



## Hello, Tānsi, Aaniin, Hau/Han, Boozhoo, Wotziye, Asujutilli, Taanishi, Bonjour

Warm greetings from the Manitoba Collaborative Indigenous Education Blueprint (MCIEB)!

On Dec 18, 2015, Manitoba's six universities, three colleges, and the Manitoba School Boards Association became partners in their commitment to make Manitoba a global center of excellence in Indigenous education and signed the Manitoba Collaborative Indigenous Education Blueprint.

Informed by the TRC's Calls to Action as they relate to education, the Blueprint Signatory Document is comprised of 10 commitments.

Since the signing in 2015, MCIEB has grown to include more educational and community partners who have joined the work of this ambitious and important initiative and on April 14, 2023 the partners re-affirmed their commitment to make Indigenous education a priority in Manitoba.

A Steering Committee of these partner representatives, Indigenous educational authorities, advocacy groups, and the Province of Manitoba are guided in their work by a council of Elders from diverse nations and communities.

Our goal is to ensure all Blueprint initiatives are community driven and focus on meeting the needs of Indigenous students. In this spirit, we are delighted to welcome you to our second annual Indigenous Education Gathering.

The Gathering is a confluence of educators, students, community patrons, and advocates, all committed to fostering important dialogue, exchanging knowledge, and cultivating partnerships centered on Indigenous education. Forging ahead, we will discuss critical issues, celebrate successes, and welcome innovation.

Your presence is integral to the event's success, and we are thrilled to have you gather with us.

Thank you, Kinanāskomitin, Miigwech, Pidamaya, Máhshicho, Nakurmīk, Maarsii, Merci

*Denise Tardiff*

Denise Tardiff  
General Manager  
MCIEB

# *Ten Blueprint Commitments*

Informed by the TRC's Calls to Action as they relate to education, the Blueprint Signatory Document is comprised of 10 commitments.

- 1** Engaging with Indigenous peoples in respectful and reciprocal relationships to realize the right to self-determination, and to advance reconciliation, language and culture through education, research and skill development;
- 2** Bringing Indigenous knowledge, languages and intellectual traditions, models and approaches into curriculum and pedagogy;
- 3** Promoting research and learning that reflects the history and contemporary context of the lives of Indigenous peoples;
- 4** Increasing access to services, programs, and supports to Indigenous students, to ensure a learning environment is established that fosters learner success;
- 5** Collaborating to increase student mobility to better serve the needs of Indigenous students;
- 6** Building school and campus communities that value diversity, foster cultural safety and are free of racism;
- 7** Increasing and measuring Indigenous school and post-secondary participation and success rates;
- 8** Showcasing successes of Indigenous students and educators;
- 9** Reflecting the diversity of First Nations, Inuit and Métis cultures in Manitoba through institutional governance and staffing policies and practices; and
- 10** Engaging governments and the private and public sectors to increase labour market opportunities for Indigenous graduates.





ATTAUSIKUULUTA - Working All Together





## MCIEB ELDERS COUNCIL BIOGRAPHIES



### **Barbara Bruce**

Barbara Bruce (Flies High Thunderbird and Truth Talker) is a citizen of the Red River Métis Nation. Her beliefs of Métis and other Indigenous traditional teachings are reflected in her 40+ years of experience. Her dedication to advancing the rightful place of the Two Spirit community, Indigenous women and children are an integral part of her life.

She has an extensive network and working relationships with the Métis Nation and other Indigenous and non-Indigenous leaders, and organizations. Her portfolio includes board appointments with the National Aboriginal Economic Development Board, the Manitoba Communities Economic Development Fund, the Canadian Council for Aboriginal Business, Top 40 Under 40, the University of Winnipeg Board of Regents and the Métis Child and Family Services Authority.

Barbara has received extensive recognition and honour for her work in cultural social justice and for her contribution to the wellbeing of Indigenous Peoples from many communities and organizations. Some of those are, the Human Rights Commission of Manitoba, Sagkeeng First Nation, Keeping the Fires Burning with Ka Ni Kanichihk as a Kookum, the Order of Manitoba, the Nellie McClung Foundation 150 Manitoba Women Trailblazers Award, and the Queen Elizabeth II's Platinum Jubilee Medal for Manitoba.

### **Ivy Chaske**



Ivy Chaske is a Dakota Grandmother, Elder, and Knowledge Keeper. She has been working with the NorWest Co-op Community Health Intervention and Outreach Team for over three years and provides teachings and support to the youth participants and their families. She has been instrumental in changing the way the Intervention and Outreach Team approaches wraparound supports and was invited to sit on the Wrap Canada board two years ago. She has dedicated her life to working on Indigenous issues through community activism and is passionate about improving relationships and developing alliances

with non-Indigenous people. Ivy believes that traditional teachings are a foundation for the work that IOT does with youth and families and that through reclaiming this knowledge youth will develop a sense of pride in their identity, strength of spirit and belonging, and a sense of place within their Indigenous Nation.



### **Ron Cook**

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



### **Mark Hall**

Mark Hall was born and raised in Sioux Valley Dakota Nation. He has dedicated his life to serving others in the helping field. A traditional Dakota man, he is deeply connected to his community, finding joy in hunting and guiding children toward a good way of life. Mark draws inspiration from the teachings of his Dakota grandparents, using their wisdom to foster healing and provide direction for future generations.

He has 35 plus years of traditional Holistic Training and understanding, having been mentored by many Elders, Headmen, Spiritual leaders and having acquired an in-depth knowledge of the Dakota seven sacred rites and seven sacred teachings. He has the ability to facilitate sweatlodge ceremonies, pipe ceremonies, keeping of the spirit ceremony and being a Eyaska (public speaker) for such ceremonies.

His education includes a Bachelor of Arts in Native Studies and First Nation Counselling from Brandon University with some completed graduate courses in guidance and counselling through the Masters in Education at Brandon University.



### **Myra Laramée**

Dr. Myra Laramée | Cree, ocêko-sîpiy (Fisher River Cree Nation) Since 1976, Myra Laramée, a member of Fisher River Cree Nation, has helped transform Manitoba's education system as a beloved teacher, co-founder of the Aboriginal Teaching Circle, administrator, counsellor, mentor, Traditional Indigenous Knowledge Keeper, and creator of no fewer than 12 guiding documents on how Manitoba can infuse Reconciliation, Indigenous languages, and Indigenous-centred content into curricula.

Her doctoral thesis, "Teaching and Learning as an Act of Love: An examination of the impact of seven traditional Indigenous teaching practices in teacher education and on teacher's classroom practices" has revolutionized the classroom and was groundbreaking in legitimizing the recognition and citation of Traditional Knowledge in academic works.

Winner of the Distinguished UM Alumni Lifetime Achievement Award and the Canadian Teachers' Federation's Outstanding Aboriginal Educator Award, Myra has served her community tirelessly. She has shared her wisdom and guidance as an advisor and policy maker for innumerable initiatives and institutions; the Winnipeg school division, Manitoba Education and Training-Post-Secondary Partnership Group, the University of Manitoba-Dean's Aboriginal Education Task Force, the Manitoba Industry-Academia Partnership's Indigenous Pillar and MCIEB Elders Council are just a few.

Above all, Myra is a Capan (Chapan, Grandmother), Mother, Sister, Daughter and friend. These roles have been significant in shaping the person that she is today, as have the mentors in Myra's life who encouraged her to reach her potential. As a Traditional Knowledge Keeper, she imparts the importance of these relationships by teaching Ogichi Tibakonigaywin, Kihche Othasowewin, Tako Wakan: The Great Binding Law.

Myra's lifework embodies this law that connects us all. She gives endlessly of herself to empower all her relations to reach their potential and pay it forward to others.



### **Susan McPherson-Derendy**

Susan McPherson-Derendy is Nehiyaw (Cree) from northern Manitoba and resides in Anishinaabe territory in southwestern Manitoba, home now to many nations including the Dakota, Nehiyaw, Anish-Nehiyaw (Oji-Cree), Métis, Inuit, Dene, and settlers and immigrants. Susie is a family and community minded person first and has a passion for spiritual revival and cultural restoration and reconciliation through relationships and community development. She is a life-long learner and a strong advocate for empowerment and justice.





## KEYNOTE SPEAKERS



### MOE CLARK

âpihtawikosisâniskwêw (Métis/ mixed-settler) multidisciplinary artist Moe Clark is a 2Spirit singing thunderbird. She works across disciplines of vocal improvisation, creative arts facilitation, land-based oskapêwis support, and performance creation, to create work that centres embodied knowledge, 2Spirit Indigenous resurgence, and creative kinship. As a composer, Moe's music and voice have appeared in documentaries, films, theatre and dance performances

alike. Her last solo album "Within" toured across North America and her collaborative video poem "nitahkôtân" won best Indigenous language music video at the ImagiNative film festival. [www.moeclark.ca](http://www.moeclark.ca)

### RÉAL CARRIÈRE

Réal Carrière is Nehinuw (Swampy Cree) and Métis from Cumberland House, Saskatchewan. He was home-schooled and grew up on the land, with no road access, running water, or electricity. His current research focuses on Nehinuwak political theories, Indigenous methodology, and Indigenous political representation. He is an Assistant Professor at the University of Manitoba in Political Studies, with a specific focus on Indigenous politics. He is passionate about canoeing, storytelling, Indigenous knowledge, and social justice.





### **KRIS DESJARLAIS**

As Director of Indigenous Education, Kris Desjarlais manages the delivery of services for Indigenous students, coordinates the college's Indigenization strategy, and provides leadership in training college staff on Indigenous cultural competency and safety. A member of the Métis and Cree Nations, Kris works to ensure First Nation, Metis and Inuit students experience a respectful and engaging learning environment.



### **JESSICA BARLOW**

Jessica is a proud Red River Métis woman with deep roots in Manitoba. Jessica obtained a Bachelor of Arts Degree from the University of Manitoba and a Law Degree from the University of Manitoba, Robson Hall Faculty of Law. Jessica is currently a lawyer in the Office of Legal Counsel at the University of Manitoba and primarily supports the Office of the Vice-President (Indigenous) and the National Centre for

## **OBJECTIVES:**

The Gathering is a confluence of Elders, educators, students, community leaders, policy makers, and advocates, invested in fostering important dialogue, exchanging knowledge, and cultivating partnerships centered on Indigenous education.

Over both days there will be breakout room presentations and a student panel. Discover innovative thinking and approaches around these critical issues:

### **1. "Indigenizing" Curriculum – Are we getting it right?**

Are Indigenous ways of knowing, being, doing foundational, integrated, or merely incorporated into our educational, organizational, and institutional social structures?

### **2. Indigenous Identity Verification/Fraud – Preserving Indigenous identity amidst growing concerns.**

How do we ensure funding, positions and initiatives intended to create substantive equality remain rightfully with Indigenous peoples during a time when people are still "coming home"?





## THURSDAY, FEBRUARY 6, 2025

7:00am – 8:00am Pipe Ceremony

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8:00am – 8:45am Registration & Hot Breakfast

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8:45am – 9:15am Opening Prayer  
Land Acknowledgement  
Opening Remarks

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9:15am – 10:15am Keynote: From Star Charts to Drum Songs: Singing Backwards into the Future of 2Spirit Indigenous Resurgence - Moe Clark

Medicine wheel as methodology; four-bodied ways of knowing; 2Spirit + intergenerational transmissions; kiyokêwin (visiting) as knowledge exchange; song as land-based/land-back practice; Indigenous language resurgence; mapping Indigenous education in circular, re-iterative discourse.

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10:15am – 10:30am Collective Reflection

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10:30am – 10:45am Break

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10:45am – 12:00pm **BREAKOUT SESSION 1:**

1A. Weaving Indigenous Knowledge and Emerging Technology to Indigenize Language Learning in Education - Dr. Ramona Neckoway, Dr. Maya Rad-Spice (Wellington Room)

1B. A Community Education Model - Shirley Thompson, Florence Thompson (Carlton Room)

1C. Poetry as an Engine of Indigenous Identity - Mike Johnston (Embassy AB)

1D. Indigenous Identity Verification/Fraud – Student Panel: Jonah Harper, Jory Thomas-Blanchard, Tréchelle Bunn - (Embassy CD)

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12:00pm – 12:45pm Lunch

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## THURSDAY, FEBRUARY 6, 2025

1:15pm – 2:30pm	Tiwahe ~ Li Faamii ~ Minisīwin ~ Indinawemaaganag - MCIEB Elders Council - Ron Cook, Barbara Bruce Ivy Chaske, Mark Hall, Myra Laramée, Susie McPherson- Derendy
2:30pm – 2:45pm	Break
2:45pm – 4:00pm	<b>BREAKOUT SESSION 2:</b> <p>2A. Identity not for sale: Indigenous led advocacy for curriculum design and facilitation - Kathleen Wilson (Wellington Room)</p> <p>2B. Voice as Land-Back: Mapping Our Journey Forwards Through Creative &amp; Collective Practices - Moe Clark (Carlton Room)</p> <p>2C. Empowering Communities Through the Inter-Community Canoe Program - Laura Payne, Barney Morin (Embassy AB)</p> <p>2D. “Indigenizing” Curriculum - Student Panel: Katie Anderson, Hevyn-Lee Martens, Taylor Galvin, Winonah Swampy* - (Embassy CD)</p>
4:00pm – 5:30pm	Town Hall and Reception Opens <p>Join us for a Town Hall to engage with the work of the MCIEB. Hear how Blueprint Partners are meeting the MCIEB commitments, the status of collaborative projects, milestones, and goals. An open mic will be available to share enquiries, priorities and opportunities on behalf of your community, organization, or government.</p>
4:30pm – 4:45pm	Open Mic
4:45pm – 5:30pm	Reception featuring - Kind Hart Women Singers
5:30pm	Reception Closing



## FRIDAY, FEBRUARY 7, 2025

8:00am – 8:45am      Registration & Hot Breakfast

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8:45am – 9:00am      Daily Opening

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9:00am – 10:00am      Keynote: Identity Fraud Policy: Storytelling or Persecution? -  
Réal Carrière

Prominent cases of Indigenous identity fraud have gained public attention in recent years. The institutional response to these cases have been slowly emerging. These responses have tried to “Indigenize” the process by balancing storytelling, compassion and action. In this keynote, Dr. Carrière would like to challenge the idea that “Indigenization” improves or solves identity fraud. Ultimately, the “Indigenization” of identity fraud policy has simply placed the onus on Indigenous peoples in order to avoid judicial action thus creating a new environment of persecution focused on all Indigenous peoples instead of developing more robust fraud mechanisms.

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10:00am – 10:15am      Break

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10:15am – 11:15am      Indigenous Identity Affirmation Policies Panel - Jessica Barlow,  
Kris Desjarlais

How do we ensure funding, positions and initiatives intended to create substantive equality remain rightfully with Indigenous peoples during a time when people are still “coming home”?

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## FRIDAY, FEBRUARY 7, 2025

11:15am – 12:15pm **BREAKOUT SESSION 3:**

3A.2 Spirit/Indigenous LGBTQI+ Contributions to History, Education, and Scholarship - Albert McLeod, LLD (Wellington Room)

3B. Minegoziibe Anishinabe Kina-maaga Gamik - Pine Creek First Nation Learning Hub/Training Centre - Taz McKay (Carlton Room)

3C. The Living Medicine Wheel in Nursing Education: An Immersive Exploration of Anti-Indigenous Racism and Cultural Safety in Healthcare - Stephanie Van Haute, Melissa Eastveld (Embassy AB)

3D. Pecha Kucha/Poster

presentations Join us in Embassy CD for a round of Pecha Kucha to learn about some exciting research and initiatives.

Topic	Presenter
<b>GOOSE</b> (GROW OUR OWN SPECIALISTS)	<i>Marlene Head</i>
<b>Kashkikwaata lii troo (Mending the Gap) - A Guide to Indigiqueering the Curriculum</b>	<i>Katie Anderson, Meghan Young, Lauren Hallett</i>
<b>The benefits of Intergenerational projects!</b>	<i>Jeannie Gurr</i>
<b>Equity Through Structured Literacy: Empowering Indigenous Students</b>	<i>Kelly Milne &amp; Britney Morrish</i>

12:15pm – 12:30pm Closing Prayer  
Closing Remarks

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12:30pm – 1:30pm Lunch

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**Date: February 6, 2025**

**Time: 10:45am – 12:00pm**

**Session: 1A.**

**Location: Wellington Room**

**TITLE:** Weaving Indigenous Knowledge and Emerging Technology to Indigenize Language Learning in Education

**DESCRIPTION:** Housed within University College of the North's (UCN) Indigenous Initiatives and Reconciliation (IIR) division, the Centre for Aboriginal Languages and Culture (CALC) is committed to safeguarding and celebrating the rich heritage of Manitoba's First Peoples. Through dynamic partnerships, CALC promotes Indigenous values, traditions, and knowledge, ensuring their relevance for future generations. Recognizing that language is a cornerstone of cultural identity, CALC prioritizes its preservation as essential to the spiritual and social well-being of Indigenous communities. The "Speak Indigenous" campaign emerged during the pandemic, guided by Indigenous knowledge keepers and educators from northern Manitoba. Their reflections highlighted the challenges of teaching and revitalizing Indigenous languages and emphasized the need for safe, supportive spaces to learn and practice. This campaign represents a call to action for intentional, collective efforts to restore and sustain Indigenous languages. In partnership with BSD XR Lab, CALC integrates virtual reality (VR) technology to immerse users in interactive experiences that celebrate "Speak Indigenous". Housed in a new language lab in Thompson, with remote access for communities, these VR environments co-created with knowledge keepers bring language, stories, and histories to life, fostering cultural engagement and intergenerational connection. This session explores how emerging technologies can serve as transformative tools for Indigenous language revitalization, bridging tradition and innovation. Presenters: Dr. Ramona Neckoway, Dr. Maya Rad-Spice

**PRESENTER BIOS:**

**Dr. Ramona Neckoway** serves as the Vice-President, Indigenous Initiatives & Reconciliation at University College of the North and is based out of the Thompson Campus. She is a member Nisichawayasihk Cree Nation and has been involved with a number of community research projects including language and language revitalization research.

**Dr. Maya Rad-Spice** is the Director of Programming and Operations at the Indigenous Initiatives and Reconciliation Department at UCN. A multidisciplinary researcher, her work focuses on integrating Indigenous and Western knowledge systems and participatory action research to support community self-determination and empowerment. Born and raised in Tehran, Iran, her ancestral roots trace back to the medicine keepers along the Silk Road.

**Date: February 6, 2025**

**Time: 10:45am – 12:00pm**

**Session: 1B.**

**Location: Carlton Room**

**TITLE:** A Community Education Model

**DESCRIPTION:** In Canada, many First Nation school systems maintain the standardized provincial educational model as mandated by the provincial or territorial government's education department. Several significant historical events, including the numbered treaties, the Indian Act, and the Indian residential school system, transformed existing Indigenous educational models. Educational processes and policies implemented in school systems are designed to sustain the cultural, political, and social structures of Canada as a collective nation-state. These school systems reinforce dominant, settler colonial culture. School systems, especial on-reserve school systems, promote Western philosophies of education, ideologies, and perspective.

The major goal of this research is to develop a viable education model that supports Indigenous ways of being, doing, and knowing in the current school system using land-based pedagogy. The research will explore the knowledge and teachings of land-based experiential experiences guided by elders and land-based knowledge holders. This research study builds on scholarship of existing Indigenous knowledge and practices of land-based pedagogy informing and being an integral component of Indigenous people and their everyday life. This research aims to counter hegemonic ideological production by decolonizing education and examining and transforming educational policies, practices, and institutions.

This research is designed using a blended Indigenous research methodology supported with a community-based participatory approach. The research methods will include journaling, oral storytelling, and experiential learning. It is qualitative in nature and honours Indigenous knowledge, praxis, and worldview.

#### **PRESENTER BIOS:**

**Shirley S. Thompson** is an Anishinabekwe from Minegoziibe Anishinabe First Nation (Pine Creek) in central Manitoba. Shirley is an expert high school teacher with over fifteen years' experience teaching and volunteering in a First Nation community. She is also in her third year of the University of Manitoba, Faculty of Graduates Studies PhD program in Indigenous Studies. She holds a Master of Education degree from Brandon University (2019) and is a certified classroom teacher through Manitoba Education since 2005.

As a person who grew up "in the bush", Shirley advocates and honours Indigenous knowledge, praxis, and worldview. Shirley is committed to research in the areas of Indigenous pedagogy including: land, language, and storytelling. She is actively involved at local and regional levels promoting the inclusion of Indigenous perspectives in public school systems.





Shirley is a single mother to her three sons: Cassidy, Hayden, and Jayden and recently acquired the coveted title of “koko” (grandmother) to her grandson, Hayden Grey and Rylin Jade.

**Florence L. Thompson** is an Anishinabekwe from Minegoziibe Anishinabe First Nation (Pine Creek) in central Manitoba. Florence is an administrator, teacher, and active community member with over twenty years’ experience teaching and volunteering in Pine Creek First Nation.

Florence developed and maintained the culture camp at Minegoziibe Anishinabe School for over fifteen years for high school students. Land based learning is central to Florence’s daily work at the school. She works closely with elders, staff, and students to promote Indigenous ways of being, doing, and knowing.

**Date: February 6, 2025**

**Time: 10:45am – 12:00pm**

**Session: 1C.**

**Location: Embassy AB**

**TITLE:** Poetry as an Engine of Indigenous Identity

**DESCRIPTION:** Poetry is a powerful tool for exploring, engaging with and amplifying identity. Using a variety of poetic experiences, activities and strategies, participants will not only have an opportunity to actively explore and amplify their own sense of Indigenous Identity, but they will also walk away with strategies and tools to open space and amplify voices and identities for others through poetry.

**PRESENTER BIO:**

**Mike Johnston** is an Indigenous Educator and a member of the Louis Riel School Division Indigenous Education Team. Mike is an award-winning educator with over 18 years of experience from k-12, a champion slam poet and the author of multiple educational resource books including *You Are Poetry* and *Teaching is a Tattoo*.

**Date: February 6, 2025**

**Time: 10:45am – 12:00pm**

**Session: 1D.**

**Room Location: Embassy CD**

**TITLE:** Student Panel - Indigenous Identity Verification/Fraud – Preserving Indigenous identity amidst growing concerns.

#### **PRESENTER BIOS:**

**Jonah Harper** is from St Theresa Point Ansininew First Nation. I was born in Winnipeg, raised in St Theresa Point, and am currently schooling at University of Manitoba. I'm in my second year, and I'm enjoying it so far, I am studying sociology, and I plan on going to law school when I graduate. I went to Cranberry Portage for my last 2 years of high school, it was where my grandmother went when she was that age. I'm the older brother to 6 little siblings, and I have too many cousins to try and count at the moment.

**Jory Thomas-Blanchard** (she/her/they/them) is Red River Métis with ties to the settlement of St. Norbert and Oak Lake, Manitoba. Raised highly immersed in Indigenous ceremony, Jory also carries the spirit name Stone Woman and is Bison clan. She is currently a fourth-year student at the University of Manitoba studying a Bachelor of Environmental Design in the Landscape and Urbanism stream. Heavily involved in the university Indigenous community, Jory is the co-president of the Métis University Students' Association (MUSA), Outreach Coordinator for the Indigenous Design and Planning Student Association, Communications Coordinator for the Student Architectural Society, and a student leader involved in two leadership programs: the President's Student Leadership Program (PSLP) and the Indigenous Circle of Empowerment (ICE.) Jory's interests include urbanism, design, art, history, land rights, Indigenous culture, and Indigenous advocacy. She currently resides on Treaty one territory with her family.

**Tréchelle Bunn**, hailing from Wampum, Manitoba, and a proud member of Birdtail Sioux Dakota Nation, is an accomplished athlete, academic, and advocate.

In 2022, Tréchelle founded the Reconciliation Run, Canada's first National Day for Truth and Reconciliation half-marathon, to honour residential school Survivors and those who never made it home. This annual event has united hundreds of participants across Turtle Island to reflect, learn, and heal on the National Day for Truth and Reconciliation.

Tréchelle is an award-winning university hockey player, law student, and advocate. She holds the position of Youth Chief for the Southern Chiefs' Organization, representing and advocating for youth across 34 First Nations in southern Manitoba. Additionally, Tréchelle serves as the Vice-President Internal (First Nations) for the Manitoba Indigenous Law Students Association (MILSA). Tréchelle's advocacy has taken her to speak on provincial, national, and international stages.

She is also the humble recipient of numerous accolades, including the Manitoba Indigenous Youth Achievement Award, the Nellie McClung "Yes I Can" Leadership award, the University of Manitoba Indigenous Award of Excellence and was recently awarded



the CBC Manitoba's Future 40 award. Tréchelle's work is dedicated to advocating for and inspiring the next generation.

**Date: February 6, 2025**

**Time: 2:45pm – 4:00pm**

**Session: 2A.**

**Room Location: Wellington Room**

**TITLE:** Identity not for sale: Indigenous led advocacy for curriculum design and facilitation

**DESCRIPTION:** The concept of "Indigenizing education" has reached significant forward momentum in the past several years. At every level of education, leaders are asking Indigenous educators to integrate our own identity into curriculum design and facilitation by creating manageable and accessible programming.

As a result, many of us are beginning to ask questions around the efficacy and ethics of separating our teachings from ourselves as facilitators, providing adequate curriculum for en masse delivery, and delivery curriculum designed by our relatives.

This presentation invites educators to see and critique the interconnected nature of our work. By coming to a strengthened understanding of how our identities, our curriculum and our facilitation are unique to us as individuals, and validating this common shared experience, my hope is that we are able to empower each other as advocates within systems of education.

**PRESENTER BIO:**

**Kathleen Wilson** (they/she) is a queer 2Spirit educator living in Treaty 1 with their family. Red River Metis by her motherline; family names are Thomas, Parisien, Best with scrip land in St. Andrews. They hold settler ancestry from Spain, Ukraine, Ireland, Scotland and England.

Kathleen has been an educator for over 17 years, with research interests rooted in Indigenous resurgence, safety within educational settings, and Queering lens work. They are an advocate for learners, and a leader in creating more equitable and relational learning environments. Personal time is spent exploring the world with loved ones, learning new things, community centered committee work and puttering around the cabin.



**Date: February 6, 2025**  
**Time: 2:45pm – 4:00pm**  
**Session: 2B.**  
**Location: Carlton Room**

**TITLE:** Voice as Land-Back: Mapping Our Journey Forwards Through Creative & Collective Practices

**PRESENTER BIO:**

**Moe Clark** - âpihtawikosisâniskwêw (Métis/ mixed-settler) multidisciplinary artist Moe Clark is a 2Spirit singing thunderbird. She works across disciplines of vocal improvisation, creative arts facilitation, land-based oskapêwis support, and performance creation, to create work that centres embodied knowledge, 2Spirit Indigenous resurgence, and creative kinship. As a composer, Moe's music and voice have appeared in documentaries, films, theatre and dance performances alike. Her last solo album "Within" toured across North America and her collaborative video poem "nitahkôtân" won best Indigenous language music video at the ImagiNative film festival. [www.moeclark.ca](http://www.moeclark.ca)

**Date: February 6, 2025**  
**Time: 2:45pm – 4:00pm**  
**Session: 2C.**  
**Location: Embassy AB**

**TITLE:** Empowering Communities Through the Inter-Community Canoe Program

**DESCRIPTION:** This presentation highlights how Waterways collaborates with Indigenous communities to create culturally rooted, youth-centered programs that foster leadership, connection, and confidence.

Waterways programs combine canoeing skills development with cultural integration, emphasizing teamwork, water safety, and confidence-building on the water. Through partnerships with Elders, Knowledge Keepers, and community leaders, the program weaves traditional teachings, language, and storytelling into its daily activities. This holistic approach strengthens cultural pride, connects youth to their heritage, and lays the foundation for future community-led initiatives.

Participants leave with more than canoeing skills—they gain a deeper connection to nature, enhanced leadership abilities, and stronger relationships within their community. The mentorship model trains older youth to step into leadership roles, ensuring the program's sustainability and long-term impact.

We'll share key outcomes from the 2024 Wellness Survey, demonstrating our programs success in increasing confidence, fostering cultural connection, and building social bonds. Learn how adaptable, community-driven programming can empower youth, promote cultural resilience, and support the well-being of Indigenous communities in Manitoba.

**PRESENTER BIOS:** **Barney Morin** and **Laura Payne** work with Waterways, a non-profit organization dedicated to empowering Indigenous youth and communities through culturally relevant programs. At the heart of their work are week-long day programs, a transformative initiative that blends canoeing skills with cultural teachings to foster leadership, connection, and confidence among participants.

Waterways' success lies in its community-driven approach and its commitment to mentorship. Indigenous youth leaders play a central role in the program, serving as instructors, mentors, and role models. Their leadership ensures the program is culturally relevant, empowering participants to embrace their cultures while gaining valuable skills on and off the water.

Waterways collaborates with Elders, Knowledge Keepers, and local leaders to integrate traditional practices, language, and storytelling into the ICCP. This approach strengthens cultural pride, connects youth to their environment, and supports the development of future community leaders.

The 2024 Wellness Survey highlights the program's success, with participants reporting increased confidence, stronger cultural connections, and enhanced social bonds. Waterways continues to build sustainable relationships with communities, ensuring that its programs inspire and empower Indigenous youth to lead and thrive in their own communities.



**Date: February 6, 2025**

**Time: 2:45pm – 4:00pm**

**Session: 2D.**

**Room Location: Embassy CD**

**TITLE:** Student Panel - “Indigenizing” Curriculum — Are we getting it right?

#### **PRESENTER BIOS:**

**Katie Anderson** was born and raised in Winnipeg and sprouts from mixed roots, with land ties through their paternal side to St. Peters Indian Settlement, Balsam Bay, Norway House, Peguis First Nation, and is a current member of the Manitoba Métis Federation. They also come from Scottish and Dutch lineage through their maternal side. They have received a Bachelor of Music Education from Canadian Mennonite University and are currently in their final year of their Bachelor of Education at the University of Manitoba. Katie is passionate about their work in decolonizing and Indigenizing Manitoba curriculum and uses this to drive their work as a music educator. They have served as the Indigenous Students Representative at Canadian Mennonite University, received the Undergraduate Research Award at the University of Manitoba, and most recently was the recipient of the 2024 UMISA Indigenous Leader in Education award in November.

**Hevyn-Lee Martens**, also known as Bright Butterfly Woman, is a proud 25-year-old Anishinaabekwe from Brokenhead Ojibway Nation and the Wolf Clan. Having grown up in the North End of Winnipeg and on her reserve, she’s witnessed and experienced firsthand some of the common challenges that many young Indigenous people face—from poverty, mental illness, and substance addiction to limited opportunities for education and cultural connection.

She is now a student in the Pathway to Business, Communications, and Digital Technology program at RRC Polytech, as well as a Promise Keeper on Treaty One’s Youth Council. Hevyn-Lee hopes to continue her education with RRC Polytech and use the knowledge and skills gained to better her community for future generations.

**Taylor Galvin** is a proud Ojibwe-Kwe from Brokenhead Ojibway Nation. Taylor is an environmental activist, water protector, and land guardian dedicated to the preservation of Indigenous lands, cultures, and knowledge systems. Throughout her post-secondary journey, she has been advocating for the protection of the Mother Earth, recognizing her intrinsic connection to the well-being of Indigenous Peoples and all life on Earth.

As a leader and storyteller, Taylor bridges traditional ecological knowledge with modern science, uplifting Indigenous voices in the fight against climate change, resource extraction, and environmental degradation. She is an experienced land-based educator, sharing teachings and ceremony to empower youth and communities. Through this work, Taylor has demonstrated the importance of Indigenous knowledge systems in global solutions. She actively engages in community-based projects, land stewardship, and policy advocacy to ensure Indigenous rights, lands, and waters are protected for future generations.





**Date: February 7, 2025**

**Time: 11:15am – 12:15pm**

**Session: 3A.**

**Location: Wellington Room**

**TITLE:** 2Spirit/Indigenous LGBTQI+ Contributions to History, Education, and Scholarship

**DESCRIPTION:** In the post TRC/MMIWG Inquiry era, educational systems are responding to the reality that 2Spirit/Indigenous LGBTQI+ people have a place at every level of community development. Colonial institutions sought to erase this precontact philosophy where all community members were acknowledged to have a purpose, role, destiny, and to possess a divine gift. The social rejection of LGBTQI+ people was a cultural taboo and unknown before contact with settlers. Anti-Indigenous racism combined with homophobic and transphobic attitudes erased this history from mainstream society and in many public institutions. However, the process of decolonization and reconciliation has begun to dismantle the colonial binary gender construct and heteronormative world to make space for the inclusion of 2Spirit people. This session will review the re-emergence of 2Spirit/Indigenous LGBTQI+ people in First Nations, Inuit, and Metis society, including ceremony, research, legislation, and education. The origins of the 2Spirit liberation movement will be described as well the 2Spirit people who were activists, researchers, ceremonial leaders, educators and scholars.

**PRESENTER BIO:**

**Albert McLeod** is a Status Indian with ancestry from Nisichawayasihk Cree Nation and the Metis communities of Cross Lake and Norway House in northern Manitoba. He was a member of the sub-working group that produced the MMIWG - 2SLGBTQQIA+ National Action Plan Report in 2020-2021. In 2020, Albert joined Team Thunderhead, the team that won the international competition to design the 2SLGBTQI+ National Monument in Ottawa.

**Date: February 7, 2025**

**Time: 11:15am – 12:15pm**

**Session: 3B.**

**Location: Carlton Room**

**TITLE:** Minegoziibe Anishinabe Kina-maaga Gamik - Pine Creek First Nation Learning Hub/Training Centre

**DESCRIPTION:** Taz McKay, Learning Hub Coordinator of the Minegoziibe Anishinabe (formally Pine Creek First Nation) Learning Hub will be providing a presentation about what the Learning Hub is along with its purpose, goal and the impact it has on the community, members and the identity of those of Minegoziibe Anishinabe. The Learning Hub in Minegoziibe has become a vital resource centre for those wanting to become qualified in their area of interest and through the programs offered.

Programs and services offered are based on the needs and demands of the members and community and the Learning Hub gears its purpose to providing opportunities at home for members of Minegoziibe. Often, culture shock is experienced by many who leave their communities. The Minegoziibe Anishinabe Learning Hub provides opportunity for students to thrive and create opportunity, build self-confidence, have access to education and training services and to build their future right in their home community. Education is an important aspect to achieving economic success and professional prosperity. The importance of education and having young people, including our children and youth, thinking about their futures this way is an important emphasis that leadership of Minegoziibe Anishinabe or Pine Creek First Nation supports.

#### **PRESENTER BIO:**

**Taz McKay** or Waabano Giizis “Rising Sun” is from Minegoziibe Anishinabe (formerly Pine Creek First Nation) and is from the Bear Clan. Taz has been engaged in learning, participating as well as teaching his culture and values most of his life. He grew up with parents who supported him in all that he did and aspires to do. He was introduced to and played different sports growing up but chose to focus on Hockey and as he got older Taz played high level hockey which he loved very much.

All the while, Taz continued to learn about his culture and always attended and engaged in cultural practices and ceremonies. He was and is still a pow wow dancer and a hoop dancer. Taz eventually started teaching Hoop Dancing to youth to express his passion for dancing, teaching and mentoring. He learnt about the life of a university student when he was young, as his older brother began his university journey when Taz was only 10 years old. As the years went by, Taz, looking up to his brother, knew that he wanted to follow the same path.

Taz graduated from Glenlawn Collegiate Institute in 2017 where he had tremendous amounts of support around him as a young man who was already living on his own at 16 years old. He is thankful for the supports that he had at Glenlawn and still holds a special place in his heart for these mentors, teachers, and leaders.



In September of 2017, Taz began his university journey at the University of Manitoba. It was here that he was an engaged student as well as a leader, and where he followed the footsteps of his brother and paved his own path. Taz is an Indigenous Studies Major with a background in Political Studies, Economics, English and Anishinaabemowin. Taz continues to be a mentor and a role-model and loves to share his knowledge. He loves working with youth and hopes to continue building his knowledge by learning more about his culture and from leaders that he looks up to.

**Date: February 7, 2025**

**Time: 11:15am – 12:15pm**

**Session: 3C.**

**Location: Embassy AB**

**TITLE:** The Living Medicine Wheel in Nursing Education: An Immersive Exploration of Anti-Indigenous Racism and Cultural Safety in Healthcare

**DESCRIPTION:** Cultural Safety in Nursing and healthcare has been named essential to closing persistent and widening health gaps for Indigenous People in Manitoba and beyond. These gaps, rooted in anti-Indigenous racism, inequitable access to healthcare, and denied agency for decision-making for Indigenous people, requires education and training programs that support nursing students and other healthcare providers to better meet the needs of our relatives. Despite innumerable educational initiatives directed towards healthcare professionals, health inequities and experiences of racism while access care remains for Indigenous Peoples. As Michif registered nurses, academic faculty, and doctoral students, we endeavor to facilitate rich dialogue that explores racism and cultural safety in healthcare in the context of nursing education. After a brief overview of the current context of baccalaureate nursing and healthcare education in Manitoba and Alberta, we will collectively explore culturally safe care across the lifespan that may inform future nursing education. Insights gained about culturally safe, inclusive, and holistic care, as well as from the experiential learning from the medicine wheel as a pedogeological tool to integrate Indigenous ways of knowing into nursing education. We look forward to learning together as we delve into this critical issue in healthcare and healthcare provider education.

**PRESENTER BIOS:**

**Stephanie Van Haute** is a Métis and Settler woman from Treaty 1 (Winnipeg), a PhD Candidate with the University of Manitoba's College of Nursing, and a traditional ceremony person who has been a practicing Registered Nurse since 2003.

Stephanie has had numerous leadership roles withing the healthcare, both in Canada's provincial system, on-reserve programming and abroad working in areas of conflict with Doctors Without Borders. She has varied experiences with large multi-sectoral collaborations within healthcare, as well has taken on Leadership roles within a number of organizations. Most recently, she began her teaching career as a sessional instructor with the University of Manitoba's College of Nursing.

Her current research focuses on Indigenous led health and wellness community

programming within Western health systems and examines where anti-Indigenous racism in healthcare; cultural safety and Indigenous self-determination intersect to promote better outcome for our relatives.

**Melissa Eastveld** is an Assistant Professor (Teaching) and PhD student in the Faculty of Nursing at the University of Calgary and a proud member of the Otipemisiwak Métis Nation (districts 5 and 6). Melissa was born in Winnipeg, Manitoba, and comes from a large family of maternal Ojibwe/Cree/Métis/ Ukrainian/Icelandic and paternal RusslandDeutsche (German-speaking Russian) relatives on Treaty 1 traditional territory.

Before coming into nursing education, Melissa's career centered in perinatal health with special interest in the intersections of maternal relationality, mental health, and substance use. These experiences ground her doctoral work in understanding the experiences of stigma in healthcare in Métis mothers who consume alcohol using a combination of Michif, Indigenous, and Western research methodologies. This work has been recognized by several national, provincial, and local awards including the Social Science and Humanities Research Council (SSHRC) doctoral fellowship (2024), Alberta Graduate Excellence Scholarship (AGES)- Indigenous (2024), Alberta Graduate Excellence Scholarship (AGES)- Indigenous Research (2023), li' taa'poh'to'p Graduate Scholarship (2025), and the Indigenous Graduate Métis Scholars Award (2023).







**Date: February 7, 2025**

**Time: 11:15am – 12:15pm**

**Session: 3D.**

**Location: Embassy CD**

Join us in Embassy CD for a round of Pech Kucha presentations to learn about some exciting research and initiatives.

**GOOSE** - Marlene Head

**Kashkikwaata lii troo (Mending the Gap) - A Guide to Indigiqueering the Curriculum**

Katie Anderson, Meghan Young, Lauren Hallett

**The benefits of Intergenerational projects** by Jeannie Gurr

**Equity Through Structured Literacy: Empowering Indigenous Students**

Kelly Milne & Britney Morrish

**PRESENTER BIOS:**

**Marlene Head** is the Post-Secondary Supervisor for Opaskwayak Education, a branch of Opaskwayak Cree Nation. She has been with the organization since 1990 and responsible for Post-Secondary for the past 23 years. She is a graduate of Keewatin Community College (UCN) and the University of Manitoba. Marlene has been an advocate for Indigenous people for many years. She is an intergenerational residential school survivor which had a negative impact on her life, but today, she has overcome many challenges toward her healing journey. Her life's experiences inspire her to reach out to others through advocacy, counselling, and support. She has done this in many ways including the Opaskwayak Cree Nation GOOSE initiative, Grow Our Own Specialists. Since February 2023, Marlene has been promoting GOOSE throughout Manitoba including First Nations and Metis communities. She is hoping her presentation will inspire First Nations to work together toward ensuring all Indigenous students with exceptionalities receive assessments and therapy. It is a dire need in Indigenous communities. We are seeking support to ensure all students with exceptionalities receive these specialized services to foster, achieve, and learn to their fullest potential. We are tasked in making these specialized services available for all!

**Katie Anderson** was born and raised in Winnipeg and sprouts from mixed roots, with land ties through their paternal side to St. Peters Indian Settlement, Balsam Bay, Norway House, Peguis First Nation, and is a current member of the Manitoba Métis Federation. They also come from Scottish and Dutch lineage through their maternal side. They have received a Bachelor of Music Education from Canadian Mennonite University and are currently in their final year of their Bachelor of Education at the University of Manitoba. Katie is passionate about their work in decolonizing and Indigenizing Manitoba curriculum and uses this to drive their work as a music educator. They have served as the Indigenous Students Representative at Canadian Mennonite University, received the Undergraduate Research Award at the University of Manitoba, and most recently was the

recipient of the 2024 UMISA Indigenous Leader in Education award in November.

**Meghan Young** (she/her) is a Red River Métis woman from Winnipeg, Manitoba. She is Métis through her maternal side with ancestral connections to St. Norbert, St. Vital and St. Boniface, Manitoba. Meghan has an undergraduate degree in Indigenous studies and is currently a graduate student in Indigenous studies at the University of Manitoba. Her research focuses on re-visiting Métis fishing stories. She is currently a land-based educator at the University of Manitoba and. research assistant in the Faculty of Education.

**Lauren Hallett** is a Red River Métis student, researcher, and helper. She is from Winnipeg with family ties to Grand Rapids, Bissett, St. Laurent, and beyond. Lauren is in their final year of university and will be receiving their Bachelor of Health Studies with a concentration in Family Health and minor in Indigenous Studies. She is an elected, executive council member for two student groups, the UofM Indigenous Students' Association and the Interdisciplinary Health Program Students' Association. This past spring, they were honoured with a star blanket by the UM Indigenous Campus Community for leading by example in community, creating safe(r) spaces for Indigenous students, and enthusiastically engaging in campus opportunities while excelling academically. She is a recipient of the Undergraduate Research Award and worked collaboratively over the summer to advance Two-Spirit and Indigiqueer inclusion in Manitoba classrooms. They are currently working as the program coordinator for Two-Spirits Talking, a Community Engaged Learning program for Indigiqueers to share, heal, and celebrate each other at the U of M.

**Jeannie Gurr** - Retired Teacher/ Principal and U of M Fac. Ed Lecturer: currently PRSD School worked and lived in the GNWT, Nunavut, FN and Metis Communities. Kelly Milne is a proud Metis Ikwe, a devoted mom, Sundancer, wife, daughter, aunty, and friend.

Born and raised in Selkirk, Manitoba, and the historic Red River Settlement, Kelly brings a rich cultural heritage to her role as an educator. With over two decades of experience in the field, she has served as a beacon of inspiration for countless learners. In her current capacity as a Literacy Interventions teacher and Indigenous Education Consultant at Evergreen School Division, Kelly has passionately championed structured literacy practices. Her unwavering dedication and innovative approach have been instrumental in driving positive change and fostering literacy excellence among students.

As a dedicated speech-language pathologist, Britney Morrish is deeply passionate about implementing evidence-based practices to foster effective communication and literacy skills.

Through her work, she strives to advocate for educational practices that promote equity, ensuring that all learners, regardless of background or ability, have access to the tools and resources they need to thrive. With a focus on evidence-based interventions and structured literacy techniques, Britney is dedicated to supporting educators in empowering individuals to reach their full potential and achieve success in both academic

and life endeavors.

## Reception Entertainment:

## Kind Hart Women Singers

Raven Hart, Katelyn Hart, Skyla Hart, Dee Wabishke Kadook Hart and Ivana Yellowback.



*Kind Hart Women Singers is an all Women family singing group that sings songs in the Anishinaabe, Crée, Dakota, Lakota and Oneida languages.*

# Acknowledgments

## **MCIEB Elders Council**

- Barbara Bruce
- Ivy Chaske
- Ron Cook
- Mark Hall
- Myra Laramée
- Susan McPherson-Derendy

*Special thank you to former Elders Council Member Paul Guimond for his insightful contributions and to founding member Martha Peet for her years of dedicated wisdom and support.*

## **Volunteers & Helpers**

- Elders Helpers (Yellowquill University College students)
- Breakout Session Moderators and Notetakers
- Panel facilitators
- Jeri Ducharme- Smudge

## **MCIEB Indigenous Education Gathering Planning Committee**

- Denise Tardiff | Manager, Manitoba Collaborative Indigenous Education Blueprint
- Katie Currie | Program Administrator, Manitoba Collaborative Indigenous Education Blueprint
- Nicole LeClair | Communications Coordinator, Manitoba Collaborative Indigenous Education Blueprint
- Rhonda Klippenstein | Manitoba Institute of Trades and Technology
- Dr. Ramona Neckoway | University College of the North
- Dr. Maya Rad-Spice | University College of the North
- Kelli Wiebe | Manitoba Teachers' Society

## **Event Management**

- Sheri Domenico & Kelly Forgala Events Management
- AVentPro
- Mike Latschislaw
- Victoria Inn Hotel & Convention Centre



### **MCIEB Steering Committee**

- **Kris Desjarlais** | Director, Indigenous Education, Assiniboine Community College
- **Julia Stoneman-Sinclair** | Director, Indigenous Peoples' Centre, Brandon University
- **Chris Lagimodiere** | Associate Vice-President, Indigenous Initiatives, Brandon University
- **Jonathan Dueck** | Vice-President Academic and Academic Dean, Canadian Mennonite University
- **Charlie Peronto** | Dean of Student Life, Canadian Mennonite University
- **Rhonda Klippenstein** | Manager, Indigenous Initiatives & Community Development, Manitoba Institute of Trades and Technology
- **Josh Watt** | Executive Director, Manitoba School Boards Association
- **Jessica Bloomfield** | MCIEB Steering Committee Co-Chair, Senior Strategic Advisor Indigenous Strategy, Research and Business Development Red River College Polytechnic
- **Jill Latschislaw** | Former MCIEB Steering Committee Co-Chair, Director, Business Development Corporate Solutions | Indigenous Strategy, Research and Business Development, Red River College Polytechnic
- **Deb Radi** | Former MCIEB Steering Committee Co-Chair
- **Dr. Ramona Neckoway** | MCIEB Steering Committee Co-Chair, Associate Vice-President Indigenous Initiatives and Reconciliation, University College of the North
- **Dr. Maya Rad-Spice** | Director of Programming and Operations, Indigenous Initiatives and Reconciliation, University College of the North
- **Angie Bruce** | Vice-President Indigenous, University of Manitoba
- **Todd Duhamel** | Associate Vice-President Indigenous, University of Manitoba
- **Chantal Fiola** | Associate Vice-President – Indigenous Engagement, University of Winnipeg
- **Colin Russell** | Registrar, University of Winnipeg
- **Grace Redhead** | Director of Indigenous Community Relations, Indigenous Engagement, University of Winnipeg
- **Charles Cochrane** | Executive Director, Manitoba First Nations Education Resource Centre
- **Davin Dumas** | Associate Executive Director, Manitoba First Nations Education Resource Centre
- **Helen Robinson-Settee** | Director, Indigenous Inclusion Directorate, Education and Early Childhood Learning
- **Wanda Spence** | Consultant, Indigenous Inclusion Directorate, Education and Early Childhood Learning
- **Edith Sweetwater** | Senior Policy Analyst, Indigenous Engagement and Reconciliation Unit, Advanced Education and Training
- **Colleen Kachulak** | Assistant Deputy Minister of Advanced Education, Advanced Education and Training
- **Lin Howes-Barr** | Program Manager, Department of Provincial Education, Manitoba Métis Federation
- **Jesse Gair** | Director, Department of Provincial Education, Manitoba Métis Federation
- **Shirley Myran** | Manager of Program Development, Yellowquill University College
- **Andrew Micklefield** | Executive Director, Manitoba Federation of Independent Schools
- **Sarah Gazan** | Staff Officer, Manitoba Teachers' Society
- **Kelli Wiebe** | Staff Officer, Manitoba Teachers' Society