

Atlantic Aboriginal Economic Development
Integrated Research Program (AAEDIRP);
Atlantic Policy Congress Of First Nation Chiefs Secretariat



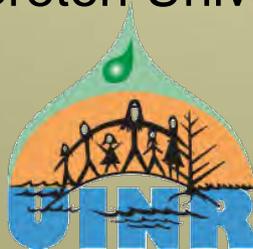
**LIFE LONG LEARNING - FROM YOUTH TO ELDER:
CONFERENCE ON ABORIGINAL EDUCATION
MARCH 23 - 25, 2009, FREDERICTON, NB**

Integrative Science & Two-Eyed Seeing: Life Long Learning – from Youth to Elder

Albert Marshall¹ and Cheryl Bartlett²

¹ Eskasoni Mi'kmaq First Nation, NS, Canada

² Cape Breton University, Sydney, NS, Canada



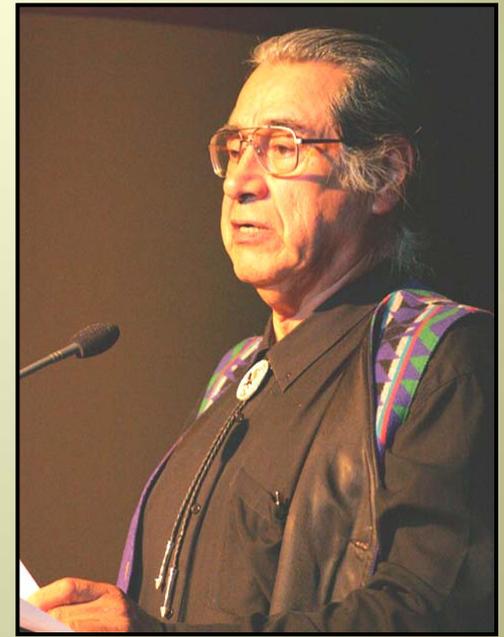
ABSTRACT: Integrative Science & Two-Eyed Seeing: Life Long Learning – from Youth to Elder (A. Marshall and C. Bartlett)

“Integrative Science” is defined as “bringing together Indigenous and Western scientific knowledges and ways of knowing”. It was created at Cape Breton University in Sydney, Nova Scotia, in the mid-1990s. It tries to be the radical innovation that key Mi’kmaq First Nation individuals suggested would be required to begin to address the shocking under-participation by Aboriginal young people in university science programs and thus also in careers that require such education. The presentation will discuss challenges that 15 years of experience have shown Integrative Science can pose both inside and outside the educational mainstream. “Two-Eyed Seeing” is an important guiding principle in helping to address these challenges. It encourages that we learn to see from our one eye with the best in (or strengths of) the Indigenous sciences and from our other eye with the best in (or strengths of) the Western sciences ... and more: that we learn to use these two eyes together, for the benefit of all. Abilities for “Two-Eyed Seeing” need to be nurtured throughout a person’s life long learning journey; they also need to be encouraged starting very early in the formal educational years.



**Cheryl Bartlett,
Professor, CBU**

**Albert Marshall,
Elder, Eskasoni**



our THANKS to many Elders & many others



<http://www.science.ualberta.ca/>
Murdena Marshall

Chief Charlie
Dennis



Jane Meader



Lillian
Marshall



Lawrence
Wells



Sister
Dorothy
Moore

our THANKS to CBU's Mi'kmaq Science Students





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

Thank you / Wela'liog

Mi'kmaq Elders



CIHR IRSC

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



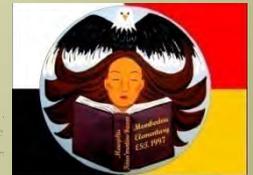
**NSERC
CRSNG**

Canada Foundation
for Innovation

Fondation canadienne
pour l'innovation



Mi'kma'wey Debert



Membertou
Elementary



**IWK Health Centre
Foundation**



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.

PRESENTATION

Integrative Science and Two-Eyed Seeing

- **CHALLENGES re RADICAL INNOVATION in EDUCATION**
- **INTEGRATIVE SCIENCE: a vision and why**
- **TWO-EYED SEEING: a Journey of Life Long Learning**
- **INTEGRATIVE SCIENCE: the program**
 - **SUPPORTING RESEARCH** (includes Two-Eyed Seeing)
 - **PROGRAM STRUCTURE and OUTCOMES**
 - **FIT with Aboriginal Learning Knowledge Centre (CCL)**
 - **HOW radically innovate in university environment**
- **CHALLENGES: ongoing and new**

Challenges (reflections on 15+ years)

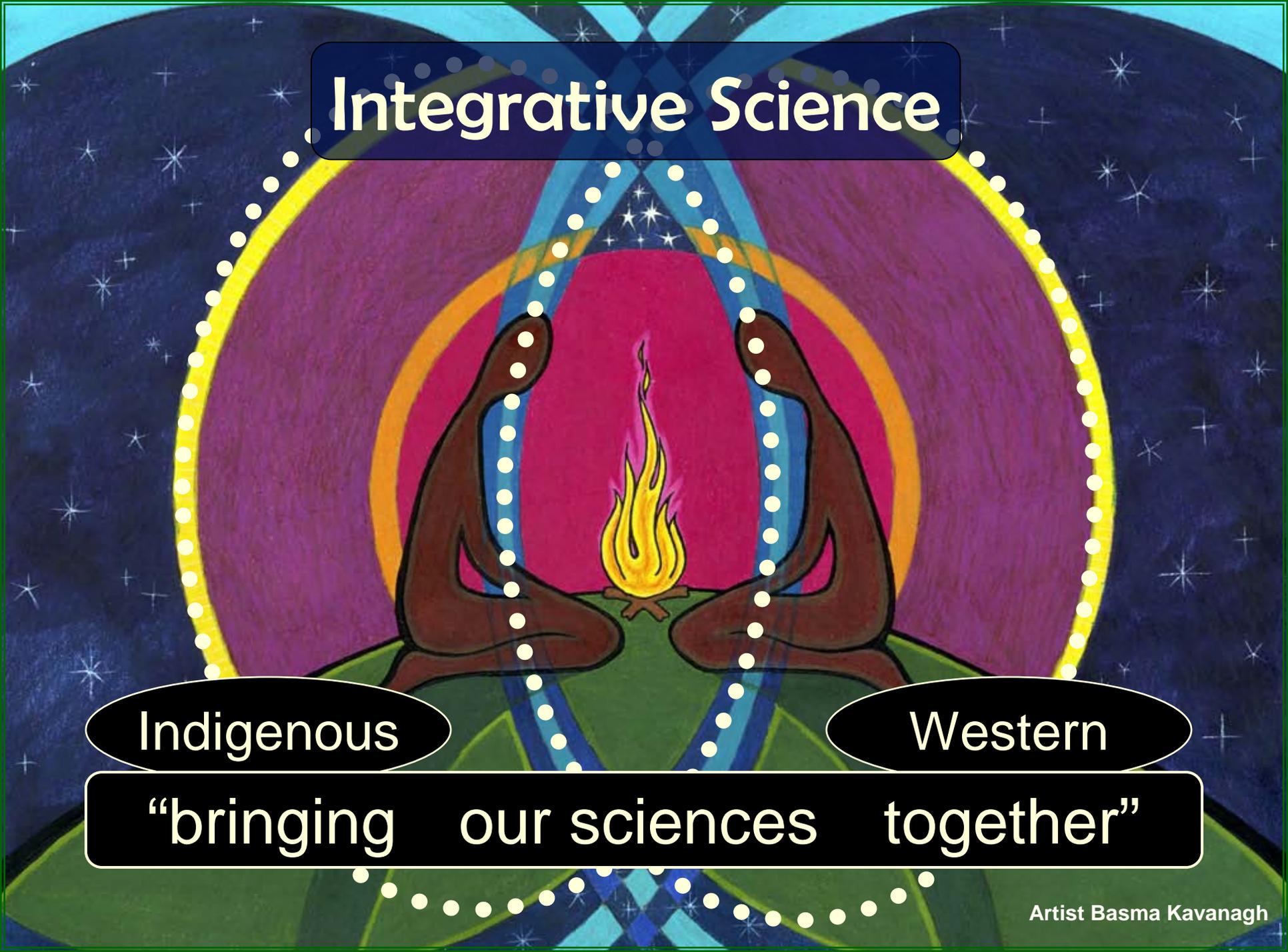
- conceptual (science?)
- political (systemic racism? +?)
- jurisdictional (whose program?)
- structural (what kind of program?)
- financial (resources?)
- instructional (who can / should?)
- physical (where?)
- pedagogical (how?)
- recruitment (who and how?)
- audience (why and whose needs?)
- pragmatic (students' lives?)
- **definitional (what is “success”?)**
- pragmatic (graduates do what?)
- capacity development (how nurture & make sustainable?)





Artist Basma Kavanagh

Integrative Science



Indigenous

Western

“bringing our sciences together”

Integrative Science



our sciences
our stories
our worldviews

Indigenous

Western

“bringing our knowledges together”

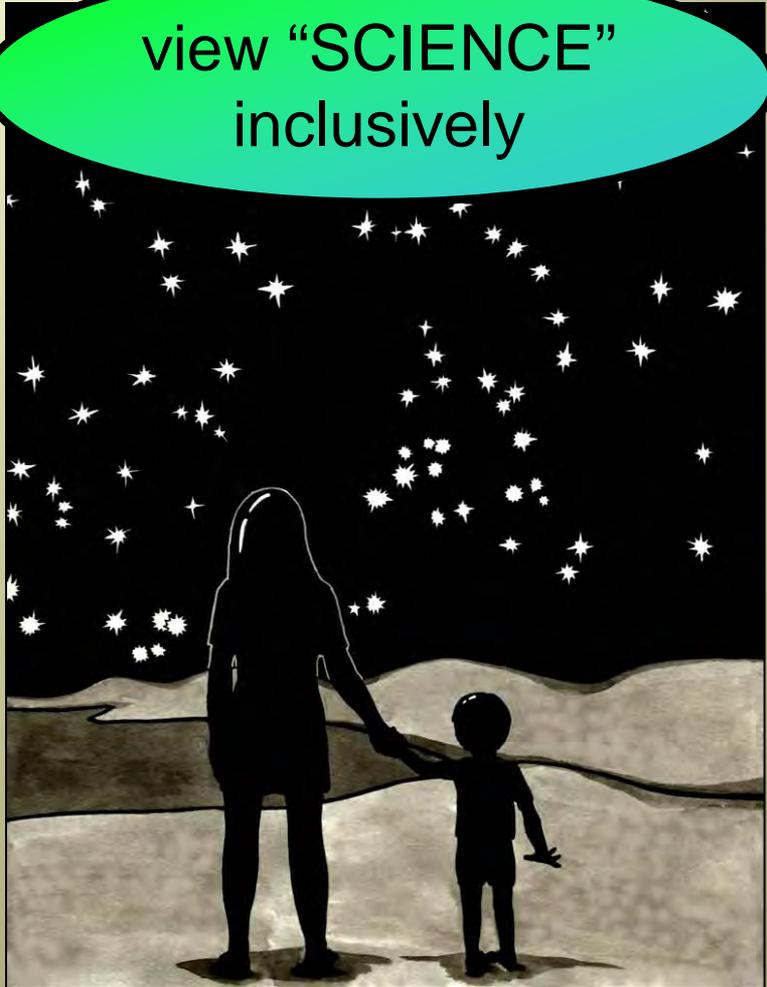


Indigenous and Western scientific knowledges are based in observations of the natural world.



Science?

view "SCIENCE" inclusively



Artist Basma Kavanagh



Indigenous and Western scientific knowledges are based in observations of the natural world.

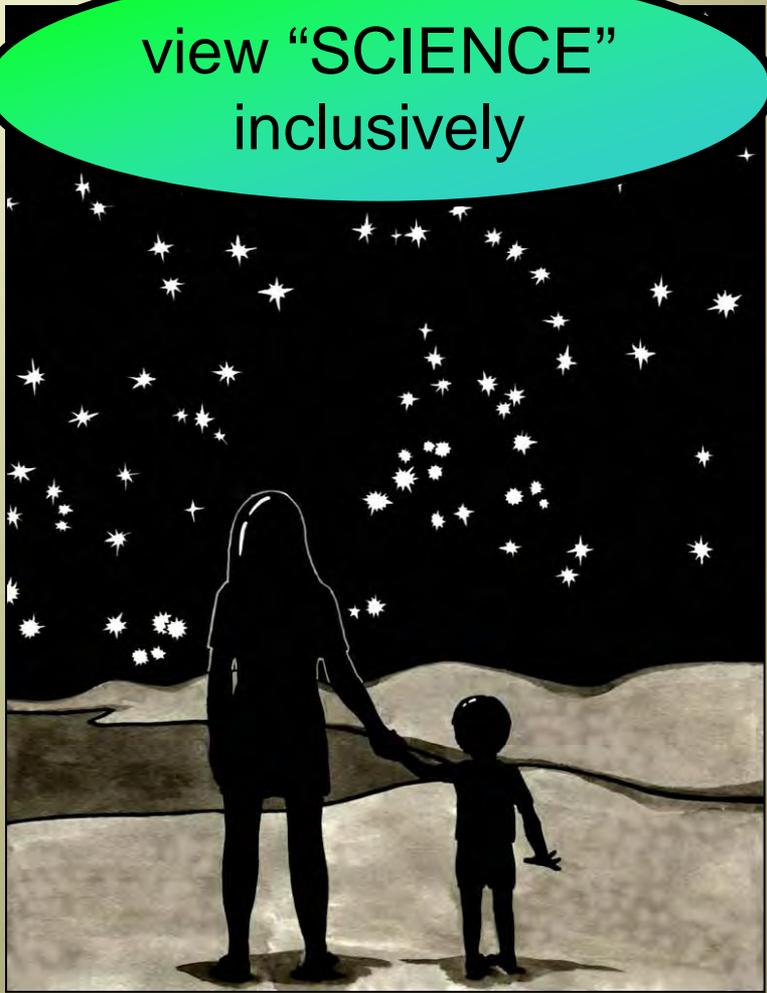


“stories of our interactions with and within nature”

pattern smarts

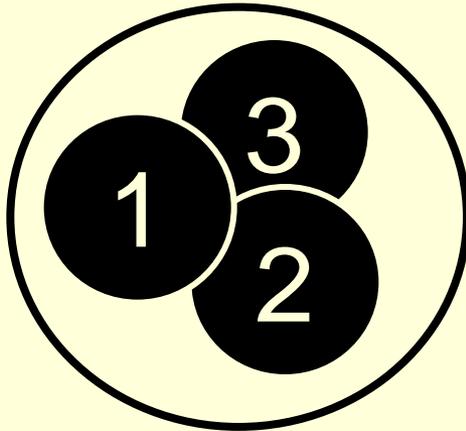
Science is dynamic,
pattern-based knowledge.

view “SCIENCE” inclusively



Artist Basma Kavanagh

15+ years ago we started a Co-Learning Journey. WHY?



reasons

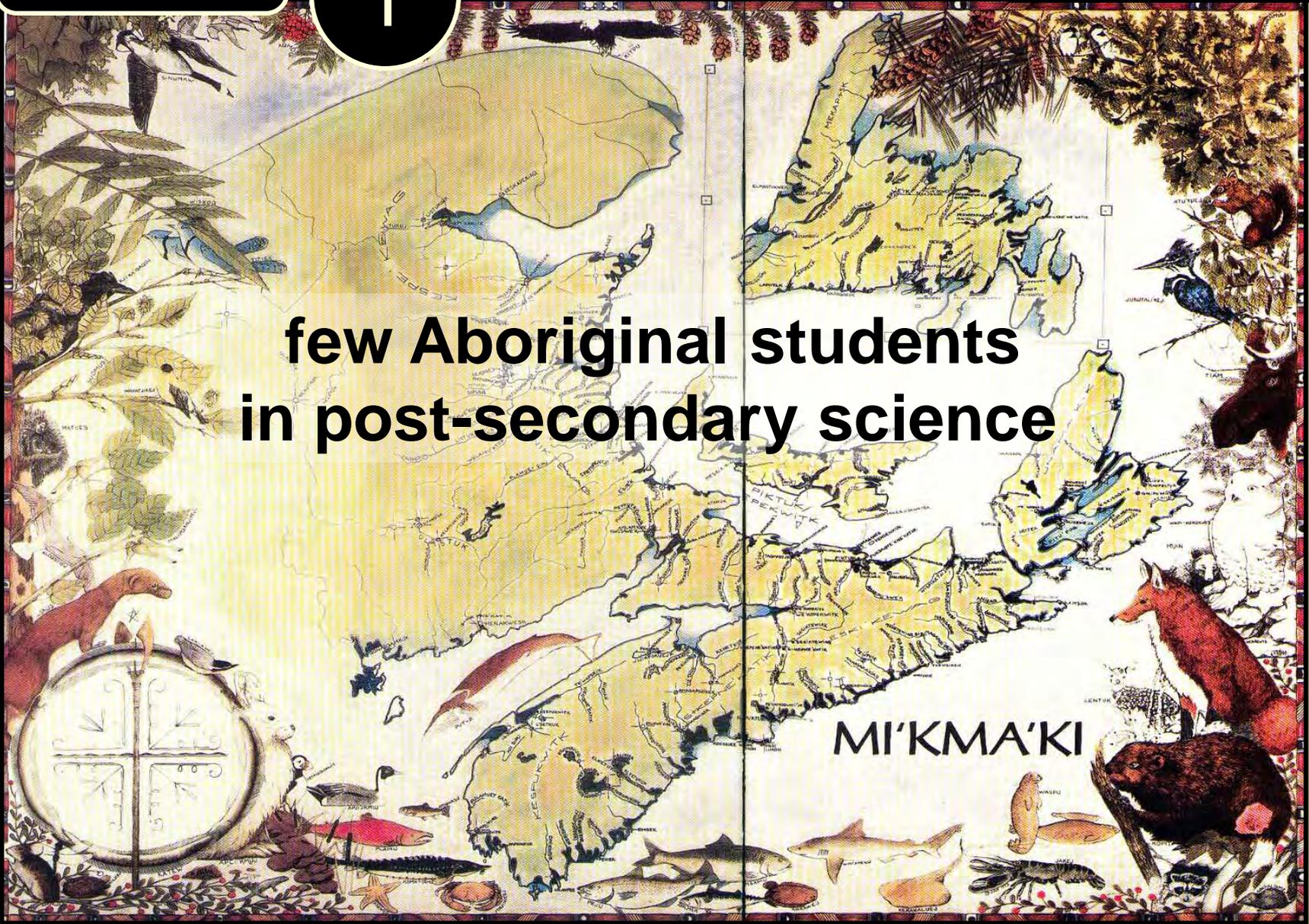


Why?

1

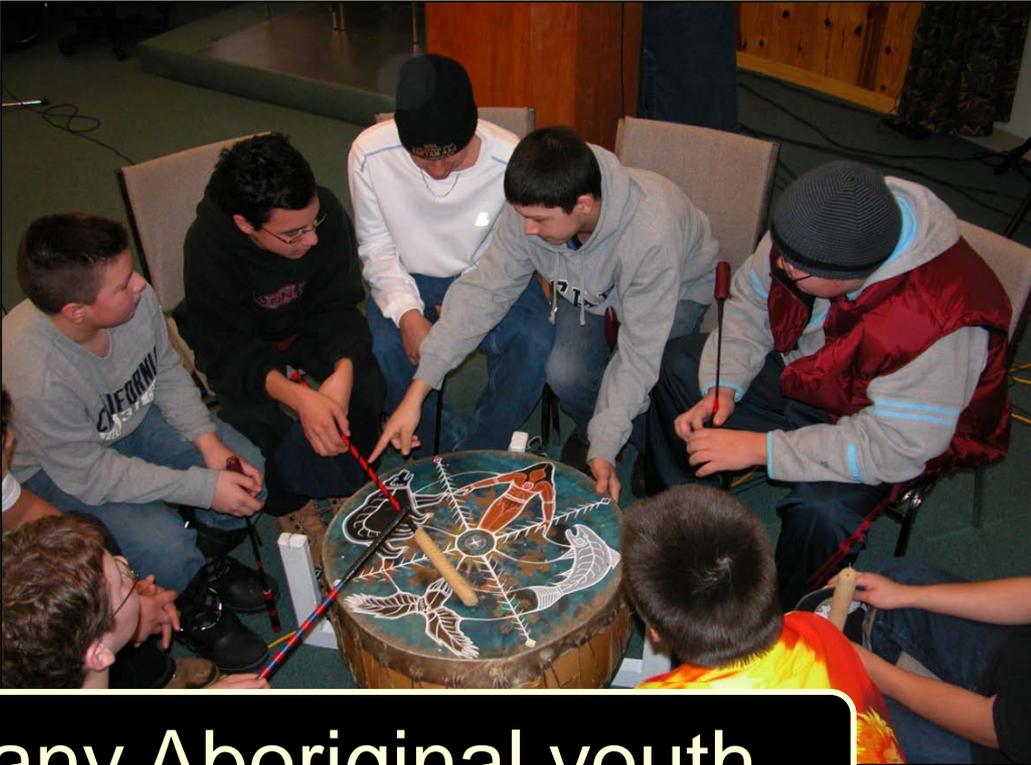
Native Council of Nova Scotia
Mi'kmaq Language Program
Artist: Michael J. Martin

**few Aboriginal students
in post-secondary science**



Why?

2



many Aboriginal youth



Why?

2

Because today ...

**Mi'kmaq and other Aboriginal youth
are poised on the edge of two worlds.**

Indigenous

Western



Why?

2

Because today ...

Mi'kmaq and other Aboriginal youth are losing their cultural connections.

Indigenous

**Cognitive imperialism.
Colonization of
the consciousness.
Genocide.**

Western



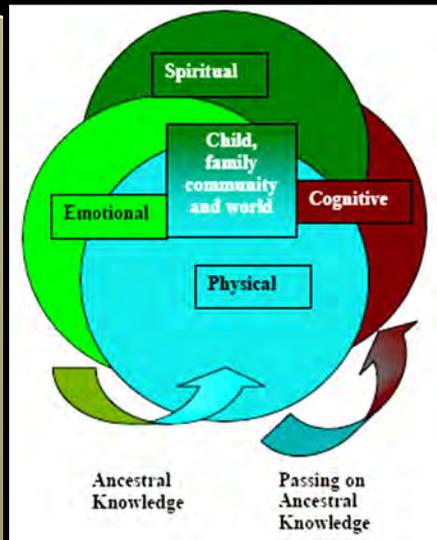
Why?

2

Because ...

health (individuals & communities) and transmission of
Traditional Knowledge are strongly related
(source: Elders & others)

Indigenous



Western



model & visual from: CINDY BLACKSTOCK

<http://www.win-hec.org/docs/pdfs/cindy.pdf> (WIN-HEC Journal 2007)

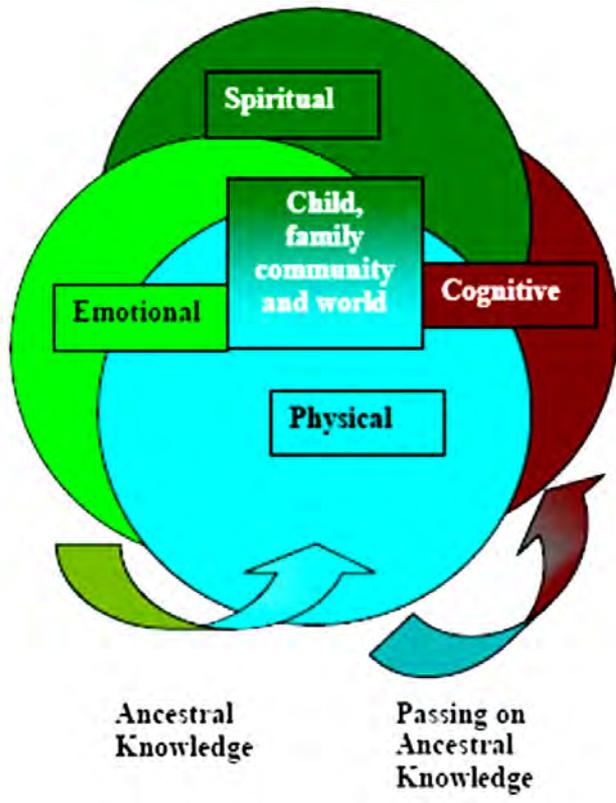
Why?

2

Because ...

health (individuals & communities) and transmission of
Traditional Knowledge are strongly related

(source: Elders & others)



Western

model & visual from: CINDY BLACKSTOCK

<http://www.win-hec.org/docs/pdfs/cindy.pdf> (WIN-HEC Journal 2007)

Why?

3

Indigenous

Western

The central dilemma of science education today is the teaching of science from only one cultural perspective, and in an incomplete and non-connected manner.

Gregory Cajete, PhD
Native American Scientist & Educator, Univ. of New Mexico

starting in the mid 1990's
**15+ years: where our
Co-Learning Journey
has been**



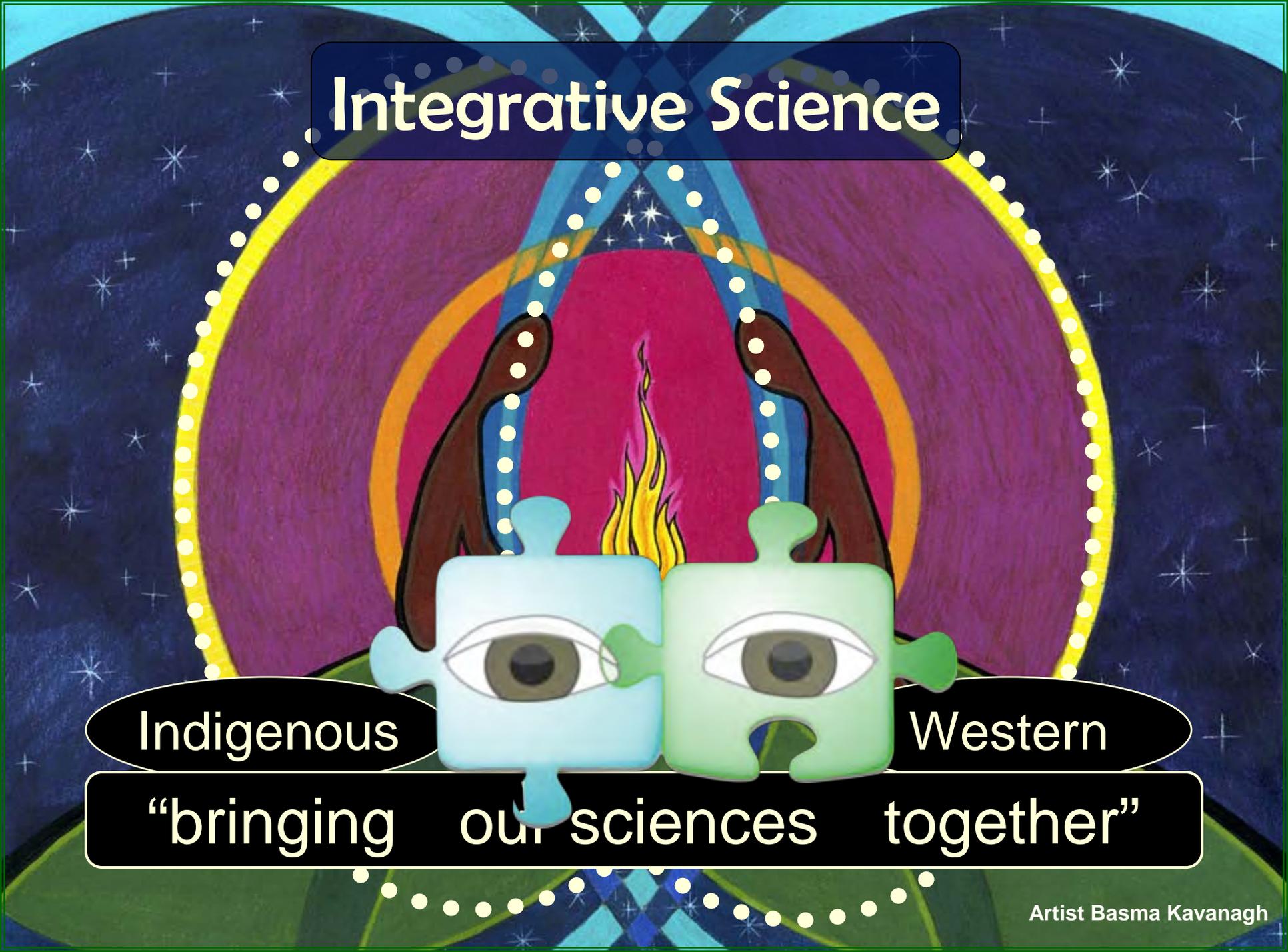
Integrative Science

**bringing together Indigenous and Western
scientific knowledges and ways of knowing**

Indigenous

Western

Integrative Science



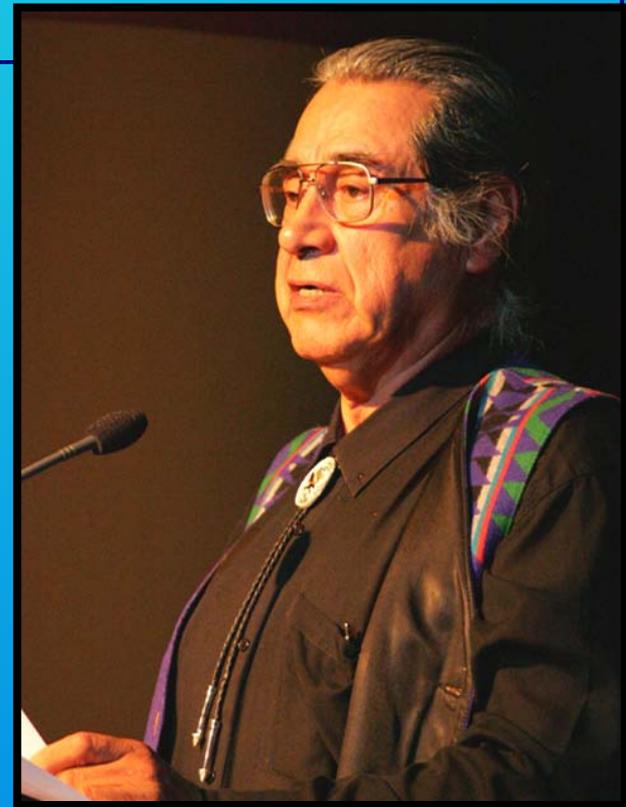
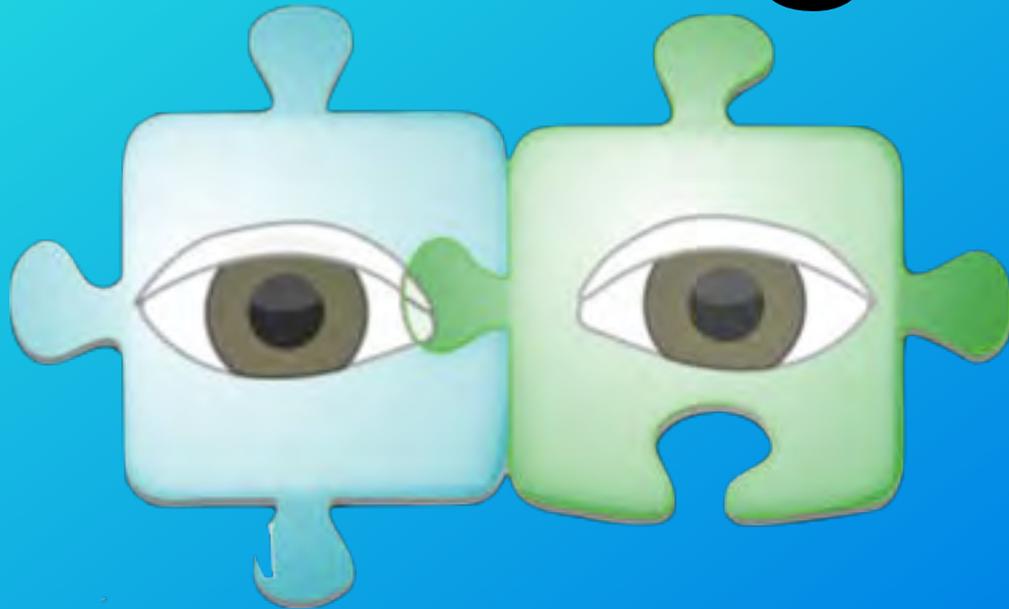
Indigenous

Western

“bringing our sciences together”

**CO-LEARNING & LIFE LONG LEARNING:
VIEWS FROM AN ELDER**

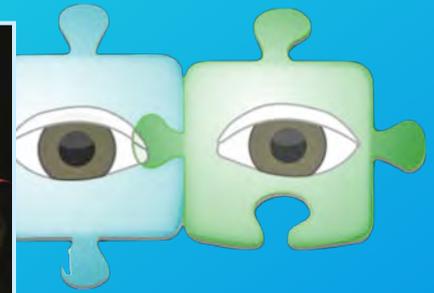
Two-Eyed *Seeing*



**Elder Albert Marshall
Eskasoni community, NS
Mi'kmaq Nation**

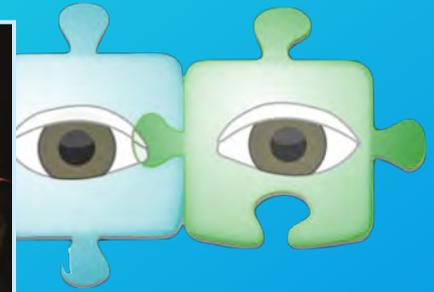
A Guiding Principle

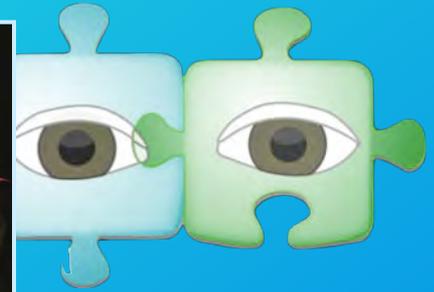
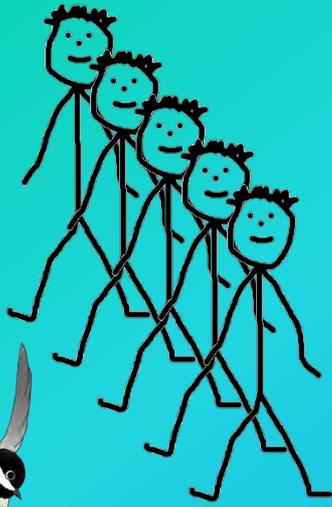
“LEARN ... to see from one eye with the best in our Indigenous ways of knowing, and from the other eye with the best in the Western (or mainstream) ways of knowing ... and to use both these eyes together, for the benefit of all.”



**Two-Eyed Seeing
teaches you awaken
the spirit within you.**

**You become
a student of life ...
and you become
observant of the
natural world ...
and realize we
humans are part
and parcel of the
whole.**





Two-Eyed Seeing teaches that everything is physical and spiritual.

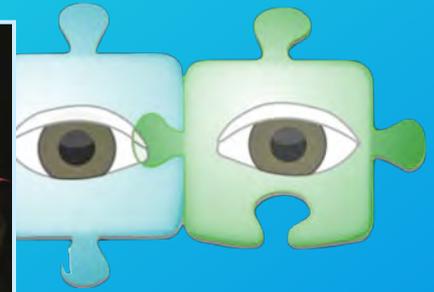
It teaches about our interconnectiveness with the natural world ... and about our responsibilities for the next Seven Generations.



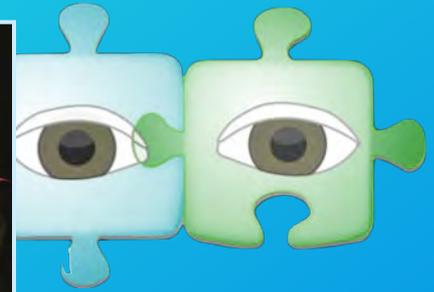
**Our language teaches us
about interdependence.**

Nature has rights.

Humans have responsibilities.



**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.**

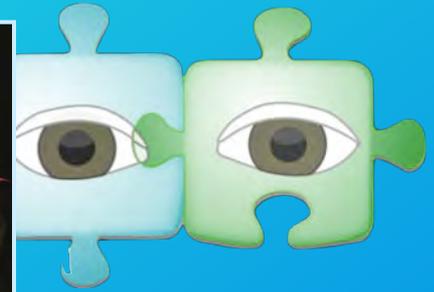


Artist Basma Kavanagh

Humans are a very small part of the whole.

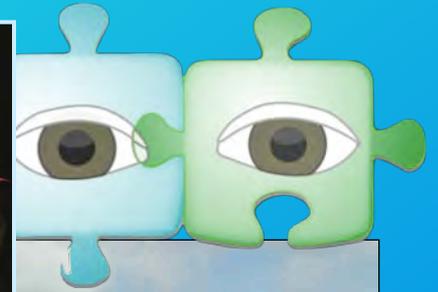
Our biggest responsibility has to be to speak for those species that cannot speak for themselves.

Our natural world provides for us, shelters us, nourishes us.

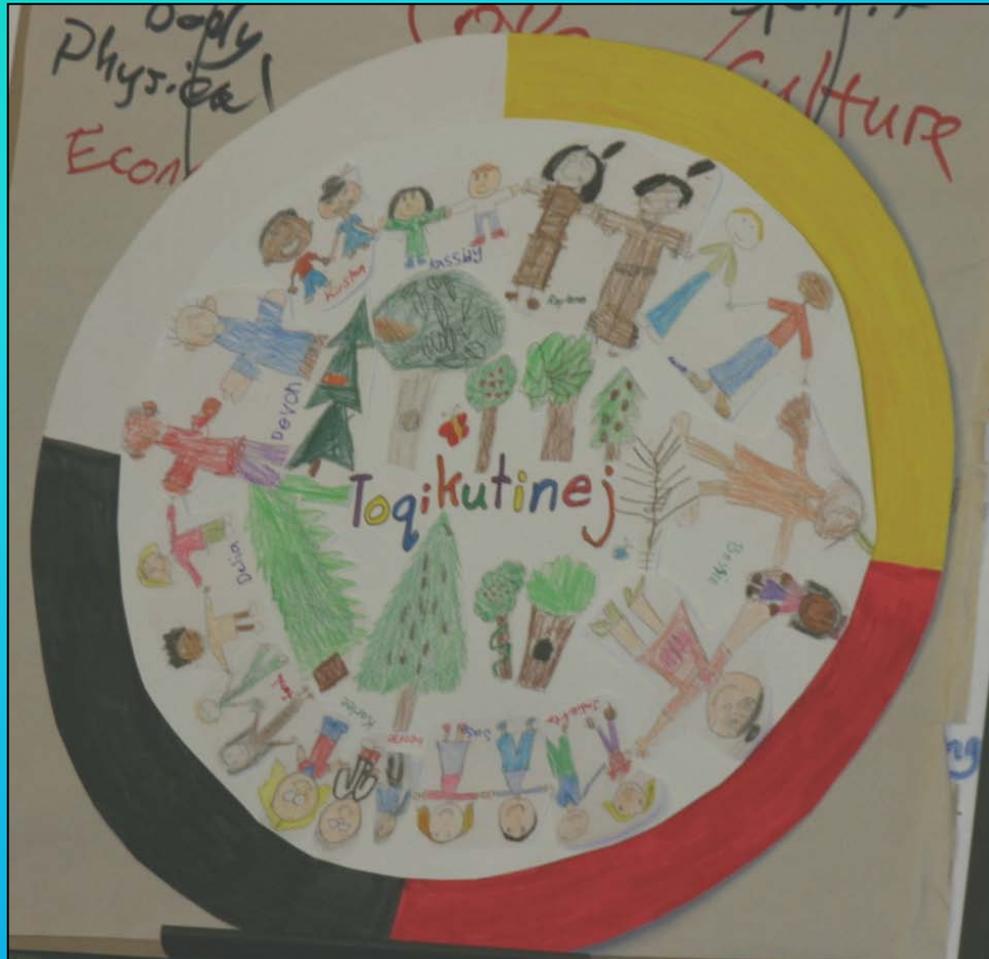
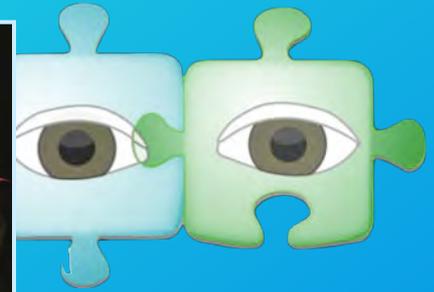


from:
**Mi'kmaq Family
& Children's
Services**

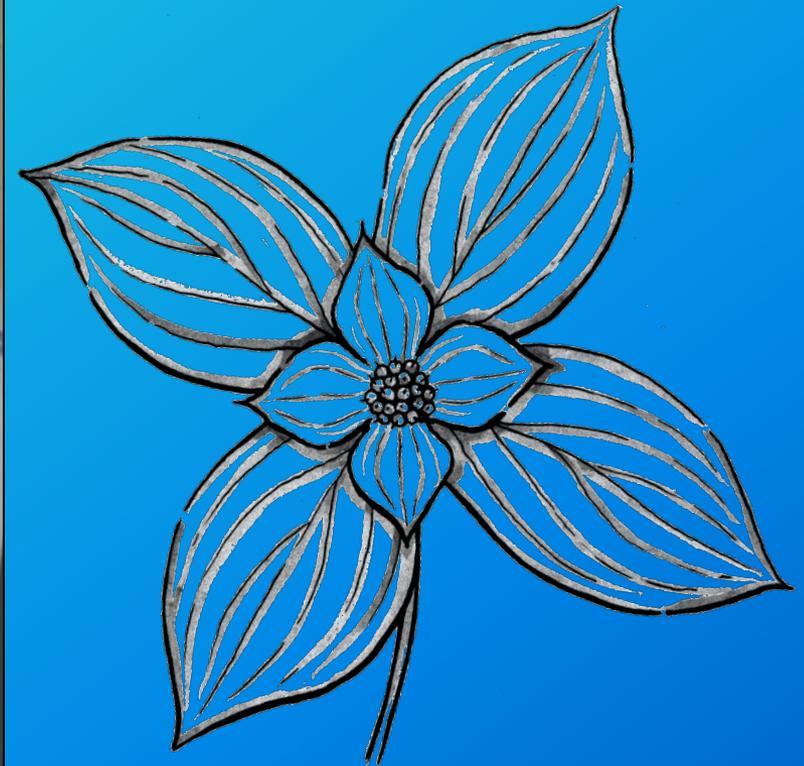
Water ... Air ... Earth



Our language takes us into a Life Long Journey.

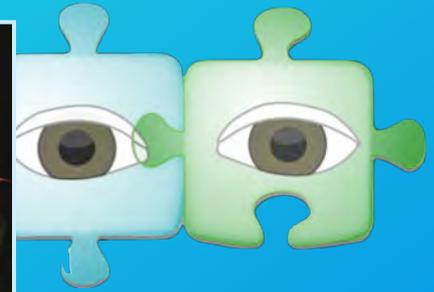


Artwork by children at Eskasoni Elementary School



Artist Basma Kavanagh

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



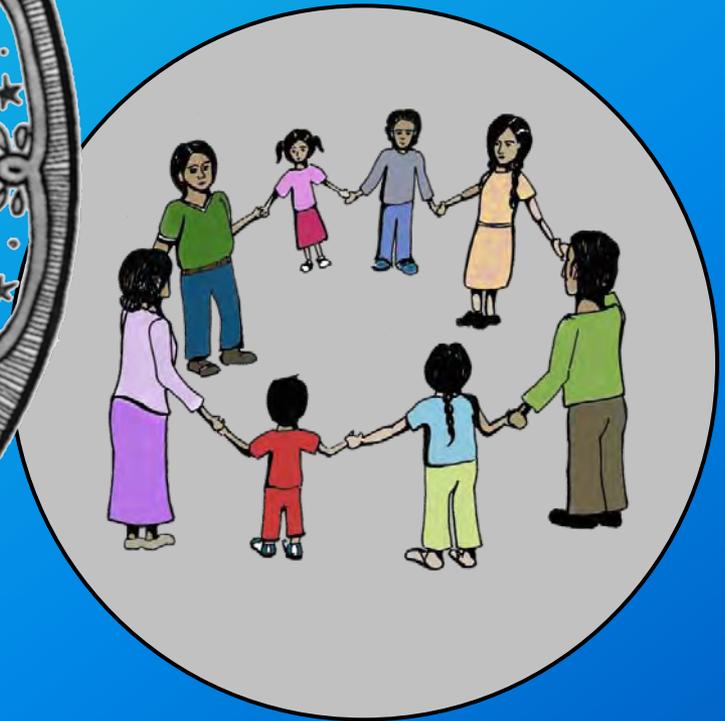
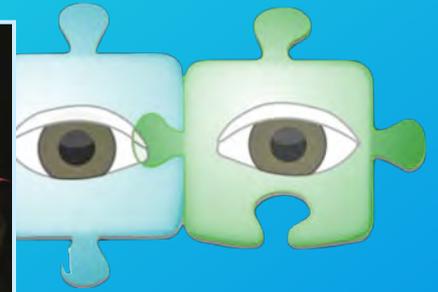
**It transforms the
holder. It also
reminds us that we
have responsibilities
to the spirit of that
knowledge.**

We must pass it on.



Artist Basma Kavanagh

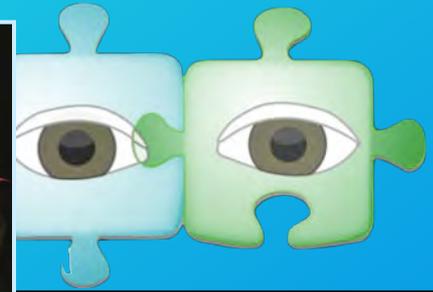
Seven Generations



Artist Basma Kavanagh

Netukulimk

developing the skills and sense of responsibility required to become a protector of other species



<http://myanimalblog.files.wordpress.com/2008/03/g-bull-moose.jpg>



<http://blog.silive.com/weather/2007/09/red-maple-tree.jpg>



<http://www.greenexpander.com/wp-content/uploads/2007/09/gex-bald-eagle.jpg>



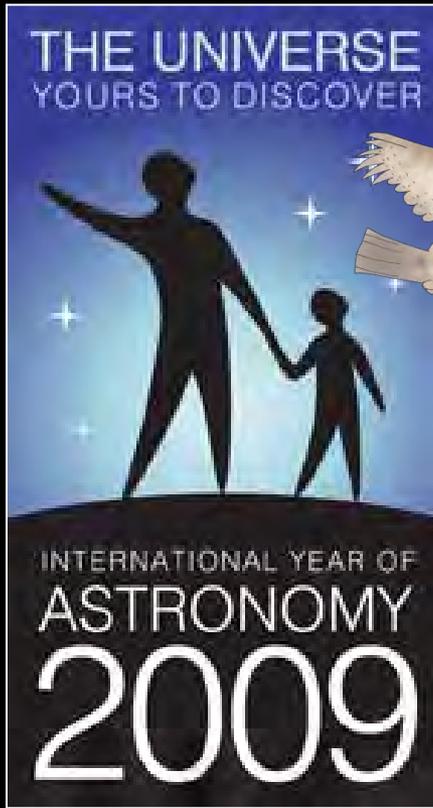
http://www.krisweb.com/krisshoopscot/krisdb/html/krisweb/aqualife/atlantic_salmon_asc_beland.jpg

Tatapn
(North Star)



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





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



starting in the mid 1990's



**15+ years: where our
Co-Learning Journey
has been**

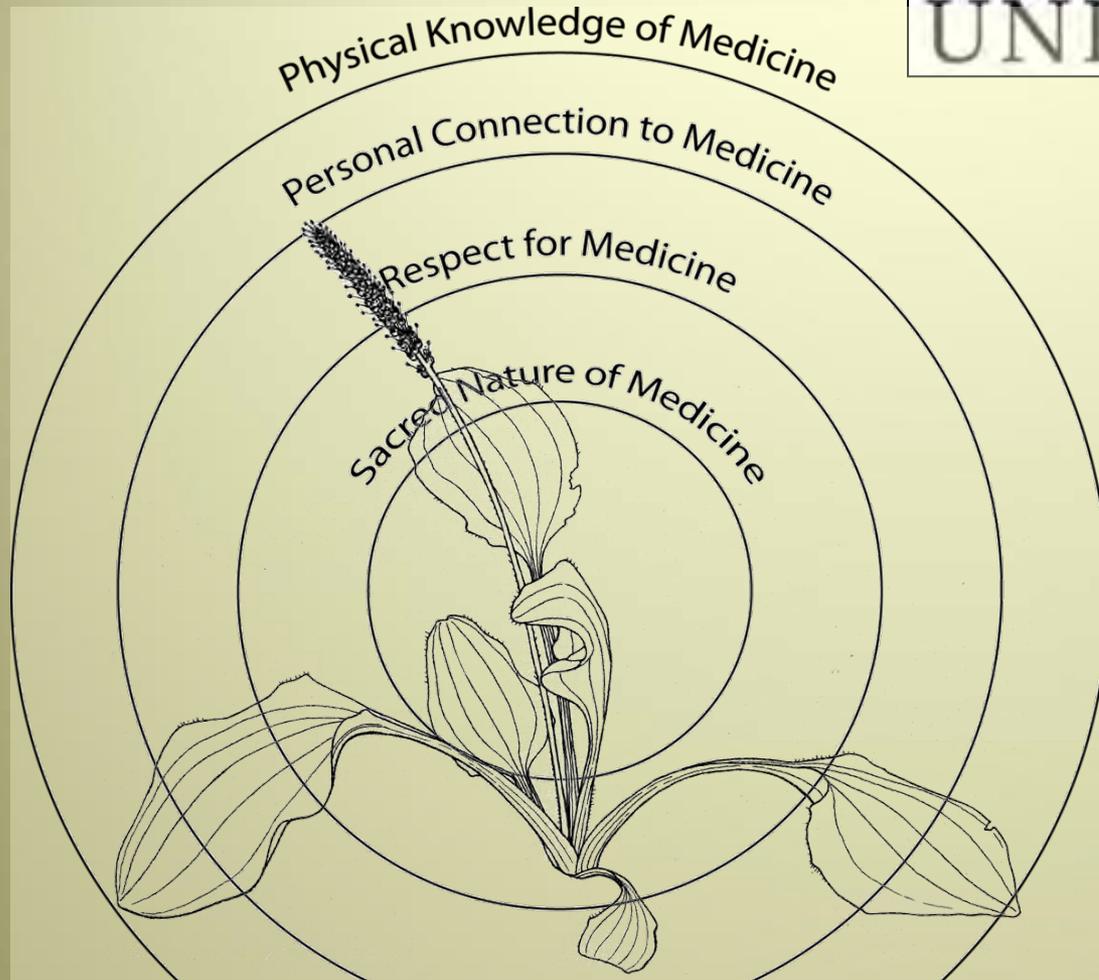


Integrative Science / Two-Eyed Seeing
bringing together Indigenous and Western
scientific knowledges and ways of knowing

Indigenous

Western

Co-Learning Journey



visual model from:
Murdena Marshall, 2008
Traditional Health and Healing;
Health Workshop Module

FROM: one ethnobotany course (1996)
TO: a full, four year science degree (2001)

Co-Learning Journey



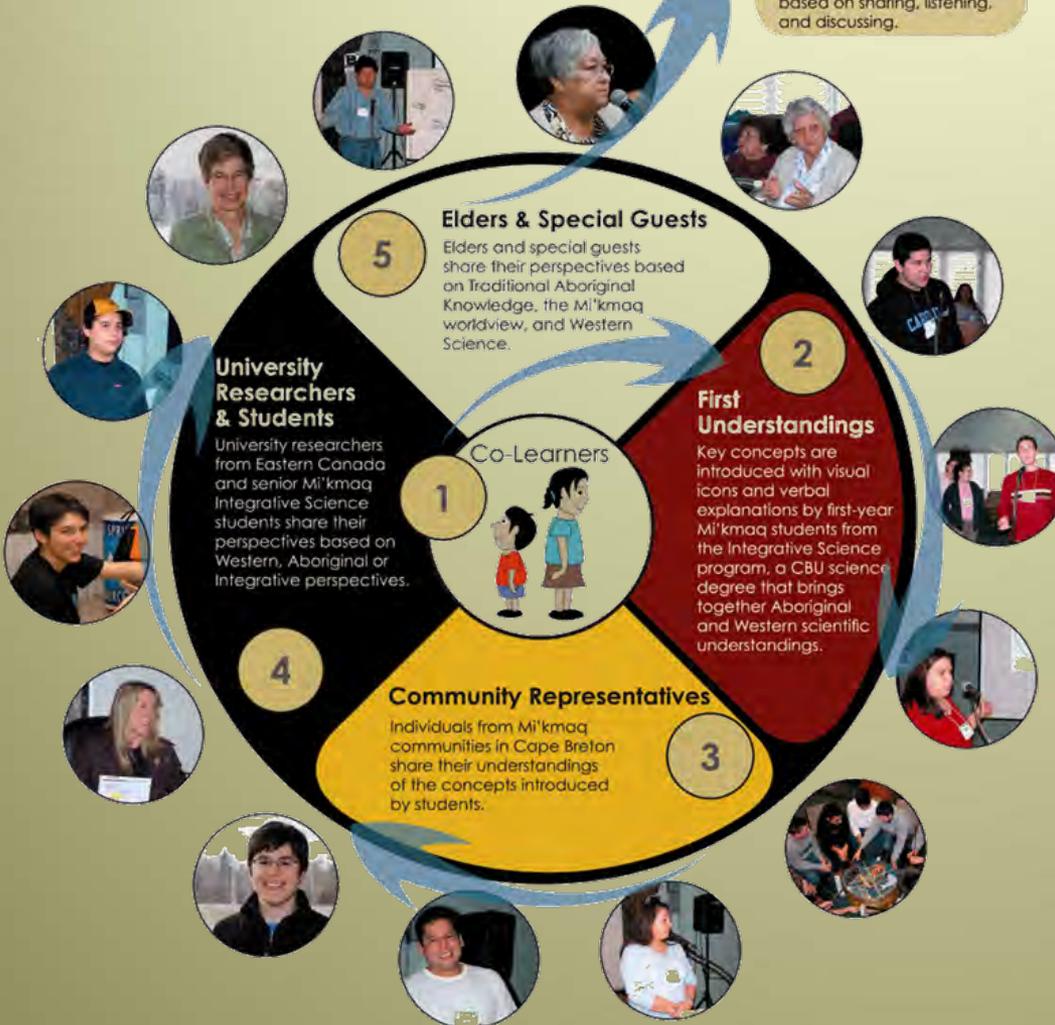
Co-Learning Journey

A shared understanding of how to talk together

This visual is based on the Medicine Wheel (or Circle of Learning) which is a commonly used Aboriginal teaching tool. The visual shows that within the discussion, all have a role to play. Each person has an opportunity to speak, to share, to teach, and to learn.

6

Each participant gains some new understandings of Mother Earth and her lessons for humans about health, healing and wholeness based on sharing, listening, and discussing.



5 Elders & Special Guests

Elders and special guests share their perspectives based on Traditional Aboriginal Knowledge, the Mi'kmaq worldview, and Western Science.

4 University Researchers & Students

University researchers from Eastern Canada and senior Mi'kmaq Integrative Science students share their perspectives based on Western, Aboriginal or Integrative perspectives.

1 Co-Learners



2 First Understandings

Key concepts are introduced with visual icons and verbal explanations by first-year Mi'kmaq students from the Integrative Science program, a CBU science degree that brings together Aboriginal and Western scientific understandings.

3 Community Representatives

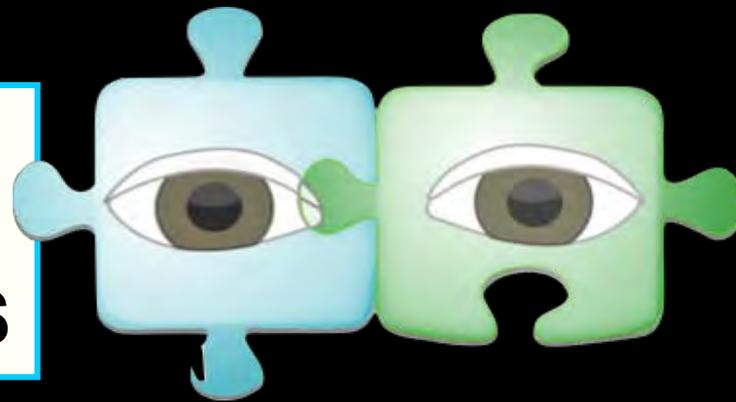
Individuals from Mi'kmaq communities in Cape Breton share their understandings of the concepts introduced by students.

praxis-based RESEARCH

- *integrative*
- *community-based*
- *participatory*
- *action*

methodologies

4 "BIG PATTERN" KNOWLEDGE UNDERSTANDINGS



Two-Eyed Seeing
learning to see with the strengths of each & together

OUR WORLDS

ontologies

#1

Two-Eyed Seeing
learning to see with the strengths of each & together

OUR KEY CONCEPTS and ACTIONS

epistemologies

inter

#2

Two-Eyed Seeing
learning to see with the strengths of each & together

OUR LANGUAGES and METHODOLOGIES

methodologies

#3

Two-Eyed Seeing
learning to see with the strengths of each & together

OUR OVERALL KNOWLEDGE OBJECTIVES

goals

#4

Two-Eyed Seeing
learning to see with the strengths of each & together

OUR OVERALL KNOWLEDGE OBJECTIVES

put our *values + actions*
+ knowledges in front of
us ... like an object

use **VISUALS**



Two-Eyed Seeing

learning to see with the strengths of each & together

OUR KEY VALUES and ACTIONS

EPISTEMOLOGY

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

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

Challenges (reflections on 15+ years)

- conceptual (science?)
- political (systemic racism? +?)
- jurisdictional (whose program?)
- structural (what kind of program?)
- financial (resources?)
- instructional (who can / should do it?)
- physical (where?)
- pedagogical (how?)
- recruitment (who and how?)
- audience (why and whose needs?)
- pragmatic (students' lives?)
- **definitional (what is “success”?)**
- pragmatic (graduates do what?)
- capacity development (how nurture & make sustainable?)





The Greatest Challenge

“SUCCESS”

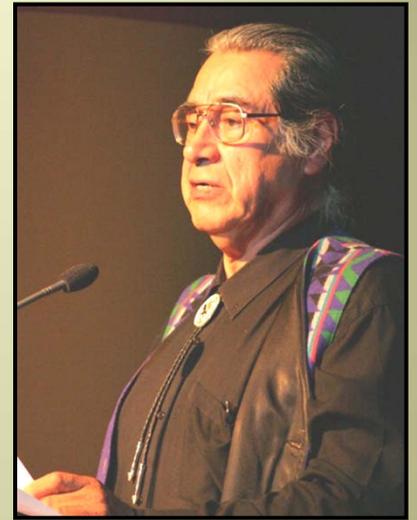
What is it?

How measure it?

How nurture it?

**need for new understandings and
policies to support life long learning**

The measurements cannot be those of the mainstream. Standards will be much higher and assessment will be by the Elders. They will ensure that authenticity is there.



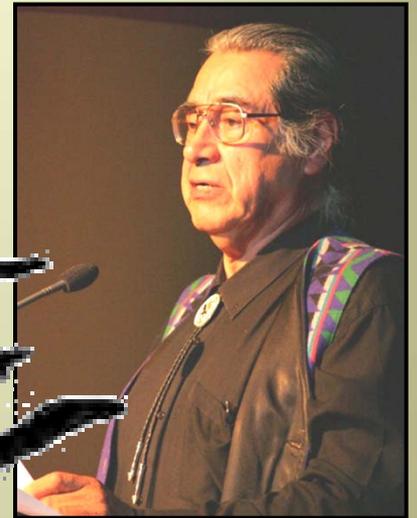
“SUCCESS”

We must look to the Elders to guide the measuring methodologies.

Elders know it is their culture, their children's lives, and their communities' long term health that are on the line. And, they know language is very important.

**Nature clearly teaches
us this lesson:**

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



**Elders know that Traditional Knowledge will
transform the learner, even though many
years may be required to see this.**

How?



CAPE BRETON
UNIVERSITY

PART 1) Innovative science degree

- degree profile
 - 40 courses (120 credits)
 - 2 work placements (non credit)
- conventional courses: 32 of 40
- innovative courses: 8 of 40

PART 2) Innovative science courses (MStT)

- integrative framework
- curricular components
- pattern recognition & transformation

4 yr Science Degree Program

Bachelor of Science Community Studies

Degree Profile for:
**Toqwa'tu'kl Kijjitaqnn /
Inteagrative Science**



1) core

Degree Core (48 credits)

- 1) _____ PCS 100: Analysis and Decision Making (6 credits)
- 2) _____ PCS 200: Applied Research (6 credits)
- 3) _____ PCS 300: Community Intervention (6 credits)
- 4) _____ science and technology perspectives (6 credits): Phil 222, or equivalent
- 5) _____ world views and values (3 credits): Phil 251, Phil 253, or equivalent
- 6) _____ Aboriginal perspectives (3 credits): Mikm at 100 or 200 level, or 361, or equivalent

2) concentration

Science Area of Concentration (42 credits)

- | | |
|----------------------------------|---|
| a) <u>University</u> (8 courses) | b) <u>Technology</u> (6 courses) |
| 1) 3 credits: MSIT 101 | 1 + 2) 6 credits: Chem 121 + 122 |
| 2) 3 credits: MSIT 103 | |
| 3) 3 credits: MSIT 201 | 3 + 4) 6 credits: Math 131 + 132, or
Phys 100, or Phys 111 + 112 |
| 4) 3 credits: MSIT 203 | 5) 6 credits (at least 3 credits must be at 300 level):
- Geol 111
- any PubH at 200 level or higher
- any _____ |

3) electives

Student's Electives (30 credits)

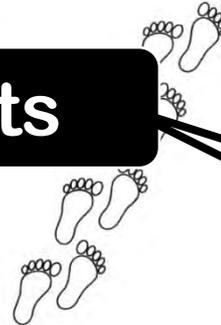
- 1) 3 credits: _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) 3 credits: _____

4) work placements

Work Placements (paid or voluntary, each at least 120 hours)

- 1) _____
- 2) _____

**An overall average of 60% (in courses
over your four years) is required for
graduation.**



CREDITS: 48

**Science: inquiry (3 core)
Plus: perspectives*
& skills***

CREDITS: 42

**Science: university &
applied (tech)**

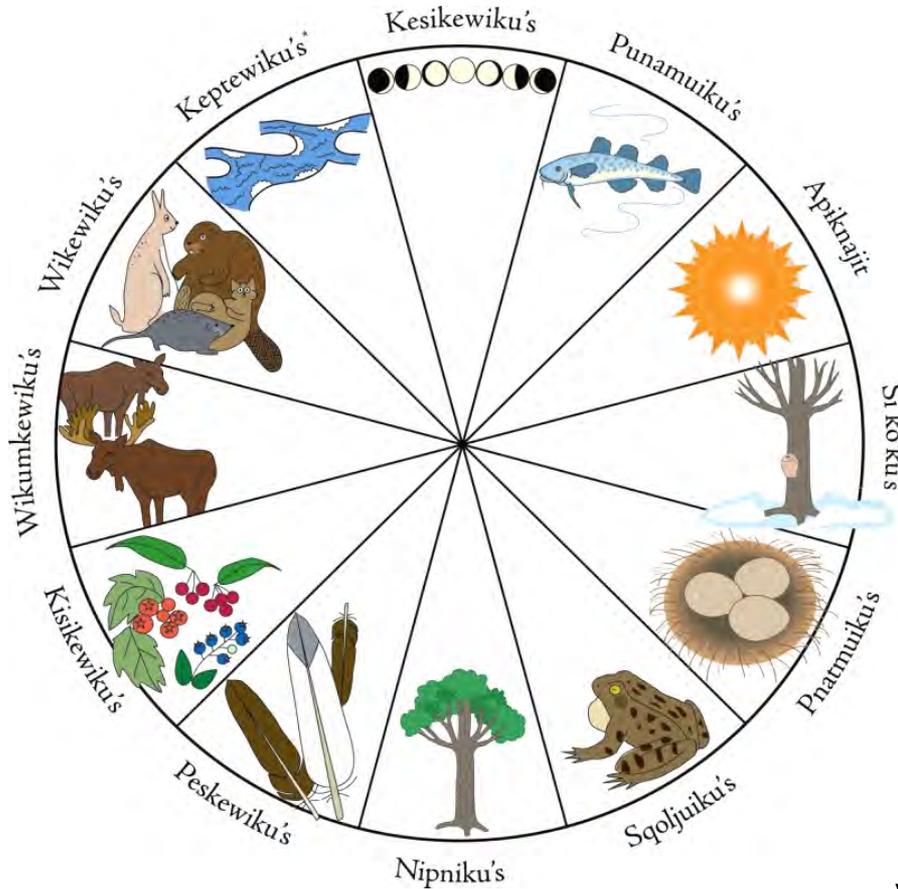
CREDITS: 30

Science: all, some, none

CREDITS: 0

Science: experience

MSIT science courses

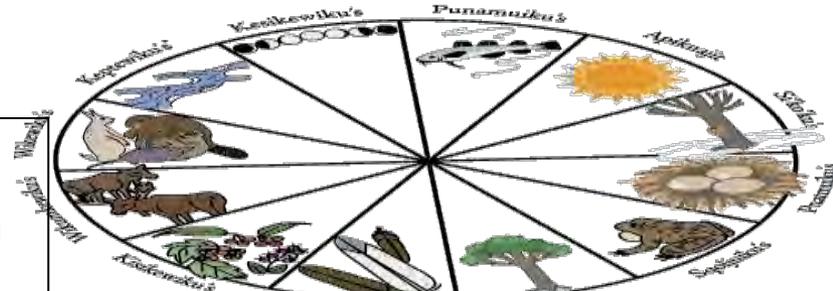


4th

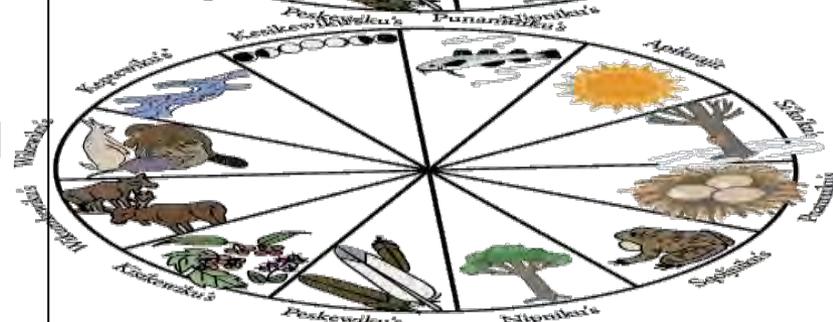
3rd

1st

401 & 403



301 & 303



101 & 103

201 & 203

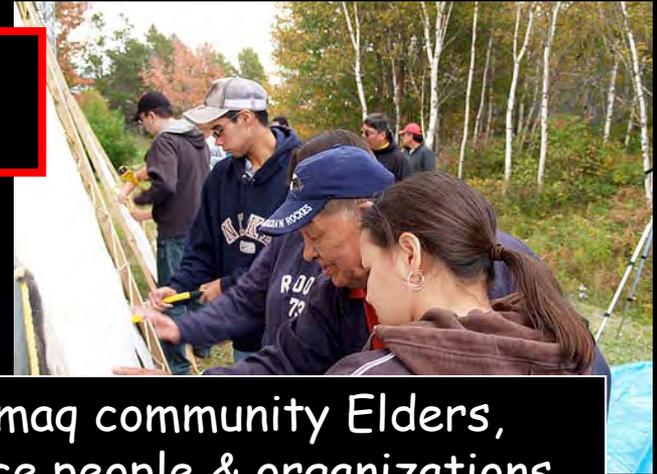


year within
degree program

How?



1



Mi'kmaq community Elders,
resource people & organizations,
TK events in community

2



TK literature

3

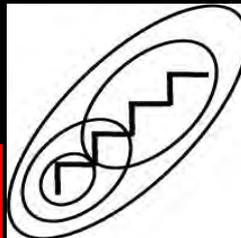


students
out-of-doors

6

co-learning
RESEARCH

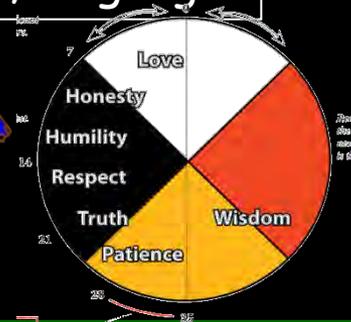
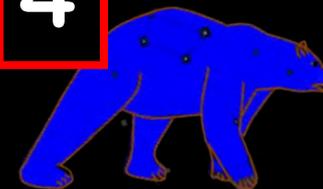
5



Western science: cosmology-physics-
chemistry-geology-biology-consciousness

4

Aboriginal concepts,
pedagogy, language



our THANKS to CBU's Mi'kmaq Science Students



**ENTRY via
MSAP =
facilitated
first year:
- four MSIT
sciences
- plus other
courses**

MSAP

(Mi'kmaq Science Advantage Program)



Mi'kmaq College Institute

Mi'kmaq Espi Kina'matno'kuom

Mi'kmaq Integrative Science Students 1999-2009

	Academic Year														BA cohort							
	99-00		00-01		01-02		02-03		03-04		04-05		05-06		06-07		07-08		08-09			
1st yr Route of Entry	MSAP		MSAP & other		MSAP & other		other		MSAP		MSAP & other		other		other		other		other		BA cohort -08	
MSAP Coordinator	+		+																			
1st Year • 101 / 103 # students enrolled # year end passes	21	21	22	22	20	15	5	5	26	24	14	9	9	6	5	3	4	0	2	4	29	29
	15	12	20	12	14	12	4	3	17	11	9	4	9	5	2	3	2	0	0	4	23	14
																				cancelled	17	12
																				Note	Note	



	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09					
3rd Year • 301 / 303 # students enrolled # year end passes	n/a	n/a	5	5	4	5	9	10	7	4	1	3	2		
			5	4	1	3	6	4	3	0	1	3	2		



	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09							
4th Year • 401 / 403 # students enrolled # year end passes	n/a	n/a	n/a	5	6	4	4	7	4	4	3	5	2	2	3	4	4
				5	5	4	4	6	3	1	2	5	0	1	2	inc	n/a

Mi'kmaq Science Graduates 2003-2008 (with all or some relationship to Integrative Science)

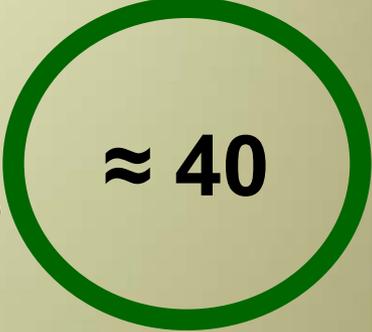
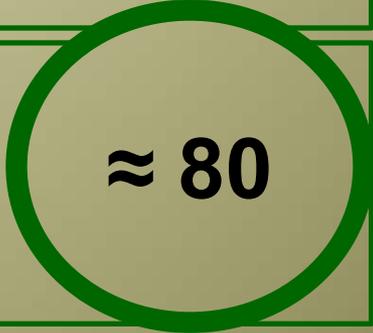
	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Graduates				2003	2004	2005	2006	2007	2008	2008
BScCS Integrative Science				2		2	3	1	2	1
BSc Biology							2		1	
BSc Nursing					1		1	1	2	
BSc Psychology							1			
BTech Public Health									1	
BTech Environ Studies							2			

11
3
5
1
1
2
23

TOTAL



Program: success or other ... what is it?

- **students graduated with BScCS - Int Sci**
now working in community and/or pursuing additional higher education (e.g. BEd, BScN, BTech-Environ)
- **students completed 1st year Int Sci**
now enrolled in or graduated from other degree programs (science, science-related, and other) 
- **students 'experienced' 1st or more years Int Sci**
now on 'pause' (e.g. working or raising family) but hope to complete science studies at some future point
- **students 'experienced' 1st year Int Sci**
left university; current status not known 

Program: success or other ... what is it?

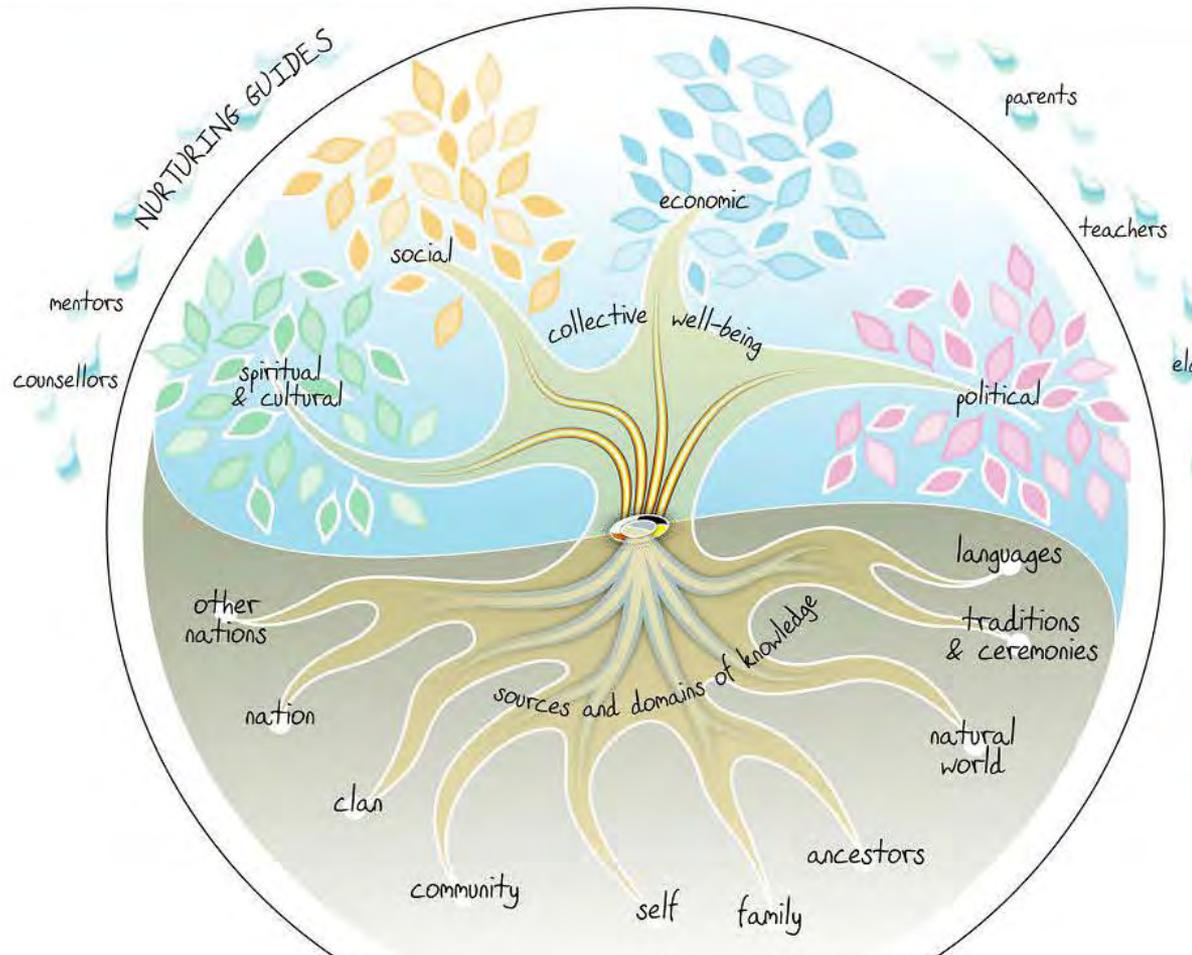
- **students graduated with BScCS - Int Sci**
now working in community and/or pursuing additional higher education (e.g. BEd, BScN, BTech-Environ)
- **students completed 1st year Int Sci**
now enrolled in or graduated from other degree programs (science, science-related, and other) **≈ 40**
- **students 'experienced' 1st or more years Int Sci**
now on 'pause' (e.g. working or raising family) but hope to complete science studies at some future point
- **students 'experienced' 1st year Int Sci**
left university; current status not known **≈ 80**

Seeds
germinate
when the
environment
is appropriate.



**The
Greatest
Challenge**

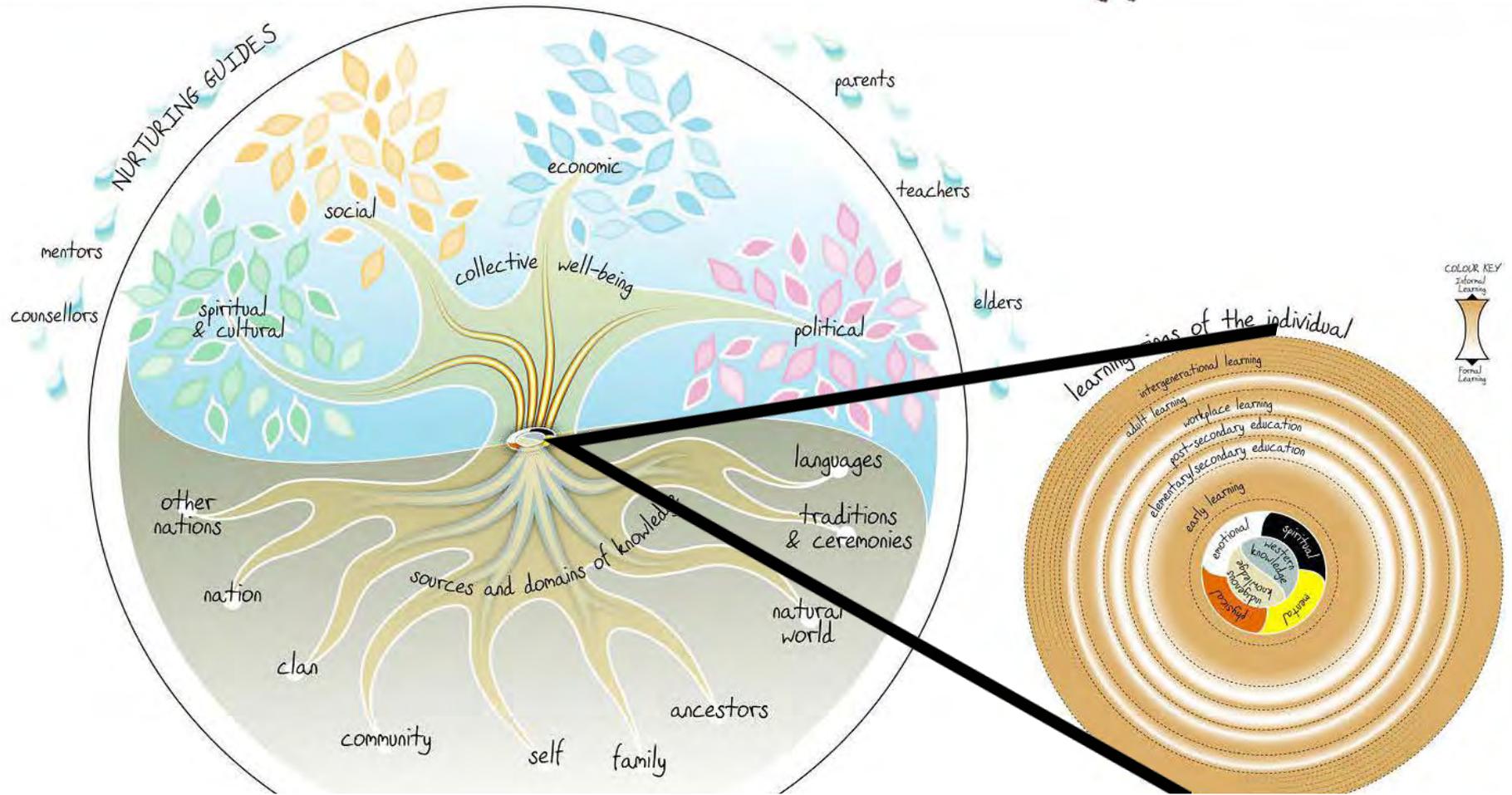
What is “SUCCESS”?



First Nations Holistic Lifelong Learning Model

from: Canadian Council on Learning: Aboriginal Learning Knowledge Centre

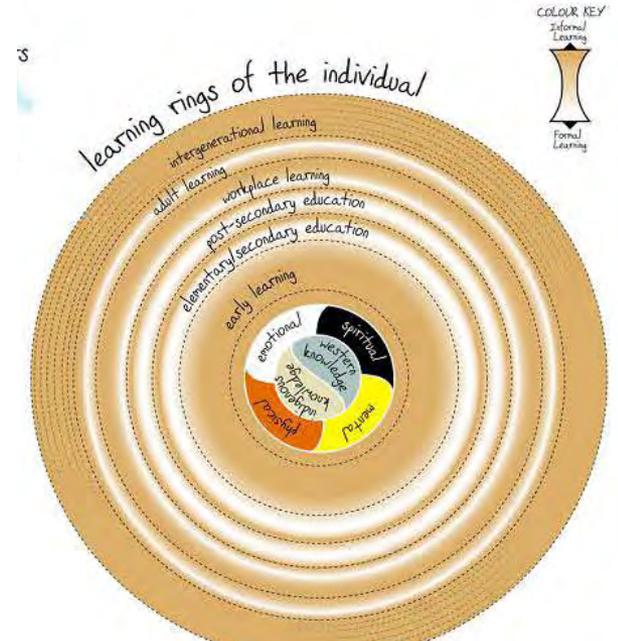
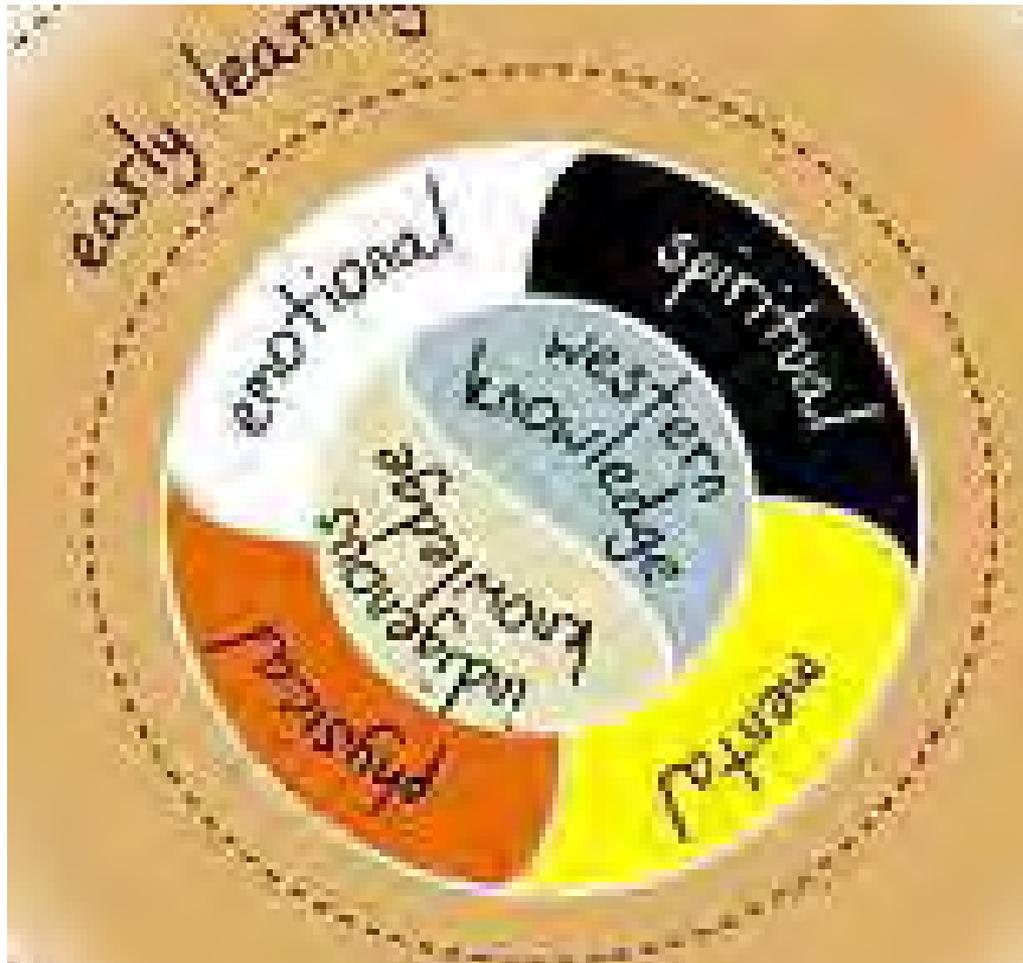
<http://www.ccl-cca/CCL>



First Nations Holistic Lifelong Learning Model

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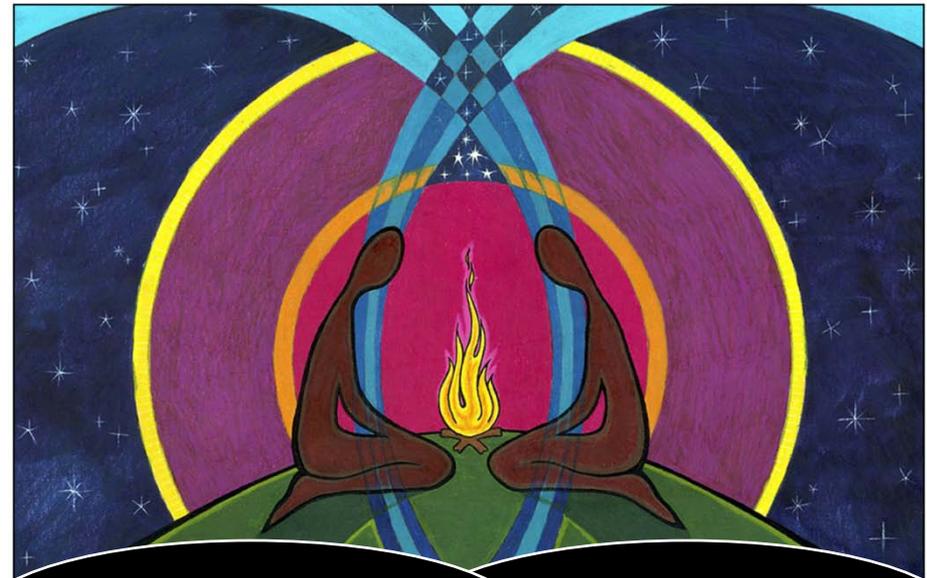
First Nations Holistic Lifelong Learning Model

from: Canadian Council on Learning: Aboriginal Learning Knowledge Centre

<http://www.ccl-cca/CCL>



Integrative Science



Indigenous

Western

First Nations Holistic Lifelong Learning Model

from: Canadian Council on Learning: Aboriginal Learning Knowledge Centre

(<http://www.ccl-cca/CCL>)

Integrative Science & Two-Eyed Seeing



K-12

CHALLENGES

PSE



LIFE LONG CO-LEARNING (for us all)

need for advocacy re social, economic, and education policies to support life long learning

**Many, many contributions are needed
to nurture success ... collective and
collaborative efforts are essential.**

Wela'lioq

Thank you





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

Thank you / Wela'liog

Mi'kmaq Elders



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



Mi'kma'wey Debert



Membertou
Elementary



**IWK Health Centre
Foundation**



Mermaid Theatre
of Nova Scotia



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



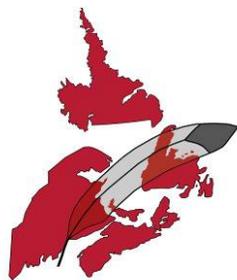
Mi'kmaq College Institute
Mi'kmaq Espi Kina'matno'kuom

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



The Atlantic Aboriginal Economic Development
Integrated Research Program, AAEDIRP

LIFE LONG LEARNING - FROM YOUTH TO ELDER
CONFERENCE ON ABORIGINAL EDUCATION
MARCH 23 - 25, 2009, FREDERICTON, NEW BRUNSWICK



ATLANTIC POLICY CONGRESS
OF FIRST NATION CHIEFS
SECRETARIAT



Affaires indiennes et du Nord Canada
Indian and Northern Affairs Canada



Fisheries and Oceans Canada
Pêches et Océans Canada

NOVA SCOTIA
Aboriginal Affairs



DRAFT CONFERENCE PROGRAM

Day 1: Monday, March 23rd, 2009		
TIME	WU CENTRE, UNIVERSITY OF NEW BRUNSWICK	LOCATION
1:00 - 5:00pm 1:00 – 2:00pm	Registration, Booths, and Poster Sessions Poster Session Presentations: <ul style="list-style-type: none"> • Summer Science Camps for Youth, Mi'kmaq Maliseet Institute - Amber Giles, Undergraduate Student, Mi'kmaq Maliseet institute, University of New Brunswick • Mi'kmaq Maliseet Bachelor of Social Work Programme - Sandra Germaine, Coordinator • Transforming Mathematics education for Mi'kmaq students through mawikinitimatimk - Lisa Lunney Borden, Ph.D Candidate, Saint Francis Xavier University • Eskasoni Mi'kmaw Elder's Program - Elders Elizabeth, B. Ed., Mi'kmaq Language Teacher and Curriculum Consultant for Elders Program, Eskasoni School. She has her B.Ed. • Paul and Barbara Sylliboy, Eskasoni School • Aboriginal Literacy Project - Nora McCarthy, Research Program Coordinator, Community-Based Research, University of Prince Edward Island 	Foyer, Chancellor's Rm
3:00 - 5:00pm	Opening Ceremony: Master of Ceremonies/Moderator: Bob Atwin, Executive Director, First Nation Education Initiatives, Kingsclear First Nation Opening Prayer: <ul style="list-style-type: none"> • Elder Gwen Bear, Tobique First Nation Welcome Remarks: Chief Candice Paul, St. Mary's First Nation, Wolastoqiyik Opening Remarks: <ul style="list-style-type: none"> • APCFNC Co-Chair, Chief Noah Augustine, Metepenagiag First Nation • APCFNC Co-Chair, Chief Lawrence Paul, Millbrook First Nation • Representative of the Province of New Brunswick • President of the University of New Brunswick, Dr. John McLaughlin 	Kent Auditorium
6:30 - 9:00pm	Registration and Welcome Reception Welcoming Remarks: <ul style="list-style-type: none"> • Master of Ceremonies: Bob Atwin • Keynote Address: Honorable Graydon Nicholas, New Brunswick Provincial Court Judge, Tobique First Nation • AAEDIRP Aboriginal Co-Chair and Executive Director, John G. Paul, APCFNC, • AAEDIRP University Co-Chair, Dr. Fred Wien, School of Social Work, Dalhousie University • Honorable Andy Scott, Andrews Senior Fellow in Social Policy, Department of Sociology, University of New Brunswick • John Kershaw, Deputy Minister of Education, Province of New Brunswick • Mark Davis, Director of Government Relations, Indian and Northern Affairs Canada Presentation: "The Atlantic Aboriginal Economy Building Strategy" Atlantic Aboriginal Economic Developers Network, (AAEDN), Co-Chairs: Economic Development Officer (EDO), Sacha Labillois, Eel River Bar First Nation and EDO Louis Joe Bernard, Union of Nova Scotia Indians, Waycobah First Nation	FREDERICTON INN, Royal Stewart Room

Day 2: Tuesday, March 24th, 2009		
TIME	WU CENTRE, UNIVERSITY OF NEW BRUNSWICK	LOCATION
7:30 - 8:45 am	BREAKFAST	
8:00am - Ongoing	Registration, Booths, Poster Sessions	Foyer, Chancellor's Rm
9:00 - 9:15am	Opening Prayer  Introduction of Session Theme: LANGUAGE AND SYSTEMS OF KNOWLEDGE <ul style="list-style-type: none"> Moderator: Bob Atwin 	Kent Auditorium
9:15 - 9:50am	PLENARY SPEAKERS  <i>"Integrative Science and Two Eyed Seeing"</i> <ul style="list-style-type: none"> Elder Albert Marshall, Eskasoni First Nation Cheryl Bartlett, Tier 1 Canada Research Chair in Integrative Science, Director of the Institute for Integrative Science & Health and Department of Biology, Cape Breton University 	Kent Auditorium
9:50 - 10:30am	<i>"Border Crossings in Education - Development of Innu-centered Educational Model"</i>  <ul style="list-style-type: none"> Valerie Courtois, Forestry Planner, Innu Nation Environment Office, Sheshatshiu Innu First Nation Dr. Trudy Sable, Director, Office of Aboriginal and Northern Research, Gorsebrook Research Institute and Department of Anthropology, Saint Mary's University 	Kent Auditorium
10:30 -10:45am	BREAK	
10:45 - 11:20am	LANGUAGE AND SYSTEMS OF KNOWLEDGE: WORKSHOP A <i>"Documented Spoken Wolastoq/Maliseet in Educational, Spiritual & Cultural Context"</i> <ul style="list-style-type: none"> Dave Perley, Mi'kmaq Maliseet Institute, University of New Brunswick, Tobique First Nation; Imelda Perley, Mi'kmaq Maliseet Institute, University of New Brunswick, Tobique First Nation; Gwen Bear, Tobique First Nation; Dr. Evelyn Plaise, Faculty of Education/ Department of Anthropology, University of New Brunswick 	Kent Auditorium
11:20 - 11:55am	<i>"Inuit Elders and Youth Project: Developing a new online multimedia resource: www. InuitQ.ca,"</i> <ul style="list-style-type: none"> Dr. Cynthia J. Alexander, Department of Political Science, Acadia University 	
10:45 - 11:20am	LANGUAGE AND SYSTEMS OF KNOWLEDGE: WORKSHOP B <i>"Show me Your Math - Inviting Community Knowledge into the Mathematics Classroom"</i> <ul style="list-style-type: none"> Lisa Lunney Borden, Ph. D Candidate, School of Education, St. Francis Xavier University; Dr. David Wagner, Faculty of Education, University of New Brunswick 	Room 203
11:20 - 11:55am	<i>"International Research"</i> <ul style="list-style-type: none"> Andrea Bear Nicholas, Chair in Native Studies, St. Thomas University, Tobique First Nation 	
10:45 - 11:20am	LANGUAGE AND SYSTEMS OF KNOWLEDGE: WORKSHOP C <i>"Summary of Eskasoni Mi'kmaq Immersion Program Research"</i> <ul style="list-style-type: none"> Starr Sock, Eskasoni Immersion Program, Eskasoni First Nation; Dr. Joanne Tompkins and Dr. Anne Murray, School of Education, St. Francis Xavier University 	Room 204

11:20 - 11:55am	<i>“Eskasoni Mi’kmaq Immersion in the School”</i> <ul style="list-style-type: none"> • Ida Denny, Eskasoni Immersion Program; Starr Sock, Eskasoni School 	Room 204
12:00 - 1:00pm	LUNCH and Keynote Speaker: Jarrett Laughlin, Senior Research Analyst, Canadian Council of Learning	Kent Auditorium
1:10 - 1:25pm	Introduction of Session Theme: RETENTION RATES AND SUCCESS STRATEGIES Moderator: Bob Atwin	Kent Auditorium
1:25 - 2:00pm	PLENARY SPEAKERS <i>“Community Best Practices, Eel Ground First Nation”</i> <ul style="list-style-type: none"> • Chief George Ginnish, Education Director, Eel Ground First Nation 	Kent Auditorium
2:00 - 2:35pm	<i>“Career Counseling”</i> <ul style="list-style-type: none"> • Karen Atwin, Dragonfly Solutions, Kingsclear First Nation 	Kent Auditorium
2:35 - 2:50 pm	BREAK	
2:50 - 3:25pm 3:25 - 4:05pm	RETENTION RATES AND SUCCESS STRATEGIES: WORKSHOP D <i>“Community Incentives”</i> <ul style="list-style-type: none"> • Chief Joanna Bernard, Education Director and AAEDIRP Steering Committee, Madawaska First Nation; Bob Atwin, First Nation Education Initiatives <i>“Success in School for Mi’kmaq Learners, A Mixed Methods Study of Education Experiences”</i> <ul style="list-style-type: none"> • Dr. Fiona Walton, Faculty of Education, University of Prince Edward Island; Nancy Peters, Lennox Island First Nation, B.Ed Candidate, UPEI, Specialization in Indigenous Education; Danielle Frenette, M.Ed. Candidate, UPEI 	Kent Auditorium
2:50 - 3:25pm 3:25 - 4:05pm	RETENTION RATES AND SUCCESS STRATEGIES: WORKSHOP E <i>“Strategies for Improving Systemic Problems In Aboriginal Education: Supports to Assist Underachieving Students”</i> <ul style="list-style-type: none"> • Isabel den Heyer, den Heyer Associates; Dr. Fred Wien, Dalhousie University <i>“SAYIT Mentoring Program - St. Mary’s Aboriginal Youth Independence Team”</i> <ul style="list-style-type: none"> • Bonita Polches, Aboriginal Student Guidance Counselor, Leo Hayes High School, St. Mary’s First Nation 	Chancellor’s Rm
2:50 - 3:25pm 3:25 - 4:05pm	RETENTION RATES AND SUCCESS STRATEGIES: WORKSHOP F <i>“Important Supports in Communities - Eel River Bar Boys and Girls Club”</i> <ul style="list-style-type: none"> • Chastity Labillois, Eel River Bar First Nation <i>“Mi’kmaw Kina’matnewey School Improvement Program”</i> <ul style="list-style-type: none"> • Laurianne Stevens, School Improvement Coordinator, Mi’kmaw Kina’matnewey, Membertou First Nation 	Room 203
2:50 - 3:25pm 3:25 - 4:05pm	RETENTION RATES AND SUCCESS STRATEGIES: WORKSHOP F <i>“ A Study of the Atlantic Aboriginal Post-Secondary Labour Force”</i> <ul style="list-style-type: none"> • Pat Sark, First Nation Education Initiatives, Oromocto First Nation; David Bruce, Director, Rural/Small Town Program, Mount Allison University <i>“Aboriginal Student Retention: Association of Atlantic Universities”</i> <ul style="list-style-type: none"> • Dr. Laurel Lewey, Social Work Department, St. Thomas University and AAEDIRP Steering Committee; Dr. Trudy Sable, Director, Office of Aboriginal and Northern Research, Gorsebrook Research Institute and Department of Anthropology, Saint Mary’s University; 	Room 204
6:30 - 9:00pm	BANQUET Keynote Speaker: Peter Garrow, Education Director, Assembly of First Nations, Ottawa Entertainment: <i>Presentation - Eel Ground Youth Drama Club - Chief George Ginnish</i>	FREDERICTON INN, Royal Stewart Room

Day 3: Wednesday, March 25 th , 2009		
TIME	WU CENTRE, UNIVERSITY OF NEW BRUNSWICK	LOCATION
7:30 - 8:45am	BREAKFAST	
9:00 - 12:00pm	Booths and Poster Sessions	Foyer
9:00 - 9:15am	Introduction of Group Discussions and Session Theme: Moderators: Bob Atwin and Dr. Fred Wien TOWARDS DEVELOPING AN ATLANTIC BASED INTERVENTION STRATEGY ON ABORIGINAL YOUTH HIGH SCHOOL COMPLETION	Kent Auditorium
9:15 - 10:30am	Group 1 Facilitated Discussion Group 2 Facilitated Discussion Group 3 Facilitated Discussion	Kent Auditorium Room 203 Room 204
10:30 - 10:45am	BREAK	
10:45 am - 12:00 pm	Group Reports and Conference Wrap-Up: Moderator: Bob Atwin Closing Prayer	Kent Auditorium
12:00 - 1:00pm	<p>LUNCH</p> <p>Thank you to our Poster Presenters and to the following organizations for setting up BOOTHS:</p> <ul style="list-style-type: none"> • Mi'kmaq Maliseet Atlantic Youth Council - <i>Ashley Julian & Curtis Bartibogue</i> • Council for Advancement of Native Development Officers - <i>Anita Boyle</i> • Mi'kmaq Maliseet Institute, University of New Brunswick - <i>Lynda Doige</i> • Mi'kmaq Maliseet Bachelor of Social Work Programme - <i>Sandra Germaine</i> • Story Sack Teaching Tool - <i>Sheila Francis, Pictou Landing First Nation</i> • Listuguj Language Project - <i>Joe Wilmot</i> • Atlantic Canada's First Nation Help Desk - <i>Lauretta Walsh</i> • Mi'kmaw Kina'matnewey - <i>Lauretta Walsh</i> • Aboriginal Health Human Resource Initiative - <i>Krista Hanscomb, Saint Francis Xavier University</i> <p>☛ Session will be available by video conference to participating community sites courtesy of Atlantic Canada's First Nation Help Desk. Call toll free: 1 (877) 484 7606 or email: admin@firstnationhelp.com to register.</p> <p>☛ Or go to http://firstnationhelp.com/livevideo to view live web streaming of this session on the internet. The sessions will also be available after the conference.</p> <p><i>The Conference Organizing Committee thanks you for attending and wishes you a safe journey back home...Sincerely, Pam Ward, Conference Coord.; Gillian Austin, Asst. Research Coordinator, AAEDIRP; Darcy Pirie, Admin. Assistant, AAEDIRP; Bob Atwin, Exec. Director, First Nation Education Initiatives; Dr. Susan Blair, Dept. of Anthropology, University of New Brunswick; John Sylliboy, Aboriginal Health Human Resource Initiative Coord., APCFNC; John J. Paul, Dir. of Program Services, Mi'kmaw Kina'matnewey; Ashley Julian, Youth Coordinator, APCFNC, Mi'kmaq Maliseet Atlantic Youth Council</i></p>	