



Aboriginal Education Research Forum

"Shawane DagoSiwin"

(means being respectful, caring and passionate for Aboriginal research)

May 7, 8, and 9, 2008

Victoria Inn Hotel and Convention Centre, 1808 Wellington Avenue
Winnipeg, Manitoba, Canada

Conference Agenda

Wednesday, May 7th, 2008

4:00 pm	Registration Opens
5:30 – 9:30 pm	Banquet Evening

Thursday, May 8th, 2008

7:00 am	Pipe Ceremony
8:00 am	Registration opens Breakfast
9:00 – 10:30 am	<p>Conference opening</p> <ul style="list-style-type: none"> • Opening Ceremony • Opening Prayer • Welcoming Remarks <ul style="list-style-type: none"> ○ Planning Committee Chair, Leadership <p>Keynote Speaker</p> <ul style="list-style-type: none"> • Dr. Marie Battiste – (Professor, University of Saskatchewan) <ul style="list-style-type: none"> ○ Professor Battiste is one of Canada's most influential researchers in the field of Indigenous and First Nations education, and a technical expert to the United Nations on issues surrounding the education of Indigenous peoples. A Mi'kmaq educator originally from the Potlo'tek First Nations in Nova Scotia, Dr. Battiste is a full professor in the University of Saskatchewan College of Education and coordinator of the Indian and Northern Education Program

within Educational Foundations. She is also the academic director of the new Aboriginal Education Research Centre and co-director of the Humanities Research Unit at the University of Saskatchewan.

10:30 – 10:45 am

Health Break

10:45 – 12:15 pm

Concurrent Sessions 1:

Session 1A

Kandossiwin, This is how we come to know.

- **Kathy Absolon** - Kathy is Anishinaabekwe from Flying Post First Nation and currently teaches in the MSW Aboriginal Field of Study at Wilfrid Laurier. Her recent doctoral thesis was on Indigenous worldviews and methodologies in graduate research. She teaches and researches from her Anishinaabe lens.

Session 1B

Introduction to Métis Culture and Identity

- **Lawrence Barkwell** - an honorary Life Member of Manitoba Métis Federation. Lawrie has edited or co-edited ten books, provided chapters for several textbooks, and contributed articles to a variety of refereed journals. He was senior editor for *La Lawng: Michif Peekishkwewin*, *The Heritage Language of the Canadian Métis*, *Métis Legacy: A Métis Historiography and Annotated Bibliography* and *Métis Legacy, Volume Two: Michif Heritage, Culture and Folkways*.

Session 1C

Igniting the Power Within: Transforming Lived Experiences into Learning and Employment

- **Leona Daniels** - Igniting The Power Within is not a research organization. Igniting the Power Within is a steering committee consisting of First Nation, Metis, Aboriginal stakeholders and provincial government representatives. We have made significant contributions to promoting positive change in northern communities and peoples in Canada.
- **Cheryl Lavallee** – n/a

Session 1D

Developing an Indigenous Research Paradigm

- **Michael Anthony Hart** - a citizen of Fisher River Cree Nation and father of two sons, resides in Winnipeg, Manitoba. He is an assistant professor with the Faculty of Social Work, University of Manitoba. His research, teaching, and practice focuses on anti-colonialism, Indigenism, and Indigenous ways of helping.

Session 1E

The Return of the Sun” in Nunavut: Inuit Legends, Oral Histories, Art, and Science in the Development of Lessons that Foster Two-Way Learning

- **Barbara McMillan** - is an assistant professor in science education at the University of Manitoba. Her teaching is in Early Years science. Her primary interests are the development of science stories and the creation of

place-based curricula that foster an interest and understanding of the nature of science and science knowledge for learners of all ages.

Session 1F

Bridging the Gap: Engaging Inner-City Youth in Stewardship Using Principles of Indigenous Science

- **Natalie Swayze** – is Métis and a Master's of Education Candidate at the University of Manitoba. She is Executive Director of the Canadian Network for Environmental Education and Communication (EECOM) and also works part-time as an Education Coordinator with the City of Winnipeg, Naturalist Services Branch.
-

Session 1G

- **Elder John Martin** - is a residential school survivor from the '50's. Over the years he has worked as a welder for nine years in Winnipeg and in 1973 began working with Moose Lake Loggers. He also became involved in local politics in Moose Lake as a Councillor for 20 years.

John became interested in his culture and traveled to learn from the Elders. From these teachings, his life experiences and his cultural work, he has received recognition from his community as an Elder. He performs sweat lodge ceremonies, feasts and traditional weddings; and also holds a license to do wedding ceremonies.

Session 1H

Teaching Traditional Governance: Putting the Theory of a People into Practice

- **Thohahoken Michael Doxtater** - teaches Organizational Learning at McGill University, and has worked in organizing at the grassroots level, and in conflict and dispute resolution at Oka, Tutelo Heights, Eagles Nest, and Red Hill Valley land disputes. A Turtle Clan Mohawk.
-

12:15 – 1:30 pm

Lunch Break

1:30 – 2:30 pm

Concurrent Sessions 2:

Session 2A

(Re)Searching Spiritually Respectful Research: an Anishinaabe Story of Coming to Know Bimaadiziwin

- **(Ahnungoonhs) Brent Debassige** - is Anishinaabe of the Caribou clan from M'Chigeeng First Nation (FN) in Ontario. He is a Midewiwin initiate and Sundancer. Currently, he is a doctoral student in education at York University. His research interests include cultural sustainability of Anishinaabe ways of knowing, Indigenous knowledge and research, and academic resiliency of FN students.
-

Session 2B

Walking Backwards Into The Future With Our Stories

- **Lolehawk Laura Buker** - is Sto:lo from the Fraser Valley in British Columbia. She is completing her doctorate in Aboriginal Language Renewal and New Media for Indigenous Education. She recently joined the Education Faculty at

Lakehead University in Thunder Bay in the Fall 2007. Research work has included many innovative Aboriginal education programs, including the completion of the first Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture. This successful program was completed for Sto:lo Nation.

Session 2C

How Children Learn Language: Perspectives of Aboriginal Caregivers

- **Luella Bernacki Jonk** - her 12 year professional career as a Speech-Language Pathologist working in First Nation communities provided her with clinical expertise and knowledge surrounding language development in children. Research interests include second language acquisition, language and culture, brain plasticity and language development.
-

Session 2D

Kakhitawi Yihtamowin SAGE program (Continues on in Session 3D)

- **Helen Robinson-Settee** - is currently Director of the Aboriginal Education Directorate, Manitoba Education, Citizenship and Youth/Advanced Education and Literacy. She has been working with the Department of Education for the past twelve years, as a consultant in the School Programs Division and with the Directorate. Previous to her work at the Department, Helen taught in Winnipeg inner-city schools for almost ten years, two of which included the two Aboriginal schools in Winnipeg: Children of the Earth and Niji Mahkwa. Helen is also the Planning Chair for the Aboriginal Education Research Forum.
 - **Denise K. Henning** - President and Vice-Chancellor of the University College of the North, is a leader in higher education administration. As a Cherokee/Choctaw originating from Creek County in Oklahoma, Dr. Henning brings a passion for equity and inclusion in higher education, as well as a concern for helping students; faculty, staff, and administrators from all backgrounds appreciate the rich heritages present in our country and in our contemporary world. In particular, through her research, she has acquired critical awareness of the social and institutional issues that affect the educational performance of Indigenous students and other underrepresented groups. Through her teaching experiences with graduate and undergraduate students, she has honed skills in mentoring students whose cultural orientation does not match readily with the customary pedagogical patterns in higher education and translating this information to administration, faculty, and staff.
 - **Dawn Sutherland** - is an Associate Professor at the University of Winnipeg teaching science education methods and researching the impact of culturally-relevant science programs on student self-efficacy. Dr. Sutherland has been involved in developing science programming in First Nations communities for the past 10 years.
 - **Sharon McKay** – n/a
-

Session 2E

Creating Partnerships for Community-Based Programs (Continues on in Session 3E)

- **Nora Murdock** - is the Director of Education for Fisher River Cree Nation in Koostatak, Manitoba. She has a Master of Education degree in Educational Administration from the University of Manitoba and is currently in the PhD program. She has a wealth of experience in education administration in Aboriginal schools.

- **Jerry Storie** - is currently the Dean of the Faculty of Education at Brandon University. He began his career as a counsellor and teacher in Flin Flon, Manitoba and was the MLA for Flin Flon from 1981-1994. He served as Minister of Northern Affairs and Minister of Education. He was a school superintendent for ten years, including time as a Frontier School Division Area Superintendent. He has worked extensively with Aboriginal communities over the years.
 - **Amjad Malik** - currently a travelling professor with the Brandon University Northern Teacher Education Program (BUNTEP) which serves northern, Metis, and First Nations communities. Dr. Malik has taught at the high school level and travelled extensively to First Nations communities since joining Brandon University. In addition to a PhD in Agronomy, Dr. Malik has Bachelor and Masters' degrees in education and has experience as a researcher.
-

Session 2F

Grandparenting: A Traditional Way of Raising a Child (Continues in Session 3F)

- **Elder Mary Guilbault** - is from Fisher River Cree Nation. She is a retired social worker from the Manitoba Department of Health and Social Services. She worked in this position for twenty-six years. She has been involved and was instrumental in the start of all types of organizational structures that are presently ongoing today. Some of these organizations include: Indian and Metis Friendship Centre, Manitoba Metis Federation, Provincial Upgrading Program which is now a national program and at the University of Manitoba, organizational structures that include Faculties of Social Work, Education, Engineering and Nursing. Mary was also instrumental in the Kindergarten program at the Friendship Center which was taught by Yvonne Monkman. Mary was present at many negotiating tables and she also worked with the inmates from Stony Mountain through the Indian and Metis Friendship Centre.

Mary's' grandmother was instrumental in her progressive thoughts in education and encouraged her to strive and attain high standards in education. Her grandmother encouraged Mary to maintain her cultural and traditional life which would give Mary insight into all aspects of life. She was taught to never give up on your faith in all that you do. Mary is the mother of five daughters who were all successful in attaining their education. She is also the grandmother of nine grandchildren and thirteen great-grandchildren.

- **Myra Laramee** - is a member of the Fisher River Cree Nation. She is a grandmother, mother, sister, and daughter. These roles are of great importance and have been significant in shaping the person that she is today.

Myra carries a traditional bundle for the Indigenous people of this territory and has made a vow of commitment to be a person of peace in the work that lies in her path. She personally believes that lack of knowledge amongst people is cancerous and spends most of her time seeking and imparting knowledge for capacity building and the development of truthful relations.

As a traditional woman, Myra is responsible for the transmission of knowledge and ceremony for women and children through the use of a Tipi Lodge. Care of children has been and will continue to be a lifelong commitment. Healing in our communities is of utmost urgency and the work for her future hinges on our peoples' wellness.

Session 2G

Kenanow Learning Model (Continues in Session 3G)

- **Doris Young** - is a member of the Opaskwayak Cree Nation of The Pas,

Manitoba. She is the mother of three wonderful children and grandmother of three beautiful children. She has also been a political activist and educator most of her life. She moved home to get reacquainted with her family and community and for her children and grandchildren to get to know that sacred place - their traditional territory. She has a wealth of working experience in the areas of education, housing, justice and child welfare as a researcher, instructor, professor and an administrator. She currently works at the University College of the North, Assistant to the President on Aboriginal Affairs. Doris holds an Honours Degree in Political Science from the University of Manitoba and a Master's Degree in Public Affairs.

- **Esther Sanderson** - is from the Opaskwayak Cree Nation and a member of the Beaver Clan. The reasons for her work in education are her two children and her four sacred grandchildren. She is currently working for the University College of the North in The Pas, Manitoba developing the Center for Aboriginal Languages. Her career in education spans over 25 years in Aboriginal education as a classroom practitioner, university lecturer, curriculum consultant and an administrator. She holds a M.Ed. from the University of Manitoba and an undergraduate degree from Brandon University.
- **Elder Stella Neff** – n/a

Session 2H

Team Leader Immersion: A Professional Development Model Which Uses Traditional Ecological Knowledge to Inform Teaching and Learning

- **Ken McCorkle** - is an educator/counsellor in the Sunrise School Division. He has worked in Saskatchewan, Manitoba, and his home state of Alaska with over twenty years of experience in the counselling field.

Session 2I

N_tacimowin inna nah_ : Coming in to Two-Spirit Identities

- **Alex Wilson** – from Opaskwayak Cree Nation, conducts research and training on social justice issues. Her professional interests focus on developing and implementing Indigenous curricula, research and teaching methodologies. As a partner in Blue Sky Planners & Consultants, Inc. she has conducted large and small-scale needs assessments and evaluations and has developed training and health policy based on those assessments for a variety of organizations. Currently she is employed as an Assistant Professor at the University of Saskatchewan.

2:30 – 3:00 pm

Health Break

3:00 – 4:00 pm

Concurrent Sessions 3:

Session 3A

Sharing Our Success

- **Betty-Ann McIvor** - This presentation will include six Aboriginal high school students (Grade 11) from each of the six sites (Making Education Work) who are currently involved in the programming component of this research project.

Session 3B

Aboriginal Arts Curriculum Resource Guide – Exploring Methodologies

- **J'net Cavanagh** - is working with the Association for Native Development in the Performing and Visual Arts and currently coordinating a Roundtable on

Aboriginal Arts Curriculum Development focused on exploring Methodologies to develop a resource Guide for Aboriginal educators, students and education policy makers.

Session 3C

Building Research Capacity for Collecting Language Data for Anishinaabemowin Revitalization

- **Dr Stelsmethet Ethel B Gardner**, a Sto:lo; member of the Skwah First Nation in B.C., currently Chair of the Department of Aboriginal Education, and an Associate Professor at Lakehead University. Her career in the field of education spans over 20 years, and includes a passion for work in Aboriginal language revitalization in new technologies and language planning.
-

Session 3D

Kakhitawi Yihtamowin SAGE program (Continuation of Session 2D)

- **Helen Robinson-Settee**
 - **Denise K. Henning**
 - **Dawn Sutherland**
 - **Sharon McKay**
-

Session 3E

Creating Partnerships for Community-Based Programs (Continuation of Session 2E)

- **Nora Murdock**
 - **Jerry Storie**
 - **Amjad Malik**
-

Session 3F

Grandparenting: A Traditional Way of Raising a Child (Continuation of Session 2F)

- **Elder Mary Guilbault**
Myra Laramee
-

Session 3G

Kenanow Learning Model (Continuation of Session 2G)

- **Doris Young**
 - **Esther Sanderson**
-

Friday, May 9th, 2008

7:00 am	Pipe Ceremony
9:00 – 10:00 am	<p>Day Two Summary</p> <ul style="list-style-type: none">• Program Committee Co-Chairs• Opening Prayer <p>Keynote Speaker</p> <ul style="list-style-type: none">• Tom Porter (Sakokwenionkwás—“The One Who Wins”) – (Spokesman and Chief Spiritual Leader of the Mohawk Community of Kanatsiohareke (Ga na jó ha láy:gay)<ul style="list-style-type: none">○ Tom Porter is member of the Bear Clan; he was raised as part of the Akwesasne Mohawk Nation in upstate New York. Mr. Porter has been a nationally recognized figure in Indian Country since the 1960s when he co-founded the White Roots of Peace, a group of Iroquois Elders who toured the country sharing traditional teachings and encouraging Indians to embrace their respective Native traditions. Recognizing that Mohawk language and culture were dying out, he also co-founded the Akwesasne Freedom School for Grades K-8, with a curriculum entirely in Mohawk. He also began Partridge House, a drug and alcohol rehabilitation center. Mr. Porter is recognized nationally as a compassionate and inspirational speaker about the destructive effects of substance abuse on Indian families, communities and nations.
10:00 – 10:30 am	Health Break
10:30 – 12:00 pm	<p>Concurrent Sessions 4:</p> <p>Session 4A Aboriginal Student Success Across Language and Lifeworlds: Brainstorming/Creating Partnerships in Practice</p> <ul style="list-style-type: none">• Marlene R. Atleo - ?eh ?eh naa tuu kwiss, Ahousaht First Nation, teaches in the Faculty of Education at the University of Manitoba. She is a grandmother of six. Her research involves questions about how Aboriginal education develops at all levels of the education system to assure equitable opportunities for Aboriginal students in particular through valuing heritage language and cultural values both in urban and First Nation community settings. <hr/> <p>Session 4B Creative Action Circles - A Methodology to Aboriginal Community Development</p> <ul style="list-style-type: none">• J'net Cavanagh - is from the Ahousaht First Nation in BC. J'net has a MA in Leadership and designed a new Indigenous Methodology. Creative Action Circles is a participatory community development tool designed to specifically take dialogue into creative expression to honour the retelling of traditional oral teachings. <hr/> <p>Session 4C What is the Relationship Between a Student's Indigenous Knowledge and their Experience as a University Student?</p>

- **Ross Hoffman** - is an assistant professor in the First Nations Studies department at the University of Northern British Columbia. He earned his Ph.D. in Native Studies at Trent University and his M.Ed. in Curriculum Studies at the University of Victoria. Originally from Ontario, he has lived for more than two decades in northwestern BC. During that time, he has worked within Wet'suwet'en, Gitksan and Cree communities on a variety of community-based research projects in the areas of education, language and culture, and health and wellness. This interdisciplinary research has included extensive work in the oral tradition with Elders and other knowledge holders.
-

Session 4D

Tracking Forward, Tracking Back: Aboriginal Student Achievement in Brandon. Year 1

- **Adrian Kuryliw** - has worked as a psychologist in Brandon and First Nation communities since 1984 and has been an instructor at Brandon University Graduate Studies since 1989. Adrian's recent work with the Brandon School Division has included detailed data and trend analysis of student achievement. He has published in various Psychology and Education journals.
-

Session 4E

Nametwaawin (Making a Presence) – Integrating Indigenous Knowledge into Curriculum and Teaching Methodologies

- **Cathy Rocke** - is currently employed as a Program Director with Aboriginal Focus Programs, Extended Education Division at the University of Manitoba. In this capacity she is responsible for program development, management and evaluation in the full range of certificate, diploma and degree programs offered off-campus and developed in collaboration with Aboriginal communities. Cathy holds both a B.S.W. and M.S.W. and is currently enrolled in the PhD program in Peace and Conflict Studies at the Arthur V. Mauro Centre of Peace and Justice at the University of Manitoba, where she hopes to study the efficacy of anti-racist training initiatives.
 - **Audrey Richard** - has been a Program Administrator for the Aboriginal Focus Programs (AFP) for the last 12 years of her 17 year employment at the University of Manitoba. In that position she provides support to students who are enrolled in AFP. AFP students face many challenges in completing their education and Audrey's role is to help students succeed. She is a graduate of both the AFP Diploma in First Nations Community Wellness Diploma and a B.S.W. from the University of Manitoba. Audrey is currently completing her Master's of Education program at the University of Manitoba.
-

Session 4F

A Journey from Cultural Awareness to Cultural Competency

- **Myra Laramee** - is a member of the Fisher River Cree Nation. She is a grandmother, mother, sister, and daughter. These roles are of great importance and have been significant in shaping the person that she is today.

Myra carries a traditional bundle for the Indigenous people of this territory and has made a vow of commitment to be a person of peace in the work that lies in her path. She personally believes that lack of knowledge amongst people is cancerous and spends most of her time seeking and imparting knowledge for capacity building and the development of truthful relations.

As a traditional woman, Myra is responsible for the transmission of knowledge and ceremony for women and children through the use of a Tipi Lodge. Care

of children has been and will continue to be a lifelong commitment. Healing in our communities is of utmost urgency and the work for her future hinges on our peoples' wellness.

Session 4G

- **Elder Gladys Cook** - was born in a tent on the Sioux Valley Reserve, west of Brandon, Manitoba. The first child of Ruth Wasuda Ross and Elijah Taylor, she was given the Dakota name Topah-hde-win, which means "four steps", the number four representing the four directions of the sacred circle, believes this has shaped her life and work today. Not only did she survive, she went on to rediscover a profound faith that acknowledges both Christian and Native spirituality; and to carve a distinguished career as an alcohol and drug abuse counsellor. She has more than a 25 year commitment to working with Aboriginal youth at the Agassiz Youth Centre and with Aboriginal female offenders at the Portage Correctional Centre in Portage La Prairie, Manitoba. Gladys has received the following awards:
 - 1996 Governor General's Award for promoting women's rights
 - 1993 Manitoba Premier's Award for her volunteer work
 - Recipient of the Order of Rupert's Land
 - Canada 125 medal for commitment to "her people, her community and her country"
 - 2003 Health or Safety Promotion Award from the Manitoba Medical Association
 - 2005 Grandmothers Leaders in the Community award from the community of Portage La Prairie
 - 2005 Order of Manitoba

Session 4H

Traditional Knowledge as a Bundle

- **Elder Garry Robson** -an Ojibway from the Peguis First Nation, is an Aboriginal Awareness Consultant with the Aboriginal Education Directorate over the past 25 years. A member of the Turtle Clan, Garry provides traditional culture and historical overview, as it relates to present day, to classrooms, teachers, administrators, parents, community agencies and government departments within the Province of Manitoba. Garry is also a poet and storyteller. Garry also know stories of the traditional life of his people, some of things are the Clan System, Prophecies, 7 Stages of life and Cradle Board to name a few.

Session 4I

Awakening the Non-Sleeping Giants: IPK Holders Inventory at UNBC

- **Fyre Jean Graveline** – n/a
- **Lisa Krebs** – n/a

12:00 – 1:30 pm

Lunch Break

1:30 – 2:30 pm

Concurrent Sessions 5:

Session 5A

Seven Generations Yet To Come: Principles of Good Practice Re: FNs English Dialect Issues

- **Sharla Peltier** - is an Aboriginal Speech and Language Pathologist who has worked with First Nations populations in the Education and Health Sector of

the Great Lakes Region of Ontario for over 20 years. She believes in Red Road Empowerment and facilitates celebration and enhancement of the gifts of voice and communication with families and children. Aboriginal children have been therapized in the educational system and Sharla has focused on increasing awareness of Aboriginal English dialect differences to support a paradigm shift away from the deficit-approach to educational programming for Aboriginal children and youth. Sharla is a member of the Mnjikaning First Nation, Loon Clan and currently resides in North Bay with her husband Stanley, and sons, Douglas and Vincent.

Session 5B

Standing Tall - A Community Initiative for Building Capacity

- **Sharon Conway** - is a Métis educator on secondment from the Winnipeg School Division (WSD), currently working for the Manitoba Métis Federation (MMF). Sharon has worked as a classroom teacher in the Inner City and a support teacher, writing Aboriginal curriculum for the WSD. Other curriculum experiences include being the primary writer for the K-4 Aboriginal Culture and Language Curriculum and the K-4 Social Studies Curriculum. She is currently implementing Standing Tall, a three year pilot program, in two Inner City schools and taking courses toward her Master's in Education.

Sharon will be accompanied by 6-8 Standing Tall Employees and a consultant from the province who has provided on-going support in Essential Skills training.

Session 5C

Omushkegowuk Justice

- **John George Hansen** - A member of the Opaskwayak Cree Nation, has taught elementary, high school and university students. He is a lecturer in the Faculty of Arts (Aboriginal and Northern Studies) at the University College of the North. Here he presents the findings of his PhD work in education (University of Regina).
-

Session 5D

Listen! Spiders Making a Web: Researching in Aboriginal Education (*Continues in Session 6D*)

- **Mary Lindsay (Ed.D.)** - is project lead for a community-based inquiry funded by the Canadian Council on Learning. She is also a teacher-researcher in Education at Malaspina University-College, a wife, and mother. Her worldview is significantly influenced by these roles and growing up at the margins.
 - **Lynn Joseph (M.Ed.)** - married into the Tl'azten Nation and has two adult children. She has been the District Vice Principal of Aboriginal Education in School District #71 for the last three years. Prior to this she was the District Resource Teacher for 7 years. Lynn also worked in the VSB for 11 years.
 - **Carrie Reid (PhD Cand)** - is mostly Salish and lives and works in her own community on Vancouver Island. Carrie has a varied background and currently works doing research, program evaluations, art heart. Carrie loves to pick berries, knit, and go out for breakfast on Sundays with her son.
-

Session 5E

Sustaining our First Nation Languages: The Yukon Experience (*Continues in Session 6E*)

- **Linda R. Harvey** – an Urban and Rural Coordinator for the Yukon Native Language Centre in Whitehorse, Yukon.

- **Jo-Anne Johnson** – an Urban and Rural Coordinator for the Yukon Native Language Centre in Whitehorse, Yukon.
-

Session 5F
Incorporating Indigenous Knowledge into Science for Aboriginal Youth (Continues in Session 6F)

- **Dawn Sutherland** - is an Associate Professor at the University of Winnipeg teaching science education methods and researching the impact of culturally-relevant science programs on student self-efficacy and. Dr. Sutherland has been involved in developing science programming in First Nations communities for the past 10 years.
 - **Marilyn Carter** - is from the Lac la Ronge First Nation. She is a full-time teacher in the Winnipeg School Division and Master's Candidate at the University of Manitoba. Her professional interests lie in culturally-relevant career and science education.
 - **Natalie Swayze** - is Métis and a Master's of Education Candidate at the University of Manitoba. She is Executive Director of the Canadian Network for Environmental Education and Communication (EECOM) and also works part-time as Education Coordinator with the City of Winnipeg, Naturalist Services Branch.
-

Session 5G
Teachable Moments: Two Circumpolar Postsecondary Case Studies

- **Chris Paci** - holds an interdisciplinary doctorate (Manitoba 2000). He is Postsecondary Program Coordinator, Government of the Northwest Territories, Yellowknife.
-

Session 5H
Celebrating Aboriginal Culture: Schools and Communities Working Together

- **Helen Armstrong** - the principal investigator of the SSHRC/CURA grant elaborated in this presentation and is a professor in the Faculty of Education at Brandon University.
 - **Chris Brown** – is an assistant professor in the Faculty of Education at Brandon University and a co-applicant on the grant.
 - **Tina Brown** – is an educational assistant at Chan Kagher Otina Dakota Tipi School at Birdtail First Nation and the community-based coordinator of the SSHRC/CURA program for her school.
 - **Jennifer Esquash** – is an educational assistant at Indian Springs School at Swan Lake First Nation and the community-based coordinator for her school, along with Deanna McKinney.
 - **Florence Paynter** – is the coordinator of Research and Development for the Manitoba First Nations Education Resource Centre, which is also a partner on the SSHRC/CURA grant elaborated in this presentation.
-

2:30 – 2:45 pm

Health Break

2:45 – 4:00 pm

Concurrent Sessions 6:

Session 6A

K-12 Aboriginal Languages and Cultures Manitoba Framework

- **Wanda Barker** - is the Aboriginal Languages Consultant for the Manitoba Education Citizenship and Youth, Instruction and Curriculum Branch for provincial education. Wanda is a fluent speaker in the Ojibwe language and has been in the area of education for 18 years. She is currently involved in various projects to promote the Aboriginal languages and cultures such as curriculum development, resources development, facilitating language workshops, and teaching the Ojibwe language for different institutions/organizations.
-

Session 6B

Jackfish and Moose meet Sojourner Truth

- **Carolyn Creed** - is a writer and an educator whose interests span the literature of eighteenth-century England right across to the works of twenty-first-century Canada. Dr. Creed has lectured in Manitoba for a quarter-century, and spent three years doing the same thing in Africa.
-

Session 6C

Teachings from the Good Life

- **Tanya Dawn McDougall** - is a First Nations woman from the remote community of St. Theresa Point where she lives and works. She is in charge of designing and planning the school literacy program and has learned a lot through this experience. Tanya is currently a graduate student at the University of Manitoba.
-

Session 6D

Listen! Spiders Making a Web: Researching in Aboriginal Education (*Continuation of Session 5D*)

- **Mary Lindsay (Ed.D.)**
 - **Lynn Joseph (M.Ed.)**
 - **Carrie Reid (PhD Cand)**
-

Session 6E

Sustaining our First Nation Languages: The Yukon Experience (*Continuation of Session 5E*)

- **Linda R. Harvey**
 - **Jo-Anne Johnson**
-

Session 6F

Incorporating Indigenous Knowledge into Science for Aboriginal Youth (*Continuation of Session 5F*)

- **Dawn Sutherland**
 - **Marilyn Carter**
 - **Natalie Swayze**
-

4:00 pm

Closing Ceremonies

- **Closing Remarks**
 - **Planning Committee Chair**
 - **Program Committee Co-Chairs**
 - **Closing Prayer**