

## IFNMI18-197 Third Annual Spring Gathering for Educators, Reconciliation Education: "Meet The Metis".



### PRESENTED BY

Linda Boudreau-Semaganis , Glenda Bristow,  
Dan Nash & Kim Barker-Kay



### SERIES SESSIONS

Date	Time
May 22, 2018	3:00 PM – 9:00 PM
May 23, 2018	8:30 AM – 9:00 PM
May 24, 2018	9:00 AM – 12:00 PM



### LOCATION

Portage College Event Center St. Paul Campus  
- 5205-50 Ave

### FEE

**\$350.00**

### QUESTIONS?

**Contact Us:**

**780-623-2248**

### REGISTER ONLINE

**Visit our website to register:**

**Ines.ca**

## Program

We invite you to experience three intensive days of personal and professional learning into the worldview of the Metis. Your days will be designed around activities and explorations to enrich your understanding of the significant foundational cultural perspectives that have supported indigenous cultural resilience through the millennia.

The purpose of the workshop is to explore and build Inclusive Relational Spaces for Reconciliation Education. Our time together is a great opportunity to become closer to the history of our land and our first peoples by learning through the guidance of authentic indigenous eyes. Having our elders share their thoughts and wisdom can bring us closer to viewing our experiences from within an indigenous worldview and encourage us to open our hearts and minds to other ways of Knowing, Being, Doing, and Relating.

### Featured Experiences include:

**The Brain Architecture Game** is a group tabletop simulation game experience that builds understanding of the powerful role of experiences on early brain development; what promotes it, what derails it and with what consequences for children, families and society. **(Facing Historical Trauma)**

**Learning from the Land: Visiting Metis Crossing and Fort Victoria.** Métis Crossing is Alberta's premier Métis Cultural Center is located in Smoky Lake County along the Victoria Trail. Métis Crossing is a major initiative of the Métis Nation of Alberta's mission to provide a premier center for Métis cultural interpretation, education, gatherings, and business development. During our visit we will:

Tour the historic Métis Crossing barn/museum space that will reveal key elements of what it means to be Métis, both spirituality and culturally, and who they are today.

Stroll into a Métis fur trapping camp where you will be a part of the fur trapping process and witness key components to living off the land, including making and tasting locally foraged teas.

Take a guided walk along the river valley to learn about local wildlife, and medicinal plants and trees. From Beaver Birch Trail you will jump into a voyager canoe and travel 5 km to Fort Victoria where you will experience what life was like at this early settlement when it was originally founded in 1860.

Our time at Métis Crossing will conclude with a Métis jig (lesson), bannock and tea.

### **(Learning from the Land)**

**Community Action Poverty Simulation: *Living on the Edge*** is a unique experience designed to provide a glimpse into what it might be like to live on a low income, trying to survive from month to month. Participants are placed in different households, each with a story that describes their financial situation. The simulation is divided into four simulated weeks. Following the simulation, participants and community volunteers debrief the experience relating on how marginalized communities, and families, might impact student learning. **(Facing Historical Trauma)**

**Closing the Achievement Gap-** Kim Barker-Kay will draw from her Alberta based research and subsequent implementation of an *Equity Framework Model* identifying 8 common barriers to indigenous student achievement.

Educational equity is how educators provide all students with the individual support they need to reach and exceed a common standard. Within equitable schools, 4 common characteristics can be observed:

1. Expectations set the bar for high achievement.
2. Rigor provides the skills and learning the student needs to succeed.
3. Relevancy connects the learner with the instruction and curriculum.
4. Relationships helps the student believe in the teacher's high expectations, engage with the rigorous curriculum, and respond to the relevancy of the learning.

Missing any one of these equity characteristics from an individual student's experience in school, that student is likely not to succeed. **(Creating School- based Relational Spaces).**

This learning opportunity is being offered through a grant from Alberta Education.

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## **Presenters**

### **Linda Boudreau-Semaganis**

Linda is a proud Cree woman. She was born in Fort McMurray to Henry and Evelyn White, when the 'Mac' was just more than a village. She is a Mother, Grand Mother, Great Grand Mother and Auntie to many young people she mentors on their journey. Of her many passions, history, genealogical searching, and writing are her favourites. She loves to teach history from an indigenous perspective, and presents to many schools, groups, and events across the country. She strives to live her life in balance and wellness, with healthy doses of humour to liven up the days.

### Glenda Bristow

Tânsi, Glenda Bristow nitisîyihkâson, Nehiyaw iskwew niya , Ayîkis Sâkahian ohci. Hello, my name is Glenda Bristow. I am Cree from Frog Lake First Nations. I presently work as the Director of Technology/Programs for St. Paul Education Regional Division No. 1. and have been a part of this education family for several years. Within my role, I manage and supervise Division Technology, First Nations, Métis and Inuit Education, Division Career Counselling along with various other duties. Prior to working at central office, I spend several years teaching at the primary level at both the provincial and federal level and worked as a Director of Education for Frog Lake First Nations. Being a Cree Woman and working in education has many positives and challenges but at the end of the day, it's knowing that we made a difference in the lives of many students which makes working in the field so rewarding.

### Dan Nash

Dan is currently a Professional Learning Program Coordinator for the Learning Network Educational Services who is leading the Implementation work associated with the 'new' Alberta Curriculum. He also brings with him, over 40 years of classroom, school and district administration, and curriculum implementation leadership. Dan fully subscribes to being a lifelong learner and his mantra is, "*That it is generally easier to get people to act their way into a new way of thinking... than it is to get them to think their way into a new way of acting.*" So, let's roll up our sleeves and get to it!

### Kim Barker-Kay

**Kim Barker-Kay** is a retired teacher, principal, and researcher with 33 years of experience as an educator in High Prairie and area. Kim spent many years researching and learning about barriers to Indigenous student achievement and how to remove those barriers. Kim's work on closing the achievement gap was influenced by a variety of findings and experiences, including: The Equity Framework, Diversity Training, Cultural Awareness and Personal Wellness as well as Critical Pedagogy and Transformative Theory. Over the years, Kim has become an expert on transforming school cultures and closing the educational achievement gap.

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## Registration Notes

Registration includes:

May 22 -Supper  
May 23 -Breakfast, Lunch and Supper  
May 24 - Breakfast and Lunch

Registration also includes transportation to and from Metis Crossing.

Campus accommodations can be made by contacting Doug Furgason @ 587-252-4107 or 780-614-6338.