

WEBINAR SERIES: Weaving Ways: Educational Synthesis and Indigenous Knowledge Systems

**PRESENTED BY**

Donna Ross, Etienna Moostoos-Lafferty & Krystal Abrahamowicz

**SERIES SESSIONS**

Date	Time
October 16, 2018	4:00 PM - 5:30 PM
October 30, 2018	4:00 PM - 5:30 PM
November 20, 2018	4:00 PM - 5:30 PM
November 27, 2018	4:00 PM - 5:30 PM
December 11, 2018	4:00 PM - 5:30 PM

**LOCATION**

Online

FEE

\$0.00

QUESTIONS?**Contact Us:**

crc-register@aplc.ca
[403-291-0967](tel:403-291-0967)

REGISTER ONLINE

Visit our website to register:
crcpd.ab.ca

Learning Opportunity

AUDIENCE: K-12 TEACHERS, PRINCIPALS, ASSISTANT PRINCIPALS, INDIGENOUS COACHES, AND OTHER SCHOOL LEADERS ARE ENCOURAGED TO ATTEND.

"Indigenous scholars suggest that a process of decolonization must be enacted in order to activate the process of including Indigenous Knowledge into Western [current] schools structures so that the balance between knowledge systems can be achieved." Garcia & Shirley, 2012

Join us for this interactive and informative webinar series! This 5-part series will focus on how to weave Indigenous Knowledge systems into our current teaching and learning practices. Each webinar will build understanding of what Indigenous Knowledge systems were and continue to be, as well as create an awareness of traditional Indigenous pedagogical processes and how they could be **respectfully** incorporated into current teaching practices. As we dive deeper into each session, we will build an appreciation of how weaving together Indigenous ways of knowing with current pedagogical practices can benefit all students.

Educational Synthesis: An Introduction to Indigenous Knowledge Systems

This Introductory session will focus on building an understanding and appreciation for Indigenous Knowledge systems. Participants will learn the importance of land, language, Elders, and relationships in traditional education and how to use these new understandings in synthesis with their current teaching methods. This session is designed to help educators

understand that Indigenous Knowledge systems cannot live in contemporary schools rather they can inspire us to teach in varied ways that benefit all learners.

Creating a Culture of Belonging: Supporting Curriculum and Understanding Indigenous Learning Processes

The second session in the Weaving Ways series (part 2 of 5) will focus on creating educational environments that foster belonging. This session will introduce educators to three Indigenous themes that research has identified as successfully supporting a sense of belonging in classrooms, or as whole-school approaches. Participants will unpack ideas of belonging and brainstorm ways to weave this teaching into what they are currently doing.

Instructional Design: Supporting Curriculum and Understanding Indigenous Learning Processes

In the third session of the Weaving Ways series (part 3 of 5), educators will explore how Indigenous communities approach understanding in ways that are holistic, collaborative, and relational and consider how these approaches can enhance their current practices to support deep learning for students. Participants will be introduced to a variety of online resources with tools, examples, and templates to support their planning and thinking.

Pedagogy: Supporting Curriculum and Understanding Indigenous Learning Processes

This fourth session in the Weaving Ways series (part 4 of 5) will focus on historical forms of teaching in Indigenous societies. The goal of this session is to have educators become inspired to teach in alternate ways that benefit all learners. We will talk about the importance of people, places, and processes and discuss how we might weave these past teaching methods into current teaching practices.

Sharing Through Story: Supporting Curriculum and Understanding Indigenous Learning Processes

The fifth and last session in the Weaving Ways series (part 5 of 5). This session reveals how stories connect us to family, friends, the land, and even ourselves. These teachings have the potential to benefit our schools and help to support the curriculum implementation process by seeing stories as an extension or a foundation to our curriculum. Learn how song, dance, landscapes and art can be woven into the ways you currently teach or tell stories.

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

Presenters

Donna Ross

is a 32-year educator. She is Cree Métis from Saskatchewan and member of the One Arrow First Nation, Treaty Six territory. Donna began her teaching career as a classroom teacher with Tsuut'ina Nation and continued to support First Nations learners in subsequent positions with Siksika and Stoney Nakoda Nations, and is currently an Indigenous Designer of Learning with the Calgary Regional Consortium. Donna brings passion and a deep knowledge of First Nations, Métis, and Inuit histories, the impact of residential schools, and the embedding of Indigenous ways of knowing into Alberta curriculum and organizational culture. She is also a proud kokum!

Etienna Moostoos-Lafferty

was born and raised in Grande Prairie Alberta. Etienna's family is from the Sturgeon Lake Cree Nation in Treaty 8 territory. Etienna has 7 years of teaching experience both on and off-reserve, and also in public and Catholic school systems. Etienna spent 4 years working for an Indigenous perspective school with the Calgary Board of Education where she learned the importance of culture and language in Indigenous education.

Etienna has since moved back to Edmonton and has worked provincially as an Indigenous Education consultant helping to develop and implement workshops aimed at promoting reconciliation through teacher education. Etienna has

created resources for the ATA and ARPDC that help teachers better understand topics such as Residential Schools, Metis Settlements, Inuit history, Myths and Stereotypes of Indigenous people, progression of the TRC, and treaty relationships.

Today, Etienna is an Indigenous Education Coach for Evergreen Catholic Schools and is completing her masters full time at the University of Alberta. Additionally, she works as an assistant researcher at the University and is learning a lot about provincial and local initiatives surrounding Indigenous education. She is a mother to a 4 year old daughter named Layla and her husband is also a teacher and works as an assistant Principal for Edmonton Public Schools.

Krystal Abrahamowicz

is currently the Coordinator of Inclusion for Foundations for the Future Charter Academy. With extensive background and training in gifted education, and many years of experience supporting diverse learners, Krystal is a passionate believer that every student can experience success at school. Krystal has extensive experience with adult professional learning, serving as the Executive Director for the Calgary Regional Consortium (CRC) from 2019 - 2022. During her time with the CRC, she authored the *Supporting High School Completion a Tool Kit for Success* resource and had a key role in developing the Implementation and Planning Tool in the Government of Alberta Resource *Working Together to Support Mental Health in Alberta Schools*, as well as the ARPDC *Weaving Ways* resource which supports teachers in including Indigenous knowledge systems in their practice.



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