

**Mi'kmaw Kina'matnewey: "Language and Culture"**  
**Community Education Strategic / Operational Planning Symposium**  
**Park Place Ramada – Dartmouth; 11 March 2010**



**Albert Marshall**

Elder and HonDLitt  
Eskasoni community  
Mi'kmaq Nation

**Cheryl Bartlett**

Canada Research Chair  
in Integrative Science  
Professor of Biology  
Cape Breton University

**TWO-EYED SEEING  
SCIENCE  
CURRICULA**





## Outline of Presentation

- introduction
- resources
- theory
- examples

**TWO-EYED SEEING  
SCIENCE  
CURRICULA**



# Mi'kmaq Elders & Students & Research Team





Canada Research  
Chairs

Chaires de recherche  
du Canada



Social Sciences and Humanities  
Research Council of Canada

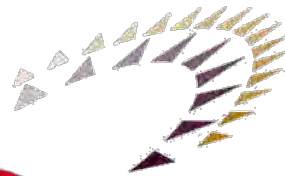
Conseil de recherches en  
sciences humaines du Canada

Canada  
Canada

CAPE BRETON  
UNIVERSITY

**Thank you / Wela'liog**

IAPH



Canada Foundation  
for Innovation

Fondation canadienne  
pour l'innovation



Membertou  
Elementary

CIHR IRSC

Canadian Institutes of  
Health Research    Instituts de recherche  
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NSERC  
CRSNG



Mi'kmawey Debert



NOVA SCOTIA  
Health  
Research  
FOUNDATION



IWK Health Centre  
Foundation



SABLE  
OFFSHORE ENERGY  
INCORPORATED



Mermaid Theatre  
of Nova Scotia



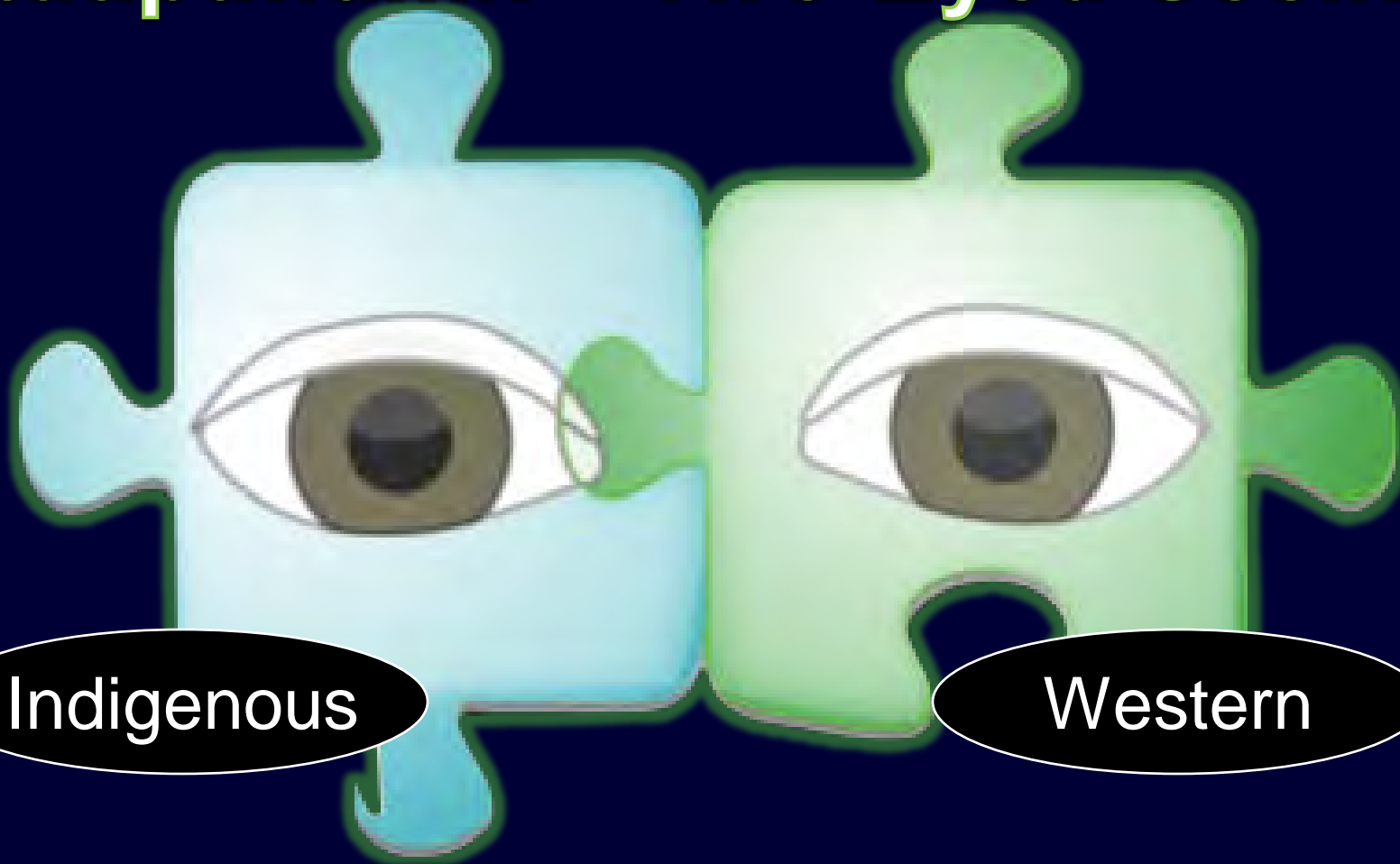
Eskasoni First Nation Detachment  
Royal Canadian Mounted Police    Gendarmerie royale  
du Canada



Mi'kmaq College Institute  
Mi'kmaq Espi Kina'matno'kuom

The support of various partners  
and funding agencies  
is gratefully acknowledged.

# Etuaptmumk – Two-Eyed Seeing

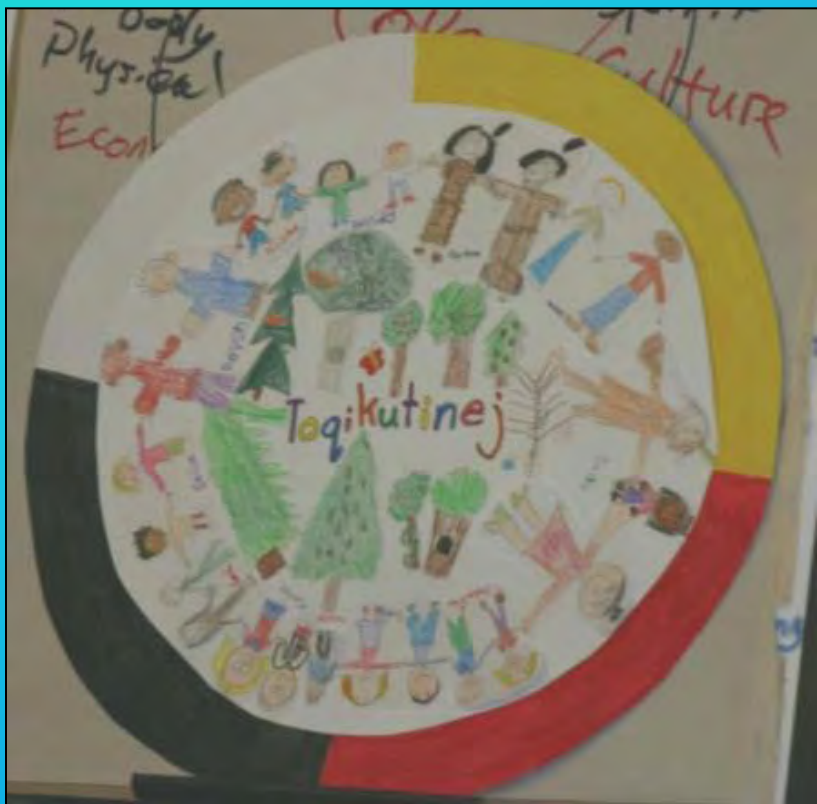
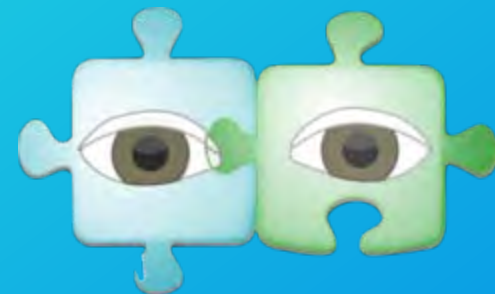


Indigenous

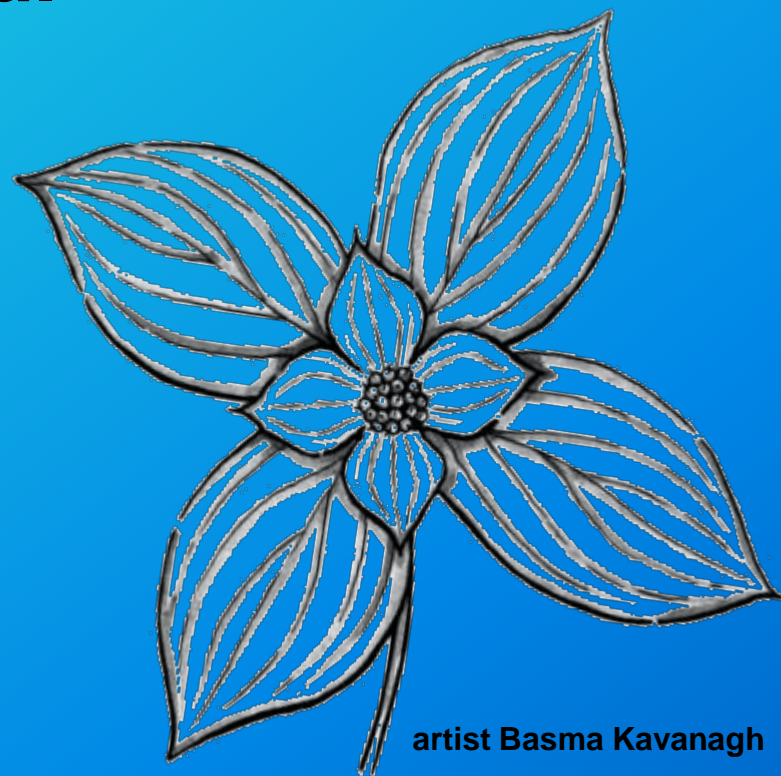
Western



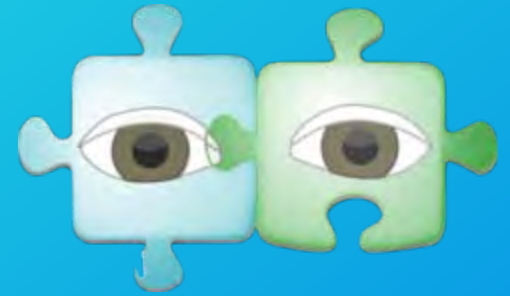
**Education to our young  
has to be reflective of how to  
maintain balance and harmony  
with our natural world.**



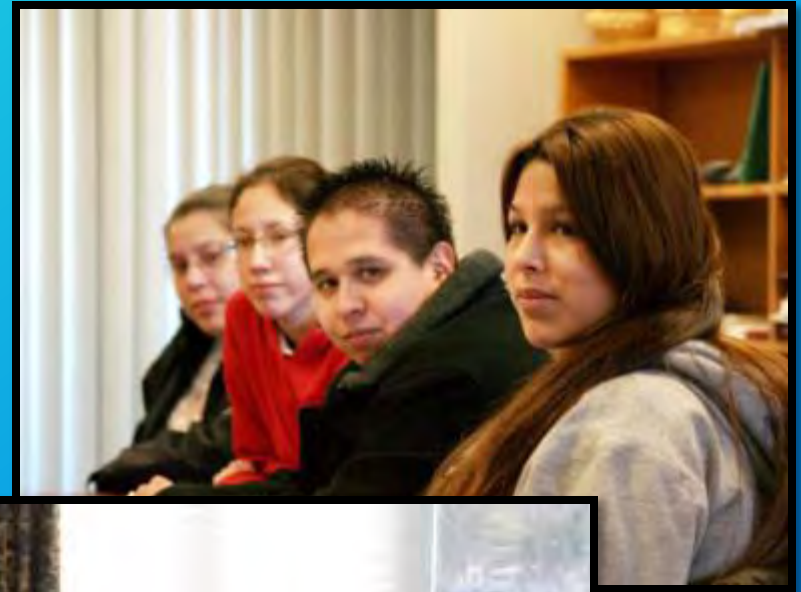
artwork: Eskasoni Elementary School Children



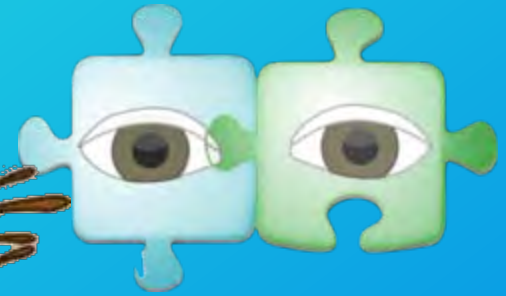
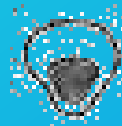
artist Basma Kavanagh



**We must, through example, inspire our students to be critical in their thinking.**



**Seeds  
germinate  
when the  
environment  
is appropriate.**



**The  
Greatest  
Challenge**

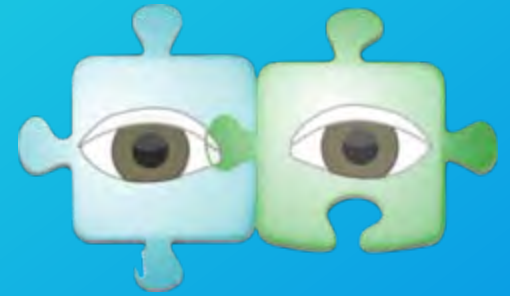
**What is “SUCCESS”?**



**Knowledge is not a tool  
but rather it is a spirit.**

**It transforms the  
holder. It also  
reminds us that we  
have responsibilities  
to the spirit of that  
knowledge.**

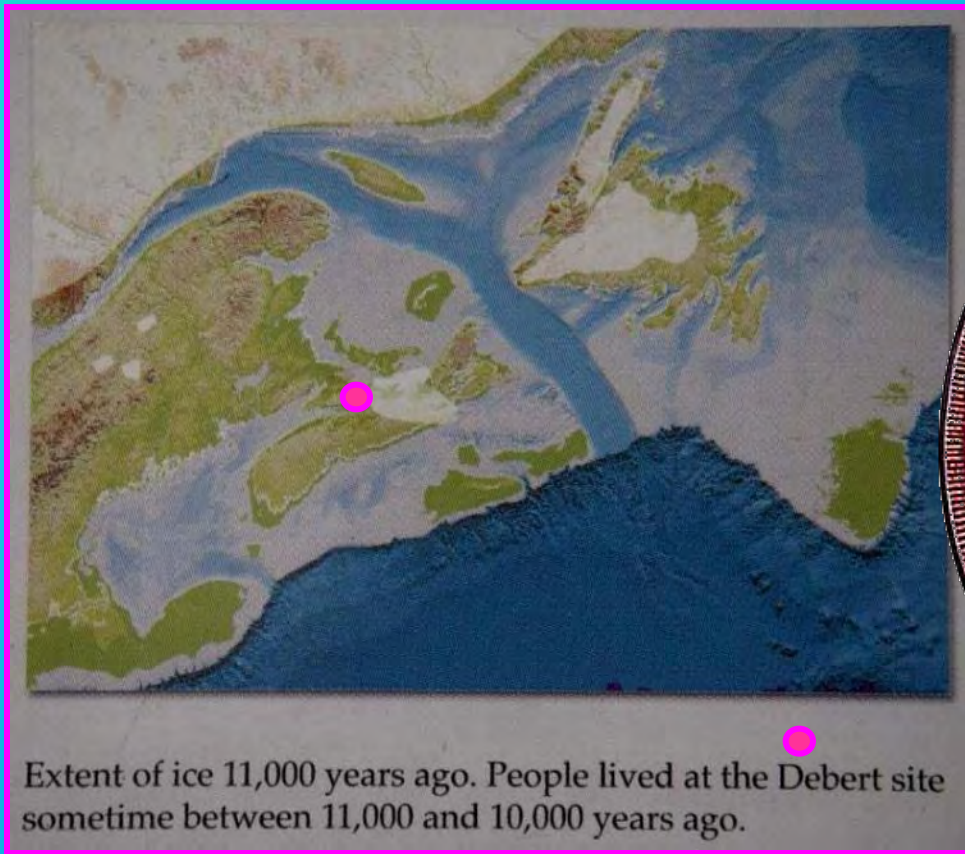
**We must pass it on.**



artist Basma Kavanagh

This is living knowledge.

**“Principle for Humility”** is based on  
**Lnu’k** knowledge that has been  
evolving for the past 10,000 years.

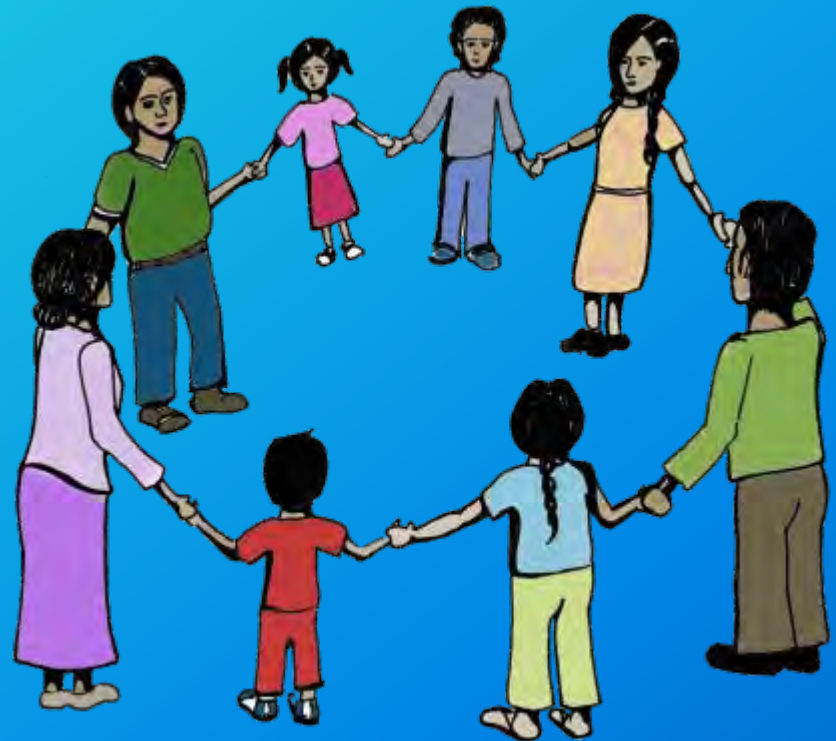


Extent of ice 11,000 years ago. People lived at the Debert site sometime between 11,000 and 10,000 years ago.





**It is not  
enough to go  
through life  
with one  
perspective;  
we must  
embrace  
all the tools  
we have ...**



**Our language teaches us  
that everything alive is  
both physical and spiritual.**



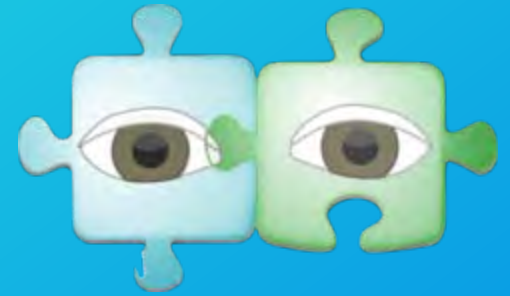
**The onus is on the  
person to look at our  
natural world with  
two perspectives.**

**Modern science  
sees objects,  
but our language  
teaches us to see  
subjects.**



artist Basma Kavanagh

# Consciousness of Knowing



*... especially  
our inter-dependence  
on each other and  
on Mother Earth*



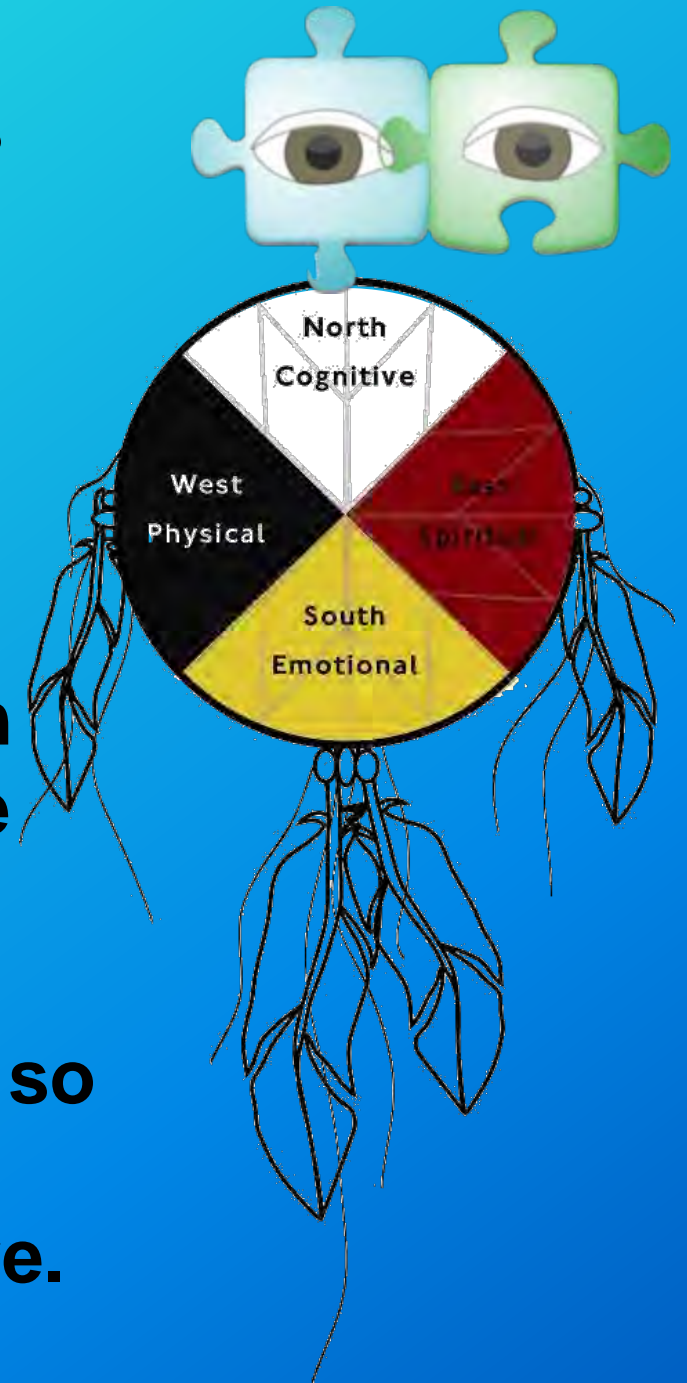
artist Basma Kavanagh

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**All people must learn  
“Two-Eyed Seeing”  
so that knowledge of  
the physical is  
not separated from  
wisdom of the spiritual.**

**Through utilization of the Gifts from Creator we can become whole. We can take care of our needs: living, dwelling, physical, and spiritual.**

**Education is critical because we have been disconnected from the natural world so the lessons need to be transferred to the young so they too can address conservation and culture.**



# As Elders in Our Time

We seek to be a conduit for wisdom of our Ancestors. We seek to see with “Two-Eyes” ... to take the accomplishments of the white man’s ways further by blending it with the wisdom of our Ancestors.



# Toqwa'tu'kl Kijitaqnn Integrative Science



Indigenous

Western

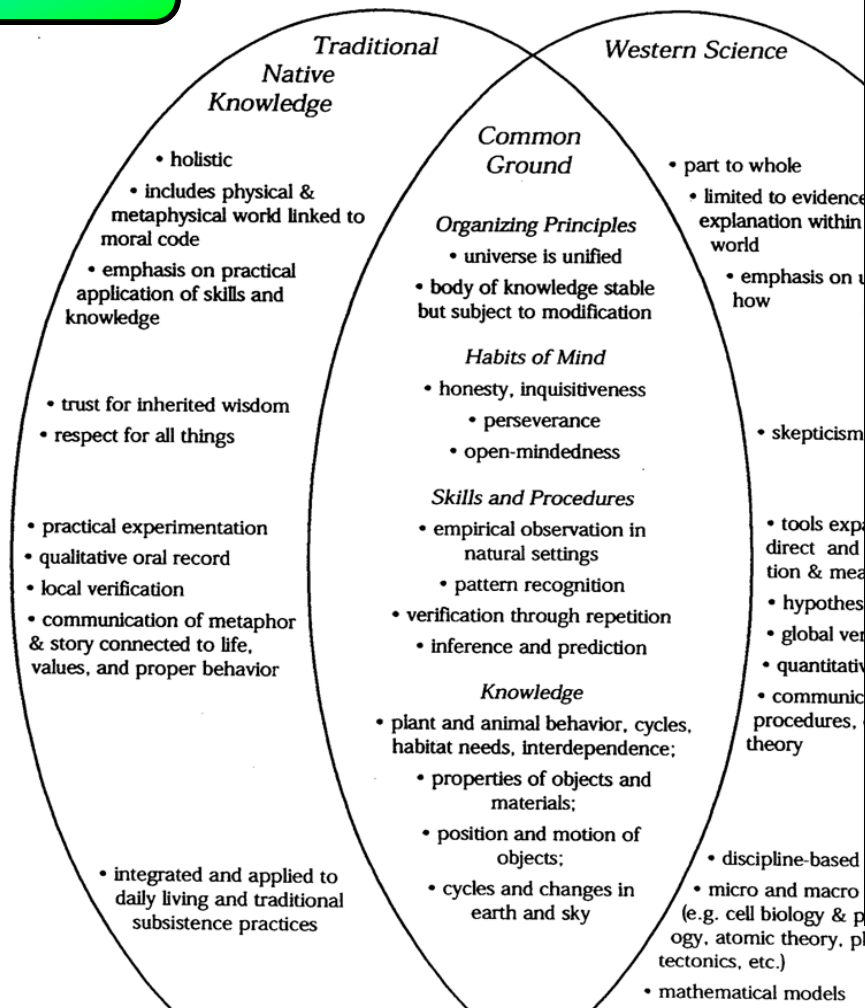
“bringing our stories together”



# Science

## SEEING COMMON GROUND

### Indigenous Knowledge & Western Science



HANDBOOK FOR

# Culturally Responsive Science Curriculum

BY SIDNEY STEPHENS



"In the winter in Selawik, if it's clear and cold, -20° or -30°F, maybe there are a few clouds but it's nice and calm. The wind isn't supposed to blow now. If the wind starts to blow when it's not supposed to, people gathered maybe in the store will say "ooo, cold." In Inupiat they say *qitunaurauqtuq* which means he's beckoning the storm. You know it will be stormy—blowing, drifting snow. It makes you decide to stay home. Animals will stay home too. This is very reliable. "

Jonas Ramoth, Inupiatq Elder

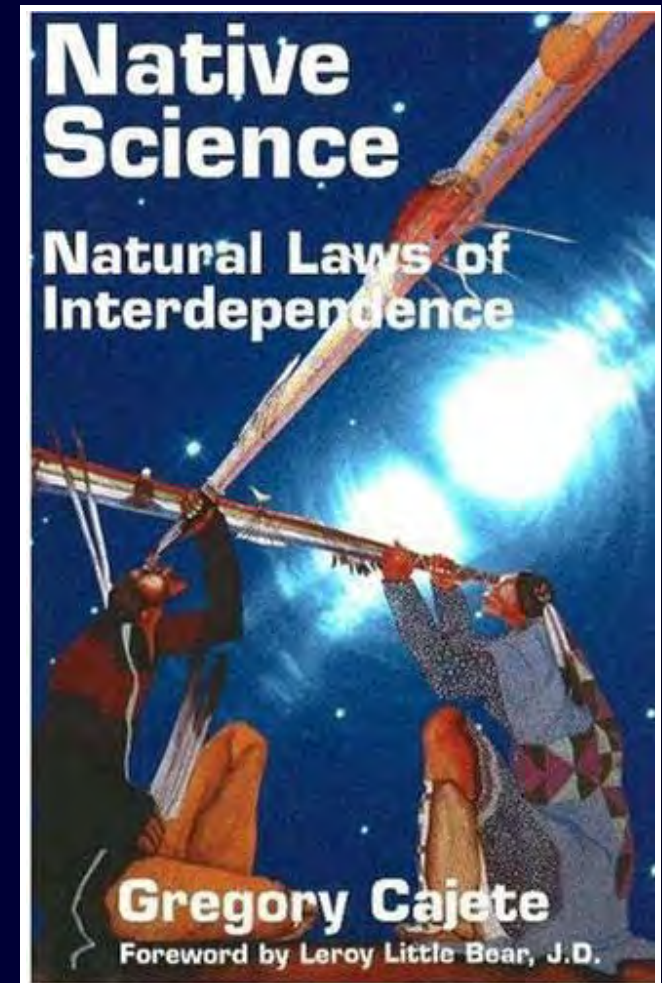
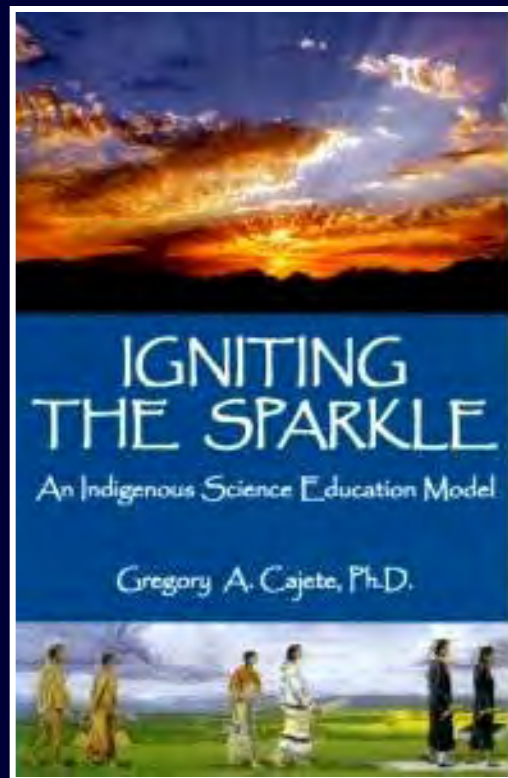
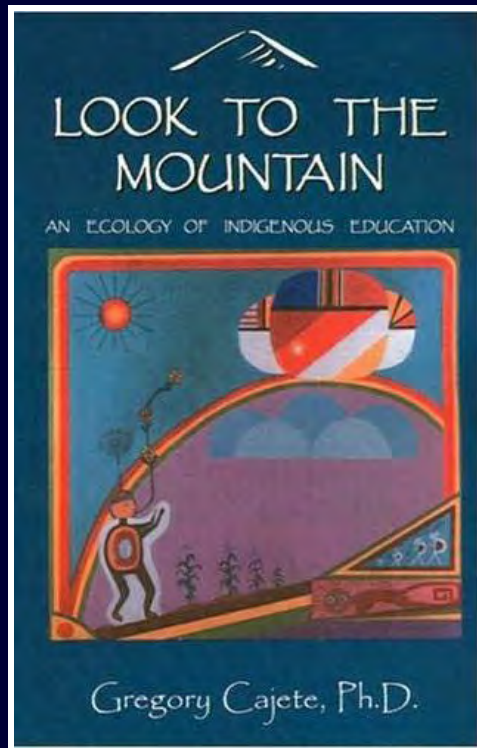
PUBLISHED BY THE ALASKA SCIENCE CONSORTIUM AND THE ALASKA RURAL SYSTEMIC INITIATIVE

# Alaska Native Knowledge Network

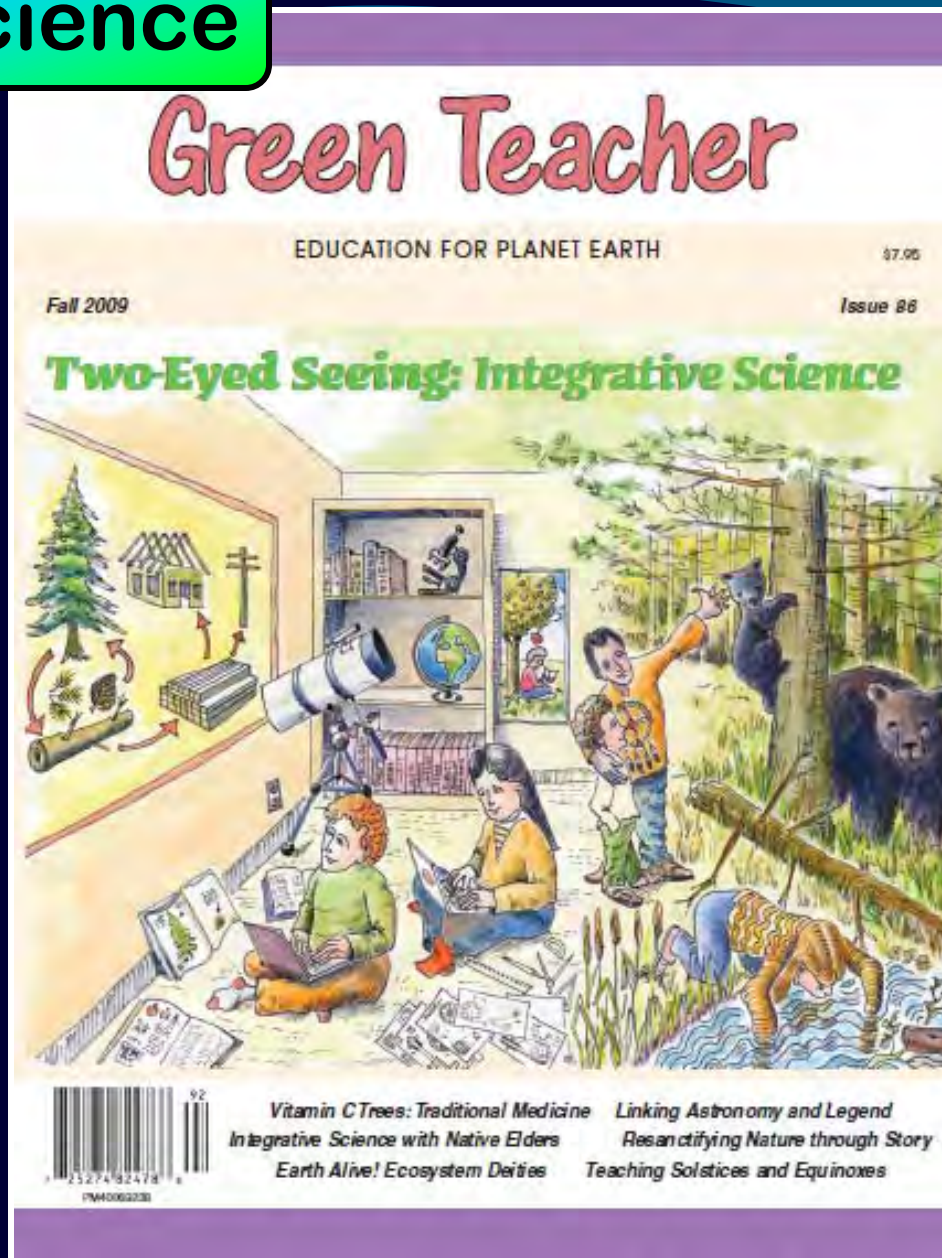
from: **Handbook For Culturally Responsive Science Curriculum, by Sidney Stephens**  
 ([www.ankn.uaf.edu/UNITS/index.html](http://www.ankn.uaf.edu/UNITS/index.html)); **Alaska Rural Systemic Initiative & Alaska Native Knowledge Network**

# Science

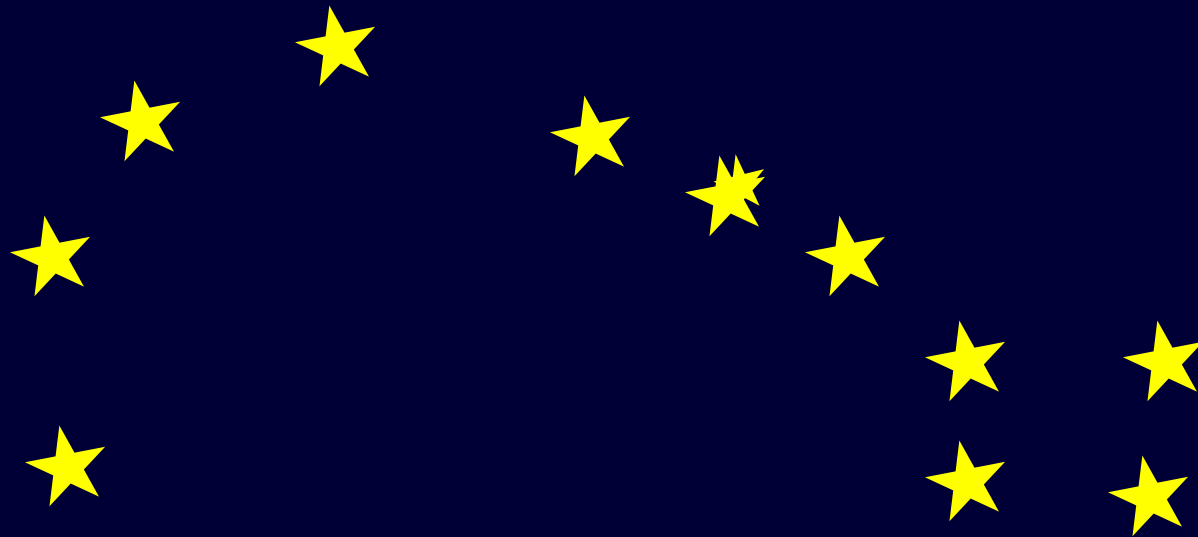
Author: **Dr. Gregory Cajete**



# Science



**Science**



**human pattern smarts**



# Science

- ◇ numbers (logical-mathematical)
- ◇ language (linguistic)
- ◇ music (musical)
- ◇ body (body-kinesthetic)
- ◇ spatial (spatial)
- ◇ other people (interpersonal)
- ◇ self (intrapersonal)
- ◇ naturalist (naturalist)
- ◇ spiritual / existential \*

**human pattern smarts**

# Science

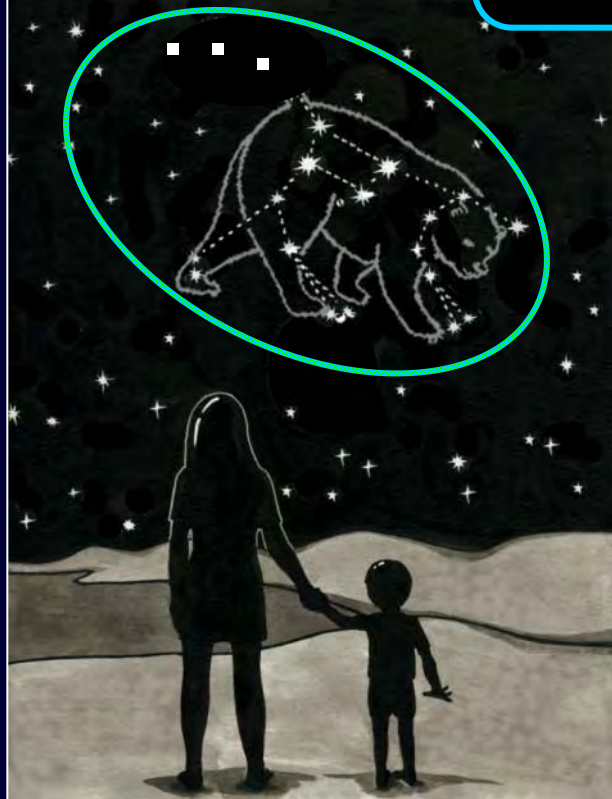


human pattern smarts



Science

pattern-based

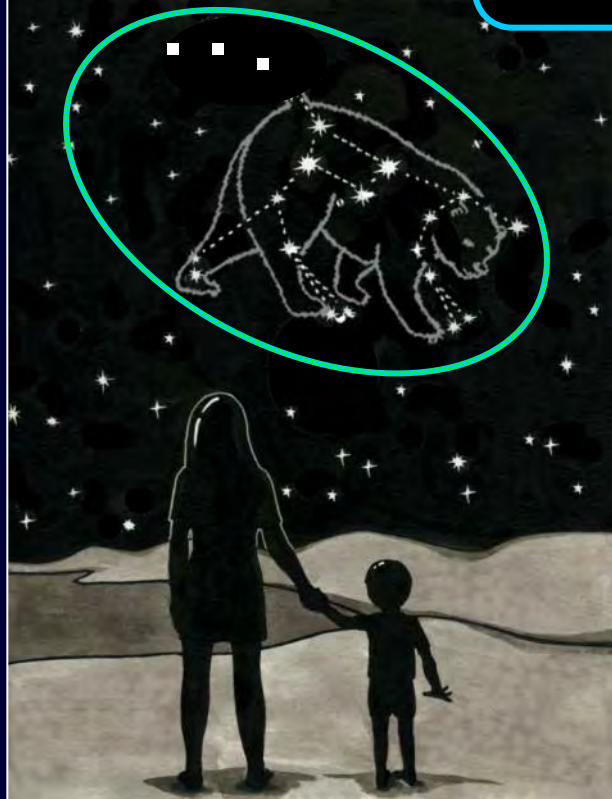


human pattern smarts



**Science**

**dynamic pattern-based stories  
of our interactions with and within nature**



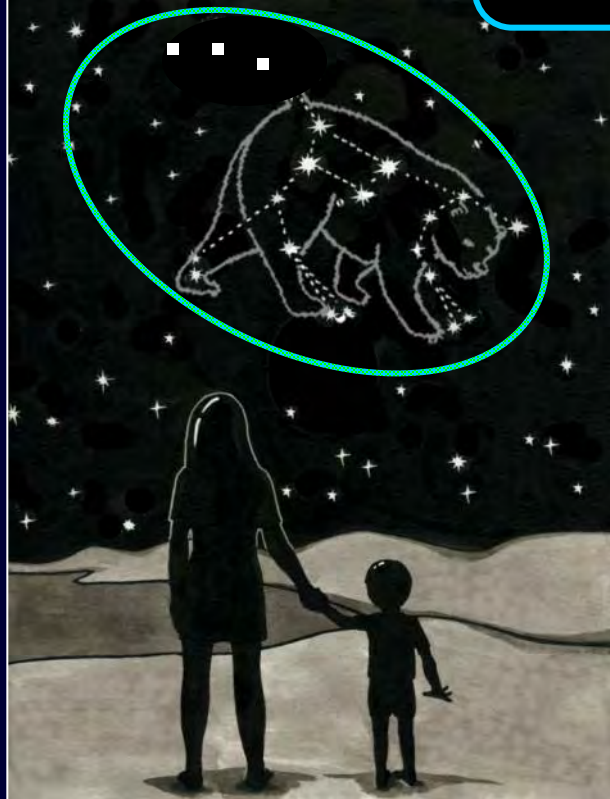
**human pattern smarts**





# Science

dynamic pattern-based stories  
of our interactions with and within nature



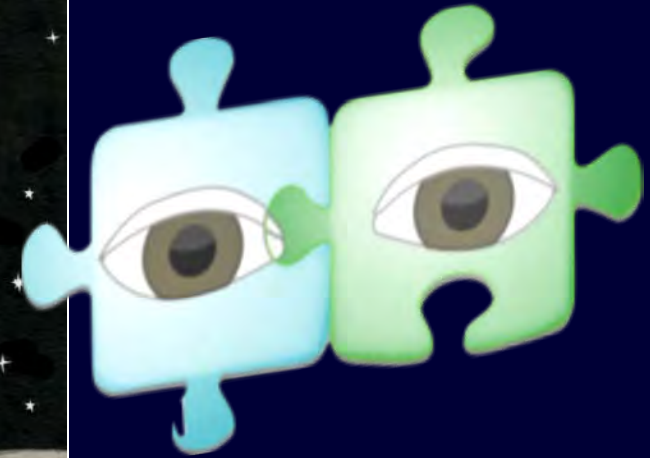
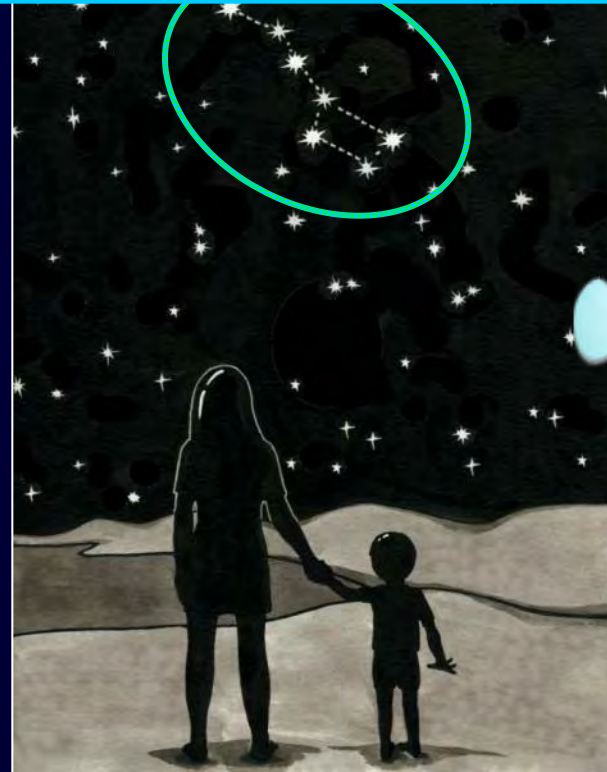
## human pattern smarts

- various ways to connect the dots
- variety in our stories



**Science**

**dynamic pattern-based stories  
of our interactions with and within nature**



**human pattern smarts**

- various ways to connect the dots
- variety in our stories



**The foundational basis  
for any relationship  
is an exchange of stories.**

(Mi'kmaq Elder Albert Marshall)





**The foundation & basis  
for any relationship  
is an exchange of stories.**

(Mi'kmaq Elder Albert Marshall)





our stories

stories of our interactions with and within nature

# Science



Life  
Love  
Land

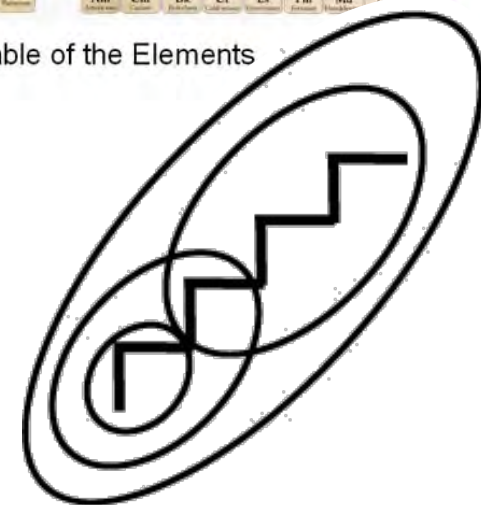
stories of our interactions with and within nature

# Science

Periodic Table of the Elements

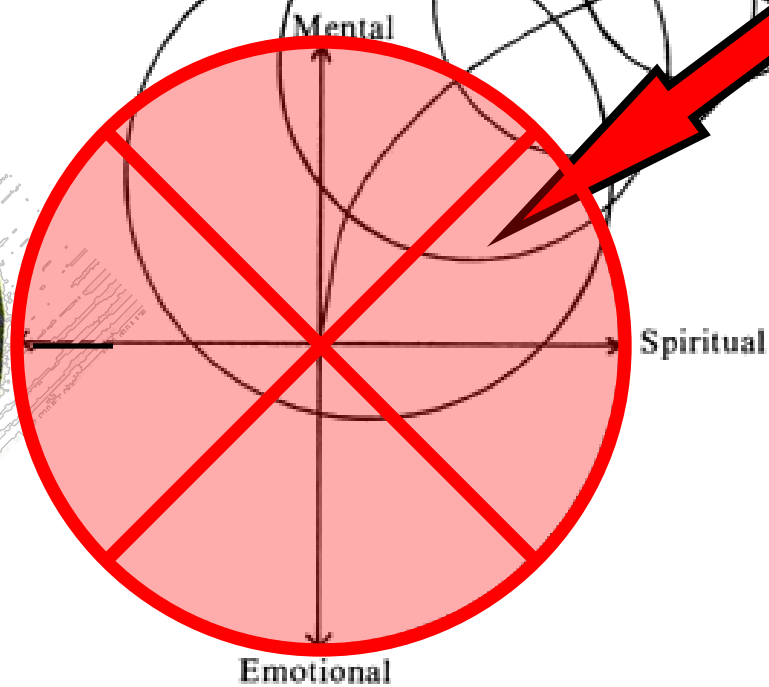
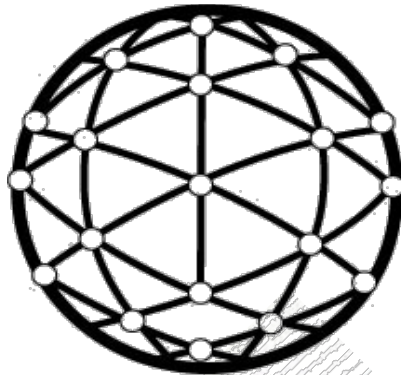


our stories



**SCIENCE stories of:  
interconnectiveness**

Vision 



**my world is "all my relations" (subjects)**

# Indigenous Science



Life  
Love  
Land  
Language



images from: Aboriginal organizations/artists, various sources





# Indigenous Science



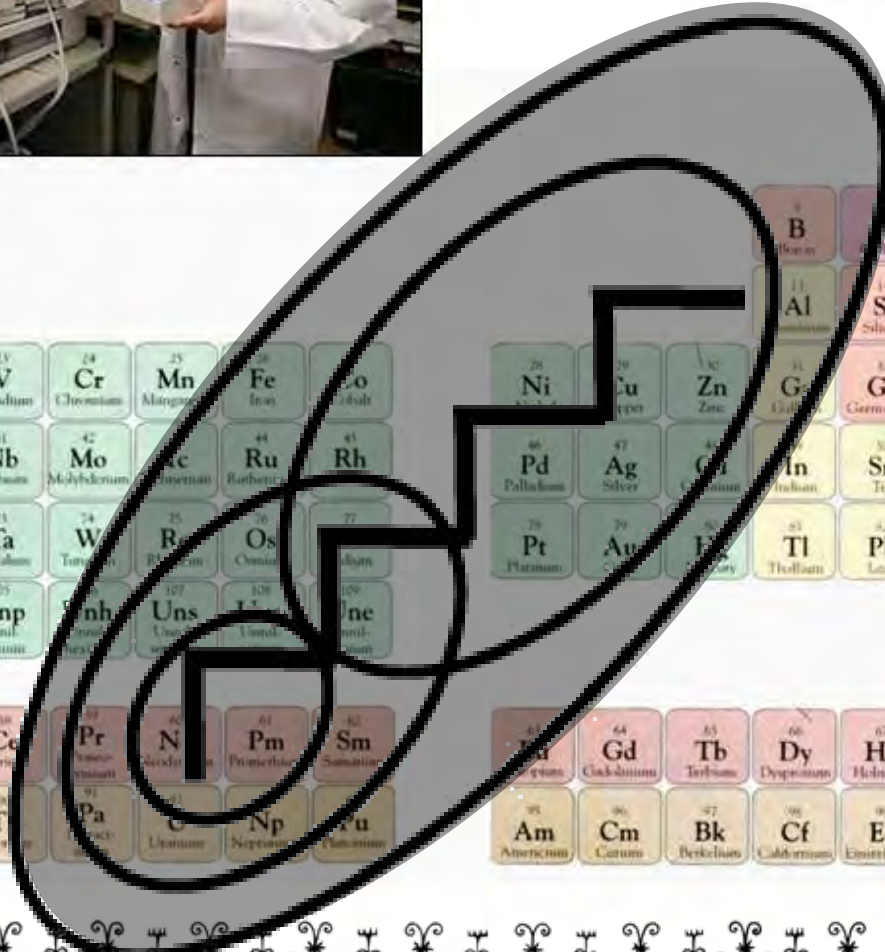
Life  
Love  
Land  
Language

images from: Aboriginal organizations/artists, various sources

photo credit: NRC



# Western Science



1 H Hydrogen																	2 He Helium				
3 Li Lithium	4 Be Beryllium											5 B Boron	6 C Carbon	7 N Nitrogen	8 O Oxygen	9 F Fluorine	10 Ne Neon				
11 Na Sodium	12 Mg Magnesium											13 Al Aluminum	14 Si Silicon	15 P Phosphorus	16 S Sulfur	17 Cl Chlorine	18 Ar Argon				
19 K Potassium	20 Ca Calcium	21 Sc Scandium	22 Ti Titanium	23 V Vanadium	24 Cr Chromium	25 Mn Manganese	26 Fe Iron	27 Co Cobalt	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	31 Ga Gallium	32 Ge Germanium	33 As Arsenic	34 Se Selenium	35 Br Bromine	36 Kr Krypton				
37 Rb Rubidium	38 Sr Strontium	39 Y Yttrium	40 Zr Zirconium	41 Nb Niobium	42 Mo Molybdenum	43 Tc Technetium	44 Ru Ruthenium	45 Rh Rhodium	46 Pd Palladium	47 Ag Silver	48 Cd Cadmium	49 In Indium	50 Sn Tin	51 Sb Antimony	52 Te Tellurium	53 I Iodine	54 Xe Xenon				
55 Cs Cesium	56 Ba Barium	57-71 Lanthanides	72 Hf Hafnium	73 Ta Tantalum	74 W Tungsten	75 Re Rhenium	76 Os Osmium	77 Ir Iridium	78 Pt Platinum	79 Au Gold	80 Hg Mercury	81 Tl Thallium	82 Pb Lead	83 Bi Bismuth	84 Po Polonium	85 At Astatine	86 Rn Radon				
87 Fr Francium	88 Ra Radium	89-103 Actinides	104 Unq Unnilquadium	105 Unp Unpentium	106 Unh Unhexium	107 Uns Unseptium	108 Uuo Unoctium	109 Uuh Unnonium	110 Uuq Unquadrium	111 Uub Unbium	112 Uut Untrium	113 Uuh Unhassium	114 Uuq Unquadium	115 Uub Unbium	116 Uut Untrium	117 Uuh Unhassium	118 Uuo Unoctium				
		89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104				
		La Lanthanum	Ce Cerium	Pr Praseodymium	Nd Neodymium	Pm Promethium	Sm Samarium						Gd Gadolinium	Tb Terbium	Dy Dysprosium	Ho Holmium	Er Erbium	Tm Thulium	Yb Ytterbium	Lu Lutetium	
		Ac Actinium	Th Thorium	Pa Protactinium	U Uranium	Np Neptunium	Pu Plutonium						Am Americium	Cm Curium	Bk Berkelium	Cf Californium	Es Einsteinium	Fm Fermium	Md Mendelevium	No Nobelium	Lr Lawrencium

photo credit: NRC



# Western Science

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3 Li Lithium	4 Be Beryllium											5 B Boron	6 C Carbon	7 N Nitrogen	8 O Oxygen	9 F Fluorine	10 Ne Neon
11 Na Sodium	12 Mg Magnesium											13 Al Aluminum	14 Si Silicon	15 P Phosphorus	16 S Sulfur	17 Cl Chlorine	18 Ar Argon
19 K Potassium	20 Ca Calcium	21 Sc Scandium	22 Ti Titanium	23 V Vanadium	24 Cr Chromium	25 Mn Manganese	26 Fe Iron	27 Co Cobalt	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	31 Ga Gallium	32 Ge Germanium	33 As Arsenic	34 Se Selenium	35 Br Bromine	36 Kr Krypton
37 Rb Rubidium	38 Sr Strontium	39 Y Yttrium	40 Zr Zirconium	41 Nb Niobium	42 Mo Molybdenum	43 Tc Technetium	44 Ru Ruthenium	45 Rh Rhodium	46 Pd Palladium	47 Ag Silver	48 Cd Cadmium	49 In Indium	50 Sn Tin	51 Sb Antimony	52 Te Tellurium	53 I Iodine	54 Xe Xenon
55 Cs Cesium	56 Ba Barium	57-71 Lanthanides	72 Hf Hafnium	73 Ta Tantalum	74 W Tungsten	75 Re Rhenium	76 Os Osmium	77 Ir Iridium	78 Pt Platinum	79 Au Gold	80 Hg Mercury	81 Tl Thallium	82 Pb Lead	83 Bi Bismuth	84 Po Polonium	85 At Astatine	86 Rn Radon
87 Fr Francium	88 Ra Radium	89-103 Actinides	104 Unq Unnilquadium	105 Unp Unnilpentium	106 Unh Unnilhexium	107 Uns Unnilseptium	108 Uuo Unniloctium	109 Uuh Unnilennium	110 Uuq Ununquadium	111 Uuh Ununhexium	112 Uuo Ununoctium	113 Uut Ununtrium	114 Uuq Ununquadium	115 Uuh Ununhexium	116 Uuo Ununoctium	117 Uus Ununseptium	118 Uuo Ununoctium
		89 La Lanthanum	90 Ce Cerium	91 Pr Praseodymium	92 Nd Neodymium	93 Pm Promethium	94 Sm Samarium	95 Eu Europium	96 Gd Gadolinium	97 Tb Terbium	98 Dy Dysprosium	99 Ho Holmium	100 Er Erbium	101 Tm Thulium	102 Yb Ytterbium	103 Lu Lutetium	
		97 Ac Actinium	98 Th Thorium	99 Pa Protactinium	100 U Uranium	101 Np Neptunium	102 Pu Plutonium	103 Am Americium	104 Cm Curium	105 Bk Berkelium	106 Cf Californium	107 Es Einsteinium	108 Fm Fermium	109 Md Mendelevium	110 No Nobelium	111 Lr Lawrencium	

photo credit: NRC

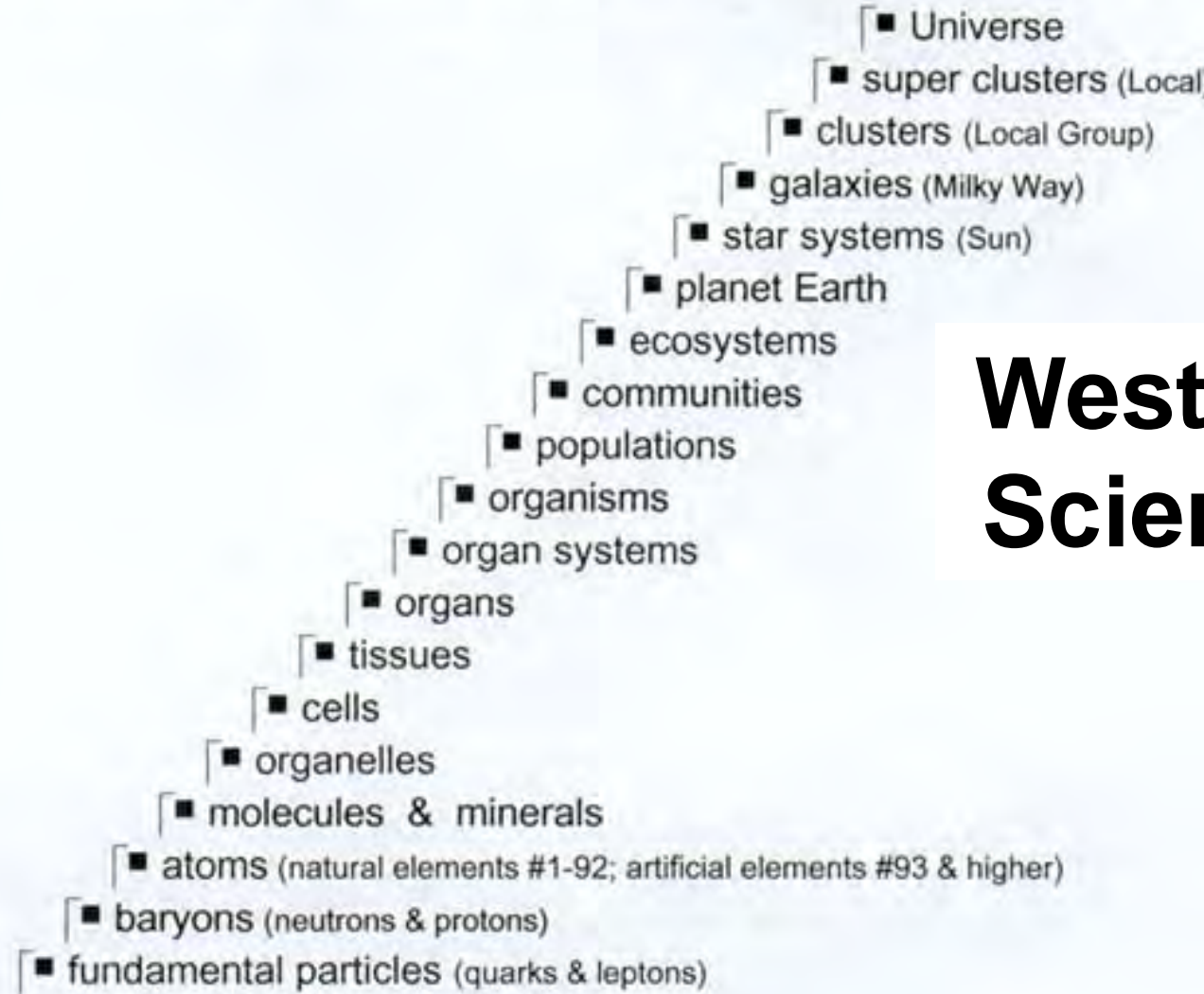


# Western Science

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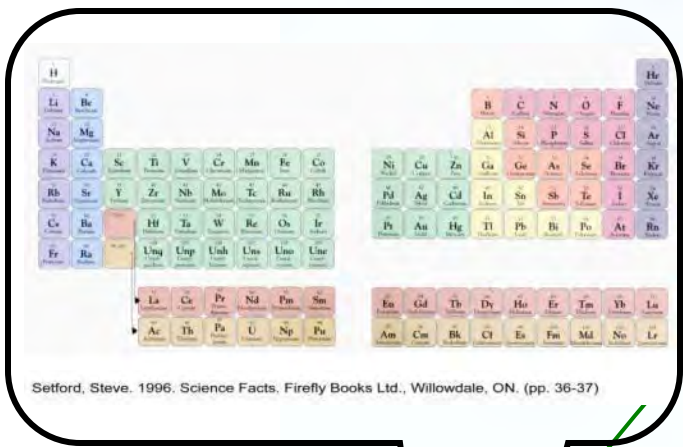
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Universe: Visible Matter (levels of organization - biology)



**Western  
Science**

# Universe: Visible Matter (levels of organization - biology)



Setford, Steve. 1996. Science Facts. Firefly Books Ltd., Willowdale, ON. (pp. 36-37)

- Universe
  - super clusters (Local)
  - clusters (Local Group)
  - galaxies (Milky Way)
  - star systems (Sun)
  - planet Earth
  - ecosystems
  - communities
  - populations
  - organisms
    - organ systems
    - organs
    - tissues
    - cells
    - organelles
    - molecules & minerals
    - atoms (natural elements #1-92; artificial elements #93 & higher)
    - baryons (neutrons & protons)
    - fundamental particles (quarks & leptons)

# Western Science





stories of our interactions with and within nature

# Science



stories of our interactions with and within nature

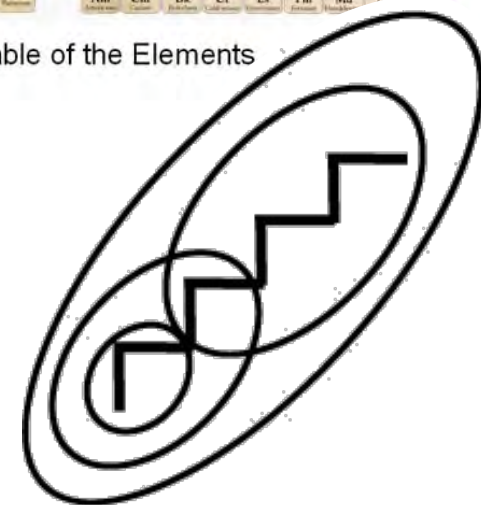
# Science

Two versions of the periodic table of elements. The left version is a standard periodic table with elements color-coded by groups. The right version is a simplified periodic table with elements color-coded by groups.

Periodic Table of the Elements



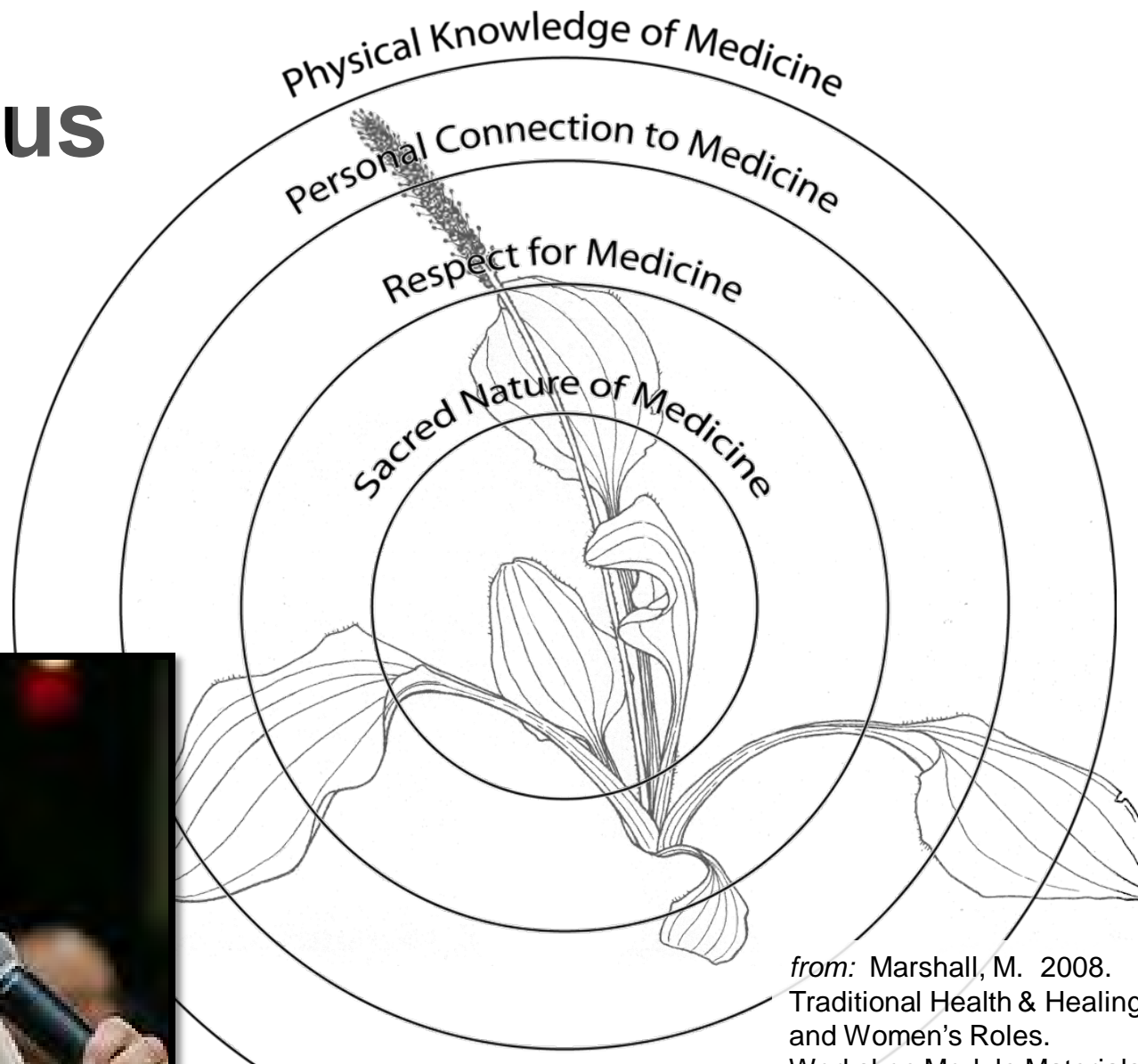
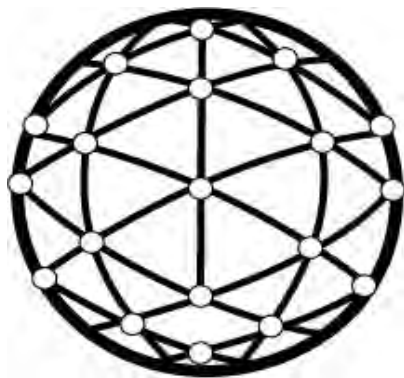
our stories





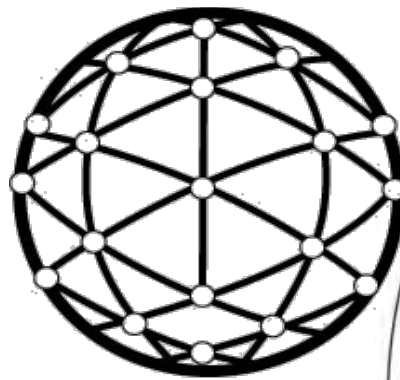
our stories

# Indigenous Science



**Sacred Circle Teaching**

*from: Marshall, M. 2008.  
Traditional Health & Healing  
and Women's Roles.  
Workshop Module Materials.*



# Muin and the Seven Bird Hunters

*a Mi'kmaq Night Sky Story*

VERSIONS: MI'KMAQ & ENGLISH, ENGLISH, FRENCH



THE UNIVERSE  
YOURS TO DISCOVER  
INTERNATIONAL YEAR OF  
ASTRONOMY  
2009



CAPE BRETON  
UNIVERSITY



©2009 MI'KMAW ELDERS



Social Sciences and Humanities  
Research Council of Canada

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Canada



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Chairs

Chaires de recherche  
du Canada

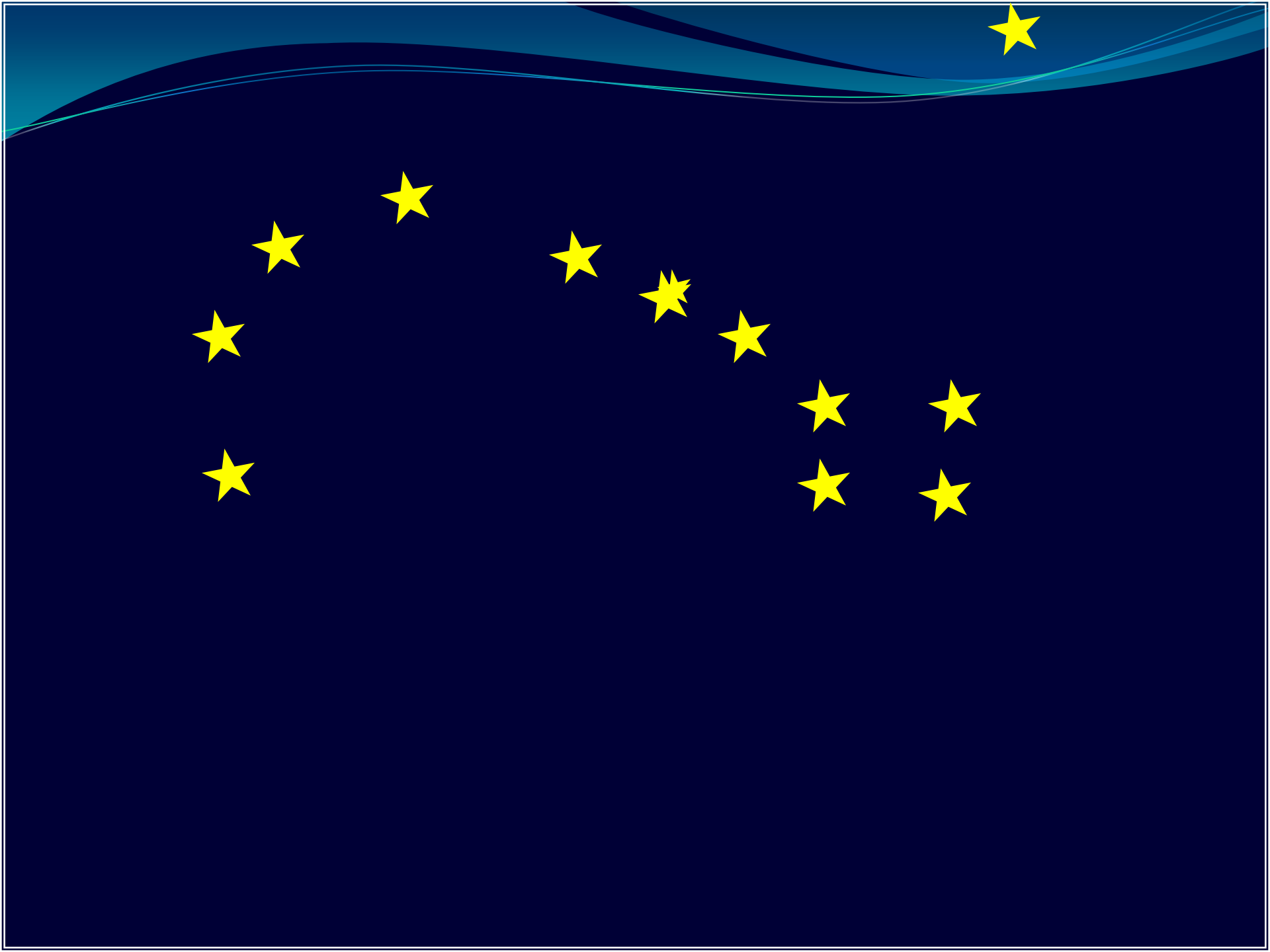
Canada

THE UNIVERSE  
YOURS TO DISCOVER

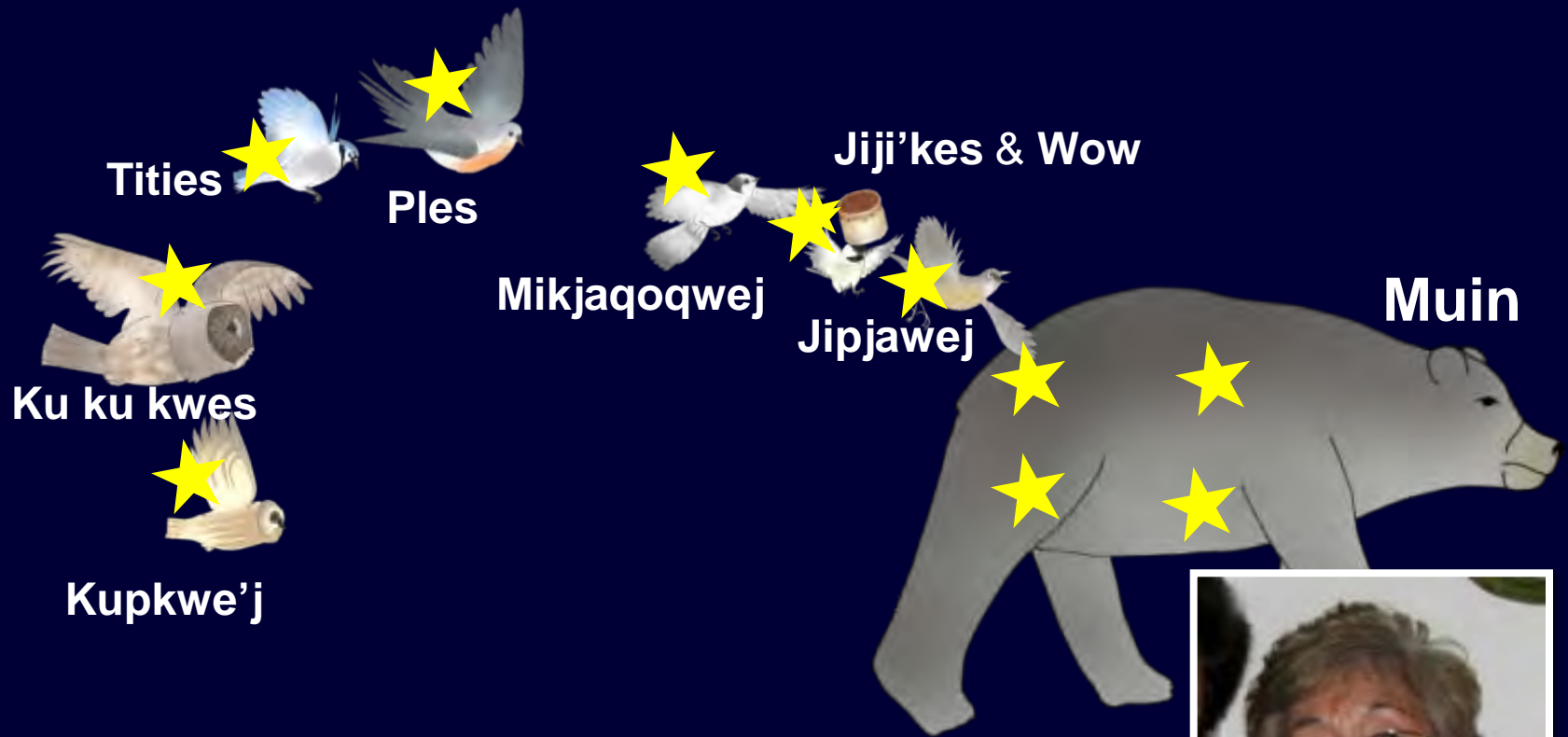


INTERNATIONAL YEAR OF  
ASTRONOMY  
2009

DVD



Tatapn



**Muin and the Seven Bird Hunters:  
a Mi'kmaq Night Sky Story  
... interconnectiveness of  
space-time-life-knowledge-spirit**



**Lillian Marshall  
Elder, Potlotek**

Tatapn



Tities



Ples



Jiji'kes & Wow



Mikjaqoqwej

Jipjawej

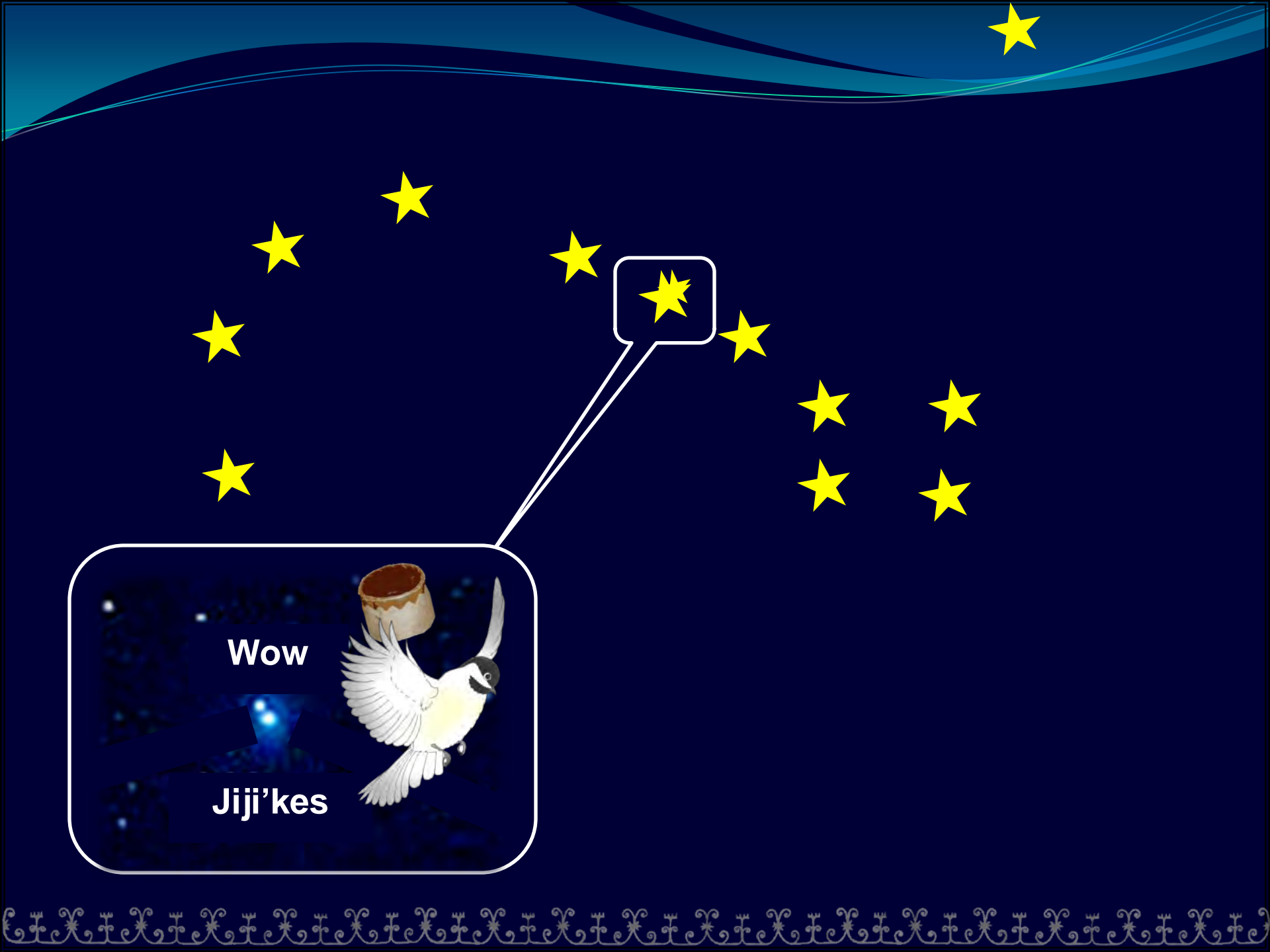
Ku ku kwes



Kupkwe'j

Muin





**Wow**



**Jiji'kes**





Wow  
Alcor

Mizar

Jiji'kes



**ScienceDaily**  
**13 Dec 2009**

*In ancient times,* people with exceptional vision discovered that one of the brightest stars in the Big Dipper was, in fact, two stars so close

together than most people cannot distinguish them. The two stars, Alcor and Mizar, were the first binary stars -- a pair of stars that orbit each other -- ever known.

Winter

Autumn

Spring

Summer

Northern Horizon



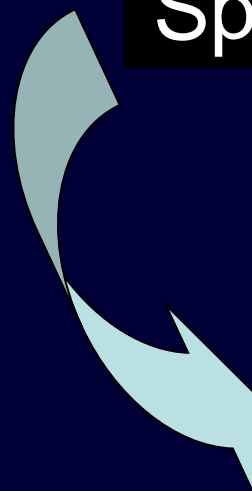
Winter

Autumn

Spring

Summer

Northern Horizon



# Pemi Pungek Mi'kma'ki

Winter

Autumn

Spring

Summer



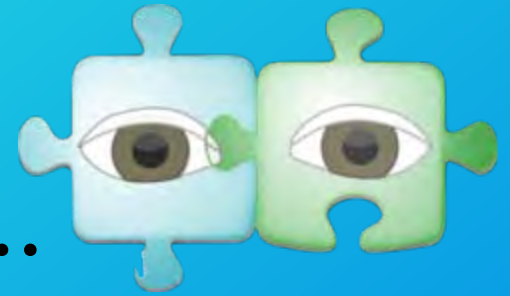
This poster is dedicated to all Mi'kmaq Elders.

This poster is one in a series made by the Institute for Integrative Science and Health of Cape Breton University and Mi'kmaq First Nations' Elders of Cape Breton. Integrative Science brings together Indigenous and Western scientific knowledge and ways of knowing for science education.

This poster is called Pemi Pungek Mi'kma'ki, which means one continuous year in the Mi'kmaq traditional territory. On the outside, it shows the four seasons and the 12 months of the year. On the inside, it shows the land, water, and sky over a full year. The pictures of plants, animals, and weather show the cycle of changing events in nature. The pictures of people show what to do traditionally and modern activities. Read this poster to learn more about the cycle of the seasons. Spring is on the left, summer is on the bottom, fall is on the right, and winter is at the top.



Our seasons follow the  
cycles of **Mother Earth** ...



... so that our  
children will  
always be  
reminded of the  
beauty of  
creation, and of  
our dependence  
on her.

# Pemi Pungek Mi'kma'ki

Winter

Autumn

Spring

Summer



This poster is dedicated to all Mi'kmaq Elders.

This poster is one in a series made by the Institute for Integrative Science and Health of Cape Breton University and Mi'kmaq First Nations' Elders of Cape Breton. Integrative Science brings together Indigenous and Western scientific knowledge and ways of knowing for science education.

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# Pemi Pungek Mi'kma'ki

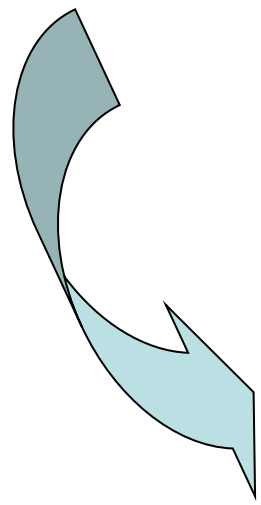
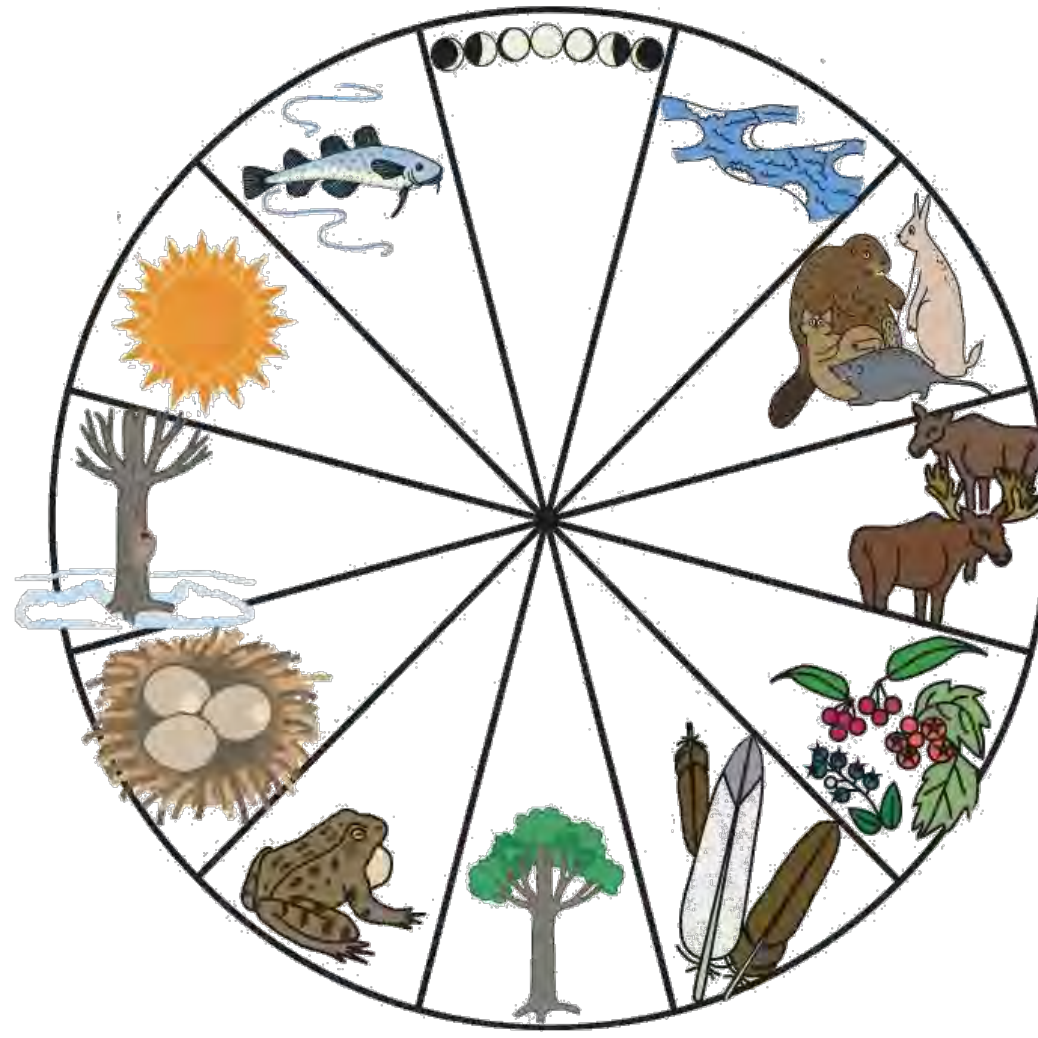


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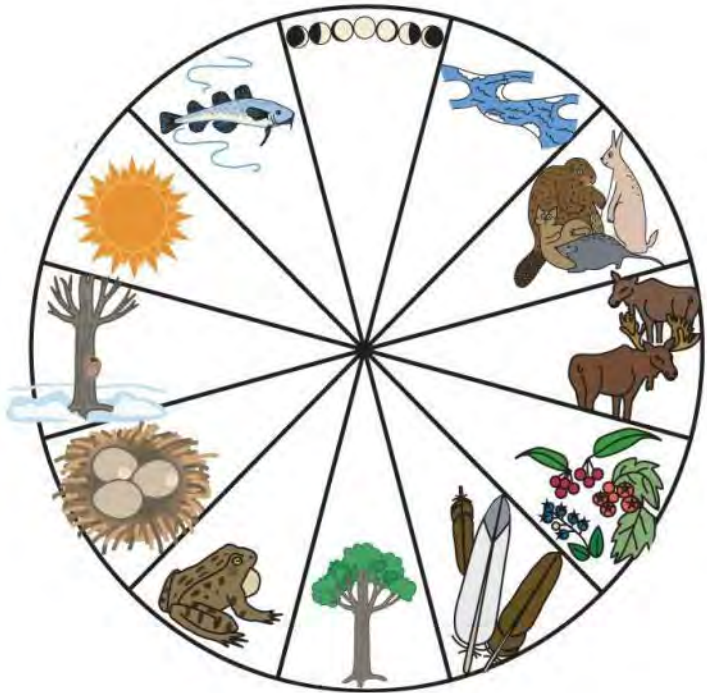
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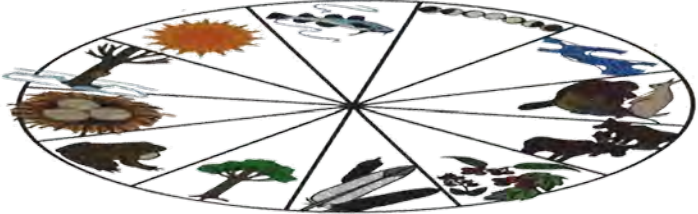


# MS+T university science courses



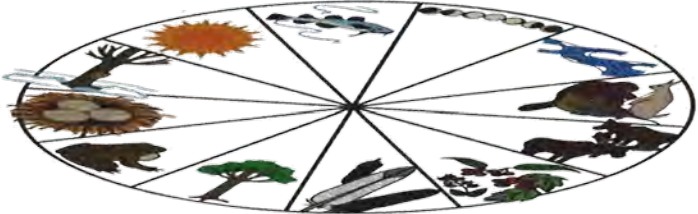
4<sup>th</sup>

401 & 403



3<sup>rd</sup>

301 & 303



1<sup>st</sup>

101 & 103

201 & 203



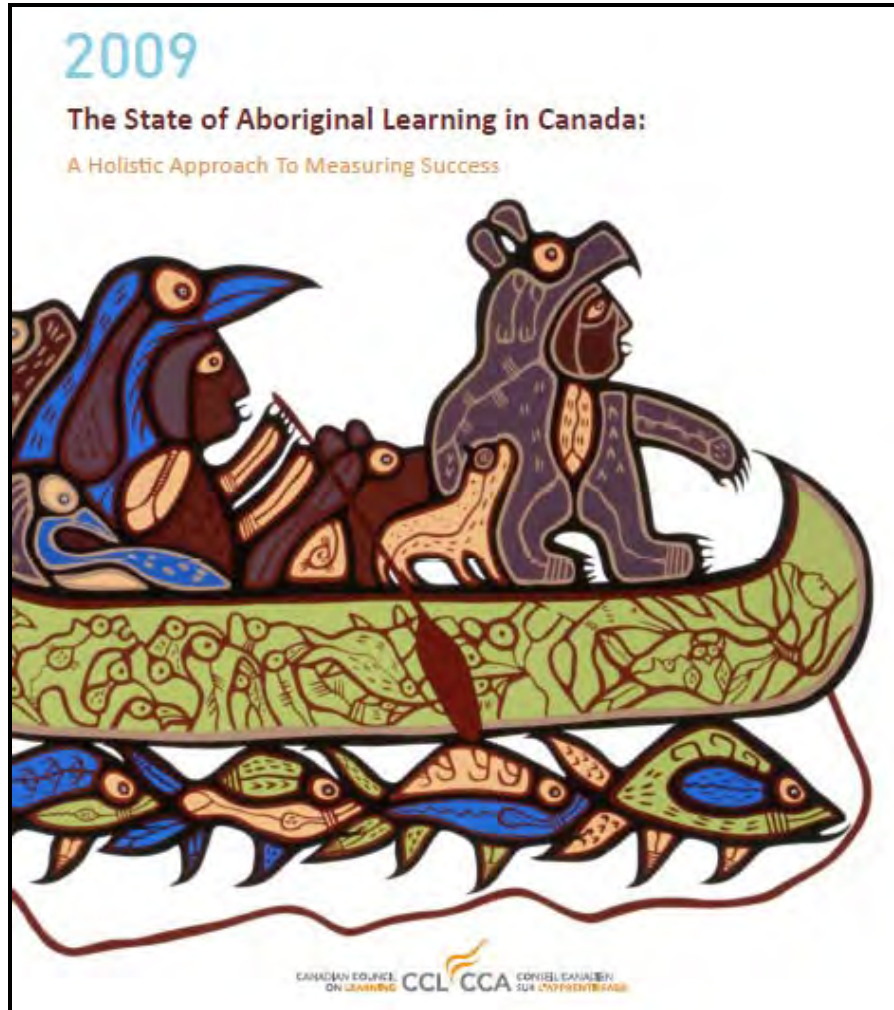
year within  
degree program



**Canadian Council on Learning**

2009 National Recognition for Integrative Science program

**CAPE BRETON UNIVERSITY**



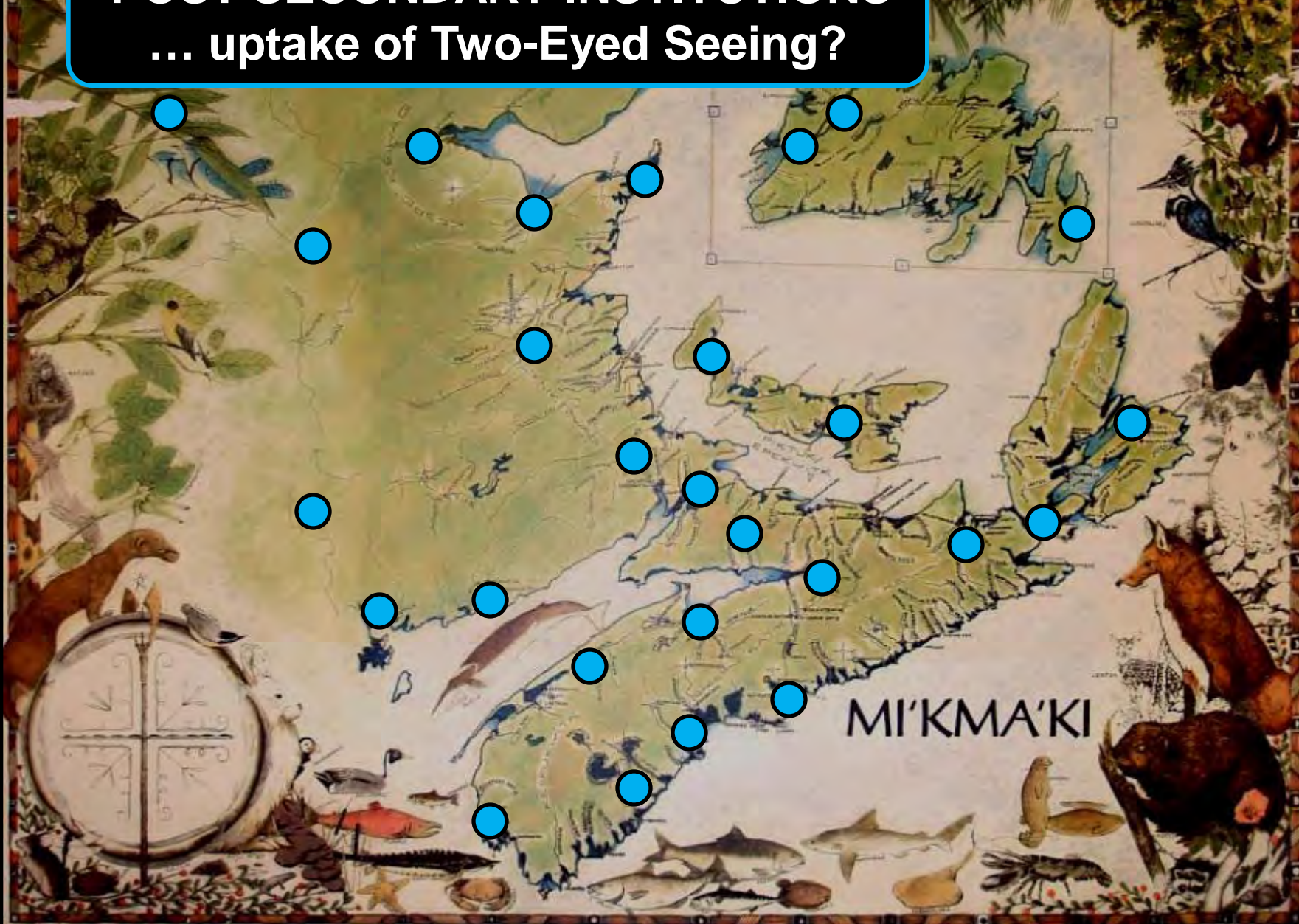
# A Holistic Approach to Measuring Success

2009 report by:

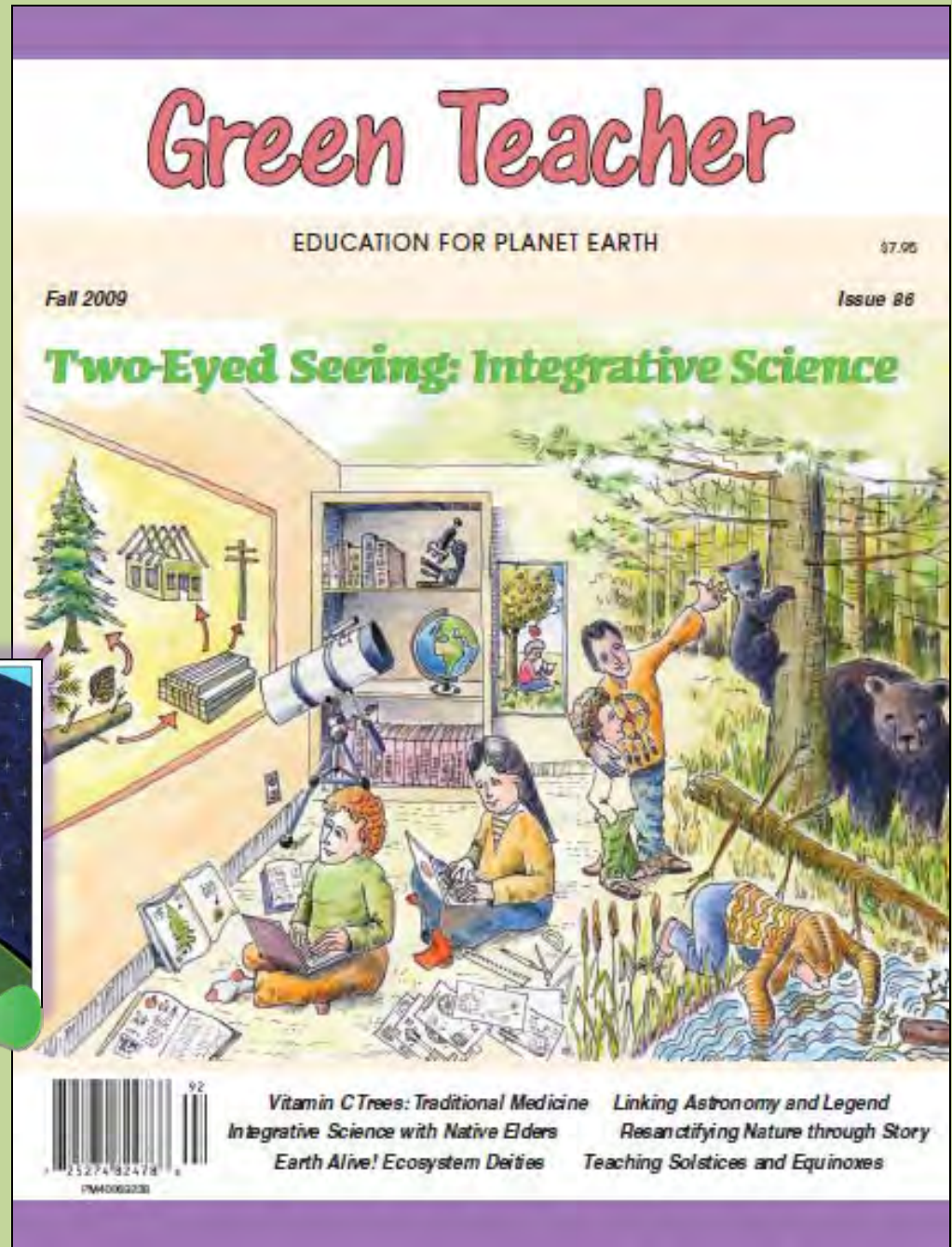
**Canadian Council on Learning**

# What is “SUCCESS”?

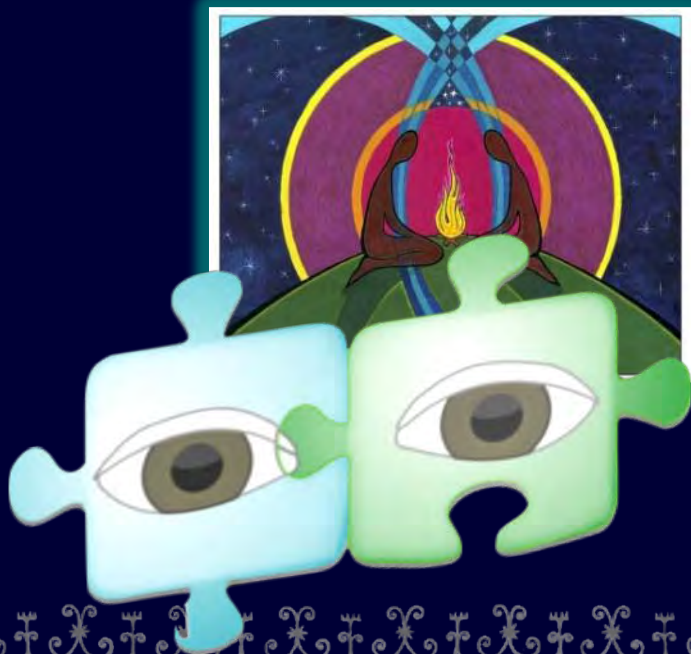
# POST-SECONDARY INSTITUTIONS ... uptake of Two-Eyed Seeing?



# Fall 2009: Five Articles



**TWO-EYED  
SEEING  
SCIENCE  
CURRICULA**



# Green Teacher

EDUCATION FOR PLANET EARTH

\$7.95

Fall 2009

Issue 86

**Two-Eyed Seeing: Integrative Science**

## Two-Eyed Seeing: A cross-cultural science journey



By Annmarie Hatcher, Cheryl Bartlett,  
Murdana Marshall and Albert Marshall

represents the coming together of Indigenous and Western sciences in a type of co-existence, a functioning of both systems side by side, as recommended by Battiste.<sup>1</sup> This bridge building began as a way to address the serious under-



# Green Teacher

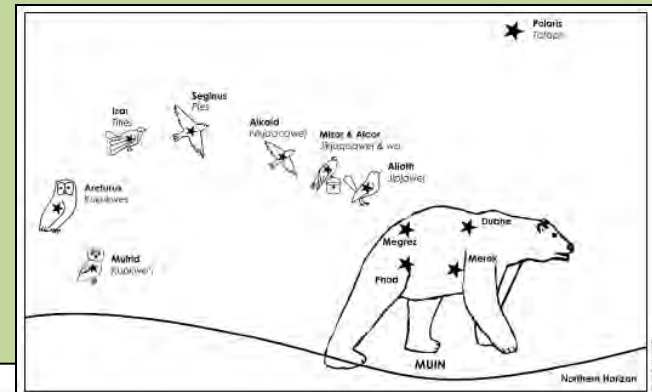
EDUCATION FOR PLANET EARTH

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Issue 86

## Two-Eyed Seeing: Integrative Science



## Traditional Legends: Meanings on many levels

*A lesson in astronomy and storytelling for high school students*

By Annamarie Hatcher, Sana Kavanagh,  
Cheryl Bartlett and Murdena Marshall

or *Kukukwe'*; and little Saw-whet Owl, or *Kupkwe'*). *Mubin's* den is what others know as Corona Borealis.



# Green Teacher

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Issue 86

**Two-Eyed Seeing: Integrative Science**

## MS+T: Transdisciplinary, cross-cultural science

*An Integrative Science unit on birds for high school students*



Ray Crone



By Annamarie Hatcher and Cheryl Bartlett

Seeing" approach of integrating Western and Aboriginal world views. The classroom mirrors the world outside the

# Green Teacher

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Issue 86

**Two-Eyed Seeing: Integrative Science**

## Traditional Medicines: How much is enough?

*An integrative science activity for senior elementary and junior high students*



Photographs: Shan Johnson



By Annamarie Hatcher and Cheryl Bartlett

resins and essential oils. However, conifer needles contain other compounds that are toxic if consumed in large quantities. These compounds can be toxic to humans and animals.

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**Two-Eyed Seeing: Integrative Science**

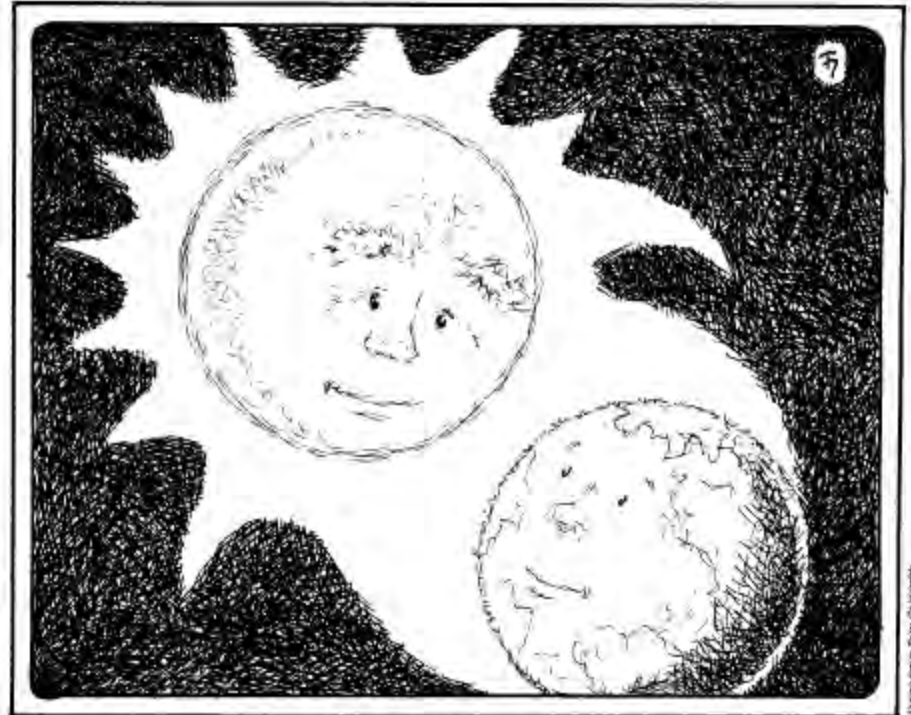


Illustration: Tom G. Smith

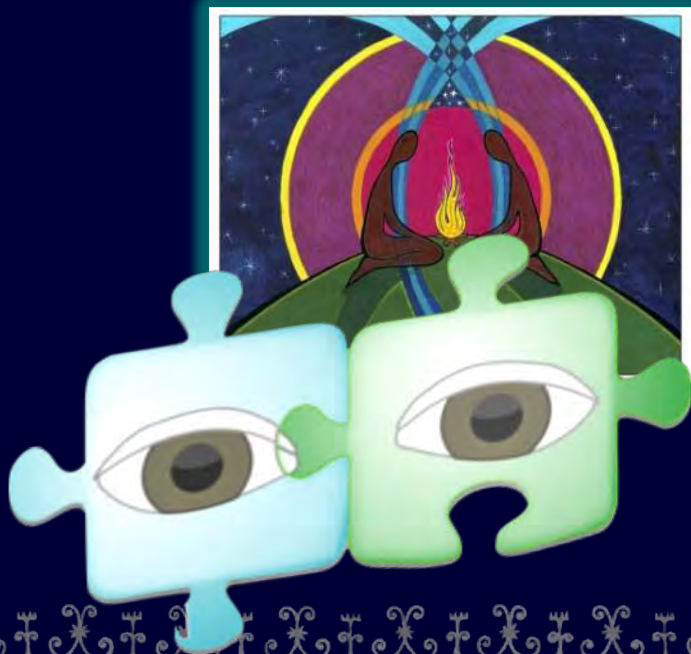
## Mother Earth, Grandfather Sun

*A "two-eyed seeing" activity that integrates Western and Aboriginal world views in teaching about solstices and equinoxes*

By Cheryl M. Bartlett

Sun — and thereby enable him to see the Earth (Mother Earth). The exercise also provides an experiential founda-

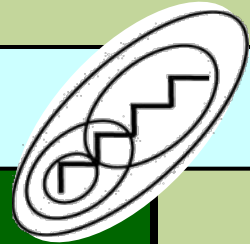
**TWO-EYED  
SEEING  
SCIENCE  
CURRICULA**



# EPISTEMOLOGIES

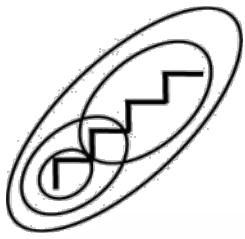


## OUR KEY CONCEPTS and ACTIONS

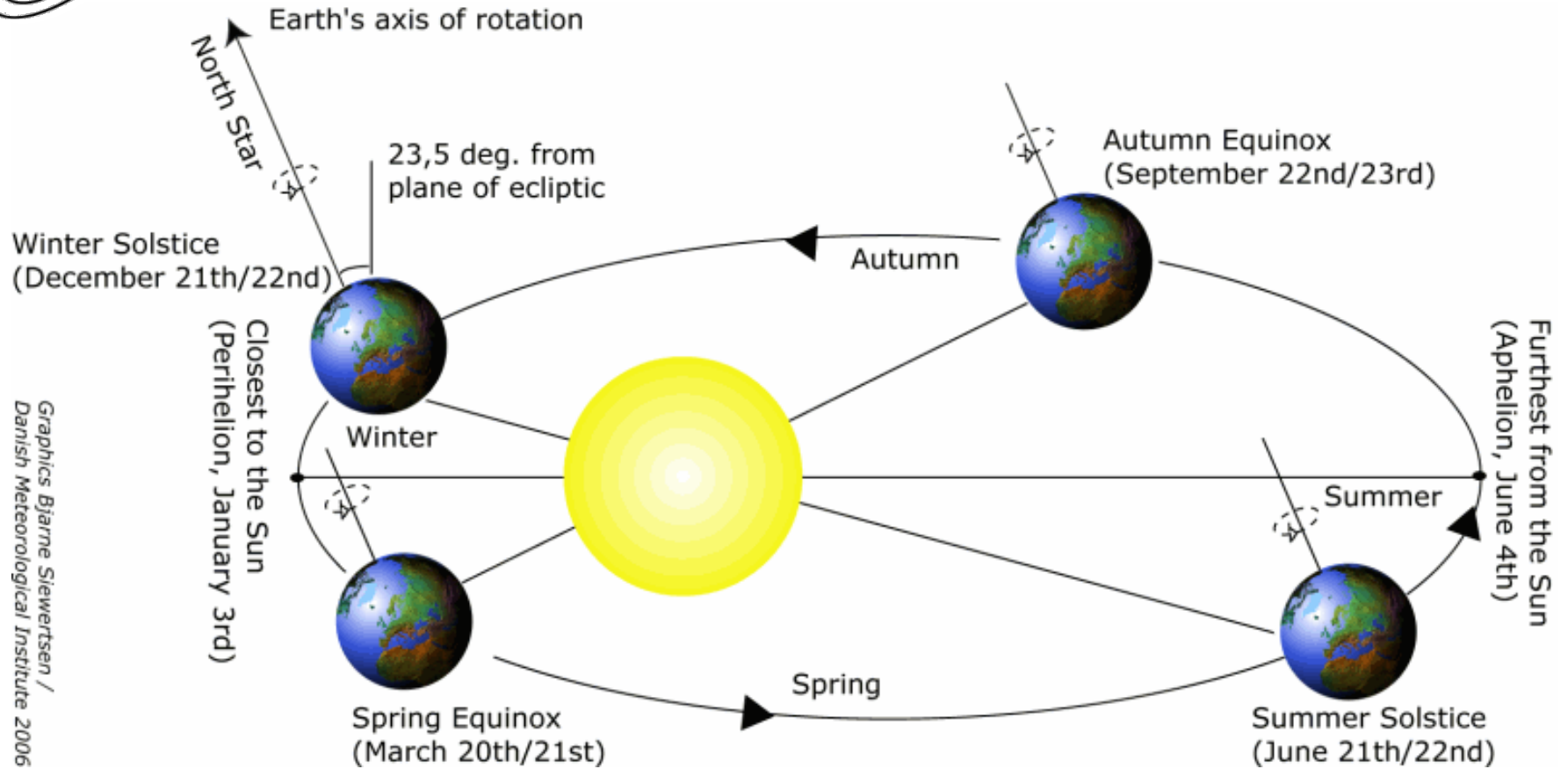


- respect
- relationship
- reverence
- reciprocity
- ritual (ceremony)
- repetition
- responsibility

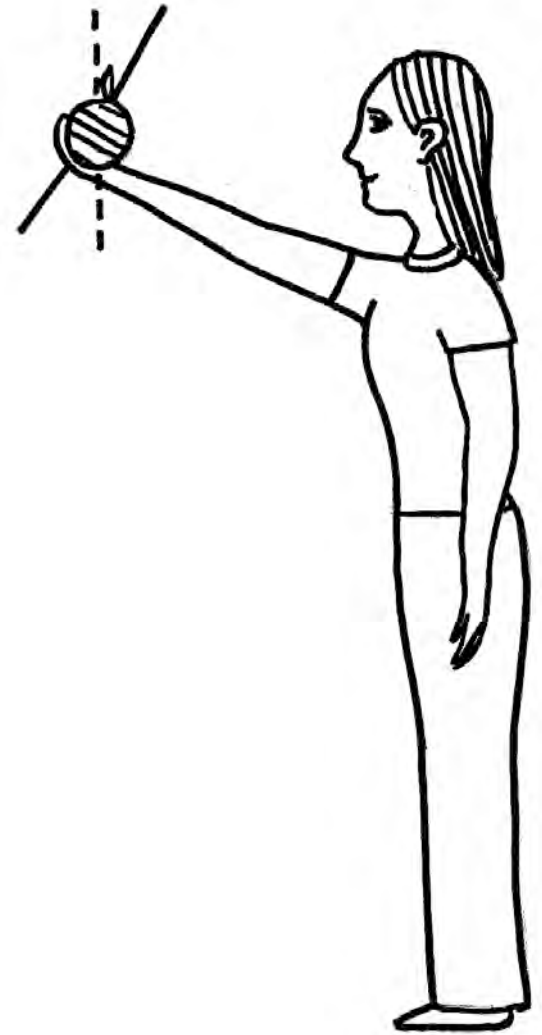
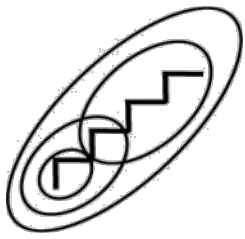
- hypothesis  
(making & testing)
- data collection
- data analysis
- model & theory  
construction

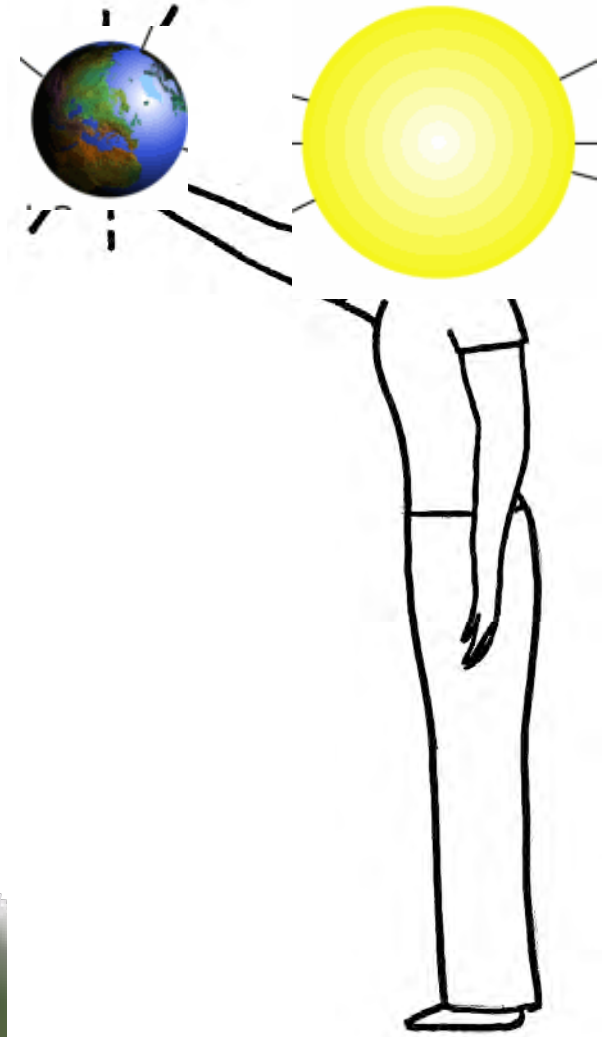
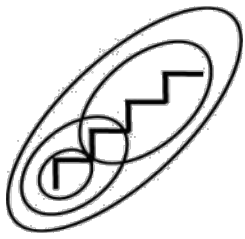


# Our seasons can be modeled ...

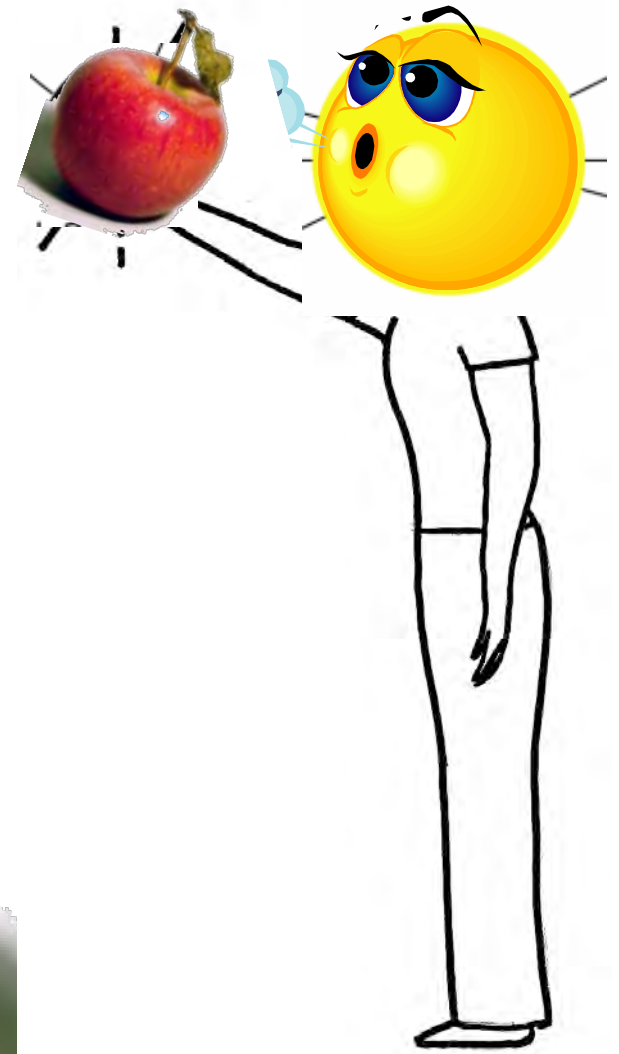
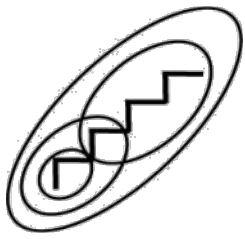


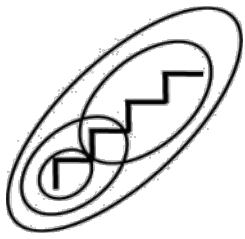
Graphics Bjarne Siewertsen /  
Danish Meteorological Institute 2006



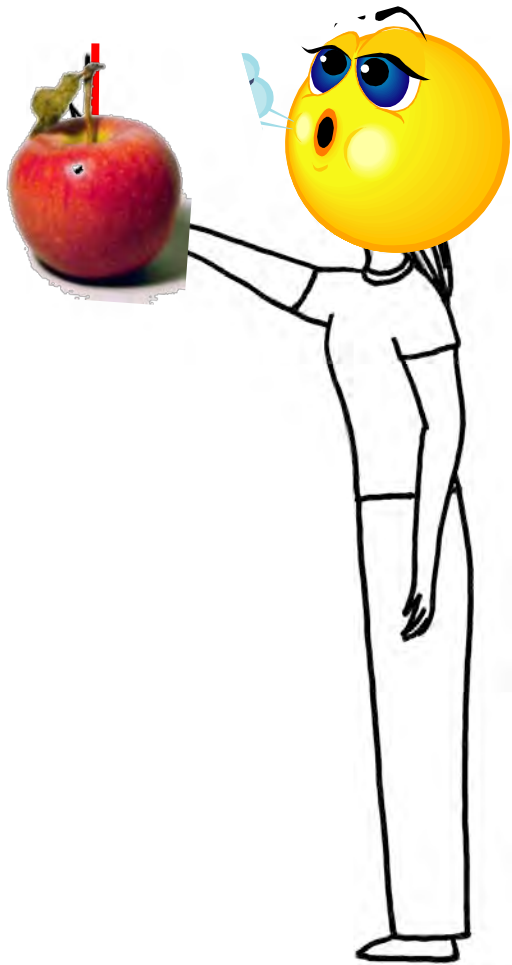




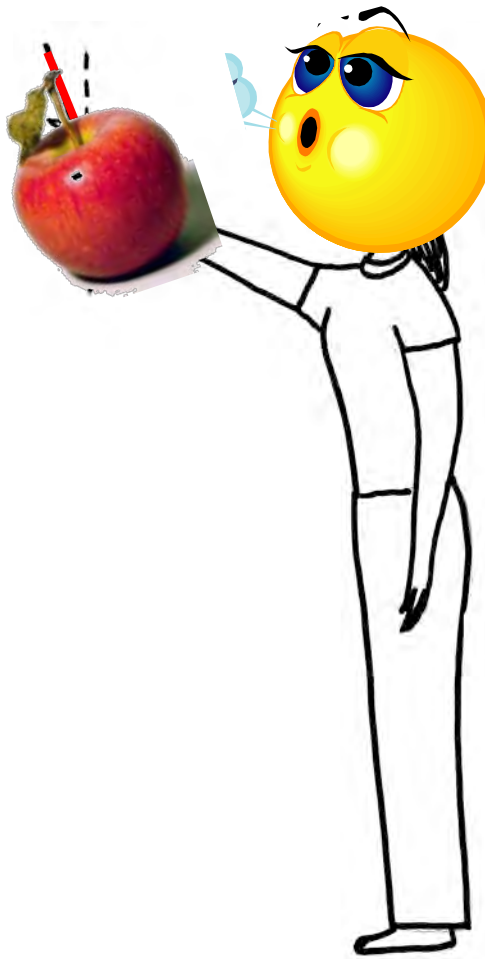




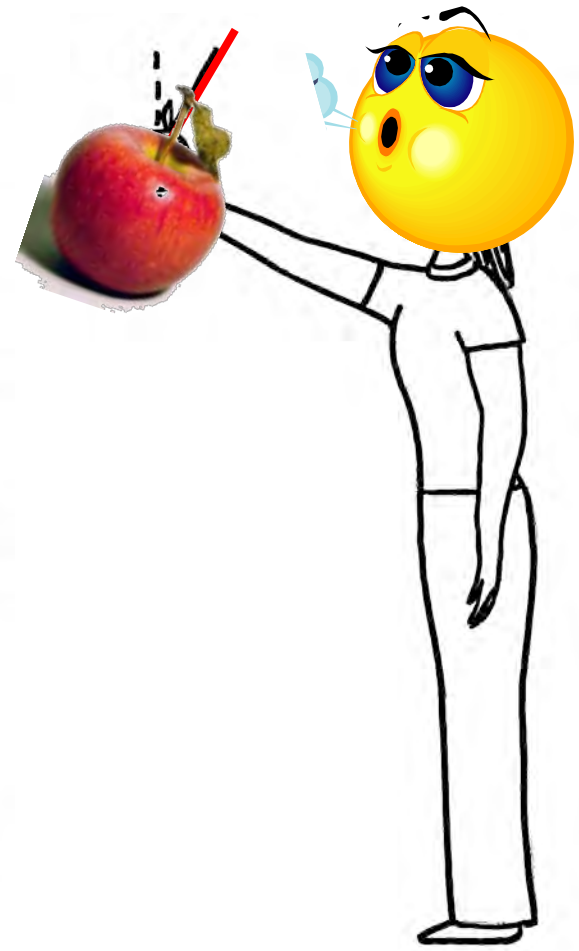
**Equinox**  
**Spring / Fall**



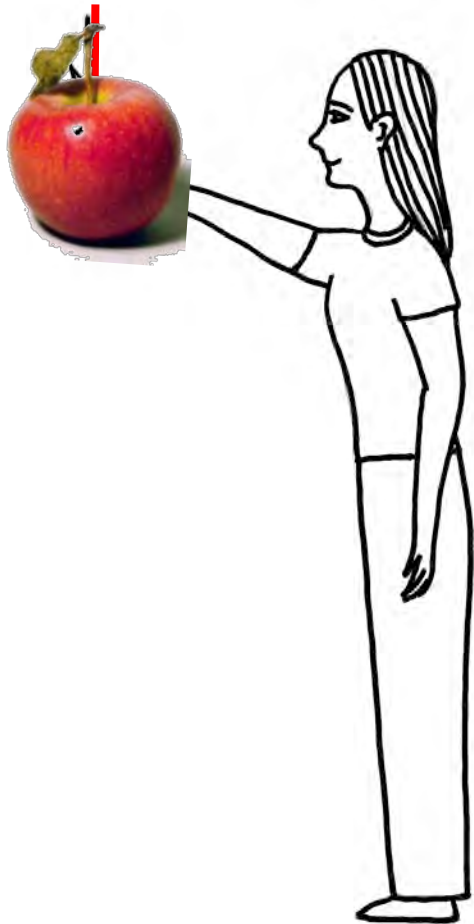
**Winter**  
**Solstice**



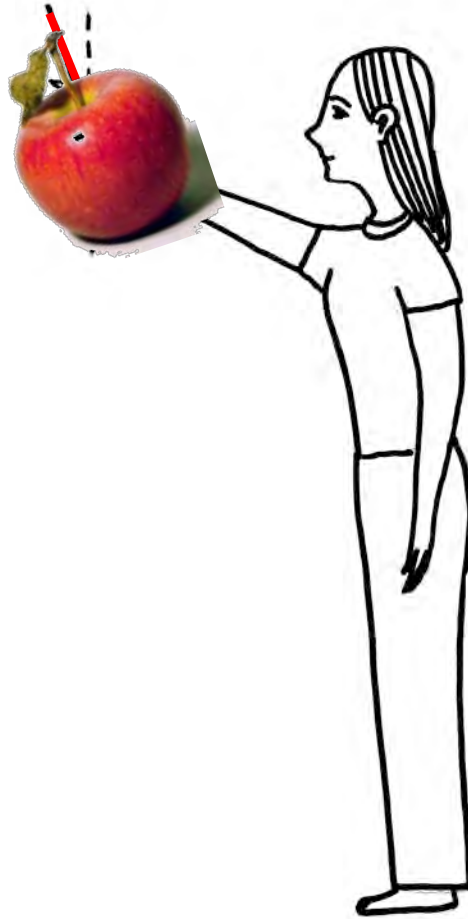
**Summer**  
**Solstice**



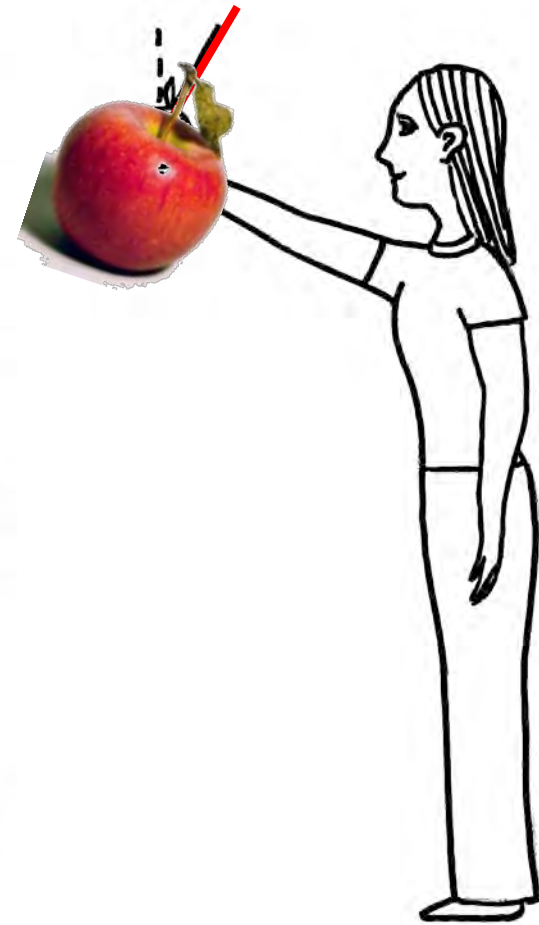
# Equinox Spring / Fall



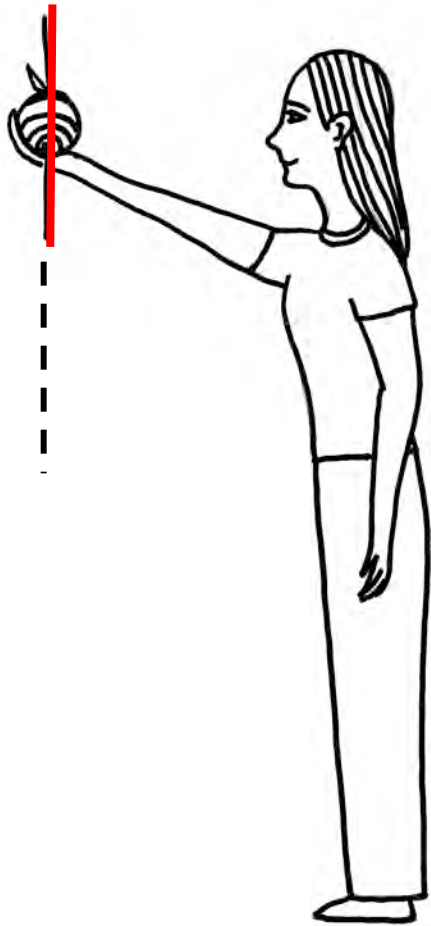
# Winter Solstice



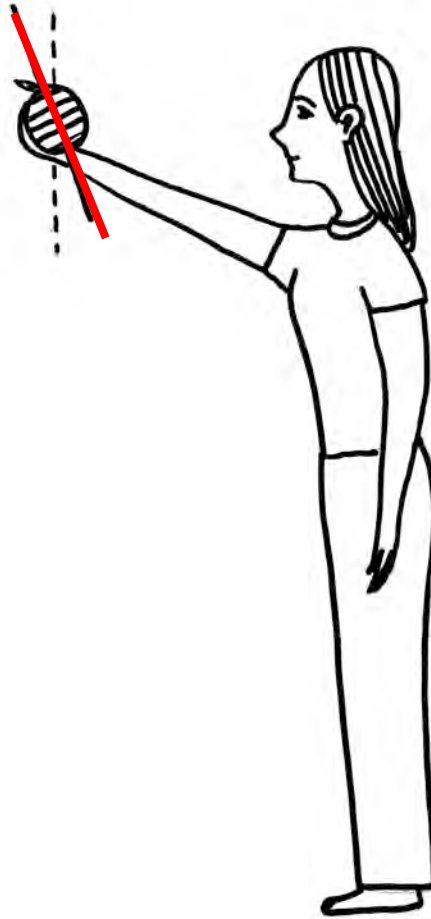
# Summer Solstice



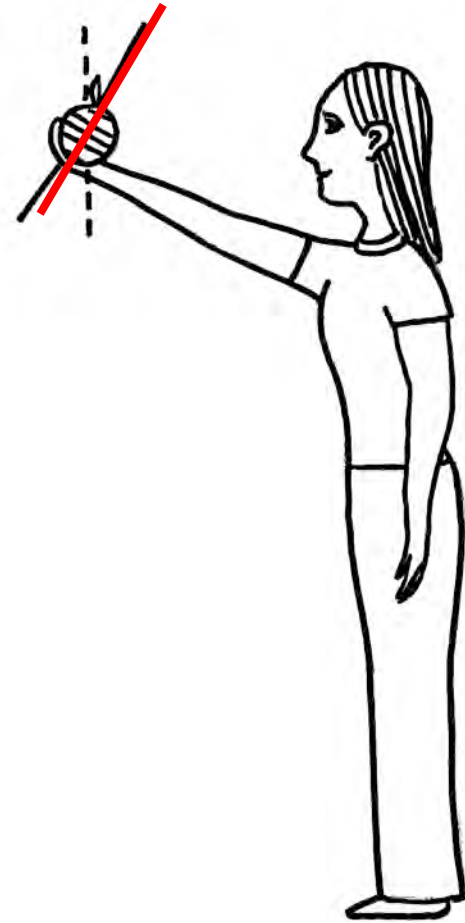
# Equinox Spring / Fall



# Winter Solstice



# Summer Solstice



**EPISTEMOLOGIES**

**OUR KEY CONCEPTS and ACTIONS**

<ul style="list-style-type: none"> <li>- respect</li> <li>- relationship</li> <li>- reverence</li> <li>- reciprocity</li> <li>- ritual (ceremony)</li> <li>- repetition</li> <li>- responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- hypothesis (making &amp; testing)</li> <li>- data collection</li> <li>- data analysis</li> <li>- model &amp; theory construction</li> </ul>
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J. Archibald, 2001, *Can. J. Nat. Ed.* 25(1) 1-5

ation  
 . from  
 ecliptic

Winter Solstice  
 (December 21th/22nd)

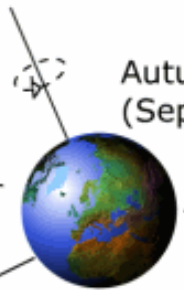
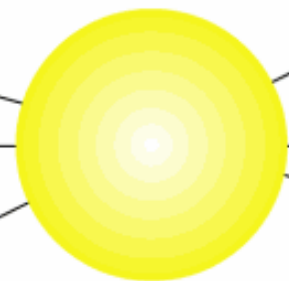
Closest to the Sun  
 (Perihelion, January 3rd)



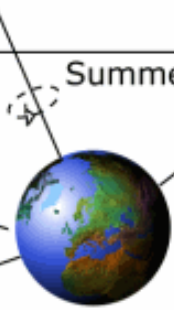
Winter



Spring Equinox  
 (March 20th/21st)



Autumn Equinox  
 (September 22nd/23rd)



Summer Solstice  
 (June 21th/22nd)

Furthest from the Sun  
 (Aphelion, June 4th)

Autumn

Spring

Summer

Graphics Bjarne Siewertsen /  
 Danish Meteorological Institute 2006

# Wela'liq Thank you





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du Canada



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Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada  
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CAPE BRETON  
UNIVERSITY

Thank you / Wela'liog

IAPH



CIHR IRSC

Canadian Institutes of  
Health Research    Instituts de recherche  
en santé du Canada



NSERC  
CRSNG

Canada Foundation  
for Innovation

Fondation canadienne  
pour l'innovation



Membertou  
Elementary



Mi'kmawey Debert



IWK Health Centre  
Foundation



Eskasoni First Nation Detachment  
Royal Canadian Mounted Police    Gendarmerie royale  
du Canada



Mi'kmaq College Institute  
Mi'kmaq Espi Kina'matno'kuom

The support of various partners  
and funding agencies  
is gratefully acknowledged.



**TENTATIVE**  
**Community Education Strategic/Operational Planning Symposium**  
**Mi'kmaw Kina'matnewey**  
**Theme: "Language and Culture"**  
**Park Place Ramada, Dartmouth**  
**March 10, 11, & 12, 2010**

**Wednesday, March 10, 2010 (DAY 1)**

- |                      |   |  |
|----------------------|---|--|
| <b>12:00-1:00</b>    | <b>Lunch</b>  |  |
| <b>1:00-1:45 p.m</b> | Opening prayer and remarks by Eleanor Bernard, Executive Director, Mi'kmaw Kina'matnewey (MK) |  |
|                      | Guest Speaker –Sr. Dorothy Moore, Education Consultant, Membertou                             |  |
|                      | Review Agenda - Outline goals and objectives for Symposium- John J. Paul                      |  |
| <b>1:45-2:15</b>     | <b>Session Number One</b>   |  |
|                      | Highlights of MK's 2009-2010 Strategic/Operational Plan                                       |  |
| <b>2:15-4:00</b>     | <b>Session Number Two</b>   |  |
|                      | Highlights of Individual Community Operations 2009-2010 (10 minutes- see template)            |  |
| <b>4:00-4:30</b>     | Discussions on Presentations (questions, comments, suggestions etc.)                          |  |
| <b>5:30</b>          | <b>Buffet Dinner</b>  |  |

**Thursday, March 11, 2011 (DAY 2)**

- |                       |                  |  |
|-----------------------|------------------|--|
| <b>7:00-9:00 a.m.</b> | Full Breakfast   |  |
| 9:00-9:15             | Welcome to Day 2 | <b>John Jerome Paul</b>  |
| <b>9:15-10:00</b>     | Session Number 3 | <b>Two-Eyed Seeing</b><br><b>Albert Marshall/Cheryl Bartlett</b>               |
| <b>10:15-11:00</b>    | Session Number 4 | <b>Mi'kmaw Language and Technology</b><br><b>George Marshall/Chris Andrews</b> |

<b>11:15-11:30</b>	<b>Tea/Coffee Break</b>	
<b>11:30-12:15</b>	Session Number 5	<b>Bluenose Marathon Tex Marshall/Kerrie Copeland</b>
<b>12:15-1:00</b>	<b>Lunch</b>	
<b>1:00-1:45</b>	Session Number 6	<b>Mi'kmaw Immersion Jane Meader</b>
<hr/>		
<b>1:45-2:45</b>	Community Breakout Sessions	
<b>2:45-3:00</b>	Break	
<b>3:00-3:30</b>	Continuation of Breakout Sessions/Wrap up for the day	
<b>5:00</b>	<b>Dinner/Waltes/Games</b>	
<b>8:00</b>	Social/Entertainment- Music by Darren Stevens	

**Friday, March 12, 2010 (DAY 3)**

<b>7:00-9:00 a.m.</b>	<b>Buffet Breakfast</b>
<b>9:00-10:30</b>	<b>Community Breakout Sessions</b> Community Operational Plan 2010-2011
<b>10:30-11:45</b>	<b>MK Operation Planning Session 2010-2011</b>
<b>11:45</b>	<b>Closing remarks and prayer</b> Eleanor Bernard

**Strategic Planning**

Strategic Planning has been a major focus of attention. A blueprint of goals and objectives is critical to effective operation. There are many critical junctures expected to be faced in First Nation educational initiatives...

The process of planning must also involve each community looking at its goals, objectives, governance, and resources. Mi'kmaw Kina'matnewey is available to assist communities by holding information sessions or facilitating planning sessions. This year Molly Den Heyer and a group of MBA students have been retained to be facilitators for the communities.

This process will provide facilitation and feedback mechanisms to help the communities and MK to develop/update their five year strategic plans and develop new updated operational plans. These mechanisms include: planning and facilitation of meetings; advisement with regard to program management; and involvement with the written reports.

The project is designed so that the content is driven by MK and member communities. Second, the process helps to build long-term capacity within MK. and its member communities. Lastly this joint planning session develops a communal relationship among MK member communities in addressing issues in Mi'kmaw Education.