

# Symposium on the Importance of Indigenous Education in Ontario Classrooms



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

**Friday, December 7, 2018**

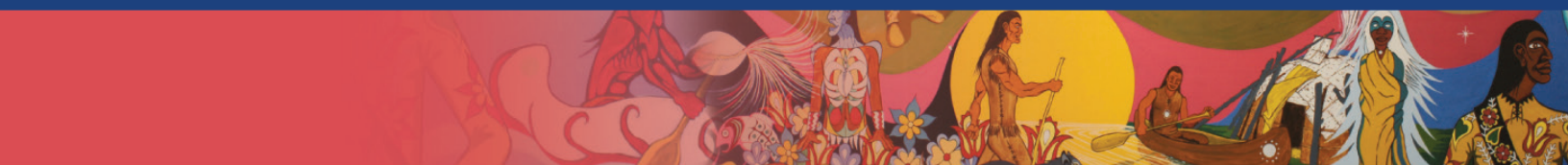
**Hosted by:**

**Mississaugas of the Credit First Nation  
University of Toronto Mississauga  
Instructional Centre (IB)**

LSK Elementary School website: [www.lskelementary.com](http://www.lskelementary.com)

MCFN website: [www.mncfn.ca](http://www.mncfn.ca)

Facebook page: <https://www.facebook.com/MNCFN/>



## Chief Stacey LaForme

No one thing, can define us  
For we are complex creatures, dreamed in the mind of the creator  
We laugh when we should cry  
We cry when we should laugh  
We joke when in pain  
We smile because tears could consume us  
We love unconditionally and totally  
We understand that family should come first  
Yet family is not defined, solely by blood  
We are quick to anger, yet no one forgives faster  
We are loyal and we are strong  
When we commit, we are unwavering  
We have survived much, but do not mistake adaptation for resignation  
You will always see us, for we will always be here  
Standing for what we believe in, standing beside each other  
Doing what is right for our children, our future  
We remember our obligation to our mother the earth  
And we remember our place upon her  
We are a proud people and honorable people  
We do not always do right, for we are human  
And prone to the follies of humanity  
Yet we strive to be better, to make each other better  
To make the world a better place for the children  
I know the Creator smiles upon us, no matter where we are, or what we do  
For the love of a child is unconditional  
No matter where life takes you, walk proud  
- R. Stacey Laforme

## Elder Garry Sault

Elder Sault is an Ojibway Elder for Mississaugas of the Credit First Nation. His people signed over 20 pre-confederation treaties with the Crown, which covers most of the Golden Horseshoe. He is a Veteran and served in the United States Navy. He resides at Mississaugas of the Credit First Nation with his wife of 40 years and enjoys spending time with his grandchildren.

Elder Sault is also a Story Teller and has welcomed Chiefs, Premiers, Environmentalists, and many more to the traditional territory of Mississaugas of the Credit First Nation.



# Welcome & Opening Ceremony 10am-1030am, IB110



December 7, 2018

## Welcome to the Symposium on the Importance of Indigenous Education in Ontario Classrooms

Aanii:

I would like to welcome you all to the Symposium on the Importance of Indigenous Education in Ontario Classrooms. This Symposium is located on the Treaty Lands and Territory of Mississaugas of the Credit First Nation.

As Chief of Mississaugas of the Credit First Nation, I offer a warm welcome to all guests and dignitaries to this important discussion, which aims to illuminate why it is so important for our future generations in Canada learn about Indigenous perspectives from a young age.

The historic 2015 Truth and Reconciliation Commission (TRC) report made 94 calls to action, as a way to improve settler-Indigenous relations in Canada and counteract the devastating effects of colonialism and residential schools on Indigenous people.

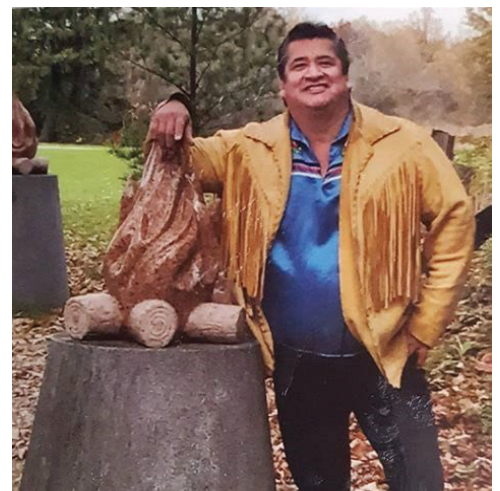
One of those Calls to Action is to educate the country on the legacy of residential schools and how they impacted Indigenous people in Canada and continue to impact Indigenous communities today.

With education comes understanding. With understanding comes compassion. With compassion comes friendship.

When we can all walk the path of reconciliation together, as friends in this vast and beautiful land we call Canada, we can slowly undo the effects of colonization, together. To do that, we must encourage all educational institutions to incorporate Indigenous perspectives into their classrooms.

Thank you for attending the Symposium. We hope you will continue to encourage Indigenous education in Ontario classrooms.

Chi Miigwetch,  
Chief R. Stacey Laforme,





UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

Ulrich J. Krull  
*Vice-President, University of Toronto  
& Principal, University of Toronto Mississauga*

December 7, 2018

Dear symposium guests,

Welcome to the University of Toronto Mississauga. It is my great honour as vice-president of the University of Toronto and principal of U of T Mississauga to extend my warmest greetings to those attending the Symposium on the Importance of Indigenous Education in Ontario Classrooms.

UTM is delighted to provide a space of friendship, with symposium hosts, the Mississaugas of the Credit First Nation, for the many speakers and guests from First Nations, educational institutions and communities across our province. Today, you will hear from artists, activists, educators, storytellers and experts in Indigenous scholarship, teacher education and community-driven research. You will gain perspective on topics ranging from cultural teachings and oral histories to healing through sustainability and teaching Indigenous and non-Indigenous students in ways that promote success. And you will witness the diversity of community that includes students, elders and dignitaries such as the Honourable Senator Murray Sinclair and the Honourable Justice Harry LaForme.

As an institution dedicated to fostering an environment in which learning and scholarship flourishes, the University of Toronto Mississauga is pleased to be involved in such an important conference. We hope that, through listening and participating in the many ceremonies, panels and discussions today, you will find support for integrating Indigenous content and methodologies in all classrooms across Ontario and Canada.

On behalf of the University of Toronto Mississauga, I welcome the Mississaugas of the Credit First Nation as hosts of the traditional territory upon which our campus sits. I look forward to our future partnership in support of the University of Toronto's response to the Truth and Reconciliation Commission of Canada's Calls to Action.

Warm regards,

Professor Ulrich Krull  
Vice-President, University of Toronto  
Principal, University of Toronto Mississauga



# Agenda At-a-Glance

Time	Description	Location
	<b>Master of Ceremonies</b> , Veronica King-Jamieson, Councillor (MCFN)	
Sunrise (730am)	<b>Fire lit Ceremony</b> , Elder Sault, Chief LaForme (everyone is welcome)	IB FIELD
900-1000am	Continental Breakfast & Registration	IB FOYER
1000-1030am	<b>Welcome Ceremony</b> , Elder Sault, Chief LaForme, Jordan Jamieson	IB110
1030-1130am	<b>TRC Writers Panel: Three Writers for Students in the Future</b> Moderator: Laura Mayer Bryan Bellefeuille, Paul Meggs, Tammy Denomme	IB110
1130-1230pm	<b>The Honorable Justice Harry LaForme Keynote Address</b>	IB110
1230- 115pm	LUNCH (please take your lunch up to the break-out session) <b>Elders, Speakers &amp; Honored Guests will be served lunch in IB379 &amp;385</b>	IB FOYER
115-215pm	<b>Breakout Sessions</b> (session descriptions on page 8)	IB 2 <sup>nd</sup> &3 <sup>rd</sup> Floor
	<b>1. First Nations with Schools Collective: Indigenous Scholarship &amp; Building Capacity locally to lead in First Nation Education Transformation</b> (Dr. Leslee White-Eye & Dr. Brent Debassige, Western University)	IB 250
	<b>2. Bringing Cultural Teachings through the Classroom based on our Creation Story</b> (Valarie King, MCFN Knowledge holder)	IB 220
	<b>3. The Deepening Knowledge Project: Indigenous Perspectives in Teacher Education</b> (Dr. Sandra Styres & Ryan Neepin, Indigenous Educational Network, OISE)	IB 260
	<b>4. A Librarian's View: Evaluating Indigenous Cultural Responsiveness in K-12 Materials</b> (Desmond Wong, Outreach Librarian, OISE)	IB 270
	<b>5. Practical Applications of Indigenous Knowledge in Classrooms</b> (Bryan Bellefeuille & Laura Mayer, Nipissing First Nation)	IB 280
	<b>6. From Birchbark Scrolls to Origin Stories to Indigenous Oral Histories</b> (Philip Cote, Tecumseh Collective, Artist, Activist & Young Elder)	IB 390
	<b>7. Seven Interconnected Steps Research Design: An Indigenous land-based methodology</b> (Dr. Andrew Judge, Conestoga College)	IB 380
	<b>8. English for Academic Purposes, Culture Shock, &amp; potentiality of healing through Sustainability &amp; Indigenosity</b> (Shaune Rice, PhD Candidate, Guidance Counselor, Long Point First Nation)	IB 360
	<b>9. From Discourse to Practice: Relational Accountability in the Academy</b> (Dr. Jennifer Adese & Dr. Robin Gray, University of Toronto Mississauga)	IB 335
215-230pm	REFRESHMENT BREAK	IB 2 <sup>nd</sup> &3 <sup>rd</sup> Floor
230-330pm	REPEAT THE BREAK-OUT SESSIONS	IB 2 <sup>nd</sup> &3 <sup>rd</sup> Floor
330-430	<b>Student Panel Discussion</b> Moderator: Veronica King-Jamieson Cathie Jamieson, Jai King-Green, Amy Kelaidis, Kim Sault	IB110
530pm	Dinner hosted by the Mississaugas of the Credit First Nation	Innovation / Kaneff bldg
700-830pm	<b>Senator Justice Murray Sinclair Keynote Address</b>	IB110
830-900pm	Closing ceremony at the Fire site	IB FIELD

## Daytime Keynote Address 1130-1230am, IB110

### The Honorable Justice Harry LaForme



Justice Harry S. LaForme is Ojibwa and a member of Mississaugas of the Credit First Nation located in southern Ontario. He was born and raised on his reserve where some of his family continue to reside and remain active in that First Nation's government.

Justice LaForme graduated from Osgoode Hall Law School in 1977 and was called to the Ontario Bar in 1979. He articulated with the law firm of Osler, Hoskin and Harcourt; joined the firm as an associate; and, after a brief time commenced his own practice specializing in Indigenous law. During his legal practice Justice LaForme focused on matters involving the Constitution and the Charter. He has appeared before each level of Canadian Court, travelled extensively throughout Canada, and represented Canadian Indigenous interests in Geneva Switzerland, New Zealand, and the British Parliament.

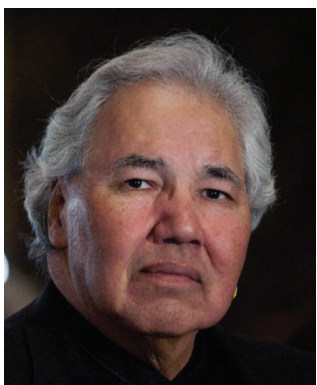
Justice LaForme served as: co-chair of the independent National Chiefs Task Force on Native Land Claims; Chief Commissioner of the Indian Commission of Ontario; Chair of the Royal Commission on Aboriginal Land Claims; and taught the "Rights of Indigenous Peoples" at Osgoode Hall Law School. In January 1994 he was appointed a judge of the Superior Court of Justice, Ontario and was – at that time - one of only 3 indigenous judges ever appointed to this level of trial court in Canada. In November 2004 he was appointed to the Ontario Court of Appeal and is the first indigenous person to be appointed to sit on any appellate court in the history of Canada.

Justice LaForme is privileged to have been honoured with: numerous Eagle Feathers including one at his swearing in at Ontario Court of Appeal and one from the National Indian Residential School Survivors Society; the National Aboriginal Achievement Award in the area of Law & Justice; a Talking stick carved by Git'san artist Ya'Ya,

Chuck Heit; a bursary created in his name for Indigenous first year law students by the University of Windsor Faculty of Law; and honorary Doctor of Law degrees from York University; University of Windsor, the Law Society of Upper Canada, and an honorary Doctorate of Education from Nipissing University. Justice LaForme has written and published numerous articles on issues related to indigenous law and justice. He speaks frequently on many topics that include indigenous issues, indigenous law, criminal law, constitutional law and civil and human rights.

## Evening Keynote Address, 700-830pm, IB110

### The Honourable Senator Murray Sinclair IPC



Senator Murray Sinclair served the justice system in Manitoba for over 25 years. He was the first Aboriginal Judge appointed in Manitoba and Canada's second.

He served as Co-Chair of the Aboriginal Justice Inquiry in Manitoba and as Chief Commissioner of the Truth and Reconciliation Commission (TRC). As head of the TRC, he participated in hundreds of hearings across Canada, culminating in the issuance of the TRC's report in 2015. He also oversaw an active multi-million dollar fundraising program to support various TRC events and activities, and to allow survivors to travel to attend TRC events.

Senator Sinclair has been invited to speak throughout Canada, the United States and internationally, including the Cambridge Lectures for members of the Judiciary of various Commonwealth Courts in England.

He served as an adjunct professor of law at the University of Manitoba. He was very active within his profession and his community and has won numerous awards, including the National Aboriginal Achievement Award, the Manitoba Bar Association's Equality Award (2001) and its Distinguished Service Award (2016) and has received Honorary Doctorates from 8 Canadian universities. Senator Sinclair was appointed to the Senate on April 2, 2016.



# Opening and Panel Discussions

**1000-1030am in IB 110**

## **OPENING, WELCOME REMARKS**

PAST	Elder Garry Sault	(OUR ANCESTORS)
PRESENT	Chief Stacey LaForme	(OUR LEADERSHIP)
FUTURE	Youth Jordan Jamieson	(OUR NEXT GENERATION)

**1030-1130 am in IB110**

## **TRC Writers Panel: Three Writers for Students for the Future**

**Moderator:** Laura Mayer, HBA, J.D. (Chi-Naakinagewin Manager, Councillor, Mississauga First Nation)

**Panelists:**

- **Brian Bellefeuille**, BEd, (Gladue Report, TRC contributor -History curriculum, Father, Writer, Firekeeper)
- **Paul Meggs**, BEd (Former Teacher, Nunavut Department of Education, TRC contributor History & Social Studies curricula)
- **Tammy Denomme**, BEd (Educator Indigenous Education Lead, London District Catholic School Board).

Moderator Laura Mayer will guide panelists Bryan Bellefeuille, Paul Meggs, Tammy Denomme in a discussion on the importance of the Ontario Curriculum edits for Grade 4-6 Social Studies, Grade 7 and 8 History, and Grade 10 History. The panel will emphasize why this important work needs to continue.

**330-430pm in IB110**

## **Student Panel: Indigenous education must be a number one priority in Ontario classrooms & across Turtle Island**

**Moderator:** Veronica King-Jamieson BEd, OCT. MCFN Councillor of Education & Awareness

**Panelists:**

- **Councillor, Cathie Jamieson**, MCFN Councillor of Environmental Sustainability, HBA from UTM
- **Kim Sault**, BA (PACS) University of Waterloo -peace & conflict studies, BEd - Brock University (Aboriginal Adult Education)
- **Jai King-Green** – Social Services Worker diploma First Nations Technical Institute in partnership with St Lawrence College
- **Amy Kelaidis**, Hon. BFA, M.Ed., OCT. Director & Special Advisor, Indigenous Initiatives, Mohawk College

The panel will share their thoughts on how to teach Indigenous students in ways that promote success. Indigenous students are confronted by many barriers that can only be removed with the support of non-Indigenous people who have the power to effect change in the main stream with collaborative strategies. One of the essential outcomes in being successful are courses based on culturally sensitive and well informed teaching. This must be included in all teacher training programs in Canada. This training must include information about Indigenous people, Indigenous history, oppression, and culture, with the understanding of many other factors. It is only when all of these — first language, culture, health, attendance, racism, other priorities, and family & peer relationships — are taken into account, that success for Indigenous students will increase. There must be a recognition that the educational experiences of Indigenous students is more problematic than other students. The next steps must be to change the perspective of all teachers. What does that framework look like? How is it being done? There is no way of getting around it - collaborating with First Nations communities is essential.

**IB 250****1. First Nations with Schools Collective: Indigenous Scholarship and Building Capacity locally to lead in First Nation Education Transformation****Dr. Leslee White-Eye & Dr. Brent Debassige, Western University**

The Collective is an evolving partnership among eight First Nations communities and the Aboriginal Education Office at the Faculty of Education, Western University. The Collective is working in a unified political and technical manner toward a common approach to achieve the jurisdiction over education goals of their respective First Nations which includes a framework for a community of practice for research that involves Indigenous scholars and community education practitioners. The presenters will share information on findings from community engagement sessions undertaken by communities, the lessons learned and how the research is being positioned within transformational change in formula funding and governance talks.

Goals of the Session:

1. To foster a mutually respectful partnership between a local Indigenous community and key influencers in public education in their region.
2. To have all stakeholders acknowledge the impact of historical Indigenous-settler relations on educational policy and reckon with the ways to dismantle those influences.
3. To discuss the ways forward for appropriate research in Indigenous pedagogy. For example, what are the measurements of success in public education? How can assessment include Indigenous methodology?

**IB 220****2. Bringing Cultural Teachings to the Classroom based on our Creation Story****Valarie King, HBA, MSW, Chartered Herbalist, Dancing Moon Holistic Centre**

Valarie will share how, over the years, she has implemented culture within the classrooms at LSK Elementary school and Ekwaamjijgenang daycare centre based on the Anishnaabe creation story. The how to of how she did an in-school curriculum developed from visiting the homes of the community to gather input and ideas of what they wanted the children to learn. She took their ideas and created tools to assist in this process thus calling the curriculum "The journey within". From the beginning over 20 years ago utilizing a circle format vs a classroom setting, to moving towards land-based approaches by utilizing hands-on natural materials, the outdoors, stories, songs, medicines, pictures, circle format to enhance children's sensory skills & learning.

**IB 260****3. The Deepening Knowledge Project: Indigenous Perspectives in Teacher Education****Dr. Sandra Styres & Ryan Neepin, Indigenous Education Network, OISE**

The Deepening Knowledge project is an Indigenous led project that works with settler allies in ways that support Indigenous resurgence in education. We work with and support student teachers and course Instructors around appropriate and respectful ways of bringing Indigenous perspectives into teacher education programming as well as in K-12 curriculum and classroom practices. DKP offers workshops, curriculum resources, and pedagogical supports through our website and in hands-on workshops. DKP's mandate is to keep Indigenous voices and perspectives at the centre of our work.



**IB 270****4. A Librarian's View: Evaluating Indigenous Cultural Responsiveness in K-12 Materials****Desmond Wong BA, MLIS, OISE Library**

In this session, participants will explore some of the newest materials published by Indigenous authors and communities, all for K-12 classroom use. While looking at these materials, we will discuss the challenges of finding culturally responsive resources and supporting Indigenous community driven publishing. Finally, we will be discussing a few starting questions while evaluating and approaching materials critically.

**IB 280****5. Practical Applications of Indigenous Knowledge in Classrooms****Brian Bellefeuille, HBSc, BEd, Nipissing First Nation & Laura Mayer, HBA, J.D. Mississauga First Nation**

Reflecting on our experiences as Indigenous youth learning and working within colonial frameworks, we examine areas of the modern education system that require improvement and articulate why they need to include non-Indigenous students.

**IB 390****6. From Birchbark Scrolls to Origin Stories to Indigenous Oral Histories****Philip Cote, MFA, Tecumseh Collective, Artist, Activist & Young Elder**

In this session I will emphasize the importance of communication through Indigenous ways of knowing. We will discuss the journey from visual to oral to experientially learned ways of gathering knowledge. This session will give participants strategies to use in the classroom for a better understanding of Indigenous methodologies.

**IB 380****7. Seven interconnected steps research design: An Indigenous land-based methodology****Dr. Andrew Judge, Conestoga College**

In this presentation Dr. Andrew Judge will deliver a captivating exposé on seven steps used by Indigenous peoples to thrive in various habitats across Turtle Island. Dr. Judge employed this method to complete his dissertation, but notes the limitations of utilizing Indigenous land-based knowledge within the constraints of the academy. Undeterred, Dr. Judge relied on his learning with Elders, land-stewards, his dreams, and the ancestors to successfully build an Indigenous foods garden in 2018, where the seven step method is currently being implemented. Join Dr. Judge as he shares the ways his goal to help revitalize land-based learning is being enacted in his community of Kitchener-Waterloo and beyond.

**IB 360****8. English for Academic Purposes, Culture Shock, and the Potentiality of Healing through Sustainability and Indigenosity****Shaune Rice, PhD candidate, Guidance Counselor at Long Point First Nation**

Global society has witnessed remarkable change in the 21 Century in that many students relocate to study at the tertiary level and a portion will study English for Academic Purposes. Many will suffer a phenomenon known as culture shock. Culture shock is a reality that effects more than just our international students studying abroad and can be experienced by any student travelling to study including our Indigenous students. Whether within this country or global travel, students are submerged into a different culture which effects their personal self's equilibrium. Literature reveals there are many reasons why culture shock occurs. Oberg was the first to coin and define the term, culture shock is "precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse." Colonialism can be deeply seeded as such that many could perhaps experience the phenomenon of culture shock as a post-traumatic stress disorder especially when learning a colonized language. Government officials and educators have an obligation to ensure our sojourners experience a pleasant transition from their known culture to an unknown culture.

Research question: how do EAP students overcome their fears of culture shock to learn effectively?

1. How do EAP students experience culture shock in the classroom?
2. How could the natural environment, within and outside the classroom, assist EAP students to overcome culture shock?
3. What meaning do EAP students give to Indigenosity?

**IB 335****9. From Discourse to Practice: Relational Accountability in the Academy****Dr. Robin Gray & Dr. Jennifer Adese, University of Toronto Mississauga**

This session outlines key considerations for meaningful faculty, staff and student engagement with Indigenous initiatives. From recruitment and retention, practical indigenization and research ethics to the politics of representation, and recognizing Indigenous rights of ownership, access and control of Indigenous cultural heritage, this session advocates for an ethos of relational accountability to peoples, places and processes for future engagement.

## Speaker Biographies

### Jennifer Adese

[jennifer.adese@utoronto.ca](mailto:jennifer.adese@utoronto.ca)



Jennifer Adese (otipemisiw/Métis) is an Associate Professor in the Department of Sociology at UTM. Prior to her arrival at UTM in 2018, she was Associate Professor and Program Coordinator of Indigenous Studies in the School of Indigenous and Canadian Studies at Carleton University. Her research sits at the intersection of the broader field of Indigenous Studies, as well as Métis Studies, Cultural Studies, Visual Sociology, and Critical Race Theory.

### Bryan Bellefeuille

[bryanbellefeuille@gmail.com](mailto:bryanbellefeuille@gmail.com)



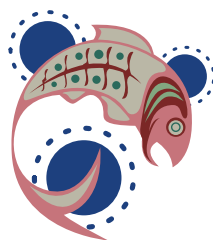
Bryan is a father of two and is Anishinaabe of Nipissing First Nation. He is a firekeeper, a grass dancer, and a traditional fisherman. Bryan graduated from the Schulich School of Education at Nipissing University after completing an undergraduate in Mathematics. During his time enrolled he was invited to speak at the Perimeter Institute of Theoretical Physics regarding Indigenous Mathematics, as well as attend a session of the same topic at the Fields Institute of Mathematical Sciences. Bryan has been working with First Nations people within the Ontario and Canadian Criminal Justice systems for over four years as a Gladue Report Writer. His job entails speaking with offenders about their life story, finding alternatives to incarceration, and assisting to plan the individual's ongoing wellness journey. During the same period, Bryan was part of the team that edited the Ontario curriculum for Grade 10 History in response to the Truth and Reconciliation Commission's Call to Actions numbers 62 & 63.

### Philip Cote

[tecumsehcollective@hotmail.com](mailto:tecumsehcollective@hotmail.com)



Philip is a member of Moose Deer Point First Nation is a Young Spiritual Elder, Indigenous Artist, Activist, Educator, Historian and Traditional Wisdom Keeper. Philip is a graduate of OCAD University's Interdisciplinary Art Media and Design Masters program in 2015. He is engaged in creating opportunities for art-making and teaching methodologies through Indigenous symbolism, traditional ceremonies, history, oral stories, and land-based pedagogy. His art and teaching philosophy evolves from his practice of experiential learning and the transmission of Indigenous Knowledge. Philip has shared his knowledge with numerous institutions from York University, the Art Gallery of Ontario, University of Toronto, OCAD University, Peel District School Board and the TDSB. Philip is also a tour guide with "First Story" since 2005 providing an Indigenous history of Toronto covering the last 13,500 years and as far back as 130,000 years.



## Speaker Biographies

### Tammy Denomme

[tammy.denomme@rogers.com](mailto:tammy.denomme@rogers.com)



Tammy Denomme was an English and History teacher for the London District Catholic School Board for 26 years, a Department Head for 12 years, and occasionally, a writer or editor of online Ontario History courses. In July 2016 she took a job helping to revise the Ontario curriculum for Grade 10 Canadian History. This life-changing experience of working with First Nations, Metis, and Inuit partners to re-learn a complete version of Canadian History led her in March 2017 to take on the role of Indigenous Education Lead for the London District Catholic School Board along with her cultural partner from the Oneida of the Thames, Mr. Ray John Jr.

### Brent Debassige

[bdebassi@uwo.ca](mailto:bdebassi@uwo.ca)



Brent Debassige is Ojibwe-Anishinaabe and a member of the Caribou Clan. He currently resides in London, Ontario but is originally from M'Chigeeng First Nation on Manitoulin Island. Brent is also an Associate Professor in the Faculty of Education at Western University. He currently serves as the Director of Aboriginal Education and coordinator of the Master of Professional Education program with a focus on Aboriginal Educational Leadership. In February 2016, Brent joined a newly formed educational group called the First Nations With Schools Collective (FNWSC). The FNWSC consists of a group of educational and political leaders representing eight First Nations communities in Ontario that have the primary goal of asserting jurisdiction over FN education.

### Sherry Fukuzawa

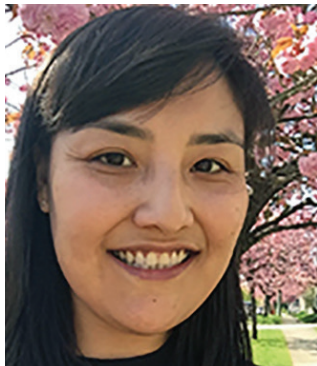
[s.fukuzawa@utoronto.ca](mailto:s.fukuzawa@utoronto.ca)



I am an Assistant Professor, Teaching Stream in UTM's Anthropology Department. My research interests include changing the discourse of pedagogical theories to recognize the importance of Indigenous methodologies. I am an advocate for appropriate community-based partnerships and a proponent of the integration of Indigenous pedagogy in post-secondary education. I am currently the Associate Chair of the UTM Anthropology Department & North American Regional Editor of the Teaching Anthropology Journal, Royal Anthropological Institute, UK, where I am guest editing a Special Issue "The Role of Anthropology in Decolonization".

### Robin Gray

[robin.gray@utoronto.ca](mailto:robin.gray@utoronto.ca)



Robin R. R. Gray (Ts'msyen/Mikisew Cree) is an Assistant Professor in the Department of Sociology at UTM. Her research explores the politics of Indigeneity in settler colonial contexts, and her current community-based research projects focus on Indigenous nationhood and the ownership, access and control of Indigenous cultural heritage.

## Speaker Biographies

### Cathie Jamieson

[CathieJ@mncfn.ca](mailto:CathieJ@mncfn.ca)



Cathie is from the Bear Clan. She is an elected Band Councillor from Mississaugas of the Credit First Nation (since Dec. 2015) where she holds the following positions; Chair: Education & Social Health Services Council; Chair: MNCFN Employment and Training Board; Co-Chair: Aboriginal Labour force Development Circle Board Member; Member: MNCFN – Land Claims Team; Member: Ganawenjigewik Niibi Bemaadiziwin; Water Committee, Councillor Lead on Strategic plan – Pillar 3: Environment Sustainability; Stewards of Our Air, Land, Water & Natural Resources. Councillor Jamieson was born and raised in the MCFN. She graduated with an Honors Bachelor of Arts Degree and diploma specializing in Art & Art History from the University of Toronto and Sheridan College. By exploring the concepts of Indigenous identity through historical and contemporary representation, Councillor Jamieson has developed a unique understanding of the relationship between the history of peoples and art. Her multi-disciplined approach enables her current position within the political framework of First Nation governance. She is particularly

interested in understanding the systems of intergenerational influences that impact First Nations communities, and goes back to the community framework to throttle forth change. Jamieson also works as a youth advocate and is one of the founding members of 'Alternative Roots' a grassroots support group with efforts to get youth away from drugs and alcohol.

### Andrew Judge

[Ajudge@conestogac.on.ca](mailto:Ajudge@conestogac.on.ca)



Boozoo! (Greetings!) Mko Mose Indizhnikaz (My spirit name is Bear Walker), Meshekenh n'doodem (I am Turtle Clan), d'eshkan ziibi n'doonjiba (I was born and raised along the horned serpent river [present day London, Ontario]). Anishinaabe - Irish, O'jibii'igay inini n'dow (I am an Anishinaabe - Irish Ojibway man). Dr. Andrew Judge is a professor of Indigenous Studies at Conestoga College, sessional Lecturer at Sir Wilfrid Laurier University in South Western Ontario and visiting professor at the Center for Engaged Learning Abroad in Cayo District, Belize. He specializes in traditional Indigenous knowledge and works with Elders across North America to support the conscious awakening of his students and himself. Andrew is an initiated Mayan day count keeper and regularly participates in the ancient ceremonial practices of his Anishinaabe ancestors. Andrew is currently developing programming in Indigenous land-based practices and invites his students to work with traditional medicines and foods to learn the ways of the Ancestors. In the summer of 2018 Andrew founded Minjimendan (In a state of remembering)

an Indigenous foods garden dedicated to helping the community remember their role in restoring the vitality of the Earth.

### Amy Kelaidis

[amy.kelaidis@mohawkcollege.ca](mailto:amy.kelaidis@mohawkcollege.ca)



I am Anishnaabe-kwe from the Mississaugas of the Credit First Nation. I am a wife, mother of 2, daughter, sister, Auntie, cousin and friend and have been working as an advocate for Indigenous Education for 14 years with 12 of those served in Indigenous Post-Secondary Education. I am currently the Director and Special Advisor of Indigenous Initiatives at Mohawk College. I have a combined Honours Bachelor of Fine Arts in Studio Art and Art History with a minor in Theatre and Film from McMaster University, a Bachelors of Education from Brock University and a Master's of Education in Indigenous Education with Queen's University. I am a proud member of the Ontario College of Teachers with Intermediate/Senior Qualifications. I always strive to use the knowledge shared with me by my Elders, Knowledge Keepers, mentors and ancestors to share traditions and history in Indigenous Education. I work with other staff and faculty to influence direction and provide project management, research and analysis to lead change in the post-secondary environment towards the infusion of Indigenous ways of knowing into our learning environment,

culture and the classrooms. I am a natural collaborator and use community engagement to build successful partnerships with Community organizations, Indigenous institutions and local Post-Secondary Institutions to deliver services and programs to Indigenous Learners. I have been part of several teams to develop policy, services, programs, courses and multi-year plans to motivate and provide leadership in building relationships between settler allies and Indigenous communities to work towards reconciliation in Canada.

## Speaker Biographies

### Valarie King

[dancingmoonholistic@gmail.com](mailto:dancingmoonholistic@gmail.com)



Edebwed Ogichidaa Kwe-She who speaks the Truth Warrior woman leader. Mkwaa dodem. New Credit doonjibaa. English name is Valarie King. She has lived on Mississaugas of the Credit all of her life. She has been a skaabayis (helper) in the community and off reserve in various employment and volunteer or grass root positions. For the last 30 years, she strived to bring the sacred bundles of traditional teachings back to the people. Ceremonies and rites of passages such as Grandmother moon ceremonies, fastings, traditional teachings workshops, drumming, singing, and feasts. She has been working with the Traditional medicines and will be soon opening Dancing Moon Holistic centre offering traditional programs for healing and herbal products. She has 7 children and 7 grandchildren in which they all sing and do traditional dancing around the big drum and hand drum. She does activism work for families of missing and murdered Aboriginal women, for the sacred water. She currently works at Juddah's place as the holistic counsellor working collaboratively with a doctor and herbalist for the people's

healing. She is a Chartered Herbalist, completed her ECE, Bachelor Arts in Health and Women Studies and A minor in Indigenous Studies. Valarie also has her Masters in Indigenous Social Work.

### Jai King-Green

[j.kinggreen@mycanadore.ca](mailto:j.kinggreen@mycanadore.ca)



Jai King-Green is a 25 year old youth, from Mississaugas of the Credit First Nation, she is Bear Clan, her original (spirit name) is Bgoozhii Zhawana Waawaaskoonison Kwe which means Wild Blue and purple flower woman in her Anishinaabemowin language. She is a pow wow singer and dancer and travels with her family to cultural gatherings and conferences. She has been a life long student in her culture but is a student in the western education system where she obtained her Social Services Worker diploma through First Nations Technical Institute in partnership with St Lawrence College. She also achieved her first year of university through Six Nations Polytechnic and is continuing on in her educational path with an indigenous education base

### Veronica King-Jamieson

[VeronicaK@mncfn.ca](mailto:VeronicaK@mncfn.ca)



Veronica has been a Councillor for Mississaugas of the Credit First Nation, since December 2015. She has worked for over 30 years with MCFN in Ontario Works in Social Services – employment, training, literacy, education, and Librarian CEO. Veronica was the Program coordinator for Pan/Parapan AM 2015 Toronto (history in the making, MCFN host), where she established protocols for Elder Groups from the six Mississauga Nation and a cultural village at Fort York in Toronto. She is a volunteer culture coordinator for MCFN community youth, where she recently received The Credits Heritage Mississauga Award. Veronica has recently organized and moderated TRC Calls to Action sessions with Senator Murray Sinclair & Honorable Justice Harry LaForme. Her continuous board experience crosses over many Municipal, Provincial, and Federal governments such as Pan Am/Parapan Am Toronto 2015 Secretariat, Northern American Indigenous Games, Ontario Native Welfare Administrators' Association, Public Library & affiliated with South Ontario Library Services, Brant Family Children Services & Advisory Youth, Ganohkwasra Board of Director, Indigenous

Peoples Court Board & currently active in Ministry of Education, College & Universities across Ontario.

Veronica is completing a Master's of Education at Western University. She has a Bachelor of education degree from Brock University in Aboriginal Adult Education, & degree from Queen's University in Aboriginal Teacher Education Program (ATEP). She is also a graduate of Mohawk College in the Native Community Care Program, where she completed an honors diploma in Counselling & Development in the Mental Health Stream. Her passion is dedicated to projects focusing on youth culture identity & traditional teachings.

## Speaker Biographies

### Laura Mayer

[laura.mayer@mississauga.com](mailto:laura.mayer@mississauga.com)



Laura Mayer is a member of Mississauga First Nation, and is the current Chi-Naakinagewin Manager and an elected Councillor. She completed a Bachelor of Arts from Nipissing University in 2011 and a Juris Doctor from Osgoode Hall Law School in 2015. During law school, she was concerned with the principles of Anishinaabe law and enrolled in courses that examined the practice of Indigenous legal traditions. Since starting as the Chi-Naakinagewin Manager in 2015 her work has continued on from the classroom to the community. In 2017, she completed a project between the Mississauga Nations concerning Anishinaabe practices of governance and dispute resolution. Her current project entails folding those teachings into a dispute resolution circle for her community. Laura lives in the traditional territory of Mississauga FN with her husband Bryan and their two young sons Leland and Theodore.

### Paul Meggs

[aplmeiggs@gmail.com](mailto:aplmeiggs@gmail.com)



Paul became a teacher in 1982 at the age of 24. He worked as a literacy tutor for immigrants with Frontier College in Toronto. He also was a jazz drummer and lover of African music and scuffled as a musician. In 1984 he took advantage of an opportunity to travel and work as a teacher in Nigeria with CUSO for 2 years. There he experienced first hand the long-term effects of colonialism in education, and came to know how little he knew of his own home country, its colonial past, and its indigenous peoples. He returned to Canada in 1986 and immediately pursued work as an ESL teacher, and began looking for an outlet for his passion to work in a community-based cross-cultural teaching-learning environment. He briefly taught Grade 8 English at the Kanawake Survival School, then found his match in 1987 in Clyde River, NT, as a teacher of a CO-OP Program for middle school Inuit students. Over the next 17 years, he continued to teach, received teaching awards, develop programming, and design curriculum for the Nunavut Department of Education. In 2004 he moved south with his wife, also an educator, and their two Inuit sons, where he taught French, and continued to be involved in integrating Indigenous history and culture in the curriculum. In response to the TRC Calls to Action, he was selected by Tunngasuvvingat Inuit to be involved in the Ontario Ministry update of the History and Social Studies curricula. He goes back to Nunavut each summer to teach drumming and percussion at the Iqaluit Music Camp. He now resides in Ottawa, where he hopes to continue to contribute in any way he can to the empowerment and inclusion of the Inuit voice through education and Inuktitut language learning.

### Ryan Neepin

[neepin@me.com](mailto:neepin@me.com)



Ryan Neepin is a member of Fox Lake Cree Nation. He is an elementary school teacher with the TDSB and a PhD student in the department of Curriculum Studies and Teacher Development at OISE, where he is focusing on Indigenous Education and Decolonization. Ryan also serves as the Project Coordinator for The Deepening Knowledge Project.

## Speaker Biographies

### Shaune Rice

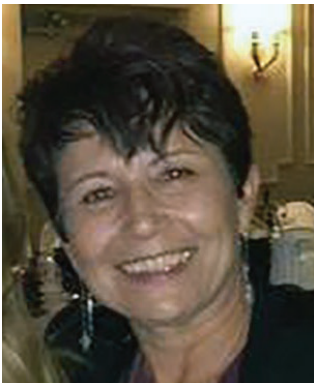
[rataheima@hotmail.com](mailto:rataheima@hotmail.com)



I am but an existing particle, pluralistic in nature travelling...finding my way through streams of realities while gathering experiential knowing of an undergraduate degree in Religious studies and education, briefly studying geography, an integrated Master's focused on Culture and presently finding my current of doctorate, philosophical space in education. The reciprocal learning of an educator, near a blink of three decades, only to wonder what flow to either travel with or against. From the known lessons taught by my family, my late elder Dad, my Elder Mom, my sister. With pride, fear and confidence of the next ring of existence...my alumni, my nephew, my son. I am but an existing particle, attempting to alter reality.

### Kim Sault

[kimsault@hotmail.com](mailto:kimsault@hotmail.com)



Kim is a member & resident of Mississaugas of the New Credit First Nation. For Kim the importance of indigenous ways & cultural identity in relation to overall wellness was awakened during her training as a CHR in the 1980s. Since then she is intuitively driven to integrate indigenous cultural learning & development into her personal ways-of-being, educational studies & employment with Indigenous wellness & educational organizations. Kim's experience with indigenous education includes instructing/facilitating indigenous programs at Mohawk College & Brock University. One of her favorite experiences was developing & providing a cultural based cooperative education program for grade 7&8 students at Lloyd S. King Elementary School. Extra & meaningful activities at LSK involved hosting family night activities, family culture camps, & coordinating a historical mural with an educational booklet. At present,

Kim continues to develop models that assist First Nation communities with the integration of indigenous culture into community wellness programs.

### Sandra Styres

[sandra.styres@utoronto.ca](mailto:sandra.styres@utoronto.ca)



Sandra is an Assistant Professor of Indigenous Education with the Department of Curriculum, Teaching & Learning at OISE, UofT. Dr. Styres' research interests specifically focus on various aspects of Indigenous education that include: decolonizing Land centered approaches to Indigenous pedagogies and teaching practices; literacies of Land; teacher-student interactions, learning through various modalities, and the pedagogical implications of those modalities; issues concerning social justice, racism and construction of race in teaching and learning contexts; integration of Indigenous teaching & learning in higher education with both Indigenous and non-Indigenous students; pre- service and in-service teacher development; Indigenous philosophies and knowledges; culturally aligned methodologies and theoretical approaches to Indigenous research; Indigenous and non- Indigenous research collaborations; as well

as addressing issues of ethics and protocols that guide the work between Indigenous peoples, communities, and universities.



# Speaker Biographies

## Leslee White-Eye

[Lesleewhiteye@outlook.com](mailto:Lesleewhiteye@outlook.com)



Leslee White-Eye is the former Chief of the Chippewas of the Thames First Nation and the nation's 1st elected woman chief. She is Anishinaabe Ojibwe Kwe, mother, wife and community advocate. Prior to being Chief, Leslee was an Education Officer for the Ontario Ministry of Education writing curriculum, supporting school boards in Indigenous education and coordinating the development of the first two Native Studies textbooks to be added to the Trillium List. Leslee was recently honoured to receive an Honourary Doctorate of Laws from Western University. She earned her Political Science and Master of Education degrees at the University of British Columbia and her teaching degree at Nipissing University. She sits as a Board member of Kings' University College in London, Ontario and as Chair of the Board of the Wuulaawsuwiikaan Healing Lodge at Munsee-Delaware First Nation education.

She works in Indigenous education & governance for 8 First Nations in Ontario seeking jurisdiction over education.

## Desmond Wong

[desmond.wong@utoronto.ca](mailto:desmond.wong@utoronto.ca)



Desmond is the Outreach Librarian at the University of Toronto Libraries. He is a settler living and working on Mississaugas of the Credit First Nation land. As an Outreach Librarian, he works to support Indigenous students, faculty and staff at the University of Toronto. He works to make libraries a more inclusive space for marginalized peoples who may not see the library as a resource for solidarity work.

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### Artwork Acknowledgement

LSK Mural:

Symposium on the Importance of Indigenous Education in Ontario Classrooms acknowledges artist(s) Philip Cote, Tracey Anthony, Rebecca Baird assisted by students Eric LaForme, Rachele King and Jocelyn Hill, for use of their artwork for our identifier, marketing and promotional materials.

The original artwork (pictured below) is located in the Library at Lloyd S. King Elementary School.





**This Symposium would not have been possible without the hard work and dedication of many organizers and volunteers.**

**PILLAR 4 EDUCATION & AWARENESS:**

Kerri King, Lisa King, M. Karl King, Valarie King

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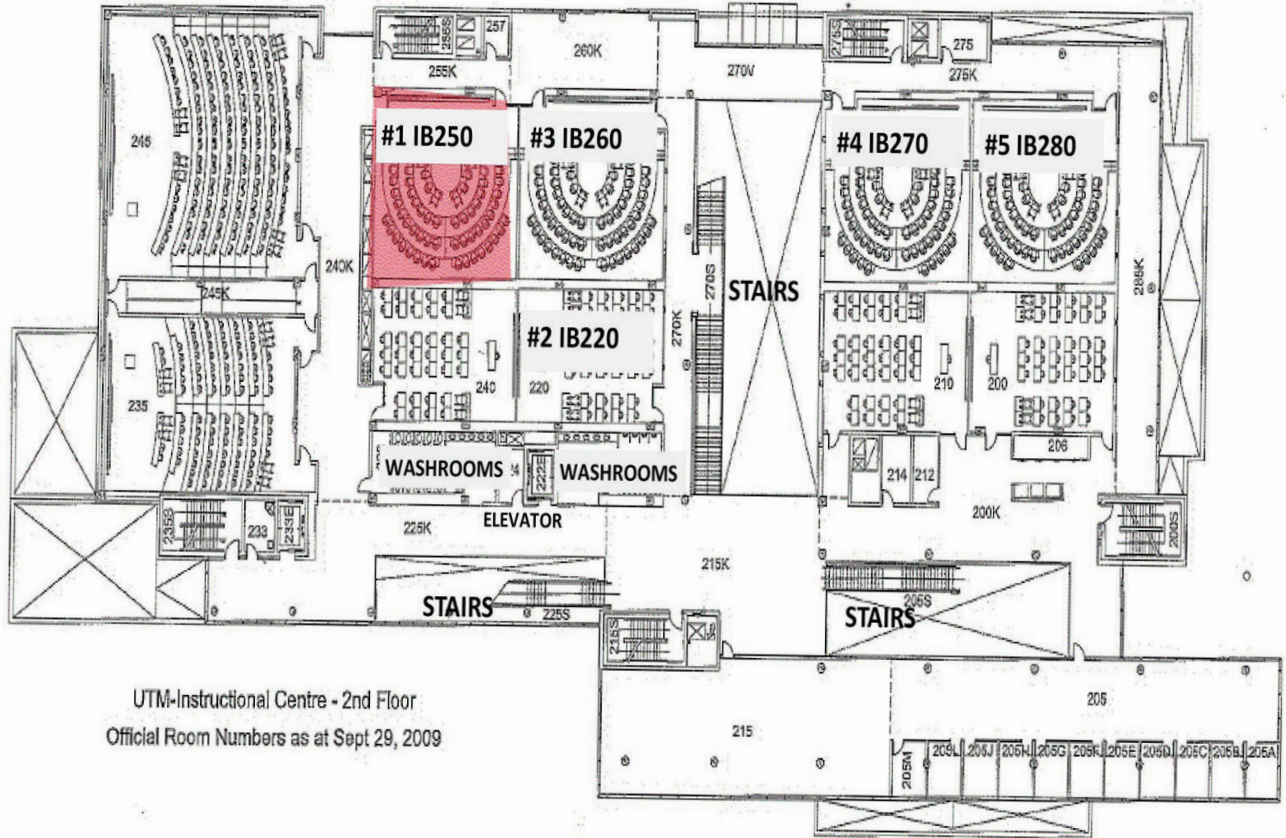
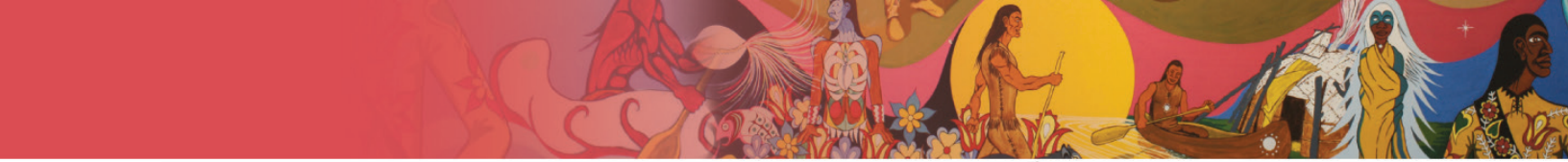
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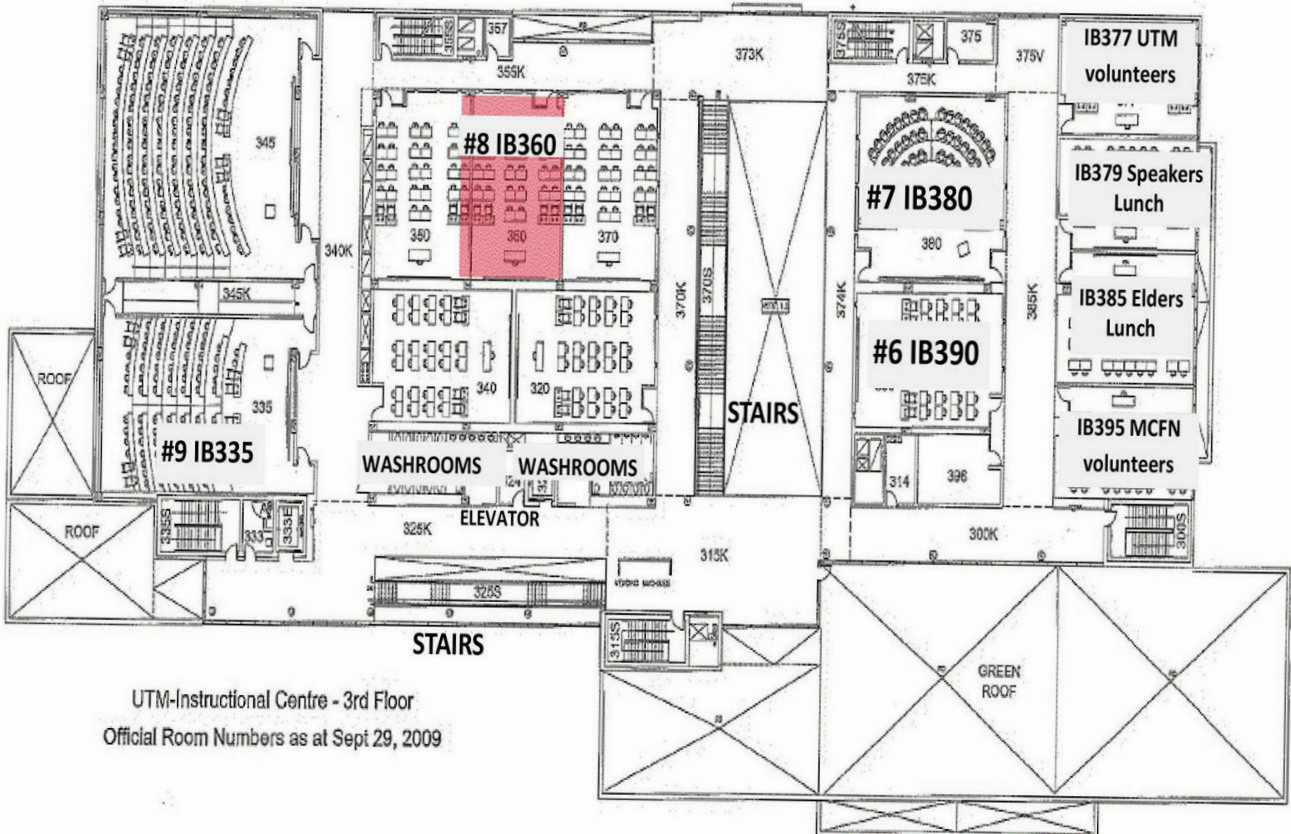
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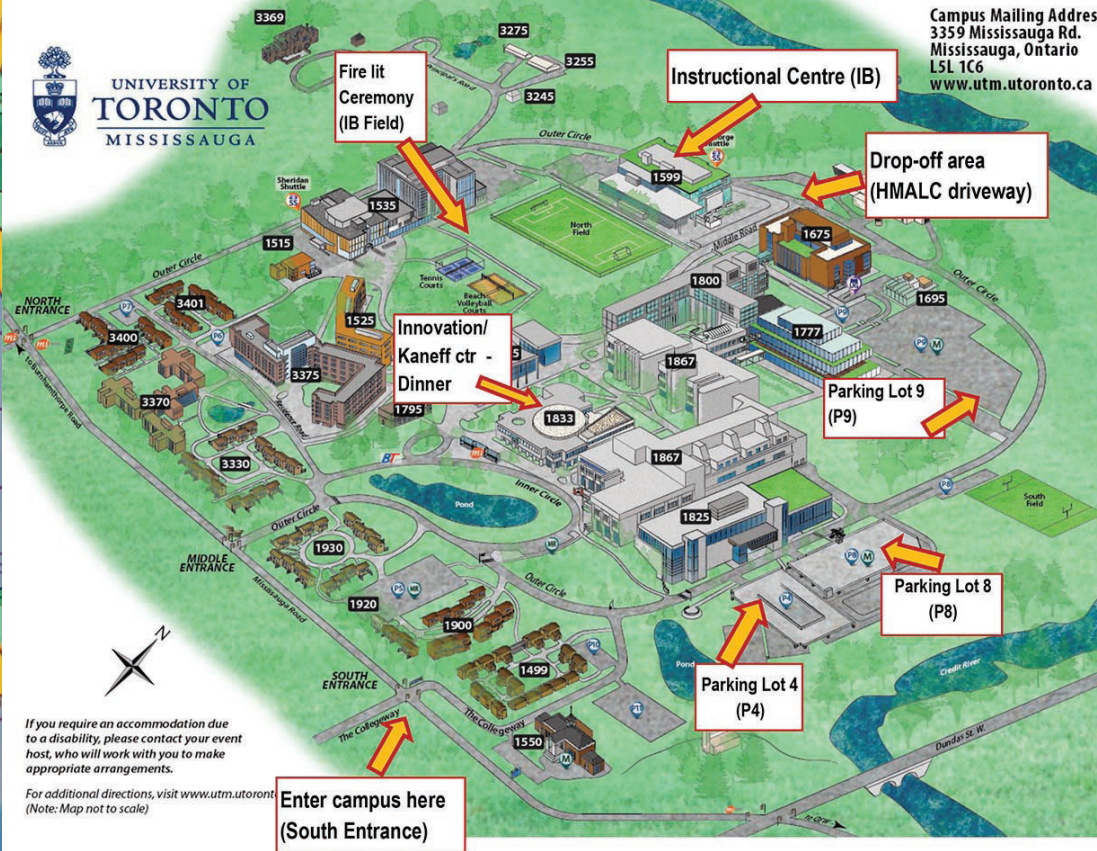
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  - 1599 Instructional Centre (IB)
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- Principal's Road**
- 3245 Forensic Anthropology Field School
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  - 3275 Paleomagnetism Lab

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Miigwetch! Safe travels.

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