

Eagle Feather NEWS

FREE

Indigenous grad rates inching up, slowly

Sarah Longman (right) is the Supervisor of Indigenous Education at Regina Public Schools.

(Photo by Jeanelle Mandes)



By NC Raine
For Eagle Feather News

High school graduation rates in Saskatchewan have reached a 25-year high, reports the Ministry of Education, with 76.5 percent of Grade 10 students in 2017 graduating within three years.

But graduation rates for First Nations, Metis, and Inuit students is significantly lower, at 43.2 percent – up from only 41.9 percent the year before.

To examine the discrepancy in graduation rates and what should be done to improve student success, Eagle Feather News spoke with four of the province's leaders in education: Brent Hills, Superintendent of Education for Saskatoon Public Schools; Sarah Longman, Supervisor of Indigenous Education at Regina Public Schools; Chris Scribe, Director of ITEP; and Carla Beck, MLA for Regina Lakeview.

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INSIDE



VISUAL FINISH LINE

Students like Sharlize are advised to visualize the finish line through good times and bad over their school career. - Page 4



BORN TO TEACH

Chelsie Sinclair isn't your conventional teacher and her students like it that way.

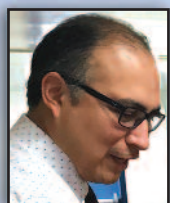
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INDIGENIZATION

Indigenization is more than a buzz word at the U of S these days as the university puts the term into action.

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Back to School Edition

Coming In October - Role Models Issue

CPMA #40027204

Current education model a system where Indigenous students weren't intended to be successful - Scribe

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(Responses have been edited for length).

Why the discrepancy in graduation rates, and what are some of the major barriers to graduation Indigenous high school students commonly face?

BH: It starts with 150 years of oppression and colonial policy, as well as the residential schools and Indian Act. Education has largely manifested itself through the omission of the value and contribution of Indigenous people in Canada. Barriers such as poverty, hunger, transiency, transportation, health supports – they exist to people of all cultures.

SL: We had an Indigenous student forum to talk about some of the realities and experiences in (school). We heard things like some students not having access to technology to complete some assignments. We heard not having their culture reflected in the environment. There needs to be more Indigenous people in administrative positions, and more Indigenous teachers (as) role models. They also talked about racism being a factor – sometimes from their peers, sometimes from the structures that were in place.

CS: We have to understand the history of education and the model that exists. The model is a system of education where (Indigenous people) weren't intended to be successful. It was intended to kill us. When we talk about drop out rates and barriers, the number one barrier that exists is that Indigenous people are trying to succeed in a system that wasn't built for us to be successful.

CB: What we've seen in education since my time here since 2009 with the school board, has been characterized by a lack of direction and lack of sustained effort with education in this province. What I'm hearing from school boards and teachers is that resources have not been there to actually realize these goals. And concerns certainly in the last two budget years that any gains (such as Indigenous student advocates) are potentially in jeopardy because of cuts (to important supports).

What is being done to improve graduation rates?

BH: Indigenous student advocates is a program created for teachers to provide full time support to Indigenous students in order to help remove barriers that are specific to them. They also help teachers understand challenges their students face. Last year we had quite a few students who spoke about the importance of having an advocate.

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Carla Beck, MLA for Regina Lakeview.



Brent Hills, Superintendent of Education for Saskatoon Public Schools.

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JOCELYN DELORME
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Sarah Longman: I'd like to see language taught in schools by fluent language speakers

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SL: We implemented a self-declaration process, hitting the community and asking them to voluntarily share information with us. We were then able to identify who our Indigenous learners were, and how they were doing. We provided better supports to students in high schools in the most populated schools and brought in our Indigenous advocate teacher program.

CS: We're graduating people to go back in the schools to teach and encourage people to think differently. I wish I could tell you that I'm creating an army of rebels that are going to flip the script on all education. But hopefully what we're doing is inspiring and starting a spark. I hope that helps with the drop out rate – that space is created for our students to say 'I belong here'.

CB: There has been some sustained focus on increasing rate of graduation, and there have been some increased resources brought to tackle the discrepancy, but one of my main concerns, though, is the \$54 million that was cut from education last year, and only a partial backfilling. There's concerns amongst school boards I talk with that some of these gains might not be able to be sustained.

What else should we be doing to ensure the success of high school students?

BH: Education cannot just be within the four walls of the school. We need to engage our partners and the full community in understanding what Truth and Reconciliation really means. It takes a village to raise a child and we are all in this together. The more supports we provide to mitigate those barriers will help kids stay in school.

SL: Personally, I'd love to focus more on culturally programming. I'd like to see language taught in schools by fluent language speakers. I'd love to see land-based learning taking place. I'd like to see alternative individualized credits. I'd love to see our schools filled with Indigenous educators.

CS: We tend to forget that parents, in the home communities, play a huge role in education. They don't always feel as if they're a huge player, but they're like the main player. Once you get the support of the community and parents, teaching is easy. Education is easy. Without it, it's very difficult.

CB: It's going to take sustained effort including adequate funding. But that's not going to be the full measure. We have to continue to make this a high priority for the province and continue to be curious and creative about solutions.



Chris Scribe, Director of Indian Teacher Education Program.



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Visualize the finish line

It's that time of the year again! A brand-new academic year has begun for elementary, high school and university students.

It's always an exciting time because it's a fresh start for everyone. I felt the excitement seeing all the 'back to school' posts on social media. It made me a bit envious of those heading back to university.

I reflected on the yester-years of my first few years of university up to the last year of my studies. I missed that feeling but then I remembered all those long nights of studying and writing papers, then suddenly, I snapped back to reality.

That's not intended to frighten anyone pursuing a post-secondary education. When I think back to my university days, I wish I had spent more time reading my assigned textbooks. I wish had spent more time editing my term papers before submitting to my professors. I wish I would have taken the extra time to search for all the scholarships that are available to students.

But all in all, my university days were the best days, a period that I still cherish to this day. I've met an abundance of incredible people who are still my friends today.

I had my share of challenges, especially being a single mother, a full-time student and working part-time on campus to support my daughter. It was hard. All my family lived far away so I had no one in Regina except my friends, who I adopted as family.

When I had moments of weakness and defeat, and during those times, I just

called my family who picked me back up and reminded me of why I'm out here. Afterwards, I would visualize myself walking across that big stage with my degree in my hand – that was my finish line. Those strategies helped me through the rough patches of my academic life.

ever for my daughter Sharlize because she started at a new school. She does not do well with transitions and new faces, so you can understand my anxiety.

Sharlize has Autism Spectrum Disorder (ASD). She was placed in a new program that caters only to children with severe autism. It's a one of a kind pro-



Jeanelle's daughter, Sharlize started at a new school this year and is proof that changes are not always scary.

(Photo by Jeanelle Mandes)

Cherish those moments. Those are obstacles you can reminisce about down the road and see the areas of self-growth. Your school years are the best years to experience!

Turning the page, I noticed that I'm one of those parents who upload a photo on social media of my kid on the first day of school. Nothing wrong with sharing some pride.

This year, I was more nervous than

gram.

When I first learned about this program several months ago, I was offended. I thought it was a desperate attempt from the school board to gather all the autistic students that are hard to manage and place them together away from "normal" students.

I was ignorant to the efforts of the team who took the time to design this program.



Comment

Jeanelle Mandes

I met with my daughter's new teacher and the trained educational assistants a week before school started. I was amazed that a staff team cared so much to design a much-needed program for children like Sharlize. My questions and concerns were answered in that meeting and I left with a sense of relief.

When you think about it, imagine being in a "normal" classroom and having sensory overload from the lights humming, the sounds coming in from different directions, the inability to speak and communicate. It's a no brainer why most children with neurological disabilities suffer from continuous meltdowns.

But I'm at ease knowing the highly trained professionals in this program completely understand their students.

This program is designed to meet the academic level of their students and to find ways to cater to their needs and help them work through those meltdown moments.

I have so much respect for them and all educators who work with students with disabilities. They are the real MVPs!

So, whether if you are in elementary, high school or university; make it fun and memorable. Happy learning!



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Funny, I never saw that firing coming

In a time when one job is rarely enough to pay the bills, mostly everyone is out there competing for part-time work at odd hours and locations, preferably ones that can be done from home.

I was searching for such a job when I was working on my grad degree. Ideally, I wanted a job that didn't require combing my hair or showering – both tasks of which eluded me during the last year of my degree.

I found such a job ad – telephone psychic.

“Do you want to work from the comfort of home?” Yes. “Do you like to work at night?” Hell yes. “Do you have the ability to connect with the supernatural?” Well, I suppose, if the pay is right.

I had some experience with the supernatural. Like most prairie kids, I had engaged in “Bloody Mary” where you tear up a card in the dark and then the face of Bloody Mary appears in the bathroom mirror. I never actually saw if she did because as soon as me and my cousins would tear up the card, we would all start screaming and then push each other out of the way as we ran out of the bathroom.

I had also got a book from the library, when I was around 13, about extra sensory perception, also known as ESP or Esp as I called it. It taught you the basics of reading minds and connecting with your sixth sense.

I worked hard at guessing the colour of game cards while my siblings grumbled that they wanted to play actual cards. To be honest, my goal wasn't to read minds or tell the future, it was to get really

good at astral projection which is like a sort of spiritual flying. My dream was to transport myself to the change-room of an NHL hockey team.

I had given up on my pursuits before my dream



could be realized. But here was another chance. As I called the number of the job ad, I imagined myself on the phone with strangers, giving them wise advice.

There was an audition as you might expect – like as if anyone with zero psychic ability could apply!

I bought some tarot cards that afternoon and practiced giving my friends readings through the evening.

“You are about to embark on a great adventure.”

“Well I did just eat an entire bag of Cajun spice chips, so you're right about that.”

My preparation paid off and I passed the audition with flying colours. The head psychic said that I had given her the best reading she'd had all week. This begs the question: why would you need more than one reading in a week if psychic abilities are

real? But that wasn't a question I wanted to ask.

My first shift was awkward. I worried that the callers would see me for the fraud that I was. And some did. A woman actually asked me to describe the shirt she was wearing. Then hung up after I described it as “mustard yellow – or maybe it just has mustard stains on it.”

But other people were OK with my readings. Some of them even thanked me for helping them.

A problem emerged. My hours were from 8 p.m. until 4 a.m. which is the golden hours for vulnerable people to be suckered into calling. But I am not a night owl, though I always aspired to be one. I would sit up and still find myself nodding off.

I slept through the phone ringing twice before I got a warning call from my boss. “Hey dozy, I'm not paying you to sleep.”

Although wouldn't that be the most amazing job?

After a week, I started to question whether being a fake psychic was ethical. And what if I was psychic? Was charging for my services a cheap use of my powers? Then I got fired for falling asleep again. I did not predict this, which I think solves the question of whether or not I am psychic.

But my days as a part-time worker taught me that contract employment and short-term gigs are a tough way to make a living.

I'll take one boss any day over a hundred bosses asking me if they should dump “their shiftless partner.” (The answer is always yes.)



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Sinclair was born to teach

By NC Raine
For Eagle Feather News

Every once in a while, you encounter a person who is very clearly doing the job they were born to do. Chelsie Sinclair is one of those people.

Sinclair, a graduate of the Saskatchewan Urban Native Teacher Education Program (SUNTEP), is a Grade 1 and 2 teacher at St. Jerome School in Regina. Going into only her third year of teaching, Sinclair is exceedingly aware of both the impact she has on young minds and impact they have on her.

"I've actually bawled my face off because a kid (I was teaching) went up three reading levels," said Sinclair. "It's that 'I'm so proud of you' moment, which is funny, because they're not even your own kid."

But treating every kid like her own is the sort of approach Sinclair takes to teaching. Sinclair, a Métis woman, grew up influenced by the culture and experiences of her grandparents and parents, and after learning more about cross-cultural education at SUNTEP, was excited to apply these influences and knowledge in the classroom.

"I've been able to apply a lot of the things I learned at SUNTEP, like picking sage with an elder on a Medicine Walk, or things I've learned from my childhood with my grandparents," she said.

"I really try to go beyond the classroom and look for people who can bring insights into things I can teach my kids."

Every morning in her classroom, Sinclair does the daily weather in the Métis language of Michif, teaching her students a new weather-related word a day. She also reads Indigenous literature with her students, rather than reading a less relevant mainstream book, and prides herself on incorporating elements of nature into her classroom.

Sinclair also brought Elders into her classroom to speak, which she said is always met with excitement from her kids.

"I think this all is so important because all of this knowledge was lost. To

bring that information back into our schools and have our little people learn about both the good and bad things that happened, as well as the traditional teachings, it really gives meaning to what we're trying to work towards," she said.

Sinclair recalled an eye-opening experience on Remembrance Day, when a student of hers became upset when he noticed during the ceremony that Métis veterans were being excluded – a part of history Sinclair had shared with her students. She realized then just how much her words resonate with her students.



"They take everything you say and run with it. I realized then that what I do is important, and I need to continue to do it," she said.

"The challenge is that sometimes you need to be a nurse, a therapist, a friend, a parent (to my students) on top of being a teacher."

Unlike most schoolchildren around this time of year (and probably some of her colleagues), Sinclair uses phrases like "super excited" when talking about returning to the classroom.

She's working on a yet-to-be announced project with Regina Catholic Schools, as well as working with elders, to bring Indigenous education to more schools and classrooms in the province.

"I think it's important to give that voice to Indigenous people, because that voice was taken away," she said.

"It's my job as a teacher to help get that voice back."



Chelsie Sinclair in her Grade 1 & 2 classroom at St. Jerome School in Regina.

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Back to school brings added stress

Back to school this year, for me, means seeing familiar faces and places I have not seen for a while.

This year I have made the choice to become more involved at school. I am now in my second year of law school and the vice-president of Indigenous Relations. This means taking on more responsibilities and attending meetings for both the Law Student Association (LSA) and the Indigenous Law Students Association (ILSA) and doing my best to bridge Indigenous and non-Indigenous students.

As well as being the Indigenous voice in the LSA meetings, where I am the only Indigenous student representing, and able to be vocal when and where it is necessary when it comes to educating other students on Indigenous matters and creating more inclusive events this year.

I think it is important, as an Indigenous student, that we are taking back our spaces in these colleges and not just in schools but everywhere in society. At one point, it was illegal for an Indigenous person to even hire legal representation, never mind actually becoming a lawyer.

These institutions are still very much a colonial setting, the cases and decisions that have been made, the policies and legislatures that are created, derive from a colonial mindset and there has been very little in-

volvement from Indigenous voices. That is something that needs to continue to evolve as we take back our space on our own land.

The thing I think people need to realize is that Indigenous peoples have been here since time immemorial and we are not going anywhere. Also, the fact that the settlers who have come here and identify as Canadians are probably not going anywhere either, as well as the people who have come to Canada from different countries for better opportunities.

We are all here and it does not seem that anyone is going anywhere so the best thing we can all do is learn how to get along and help one another. This does start with education.

People who have come here or even people who are born here still have no clue about all the different nations that have been here since time immemorial and always called these lands home.

This should be being taught and not forgotten and left out of history and the contributions that were made by so many Indigenous peoples and nations is something that should be acknowledged and remembered.

That even goes for many of our own

people. Being raised in a colonial education system and society for many years, the truth of our people has been left out, forgetting and losing our own identities. Indigenous peoples have been labelled and stigmatized with negative stereotypes and this mindset lives on. It has been internalized in society and internalized in our justice, and political systems.

This needs to be acknowledged so we can begin changing these cycles and narratives in our society, institutions that continue to oppress our people.

This year the College of Law has a new class that is mandatory for all the first years to take. This class is called, Kwayeskatasowin, which is a Cree word that means, setting things right.

This course will include the history and ongoing legacy of residential schools and discuss the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

UNDRIP recognizes and affirms our inherited rights as Indigenous peoples with more context. The class will discuss Treaties which is important for everyone to know and understand how we are all treaty people, because if it was not for treaties no settlers would have been settling and putting their

roots down and “owning” land to pass down to their families.

The class also discusses Indigenous law, Aboriginal-Crown relations and this will provide training in intercultural competency, conflict resolution, and human rights. This is extremely important for up and coming lawyers to understand, especially when many have never learned the true history of this country and how and why Indigenous peoples are overrepresented in the criminal justice system and other areas.

The fact is that Indigenous law is progressing fast throughout the country when it comes to addressing historical wrongs as well as emerging economic development and infrastructure on First Nations. All those areas need good, respectful, educated legal representation to make real change for the generations to come.

I also wanted to bring awareness to mental health and back to school, making sure to ask for help when needed and checking in on your friends and classmates is important.

School brings extra stresses into life with a lot of added pressure, and bullying that can cause social anxiety. According to Statistics Canada suicide is the second leading cause of death amongst youth.

We need to be doing our best to make sure our children feel heard, safe, loved and not hopeless.



Comment
Alyson Bear



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Homeschooling a satisfying family experience

By Jeanelle Mandes
Of Eagle Feather News

An educator has decided to pull her son out of the city to homeschool him to live and learn off the lands in a northern Indigenous community.

JoLee Sasakamoose isn't your typical home-schooler. She is making learning fun and culturally inclusive. From living in a city house to a cabin with no electricity or running water, Sasakamoose is also including the necessary survival tools for her son.

"There's challenges every day. I think it teaches resiliency and how to adapt a certain way," she said.

"We come (back) to the city and I have to deal with him being on the iPad or computer. Those are the challenges I face as an urban parent. As a land-based parent, I'm telling my son 'don't play with the worms that we're going out fishing with'.

"I'd rather be saying that than 'get off the iPad'. To me, the challenges living on the land is way less than the challenges we face in the city."

When Sasakamoose, a tenured Indigenous professor at the University of Regina, found out that she was getting a sabbatical from her faculty position, she had planned to use the time to homeschool her six-year-old son Hunter in his home community of Ahtahkakoop First Nation to learn and live off the land.

In doing so, he has learned through experiences both in rights of passage in ceremony, traditional culture, language and also life skills such as hunting, fishing, canning, harvesting and planting things that are needed to live every day. Hunter is also provided with subjects of science, writing, critical thinking, physical education and culture-based learning.

"It gives us the space to focus on our well-being and mostly Hunter's education," she said. "The Western system is the opposite way of living, when we're really nature-based people."

She calls their educational journey 'Hunter and Mama's Aski (land/earth) School'. On a day-to-day basis, Sasakamoose and her son go hiking to see what they can find. Hunter had learned where to pick berries and how to can them for preservation.

This summer, after a tornado touched down in the community, the duo noticed it took out a huge section of trees. To their discovery, they had observed the ravens and the magpies haven't returned since. This has led them to document the process of how a tornado came in and wiped out the birds in the area.

"He's really keen on being able to pick out high level concepts and ideas with discovery and conversation," she said.

As an educator, Sasakamoose utilizes her skills to teach her son academics such as math, a subject that he really enjoys. Every day, she watches her son grow and excel in learning in all forms. It was an important decision, well worth making.

"To me, a homeschooler is an invested parent. It's a lot of time. If someone is homeschooling, I would think there would be more interaction," Sasakamoose said.

"A lot of thought goes into it and I would think this child would come out better on the other end."

Sasakamoose has been homeschooling Hunter since July and will continue doing so for the next six months. After that, she will decide if she plans on homeschooling him permanently or if he will return to school in Regina.

"For us, it was important that we spend time as a family on the land to navigate a healthy daily schedule that is manageable," she said.

"We struggle living in the urban city, it's hard on all of us as a family."



Hunter Sasakamoose is benefitting from exposure to his home community and culture.

Homeschooling children is a right that parents and caregivers have.

According to the Ministry of Education, parents who wish to homeschool their child are responsible for choosing and directing the program and to ensure the program is age appropriate for their child.

It is also required for the homeschoolers to report

to a supervising school, which Sasakamoose has done with the Prairie Sky School. Since Sasakamoose is an educator, her curriculum of the home-based education program was approved.

The time she is using to educate her son out on the land is a unique journey that she and her family will forever savour.

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Indigenization emphasized at U of S

By Angela Hill
For Eagle Feather News

When the University of Saskatchewan launches its university plan in October, it will have Indigenization prioritized.

"It's emphasized in a way that every aspect of the university, all 17 colleges and schools, have to reflect Indigenization and reconciliation, and engage in decolonizing activities because the university plan really does enforce that," said Jacqueline Ottmann, vice-provost of Indigenous engagement at the university.

The foundational documents for the institution communicate "the importance of the three goals – uplifting Indigenization, experiencing reconciliation, and embracing manāchitowin," she said.

The plan was gifted with an Indigenous name during a ceremony on Sept. 5. The Cree name Nīkānītān Manāchitowinhk, which means Let's Work Together, reflects the language around the importance of the university working alongside Indigenous Peoples, Ottmann said.

"It's been inspiring for me to be part of a community that really strives to embrace Indigenous Peoples and support Indigenous People in different ways."

Ottmann started her role as vice-provost Oct. 1, 2017. While she said she has seen successes within her first year, there is still a lot of work ahead. Indigenization will go beyond the academic areas of the U of S and look at all units including areas such as procurement.

"All of that will take time, in to order establish and get going that transformational, systemic change that we are working towards," she said.

In the years since Indigenous Studies professor Priscilla Settee arrived on campus in 1996, there have been improvements of Indigenization on the campus, she said.

"It's been a slow start," she said. "In more recent

years it's picked up the pace."

While her department has seen growth in professors and research chairs, Settee said now there needs to be support on the personal side for students and academics. She talks about issues like daycare for mothers, access to housing, food and transportation. Settee also talks about Indigenous academics and allies supporting one another.

"It's the faculty who change the pedagogy and curriculum, and make it user friendly," she said.

Settee is pleased with the changes she is seeing on campus, but added "it didn't come out of nowhere." She and others have been pushing for change for a long time. Having a vice provost of Indigenous engagement is another positive step.

"It's good to have a figurehead such as herself," she said.

Ottmann knows there is a sense of urgency with her work on campus and she said she finds it motivating.

"I really do see the University of Saskatchewan leading the way," she said.

As she moves into the second year of her position, Ottmann said she wants to make sure successes and Indigenous contributions are being shared.

She said they are working on a communications strategy with a multimedia approach, including an artistic timeline that will fill the tunnel that leads between the Gordon Oakes Red Bear Student Center and the health sciences building.

"I think success means the narrative at the University of Saskatchewan will change even more," Ottmann said.

There have been changes already, she said.

"We've moved from why should we indigenize, reconcile, decolonize, to how should we and now what," she said.

"Ultimately, I think Indigenous Peoples will tell us when we are successful."

The U of S had 3,119 Indigenous students enrolled in 2017-2018, they expect an 11 per cent increase this year.



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Back to school made a little easier

By Andréa Ledding
For Eagle Feather News

White Buffalo Youth Lodge was bustling with families lining up for backpacks and school supplies while the street was closed off for basketball games, bouncy castles, burgers, and entertainment.

This was the fourth annual Nutrien Back to School Giveaway, organized by Saskatoon Tribal Council and supported by many community partners.

Leanne Bellegarde, Director of Strategic Inclusion at Nutrien, has had a vision of this happening for many years.

"This year \$100,000 was raised and that is contributing to the support of this and other programming and requirements at White Buffalo Youth Lodge. So, nothing goes to waste, it all touches the lives of children, families and youth," explained Bellegarde.

Tim Herrod, Vice-President of Procurement at Nutrien, had just flown in and was excited about the turnout and community support.

"I'm amazed. Translating a vision Leanne had many years ago and trying to get horsepower behind it, from what I do and my team does, working with our suppliers and trying to get suppliers embedded in this mission and vision ... in everything that we do, to see this progress, it's exploding," said Herrod.

"We have leadership from our mines, from the top down across our company. In terms of having impact on education and young people's lives and Aboriginal youth development this is the best thing we could do – and we do a lot of good things.

"I really feel strongly that in terms of the impact of children going to school and giving them a start that they might not have had, watching all of the supply base come along with us and in some way contribute, it's amazing," added Herrod. "I'm just proud."

Saskatoon Tribal Council Chief Mark Arcand noted

that STC is not keeping any resources, every dollar goes back to the community.

"I'm really thankful and grateful for all of our partners, especially Nutrien because they brought along their entire supply chain to establish all of this and make a difference to all our people's lives. So all of these kids can go to school each and every day and all feel that they have the proper tools to be educated," said Arcand.

"Young mothers and young fathers are coming through here with multiple young children, and we're saving them resources for other things, transportation, food, shelter, whatever it is they also need to get their kids to school."

He also added that the experience is open to anyone, not just members of the STC.

"Every kid going through here gets to pick off the shelves what they want, just like shopping. We don't want to judge people, we just want to provide for people. Next year we want to do 2,000 backpacks."

Dean Santamaria of West Virginia was thrilled to be a part of it.

"It's been a lot of fun. I'm from the States, our company GMS Pioneer Conveyor has been in the US for 35 years, we provide labour to the underground mining industry. We've had an office here in Saskatoon for the past year and became a legacy partner with the STC.

"We're part of this initiative which is something we really believe in. It's moving and it's timely, this is something that needs to be done. Morally, ethically, professionally," he said.

"To not only donate money but to be there in the line and see the families come in, the amount of people here speaks to the impact this group has in the community, it's just a beautiful thing. You see smiles," added Santamaria. "It's uplifting."

Happy customers Naomi, Keonna, and Mason Anaskan proudly showed off their contents.



Mom Naomi with her two happy children, Keonna and Mason.

"Just heard about it through my friend, they told us about it and we just showed up," said mother Naomi, adding that she loved the whole thing.

"It's pretty awesome to get school supplies this way. We just moved here from Yorkton, so far we really like Saskatoon."

She said the kids really enjoyed picking their own supplies out this way, while having a fun day out.

Keonna, who is going into Grade 1 this fall, proudly showed off items from her backpack.

"I love these pencil crayons," Keonna said, brandishing a pack of Crayolas.

Her little brother Mason, going into kindergarten and not to be outdone, said, "Look at this pencil sharpener, and these new pens!"

BACK TO BATOCHÉ 18

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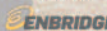
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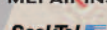
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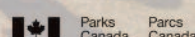


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CREATIVE FIRE

Jarita Greyeyes off to Stanford to pursue a PhD

**By Jeanelle Mandes
Of Eagle Feather News**

A woman from the Muskeg Lake Cree Nation trekked out to the United States to study at a prestigious institution to pursue a PhD degree.

After applying and receiving a couple offers from the University of Toronto and Harvard University, Jarita Greyeyes happily accepted an offer to study at California's Stanford University – ranked as one of the world's top universities.

"It seems like a great place to learn," she said.

"I think that commitment of excellence is here at Stanford. I was really excited to bring my perspectives and experiences to an institution that has less than one per cent of doctoral students who identify as Indigenous.

"I think it's going to be a little bit lonely and I'm super far from home but I'm excited to grow, learn and challenge myself to do the work that I want to do at a high level."

Greyeyes is pursuing a doctorate degree in Race, Inequality and Language in Education within the Graduate School of Education.

Her particular focus of study will be based on women's contributions to Indigenizing post-secondary institutions and she believes in terms of Canadian universities, there's a lot the U.S system can learn about Indigenizing from the experiences in Canada.

"I'm excited to share those," she said. "In the U.S, Indigenization has been shown in a different way so I'm looking forward to learn more about that."



Jarita Greyeyes will study women's contributions to Indigenizing post-secondary institutions.

In her educational background, she received a Master's of Arts in Indigenous Governance at the University of Victoria and took a break afterwards to work in her home community of Muskeg Lake and at the United Way of Saskatoon.

Throughout her work period, she pondered the idea on how to Indigenize workplaces and was curious to what people's reflections were on Indigenization which led her to apply to the various graduate programs.

She hopes her path will inspire others to not be afraid to challenge yourself to a higher education at prestigious institutions in Canada, in the U.S. and across the world.

"Apply to a bunch of different programs even though it's kind of expensive to do the applications but you want to make sure that wherever you decide to go is the right fit for you.

"It's important that you have options to choose from," she added.

"People of Saskatchewan have a lot to offer the world. I know people from our communities have so much knowledge. When we head into classrooms, we make those classrooms better by our presence. I think that it's important to choose education that I think will be (beneficial) so that training will help our communities in the long run."

Although Greyeyes was denied funding from her band, she didn't allow that to become a barrier in her pursuit of education.

From all her hard work in her previous education, she was granted a five-year full scholarship from Stanford University.

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Institute of Indigenous Peoples' Health moves to U of S

The University of Saskatchewan will soon become the new home of the Institute of Indigenous Peoples' Health (IIPH), one of 13 institutes of the Canadian Institutes of Health Research (CIHR) – under the leadership of the institute's scientific director, Carrie Bourassa, who is joining the U of S College of Medicine.

"We are very excited to welcome Carrie and this institute which leads the national health research agenda to improve and promote the health of First Nations, Inuit and Métis Peoples in Canada," said U of S Vice-President of Research, Karen Chad.

"This is the right place to host this institute as it will build on the strengths of our growing hub of Indigenous health research and advance our efforts to work in partnership with Indigenous communities to improve health care both here in Saskatchewan and across Canada."

Formerly located at the Health Sciences North Research Institute in Sudbury, Ont., the IIPH will begin operations at U of S starting Oct. 1. Bourassa will have a staff of four and will also serve as a faculty member in the college's community health and epidemiology department.

"With the addition of the Institute of Indigenous Peoples' Health at our college and university, we are truly positioned at the forefront of work with Indigenous communities on innovative

medical research for improved health outcomes," said Dr. Preston Smith, dean of the College of Medicine.

"We are thrilled to have the institute here and to have Carrie join our faculty."

Bourassa, who is Métis, said she looks forward to returning to the Prairies. Before becoming IIPH scientific director, Bourassa, who earned her master's and PhD (in political science and social studies, respectively) at the University of Regina, spent more than 15 years as a professor of Indigenous health studies at the First Nations University of Canada.

"I am delighted to have the opportunity to continue to serve Indigenous communities at the University of Saskatchewan," said Bourassa.

"My priority is to lead efforts to strengthen Indigenous health research to improve the health and well-being of First Nations, Inuit and Métis Peoples in Canada. We, at CIHR, remain committed to working closely with Indigenous communities to achieve our shared goals."

Over the past two years, the IIPH has carried out community engagement across Canada and launched development grants for both the Network Environments for Indigenous Health Research and the Indigenous Component of Healthy Life Trajectory program, as well as launching the Indigenous Mentorship Network Program and the Indigenous Gender and Wellness Travel Award.

"We are focusing on privileging In-

digenous knowledges and community-based research and ensuring that Indigenous communities across Canada are determining the research agenda," said Bourassa.

Bourassa is a member of the College of New Scholars, Artists and Scientists of the Royal Society of Canada, a public member of the Royal College Council of the Royal College of Physicians and Surgeons of Canada, and recently became a board member of the Saskatchewan Health Quality Council.

In 2012, Bourassa won the Wiichihwayshinawn Foundation Inc. Métis Award in Health and Science.

In 2017, the CIHR and the Saskatchewan Government, along with other provincial partners, announced a combined investment of \$63 million in funding and in-kind contributions for the Saskatchewan Centre for Patient-Oriented Research (SCPOR).

Based at the U of S, the partnership brings together eight organizations that aim to improve health outcomes, and in particular, build capacity in Indigenous engagement and research across the province.

Also, in 2017, the U of S appointed its first research chair in Indigenous health, Dr. Alexandra King, who holds the Cameco Chair in Indigenous Health. Malcolm King, a U of S faculty member in community health and epidemiology who was formerly scientific director at



CARRIE BOURASSA

IIPH, is now the scientific director at SCPOR.

The U of S is also a partner in the Indigenous Peoples' Health Research Centre, along with the First Nations University of Canada and the University of Regina.

In the new year, IIPH will launch its 2019–2023 Strategic Plan aimed at improving the health and well-being of Indigenous peoples. Community-driven and informed by an engagement process, the five-year strategy involves the input and contribution of stakeholders across Canada, demonstrating CIHR's commitment to collaborating for better health.



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Regina's Friendship Centre thriving in new location

**By Jeanelle Mandes
Of Eagle Feather News**

Ever since the Newo-Yotina Friendship Centre reopened in a new location in Regina's core neighbourhood, Eva Armstrong has taken advantage of the services provided to community members.

"I've only been here for a handful of times but so far, the (staff) have been so helpful," said Armstrong, 22, originally from British Columbia but now residing in Regina.

"They helped me print off my resumes, they gave me job information and they even suggested available schools, which I'm interested in."

A grand opening was held on Sept. 10 to celebrate the new location at 1635-11th Ave. next to the Salvation Army. Armstrong is appreciative of the new location because it's close to where she lives so accessibility is much more manageable.

She added that she likes that the centre has a little play area for kids, which makes it convenient to bring her two-year-old daughter along.

"She loves to come play here," said Armstrong. "They even have snacks here, too, which is very helpful because not all the time we have snacks available."

Michael Parker, the executive director of Newo-Yotina Friendship Centre, said the centre has been open since June 1 but they waited to celebrate the grand opening that drew in a large crowd of people.

"We (had) a barbecue and cake, some demonstrations from male and female powwow dance instructors as well as Mother Theresa Middle School's drum group and some dancers as well," said Parker.

The Newo-Yotina Friendship Centre was located

by the food bank on Winnipeg Street which wasn't very accessible for service delivery.

"The biggest challenge was the three flight of stairs and no elevator, so accessibility was an issue," he said.

"We really wanted to focus on (relocating) to the core. There was not as many family-oriented community programs in this neighbourhood. We've seen our numbers go from three to four people a day to up to a 100 people a day that come to the drop-in centre."

Some of the services the centre provides are resolution health support workers that provide care to residential school survivors and their families, powwow/drumming/singing classes, smudging and language classes.

They provide toast and coffee in the mornings free of charge as well as access to computers and the internet. The drop-in centre is open Monday to Friday from 9 a.m. to 2 p.m. and the programming is after school and in the evenings as well.

"I feel like the new location engages into the community much better than it has before," said Armstrong.

"It's nice to have another place to go to. You can feel safe and they have resources people need."



(Left) Eva Armstrong along with her two-year-old daughter are regulars at the relocated centre. A grand opening celebrated the new location on the corner of 11th and Osler Street.

(Photos by Jeanelle Mandes)



Shannon Burnouf
NURSING

Juanita Ballantyne
NURSING

Mitchell Bates-Lee
GEOLOGY

Dannielle Brewster
ENGINEERING

Sara Gardiner
NURSING

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Northern Lights director of education Jason Young greets an eager student.

NLSD director building team

By Angela Hill
For Eagle Feather News

When Jason Young became the director of education at Northern Lights School Division, he was closing the circle.

"I grew up going to school in a Northern Lights School Division school and I graduated from the same system," said Young, a Swampy Cree from Cumberland House, whose home community is now the Lac La Ronge Indian Band.

"I've had a lot of history in this school division."

He spent about 10 years as a superintendent before he had the confidence to apply, Young said, but it was important for him to have someone Indigenous in the role, for him to be part of decolonization.

"Part of that process is to give that voice back to Indigenous People," he said.

Young is the first Indigenous director of education in the school division, as far as board chair Joey McCallum remembers. McCallum, who has been on the school division board for 17 years said he is glad Young applied for the position.

"His love for our kids in the North is without question, it's amazing," he said.

When Young goes to any of the 18 communities throughout Saskatchewan's North where the division has schools, he is approached by the students, McCallum said. Kids will ask him about his history, and what he has overcome in his life.

"That's where it becomes very easy to talk to him," McCallum said. "I believe he is an absolute role model."

Young is starting his second school year in this new role, and will mark his one-year anniversary later this fall, but it's a job he has always known he wanted. When he was younger, Young said he wrote down some goals, which included first becoming a superintendent in the school division, then becoming the director of education.

He has many goals for the students in the division. Young said he wants to see an increase in attendance, literacy, numeracy, early-years learning, and graduation rates.

"One of the gifts that I received as a student was the ability to read," he said. "The ability to read gives me access to books and when you have access to books and can read you have access to knowledge and knowledge is power."

While he has a great team, Young acknowledges there are challenges to reaching all of their goals. One of these is the retention and recruitment of teachers.

For this school year the team worked to fill 83 vacant positions in the school division, but there are still 14 unfilled, he said. The school division is a massive operation with around 650 employees including 331 teaching staff, he said.

Despite challenges, Young looks for the positives. He said he has noticed an increase in attendance, and looks forward to helping students transition into the work world as they graduate. He said the Northern Lights School Division is continuously building partnerships with employers and communities.

"We can't do it alone. We need to work with others to help make our students successful," he said.

Young also wants to ensure Indigenous languages remain a priority.

"It's very important because that's part of our identity. So much of our history is imbedded in the language. If you don't have the language it's hard to feel that identity and cultural connectedness to a community to who you are, so it's vital," he said.

"I think if we can give kids the building blocks that they need, and the foundation that they need then they can have access to everything else in terms of cultural language acquisition and understanding."

While Young calls his first year in the director role a steep learning curve, he is eager starting this year.

"There is so much we want to accomplish, it's daunting no question, but I think when you view it as working together, having others involved, trusting your people, relying on others, and developing that trusting culture, I think we can make significant progress for sure."

Spotlight on Regina's Zoom Zoom Groom and the CCDF

By Naomi Zurevinski

When Connie Buchanan and her husband Randy started Zoom Zoom Groom in 2006, they had no idea that 12 years later it would grow from a mobile grooming service with one vehicle, to a full-time three-part business.

"I started with one little dog grooming trailer behind my half-ton," Buchanan said. "I was actually a school teacher for 20 years but I just felt like I always had this insatiable calling to work with animals. So I took a year's leave off teaching, and that's when I bought my little trailer. I thought that if it didn't work out, I could always go back to teaching."

But Buchanan never went back. Instead, within three months of opening she had full clientele, and today, the business includes both a dog and cat grooming service, two mobile grooming vans, and Apex Academy of Professional Grooming and Animal Arts, which is a registered vocational school.

In 2013, Buchanan wanted to renovate Zoom Zoom Groom to add a new cat division and applied for assistance through the Clarence Campeau Development Fund. The CCDF was established in 1997 by



the Government of Saskatchewan to assist economic and development activities of Métis people in the province, and has invested over \$40 million into Métis entrepreneurship.

"The [CCDF] has been instrumental. They helped with a business plan and we went step by step, right down to every minute detail," Buchanan said. "I remember going to the bank initially with my little business plan and estimating grooming so many dogs per week, and the person [there] laughed and said, 'Well that's not realistic.' And today, we're doing twice as many. [The CCDF is] just so open-minded about new concepts, and it's just so non-judgmental. They really listen to hear what your ideas are."

The CCDF offers 10 different programs, including a Women's Equity Program, and they place a huge emphasis on relationships with

their clients.

"They're just always there if you have a question or an issue and they're always so accommodating," Buchanan said. "You can tell that they really want business owners to be successful, and they take as much pride in that as we do."

Overall, Buchanan's goal is to better the health and lives of animals with Zoom Zoom Groom.

"Making dogs healthier is what I really love doing. We have a new [...] Thera-Clean system and it does a really good job on dogs that have health and skin issues. To me, that just makes my day when I can help a dog who is itchy, scratchy and sore," Buchanan said. "We've truly fallen in love with our clients - both two legged and four."

For information on Zoom Zoom Groom, visit zoomzoomgroom.com. For more information on the CCDF, visit clarencecampeau.com.

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Carlin Nordstrom, a former professional hockey player turned fitness consultant is leading a push to get rid of soda pop in schools.

Health advocate urges schools, parents to just say 'no' to pop

By Jeanelle Mandes
Of Eagle Feather News

A former professional hockey player has made a career of helping to promote health, fitness and wellness in First Nations schools across the province.

Carlin Nordstrom from Poundmaker First Nation is the owner and operator of Kisik Sports, Health and Wellness company. When he started his now two-year-old company, he noticed the high rate of pop consumption and the poor health conditions of many youth. He decided to put together a health and wellness on the benefits of drinking water and the dangers of drinking pop and eating fast food.

"The problem I see on First Nation communities is a total lack of education on the dangers of pop not only with the kids but more importantly with the parents," said the former Ottawa Senators hockey player.

"I see kids drinking pop in school, two cans a day, which is way too high of a rate of sugar consumption."

Nordstrom has been doing these presentations for a year and has always captivated his audience when he pulls out a bag of sugar to demonstrate the amount of sugar contained in two cans of pop when consumed daily for one week. He receives responses from the parents who are shocked at what they are unknowingly doing to their children.

"You see the results of diabetes, the rates are way higher in our communities," said Nordstrom.

"In Saskatchewan, we have the highest rate of youth obesity in Canada. One in four kids. It's a big problem and the way I see it, it's flying right under the radar."

Nordstrom has spoken at several First Nations schools in Saskatchewan and Alberta and has heard that a few are working towards removing soft drink machines from their schools.

"There's some (schools) that have already banned pop and there are others that looking to do it but they are needing community involvement," he said.

Coming from an athletic background, Nordstrom knows the importance of maintaining a healthy lifestyle which includes exercising, eating and drinking healthy. He does motivational presentations about having success in life, setting goals, surrounding yourself with good people, having a positive attitude and the work he does in his physical fitness camps. Incorporating all of that, Nordstrom said that's a big part of your overall well-being.

"My goal is to help our communities and youth as a whole," he said. "You can't be healthy with mind, body and spirit with just physical fitness and a positive attitude. You've got to have a good diet and you need to have healthy food in your system. You can't be drinking pop and (eating) at McDonald's every day and expect to be healthy."

Nordstrom added there are many First Nations communities that are lacking that knowledge of stressing the dangers of pop consumption and fast foods.

"It's not going to happen overnight but you have to start. If you don't, your kids are going to have health problems going forward. So, you can either start to make a difference or let the status quo be," he said.

For more information on Nordstrom's presentations and his company, his website is carlindnordstrom.com and he can be found on social media under Kisik Sports and Fitness.

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THURSDAY, SEPTEMBER 20, 2018

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SIIT is pleased to host the 2018 SASKATCHEWAN REGIONAL MENTAL WELLNESS & ADDICTIONS KNOWLEDGE EXCHANGE once again in partnership with Health Canada, bringing together mental health and wellness organizations and field workers to provide training and dialogue on important issues. This year's focus is on the opioid crisis that is devastating communities and families across Canada. It is acutely felt by the Indigenous community with reports indicating that Indigenous people are overrepresented amongst those being prescribed opioids.

Agenda

Opening Pipe Ceremony 8:30 a.m.

Information Tradeshow 9:30 a.m. - 3:30 p.m.

Lunch & Entertainment: 12:00 p.m.

N'we Jinan / Patuanak Youth (English River)

Master of Ceremonies Elder Howard Walker

Keynote Speaker: Leslie McBain 10 a.m.

Health Canada Presentation 11 a.m. - 12 p.m.

Keynote Speaker: Dr. Paul Hornby 1:30 p.m.



Elder Howard Walker was born and raised in Fishing Lake before his family settled in what is now James Smith First Nation. He later was taken to residential school for ten years, first to Prince Albert and then to George Gordon First Nation.

He spent several years working across Canada, such as head orderly as a hospital in the Pas to establishing a program for street children in Toronto that continues today.

Howard became a drug counsellor in Timmons before continuing this work returning to Saskatchewan. He began announcing and emceeing rodeos and later powwows. He retired at 65 and still finds himself busy working with communities through helping, organizing, counselling, speaking on Treaty rights, inherent rights and present on Indian policy.



Leslie McBain joined with two other mothers to form the network Moms Stop the Harm in 2016, after losing her son Jordan to a drug overdose in 2014. By March 2018, the network had over 500 families across Canada who want to see support, treatment and safety for people who use illicit drugs.

Leslie works as a Family Engagement Lead for the B.C. Centre on Substance Use, a non-profit organization dedicated to research, training, dialog, recovery and solutions to opioid crisis as well other problematic substance use issues. She is also on the Canadian Civil Society committee to the United Nations - as well as several provincial committees that hope to prevent drug related deaths and promote fair and compassionate drug policies.



Dr. Paul Hornby has studied for over 30 years herbs and supplements in human systems, conducting research projects with Inuit in the Canadian arctic, fishermen on India's south coast and Mangyan people in the mountains on Mindoro, Philippines. He serves as president of Hedron Analytical Inc., focusing his attention on cannabis medicine for the past 18 years, attempting to demonstrate the efficacy and safety of the plant medicine, pioneering mainstream herbal medicine by creating the first standardized and quality controlled natural product cannabis medicine in a capsule.

He currently resides in Europe and is involved with a number of research groups is studying effects of cannabidiol rich hemp flower extract on seizure disorders (epilepsy) and breeding new strains for optimal efficacy for ailments such as cancer, chronic pain anxiety and opiate withdrawal.

Interactive Workshops

10:30 a.m. - 11:30 a.m. & 12:30 p.m. - 1:30 p.m.

Learn to Yoga Michael Linklater

Pow Wow Aerobics Terrance Goodwill

Take Home Naloxone Kit Training FNIHB Nurse Educator Jennifer Selkirk

SayKnow Drug Education Project Cst. Matt Ingroulle, Saskatoon Police

Power our Women Self Defense Shana Pasap

Tradeshow Information

Booths are limited so apply early!

All booths are 10' x 10' and include: a table; 2 chairs and Wi-Fi access.

Lunch will be provided.

** Applications will be reviewed and confirmations will be emailed to the organization's contact person.

To apply for a FREE booth, fax or email application to:
Fax: 306-244-0992
Email: alexson@siit.ca

Mental Wellness Section:
(Choose One)

- ☐ Mental Health
- ☐ Addictions
- ☐ Treatment Centres
- ☐ Natural & Holistic

- ☐ Can provide In-Kind donations
- ☐ Booth will require electricity



FUNDING FOR THIS PROJECT HAS BEEN PROVIDED BY:

Health Canada Santé Canada

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www.siit.ca

Following their voices

By NC Raine
For Eagle Feather News

Inspiration for one of Saskatchewan's most important educational initiatives for First Nations, Métis, and Inuit students came from an unlikely source – the faraway country of New Zealand.

Following Their Voices (FTV) is a Saskatchewan-made initiative to improve graduation rates and educational achievement of Indigenous students across the province by enhancing student-teacher relationships and creating safe, culturally-sensitive learning environments.

The program is modelled after "Te Kotahitanga", an initiative that caused a significant increase in the educational achievement for Indigenous students in New Zealand.

As the framework and research for the initiative was being built in 2014, leadership with FTV consulted those behind Te Kotahitanga on the success of their program.

"What we learned from our conversations (with the people in New Zealand) is you can't take what was working in New Zealand, bring it here, and expect it to work. We have to build it for Saskatchewan," said Pat Bugler, First Nations and Metis Advisor at the Ministry of Education.

"You have to talk to elders, to the communities in Saskatchewan, students in Saskatchewan, and listen to what they were saying."

Through extensive grassroots research, FTV began as a field test with six schools in the 2014-15 school year, then expanded to their first cohort of 16 schools in the following year. The initiative was built on the voices of students and guidance of elders. Using a 'train-the-trainer' model in each school, the program allows teachers to adapt to individualized needs of their students.

"The voices of students have been continually helping us shape the initiative. What was important to them was that they felt a sense of belonging and needed to feel connected not only to what they were learning but their teachers as well," said Bugler.

"If I'm not connected to the teachers or the school, if I feel like I don't have a voice, why would I be interested in sticking around?"

The initiative has now expanded to 39 schools across the province, including 26 provincial schools, 12 First Nations schools, and one joint provincial-federal school. Bulger said it's still too early to see statistical evidence showing the impact of FTV, but 14 of the 16 schools from the original 16 school cohort have shown improvement.

However, there is statistical expedience showing the impact of the program. Schools participating in FTV saw increases after their first year in attendance, which rose four per cent among First Nations and Metis students, and a one per cent increase credit attainment. This growth is expected to lead to increased graduation rates, as well as provide students of all backgrounds with a sense of belonging.

"Teachers needed to know who their students were, where they came from, and what those realities were. The focus of FTV is helping teachers adapt to those needs in the classroom and be responsible to their individual students," said Bugler.

Schools new this year to the initiative, such as Balcarres Community School, are confident FTV will stimulate learning and improve teacher-student relationships.

"I can say that the initiative has given our teachers a place to focus their passions – their passion to see our students succeed, to ensure a culturally appropriate environment, and to foster supportive relationships," said Michael Sweatman, Principal at Balcarres Community School.

"We are really working hard to provide our students with a balance of traditional and non-traditional learning experiences."

According to Sweatman, part of the work they will do through FTV will allow the school to do a better job of providing traditional experiences in our school.

"I am very excited about (Following Their Voices)," said Michele Schwab, teacher at Balcarres Community School.

"Relationship building is the key to success in any school, but particularly with Indigenous youth. We need to decolonize our education system for the benefit of all learners and give our Indigenous students a voice and include their history and issues in our curriculum to not only foster identity but to allow an opportunity for safe and open dialogue."

Early data from FTV is confirming a change in teaching methods. Teacher observation data shows participating teachers have shifted from predominantly traditional teacher-student interactions to a more balance use of traditional and discursive interactions.

Last year, the federal government announced an investment in the program of \$3 million over three years, providing a total of \$4.65 million to FTV since 2015-16. But despite the noted improvements, graduation rates for Indigenous students are still significantly below provincial average. Commitments like these to FTV, said Bulger, could be one of the catalysts that continue to foster education.

"We're seeing students and more become more engaged," said Bugler. "(The investment) tells me that the federal government see this as potential to really impact change in schools across the province."



Students from Balcarres Community School on a cultural field trip.

(Photo: Michele Schwab)



Arts Board Deadlines

The Saskatchewan Arts Board announces the following deadlines for applications to programs that support the work of Saskatchewan artists and arts organizations:

Independent Artists
October 1

Indigenous/Métis Art and Artists
October 15

SaskFestivals* – Project
October 15

Micro-Grant Program
October 1
November 1
December 1

Artists in Communities* – Arts After Hours
November 1

Artists in Schools* – Projects
November 1

For applications, visit: saskartsboard.ca

APPLICATIONS AND SUPPORT MATERIAL MUST BE POSTMARKED ON OR BEFORE THE DEADLINE DATE UNLESS OTHERWISE INDICATED.

(306) 787-4056 (Regina)
(306) 964-1155 (Saskatoon)
(800) 667-7526 (Toll-free)
grants@saskartsboard.ca
saskartsboard.ca

**Funded through the financial assistance of SaskCulture Inc., thanks to funding from Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation.*



**cultivating
the arts**

Let's shine up John A's swarmy face

John L.: In the past few months the debate in Canada has intensified over whether memorials to John A MacDonald should be torn down given his treatment of First Nations of this country. Here to comment is Eagle Feather News' own Dirk Dashing.

Dirk: Yes, John, the legacy of Canada's founding father has come under fire and it is dividing the country. Dividing the country like small town teenage girls getting ready to throw down outside the laundromat while their moms and aunties are playing bingo across the street.

John L.: Um, right. As I understand it people are questioning whether we should continue to celebrate the work of this country's first prime minister. They want his statues torn down and his name stripped from streets, buildings and bridges.

Dirk: That's correct. As a gesture of reconciliation that is sweeping this country First Nation people and many in the mainstream are demanding John A.'s miserable mug be pulled from public spaces.

John L.: And there are those who are saying to leave this country's hero's

alone, that men like John A. MacDonald should be recognized for their accomplishments.

Dirk: John, this may make me unpopular, but I say keep his swarmy likeness public. Get some extra Turtle Wax and polish his name and superior face, like lipstick on a pig until it gleams in the harsh daylight.

John L.: I'm not quite following you, Dirk.

Dirk: That does not surprise me, John, for my mind is like ice on...um...a thing...that makes ice...kinda fast like, making it difficult for people like you to, y'know, finish your jigsaw scrabble thing ... in time. I was going somewhere with that but lost the thread.

John L.: Ah, sure, Dirk. Now doesn't this put you in the same camp the John Gormley's of the world who argue, "enough with defaming of our founding fathers", and it's "politically correctness run amok!"

Dirk: Not exactly. Here's the thing: in having his name and face emblazoned across the land, in this country's public spaces, on its bridges and its streets, everyone – and I mean everyone, John – will be reminded this country was founded on his racist, genocidal, and drunkardly Aryan dream.

John L.: I did not think of that.

Dirk: I know, right?

John L.: Well.... Ok then....

Dirk: Yeah....

John L.:

Dirk:

John L.: Sooooo. Anything new in your life? How are the kids?

Dirk: Good, good. Yeah, they're doing good.

John L.: That's good.

Dirk: Yeah... Thanks for asking.

John L.:

Dirk: ... Hey, how are your kids?

John L.: Oh, they're great! Yes, they're doing great. Thanks for asking.



Dirk: That's great.

John L.:

Dirk: Oh, hey, did you hear that pipeline got shot down by the courts?

John L.: Right! Yes, yes it did. But....

Dirk: But what?

John L.: Well, um, we are out of space ... and time. Can we pick this up next time?

Dirk: Of course we can. Or we can put it on that online web thing for your newspaper.

John L.: Yes, let's do that. Thanks again, Dirk, for your perspective and your time.

Dirk: I've been a pleasure, John. And you're welcome.

John L.: Ladies and gentlemen, that was **Dirk Dashing, Eagle Feather News' man with ... words.**

Dirk says, John Randolph could have been talking about John A. MacDonald when he said, "He is a man of splendid abilities but utterly corrupt. He shines and stinks like rotten mackerel by moonlight." I would add, John A. had a head like an over ripe dandelion and all the warmth of a fridge magnet.



First Nations Power Authority is proud to present the

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DATE!

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fnpagreenenergyforum.eventbrite.ca

November 21, 2018

TCU Place

Saskatoon, SK -- Treaty 6 Territory

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Powerful Opportunities™*

This one-day forum brings together Indigenous Leaders in Renewable Energy from across Canada to:

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- ◆ Share Best Practices
- ◆ Generate a Dialogue on Common Renewable Energy Priorities for Indigenous People

To Sponsor this Event, please call FNPA at (306) 359-3672
or email ragecoutay@fnpa.ca

For more information go to www.fnpa.ca/events

CONTRACT EMPLOYMENT OPPORTUNITY



Provincial Métis Housing Corporation

#15-901-1st. Avenue North, Saskatoon

Tel: (306) 343-8240 Fax: (306) 343-1700 E-mail: metishousing@sasktel.net

The Provincial Métis Housing Corporation (PMHC) is a not for profit organization that provides the administration for the Aboriginal Homelessness Partnering Strategy program. The Aboriginal HPS program is funded by the Government of Canada. We are currently hiring for an HPS Program Coordinator for a short-term contract employment position to March 31, 2019 with the possibility of extension dependent on continued funding.

HPS PROGRAM COORDINATOR JOB DESCRIPTION

The HPS Program Coordinator will assist with delivery of the HPS project and will report to Program Manager. The responsibilities for this position include, but are not limited to:

- Preparation of reports to the AHAB and PMHC and ESDC.
- Providing executive summaries of application to AHAB in a fair and transparent manner
- Review of all HPS sub project documentation and coordination of service delivery to ensure compliance with HPS directives.
- Provide HPS updates and public and board presentations as requested by Program Manager.
- Monitor subprojects and provide ongoing supports to ensure success.
- Responsible for the collection and input of HPS data in HERIN and HIFIS as requested.
- Other duties/responsibilities as determined by the Program Manager.

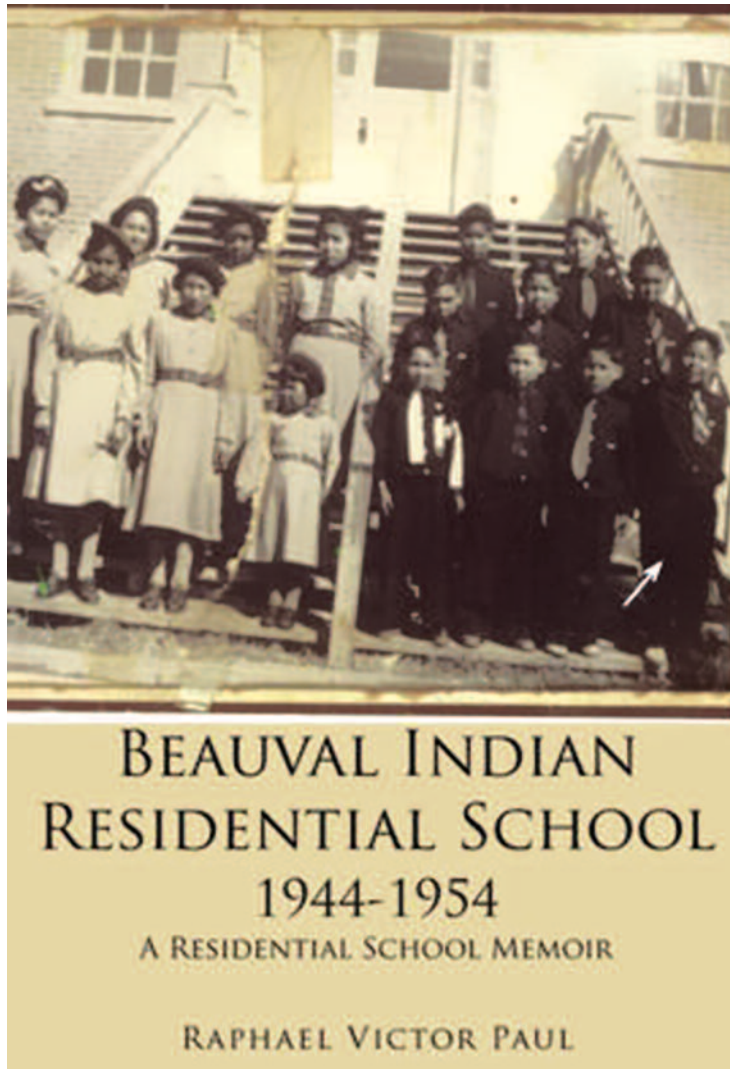
Skills and Requirements:

- Good written and oral communication and computer skills.
- Experience with Word, Excel, electronic communication and the use of PDF files.
- Experience in financial administration and working with government programs an asset.
- Knowledge of federal HPS and Housing First programs an asset.
- Current Criminal Record Check, valid driver's license, own reliable vehicle and an ability to travel on short notice.

Deadline to Apply: Friday, September 28, 2018 at 4:00 P.M.

Salary: To be determined

Please mail resume's to #15 – 901 1st Avenue North, Saskatoon, SK. S7K 1Y4
or e-mail to metishousing@sasktel.net or fax (306) 343-1700
For further information, please call (306) 343-8240



Educator Raphael Paul documents abuse and positives of residential school

By NC Raine
For Eagle Feather News

Few people have experienced more highs and traumatic lows of Saskatchewan's education system than residential school survivor, teacher, and writer Raphael Paul.

Author of Beauval Residential School: 1944-195, the 80-year-old Paul has documented his decade long stint in a residential school, shedding light on his story of survival and the effect it's had on his life. However, Paul said the book stands out from other accounts of residential school survival.

"When you're ten years in an institution, it wasn't abuse all the time. You weren't abused daily. When people talk about their experience, the thing that hits them most is the negative aspect. But there's a lot of good things that happened there," said Paul.

"So, I didn't dwell too much on the negative part."

Paul's book aims to paint a comprehensive portrait of his residential school childhood, highlighting the ways in which he and his fellow students coped with adversity.

"In a (residential school) you have to think of ways to survive. Our way of surviving and coping was coming up with our own activities," said Paul, reflecting on hockey and friendship.

"We had to come up with our own ingenuities – our own ways to survive."

Paul not only survived through the education system, he prospered. After graduation, Paul decided to contribute to education in a more constructive way by becoming a teacher trained from the area encompassing English River First Nation. He worked as a teacher for over 30 years in schools across Saskatchewan, Manitoba, and Ontario, before becoming the Director of Ed-

ucation with the Meadow Lake Tribal Council for nine years.

Paul then served as Chief of English River First Nation from 2007-2011, and is now focused on writing and bringing voices to those that were lost.

"By the time I was 16 years old, I was already assimilated. So, my Dene culture was diminished quite a bit. I didn't know the stories, I didn't know what the culture of the Dene was," said Paul, who plans to publish another book on the Dene history of the Patuanak community.

"I want this book to be a part of the Dene history."

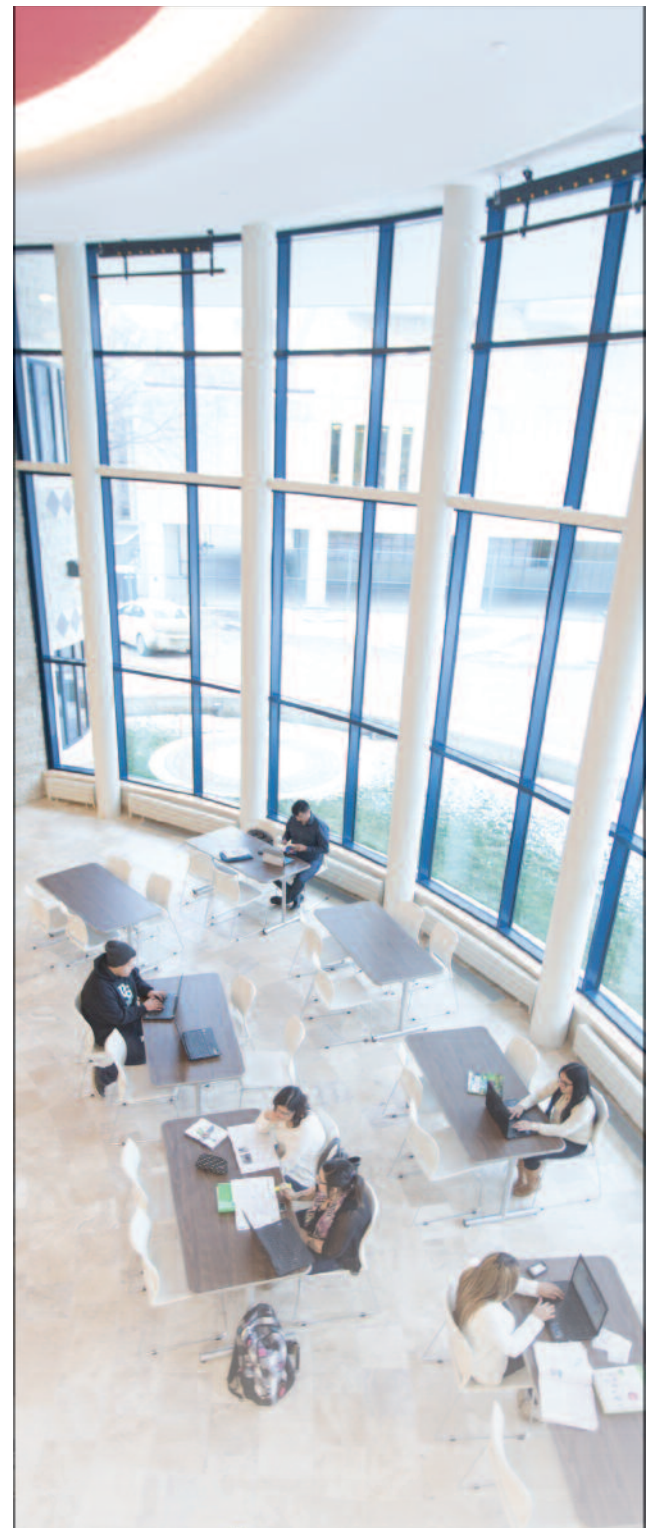
Through his time as student and teacher, Paul has seen and been a part of a great deal of change in the education system. He has strong convictions on reviving culture and Indigenous language, but contrary to popular opinion, believes schools shouldn't play a role in its regeneration.

"It might not please a lot of people, but culture and language (are) not the responsibility of the schools. It's too important to be taught at schools. It has to be a community project. Community must talk and practice culture," said Paul.

He added language and culture, like that of the Dene people, faces extinction if young generations do not embrace it. He said it should be removed from schools, and elders in the community should be more involved.

"If you want to revive your language, you have to live it. You can't practice it, you have to live it," said Paul.

"Even though the path toward reviving our way of life is (difficult), there is still hope that it will be revived again. There's that hope that we will get our people in the future to think about what their ancestors let go."



Welcome

Learn why the U of S is the university of choice for more than 3,100 current self-declared Indigenous students.

September 28 Open House

Our annual event for prospective students to experience life as a U of S student.

- Interactive sessions, tours and hands-on activities
- Meet university staff and faculty
- Speak with current students about the U of S experience

October 26 Indigenous Spend-a-Day

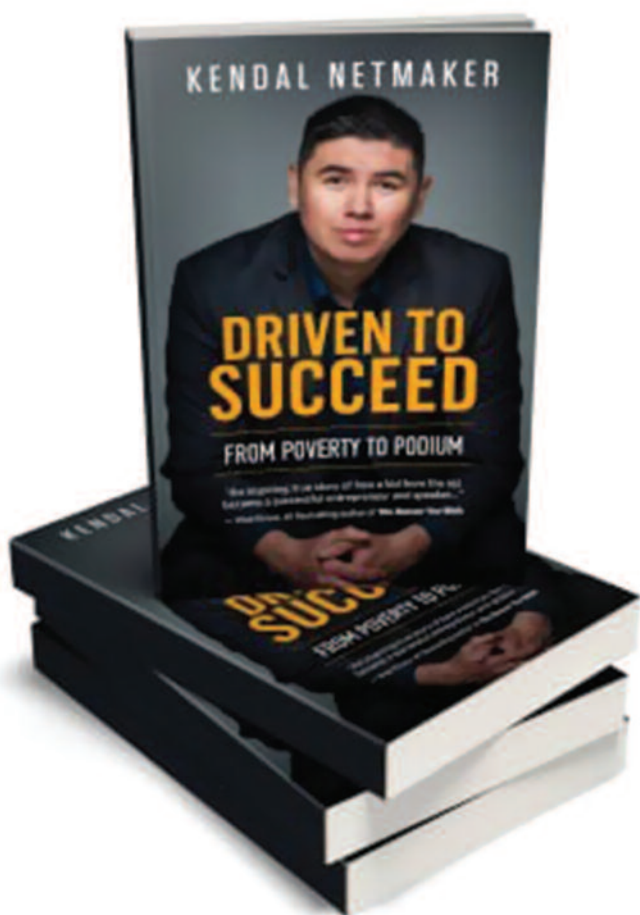
A one-day event held at the Saskatoon campus tailored specifically for Grade 10, 11 and 12 First Nations, Métis and Inuit students.

- Interactive sessions, tours and hands-on activities
- Indigenous student panel
- Information fair

Register for free at admissions.usask.ca



UNIVERSITY OF
SASKATCHEWAN



Entrepreneur Kendal Netmaker puts his life experiences into print

By **Andréa Ledding**
For Eagle Feather News

Kendal Netmaker is best known for founding Neechie Gear, but the entrepreneur and speaker is now also an author.

“Driven to Succeed: From Poverty to Podium” tells Netmaker’s story, from being the child of a single mother of four on welfare on Sweetgrass reserve, to his success and shareable strategies for replication.

The inspirational five steps include making simple choices, using the power of story, turning pain into gain and elevating your circle of influence.

“We are having the book launch at McNally Robinson in Saskatoon on October 11 from 7–9 p.m.,” said Netmaker. “The book is a two-in-one – my story, and the story of other people, plus a personal development and self-help book.”

Netmaker was the oldest and only son, with three younger sisters.

“My mom and grandma raised me and my mom sacrificed for me. She wrote the introduction to the book. My younger sister, Kendra, has a chapter, overcoming domestic violence,” said Netmaker, adding that the book addresses many personal and familial obstacles that people don’t know about.

“People see success but they don’t know the whole story. It’s vulnerable and real, what we’ve been through.”

His goal is to inspire others to do things with their life, “whatever it is that they want to do.”

He includes his Neechie Gear story, and how he got into being a speaker. He began the book project back

in July of 2016, after chatting with Wab Kinew and planned it out. He began anew in summer of 2017 and finished it in December of that year.

“I entirely self-funded the project, so it cost \$25,000. I wanted it to be done very well and I think I did it,” said Netmaker, adding it can be obtained on Amazon or his website for people who don’t want to wait for the October book launch.

“One of the things throughout my whole life and in the book, is that I tried not to rely on anyone but myself.”

This includes the book process, where he learned every step “so I can focus what I’m good at and get help with the rest.”

He used a similar approach with Neechie Gear.

“I was screenprinting my own shirts, and I made lots of mistakes. All the good stuff came when my back was against the wall, people that come from privilege don’t have that gutsy grind,” said Netmaker, adding that when you’re handed free things you don’t appreciate the work that goes into attaining it.

“Growing up in poverty, if I wanted a Nike shirt I had to find a way to save up and buy one and had to do the same with my business. That’s what creates fulfillment in anyone’s lives, finding a way to achieve a goal is true fulfillment.”

Netmaker thinks the number one lesson in the book is to make a clear decision what you want to do with your life.

“Whatever path you’re on, make it your decision to be the best at it.”



ECONOMIC PARTNERSHIP

DEVELOPING INDIGENOUS PARTNERSHIPS WITH INDUSTRY OPPORTUNITIES

LLOYDMINSTER EXHIBITION GROUNDS
TREATY 6 TERRITORY

THURSDAY, OCTOBER 11, 2018 | 8:15 AM - 4:00 PM

The Economic Partnership Summit works to develop indigenous partnerships with industry opportunities. The summit brings together businesses, leaders and Indigenous people primarily in Treaty 6 Territory to look at best practices, models that work, and build partnerships!



EDUCATION

The morning will provide educational sessions reviewing current partnerships and models that work.



BUILD PARTNERSHIPS

The newly introduced Indigenous Business Connections will provide the opportunity to build constructive partnerships.



BUSINESS OPPORTUNITIES

We will coordinate meetings with businesses at the Economic Partnership Summit to sit down, one-on-one, to discuss business opportunities.



Kelly J Lendsay, BSPE, MBA, CAFM, ICD.D
President & CEO
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An Assessment of Corporate-Indigenous Relations:
What is the current level of corporate indigenous engagement and partnerships in Canada and how can we increase engagement.

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New Zealanders bring their perspective to Saskatoon

By **Andréa Ledding**
For **Eagle Feather News**

Seven academics from Aotearoa, New Zealand landed in Saskatoon to share knowledge and network with local Indigenous academics and communities.

One of their many presentations was led by Dr. Linda Tuhawai Smith and Alison Green on August 30 at Station 20 West.

After chili and bannock was served, Smith and Green presented on decolonization and health.

“Trying to decolonize the kind of societies that settler-colonial states have become is really difficult, and so my work both in education and in health has been trying to struggle with and think through what it means to decolonize systems,” said Smith.

“A specific disease or issue in health, but also to think about health as a concept – why does a society need a health system?”

She pointed out that if people are flourishing they don’t need a health system, but systems are designed around concepts of “disease, dysfunctions, illness, damage, trauma and what is wrong with us.”

The fundamental health system was family, land, mountains, rivers, stories, identity, relationships, connections, names, language, a whole system of be-

ing.

“That was what colonialism destroyed,” noted Smith.

“It destroyed all those things which kept us well, which gave us a sense of well-being, control and sovereignty over our environment, our bodies, our emotions and feelings, our thoughts and minds, our imaginations. Those things we had were ripped from us.”

The deliberate destruction of not just the tangible things but intangible things is the story of colonization, and the breaking down of healthy systems, so the question becomes not just surviving it but rebuilding ourselves after all that.

The real challenge, Smith believes, is how much to engage in mainstream systems and how much to build new ones under the treaty framework. The Maori are doing both.

“It’s not one thing or the other – simply building our Indigenous identities and institutions – we must simultaneously be engaging and trying to transform mainstream systems.”

Smith compares it to restoring a smashed egg without even knowing what shape an egg originally is and said that sometimes we can find pieces from other Indigenous cultures as we put it back together generation by generation.

“The horrible truth is the people who colonized us cannot put us back to-



The Maori contingent from New Zealand.

(Photo by Andréa Ledding)

gether again,” said Smith.

“If anything, they look at us and throw their arms up in the air and say, ‘Oh my God this is the biggest problem ever; it’s not our fault, we didn’t make it, it’s their own fault’, so we cannot rely on dominant society to put us back together again.”

Rather than thinking of decolonization as a burden, she suggested it is a responsibility we can all help to lift, “to put it back together again.”

She listed what a healthy and happy

Indigenous community would look like, and that being in charge of ourselves and well-being is the key: socially, culturally, spiritually, economically, and politically.

“Those are all the dimensions we have to build in health,” Smith said.

Green honed in on LGBTQ2S health and research, in particular her research project on it.

The evening was one of several organized while the Maori delegation was in the city.

LEGAL NOTICE

Sixties Scoop Survivor?

You may be eligible for compensation. Please read this notice carefully.

A settlement has been approved between the Federal Government of Canada and certain survivors of the Sixties Scoop that provides compensation for loss of cultural identity for certain survivors.

WHO IS INCLUDED?

The settlement includes people who:

- are registered Indians (as defined in the *Indian Act*) and Inuit as well as people eligible to be registered Indians; and
- were removed from their homes in Canada between January 1, 1951 and December 31, 1991 and placed in the care of non-Indigenous foster or adoptive parents.

Those who meet the criteria above will be included in the settlement as “Class Members”. All Class Members, except those who validly opt out, are eligible for compensation. In addition, all Class Members, except those who validly opt out, will be held to the terms of the settlement and covered by the releases in the settlement.

WHAT DOES THE SETTLEMENT PROVIDE?

- (a) compensation will be available for all Class Members who were adopted or made permanent wards and who were alive on February 20, 2009; and
- (b) a foundation will be created to enable change and reconciliation. The mandate and governance of the foundation will be defined through a consultation process with survivors across the country. The work of the foundation may include providing access to healing/wellness, commemoration and education activities for all communities and individuals impacted by the Sixties Scoop – including those outside of the defined “Class.”

HOW DO I GET THIS MONEY?

To make a claim for money, you must fill in a Claim Form and send it to the claims office by **August 30, 2019**. Copies of the Claim Form are available at sixtiesscoopsettlement.info.

You do not need to pay a lawyer to complete the form. The administrator will help you fill out the form and there are lawyers you can speak with free of charge.

Also, if you do not have papers from the relevant provincial or territorial child service agency documenting your placement in care or documenting your status, you should still complete the Claim Form. The administrator will make the necessary record checks for you as needed.

HOW MUCH MONEY WILL I GET?

Your payment will depend on how many Eligible Class Members submit claims in the settlement. The range of compensation will likely be \$25,000 - \$50,000.

The details are explained in the settlement agreement. A copy of the settlement agreement is available at sixtiesscoopsettlement.info.

WHAT IF I WANT TO EXCLUDE MYSELF FROM THE SETTLEMENT?

If you want to exclude yourself from the settlement, you must opt out of the class action by **October 31, 2018**.

If you opt out, you will not be entitled to any compensation from the settlement and your claim against Canada in respect of the Sixties Scoop will not be released. A copy of the Opt Out Form is available at sixtiesscoopsettlement.info.

If you have commenced a legal proceeding against Canada relating to the Sixties Scoop and you do not discontinue it on or before October 31, 2018, you will be deemed to have opted out of the settlement.

Important Note: The settlement does not interfere with any Class Member’s ability to pursue legal proceedings against provinces or territories or their agencies for physical, sexual, or psychological abuse suffered as a result of the Sixties Scoop.

WANT MORE INFORMATION?

Visit sixtiesscoopsettlement.info, call 1-(844)-287-4270, or email sixtiesscoop@collectiva.ca.

DO YOU KNOW ANY OTHER SURVIVORS OF THE SIXTIES SCOOP?

Please share this information with them.

Reaction to pipeline decision mixed

By NC Raine
For Eagle Feather News

Canada's Federal Court of Appeal, on August 30, put the Trans Mountain pipeline expansion project on hold, only three days after the pipeline project celebrated the official start of construction.

The court concluded that federal plan was based on a National Energy Board of Review that was too narrow in scope, and consultation with Indigenous and First Nations people was insufficient.

Reaction to the court's ruling has undoubtedly been varied and impassioned. Prime Minister Justin Trudeau told reporters in Edmonton that he wants to see "shovels in the ground quickly as possible."

"We know Albertans were disappointed, as were many Canadians, with the decision. It was a hard blow to a province that has come through a difficult time and was beginning to see a brighter path forward," said Trudeau.

Overall costs to Alberta's economy from pipeline restraints are projected at billions of dollars per year. Trudeau is considering legislation or an appeal to end the Trans Mountain stoppage.

Assembly of First Nations National Chief Perry Bellegarde called the federal court's ruling a victory for First Nations.

"Today's federal court decision is another victory for First Nations. It's unfortunate that First Nations must litigate to protect our inherent rights, title and juris-

diction," Bellegarde said in a news release.

"The decision confirms yet again why we need to work together on a better approach that leads to better decisions and better outcomes – an approach that implements and enforces rights and title. This is how we avoid conflict and costly legal battles and advance reconciliation. This is how we can grow a stronger country for our children."

Several First Nations in B.C. celebrated the decision, calling it a chance for reconciliation. Grand Chief Stewart Phillip of the Union of B.C. Indian Chiefs expressed his surprise at a press conference.

"I'm absolutely elated. I'm ecstatic," he said. "We denounced the so-called consultation process from the beginning as fundamentally flawed and the courts upheld that."

But some First Nations are upset about the court's decision. Some First Nations along the existing pipeline still hope to see it move forward. Chief Mike LeBourdais of the Whispering Pines First Nation in B.C. wants the pipeline to continue under Indigenous control, as his First Nation is part of contingent trying to buy it.

"We are tired of watching corporations from Texas making money off our resources as they flow by," LeBourdais told CBC News. "We want to protect the environment and we want to do it on our terms."

In Saskatchewan, response has also



Kinder Morgan protest in Vancouver (Photo by William Chen)

been varied. Premier Scott Moe urged the federal government to do everything in its power to get the construction back on track.

"A delay of this project in any way to the province of Saskatchewan ultimately means we will go a longer period of time with the large oil difference that we experience," said Moe.

Although the pipeline will not run through Saskatchewan, Moe has been a proponent of the expansion project.

"Unbelievable," said Moe in a tweet reacting to the ruling. "The federal government now owns a multi-billion-dollar pipeline it can't get built."

Steelworkers in Regina also expressed disappointment in the decision. Evraz, a multinational steel plant in Regina, was to provide the majority of pipe for the expansion.

"People are worried," Mike Day,

United Steelworkers Local 5890 told reporters. "We've got everything in the States being tariffed and dutied. Everything going west is happening now. There's a lot of worry about our jobs."

Chief Todd Peigan from Pasqua First Nation said the decision won't affect their First Nation, but is a positive decision for Indigenous peoples.

"The court has reaffirmed both to the federal government and industry that they cannot run roughshod in regards to their projects over those territories that are traditional to First Nations people," Peigan told Eagle Feather News.

"There's an obligation on governments on how they engage First Nations and Indigenous people. The court said those issues raised by First Nations cannot be set aside but must be addressed in a meaningful way."

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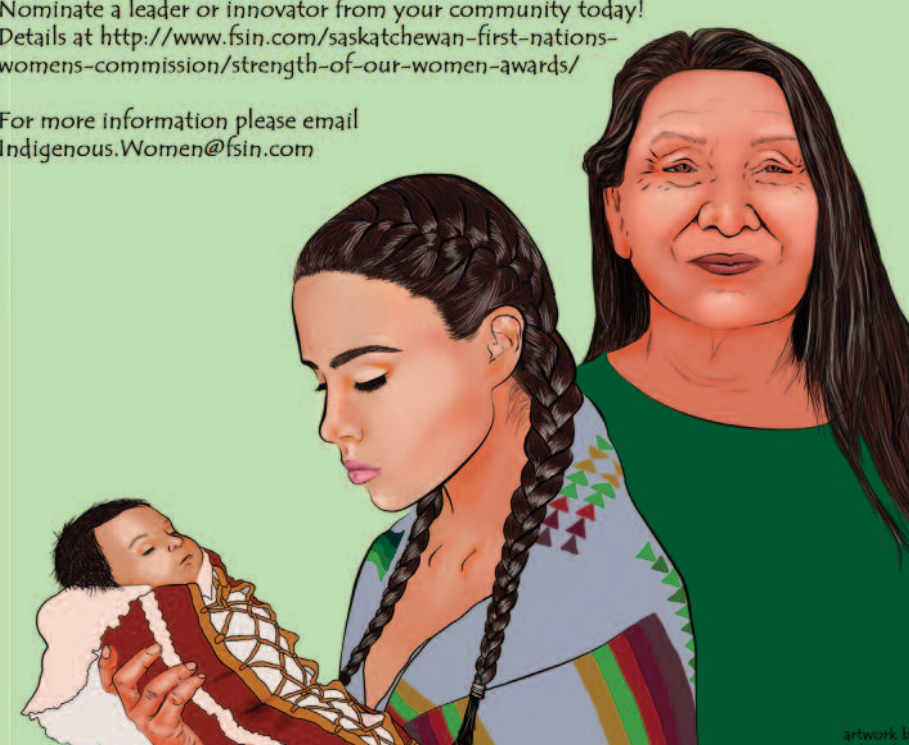


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Members of the Wapanacik program who helped establish the one of a kind crystal meth support group. (L-R) Karen Iron, Garry Severight, Pauline Cappel, Bevann Fox, Rae Shingoose, Melissa Daniels and David Cote. (Photo by Jeanelle Mandes)

Wapanacik Program tackles problem of increasing crystal meth use

**By Jeanelle Mandes
Of Eagle Feather News**

The Wapanacik Program that's under the Yorkton Tribal Council (YTC) Child and Family Services knew there was a need to provide additional help for their clients.

They noticed there isn't a support group directed to crystal meth addicts, so they decided to take it upon themselves to create one.

The Wapanacik Program staff gathered and compiled their own research on the drug and the effects so they could better understand their clientele. Together, they came up with the Crystal Clear support group in Regina.

"We're recognizing the need is out there," said Rae Shingoose, the program manager for Member Nations Services of YTC Child and Family Services.

"The first (meeting) went really well and was very well received. The individuals that attended did a lot of sharing. There was a lot of understandings that they aren't alone. There's other people out there that are trying to help themselves."

The planning of the Crystal Clear support group started back in May and it held its first meeting in early September. A small group attended but the staff knows the numbers of attendees will continue to grow once more people become aware of this unique group. The Wapanacik Program staff members cater to the group attendees by offering free transportation and childcare. They also provide refreshments during the two-hour weekly session.

"We are kind of unique in that way," said Shingoose. "Other support programs are structured in a way where people come and show up. We're trying to help individuals overcome barriers

that may prevent them from going to a support group."

Wapanacik program staff began their reach-outs to addictions services and the Regina Police Service drug enforcement and gang unit to establish partnerships in the city. They are hoping to start up a task force geared towards crystal meth to address, bring awareness and education to the rising usage across the prairies.

It isn't known how many Indigenous people in Saskatchewan are addicted to the powerful drug, but it is known that the use of crystal meth is climbing. The use of the drug tends to lead to various problems such as a spike in crimes, HIV diagnosis and child apprehension, to name a few. The YTC Wapanacik Program works to help families in their recoveries to restore their wellness in order to get their children back from the system.

Some of their clientele are referred to their services but others have heard of the work that has transpired from the programs coming out of YTC Child and Family Services.

"Crystal methamphetamine is a unique recovery process," said Wapanacik staff member Garry Severight. "It requires intense support. Hearing the stories, there are mental health issues and all kinds of things. It's going to be a battle helping these families but that's why we developed this program. We see it taking off. They have somewhere to come to now."

The Crystal Clear support group is held at the YTV urban office located at 418B McDonald Street. Staff members are hoping the current location will only be temporary and are currently seeking partnerships so they can make the support group more accessible. The weekly

meetings are open to anyone and is not restricted to YTC community members.

"I told the people who attended the (first meeting) that 'you are all a part of history. This is first crystal meth meeting in Regina and Saskatchewan'," said Severight. "This is a good thing happening

here and hopefully more will follow suit."

All the members of the Wapanacik program have personal connections to people who are battling or have battled with crystal meth – which makes the drive for support much more meaningful.

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Tech in the classroom contentious

By NC Raine
For Eagle Feather News

Cell phones and laptops have become prevalent in classrooms across Canada, but students, teachers, and parents remain divided on how valuable, or detrimental, the increased presence of technology may be.

Bans on cell phones in the classroom are found in schools worldwide. France has recently banned cell phones in classes altogether, some schools in the States are fining students caught using their phones, and a principal at an elementary school in Martensville, just north of Saskatoon, has declared all cell phones off limits in class.

But as recent surveys suggest that over 80 per cent of high school students in Canada own a cell phone, many schools are now adopting new strategies to utilize them in the classroom.

“Technology alone in education isn’t going to change learning for students,” said Darryl Bazylak, the Superintendent of Education at Great Saskatoon Catholic Schools.

“It needs to be used in the proper way. Teachers need to be adept at the use of technology and how to integrate it meaningfully in the classroom,” he said.

“(How) else can you connect with a classroom in another country and work together? The globe has gotten smaller through technology.”

Bazylak said that teachers are learning new ways to engage both students and their families. Phone applications like Seesaw allow students to communicate and share work with both teachers and parents.

Students who are nervous to read, are able to record themselves to document their progress, and teachers are enabling their students to use their cameras to engage students in subjects like math and science.

“Of course, there’s the possibility of over-reliance on technology. It doesn’t come without its share of pressures and challenges.”

Those challenges are well documented. According to research from Thierry Karsenti, Canada Research Chair on Technology and Education, only 12.9 per cent of student surveyed said they’ve never sent a text in class, 55 per cent said they thought it was OK to text during class, and 90 per cent said they had seen classmates distracted during class. Another 62 per cent reported seeing classmates use social media during class.

“There’s an idea that technology is distracting. And it can be, if it’s used the wrong way,” said Jay Salikin, Coordinator of Technology at Saskatoon Public Schools.

“What I tell teachers, if you just take phones away and don’t help students deal with that distraction, they’re still going to use them. They’ll make their own rules if we don’t help them make the rules,” he said.

Research does suggest that students perform better in class without the distraction of technology. A report from Educational Psychology concludes that students scored five per cent higher on average in classes where they were not permitted to use their phones. And with access to so much information at students’ fingertips, learning and teaching methods have begun to shift, said Salikin.

“The whole idea of memorization – if you can ask a question that kids can Google, it probably isn’t a great question,” he said. “We try to frame our questions differently, ones where they have to think and bring their own knowledge or critical thinking.”

Salikin also agrees that technology can be a useful tool in the classroom, allowing students to spend more time actively engaging with information rather than learning to collect data.

“We’re trying to focus on learning being engaging for the students, trying to get away from lecturing at the front,” he said.

“If I give you something you can work on, get your hands on, and try new things, that’s the where we’re trying to go with technology.”

Some teachers are even finding ways to incorporate technology with land-based learning and other Indigenous teaching methods.

“It goes back to the land and teaching from traditional Indigenous points of view. (At Eagle Creek) teachers will be doing land-based learning and likely have students pull out their phones and so they can have a record of what they see and learn,” said Bazylak.

“It has to be integrated for it to work.”



Students on computers at Oskayak High School in Saskatoon.

(Photo by Derrick Kunz)

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