. She is a Knowledge Keeper and Community Networker for Mountain View School Division. "Aaniin (Hello), Ozhaawaskwaa Binesi Ikwe (Blue ThunderBird Woman) is my spirit name. I am Anishinaabe of Ojibway and fluent in Saulteaux. I reside in Dauphin with my clan surrounding me."

## Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles



Dr. Alex Wilson  
Opaskwayak Cree Nation

Dr. Alex Wilson (Opaskwayak Cree Nation) is a professor in the College of Education at the University of Saskatchewan. Her scholarship has greatly contributed to building and sharing knowledge about land-based education; two-spirit people; Indigenous research methodologies; and anti-oppressive education. Her research and "coming in" theory has led to classroom and community practices and policies that honour the contributions and lives of two-spirit people. As an Idle No More organizer and as coordinator of an Indigenous land-based master's program, she focuses on the prevention of violence in the lives of Indigenous Peoples and the protection of land and water. She is currently chair of UNESCO's Expert Working Group on Land-Based Education and co-chair of 2Spirit Manitoba.

# Sessions

---

## Authentic Involvement: Concurrent Sessions 1

**10:45 a.m.–11:55 a.m.**

### 1A. Gallery Walk

*The Mamàhtawisiwin Symposium will include a Gallery Walk to highlight the work that school divisions and other organizations have been doing toward building an Indigenous-inclusive education system. Participating divisions/organizations will be sharing work that they have been doing in relation to one of the four primary strategies contained in Mamàhtawisiwin. The Gallery Walk will remain open throughout the duration of the symposium.*

### 1B. Indigenous World View for Early Childhood Education

*Currently, the early learning and child care field has the momentum to incorporate Indigenous teachings into child care programs. How do centres approach this in a good way? Through personal stories and lessons, Rebecca aims to demystify “Indigenous Programming” by highlighting universal aspects of Indigenous culture that are accessible to all of us.*

**Rebecca LaRiviere** is a member of the Métis Nation and resides in Treaty 1 Territory. She is a mother, an early childhood educator (ECE III), a professional speaker, and an instructor. She has spent much of her career learning from and working with Indigenous caregivers on and off reserve by providing training and professional development, promoting collaboration and peer mentorship, and advocating for the strengths that already exist in community. Rebecca seeks to bridge Indigenous world views and traditional child-rearing practices with contemporary child development research.

### 1C. Elders Panel: Southern Manitoba

**Mary Wilson, Myra Laramée, Linda Schatkowsky, Carl Stone; Moderator: Melissa Shapiro**

**Dr. Mary Wilson: International Wisdom Keeper, Mixed Nation (Irish, Maori, North American), Shaman**

Mary Wilson is a spiritual healer, and a wisdom and knowledge keeper. Affiliated with the Spiritual Directors International, Mary has been supervised as a psychotherapist for more than three years by Tricia Mercedes at Trade-Mark Interventions.

Mary has a warm and approachable disposition and strength that brings clarity to most situations. Mary has provided therapy for residential school abuse and trauma survivors and has worked with countless families and individuals to help rebuild communities.



At times, Mary finds her skills in neurolinguistic programming and cognitive coaching have helped shift perceptions and open broader insight into challenges and issues that individuals and families face, and she works with her clientele to set goals that honour the traditional way of life.

Overall, Mary focuses on rebuilding community and individual strength and independence through a wide range of therapies, practices, and guided spiritual programs to ultimately create a better life and place for everyone.

**Dr. Myra Laramée: Cree, ocêko-sîpiy (Fisher River Cree Nation)**

Since 1976, Myra Laramée, a member of Fisher River Cree Nation, has helped transform Manitoba's education system as a beloved teacher, co-founder of the Aboriginal Teaching Circle, administrator, counsellor, mentor, Traditional Indigenous Knowledge Keeper, and creator of no fewer than 12 guiding documents on how Manitoba can infuse Reconciliation, Indigenous languages, and Indigenous-centred content into curricula. Her efforts have touched the University of Manitoba through her service as Elder-in-Residence, as a professor, and as a member of the Dean's Aboriginal Education Task Force, and in her work on the Post-Secondary Partnership Group for Manitoba Education and Training. In short, she possesses exceptional, sought-after wisdom that she's shared with groups across the world.

Myra says she's so dedicated to enhancing teaching and learning because she believes a lack of knowledge is a cancer that must be dealt with.

She is a grandmother, mother, sister, and daughter. These roles have shaped the person she is today.

**Linda Schatkowsky (McKay/Olson): Red River Métis, St. Laurent**

Linda Schatkowsky is a parent and foster care provider who has lived in the Garden Grove School community for over 30 years. Linda is a proud Métis with roots that originate from St. Laurent, Manitoba. She is also a member of the Manitoba Métis Federation and serves as chair for the Métis Elder and Youth Local. As a foster care provider, Linda has gained experience in navigating the Child and Family Services system. She is known as a strong advocate for children in care and within the school system. Linda has been active in the school community for many years. Linda and her husband Doug have been together for more than 30 years; she has two adult sons, a daughter-in-law, and four grandchildren. She is known by others to be caring and willing to support those in need. She always makes the time to meet with people to hear their ideas or concerns and works with them to find a solution. She believes that with all the diversity in our city, communication is a priority within our school and community. Linda believes that children must come first, as they are the future.

**Carl Stone: Anishinaabe, Baaskaandibewi-ziibiing (Brokenhead First Nation)**

Carl William Stone (BA) was born on the Brokenhead Ojibway Nation and raised by his Grandmother Eliza Stone. She was a respected Elder and member of the Anishinaabe Midaywin Society.

For the last 45 years, Carl has been active in the reclaiming of the Anishinaabe spiritual and cultural ways of his people. In the mid-1970s, Carl was one of two young men of the Brokenhead Ojibway Nation who played a role in bringing back the Traditional Drum to the Nation. After 100 years of silence, the Brokenhead Drum sounded its voice once again.

Carl is currently retired, but he works as an Elder-in-Residence for the Indigenous Student Centre at the University of Manitoba two days a week. Carl also works in ceremonies such as the Sundance, Sweat Lodge, and other ceremonies; he is an Elder's helper; and he holds guest lectures on traditional teachings and spirituality.

## 1D. Ki-kashkihtaan! With Spirit North

*Spirit North is a national charitable organization that uses land-based activities to improve the health and well-being of Indigenous youth, empowering them to become unstoppable in sport, school, and life. Our programs prioritize providing equitable opportunities for cultural, collaborative learning for Indigenous youth, and how we as an organization engage with communities in a good way, offering high-quality, culturally relevant programs for youth, and getting youth active. In this workshop, we will share about where we work, how programs are developed, our co-creation process, and knowledge of traditional games that have been passed to us.*

**Allison Curtaz** (she/her) is a Métis woman from Richer/Ste. Anne, Manitoba. Allison is Spirit North's Manitoba Regional Coordinator. She works with communities in Treaty 1, Treaty 3, and Treaty 5 territories within Manitoba and northwestern Ontario. Allison is a heart-led facilitator who prioritizes fostering an environment of community and safety through opportunities for play, exploration, and creativity. She is an advocate for cultural connection and reclamation, and is guided on her learning journey through her role as a drum carrier, firekeeper, and scab.

**Joanie Soulier** (she/her), Blue Star Medicine Woman, is a Cree woman from O-Pipon-Na-Piwin Cree Nation. She is a Spirit North Community Program Assistant in northwestern Ontario and Winnipeg, facilitating programs in Treaty 1 and Treaty 5 territories. Joanie is actively learning about her culture through ceremony, family, and community, and is passionate about cultivating opportunities for Indigenous youth to learn more about their cultures through land-based activities.

## 1E. Mary Courchene and Sherri Denysuik, Seven Oaks School Division

**Mary Courchene** is a residential school Survivor. Born and raised on the Sagkeeng First Nation, she moved away in 1971, attaining degrees in arts and education from the University of Brandon and the University of Manitoba. Mary's career journey is extensive, including teaching in elementary and high schools, and working as a school counsellor and later as a school administrator. She was also an Assistant Superintendent within the Department of Indian and Northern Affairs (INAC). During her years as the first principal of Children of the Earth High School (the first urban Indigenous high school), she was active in serving the urban community on various boards. She also was a founding member of Manitoba First Nation Education Resource Centre (MFNERC). In her role as an Elder for Seven Oaks School Division, which she has held for over 16 years, Mary is available to serve as an overall advisor to all schools on Indigenous education matters. She has expertise in residential school curricula, and she is a fluent speaker in Anishinaabemowin and is passionate about revitalizing Indigenous languages. Mary actively works in classrooms and school assemblies, and she provides professional development for schools and works closely with administrators, teachers, and staff. Mary can be involved in supporting many divisional events as an advisor and Elder. Mary's gift is her ability to share her vast experience of over 40 years in the field of public education and working with numerous First Nations communities.

**Sherri Denysuik** is Anishinaabe kwe from Sagkeeng First Nation. Sherri is the Director of Indigenous Education in Seven Oaks School Division. Prior to her current leadership roles, Sherri has been a school administrator in all areas; Early Years, Middle Years, and Senior Years. She is an educational leader who works hard to build and strengthen relationships in school communities, the Indigenous community, and beyond. Sherri's knowledge of Indigenous history, culture, and ways of knowing and learning has deepened in part through her leadership in the division and also through her connections with Indigenous community resources and organizations. She has extended this leadership to include a variety of Indigenous provincial committees. In her present role, Sherri facilitates professional development, striving to build capacity in Kindergarten to Grade 12 teachers and administrators. Sherri is passionate about Indigenous world views being part of all areas of education, and she continually strives to find spaces and opportunities to bring people together, encouraging everyone to find and bring out their strengths.

## 1F. Giimiikananaan / Our Path

*Mamàhtawisiwin: The Wonder We Are Born With is a framework clearing the way for Giimiikananaan / Our Path. Authentic involvement starts by taking a look within the school systems and focusing on the families of the students. Many of the Knowledge Keepers and Elders are right here amongst us, ready and willing to help guide our good work. When we connect to our Traditional Teachings, we are taught to start with an offering of Asemaa / tobacco, asking the Ancestors to lead the way.*

*Giimiikananaan / Our Path will begin with a tobacco teaching so that we may start our journey in a good way.*

**Jeannie White Bird** is an Anishinaabe enrolled member of Rolling River First Nation. She is honoured to have a second community in Selkirk, Manitoba, where she's raised her two young adult children, Asa and Alvina Red Eagle.

At nine years old, she became part of the federal/provincial policy of forced removals of Indigenous children from their families and communities. She was denied her culture and heritage, and lost her language in a period known as the Sixties Scoop. Jeannie's healing journey catapulted when she reconnected with her family and Anishinaabe culture. She maintains her commitment to the community by reminding herself to take responsibility for the role and part she plays in the community. She's also aware of her own unique story and how it's played out in the lives of her children, and in the lives of the community members who bore witness to her journey in transforming adversity into inspiration.

Jeannie is honoured to be part of the Thunderbird Sundance Family along the South Shore of Sagkeeng First Nation. She's committed to seeking lifelong opportunities to learn traditional teachings from local Elders and community lodges. She's also determined to be a fluent speaker of Anishinaabemowin, her original Ojibwe language. In 2019, Promoting Aboriginal Student Success (P.A.S.S.), Empowering Indigenous Youth, presented Jeannie with a Community Leadership award. She's also recognized as a Lifelong Knowledge Keeper for the P.A.S.S. Program.

Jeannie began her artistic endeavors with the Selkirk Mural and Public Art Project being mentored by Mandy van Leeuwen and international muralist Charlie Johnston. She continued her artistic path as project coordinator, Knowledge Keeper, and muralist for Manidoonsag Imaa Mikinaako-Minisiing / Sacred Spirits of Turtle Island, a mural to commemorate the history and legacy of the Missing and Murdered Indigenous Women and Girls and Two-Spirit Individuals. Jeannie transformed her lived experience by sharing her truth at the National Inquiry into the Missing and Murdered Indigenous Women and Girls and intertwined those elements with breathtaking beauty expressed in imagery and stories.

As project coordinator, Knowledge Keeper and muralist, and in collaborating with professional muralist Mandy van Leeuwen, Jeannie created the breathtaking mural for Ode'imín—Where New Life Begins, formerly known as The Birth Centre.

Current mural projects also include Gakina Gidinawemaaganidim—We Are All Related, commissioned by City Hall in Winnipeg, Manitoba; Living the Seven Sacred Teachings for the City of Selkirk; and BIMAADIZIWIN—THE JOURNEY, for the Keystone Centre in Brandon, Manitoba, among many others throughout the province.

Jeannie is also part of a small Indigenous-led collective who have created the Turtle Island Project (TIP). The Turtle Island Project is an action-oriented exercise designed to transform society's negative perceptions of Indigenous Peoples and engage in reconciliatory action.

In March 2023 Jeannie was asked to join Katapweyot/Truth Tellers as one of the Kookums/Grandmothers for the Women's Health Clinic Inc.

Most recently, Jeannie became a first time Kookum/Grandmother to her beautiful granddaughter, Cedar Mary Jones (Ozhaawashkwaa Anang/Blue Star).

## 1G. Witness Blanket—Voices of Residential School Survivors

**Lola Whonnock** was born and raised in British Columbia. She is of the Kwakwaka'wakw First Nations, and is an intergenerational Survivor of Indian Residential Schools and the Sixties Scoop. She completed her Bachelor of Education with the Native Indian Teacher Education Program at the University of British Columbia in 1997 and began a teaching career among the Nisga'a School District in northwestern British Columbia. In 2002, Lola completed a Master of Education at University of British Columbia with a focus on First Nations education and staff retention. In 2013, she resettled in Winnipeg, Manitoba, where she worked as a teacher for both youth and adults, building a broad skill set working with diverse groups of learners. She has taught in English, French, Nisga'a, and Anishinaabemowin. Throughout her career, Lola has challenged herself and her students to continuously improve and take ownership of their learning journeys.

From 2018 to just prior to joining the Indigenous Inclusion Directorate, Lola worked at the Canadian Museum for Human Rights. Among her many responsibilities, she created and delivered original education programs for learners of all ages and led staff training. She also ensured that the Museum maintained strong connections to educational, Indigenous, and artistic community groups.

She is an active member of several artistic communities in Winnipeg, continuing to build her musical and linguistic skills. She is also a regular volunteer at several community organizations and has been a board member at the Rainbow Harmony Project Choir and the North Point Douglas Women's Centre.

## 1H. Elders Panel: Northern Manitoba

**Ron Cook, Ron Burwash, and Dianne Burwash; Moderator: Melissa Paypompee**

**Ron Cook** is a speaker of nēhinawēwin, the language of the ininiw. He was a fisherman on Lake Winnipeg before he made the decision to become a teacher in order to teach the language. He graduated with a B.Ed. from Brandon University in 1996 with greatest distinction. An ability to converse in the language has allowed him to sit with nēhinawēwin-speaking Knowledge Keepers and to learn about the language. He is now retired, but he is still a student of nēhinawēwin, following the instructions of the Elders to learn what the language is saying about the ininiw and their world view.

**Ron Burwash** has roots originating from the founding fathers of Manitoba. His grandfathers (you need to put a few greats in front of that) include Cuthbert Grant, Jean Baptiste Lagimodiere, and Louis Riel. He remembers hearing stories from his grandfather about York boats and ox carts. Ron teaches Métis culture to school-aged students and young adults. Ron shares his music with his community on a weekly basis and for culture days. He is a proud Rotarian living in Flin Flon, Manitoba.

**Dianne Burwash** was born in Russell, Manitoba, and currently calls Flin Flon home. Diane is an active community member—she is a member of the Inner Wheel Ladies as a Rotarian; a member of the Infinity Women Secretariat (IWS); a skip of the Golden Girls; and a homemaker and Knowledge Keeper of lost food arts, like knitting, canning, and preserving. Diane is a grandmother, actively caring for and supporting her grandchildren, and a volunteer supporting seniors.

## Putting Students at the Centre: Concurrent Sessions 2

2:45 p.m.– 3:55 p.m.

### 2A. Gallery Walk

*The Mamàhtawisiwin Symposium will include a Gallery Walk to highlight the work that school divisions and other organizations have been doing toward the building of an Indigenous-inclusive education system. Participating divisions/organizations will be sharing work that they have been doing in relation to one of the four primary strategies contained in Mamàhtawisiwin. The Gallery Walk will remain open throughout the duration of the symposium.*

### 2B. Teaching in the Time of the Seventh Fire: Learning at Niji Mahkwa

**Reuben Boulette, Acting Principal**

**Leigh Ann Dysart, Acting Vice-Principal**

*For the last 30 years, Niji Mahkwa has been committed to Indigenous education that puts children at the centre of the school community. Started as a grassroots movement in the 1990s, Niji Mahkwa has operated by understanding learning through Indigenous perspectives—perspectives that very much look at children from all four quadrants of the medicine wheel. Located in the North End of Winnipeg, Niji Mahkwa infuses traditional teachings and Indigenous languages into Manitoban curriculum.*

*In this session, participants will be listening to the staff and students in the Middle Years program share ideas about how this holistic approach to education empowers everyone. The session will be led by Acting Principal Reuben Boulette and Acting Vice-Principal Leigh Ann Dysart, who will explain the history of the school and how to build a welcoming and kind environment to empower these students. You will also hear from students and teachers with their perspectives on holistic Indigenous education and how important it is to be learners here at Niji Mahkwa.*

## 2C. Indigenous Way of Life Teacher with Grosvenor School Drum Teachings

*Matt will share his work relevant to cultural revitalization through experiential learning. He has implemented and enhanced Indigenous education by responding to the request to create a drum and learn a song with which to open the Grade 6 class participation in their Land-Based Education Days.*

**Matt Mousseau** is from Sandy Bay, Manitoba, by way of Winnipeg. He is of Ojibwe/Dakota lineage and works proudly as the Winnipeg School Division's Indigenous Way of Life Teacher. His knowledge base came from travelling throughout Turtle Island, passing tobacco, with opportunities for understanding. His father and mother also provided a knowledge base that was rooted in balance for walking in two worlds.

## 2D. Full Circle Mentorship Program, Frontier School Division

*This year-long paid program is designed to engage recent student graduates with employment opportunities in the school system. The goal for student mentors is for them to see themselves potentially entering a career that leads to becoming an education assistant, teacher, or clinician, or entering another education-related field.*

"My name is **Larry Robert John Skomorowski**. I am originally from Timmins, Ontario. In 1971 when I was 11 years old, my family moved to the mining town of Lynn Lake, Manitoba, which then had a population of close to 5000 people. I attended West Lynn Heights School until the age of 18 and then worked underground as a hard rock miner for 12 years. As a mature student, in 1993, I enrolled in Brandon University Northern Teachers Educational Program better known as BUNTEP, which was taught here in Lynn Lake at West Lynn Heights School. I graduated in 1997 and began work immediately as an educator for West Lynn Heights School as a phys.ed/ Grade 7/8 teacher. I became the vice-principal in 2005, and I have been the principal from 2020 to the present day. I have been an educator for 27 years."

## 2E. Debwewin: Student Voice Advocating for Change in Senior Years Schools

**Leanne Smith, Yvette Doell, River East Transcona School Division Senior Years Students, and Jason Drysdale**

*The Indigenous Student Voice Advocacy Group was created to give students in Senior Years a voice and to include them as active decision makers in discussions centred around achieving Indigenous student success, fostering a sense of belonging, creating culturally safe learning environments, and improving graduation rates in Senior Years schools. Join us as we share more about the purpose and the mandate of the group and hear from the students regarding the suggestions they have made in order to ensure that Senior Years schools and the division are considering all four areas—heart, mind, body, and spirit—when supporting First Nations, Métis, and Inuit youth.*

## 2F. Thirteen Moons on a Turtle's Back Ojibwe Bilingual Program

*Isaac Brock School's Ojibwe bilingual program uses a multi-age team approach that includes an English classroom teacher, an Ojibwe classroom teacher, a land-based learning teacher, a Knowledge Keeper, and families. They are committed to collaboration, providing the students with rich language instruction, curricular instruction, and uncovering curriculum through exploration of the environment.*

*Program success is centred on a team-teaching approach introducing how learning in Ojibwe and English works in the development of a bilingual second-language program.*

*Our guiding principles include the following:*

**Listening:** *The emphasis in any effective language program must always first be on listening (acquiring). Children must first learn to hear the language spoken to acquire an "ear" for the sounds. Second language learners always begin in what is known as the observing or silent stage. They are listening to hear the sounds of the language. The program provides experiential opportunities for the students to listen to, and begin using, Ojibwe. The goal is to engage students in hearing and using Ojibwe in conversation.*

**Speaking:** *Once students have begun to develop an ear for the sounds of the language, they enter what is called the emergent phase of learning. In this phase, they begin to use isolated words and some short phrases of the language. The Ojibwe language teacher plans opportunities for students to greet one another, ask very simple questions, and say very simple phrases in Ojibwe. The teacher continues to speak the language fluently so that children can begin to use more and more words and phrases in Ojibwe. The leap from the observing stage to the emergent phase is the biggest one!*

**Playing:** *When children are having fun playing with and in their language, they want to learn more! Language learning is fun, playful, and developmentally appropriate. The language in the classroom is connected to activities that engage the students. The English classroom teacher, an Ojibwe classroom teacher, a land-based learning teacher, a Knowledge Keeper, and families plan learning in and outside of the classroom. The students listen to and begin to speak in all areas of life: the classroom, the playground, on the land, and with each other.*

*The session will share the program's experiences in student language acquisition.*



**Alma Bernier** grew up in a remote northern community most of her life. “I was the youngest girl in a family of seven. My mother worked on the reserve and my father was a log cutter/fisherman and was gone seasonally. I lived with my maternal grandmother from birth. She encouraged me to learn and to continue a long life of education for myself. She taught me the language through speaking and daily chores and activities. I am thankful each day that she was part of my life. Both my parents were residential school Survivors, one at Assiniboine residential school and the other at Brandon residential school. Each of them endured hardships during their stays there. I now understand the hardships they encountered after leaving school and getting married and starting a family. I am a residential school Survivor as well. I attended the Cowesses Residential School in 1987/88, which was a whole province away. Luckily for me, I did not have the same experience as my parents had, but I did lose out on learning the language and missed my grandmother so very much.

“After having all her children and working for years, my mother decided to go back to school and started from scratch. My mother name’s was Alma Sinclair Sr. and she became a certified teacher and had taught for 15 years in Berens River as a Salteaux/Ojibwe language teacher. She had retired from Frontier School Division after many years of language projects and collaboration with many others. She was a language contributor in part in many language curriculums that exist today. I have had the opportunity and privilege of meeting many women who knew her and spoke highly of her. I see a great deal of her passion and creativity in myself as a language teacher as well.

“I never thought I would be walking the same path as she did as a language keeper and teacher. I never thought about the hardships that came along with going back to school when it came to my mother, but years later, I found myself walking that same path. I dropped out of high school in Grade 12 and had three children. I was a single parent and had to start working to provide for my children. Years went by and I started to wonder about my future and the future of my children. I found I needed something more. I never knew what I wanted to be when asked by my teachers and friends. I never knew, until I gained employment working in a school as an educational assistant back in 1995 to 1998. Times were hard and money was limited, but I enjoyed making a difference in the lives of children. To this day I will never regret any decisions I have made in the course of my life, nor would I change them. Good or bad, every decision I made led to experience and wisdom. Now, I am an educator and enjoy teaching others. I enjoy laughing, playing, sharing, and talking with my students in the language. I share everything from teachings and language to songs, with both students and adults alike. I grew up around Elders all my life and continue to enjoy learning from them to this day.

“I currently work in the bilingual program and have been here for eight years, since it started. I have been teaching for 19 years in the Winnipeg School Division. This the most humbling job I have ever encountered of all my years of teaching. I take great respect and pride in teaching our children the language that was taken away. My hard work and dedication drives my accomplishments in this time of renewal and reconciliation. Our languages are as important as the air we breathe in order for us to understand where we come from and where we are headed. As long as the sun shines, the grass grows, and river flows! Gichi Miigwech Gizhe Manidoo.”

## 2G. Louis Riel School Division Indigenous Youth Leadership

**Bobbie-Jo Leclair, Joel Tetreault, Manny Skead (LRSD Indigenous Education Team members)**

*The role of Indigenous Youth Leadership resonates with traditional Indigenous culture, where many adults have the responsibility to provide mentoring, guidance, and support to children and youth. The Indigenous Education Team works with the youth to identify key strengths and challenges, to enhance social and cultural supports, and to access wraparound services in partnership with schools and families. Indigenous Education Support Teachers focus on promoting positive outcomes rather than simply preventing negative ones.*

*Using a team-based approach that centres around relationship building and mentoring, the Indigenous Education Support Teachers work with identified students starting in Grade 9 and continuing until graduation.*

*The program also recognizes the importance of culture and embedding Indigenous world views and practices in learning and activities to validate student identity and support student achievement. Cultural activities serve to develop a sense of belonging and provide access to peer support and positive role models. These activities include cleansing, Elder visits, drumming, feasts, land-based education, creative arts, and traditional ceremonies. Students are encouraged to both participate in and in some cases facilitate culturally based activities at their schools and/or at the divisional level.*

## 2H. From Exploring Virtual Worlds to Flying in Airplanes! Building Belonging and Academic Achievement through Inspiring Learning Opportunities

**Nicole Mager, Principal at Lavallee School**

**Chris Heidebrecht, Vice-Principal at Glenwood School**

*Participants will learn about a program designed to build belonging while supporting academic achievement at school through relationship, land-based learning, technology, Indigenous ways of knowing, and future-forward thinking. Students began their learning journey using technology and experiencing Manito Ahbee Aki—the first Minecraft teaching resource in the world that honours, celebrates, and explores a Manitoba Anishinaabe community. This extended to discovering the teachings of the game in the great outdoors, including snowshoeing, a Métis Walking Tour at The Forks, fishing, and finding ecosystems in our community. Students also participated in activities that furthered their learning while connecting them with Indigenous teachings, stories, language, and culture, including helping to design a learning space in their school. They also explored employment opportunities and studied aviation, which culminated in an actual flight around Winnipeg! “I love coming to school on Thursday, but I come to school way more now on all the days.” Come to hear about how youth can be inspired through relevant learning opportunities!*

## Inclusive and Culturally Safe Learning Environment: Concurrent Sessions 3

10:45 a.m.–11:55 a.m.

### 3A. Gallery Walk

*The Mamàhtawisiwin Symposium will include a Gallery Walk to highlight the work that school divisions and other organizations have been doing toward the building of an Indigenous-inclusive education system. Participating divisions/organizations will be sharing work that they have been doing in relation to one of the four primary strategies contained in Mamàhtawisiwin. The Gallery Walk will remain open throughout the duration of the symposium.*

### 3B. Creating Culturally Safe Learning Environments in Mountain View School Division

**Wade Houle**, from Ebb and Flow First Nation, Manitoba, has been an educator for 17 years, teaching high school humanities in Treaty 2 Territory. He is Anishinaabe, and in his current role as an Indigenous Education Coach, he supports teachers in incorporating and infusing Indigenous perspectives into Manitoba curriculum in their classrooms.

**Carole Shankaruk**, from St. Lazare, Manitoba, is a clinical social worker who has over 30 years of experience as a helper and leader within many public and non-profit organizations. Carole is of Métis descent and is currently the Indigenous Education Coordinator for Mountain View School Division. She also serves as a board director for various organizations such as Kids Help Phone, Fusion Credit Union, and the Mental Health Commission of Canada.

### 3C. Community Schools Program Overview and Community Connectors at La Verendrye School, Portage La Prairie School Division

**Jodi Patterson, Community Schools Coordinator**

"I am new to the Portage la Prairie School Division and have only been in my position for a month and a half. I worked for a child and family services agency in the community for 10 years prior. I am looking forward to a new chapter of working within the division providing support and connection to families that attend our community schools."

**Michelle Laidlaw, Principal at La Verendrye School**

Michelle was born and raised in a small rural community in Manitoba. Her career has spanned many years and positions including a multi-years classroom on a small reserve on Lake of the Woods, pre-school and parenting classes with Portage Aboriginal Headstart, and with Portage la Prairie School Division as a classroom teacher, special education teacher, counsellor, resource teacher, and principal.

### **Cori Asham, Wrap Facilitator**

Cori is currently employed with the Portage La Prairie School Division as a Wrap Facilitator with the Enhanced School-Based Mental Health and Addictions Team. She provides emergency and outreach services to families dealing with crisis situations, works with students and families to build and strengthen their natural support system, and is a member of the PLPSD crisis response team.

### **Dawn Wood, Acting Assistant Director, Indigenous Inclusion Directorate**

Dawn Wood has been with the Indigenous Inclusion Directorate since 2014, when she was hired as the Community Schools Coordinator. In May 2022, she accepted the position as Acting Assistant Director of the Indigenous Inclusion Directorate. Dawn is Métis from Portage La Prairie, Manitoba, and she has a Bachelor of Social Work degree from the University of Manitoba.

## **3D. Awāsis: Learning from the Land**

**Ron Cook** is a speaker of nēhinawēwin, the language of the ininiw. He was a fisherman on Lake Winnipeg before he made the decision to become a teacher in order to teach the language. He graduated with a B.Ed. from Brandon University in 1996 with greatest distinction. An ability to converse in the language has allowed him to sit with nēhinawēwin-speaking Knowledge Keepers and to learn about the language. He is now retired, but he is still a student of nēhinawēwin, following the instructions of the Elders to learn what the language is saying about the ininiw and their world view.

**Shelley Cook** is a non-Indigenous woman who has had the opportunity to learn and walk the traditional path of the ininiw of northern Manitoba with her husband Ron. As a classroom teacher, she explored ways to connect students to experiences on the land, taking her high school students to a fasting camp for an immersion experience in language, culture, and ceremony; exploring the life of the ancestors through an archeology project for a group of Grades 4 to 6 students; and continuously looking for ways to connect students to their Indigenous identity and the land.

Currently working in the kokom program at Burntwood School in Thompson, she is known as nokom (my grandmother) to the students at the school.

### 3E. Family and Community Engagement within a School Division Context

*In this session, we will discuss strategies and programming to support family and community engagement within a school division context. This session will draw upon the experiences and strategies used at the René Deleurme Centre (RDC). RDC is a community learning centre in Louis Riel School Division, offering equity-based programming that is responsive to the community served.*

**Melissa Brown** has been with Louis Riel School Division since 2015 and is currently the Manager of Community Programs, overseeing the services offered at the René Deleurme Centre. Melissa is guided by a family empowerment philosophy, and over the past 17 years, her career has focused on supporting a variety of community development initiatives, most recently within a school division context.

**Allison Drummond** is the Family Outreach Coordinator in Louis Riel School Division, supporting Lavallee, Victor Mager, and Victor H. L. Wyatt schools through a community hub at the René Deleurme Centre. Allison has over a decade of experience working in community programming and uses a strengths-based approach when supporting families.

### 3F. Looking at Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework and the Elders and Knowledge Keepers Initiative through an Early Learning and Child Care Lens

*Get ready for a new and exciting perspective on early learning and child care. Using our keen observational skills and our sense of knowing, doing, and being, we start our journey by looking at how Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework and the Elders and Knowledge Keepers Initiative can be seen through an early learning and child care lens. Dina will take you on a journey to explore ways the Indigenous perspective can be embedded into curriculum, programming, and everyday practices. During the session, Dina will give an overview of Mamàhtawisiwin: The Wonder We Are Born With and of the Elders and Knowledge Keepers Initiative for Kindergarten to Grade 12. We will then have a sharing circle on Murray Sinclair's four guiding questions. Our journey will then guide us down a path of Indigenous teachings and artifacts on land-based teachings, true history of Indigenous Peoples, authentic involvement, putting children at the centre, traditional and cultural teachings, and Indigenous languages. At the end of our adventurous quest, Dina hopes to leave you with thoughts on how you can design and deliver an Indigenous-focused child care program that empowers children with a strong sense of identity by embedding Mamàhtawisiwin and the Elders and Knowledge Keepers strategies and action plans into your settings and routines.*

**Dina Ducharme** is an Indigenous Inclusion Consultant at the Indigenous Inclusion Directorate. Dina is leading the development of *Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework* and the Elders and Knowledge Keepers Initiative for all of Manitoba’s licensed early learning and child care facilities. She is also working with other partners, such as the Treaty Relations Commission of Manitoba and the Manitoba Aboriginal Languages Strategy, to incorporate treaties and Indigenous languages in the sector.

Dina has worked in early learning and child care for more than 25 years as an executive director in licensed child care centres and Indigenous early learning and child care centres, and as a child care coordinator (CCC) for 12 years with Early Learning and Child Care Division. Prior to her role as CCC, she also worked in post-secondary institutions, such as the University of Winnipeg and the University College of the North, as a program coordinator and as an early childhood educator instructor.

Dina was raised in Wabowden, Manitoba, and is a member of the Pimicikamak Cree Nation (Cross Lake). Dina holds close to her heart and lives by the valuable teachings her mom and granny (kookum) honoured her with, which are to look after our children and to help in the community. In doing this, Dina has dedicated her career to being the voice for children and volunteering with various organizations where meaningful change occurs. Dina hopes to set forth an Indigenous holistic vision in early learning and child care for all children, families, extended family members, educators, and leaders in the ELCC sector, one that implements the four strategies and actions of *Mamàhtawisiwin: The Wonder We Are Born With*.

### **3G. Brandon School Division and Community Elders: Working Together for All Students**

**Raven Willoughby**, Indigenous Education Specialist for Brandon School Division

**Kevin Tacan**, Divisional Elder, Brandon School Division

**Nicole Koroluk**, Administrator of Curriculum, Brandon School Division

**Jon Zilkey**, Assistant Superintendent of Curriculum and HR, Brandon School Division

### **3H. Louis Riel School Division’s Indigenous Language Exposure Program**

**Kelsey Lenaghan** and **Hilda Kent**, LRSD Indigenous Language Team members

*Louis Riel School Division’s Indigenous Language Team offers both Anishinaabemowin and Ininimowin classes to Kindergarten and Grade 1/2 students. The program is currently offered in 27 out of the 30 English and French Immersion schools within the division. By following a lunar cycle, students learn that Indigenous communities mark time by the 13 moons and what occurs on the land during those times. They learn about seasonal constellations, what the animal and plant nations are doing, and what traditions our people are practising during that time of year. The focus of our time together will be to take a deeper look at the inception of the program and how it has transformed over the years. The presentation will offer a lens on how our team is working to bridge the needs of the LRSD’s learning community and to infuse Indigenous epistemology into spaces of belonging.*

## Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles: Concurrent Sessions 4

2:45 p.m.–3:55 p.m.

### 4A. Gallery Walk

*The Mamàhtawisiwin Symposium will include a Gallery Walk to highlight the work that school divisions and other organizations have been doing toward the building of an Indigenous-inclusive education system. Participating divisions/organizations will be sharing work that they have been doing in relation to one of the four primary strategies contained in Mamàhtawisiwin. The Gallery Walk will remain open throughout the duration of the symposium.*

### 4B. Queering Land-Based Education Workshop

**Dr. Alex Wilson** (Opaskwayak Cree Nation) is a professor in the College of Education at the University of Saskatchewan. Her scholarship has greatly contributed to building and sharing knowledge about land-based education; two-spirit people; Indigenous research methodologies; and anti-oppressive education. Her research and “coming in” theory has led to classroom and community practices and policies that honour the contributions and lives of two-spirit people. As an Idle No More organizer and as coordinator of an Indigenous land-based master’s program, she focuses on the prevention of violence in the lives of Indigenous Peoples and the protection of land and water. She is currently chair of UNESCO’s Expert Working Group on Land-Based Education and co-chair of 2Spirit Manitoba.

### 4C. Teachers Talking to Teachers: Taking Time to Connect with Others Specific to the Work of Indigenous Education

If **Brett Schmall** had a superpower, it would be the power of connecting people with other people. That, paired with his eagerness to help people get “comfortable with the uncomfortable,” makes him a shoo-in to facilitate a teacher connecting breakout session specific to the work of implementing the *Mamàhtawisiwin* policy framework.

Brett currently works for the Hanover School Division in the role of Indigenous Learning and Assessment Coach. In his 24 years in education, he has taught at the Early Years, high school, and university levels. A Red River Métis citizen, Brett lives in Winnipeg with his wife Simmy and daughter Aasha.

#### 4D. Centring Student Success One Camp at a Time

**Shawna Huber** was born and raised in Winnipeg but spent most of her holidays and summers in Cross Lake, where she is a member of Pimicikamak Cree Nation. She began her education career as a Cree immersion teacher at Wapanohk Community School in Thompson and recently became the Cree Language and Indigenous Perspectives Consultant for the School District of Mystery Lake. Shawna became an educator because she saw that Indigenous students were struggling in our current school system, and she felt that Indigenous kids needed to see themselves being represented. She is the proud mother to four beautiful children.

**Kelley Taite** has been an educator in various communities in northern Manitoba for over 25 years, and has been a classroom teacher, a resource teacher, and an alternative education specialist. For the past two years, she has worked as the Numeracy Support Lead with the School District of Mystery Lake; during this time, she has initiated numerous projects that integrate numeracy, literacy, language, and culture, including Kindergarten and Grade 1–focused math camps and land-based learning kits. Kelley is also an avid motorcyclist and dedicated mother to two boys and three bonus children.

**Caelin Webber** grew up in Nova Scotia but now calls Thompson home. Most of her 17 years as an educator have been working as a teacher in various capacities in northern Manitoba. Since 2019, she has been a Literacy Support Teacher with the School District of Mystery Lake. In this role, she has seen the immeasurable value of land-based and identity-based education and continues to learn with and from her colleagues. She is proudly raising two amazing children.

#### 4E. Building Student Success with Indigenous Parents Overview

**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.

#### 4F. Creating Connections through Family Fun and Community

**Michael Spence** grew up in Rivers, Winnipeg, and Cross Lake, and is a member of Pimicikamak Cree Nation. He has been in the helping profession for over 25 years, and currently works as a Family Outreach Coordinator for the School District of Mystery Lake. He is a self-taught visual artist, a fluent Cree speaker, a proud father of eight children, and a loving grandpa.

**Lyle Massan** is originally from Gillam, Manitoba, and has been employed with the School District of Mystery Lake in Thompson since 2020 as a Family Outreach Coordinator. He has over 25 years of experience in the child welfare field and sees the value in proactively connecting with students and their families. He received his Bachelor of Social Work from the University of Manitoba in 2012 and is an advocate of lifelong learning.



**Laurel Roussin** was born and raised in Thompson, Manitoba, and is a member of Opaskwayak Cree Nation. She is the Community Connector at Juniper Community School, which has just become a community school this year. In previous years, Laurel was the Community Connector for Wapanohk Community School. She enjoys the work she does because she sees the importance of community and building community with her school and families.

Laurel is a wife and a mom to her three beautiful children, who are 13, 8, and 6 years old. In her spare time, Laurel is obtaining her Bachelor of Social Work degree and spends the majority of her life in hockey arenas as she enjoys watching the game that brings a smile to her children's faces. Laurel enjoys being out on the land and spending time with her family while doing so.

#### 4G. Sharing Knowledge—Kelsey School Division

*Join Myrna and Marcia for a session in Mino Wicihtowin (Helping One Another in a Good Way). They will share their success stories in land-based and cultural teachings throughout the Kelsey School Division. They will also allow participants to explore their personal history and identity through an interactive art process on Belonging: Who am I in relation to others? All supplies will be included in the session.*

**Myrna Ducharme** is the Indigenous Cultural Coach for Kelsey School Division in The Pas, Manitoba. "This is my first year in this position. I was a classroom teacher for the last 12 years, teaching Grades 3 to 6.

"I was born in The Pas, Manitoba. But I grew up all over northern Manitoba. My mother is Cree from Pikwitonei but has roots in the Tataskweyak Cree Nation, Split Lake, Manitoba. Both my grandparents on my mom's side attended residential school. My father is Métis from North Battleford, Saskatchewan. I have one brother and one sister.

"I have been living in The Pas for 11 years. I am married with two sons and two foster daughters. I spent my high school years in Cranberry Portage, which I call home. Cranberry is also where I received my Bachelor of Arts and Bachelor of Education degree through Brandon University. I started my teaching degree working on Opaskwayak Cree Nation, teaching Grade 6 for the first five years. I then worked for Kelsey School Division and spent the last seven years at Kelsey Community School.

"Over the last 12 years, I have learned a lot about teaching. I have also learned much about who I am as a Cree Iskwew. I have met many wonderful, helpful people along my journey in education. Many Elders and Indigenous Knowledge Keepers have helped me learn where I come from and how important it is to love who I am and where I come from. I am passionate about learning and teaching others about Indigenous Peoples' true history, culture, and languages."

**Marcia Novo** is a high school principal in The Pas, Manitoba, home of the Swampy Cree on Treaty 5 Territory. Her education career started in adult education, then moved to elementary—teaching Grades 3 and 4. After a short stint in the Early Years, she joined Mary Duncan School as their guidance counsellor.

She enrolled in art therapy at WHEAT Institute. She incorporated art therapy into her counselling with her students and was encouraged by the positive response. She believes wholeheartedly in school-based art therapy and is passionate about advocacy for more mental health services within public schools.

Three short years ago, she continued her education journey, moving into administration as the principal of an alternative high school. She continues to move the school forward in the spirit of reconciliation by incorporating cultural teachings and land-based learning into the school's culture. She has been active as the Indigenous Chair for her local association and as a principal involved in Indigenous education with the Provincial Principal Learning Network.

Marcia, a settler to these lands, was born and raised in northern Manitoba. She and her siblings lived on a small acreage with their parents, who were both teachers. They spent much of their childhood wandering through mossy-floored forests, gathering berries, building forts, and picking wildflowers along the roadside. She feels connected to the land and now raises her three young children with the same core roots in the land. When not at the local rink cheering on her boys, she is in her garden or perfecting her homemade bagel recipe!

## 4H. Treaty Education

**Alexandria Ireland** (Alex, she/her) is a settler on Treaty 1 and a senior policy analyst with the Indigenous Inclusion Directorate of Manitoba Education and Early Childhood Learning. She grew up in the R.M. of Woodlands on a small family farm and moved to Winnipeg as a young adult for educational opportunities. Alex has a Bachelor of Arts in Human Rights and Political Science and is currently completing her Master of Environmental and Social Change at the University of Winnipeg. Her studies have focused on intersectional analysis, Truth and Reconciliation, and social change through the lens of the original spirit and intent of the Treaties. Alex has worked with community organizations in the North End and inner city of Winnipeg in project planning, evaluation, policy development, and crisis support. She supports the Indigenous Inclusion Directorate in provincial implementation of Treaty Education for All as a part of teaching true history under the policy direction "Understanding of World Views, Values, Identities, Traditions, and Contemporary Lifestyles" of *Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. Alex will share the journey of the development and implementation of the Treaty Education for All plan.

**Dan Ward** (he/him) is Superintendent of Garden Valley School Division in south central Manitoba. He has a Bachelor of Education, a Post-Baccalaureate, and a Master of Education from the University of Manitoba. Dan has been an educator for 27 years as a teacher, school administrator, government liaison officer, and superintendent. He is currently the chair of the Manitoba Association of School Superintendents Indigenous Education Committee, a member of the Provincial Treaty Education Steering Committee, and the Superintendent Representative on the Indigenous Inclusion Directorate Advisory Council. In 2021, Dan presented at the Council of Ministers of Education, Canada (CMEC), Indigenous Education Webinar Series on Mountain View School Division's Indigenous Education Framework. Dan, his wife Tracy, and their three school-aged children reside on Treaty 1 Territory in Winkler. He is a band member of Sagkeeng First Nation. Dan will share highlights of their experiences in implementing Treaty Education in school divisions.

# Cultural Celebrations

---

## Niji Mahkwa Singers

Established in 2021, the Niji Mahkwa singers is a group of Early Years students supported by Niji Mahkwa teachers and staff. The group started when they were asked to perform “O Canada” in Ininimowin, and have since performed at a variety of events such as powwows and Indigenous gatherings. As part of the school’s language programs, these singers aspire to learn traditional songs and perform them in both Cree and Ojibway.

## Strong Warrior Girl Anishinaabe Singers

The warrior girls choir started in 2017 with their teacher Gloria Barker. They come from different communities. They have performed for the Jets, the Blue Bombers, the Winnipeg Ice, the Wesmen basketball championships, and many other language conferences and celebrations. They are in Grades 1 to 5, and they sing songs proudly in their anishinaabemowin language.

## Hoop Troupe

Teacher Kelly Chinchilla and her student hoopers have been performing together for the past few years. They are students in the Anishinaabemowin Program at Riverbend School and are in Grades 1 to 5. Together they have learned the power of powwow and are proud to learn and keep their cultural traditions alive! They are excited to dance and perform for audiences far and wide.

## Kinew Youth Dancers

The Kinew Youth Dancers started learning to jig together in the spring of 2022, under the instruction of Dean Davis of the Métis Traditional Square Dancers Group. Our dancers are 6 to 13 years old, and they all love to learn the many different fancy steps. Each one has a unique way of showing their moves. Kinew Metis Council does their best to provide teachings of the Métis culture of dance and music to the youth as they are the next generation of leaders.

# Acknowledgements

---

## *Premier Wab Kinew*

*Minister of Education and Early Childhood Learning Nello Altomare*

*Deputy Minister of Education and Early Childhood Learning Brian O'Leary*

## *Elders and Knowledge Keepers in Schools Advisory Council*

Gordon Walker

Ivy Chaske

Mary Wilson

Martha Peet

Linda Schatkowsky

Carl Stone

Myra Laramée

## *Community Consultation Group*

Madeline Gamblin

Ron Cook

Ron Burwash

Dianne Burwash

Kevin Tacan

Cecil Roulette

Faylene Sutherland

Floyd Sutherland

Becky Cook

Wanbdi Wakita

Josephine Hartin

Gail Lakatos

Mary Courchene

## *Speakers*

### *School Divisions/Delegates*

### *Cultural Celebration Groups*

Niji Mahkwa Singers

Strong Warrior Girl Anishinaabe Singers

Hoop Troupe

Kinew Youth Dancers

## *Oversight Committee*

Helen Robinson-Settee

Sarah Whiteford

Dan Ward

Lorna Munro

Myra Laramée

Susan Emerson

Janet Tomy

Indigenous Inclusion Directorate  
Manitoba Education and Early Childhood Learning

Early Learning and Child Care  
Manitoba Education and Early Childhood Learning

Garden Valley School Division

Swan Valley School Division

Elders and Knowledge Keepers Advisory Council

Provincial Operations  
Manitoba Education and Early Childhood Learning

Student Achievement and Inclusion  
Manitoba Education and Early Childhood Learning

Leslie McNab	Student Achievement and Inclusion Manitoba Education and Early Childhood Learning
Lola Whonnock	Indigenous Inclusion Consultant Manitoba Education and Early Childhood Learning

### *Program Committee*

Dawn Wood	Indigenous Inclusion Directorate Manitoba Education and Early Childhood Learning
Claudette Reid	Former Community Schools Mental Health Consultant
Marcia Novo	Kelsey School Division
Myrna Ducharme	Kelsey School Division
Terri Tretjak	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Shelly Marques	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Lorie Henderson	School District of Mystery Lake
Rob Riel	Winnipeg School Division
Corey Kapilik	Louis Riel School Division
Brett Schmall	Hanover School Division

### *Volunteer Committee*

Wanda Spence	Indigenous Inclusion Directorate Manitoba Education and Early Childhood Learning
Amanda Andrade	Winnipeg School Division
Stephanie Midford	Winnipeg School Division
Leanne Smith	River East Transcona School Division
Cora-Leigh Mazurat	River East Transcona School Division
Lisa Ludwig	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Marilyn Sacramento	Early Learning and Child Care Manitoba Education and Early Childhood Learning

### *Elders and Knowledge Keepers Committee*

Helen Robinson-Settee	Indigenous Inclusion Directorate Manitoba Education and Early Childhood Learning
Melissa Paypompee	Frontier School Division
Melissa Shapiro	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Lola Whonnock	Indigenous Inclusion Consultant Manitoba Education and Early Childhood Learning

### *Elders and Knowledge Keepers in Schools Advisory Council*

### *Gallery Walk Committee*

Michael McCrossan	Indigenous Inclusion Directorate Manitoba Education and Early Childhood Learning
Donald Nikkel	Lakeshore School Division
Jon Zilkey	Brandon School Division
Tim Connell	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Joanna Flores	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Olena Ptukha	Corporate Services Division Manitoba Education and Early Childhood Learning

### *Publicity Committee*

Alex Ireland	Indigenous Inclusion Directorate Manitoba Education and Early Childhood Learning
Gisèle Mospanchuk	Winnipeg School Division
Maxine Lam	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Johanne Jubinville	Corporate Services Division Manitoba Education and Early Childhood Learning
Louise Boissonneault	Corporate Services Division Manitoba Education and Early Childhood Learning
Kristin Grapentine	Corporate Services Division Manitoba Education and Early Childhood Learning
Lindsay Walker	Corporate Services Division Manitoba Education and Early Childhood Learning
Marjorie Poor	Corporate Services Division Manitoba Education and Early Childhood Learning
Diane Courcelles	Corporate Services Division Manitoba Education and Early Childhood Learning

### *Cultural Celebration Committee*

Lola Whonnock	Indigenous Inclusion Directorate Manitoba Education and Early Childhood Learning
Sherri Denysuik	Seven Oaks School Division
Paige Mason	Early Learning and Child Care Manitoba Education and Early Childhood Learning
Tammy Ballantyne	Flin Flon School Division

*Sheri Domenico, Kelly Forgala Event Management*

*Artisan Audio Visual*

*Victoria Inn Hotel and Convention Centre*



