

— CMEC —
**ABORIGINAL
EDUCATORS'**
— SYMPOSIUM —

Yellowknife | Northwest Territories | June 29–30, 2015

PROGRAM



Northern Arts and Cultural Centre (NACC)
5399 49th St., Yellowknife, NT X1A 2N7

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WELCOME FROM THE MINISTERS

Education, culture, and language are the soul of a society. This is consistent with Aboriginal teachings about our responsibility to pass down the strengths, values, and traditions of our ancestors to the seventh generation.

Few play a more pivotal role in sharing this knowledge than Aboriginal educators. There is growing research evidence that Aboriginal students' success stems in large part from their teachers' support and their sense of identity, growing up proud of themselves, their communities, and their cultures. Hiring Aboriginal teachers who serve as positive role models and mentors has been proven to enrich learning and produce positive results for Aboriginal students. Training and engaging more Aboriginal teachers to increase student achievement has been identified in many reports, including the *Royal Commission Report on Aboriginal Peoples*, as being essential to eliminate education gaps.

Given the power of Aboriginal educators to transform lives and transform futures for the better, it is crucial that we attract and keep more Aboriginal educators in the teaching profession. That is what the CMEC Aboriginal Educators' Symposium is all about. We want to ensure more committed and talented Aboriginal people become educators who will positively influence the next generation. To do this, we recognize that we must listen closely to and learn from the true experts — Aboriginal teachers.

This symposium is an opportunity for them to discuss their own teacher-training experiences and challenges with their peers and distinguished Indigenous scholars from across the country. Their insights will be put to work to provide greater supports that will hopefully entice more Aboriginal people to pursue a teaching career and encourage existing Aboriginal educators to remain in the profession.

The government and people of Northwest Territories are proud to play host to this exciting symposium and welcome Aboriginal educators and Elders from across the country as they take on this extremely important work. We look forward to learning the valuable lessons they pass on.

Masi,



Jackson Lafferty, Minister
Education, Culture and Employment
Government of the Northwest Territories

WELCOME FROM THE MINISTERS

On behalf of education ministers across Canada, I am delighted to extend greetings to participants of the 2015 CMEC Aboriginal Educators' Symposium.

Aboriginal education has been a part of the work of CMEC since it was made a priority by ministers of education in 2004. As the Chair of CMEC, I take great pride in supporting this important learning and professional-development event. This is an excellent opportunity for new and experienced educators to share perspectives and experiences and discuss strategies.

Each of you has an essential role in transforming Aboriginal education in Canada. I commend you on your commitment to learning excellence, and I thank you for your dedication to ensuring a more positive future for children and youth in your home communities and across the country.

I wish you a productive and enjoyable two days. I hope that this gathering marks the beginning of a new era of collaboration and optimism.



A handwritten signature in blue ink that reads "D. Eggen". The signature is written in a cursive, flowing style.

David Eggen, Minister
Alberta Education, and
Chair of the Council of Ministers of Education, Canada

SYMPOSIUM OVERVIEW

Aboriginal student achievement has been a priority for the Council of Ministers of Education, Canada (CMEC), since 2004. Research has shown that integrating Aboriginal knowledge into teaching, and hiring Aboriginal teachers who are members of the same communities and share the same culture and traditions as their students, enriches learning and produces positive results for Aboriginal students. Recognizing this ability of educators to transform students' lives, CMEC is looking to the experts — Aboriginal educators — to determine how to attract more Aboriginal people to the teaching profession and retain those already in the system.

What CMEC Aboriginal Educators' Symposium for new and experienced educators of Aboriginal ancestry from across Canada

- ✓ *The symposium will include a mix of keynote presentations, panels of Indigenous scholars, breakout sessions, talking circles, and Elder's sharing.*
- ✓ *The event will coincide with the 104th CMEC meeting.*

Who A delegation of six Aboriginal educators and one Aboriginal Elder from each province and territory has been invited to participate.

- ✓ *This event is limited to invited delegations so as to facilitate open exchanges, sharing, and critical reflection.*
- ✓ *Education ministers will join Aboriginal educators on the afternoon of June 30 to discover how they can be involved in bringing about meaningful change.*

When Monday, June 29, and Tuesday, June 30, 2015

- ✓ *Note: symposium participants will also be invited to join all CMEC meeting participants at a welcome event taking place at the Yellowknife River on Sunday, June 28, 2015.*

Where Yellowknife, Northwest Territories

- ✓ *The symposium will take place at the Northern Arts and Cultural Centre (NACC) and École Sir John Franklin High School.*

Why The goal of the symposium is to provide a forum for Aboriginal educators to discuss, based on their own personal experiences, how best to:

- ✓ *attract more Aboriginal people to teaching careers;*
- ✓ *encourage existing Aboriginal educators to remain in the profession;*
- ✓ *support Aboriginal students entering the field of education; and*
- ✓ *support all Aboriginal educators in their training and career development.*



ANGELA JAMES

Director, Early Childhood and School Services,
Government of the Northwest Territories

SCOTT McQUEEN

Consultant, Traditional Economy,
Government of the Northwest Territories

Angela James is a Manitoba Métis; Angela's great-grandmother, Marie Anne Chartrand (née Lagimodière), was a first cousin to Louis Riel. Angela lived in Manitoba for 18 years. After graduating from Teulon Collegiate, she moved to Yellowknife, Northwest Territories, where she has lived for 37 years.

Scott McQueen is from the Taltson River and is a member of the Ts'ò T'ine First Nation. As a child, he lived a traditional life on the trapline with his family. However, his family had to move to Pine Point, Northwest Territories, for schooling and work reasons. Scott graduated from high school in 1982. After working in various jobs in Northwest Territories, he decided to travel to Vancouver, British Columbia, for Expo '86. This is where he met his wife, Angela.

Angela graduated from the University of Manitoba with her B.Ed. in 1989. She taught French Immersion/English in Grades 7 to 12 at two local Yellowknife schools. Then, from 1995 to 1997, Angela took a break from classroom teaching, and she and Scott started an educational tourism business with their family. Together with cultural experts and Elders Danny and Doris McQueen, they operated the Dene Cultural Camps for all the schools in Yellowknife. Unfortunately, Mamma and Pappa passed away in 1997 and 2002, respectively.

After the passing of his parents, Scott restarted the educational tourism business in 2003. He provided dogsled rides and storytelling experiences to many visitors during the winter aurora season, and it was during this time that he developed his gift for storytelling. Scott's debut stage performance in Yellowknife was in June 2006 at the Northwest Territories Festival of Stories, after which he travelled to many other festivals across Canada.

When he is not storytelling, Scott is the consultant on traditional economy for Northwest Territories' Department of Industry, Tourism and Investment. As for Angela, after serving 12 years as Principal of the K'alemi Dene School in Ndilo, she embarked on a new career as the Director of Early Childhood and School Services in Northwest Territories' Department of Education, Culture and Employment. She is also in the process of completing her Ph.D. at Simon Fraser University, hoping to defend her Aboriginal education thesis in the fall of 2015.

Angela and Scott and their family live in Kam Lake, where they care for their 30 sled dogs. They spend much time outdoors raising puppies, training, and racing during the wonderful winter season.

HOST ELDER



MARGARET THOM

Elder,
Northwest Territories

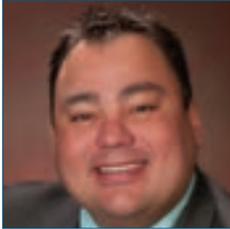
Margaret Thom was born on this great land called Denendeh, in a village called Redknife. She is a Residential School survivor. Margaret attended Aurora College and studied to be a school community counsellor, work she still does at Deh Gah Elementary and Secondary School. She has done this work for many years and finds it challenging yet rewarding to work for her own people.

Margaret realizes that getting an education is important, as we cannot fully return to our simple, nurtured, traditional way of life. With this in mind and close to her heart, Margaret is a tireless advocate for students. She believes that supporting and nurturing students can lead to success and contribute greatly to society. Most importantly, students can become responsible for their own well-being and be owners of their own successes! Furthermore, Margaret strongly believes that traditional knowledge must be promoted and incorporated into the education system so that learners can be grounded in the rich Dene culture.

Margaret has served on many boards and committees — local, territorial, and national. She held the post of Deputy Commissioner of the Northwest Territories from 2005 to 2010, was the recipient of the Wise Women Award in 2000, and was inducted into the Education Hall of Fame in 2012.

Mahsi Cho!

KEYNOTE SPEAKERS



DARREN MCKEE

Executive Director,
Saskatchewan School Boards
Association

Darren McKee is originally from the O-Chi-Chak-Ko-Sipi First Nation in the Interlake region of Manitoba but completed his formal schooling in Saskatchewan. Darren has a B.Ed. (with Distinction) and an M.Ed. from the University of Saskatchewan. He has worked as a classroom teacher, an in-school administrator, a superintendent, and a director of education.

Darren served for many years with the Saskatchewan Ministry of Education, as superintendent, director, executive director, and assistant deputy minister. In 2011, he became the Executive Director of the Saskatchewan School Boards Association. Darren has presented at several national and international conferences on leadership and Aboriginal education and currently sits on a number of national boards and councils, including C21 Canada and the Canadian Education Association.



DR. JO-ANN ARCHIBALD

Associate Dean for
Indigenous Education,
Faculty of Education,
University of British
Columbia

Jo-ann Archibald, Q'um Q'um Xiiem, from the Sto:lo and Xaxli'p First Nations, is Associate Dean for Indigenous Education, Director of the Native Indian Teacher Education Program (NITEP), and a Professor in UBC's Faculty of Education.

Jo-ann received a Bachelor of Education (B.Ed.) degree from the University of British Columbia and her Master of Education (M.Ed.) and Doctor of Philosophy (Ph.D.) degrees from Simon Fraser University.

At UBC, Jo-ann also held the position of Director of the First Nations House of Learning from 1993 to 2001. In this role, she worked with faculty and other academic and student-service units across the university. She has also worked with many Indigenous communities and organizations on education and research projects.

Since 1992, she has edited the annual theme issue of the *Canada Journal of Native Education* (CJNE). This peer-reviewed journal is the only one of its kind in Canada that focuses exclusively on education and covers all fields and levels of education. Jo-ann's research relates to Indigenous knowledge systems, storywork/oral tradition, transformative education, Indigenous teacher and graduate education, and Indigenous methodologies. She has published numerous book chapters and reports on a wide range of Indigenous educational topics and is the author of *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit*, published in 2008 by UBC Press. This book focuses on the role of Indigenous stories and storytelling for holistic learning, teaching, and research.

Jo-ann received a National Aboriginal Achievement/Indspire Award in 2000, an honorary Doctor of Letters degree from Capilano University, and Simon Fraser University's Outstanding Alumni Award for Academic Achievement in 2012 for her educational work and impact. In 2015, Jo-ann received the UBC Killam Award for Excellence in Mentoring for her work with graduate students.

INDIGENOUS SCHOLARS



DENISE KURSZEWSKI

Superintendent of Schools,
Beaufort Delta Education
Council

I have been a strong advocate for culture-based education since becoming a teacher in Northwest Territories in 1985. I am Nihtat Gwich'in, with family connections across Alberta and Northwest Territories, and a proud mother and grandmother. As a dynamic leader in education and wellness, I believe that place teaches. My master's work at the University of Alberta focused on factors that enable northern Aboriginal students to succeed in higher education and has continued to hone my vision as Superintendent of Schools in the Beaufort Delta. My strong connection to the land is reflected in my love of moosehide tanning and sewing. I am a past Director of Research Development at the Institute for Circumpolar Health Research, Regional Wellness Director, Coordinator of Aboriginal Language and Culture-Based Education, and member of the Board of Governors of Aurora College, and I have authored articles on food security and research collaboration. I live in Inuvik and travel to our region's eight communities frequently, and I love to spend time on the land picking berries, cooking traditional foods, and encouraging our people to be healthy and happy.



DIANE M. CAMPEAU

Doctoral student in
education,
Université de Sherbrooke

I don't know all the shores, but all shores know me.

Currently a doctoral student in education at *Université de Sherbrooke*, in Quebec, my work focuses on the integration of Aboriginal pedagogy in the classroom. After over 30 years of experience teaching adults and youth in colleges, secondary and elementary schools, or within environmental organizations, I wanted to get involved in the recognition of the First Peoples' perspective in education. I am working on incorporating Aboriginal pedagogy and perspectives into a program at *Université de Sherbrooke* that is designed for principals currently working in First Peoples communities. I also participate in a number of projects with Quebec's education ministry, public schoolboards that serve Aboriginal learners, and various First Nations communities and other Quebec educational organizations involved in First Peoples education. My respect for the land and its resources is rooted in the Abenaki traditions in which I grew up.

INDIGENOUS SCHOLARS



JO-ANNE CHRONA

Curriculum Coordinator,
First Nations Education
Steering Committee

Jo-Anne Chrona is currently the Curriculum Coordinator for the First Nations Education Steering Committee (FNESC), an independent society led by a strong and diverse board of about 100 First Nations community representatives in British Columbia. She is passionate about advancing systemic change in the K–12 education system to help create a truly inclusive, strength-based educational experience for all learners.

Jo-Anne’s professional experience includes 14 years of teaching in both the K–12 and postsecondary systems in British Columbia, working as an Advisor to the British Columbia Ministry of Education and as a Policy Analyst with FNESC, and serving as a Faculty Associate in Simon Fraser University’s teacher education programs.

Over the past two decades, she has been actively involved in the areas of curriculum and resource development and writing, professional learning through inquiry networks, literacy, and Aboriginal education.

Jo-Anne is a member of the Kitsumkalum Band of the Ts’msyen Nation on the northwest coast of British Columbia. She is of the Ganhada (Raven) clan. When not travelling around the province, she can be found writing, exploring social media, or spending quiet time with her husband gazing out over the Salish Sea.



TINA JULES

Coordinator and Faculty
Advisor,
Yukon Native Teacher
Education Program

Tina Jules is currently the Coordinator and Faculty Advisor for the Yukon Native Teacher Education Program (YNTEP). Her Tlingit name is Skáyda.û, and she belongs to the Dakhlawêdì (Eagle) clan from Teslin, Yukon.

Tina is a graduate of the YNTEP program, with a B.Ed. from University of Regina and an M.Ed. from Simon Fraser University. In terms of northern and First Nation communities, her experiences span the breadth of mainstream and First Nations education. Prior to YNTEP, Tina was the Director of Education for the Council of Yukon First Nations (CYFN), where she worked directly with Yukon’s First Nations Education Commission for the advancement of First Nations education. She has also worked as the Director of Instruction for School District 92 (Nisgáa) and was the Director of the Yukon Department of Education’s First Nations Programs & Partnerships Unit during Yukon’s Education Reform Project of 2007.

Tina is a known advocate for the revitalization of Aboriginal languages. She was the Yukon recipient of the 2014 Council of the Federation Literacy Award. This award was in large part due to Tina’s work in promoting the inclusion of Yukon First Nations world views and philosophies into Western mainstream ideas and definitions of literacy.

INDIGENOUS SCHOLARS



DR. LORI EASTMURE

Researcher, curriculum developer, and education consultant, eN.vision Research and Consulting

Lori Eastmure is a scholar of Aboriginal teacher education. For the past 25 years she has been associated with the Yukon Native Teacher Education Program at Yukon College as alumna, faculty, director, and academic chair. Her long career as a researcher, curriculum developer, and education consultant continues in her current affiliation with eN.vision Research and Consulting as author of a self-government curriculum, contributor to the Yukon residential school curriculum, and consultant to the Council of Yukon First Nations in education policy.

Dr. Eastmure's doctoral dissertation examined long-standing attitudes persisting as challenges to Yukon First Nations teachers in obtaining teaching positions, despite institutional policies, legislation, and recent land claims and self-government agreements intended to protect and advance First Nations rights. Her research focused on systemic racism, identifying the origins of these barriers and how they become institutionalized and accepted as unquestioned norms in teacher identity. This research shows that systemic racism is identifiable in structures, procedures, and practices and can therefore be addressed in concrete ways. Her dissertation, *Crossing the Racial Hiring Divide in Public Education: First Nation Teachers Encounters with Employee Fit, Merit, and White Racial Innocence*, was nominated for an award of merit by the University of Regina.



DR. MYRA L. LARAMEE

Consultant, Aboriginal Education Directorate

Myra Laramee is a member of the Fisher River Cree Nation. The roles of grandmother, mother, auntie, sister, and daughter are of great importance to her and have been significant in shaping the person she is today. She was born and raised in the city of Winnipeg and feels deeply about the value she has found in the diversity and multiplicity of our urban centre.

Myra carries a traditional bundle for the people and has made a vow of commitment to be a person of peace in the work that lies in her path. She believes that lack of knowledge hurts people and spends her time seeking and imparting knowledge for capacity building and the development of truthful and peaceful relations.

Myra holds a Bachelor of Education, a Master of Education, and became Dr. Myra Laramee by successfully completing her Ph.D. at the University of Manitoba in 2013. She has been an educator for close to 40 years and has practised as a teacher, counsellor, administrator, and curriculum writer. She is currently a consultant at the Aboriginal Education Directorate. Myra will be leaving this position to assume a new role as Elder in Residence for the Winnipeg School Division.



KALEB CHILD

District Principal,
First Nations Programs for
School District #85

Kaleb Child (Musgam'dzi) is a member of the Kwakiutl (Kwagiulth) First Nation on northern Vancouver Island and is currently the District Principal of First Nations Programs for School District #85. He has strong cultural knowledge through his Kwakwaka'wakw family connections and is a traditional singer and dancer among the Kwak'wala-speaking peoples. Kaleb has experience in teaching and administration in band-operated schools, postsecondary programs, and British Columbia's K-12 public-school system. His education and professional experience have been closely connected to First Nations communities throughout his career as a teacher, director, and educational leader. In February-March 2015, he was seconded to the Ministry of Education of British Columbia to facilitate five regional gatherings across the province that focused on defining "Aboriginal perspectives and world views in the classroom." The outcome of these sessions for the Ministry of Education will be the production of a guiding document to share across the province, identifying a "way forward" for the learning agenda in British Columbia.

In his role across communities, Kaleb works to enhance and support leadership development committed to an Aboriginal vision for pedagogy, Aboriginal content for all learners, the revitalization of language and culture, as well as the strengthening of meaningful relationships across communities.



**DR. PAMELA ROSE
TOULOUSE**

Associate Professor,
School of Education,
Laurentian University

Pamela Rose Toulouse is an Associate Professor in the Faculty of Education (English-language concurrent Bachelor of Education program) at Laurentian University. She specializes in inclusive education, classroom management, lesson planning, learning cycles, assessment/evaluation, differentiated instruction, and First Nations education. Dr. Toulouse is fondly known for her dynamic teaching, commitment to equity, and passion for education. She is a 3M National Teaching Fellow (2015) and has won several other awards for excellence in teaching.

Dr. Toulouse is originally from the community of Sagamok First Nation. She is a proud Ojibwe/Odawa woman who comes from a long line of educators. She is celebrating 22 years of teaching in a formal educational setting, first as an elementary school teacher and now in the role of university professor. She is well known for her contributions to First Nations, Métis, and Inuit (FNMI) education. Dr. Toulouse has published well over 50 resources, including books, book chapters, curriculum pieces, articles, and videos.

INDIGENOUS SCHOLARS



DR. MICHELLE M. HOGUE

Coordinator of the First Nations' Transition Program,
Assistant Professor,
University of Lethbridge

As someone of Métis heritage, the Coordinator of the First Nations' Transition Program, and an assistant professor at the University of Lethbridge, I see first-hand the challenges FNMI students experience in transitioning to postsecondary education. I believe that we as educators and curriculum developers need to design curricular activities that incorporate the learning strategies that most effectively educate Aboriginal students.

My teaching and research centre on building bridges between Aboriginal and Western ways of knowing and learning (AWKL vs. WWKL) — particularly in science, mathematics, and technology (SMT) — beginning from an Aboriginal paradigm and using methodologies that work with AWKL. Early engagement is key to fostering interest in SMT, so I work with students on-reserve, within the urban setting, and at the University of Lethbridge. My work blends curricular and institutional requirements with narrative, performative inquiry and hands-on, applied learning in ways that align with AWKL and enable success. I am currently gathering information on best practices in Canada, New Zealand, and Australia for engaging Aboriginal students in SMT early and at all levels in order to develop inclusive, culturally responsive teaching practices and curricula that will enable Aboriginal learners to succeed and embark upon SMT-related careers.



DR. SHERRY PEDEN

Vice President, Academic
and Research,
University College of the
North

Sherry Peden has extensive personal and academic experience with community-based teacher education. She began as a student at BUNTEP (the Brandon University Northern Teacher Education Program), taught in the public and postsecondary education sectors, and worked in educational administration and curriculum development. She completed her Ph.D. at the University of Manitoba in 2011 — one of the first to graduate from the PhD Studies for Aboriginal Scholars (PSAS) program. Her dissertation focused on the relationship, realities, and challenges associated with teacher education and the inclusion of Aboriginal content, world views, and histories.

Sherry came to University College of the North in 2013 because its mission and vision aligned with her scholarly and life pursuits. She has contributed to several curriculum initiatives with Manitoba's Department of Education and Advanced Learning that are exclusively focused on integrating Aboriginal education histories, world views, and content into mainstream curricula. Sherry speaks about Aboriginal education from an experiential and professional perspective at a variety of provincial, national, and international venues.

Sherry is a member of the Tootinaowaziibeeng Treaty Nation in Manitoba. She continues to spend time there as she practises a traditional lifestyle of growing and harvesting much of the food for her small family.

Pre-symposium event: Sunday, June 28, 2015

6:00 p.m.

Welcome dinner and networking at the Yellowknife River

For all symposium participants as well as the Council of Ministers of Education, Canada (CMEC), and officials.

- Shuttles leave the hotels at 5:45 p.m.; return shuttles will start running at 8:00 p.m.
- Dress code: outdoor casual; please wear comfortable footwear and consider wearing protection against sun and insects.

Day 1: Monday, June 29, 2015 – EXPLORATION

Note: Interpretation will be provided for some sessions.

8:00 a.m.

Opening ceremonies at the Northwest Territories Legislative Assembly

CMEC and symposium participants will gather together for opening remarks and traditional ceremony.

Shuttles will be available if needed. (7:45 a.m.)

9:30 a.m.

Relocation to Northern Arts and Cultural Centre (NACC)

Symposium participants will proceed to NACC.

Shuttles will be available if needed. (9:30 a.m.)

9:45 a.m.

Symposium Welcome (NACC auditorium)

10:15 a.m.

Keynote address: Mr. Darren McKee

Exploring key issues that impact and challenge Aboriginal educators in Canada

PROGRAM

- 11:00 a.m.** **Recruiting – Getting Aboriginal Educators into Our Classrooms**
Introduction of Panel 1 Indigenous scholars and discussion questions
1. Ms. Denise Kurszewski and Ms. Diane Campeau – *What can motivate Aboriginal students to pursue becoming a teacher?*
 2. Ms. Jo-Anne Chrona – *How can Aboriginal students be best prepared for entering teacher-education programs?*
 3. Ms. Tina Jules – *How can Aboriginal students be best supported to complete teacher-education programs?*
 4. Dr. Lori Eastmure – *How can Aboriginal teacher-education graduates be supported to find employment as teachers?*

11:45 a.m. **HEALTH BREAK/Transition to Breakout sessions**

12:00 p.m. **Indigenous Scholars Breakout Session 1**

12:45 p.m. **Lunch (provided)**

1:30 p.m. **Indigenous Scholars – Report-Back from Panel 1**

- 2:00 p.m.** **Retention – Supporting Aboriginal Educators Once They Are in Our Classrooms**
Introduction of Panel 2 Indigenous scholars and discussion questions
5. Dr. Myra L. Laramée – *How can Aboriginal educators be best supported in accessing opportunities for relevant training and professional development?*
 6. Mr. Kaleb Child and Dr. Pamela Rose Toulouse – *How can Aboriginal educators be supported in bridging gaps between their schools and communities by building partnerships?*
 7. Dr. Michelle Hogue – *How can Aboriginal educators be supported to create a culturally welcoming and inclusive environment in their schools and classrooms?*
 8. Dr. Sherry Peden – *How can opportunities for Aboriginal educators to be educational leaders be created and increased?*

2:30 p.m. Indigenous Scholars Breakout Session 2

3:15 p.m. HEALTH BREAK/Transition back from Breakout sessions

3:30 p.m. Moderator's Summary Remarks

3:45 p.m. Elders' Tea and Bannock session

4:30 p.m. Dinner break and free time

7:00 p.m. Screening of Northwest Territories documentary series *Dene A Journey* at NACC (optional)
 Participants are invited to attend a screening of *Dene A Journey*, hosted by Amos Scott, Producer.

Day 2: Tuesday, June 30, 2015 – INNOVATION

8:30 a.m. Welcome

8:45 a.m. Indigenous Scholars – Report-Back from Panel 2

9:15 a.m. Keynote address: Dr. Jo-ann Archibald
 Innovative solutions to issues that impact and challenge Aboriginal educators in Canada

10:00 a.m. Overview of Talking Circles and Jurisdictional Projects

10:10 a.m. HEALTH BREAK/Transition to Talking Circles

PROGRAM

10:30 a.m.

Talking Circles led by Indigenous Scholar panellists:

1. Ms. Denise Kurszewski and Ms. Diane Campeau – *How we can motivate Aboriginal students to pursue teaching as a career.*
2. Ms. Jo-Anne Chrona – *How Aboriginal students can be best prepared for entering teacher-education programs.*
3. Ms. Tina Jules – *How Aboriginal students can be best supported to complete teacher-education programs.*
4. Dr. Lori Eastmure – *How Aboriginal teacher-education graduates can be supported to find employment as teachers.*
5. Dr. Myra L. Laramée – *How Aboriginal educators can be best supported in accessing opportunities for relevant training and professional development.*
6. Mr. Kaleb Child and Dr. Pamela Rose Toulouse – *How Aboriginal educators can be best supported in bridging gaps by building partnerships between their schools and communities.*
7. Dr. Michelle Hogue – *How Aboriginal educators can be supported to create a culturally welcoming and inclusive environment in their schools and classrooms.*
8. Dr. Sherry Peden – *How we can create and increase opportunities for Aboriginal educators to be educational leaders.*

11:30 a.m.

Jurisdictional Discussions on “What can we do at home?”/Lunch (provided)
Participants will be seated together by jurisdiction and will work over lunch to complete a puzzle-piece project.

1:00 p.m.

Welcome to ministers and other CMEC officials

1:15 p.m.

Indigenous Scholars and Host Elder – Report-Back from Talking Circles

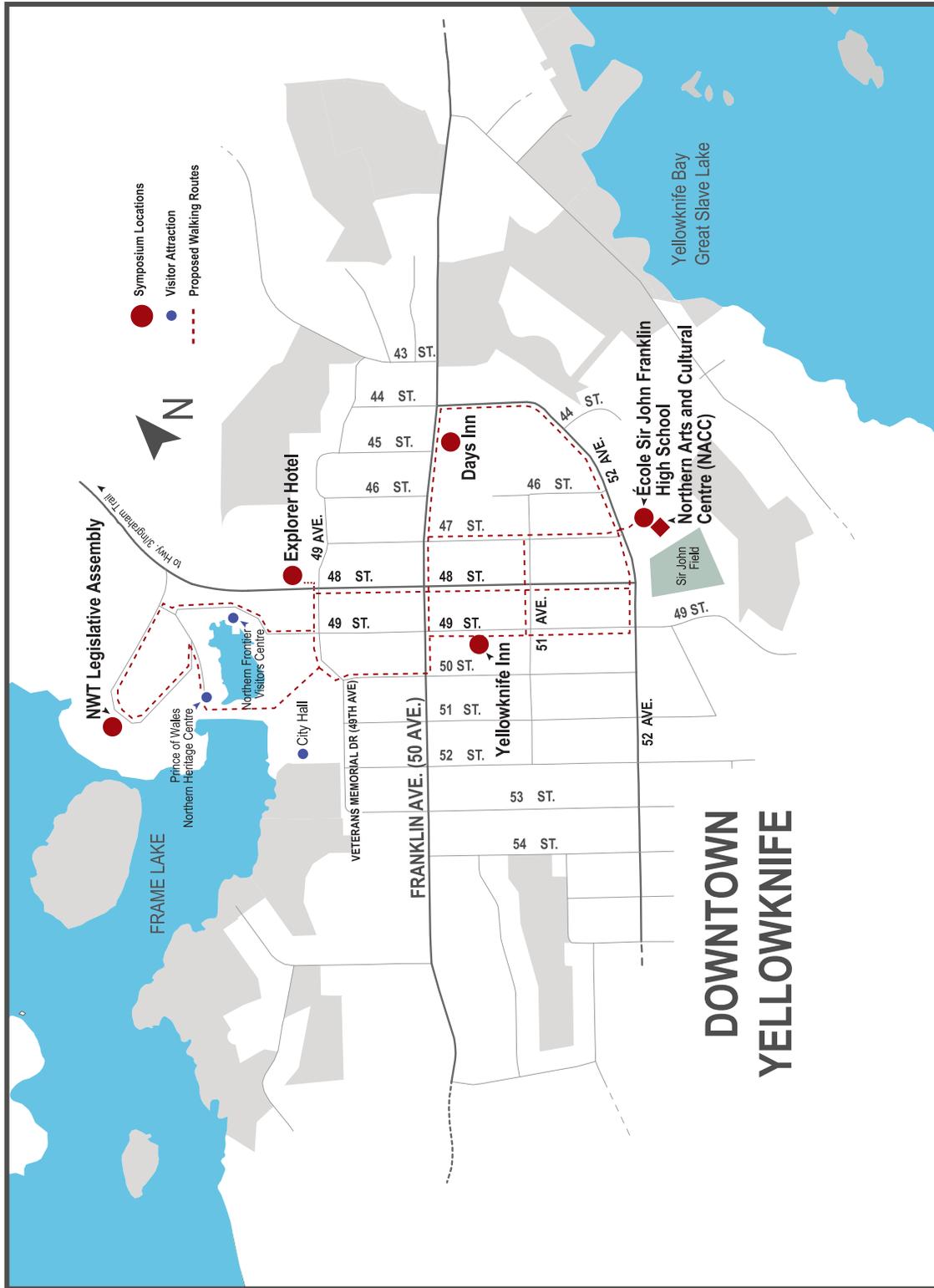
2:15 p.m.

Coffee break with ministers

Participants meet with ministers about what they can do at home and share their puzzle piece.

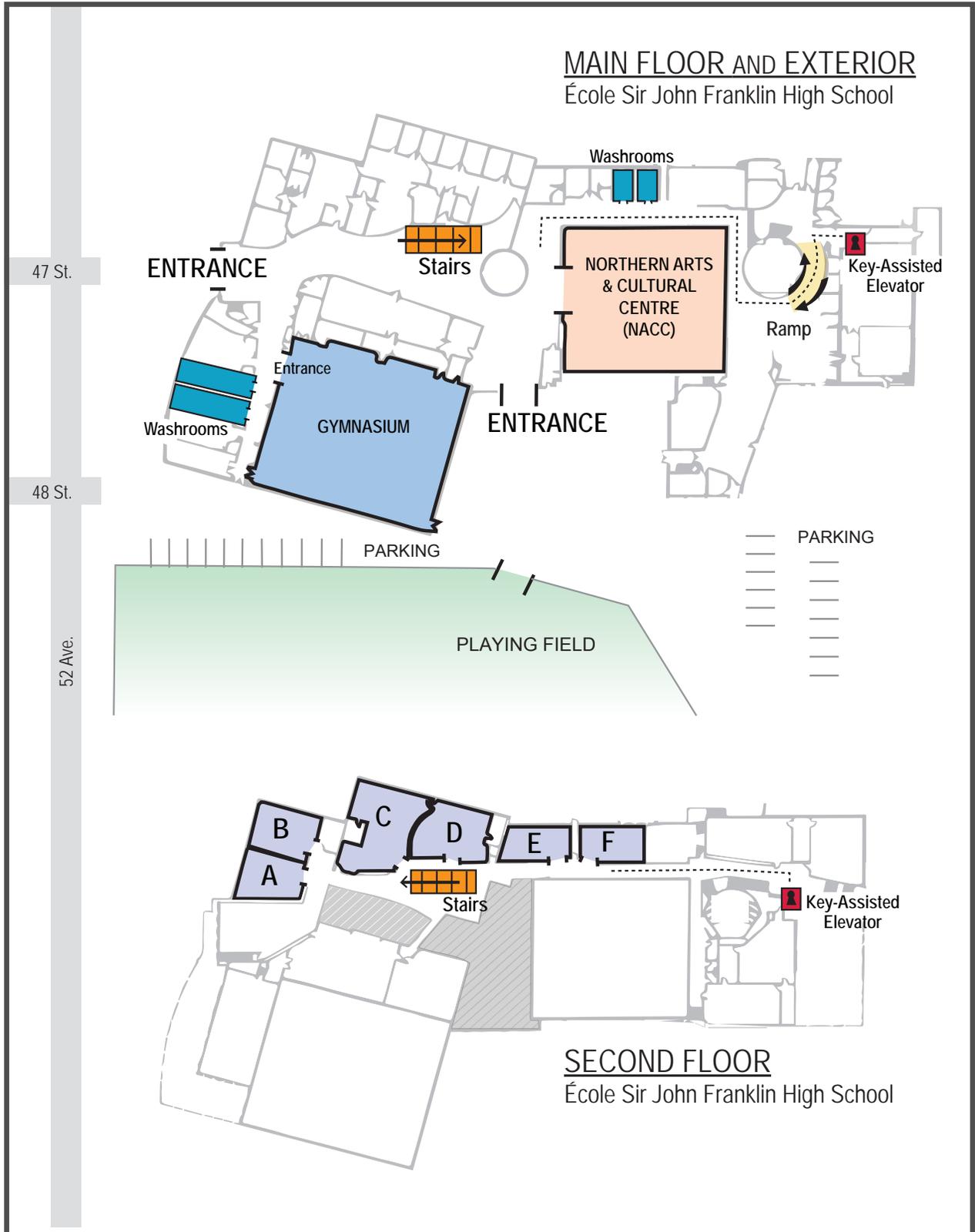
2:45 pm

Symposium Closing and Traditional Dene Drum Dance



**DOWNTOWN
YELLOWKNIFE**

MAP



YELLOWKNIFE - TOURISM INFORMATION



Yellowknife, Northwest Territories

Situated on the northern shore of Great Slave Lake, Yellowknife is the capital of Northwest Territories, Canada. Founded in 1934, we are located in the traditional territory of the Yellowknives Dene, who founded the nearby community of Dettah in the early 1930s.

The Yellowknives Dene are one of the peoples of the T'satsaot'ine (translation: metal or copper people), who were known for the pots, knives, and other tools they made from copper collected in the northern parts of the territory. Today, the peoples call themselves and their territory after the great T'satsaot'ine leader Akeh-Cho: the Akaitcho Peoples and Akaitcho Territory.

The Yellowknives Dene First Nation, whose members live in the nearby communities of Dettah and N'dilo, are members of the Akaitcho Dene First Nations (ADFN), along with the Łutselk'e Dene First Nation and the Deninu K'ue First Nation (Fort Resolution). The ADFN is currently negotiating a land, resources and self-government agreement with the Government of the Northwest Territories and the Government of Canada.

The city has its origins in gold mining and became the territorial capital in 1967. Since then, the city has grown to around 20,000 residents and has become a cultural, economic, and government services hub for the territory. Diamonds were discovered in the area in 1991,

and with the founding of three operating diamond mines within short flights from Yellowknife, the city is once again getting in touch with its mining roots. Tourism, transportation, and communications are other significant Yellowknife industries.

CLIMATE AND WEATHER

Yellowknife has a subarctic climate and receives, on average, less than 300 mm of precipitation annually. We have very cold winters and mild-to-warm summers, with the sunniest summer in Canada, averaging 1,034 hours of sunlight between June and August. The median temperature in late June/early July is 17°C, although daytime temperatures can reach 25°C and above.

Temperatures can sink into the single digits at night, so dressing in layers is recommended.

Northwest Territories is expecting an active fire season this year. Yellowknife may experience smoky conditions due to seasonal wildfires during your stay. In the event of severe smoke, outdoor events will be relocated to an indoor venue; it is recommended that visitors bring any inhalers they may need for respiratory conditions.

www.nwtfire.com

www.weather.gc.ca

YELLOWKNIFE - TOURISM INFORMATION

TOURISM RESOURCES

Northwest Territories Tourism:

www.spectacularnwt.com

Northern Frontier Visitors' Centre:

<http://visityellowknife.com>

YKBuzz (daily updates and current information on all events and activities): www.ykbuzz.com

YKOnline.ca: (what is happening in Yellowknife)

<http://ykonline.ca/>

Yellowknife Farmers Market:

www.yellowknifefarmersmarket.ca

Yellowknife Walking Trails:

<http://visityellowknife.com/things-to-do/hiking>

Yellowknife Golf Club:

www.yellowknifegolf.com

ARTS

Prince of Wales Northern Heritage Centre:

<http://www.pwnhc.ca/>

Northern Arts and Cultural Centre:

www.naccnt.ca

IMPORTANT TELEPHONE NUMBERS AND INFORMATION

Emergency services**

RCMP: 867-669-1111

Fire and Ambulance: 867-873-2222

Visitors should note that there are **no 911 services in Northwest Territories.

Yellowknife health-care facilities

For Canadians, a valid health card is required; for all others, payment for services will be required.

Yellowknife Primary Care Centre: 867-920-7777

Frame Lake Community Health Clinic: 867-873-3512

Stanton Territorial Hospital: 867-669-4111

Eye Clinic: 867-873-3577

Taxi information

City Cab: 867-873-4444

Diamond Cabs: 867-873-6666

Note: Not all taxis accept payment by credit card.

Cellphone service in Yellowknife

Bell Mobility and Telus networks provide cellphone access (roaming charges may apply).

For other service suppliers, please contact your provider to ensure compatibility while in Yellowknife.

Other options in Yellowknife are:

Bell Mobility: *611

Roy's Audiotronic: 867-873- 5441

ICE Wireless: 867-669-6240

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