



2024 National Gathering Presentations

IN PERSON

November 21-22, 2024
Winnipeg, MB

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3R VR Quest: Protectors of Our Land

Presented by: Kori Wuttunee & David Brass | Saskatchewan
Aboriginal Land Technicians

The Saskatchewan Aboriginal Land Technicians is a non-political organization dedicated to providing support for First Nation Land Managers as they work to develop and increase capacity on their Traditional territories, all while respecting and honoring local customs and traditions. To engage Indigenous youth and educate them on the importance of waste reduction and recycling, our team has developed a virtual reality game called 3R VR Quest: Protectors of our Land. In this immersive game, players take on the role of cultural animal avatars as they embark on a quest to learn about Indigenous Ways of Knowing, including the Cree language and background. Through interactive gameplay, students are challenged to overcome obstacles and complete tasks related to waste reduction and recycling, all while exploring the rich heritage of Saskatchewan's First Nations. By blending technology with cultural education, 3R VR Quest aims to inspire a new generation of environmental stewards and cultural ambassadors. We believe that by providing a fun and interactive platform for learning, we can empower youth to take action in protecting and preserving the land for future generations. Saskatchewan Aboriginal Land Technicians is committed to creating a more sustainable and culturally vibrant future for Indigenous communities across the province through innovative initiatives like 3R VR Quest: Protectors of our Land.

A Pragmatic Approach to Implementing Métis Content into the Classroom

Presented by: Laura Forsythe | University of Winnipeg

The presentation explores a pragmatic approach to implementing Métis content into the classroom in a good way by honouring the voices of Métis curriculum and content creators. Addressing the hesitancy created by not knowing which resources and methods to utilize in our classrooms, this presentation will cover the following topics: families and kinship, Métis women, and dispossession, demonstrating how to bring these stories into your



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classroom. Highlights for educators will include lesson/unit plans created in the community, creating relationships with local Métis communities, and inviting guest speakers into your schools.

Askîhk kiskinwahamâtowin - Métis Land-Based Learning

Presented by: Holly Brandsma & Kimberley Fraser-Airhart | Rupertsland Institute

Land Based Learning is central to Métis ways of knowing and being. When we create relationships to the land, we have a responsibility to live in reciprocity by protecting and caring for the land and all that lives on it. Seeing the land as a relation is an important Métis worldview. Join Rupertsland Centre for Teaching and Learning in exploring what Land Based Learning is, what it could look like in schools, and what resources can support this learning.

Beyond Social Studies: Understanding Residential Schools Through Math

Presented by: Kaila Johnston | National Centre for Truth and Reconciliation

The National Centre for Truth and Reconciliation's (NCTR) archive is a valuable and often untapped resource that can be used in the classroom to assist students in understanding the Residential School System and its legacy.

How much money did Residential Schools spend on their students per year? How much did they spend on food? Was it enough to feed the children under their care? Using publicly accessible documents, participants will explore math-based activities to look at malnutrition and the overall under-funding of schools.

Participants will be provided with a package of resources including primary source documents used and exercise worksheets to accompany the activities. These activities have been created for



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an intermediate or senior student in mind but could be adapted for younger or post-secondary audiences.

Building Healthy Relationships with Elders and Knowledge Keepers

Presented by: [Mona Moquin & Elder](#) | Indigenous Excellence - Manitoba Education

This workshop will share key strategies about meaningful and healthy relationship-building with Elders and Knowledge Keepers, using the 4 Rs:

- **Relationship:** who is an Elder, making connections, requests and protocol, engagement and building relationships
- **Respect:** co-planning, co-teaching, co-learning, creating safe spaces together, teamwork
- **Reciprocity:** care and compensation
- **Relevance:** what is the curriculum, what are the students' needs and the school's needs, looking at resources, planning and marking clear objectives, and hearing from Elders

Creating Equity for First Nations, Métis and Inuit Students in Ontario Provincial Classrooms

Presented by: [Tammy desOrmeaux](#) | Conseil scolaire catholique Franco-Nord

This workshop is a snapshot of doctoral research in creating equity for Indigenous students in Ontario provincial classrooms. This presentation will help early adopter teachers/champion teachers gain the knowledge they need to integrate Indigenous perspectives into their practice. This presentation will also provide two examples through a novel study (in French and English), which will allow educators to teach about residential schools at the junior and intermediate levels.



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Creating Language Resources to Support Language Instructors of All Fluency Levels

Presented by: Lorraine Cardinal-Roy & Joelle Chemali | Kee Tas
Kee Now Tribal Council Education Authority

Creating effective language resources means addressing the needs of both the educator and the learner. In many Indigenous communities, language classes are taught by non-fluent language speakers, which creates unique challenges. At KTCEA, we've designed our language resources with our Cree educators in mind, using a mix of interview-driven materials, illustrated conversation videos, animation videos, and educator guides to provide wrap-around support. During this session, attendees will:

- Hear how we designed our resources to support both our fluent and non-fluent Cree educators
- See samples of our classroom resources
- Learn how to use resources as a bridge to enable non-fluent speakers to confidently teach a language class
- Hear how we partnered with Learning Bird to help us realize our vision.

Culturally Responsive Education: Empowering Indigenous Students through Total Immersion Māori Language Education, Cultural Responsiveness, and Community Collaboration

Presented by: Ryan Tapsell & Kahu Walker | Manutuke School,
New Zealand

In this session, we will delve into three key pillars of Indigenous education: total immersion Te Reo Māori education, cultural responsiveness, and community collaboration. Drawing from our extensive experience in New Zealand's educational landscape, we will explore the benefits and challenges of total immersion Te Reo Māori education, discuss strategies for promoting cultural responsiveness and equity in schools, and showcase successful examples of community engagement and collaboration. Our aim is to provide educators with practical insights and tools that they can



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implement immediately to empower Indigenous students and improve educational outcomes.

Key Points:

1. **Total Immersion Māori Language Education:** We will share our experiences and best practices in total immersion Te Reo Māori education, highlighting its positive impact on Indigenous students' learning outcomes and cultural identity.
2. **Cultural Responsiveness in Education:** We will explore strategies for fostering cultural responsiveness and equity in education, drawing from real-world examples and case studies from New Zealand's diverse educational settings.
3. **Community Engagement and Collaboration:** We will discuss the crucial role of community engagement and collaboration in Indigenous education, showcasing successful partnerships between schools, local Iwi, and community organizations and their impact on student success.

Additional Information: We will provide attendees with practical resources, including sample lesson plans, rubrics, and recommended readings, to support them in implementing the ideas discussed during the workshop. Participants will also have the opportunity to engage in interactive discussions and activities aimed at enhancing their understanding and skills in culturally responsive education.

Culturally Situated Computer Science – How to Teach Algorithms Through Beading

Presented by: [Natasha Donahue](#) | [TELUS World of Science - Edmonton](#)

This workshop explores routes to computational literacy using culturally situated tools, with Indigenous beadwork as the focus. Educators will be provided with an easily re-creatable kit to bead a simple bracelet following the session. This kit can be used to tell a story, explore symmetry and geometry, and apply algorithmic design principles. Using their bracelet-making algorithm, educators will explore the flow of computer programming from



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English to pseudocode to programming language. Note that although beading is the example used, the same principles can be applied to other familiar elements of culture and tailored to the needs of communities and individuals. <https://csdt.org/>
<https://youtu.be/YeBBBiqD8nA>

Embracing Indigenous Wisdom: Integrating Indigenous Knowledge into STEM Education

Presented by: Simon Brascoupé | First Nations Education Administrators Association

Discover practical strategies to seamlessly integrate Indigenous knowledge into STEM education, empowering educators to inspire their students from Monday morning onwards. Explore ready-to-use lesson plans, engaging activities, and sample rubrics tailored for primary, junior, and intermediate levels. Recommended resources and online tools will be provided for further exploration. Join us in bridging the gap between Western science and Indigenous wisdom, fostering inclusive and culturally relevant STEM learning environments. This workshop is suitable for educators, administrators, and academics seeking innovative approaches to enhance Indigenous engagement in STEM education.

Empowering Indigenous Students with Social Emotional Learning

Presented by: Andrea Dion | Classroom Champions

At Classroom Champions we empower students to thrive socially, emotionally and academically through the mentorship of world class athletes. We believe that every Indigenous student deserves to be mentored by someone who inspires them with a 'Champion Mindset'. Our tools and resources support students' growth and development through a series of thematic units that include Goal Setting, Emotions, Perseverance, to name a few. In our Circle program, we connect Indigenous communities and classrooms



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with the world's best athletes who support, encourage, and believe in our students.

Classroom Champions' impact in Indigenous communities throughout Canada has grown year over year, positively influencing students and overall teacher competency and capacity. Our resources are aligned with Collaborative for Academic, Social, and Emotional Learning (CASEL) standards and we have proven our connections with culturally relevant projects in Indigenous communities in areas all over Alberta and Quebec, including the Siksika Nation and the Cree Nation of Chisasibi.

Join this fun and engaging session as the Circle program lead takes you on a journey of impact and potential that can exist in your community and classrooms by being a part of Classroom Champions. We will provide a session based on our eight 'Champion Mindset' themes, share impact stories we have had working with our partners, and hear from Indigenous athletes who serve as mentors in the classrooms that we get to work with.

Equity Through Structured Literacy: Empowering Indigenous Students

Presented by: [Kelly Milne & Britney Morrish](#) | Evergreen School Division

In Evergreen School Division we acknowledge the disparity between literacy outcomes for Indigenous and non-Indigenous learners. We have developed a system that is closing the opportunity gap so that Indigenous students have the literacy skills they need to push back against systemic barriers.

We will highlight the profound impact of illiteracy on life outcomes: increased vulnerability to homelessness, unemployment, and involvement in judicial and health systems, and emphasize the urgent need for equitable literacy education for Indigenous students. Using structured literacy, educators can empower their students with essential literacy skills to navigate and succeed as they walk in two worlds.



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Evolution of Learning With and For Learners

Presented by: Tanya Sackaney & Adrianna Bilinski | Water First Education and Training

Join us for this hands-on experiential mini-lesson, exploring the concept of watersheds and the ensuing interactions that connect us all. This lesson exemplifies our educational team's growth toward holistic learning methods, with meaningful connections to language, land, culture, and careers. We will display the evolution this lesson has taken, sharing how and why its change over time has acted as a catalyst for our entire pedagogy of learning.

Experiential Learning pedagogies like this one allow learners to have opportunities to ask questions, gather information, and make meaningful connections. Included in this process is the practice of inviting community members and other experts into the learning process, allowing for reciprocal learning opportunities with the learners to expand pathways for learners to plan and create real action within their learning environment.

Applications in Your Classroom: Educators will be inspired to reevaluate a strong foundational lesson and explore ways to evolve it in holistic and organic ways through learner input, community member inclusion, and outdoor learning. These avenues provide space to strengthen learner experiences with ways of knowing, collaborative learning, engagement with community, and cultural connections.

Faceless Dolls: Teaching to the Spirit of the Child

Presented by: Colleen Toulouse | Sagamok Anishnawbek

Imagine Monday morning: a faceless doll sitting in front of your classroom, her hand-sewed body made of deer hide, stuffed with cattails hand-picked during the winter, and wearing a ribbon skirt. Children around the world have been playing with dolls for centuries, including Nations across Turtle Island. She is an Anishinaabe doll, a traditional teaching tool used with purpose. Introducing dolls to the classroom gives cultural insights into Anishinaabe practices and values. The contemporary use of the doll assists in delivering curriculum expectations. The faceless doll



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is one way to nurture our connections to the land and strengthens self-identity.

Guiding Literacy Instruction through a Red River Métis Storytelling Paradigm

Presented by: Marika Schalla & Ruby Bruce | Winnipeg School Division | Heartberry Education

This workshop will present participants with a multi-faceted learning framework using the principles of Red River Métis Storytelling to guide and enhance literacy instruction, using the underlying principles and structures that shape how stories are told in Red River Métis culture. This workshop was created in the spirit of truth and reconciliation. It is meant to preserve history, teach engaging lessons, and strengthen community through a holistic approach to literacy instruction. In this workshop, participants will be introduced to the pillars of the Red River Métis Storytelling Paradigm and be provided with ideas to apply to their learning spaces.

Iksistowaapi Kanakkaatsii (Going All Out Society) – Building Community Connections and Enhancing Pathways to Success in Post-Secondary within the Blackfoot Confederacy

Presented by: Deserae Yellow Horn & Darrell Daniels | EleV Mastercard Foundation

Journeying into post-secondary can be a daunting task for Indigenous students. When a storm is on coming, the iinii (bison) close ranks around the young, and walk in partnership, directly into a storm, and come out the other side together. The Iksistowaapi Kanakkaatsii utilizes the herd mentality of the iinii to assist Blackfoot students to be successful in their academic journeys. This workshop will highlight how the Iksistowaapi Kanakkaatsii helps educate students, parents, family members and community about the value of post-secondary education, the



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means of acquiring it, and the choices providing the most opportunity to their individual best interests.

Importance of Hide Tanning and Land-Based Learning

Presented by: Karennotakies Barnes | Three Sisters Designs

In this workshop, I'll be sharing my findings and learnings from doing hide tanning teachings in the schools on the reserve and off, with various grades ranging from Pre-K to university and Elders. I'll share the steps in hide tanning, how I got started, and also the traditional teachings that go along with hide tanning. It's about connecting to the hide, giving respect, and how doing that connection helps ground us. We all have the muscle memory, because regardless of how far back, we all have a hide tanner in our ancestry. You see a shift in the class from when participants start to when they finish. It's grounding and calm. All the folks I worked with absolutely love it. I share teachings on what I've learned, traditional ways our people did hide tanning, and teachings from my grandmother. Students and teachers both really benefit from it.

Indigenizing & Decolonizing Our Instruction & Assessment Practices: What Actions Can We Take As Educators

Presented by: Sherra-Lee Robinson | Newfoundland and Labrador Schools - EDU - K-12 Branch

The two main goals of Indigenizing and Decolonizing Our Instruction and Assessment Practices are:

1. To question how our positionality and the impact of colonization and Eurocentrism affects our instruction and assessment practices.
2. To examine how we can adopt a more culturally responsive and "Two-Eyed Seeing Approach" in our instruction and



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assessment practices as we work toward Indigenizing & decolonizing education.

Throughout the session participants will have the opportunity to:

Collaborate and to begin to design a lesson/unit that embeds Indigenous ways of knowing, being, and doing into our instruction and assessment practices, committing to including Indigenous voices, their unique diversities, ways of learning & teaching, culture, language, protocols, and committing to learning and teaching the true history and celebrating contemporary Indigenous culture.

Indigenous Group of Seven - Alex Janvier

Presented by: [Sherry Saevil](#) | [Halton Catholic District School Board](#)

Alex Janvier was one of the Indigenous Group of Seven, who brought modern Indigenous art to the mainstream Canadian art audience. Alex Janvier was an acclaimed contemporary painter. His work is informed by his cultural and spiritual heritage as well as the history of modernist abstract painting. Along with other exceptional artists, he was a leader in exposing the creativity and beauty of Indigenous art to Canada and the world abroad.

Teachers are provided with a year of learning to share with their students. The modules are broken down into all grade levels: primary, junior, intermediate, and secondary, all with monthly themes. Each lesson plan has a learning goal and minds-on activity with consolidation to deepen their learning and knowledge on the life and art of Alex Janvier. We hope to highlight the beauty and gift of Mr. Janvier's life and art as well as his commitment and contributions to Indigenous art and culture.

Indigenous Inclusion Work

Presented by: [Stacy Hill](#) | [HAWI](#)

Schools and organizations wishing to engage in genuine, action-based, reconciliatory work that is inclusive of Indigenous people, history, contemporary issues, and culture, will benefit from this



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supportive, guided process. This introductory session provides an overview of the program topics and presents a model for schools and organizations to engage in the practical work of implementing the ideas that inform reconciliation.

Indigenous Reflections in a Medicine Wheel Word Cloud

Presented by: [Teresa Miles](#) | SAIT

The target audience for this classroom exercise are Grade 7-12 students. The concept of this lesson grew from my research and dissertation as a Doctor of Education student. Teachings for this exercise include Medicine Wheel foundations such as colours, directions, and sacred grasses. The Seven Grandfather Teachings are incorporated into the Medicine Wheel.

Teaching about the Medicine Wheel is combined with concepts of reconciliation. Students are required to choose one word as a summation of what reconciliation means to them. These words are then incorporated into the quadrants of the Medicine Wheel to create a Medicine Wheel word cloud. Connections are manifested in a display of understanding the concepts of reconciliation, healing, the teaching of the Medicine Wheel, and the creativity of creating a word cloud. This is all combined in a classroom activity which shows a personal connection to themselves and other students regarding healing and reconciliation. Reading activities can be introduced around the concept of reconciliation. This could be used to grow the learning into residential school teaching from a strengths-based approach of reconciliation.

There are many ways to teach the Medicine Wheel, but the basics remain the same: shape, quadrants, directions. The colours may differ. In this classroom activity, students will connect the Medicine Wheel and the teaching of healing that accompanies it. Educators may incorporate a variety of teachings around the medicine wheel to demonstrate that Indigenous Peoples are not a monolith, and they have different ways of teaching and demonstrating healing concepts.



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Indigenous Social Emotional Curriculum

Presented by: Deanna Starr | Miskihnak Occupational Therapy

Social-emotional learning or SEL has been gaining popularity in education for its connection to school, relational, and emotional success. SEL is about developing healthy relationships, feeling and expression of emotions, and fostering a sense of identity and belonging. Research has shown that the development of these skills is a better indicator of success than intelligence or IQ. There are many SEL curriculums that exist, although almost all are created from a Western perspective that does not align with Indigenous community values. Miskihnak Occupational Therapy has created a SEL curriculum that is grounded in Nêhiyaw worldview to provide educators, support staff and caregivers with the tools to both embody and teach SEL.

Miskihnak Occupational Therapy SEL Curriculum was designed to nurture our relationship with self, community, land, and all of creation. We are all connected.

SEL is a core skill needed to learn and grow. SEL skills are disrupted when prolonged stress or trauma occurs. This is the case for many Indigenous families due to the ongoing and historical impacts of colonization and intergenerational trauma. By providing the tools and knowledge through art, somatics and Nêhiyaw Laws, this curriculum aims to support educators, support staff, and caregivers to be able to learn SEL and then pass it on to their children, thus interrupting the cycle of intergenerational trauma that has impacted our relationships and emotions.

The Indspire Awards - Making Indigenous Excellence Part of Your Curriculum

Presented by: Mike Hager & Brandon Meawasige | Indspire

The Indspire Awards represents the highest honour the Indigenous community bestows upon its own people. After 30 years, the Indspire Awards have honoured over 400 First Nations, Inuit, and Métis individuals who demonstrate outstanding achievement across Turtle Island and beyond. Their stories are shared in a nationally broadcast celebration that showcases the



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diversity of Indigenous peoples in Canada. These intriguing vignettes are also available on YouTube to provide teachers and students with a wonderful resource for exploring the diversity of First Nations, Inuit, and Métis peoples in a compelling and thought-provoking way.

Join us as we provide great ways to utilize this content as part of your cross-curricular lesson and unit planning.

Inspiring Indigenous Youth In The Arts

Presented by: [Gloria & Olivia Iatridis](#) | Self-employed

Using our own experiences, through storytelling, we will discuss the importance of supporting children's passions, especially in the Arts. Our contention is that most Indigenous children are naturally artistic and with the proper supports can thrive in the Arts environment. Supporting children in the arts, particularly Indigenous children, is crucial for their well-being and cultural identity. Ongoing colonial policies have led to poorer mental health among Indigenous youth, including high rates of suicide, depression, anxiety, and intergenerational trauma. The arts have always been a powerful tool for self-expression, critical thinking, and challenging the status quo. Indigenous participation in arts education allows children to explore their identity, history, and worldview through creative expression and foster's a strong sense of identity. Gloria will speak from a parent's perspective about the importance of believing in the aspirations of a child and nurturing their goals. Olivia will share her perspectives on what inspired her to pursue her acting and what is required to support a child in the arts. Both Gloria and Olivia will speak to how a teacher/school can inspire children more. Gloria and Olivia will share highlights about their book, which speaks to creating a strong basic foundation for a child actor, keeping children safe in the film industry, supporting diversity and inclusion, and other key topics.



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Intergenerational Love: Celebrating Two-Spirit Excellence

Presented by: [Dutch Dion-Glowa](#) | [ARC Foundation](#)

As we encounter more division within our schools and communities around belonging for 2SLGBTQ+ students, it is important to ensure that we are including Two-Spirit and Indigiqueer representation in our classrooms. Representation is a form of harm reduction, and this unit plan is a way to highlight Two-Spirit excellence while tying in ideas around self-esteem and confidence for students. In our classrooms, the focus can often end up on Indigenous experiences of trauma, mistreatment and forcible colonization. This unit plan will explore the concept of intergenerational love within Indigenous communities, particularly focusing on Two-Spirit individuals, their roles, contributions, and the significance of their existence across Turtle Island. Students will research and present on notable Two-Spirit individuals throughout history, gaining a deeper understanding of their contributions and impact on society. In this way, Indigenous students will learn more about themselves, their cultures, and deconstruct colonial ideas of gender and sexuality. Non-Indigenous students will benefit from gaining greater understanding of Indigenous ways of knowing and being, as well as the value 2SLGBTQ+ people bring to our lives and our world.

Land-Based Wellness Nurturing Mental and Environmental Health

Presented by: [Melanie Bazin](#) | [CTRI Crisis & Trauma Resource Institute](#)

Learning how to connect with the land and all living things has profound benefits for our mental and environmental health. It strengthens our personal identity and helps us grow meaningful connections and relationships.

This workshop explores Indigenous and non-Indigenous land-based wellness practices to provide a wholistic, two-eyed seeing approach to wellness. You will learn how to use land-based activities to help others connect with the land and themselves.



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Topics Included:

- Historical Implications and Importance of Connection to the Land
- Key Components of Land-Based Wellness
- Benefits of Connection to the Land
- Impacts on Wholistic Wellness
- Environmental Impact
- Limitations of Land-Based Wellness Practices

Leaving to Learn - The Indigenous Cultural Education Course in Seven Oaks School Division

Presented by: [Sherri Denysuk & Kimberly Dalton](#) | [Seven Oaks School Division](#)

For nearly ten years, the Seven Oaks School Division's Indigenous Cultural Education Course has been creating opportunities for Indigenous high school students to strengthen their connections with First Nations and Métis teachings through leaving-to-learn opportunities. Recently, the Division has expanded this programming to include middle-years students as a way to support transitions through cultural connection. Each month, Indigenous students are invited to prepare for and participate in ceremony, listen to the teachings of Elders and Knowledge Keepers, spend time on the land, and connect with other Indigenous communities both inside and outside of the city of Winnipeg. Additionally, the Course hosts an annual Indigenous Youth Gathering for up to 500 students from grades 6 to 12 as a way to celebrate, inspire, and empower our youth through a series of speakers and performers.

This presentation will introduce educators to the development and content of the course, as well as to our locally developed Beyond, Believe, Become, and Beyond framework. We will share samples of our resources, including calendars, information sheets for teachers, and annual schedule, as well as invite others to learn about how we offer land-based learning opportunities within an urban setting.



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Nimihtotân: Let's Dance in Cree. The Creation of an Indigenous Dance Program to Support Healing, Intergenerational Healing and Community

Presented by: [Danni Okemaw](#) | [University of Alberta Students' Union](#)

This presentation will explore how Indigenous dance can be utilized as a tool for cultural resurgence, healing, intergenerational healing and education on Indigenous Ways of Knowing. We will examine how the creation of the program Nimihtotân in Treaty Six Territory is experiencing community and healing through different styles of dance in the Indigenous community.

Nimihtotân (Let's Dance! in Cree) is an Indigenous grassroots initiative co-founded by Danni Okemaw (Berens River First Nation & Gods River First Nation) and Tiger Bellerose (Driftpile Cree Nation). Nimihtotân focuses on creating a welcoming space in the dance studio by incorporating kinship, healing, community and reciprocal relations between Indigenous dancers and Indigenous choreographers and/or instructors. Nimihtotân aims to host monthly dance workshops in Edmonton.

This topic is essential because Indigenous dance and dance programs are rarely discussed as tools for learning and healing. Nimihtotân follows the teaching that movement is healing, and movement is medicine. The team at Nimihtotân launched the program in reaction to the children being found at Kamloops Indian Residential School. We wanted to bring good light and good energy into our communities by providing dance training for all.

You will leave this session understanding how movement and dance are important to Indigenous youth in engaging in healing and artistic expression. You will learn how other dance programs or workshops can be implemented in other programs and schools. You will also learn how the Nimihtotân program operates in and supports the Indigenous community in Edmonton, Alberta.



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Overcoming Barriers: Enhancing Educational Outcomes for Indigenous Students with ADHD

Presented by: Jesse K'odi Taylor | Self-Employed

This interesting session provides a first-person account about being an Indigenous student diagnosed with ADHD, their challenges and successes.

The Challenge

- Overview of ADHD: Brief explanation of ADHD and its implications on learning and behavior.
- Educational Disparities: Present statistics illustrating the gap in educational attainment between Indigenous and non-Indigenous students, emphasizing how these disparities are exacerbated for those with ADHD and including personal examples of how ADHD has negatively affected his course in life.

Impact on Self Esteem and Life Outcomes

- Discuss the correlation between educational struggles and self-esteem issues among those with ADHD.
- Highlight the long-term effects on life opportunities and societal participation, drawing on personal experiences and broader research.

Interventions and Supports

- Evidence-based interventions for ADHD that are culturally sensitive and effective in school settings.
- Practical advice for educators and parents to support Indigenous students with ADHD, including personalized learning plans, culturally relevant resources, and community involvement.
- Role of policy and school administration in creating supportive environments.

Stories of Success

- Share personal success story that was only possible with proper diagnosis and adequate support.



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- Highlight the strengths that ADHD and neurodivergence has if given adequate support.

Conclusion, Summary & Call to Action

- Recap of the importance of tailored educational strategies and community support for Indigenous students with ADHD.
- Urgent call for systemic change, advocating for policies that recognize and address the unique needs of Indigenous students to unlock their full potential.

Personalizing Truth and Reconciliation: The Impact of Narrative

Presented by: [Craig Ginn | University of Calgary](#)

In 2015, the Truth and Reconciliation Commission published its Calls to Action which included the call to transform education. In 2016, the University of Calgary set out to develop an Indigenous Strategy by gathering stories and perspectives from Traditional Knowledge Keepers and communities, as well as other voices. The narrative data collected from the stories helped shape a strategy promoting transformative education through integrated curricula that include Indigenous perspectives and histories. Because education played a fundamental part in the implementation of the destructive assimilation policies of the past, the University of Calgary is dedicated to its moral and ethical obligation to walk the path towards reconciliation. As an educator at the University of Calgary, I have endeavoured to personalize this moral and ethical obligation in my teaching and research projects. In this presentation I will discuss my approach to walk the path towards reconciliation with a focus on transformative learning through the impact of narrative. My presentation will recount the forced relocation of the Sayisi Dene from Little Duck Lake to Churchill, described by Virginia Petch as “one of the most grievous errors of the Canadian government.”



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Photo Essays as Digital Storytelling: A Tool for Engaging Students and Amplifying Community Voice

Presented by: Michelle Brown, Janis Cunningham & Dr Alice de Koning | University of Calgary

This workshop will explore using photo essays to engage students in digital storytelling. This workshop is meant to be replicable in your classroom.

Participants will be guided through an interactive lesson, during which they will be introduced to using digital images to document their communities. Text will later accompany the images, creating photo essays.

Photo essays can document the socio-economics of a community, species in a particular environment, the needs of a specific population, and more! The opportunities for bridging context-specific learning with course curriculum are endless, and photo essays are one unique way for students to showcase their learning.

Pimachiowin Aki: A Virtual Journey into Indigenous Land-Based Education

Presented by: Karl Hildebrandt & William Young | Manitoba First Nation Education Resource Centre

Embark on an immersive journey into Pimachiowin Aki: Bloodvein River First Nation, a UNESCO World Heritage Site and a testament to Ojibwe culture and natural splendour. Discover the profound meaning of Pimachiowin Aki, or "The Land That Gives Life," and its pivotal role in land-based education and cultural preservation. This expansive region is home to numerous Ojibwe communities, including the resilient Bloodvein River First Nation, which has been deeply connected to their environment for generations.

Set against a winter biome, our journey offers insight into the challenges and beauty of the winter season, exploring the diverse ecosystems from the expansive boreal forest to the serene lakes and rivers. Discover the cultural landmarks and sacred sites



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punctuating the region, each narrating a story steeped in Ojibwe tradition.

Join us for an adventure of cultural discovery and environmental immersion, where students will engage in hands-on land-based education. Activities such as moose hunting, trapping and tracking, and ice fishing while travelling by dog sled will deepen their understanding of Indigenous culture and environmental stewardship.

Project Based Learning is Indigenous Education

Presented by: [Michelle Arnaud](#) | [Winnipeg School Division](#)

There are four aspects to the traditional ways of Indigenous education: authentic involvement, putting students at the centre, understanding world views, identity and traditions, and an inclusive safe learning environment. As she has started her journey with Project Based Learning (PBL), Michelle is learning that this concept is, and embraces, the Indigenous ways of education. It includes the holistic approach and supports (and includes) the mental, emotional, physical, and spiritual being of a student. Michelle will share with you the journey her school has started with PBL and how her own personal journey with learning and understanding her Indigenous identity is working in her school.

Re-Storying Education: Decolonizing Your Practice with a Critical Lens

Presented by: [Carolyn Roberts](#) | [UFV](#)

Re-storying education is a practice and everyday call to action. What actions of decolonization are you taking in your practice that are rebuilding the story of this place known as Canada today? From the TRC Calls to Action on education, educators are being asked to implement Indigenous history, Indigenous education, and Indigenous pedagogy into their practice, with mandatory Indigenous course requirements becoming more the norm in provinces. This calls us into a space to make changes within the



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western colonial education system. Connecting education as a holistic practice and rebuilding connections with the land, the waterways, one another, communities, and the more-than-human is how we can start to re-story education. As well as rebuilding a relationship to education and to re-story the stories that we have been told within the western colonial education system. The western colonial story has been the dominant story, and it has excluded so many other stories that have built this place known as Canada today. Re-storying is including and making space for historically silenced voices in the education system so that we can build a complete story of this place we all live in, the whole shared history. Within this conversation, Carolyn will give you tools to develop your critical lens as an educator and share her experiences within education as an Indigenous student and educator to support how you can re-story education in your classroom.

Redesigning Teaching and Learning Resources to Enhance Indigenous Students' Outcomes

Presented by: [Joseph Willis & Warren Woytuck](#) | [Matawa Education & Care Centre](#)

First Nations students in Canada who relocate to urban centres to further their education often experience disconnectedness and displacement from community, culture, and language. They experience an educational environment and curriculum that is not reflective of their cultural identity, presenting a barrier to their success in school. Students face significant obstacles including discrimination and racism; difficulty in securing shelter; shortage of healthy food; and the inability to access mental health and addiction support services. These barriers often result in students abandoning personal and academic goals. The Critical Thinking Consortium (TC2) and the Matawa Education and Care Centre (MECC) have established a successful partnership to encourage meaningful collaboration with the aim of designing teaching and learning resources to enhance Indigenous students' outcomes that includes practices to prompt generative thinking from communities, families, staff, and students to support decision-making that advances education. This work involves meaningful collaboration with Matawa communities, Elders, and Knowledge



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Keepers to develop engaging, culturally relevant and respectful resources across many subject areas. These resources guide and support teacher practice, helping them nurture high quality thinking and centre students' identities, histories, and experiences to intentionally ensure the proper reflection and respect of Indigenous perspectives and worldviews.

Our success to date includes:

- Development of over 120 resources across six courses (with two additional courses in development)
- Significant increase in achieved/completed credits
- 75% in-person regular attendance each week
- Overall improved student wellness
- Engagement with 16 school boards and other educational organizations across Ontario in implementing designed resources

Shifting More Learning Up-River: Trickster Pedagogies

Presented by: [Jessie King](#) | [University of Northern British Columbia](#)

This presentation will focus on an example of co-journeying in post-secondary classrooms engaged in First Nations Studies topics in Northern British Columbia. Engaging learning that is founded upon Indigenous knowledge transmission pathways embeds the student in the co-production of knowledge that goes beyond the classroom walls. In the example provided, I will offer an introduction to a class project designed to activate learning beyond assignments and coursework in such a way that the learner obtains critical skills for coordinating events and opening culturally safe spaces beyond their academic experience and into their professional domains. Hosting events in public spaces is a challenge often avoided or done poorly regarding inclusion, respect, responsibility, reciprocity, and relevance (the four Rs from Kirkness & Barnhardt, 1991). In First Nations Studies 306: Indigenous Women's Perspectives, students choose an Indigenous Woman or Two-Spirit individual to celebrate in poster format. While doing this work, we explore topics relating to: cultural safety and humility, historical injustices faced by Indigenous Women, resistance and resilience, positionality/intentionality,



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healing through storytelling, patriarchy, gender, and being a responsible ally. Students are separated into working groups with the expectation of fully coordinating a Gallery Event intended to celebrate their work with the university community while upholding Indigenous Women. This presentation will cover that journey from start to finish and provide tips on how to incorporate this teaching method into your pedagogy in classes interrogating the space of Reconcili-Action and the responsibility we should place upon academia to give back by creating safe Indigenous spaces on campuses across Turtle Island.

Step Up - Life Skills and Independence Supports for Youth

Presented by: Tim Harris & Holly McLarty | Kw'umut Lelum Child and Family Services Agency

I'm a program manager for a program called Step Up. The youth in our program are youth that are about to age out of foster care and those who have aged out of foster care. We work with 100% First Nations youth, supporting them with life skills and independence. All the youth whom we support have mental health issues and trauma. We work successfully on supporting them with personal and individual goals. We also run a successful Youth Advisory Council. The Step-Up Program is the first of its kind in Canada. Our agency managed to secure funding for such supports and program for our youth. I will be happy to share all the highlights of the program: supports that work for our youth, important supports that all of our youth need, not just kids in care. I'm a former classroom teacher and a former school principal. In everything I do in this job, I try to bring my education world into this new world. My passion is to support our Indigenous youth and help make them successful.



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The Calgary Board of Education Indigenous Education Holistic Lifelong Learning Framework | A Focus on the Mind Domain/To Know

Presented by: [Michelle Ranger & Lori Pritchard](#) | [Calgary Board of Education](#)

This session will offer how western Canada's largest school district developed, implemented and shared the CBE Indigenous Education Holistic Lifelong Learning Framework to enhance the academic achievement and well-being of Indigenous students, transforming Indigenous education for all. A brief overview of the four domains of the framework - Indigenous ways of being, belonging, doing and knowing - will be shared with an in-depth exploration of the Mind Domain, To Know - highlighting K-12 classroom and district stories, data and strategies.

The Impact of an Instructional Leader as an Active Member of the Truth and Reconciliation Process

Presented by: [Nadia Zanatta & Marlene Essex](#) | [Huron-Superior Catholic District School Board](#)

The Truth and Reconciliation Commission of Canada reflects that of a learning tool to initiate opportunities for change, progression, and understanding, representative of a new lens of power and knowledge. Truth and Reconciliation are necessary steps in the advocacy of change, as we uncover and understand the past activity and history of Canada. This presentation identifies the connection between the 94 Calls to Action (2015), as part of the Truth and Reconciliation Commission of Canada, and the Ontario education system. Exploring the role of an instructional leader, the presentation will examine our impact as active members in the Truth and Reconciliation process, specifically relating to the 94 Calls to Action (2015), supporting our academic organization and contributing to systemic change. Our presentation outlines the application of two-eyed seeing (Peltier, 2018), promoting an ontological perspective through the critical analysis of our lived experiences as a qualitative approach. We explore the connection



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of purpose as it relates to our educational professions: providing us with the opportunity to apply the research as a practical method of learning.

The presentation will outline how these focuses can be applied to other various communities/regions for Indspire participants. It will also provide context for participants who are new to the relationship and/or Truth and Reconciliation process, navigating this process without an Ojibwe class in your school, starting points for participants new/newer to the process, as well as ideas to continue the relationship and process.

Treaty Education in Manitoba: The First Decade +

Presented by: [Connie Wyatt-Anderson](#) | [Treaty Relations Commission of Manitoba](#)

In 2009-2010 Treaty Education began as initiative of the Treaty Relations Commission of Manitoba. With the aim of supporting the province's K-12 teachers in embedding Treaty Education into their curricula, the initiative has become a staple in Manitoba. Over the past decade+ over 8,000 Manitoba teachers have taken Treaty Education training and entire school communities have embraced the key understanding of the Treaty relationship. In June 2023, the Manitoba Ministry of Education announced that Treaty Education was mandatory in all the province's K-12 schools. Come join our session to learn about Treaty Education, where we've come from, how we have supported similar learning initiatives in other provinces, who our partners have been, and how Treaty Education is foundational toward a reconciliatory future.



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Umbay Nagamon - Come Sing - An Invitation to Reconciliation

Presented by: Carole Shankaruk et al | Mountain View School Division

Umbay Nagamon is a multi-media experiential workshop on truth and reconciliation including residential school survivor testimony, antiracist education, and allyship. We incorporate the modalities of storytelling, drumming, music, and interactive learning within our 75 minute workshop. We are currently in year three of a five-year research partnership on our work with BU CARES in Manitoba.

Wichitowin ahci kaskihtamâsowin ati nikan (Michif for Helping Each with Success for the Future) - Indigenous Student Success Strategy

Presented by: Anita Cameron | Saskatchewan Polytechnic

Witōkamāhtōtān Indigenous Student Success strives to ensure Indigenous students are in a welcoming, inspiring, empowering and belonging environment. Indigenous supports include liaisons, coaches, advisors and coordinators who work collaboratively within our organization to ensure Indigenous peoples are supported from career exploration to graduation, moving into gainful careers and employment. Advisors support Indigenous students with academic and personal supports to ensure those needs are met to provide a foundation that is conducive to success. Indigenous Student Centre Coordinators provide a community/home fire while attending Saskatchewan Polytechnic by providing culturally relevant programming, access to Elders/Knowledge Keepers, honour ceremonies, and social justice programming.

Saskatchewan Polytechnic is committed to the Indigenization of our institution. We believe that indigenization is our social and collective responsibility and that it enriches and benefits all aspects of our institutional culture.



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We Indigenize by holistically integrating Indigenous ways of knowing, teaching, and learning within all of the institutional practices, procedures and services we provide to students, staff and communities. This results in Indigenous people seeing themselves and their realities reflected throughout our institution. It also results in non-Indigenous people gaining the skills and knowledge that enable them to work with and live alongside their Indigenous neighbours knowledgeably and respectfully.