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Marrsî ôma kici kâmiyin

L' Saint Michell' Âpihtaw kosisan l'kwâl takahkisihtwân

Ōki ôma kâ masinahikō

Greater Saskatoon Catholic Schools
Central Urban Métis Federation Inc.

Ōki menā wīcitāsoāk

Métis Nation-Saskatchewan
Saskatchewan Urban Native Teacher Education Program
Gabriel Dumont Institute

Kici

**2020 Premier's Board of Education Award for
Innovation and Excellence in Education**

Takwākipīsim nistomitanaw, 2020

Board Chair: Diane Boyko
Central Urban Métis Federation Inc. President Shirley Isbister

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*Nichī Métis
Otā anohc kā māmawpak
P'mit'saha anima wahkōmākanak
Anima kā gee pimohtīchik
Kanawihta ayamihāwin
Ākamēmo Michif kā pīkiskwīn*

Traditional Métis Blessing

Tahto kāpīkisweān neyāh tāpitaw mācihtān Jizos. Merci itwēwān kici kākisktayān Ukrainian pīkiskwēwin. Nī pakōsīmōn kahkiyaw awasāk kākāmēmoik Michif kāpīkiskwīak. Ēkwa mōcikihtā ōma keyawāw ōchi Métis kayās ācimōwin.

Omā Board Chair, Greater Saskatoon Catholic Schools kici kanīkanapiān mihcāt miyowātamowin intohtān. Mihcāt niwīciwākanan kiyāpic kāki nakiskawākik. Kahkiyaw ōki kāki nakiskawāk mamihcisōāk awāsisā atinīkan Michif kanītā pīkiskwīcīk.

Kaki māmawapāk pāk kahkiyaw tāpwitamāk atinīkan awāsisak kānihta pīkiskwēāk oma kakenakatākakō ki wahkōmākanak.

Diane Boyko, GSCS Board Chair

About the Project

Greater Saskatoon Catholic Schools (GSCS) aspin 2005 wīcīwākan Central Urban Métis Federation Inc. (CUMFI) wīchtōyāk tāpwe l'kwol āpitaw kosisān pīkiskwēwin ēkota pīkiskwiāk. Êkwa mīna *mamawohkamatowin wīcīwākaniwak*.

Otā ayīkipīsim ayēnānēwosāp 2016 Central Urban Métis Federation Inc. ēkwa Greater Saskatoon Catholic Schools masinahamōk, atinīkān ka nīsohkamākēwin. Āpihtaw kosisān masinahikanāh l'kwol ēkota kāsteki.

Omā Saint Michell āpihtaw kosisān l'kwol takahkisihtwān itōtamō kahkiyaw āpihtaw kosan kāke itōtakwō kayās. Kitohcikēwōn la v'yalon, āpihtawikosisān onīmihitōwin, kihtēyak ekwā kotakak ayisīnowak māmawiatoskechīk.

Central Urban Métis Federation Inc. ekwā kahkiyaw wīcīwakanāk kiyāpic kocētōwak kā takotēik unmā pawāpowin. Ōki atoskēwīnōwak ōma kā masinahakwō tāpwihtamāk atinīkan awāsīsak kāskitāmāk tansi āpihtaw kosanak pimātisōwin kayās Jīzon kake miyāk.

Program Goals

Ānta ōchi ōtinamōk Education Alliance Agreement (Appendix A) kysīntāwihtakēw kahkiyaw awiyak mīna ōkik wīcīwākanak natohtawācik ōma atinīkān ōhi aspirations ēkwa kwītōtacik.

Relationship Goals: māmawiatoskēwin pōko kākum kocīak to build Saint Michell l'kwol kātakahkisihtāwāk.

Métis Community Participation Goals: pīkiskwewina awasisak ēkwā nītisānak ekwākihtēyak kāntohtawāāk.

Student Learning Outcome Goals: kahkiyaw awāsīsak piyakwan kāsī kiskinomāt wīcikiskinoamākan kahkiyaw l'kwol.

Métis Inclusion Goals: kakiyaw awāsīsak kānisitohtamōk ēkwā kāmamihc'sōāk āpihtaw Kosisanak wiyawāw

Métis Student Support: Kahkiyaw awāsīsak piyakwan kwayes kapamanāwāk pokwīta ayamihcikīk

Métis Language and Culture Goals: Māmawi atoskēwin kākum atoskatāmāk Michif oma pīkiskwēwin kāyāhyāk.

System Development Goals: Oki Central Urban Métis Federation Inc., Greater Saskatoon Catholic Schools ekwa Saint Michell l'kwol kahkōmemōcik kaskihtamāsowin kici.

Board Influence and Participation

Ōta ōma musinakan (Appendix B) atinīkān masinahikātēw tansi the Board of Education wīchōwēwin ōmā Saint Michell l'kwol kwāhīsk ayamihcīkewān.

Relational: The Board tāpitaw kayīsihēwāk ahci Central Urban Métis Federation Inc. ekwa nītsānak ka mōcikihtayāk Saint Michell l'kwol. Ekwa tāpitow Louis Riel Kisikāw l'yīkopēwipism nikotwāsosap kiskisinān.

Participatory: The Board tāpitaw wīsāmewāk niso Trustees, Board Chair, ekwa Central Urban Métis Federation Inc. kā pīkiskwīcik. Māmawapōwin the Board itwēwin ākota māmtōnitāmāk tan'si atinīkan kātespāk, wiyawāw āyisk pōko kā takahki pimpāhtacik oma Métis Education Alliance.

Strategic: ōma kāke cimattacik Nēhiyawāk ekwa Āpihtaw kosānāk kīchī ītihtakōw Truth ekwa Reconciliation ākota mācitācik kwayēsk atinīkan kātēspāk. Call to Action number 63, eyāko ānimā itwēwin ōki kānikānistakwō kiskinomakēwin Nēhiyawāk ekwa Āpihtaw kosānāk kīchī.

Innovations

Ayiman āsko kwīsk Métis kiskinohamakwin poko katapachikatik misowiti le'kwol kake kiskinohamkecik ayīsk soonias kāmekosicik kahkiyaw āwasīsāk ka kīskitākwa Métis Education.

Ensconced in Governance: Saint Michell l'kwol ōma School of Excellence mātawisōwin ohci Board priority the Board ōki. Nitawiyitakōw Āpihtaw kosanāk kākām kocēcīk āta ēkepē kītīmāhcīk.

Supported by Infrastructure: Sītawiskaw ēkotī Métis School of Excellence is extensive. Māmawi atoskēwin oki Métis pōko kakamemōcik to Indigenization of division functions.

Organized Under a Model: The Métis Education Model (Appendix C) matāwisō niso ohci māmawitowin ēkwa sustains ōma Métis L'kwol of Excellence. Āpacitāwak ānma l'irrōsh sīpīotāpānāsk ēkwa anima masinahikan The Giving Tree by Leah Dorion iyakoni pimit'sahmāk Dr. Martin Brokenleg's Circle of Courage.

Supported by a Recruitment and Hiring Strategy: Mas'nahikīhāwīn is oyasowēwin by Central Urban Métis Federation Inc.'s wīchōwēwin kiyām iskwayānihk Āpihtaw kosisānak l'kwol atoskēwāk wīchōwēwin ispayin to the Métis L'kwol of Excellence.

Inclusive of a Language Imperative: Ōkik Métis L'kwol of Excellence mas'nahkahcik anita Saint Michell l'kwol Āpihtaw kosānāk ēkwa kehtēhyak Michif pīkkiskwī tāpitaw anki kotak kiskinohamākēwak wīchēw Michif kā pīkiskwīāk.

Sustainability

Oma Saint Michell L'kwol of Excellence ōta atinīkān māmitonihcikēwāk kinwās Métis education. Pihcāyihk l'kwol piyākwanoḥk kinwās kāstēk.

Board Priority: The Board ākām māmawapōak sōniyaw kā miyo pimicōcīk to wīchacik kinwas ka pamihtacik oma Métis L'kwol of Excellence tāpitaw kā māmawapcīk the Board manīwihtamowēwak okimawak Métis L'kwol of Excellence pōko sōniyaās kākām miyācīk.

Alliance Agreement: Métis Education Alliance wiyawāw mīna ākām wīcihtāsōāk kinwas oma Métis education kāyāwāk. Ēkwa kotakāk ka wīcihtāsōāk.

Métis Hiring Commitment: The Board sohki atoskēwak nīstō Āpihtaw kosanāk Saint Michell l'kwol atoskēwīnowak kāyāhcīk. Kāwāhcīhcīk awāsisāk ēkwa ōwahkōmakanōwāwā kātīpīmāt kiskinohamākēwa mīna Āpihtaw kosan iskwēw kinwas n'dawīhtāmāk oma Saint Michell piyākwanoḥk kāstēk.

Division Supports: The Board ūntā masinahikēwikamikos atoskewīn mas'nahkīhā Āpitaw kosān iskwēw wīcihtāso ōki kiskinwahamātowikamik atoskēwīnōwak tāpiskōc ūna pīkiskwēwin kanawihcikēw.

Métis Education Model: Ōma Métis Education Model misowī l'kwol masinahikānā ēkwa otatoskēwāk mas'nahikiwak kākām atoskēcīk kinwas Mētis Education kiskātiyimowin.

Consultative Commitments: Ōma Métis Education Alliance piyakwāw pikakaskī māmaawapōak ayamowāk oma kākīspīk ōta atinīkān ahci Catholic School Community Council êkwa Sasaktoon Public Schools kiyām kahkiyaw kâ pihtawēiak.

Cost-benefit Analysis

Métis L'kwol of Excellence, Central Urban Métis Federation Inc. Êkwa Métis Nation of Saskatchewan kahkiyaw mâmitonihtamôk tansi ôma âpacihtikanâ kasâpacihtâk kocêwin êkwa tân'si îwîhtakamika sâsêy wâpahtamôk siyâkîk êkwa ispayin.

The Board tâpwihtamâk pōko ayiwâk kocêwin namôya kâke pak'cînô twêâk Eric Howe's 2017 âcimôwin itwêwin oma Saskatchewan Urban Native Teacher Education Program kiskinohamâkan kâ sâkotacîk mistahe sôniyâw osihêwak kâ wîcihhâcîk ayisînowak.

Client Support for the Innovation

Inekanustanan Ōma Métis pīkiskwiwān awasisisak êkwa nīkihikowak tepeāk katōtawihcik ōki Mētis Education School of Excellence.

Enrollment: Saint Michell l'kwol kayas ôtchî keapisâsân anohc êkwa 70% êkota itwîchk Âpihtaw kosisanâk or Nêhiyawâk kâkê mâcihtâkoma Métis L'kwol of Excellence anohc êkwa ayiwâk awâsisak pihtikwîak. Mētis Nation of Saskatchewan mēna Michif Bilingual Kindergarten Program mâcihtâwak êkota Saint Michell l'kwol.

Community Participation: Saint Michell l'kwol nīkihikôk kahkiyaw wîcihtâsôâk êkwa masinawmâk tân'si âwasisak îsiyamihcikîcik. Matîtansi kawîcihtasocîk Ayîkipîsm 2019 kwîcimâk nīkihikôk mahtî kîspin êke sîtawiskawak oma Michif pīkiskwîwân katâpwiwakô 97% aha tâhwâk.

OurSchools Survey: Saint Michell l'kwol on the school survey itwêw 80% âwasisâk e' sâkihitachîk êkwa miyo kaskamohtêwin êkota l'kwol, mâka 70% wiyawâw division étwécîk.

Stakeholder Voices: Saint Michell kaykiyaw ayisînowak sîtawiskamâk ôma Métis L'kwol of Excellence.

Student 1: “ôta întâpwihtî kâeayiyân tâpiskôc nîya âwasîsak niâ kokum nimîwemo nîmitawan la v'yâlôn mamihcin niyâ”

Student 2: “nîya nîmiyowtîn katkwîan nî mama kiskinohamîk oskâyi pîkiskwêwina: Api, Naki êkwa Nitotim”

Parent: “înstum âkotâ l’kwol nîchâwâsimsak kikitôtâhkwo kiskinohamâkêwak kahkiya kisîwâtsôak nîkiskinohmakwâk pîkiskwêwina nîkinâk kâhkiyo māmawi atoskêwin pimit’sahmôk kiskinomâkewak.

Grandparent: “nîmiyowtîn kiskinomâkewak Michif êkwa Nêhiyawêwin âpacihtacîk kayamicîk êkwa mina miyotôwak.

Partnerships

Kahkiyaw kâ māmawi atoskêcîk ôta Métis L’kwol of Excellence, The Board êkwa wîcihtâsôak marrsî mistahe kahkiyaw kiskihtînâw tân’si eke cîpimâtîcîk Âpihtaw kosânâk kayâs.

Métis Nation–Saskatchewan: MN-S mistahe wîcihtâsôak to sîtauwiskaw Métis School of Excellence mâahsîi kayas mistahe âpacihtîcîk âtauwîwak Saint Michell Michif Bilingual Kindergarten kichî êkwa mîna mas’nahikîhâwak peyâk kiskinohamâkewiskwêw êkwa pîkiskwîwan kanawihcîkêw tipahikwak mîna awâsisak pôsihcîk l’bus êkwa sihkîpimpayis kotak mîna School Divisions aschi Mâmawapôwak.

Central Urban Métis Federation Inc.: CUMFI k’yâpic mistahe wîcitasocîk ati Métis Education Alliance êkwa Governance Committee êkwa Working Group. CUMFI kiskiyihtamak tânti ka wîcitasocîk sônîyâs kî miyêwak kihtêyak êkwa kiskiyihtamowin Kanawihcîkew kici.

Saskatchewan Urban Native Teacher Education Program: SUNTEP ôkîk oskayak kâ pônîtacîk kiskiytamok Métis pimâtisôwin kayâs, êkwa tân’si pîkiskwêwin Nêhiyawêwin êkwa mistikosîmôwin itihtâkwak l’kwol mena itotêwok wîcihtasocihk êkwêyispi âwasîsak kiskinomowîwâk mōcikihtâwin.

Gabriel Dumont Institute: GDI asotamowak wicimatawcih Métis pimatisowin masinahikana (Taanishi) êkwa l’porrhttra apacitawak êkwa mina kotaki masinakansa (Taanishi Books) Métis naspasinahikewak êkwa kihteyak mena l’kwol wicihawak êkwa kotaki apacihtîcîk.

Evidence of Improved Student Achievement

Awâsisak ôma mâci kaskihkâw Govenance Outcomes (Appendix) masinamok tansi kati nisitotakwo matî tapwi sâpokiskiyihtamôwin Participation Outcomes êkwa Learning Outcomes tipocihkatewa tanimatato

Participation Outcomes:

Mobility Rates: Mobility ōma tipahomāk tanimatahto pihtikwicih ēkwa tānimatahto āsihtewak mobility Rate 2019-2020 52% ki astew.

Attendance: Nisto askī awāsisak attended 90% ayiwak l'kwol 30% otch iskok 70%.

Michif Language Program Participation: Kahkiyaw awāsisak Michif pihtomāk tato kisikaw Michif pīkiskwēwin kiskinwahamātōwikamkos Ayiwak ohci 40 kiskinohamakanack isko 80 ōta 2020.

Fiddle Program Participation: Awāsisak wicihowewin la v'yālon ka mitawicihk ohpikin 32 awāsisak ohci isko 50 awāsisak.

Student Learning Outcomes:

Literacy Outcomes: 2016 isko 2019 ayamihcikēwan ohpikin in grade peyak isko nisto ohpimī 11% ayamihcikēw kiskinohamākēw masinahkihaw wīchāt kiskinohamākak ayamihcikicihk.

Grade 3 Reading: Pāskāwīhowipīsm 2019 grade nisto kiskinohamākanak kihci ispipihk aspin ohci niyānan aski ayamihcikiwan ciki 77% awok miyo ayamihcikicik pāskāwīhōwipisīm 2019 67% tipinamōk ispipihk nāwahci ayamihcikēwan

Grades 5-8: Aspin ohci 2018 kiyanaw ohci grade niyānan īsko aynanew 80% sapokiskiyihtamok aymicikiwan. Miyokin aspin ohci neow aski 53% ayiwak inihta ayamihcikicik division cohort utī ohpikan tahto aski 7%.

Conclusion

Iskwayānihk, Saint Michell l'kwol of Excellence ōma kiyāpic wīcīwakano the Board mitoni kwayas nīkan astawak Āpihtaw Kosisān pimatisowin ēkwa pimatisowin ēkwa pikiskwewin kihteyak ēkwa kiskiyihtamowin kanawihcikew ēkwa okimawakk yapic mamawapowak Greater Saskatoon Catholic Schools Board of Education kiyapic maci kaskihtawak ēkwa nicitohtamowin wiyawaw nitawihtakew awasisak , oskayak,ēkwa nitisanāk ka mamihcicik ōma Métis kiskinohamākēwin.

Appendix A: Métis Education Alliance Agreement



EDUCATIONAL ALLIANCE AGREEMENT

Between

Central Urban Métis Federation Inc and Greater Saskatoon Catholic Schools

Preamble

Building on shared interests expressed in the 2010 Memorandum of Understanding between Central Urban Métis Federation Inc. and Greater Saskatoon Catholic Schools, the parties agree to strengthen their partnership in education by developing and implementing actions to address the following areas:

1. Recognizing and celebrating common interests and unique elements of each party, including the role of spirituality within the respective communities, informed by a sincere interest in social justice and equity.
2. Development of collaborative and cooperative administrative and governance structures to promote equity, stewardship and accountability in decision-making.
3. Developing a protocol to share information, research and evaluation for the purposes of improving outcomes for Métis students.
4. Enhancing increased understanding of Canadian constitutional obligations to Métis people for all students.
5. Respecting the unique language, identity, culture and history of Métis students in the delivery of educational programs and support services.
6. Collaboratively working on specific programming to address the preservation, promotion and revitalization of languages for Métis students.
7. Engaging all students in academic and school programs that include and value Métis ways of knowing, learning and being.
8. Providing professional support for teachers to build capacity to meet the spirit and intent of the agreement.
9. Working together to enhance and design an array of educational supports, programs and services for Métis students from Pre-Kindergarten to grade 12 and their transition to high school, post-secondary education and/or employment training.
10. Working together to enhance the voice and participation of Métis students, family and community members, including Elders and Knowledge Keepers in the educational process.

11. Working together to address both educational and employment equity for Métis students and staff employed by Greater Saskatoon Catholic Schools.

The alliance members agree that the foundations for co-governance are implicit in the constitutional obligations and existing relationships with Métis people by the Crown, the Canadian Charter of Rights and Freedoms, the education, social and human service related statutes enacted by the Government of Canada,, Government of Saskatchewan, the bylaws of Greater Saskatoon Catholic Schools and Central Urban Métis Federation Incorporated. Therefore nothing in this agreement will diminish the mutual responsibility and respective authority or jurisdiction of the parties to the agreement.

Spirit and Intent of the Agreement

Sharing a mutual concern for the well-being of all students, the parties agree that the main purpose of this agreement is to enhance holistic educational outcomes for Métis students. Holistic academic programming and student supports will recognize students’ unique language/cultural heritage, identities, shared histories and relationship with all Canadians.

Principles and Values Guiding Relationships

1. To ensure its success, the partnership will be guided in its relationships, communications and actions by the following principles:
2. Respect for the rights and authorities of each organization.
3. Reciprocity—shared responsibility and accountability through openness, and transparency.
4. Consensus orientation in planning, decision-making and renewal.
5. Interdependence—mutuality, cooperation and collaboration.
6. Efficacy—a capacity to make a difference through our work together and willingness to take responsibility to do so.
7. Flexibility—a willingness to develop options as possibilities for our work together, and a willingness to demonstrate respect and empathy of diverse perspectives.
8. Building and creating on strengths/gifts of all.
9. Advocacy for excellence in the delivery of education and support services to Métis children and youth.

Signed in good faith with the commitment to pursue all aspects of this agreement.

Signed this 18th day of April, 2016 at Saskatoon, SK

Shirley Isbister
President
Central Urban Métis Federation Inc.

Diane Boyko
Board Chair
Greater Saskatoon Catholic Schools

Appendix B: Evidence of Board Influence and Participation

Date	Item	Detail
2010	māmawohkamātowin Partnership 2010-2015	Board formalized partnerships with Saskatoon Tribal Council (STC) and Central Urban Métis Federation Inc. (CUMFI)
December 17, 2012	Regular Meeting of the Board	First Nations and Métis Education Plan 2012-2015
January 21, 2013	Regular Meeting of the Board	CIAF Executive Summary – Partnerships
February 10, 2014	Regular Meeting of the Board	First Nations and Métis Education Partnership Planning
March 9, 2014	Board Retreat	First Nations and Métis Participation in Catholic Education
November 24, 2014	Regular Meeting of the Board	First Nations and Métis Education Partnership Monitoring Report RE: māmawohkamātowin Education Alliance
March 30, 2015	Regular Meeting of the Board	First Nations and Métis Education Partnership Monitoring Report RE: māmawohkamātowin Education Alliance
June 8, 2015	Regular Meeting of the Board committee report	māmawohkamātowin Education Alliance
January 25, 2016	Planning Meeting of the Board	Review of Greater Saskatoon Catholic Schools (GSCS) and Central Urban Métis Federation Inc. (CUMFI) Educational Alliance draft agreement
April 11, 2016	Regular Meeting of the Board	Approval of GSCS and CUMFI Educational Alliance agreement

April 18, 2016	Board Event	Signing of Educational Alliance at St. Michael Community School
June 6, 2016	Regular Meeting of the Board	Building Relationships and Partnerships Monitoring Report RE: transitioning St. Michael Community School to a Métis school of excellence.
September 12, 2016	Regular Meeting of the Board	Truth and Reconciliation: Potential Calls to Action RE: Michif language initiatives at St. Michael Community School
November 28, 2016	Regular Meeting of the Board	First Nations and Métis Education Partnership Monitoring Report
June 15, 2017	Governance Meeting	CUMFI/GSCS Educational Alliance
June 26, 2017	Regular Meeting of the Board	Building Relationships and Partnerships Monitoring Report
August 28, 2017	Planning Meeting of the Board	Truth and Reconciliation Response from Greater Saskatoon Catholic Schools
February 5, 2018	Regular Meeting of the Board	First Nations and Métis Education Partnership Monitoring Report
March 11, 2018	Board Retreat	Exploring Co-Governance in First Nations, Métis and Inuit Education
May 14, 2018	Regular Meeting of the Board	Building Relationships and Partnerships Monitoring Report
May 23, 2018	Think Tank Day	CUMFI/GSCS Educational Alliance
November 26, 2018	Governance Meeting	CUMFI/GSCS Educational Alliance
February 4, 2019	Regular Meeting of the Board	First Nations and Métis Education Partnership Monitoring Report
June 19, 2019	Governance Meeting	CUMFI/GSCS Educational Alliance

June 24, 2019	Regular Meeting of the Board	Core Michif Language Program
November 14, 2019	Governance Meeting	CUMFI/GSCS Educational Alliance
December 2, 2019	Planning Meeting of the Board	First Nations and Métis Partnerships Planning 2019-2020
June 2, 2020	Governance Meeting	CUMFI/GSCS Educational Alliance
June 22, 2020	Regular Meeting of the Board committee report	Michif Early Learning Pilot Project Information
September 14, 2020	Regular Meeting of the Board	Michif Early Learning Pilot Project Approval

Appendix C: Métis Education Model



Based on Dr. Brokenleg's Circle of Courage Framework of four universal needs and values essential to young Indigenous people's growth: belonging, mastery, independence and generosity, St. Michael Community School's Métis Education model was co-created by the Métis community, our staff and our school community. The ten monthly themes are visually represented in and around the Red River Cart wheel and painted by Métis Artist and former GSCS teacher Kat Moon.

September's focus is Community and is represented by the Red River Cart Wheel. In building positive relationships within our classrooms, our school, our families and our community organizations, we can begin our journey through the school year feeling connected to those around us. As a community of faith, we are connected and supported in our kinship.

October's theme of family is represented by the strong pack animal the Wolf/Roogaroo. The pack is an extended family supporting each other to meet the needs of the family and they stand together to raise the young, to protect each other, to travel and to hunt together. The wolf represents the relationships within our families.

The Métis flag represents November's theme of Leadership. The Métis Nation has many symbolic flags which evolved over time. One such flag has a blue background with a white infinity symbol that has two meanings: 1) the joining of two cultures and 2) the existence of a people forever. This symbol was chosen for the month of November to represent strong leadership and the ability to unite people for a greater cause and aligns with Saskatchewan's Louis Riel Day on November 16 which celebrates one of the Métis people's biggest heroes.

The December theme of Celebration is symbolized by the Fiddle and Moccasins for music and dance as they play an Important role when Métis people gathered to celebrate Christmas and New Years! The fiddle represents the old-time music of the Métis when a fiddle, a guitar and a set of spoons was all you needed to get a celebration started. The moccasins remind us of the importance of Métis dancing of jigging and square dancing.

The buffalo is a powerful representation of January's theme of kindness. The buffalo provided plains people with almost everything they needed to survive. Through their sacrifice and kindness, we are reminded to be kind and generous to others. Some people say that Education is our new buffalo.

The Buffalo was chosen for January because the Métis people celebrated New Years in a big way coming together to celebrate, share food and focus on a positive and productive new year. Since the buffalo provided so much for Métis people, he is our symbol for the month.

February's theme of storytelling is represented by the eagle. The Eagle is the traditional messenger that helps deliver our prayers to the Creator. During storytelling month, we honour the Eagle and the role he plays in sharing important messages.

The Red River Cart represents March's theme of balance. Throughout their travel, the Métis used the Red River Cart to transport their belongings. As they travelled it was important to balance their items on the cart to ensure a safer journey. One of the great sacred laws in the traditional Métis worldview was the great law of Harmony and Balance. According to Métis law, an individual must place an offering before they took something. Often, a prayer or tobacco was made before harvesting animals, plants and other resources from the land in order to maintain balance in creation. Living in balance mentally, emotionally, physically and spiritually was stressed.

April is when our attention focuses on the springtime and we see Mother Earth waking from winter slumber. Therefore, the bear is an apt representation of the theme of Nature and Mother Earth. It is a time of renewal and birth. The frog announces the coming of spring and we hear its song. Hibernation ends, animals and birds return from their winter homes and plants begin to grow again. April is also the time for Easter, and we prepare ourselves to celebrate the resurrection of our Saviour.

May's theme of Marian devotion is represented by the image of a rosary. The Métis have a long-standing devotion to Mary and the Shrine at Our Lady of Lourds in Duck Lake is a gathering spot with a rich Métis tradition in Saskatchewan. In May of 2002 Pope John Paul II said, "Today we begin the month dedicated to Our Lady a favorite of popular devotion. In accord with a long-standing tradition of devotion, parishes and families continue to make the month of May a 'Marian' month, celebrating it with many devout liturgical, catechetical and pastoral initiatives!"

In June we return to the outside of the wheel and focus on community through an appreciative lens. We think about those who have helped us on our journey this year and show our appreciation in a variety of ways. We also need to say *M'wstas* to students and to staff members.

Outside the circle are Dr. Brokenleg's themes of belonging, mastery, independence and generosity. Within the wheel are the colours of the circle of life that remind us of our grandparents' teachings. The themes help focus our efforts to include Métis perspectives and the Michif language throughout the school. Teachers use these themes to make curricular connections, identify resources and support school themes and celebrations.

Appendix D: Métis Education Inclusion – Social Studies Outcomes K-3

Curricular Outcomes and Indicators	"I Can" Statements
Kindergarten	
INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom a. Identify and categorize the attributes that make an individual unique (e.g., physical features, cultural interests, personality characteristics).	I can identify Métis cultural symbols such as the fiddle, sash, flag, flower beadwork design, buffalo.
INK.2 Describe the diversity of groups represented in the classroom a. Investigate the diversity of languages and cultural traditions represented in the classroom and school, and recognize the role language and culture play in an individual's unique identity. b. Describe various cultural traditions, festivals, and celebrations recognized by children's families and communities, and discuss the importance of these cultural traditions, festivals, and celebrations. c. Identify individuals and groups that are important in children's lives, and explain why these individuals and groups are important to them as individuals (e.g., family, Elders, senior citizens, friends, storytellers, classmates, members of activity groups to which children belong).	I can recognize Métis people as distinct from other groups by their language, celebrations, music, foods, and heroes.
DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. a. Name, and describe the physical characteristics of, the four seasons. b. Give examples of how daily life is influenced by environment (e.g., work, play, clothing). c. Identify how weather affects everyday life, and describe how adaptation for seasonal change is evident in daily life	I can explain that Métis people have a close relationship to the land which influences how they make a living, acquire food, design their clothing and is reflected in their art.

<p>(e.g., clothing, food, home construction, recreational and sporting activities, transportation).</p> <p>d. Investigate ways in which place influences identity (e.g., leisure activities, sports, arts, and culture are all influenced by place).</p>	
<p>RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.</p> <p>a. Demonstrate environmentally responsible behaviours in the classroom and school (e.g., take only what is needed in order to provide for future needs, reduce consumption, practise water conservation, turn off lights when leaving a room, recycle, compost).</p>	<p>I can recognize that the Métis respected Mother Earth and valued how they used resources in a respectful manner.</p>
Grade 1	
<p>IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.</p> <p>a. Generate questions about family traditions and celebrations (e.g., Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?).</p> <p>b. Describe behaviours, actions, or activities that are part of students' family traditions or celebrations.</p> <p>c. Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources (e.g., family members, Elders, teachers, neighbours, library books, video clips).</p>	<p>I can describe Métis celebrations and know when they are held throughout the year i.e.: Back to Batoche Days – July (third week) Feast of St. Joseph – July 24th Louis Riel Day – November 16th New Year's – first week of January</p>
<p>DR1.1 Relate family events and stories of the recent or distant past to the student's place in present day family life.</p>	<p>I can recall a traditional story about Métis life and celebrations. It may be about the past,</p>

a. Provide oral examples of traditions and celebrations that connect people to the past, and consider why these traditions and celebrations are important today.	community or family traditions or celebrations.
DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings). a. Identify people who are connected to the basic family group through hereditary or cultural family relationships (e.g., grandparents, parents, aunts, uncles, other significant adults).	I can explain how Métis families might differ from other families through hereditary or cultural family relationships.
DR1.3 Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants. a) Retell stories that explore the relationship between humans and nature. b. Identify ways in which use of resources to meet needs and wants of individuals affects the natural environment, and recognize individual and group responsibility towards responsible stewardship of the natural environment.	I can summarize a story that I heard about Métis people and how they use nature or explain how something in nature came to be.
Grade 2	
IN2.1 Determine characteristics of a community. a. Compile a list of various communities to which students belong (e.g., cultural, recreational, faith, sports, arts). c. Compare characteristics of other communities to which students belong with those of the school community, identifying the similarities in meeting needs and achieving common purpose.	I can explain that Métis people are often members of a Métis local like Central Urban Métis Federation Inc. (CUMFI).
IN2.2 Create a representation of the diversity of cultural groups in the local community.	I can explain that Métis people are one of the cultural groups in our city and have

<ul style="list-style-type: none"> a. Describe diverse characteristics within the school and local communities, and describe similarities within and between diverse groups. b. Retell the shared experiences and stories of members of the local community experienced through active listening, viewing, and reading of stories in various formats. c. Identify the significance of a variety of cultural traditions, festivals, and celebrations in the school and local communities. 	<p>similarities and differences to other cultural groups.</p>
<p>DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.</p> <ul style="list-style-type: none"> a. Research and represent the history of the local school and the local community (e.g., events, people). 	<p>I can identify historical Métis heroes and role models and how they made contributions to our community.</p>
<p>PA2.1 Analyze how decisions are made within the local community.</p> <ul style="list-style-type: none"> a. Give examples of leadership in the local community, and describe ways leadership is demonstrated (e.g., mayor, reeve, chief, Elders, community volunteers). b. Identify decision makers in the local community in government, economic, community, faith, and cultural organizations, and the roles of each. 	<p>I can identify a Métis organization that advocates for Métis people in the community. An example would be Central Urban Métis Federation Inc. (CUMFI)</p>

RW2.2 Analyze various worldviews regarding the natural environment. a. Investigate traditional Métis worldviews of the natural environment.	I can explain how Métis people have a traditional worldview that respects the natural environment.
Grade 3	
IN3.1 Analyze daily life in a diversity of communities. a. Describe characteristics of daily life in communities studied, and compare the ways in which the needs are met by individuals in diverse communities (e.g., housing, tools, work, use of the land, games, education). b. Give examples of how culture is reflected in daily life in various communities, and examine why these cultural elements are important (e.g., language, stories, cultural traditions, religious traditions, recreation, art, architecture, clothing). c. Compare life of a child in the local community to life of a child in one of the communities studied (e.g., family, housing, education, recreation).	I can describe how Métis people live in communities around the province and compare it to how I live in my community.
IN3.2 Analyze the cultures and traditions in communities studied. a. Give examples of traditions and practices that have endured over time in communities studied, and discuss why these are important.	I can identify Métis cultural practices and tell why they are important.
DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land. a. Identify the influences that geography has on societies (e.g., location of settlements, transportation of goods and people, types of industry such as farming,	I can describe a northern Métis community like Ile-a-la Crosse and explain how the environment affects their daily lives.

<p>ranching, forestry, mining, tourism, and manufacturing).</p> <p>b. Recognize how environmental and climatic factors are influenced by location (e.g., proximity to water bodies influences precipitation and temperature; mountainous terrain influences soil formation, precipitation, and temperature).</p>	
<p>DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p> <p>a. Research the view of land as held by indigenous peoples in communities studied.</p> <p>b. Identify ways in which people in communities studied interact with the land (e.g., meeting needs and wants, how land is protected or neglected).</p> <p>c. Identify local environmental issues that affect life in communities studied.</p>	<p>I can discuss the environmental issues that affect Métis communities like Ile-a-la Crosse.</p>
<p>PA3.1 Compare how decisions are made in the local community and communities studied.</p> <p>a. Identify examples of decision-making structures where leadership is:</p> <ul style="list-style-type: none"> • inherited • elected • communal. 	<p>I can identify the decision-making structures of a Métis local like Central Urban Métis Federation Inc. (CUMFI)</p>

Appendix E: Métis Education Alliance Outcomes

Program Outcomes	Facility and Resource Outcomes	Governance Outcomes
<ul style="list-style-type: none"> • Métis Education Model for the inclusion of Métis content and perspectives. • Core Michif Program for K-4 classrooms. • K-12 Teacher lesson and unit plans developed and shared division wide. • K-12 Co-planning, co-teaching support provided to teachers within the division. • PD system in-service developed to support the inclusion of Métis content and perspectives. • Establishment of a core Michif language program. • Establishment of a Métis Education Model. • Métis flag raisings at various schools. • After-school fiddle program to support E.D. Feehan students. 	<ul style="list-style-type: none"> • St. Michael Métis Education Program. • Michif Cultural Room. • Consolidation of Métis learning resources. • Templates developed to support and report on the inclusion of Métis content in all grade levels. • One FTE Elder on site at St. Michael School • Fiddle Program for Gr. 6-8 students. • Jigging group open to all students. • One F.T.E. position to support Métis initiatives and the work of the partnership. • One ½ time position funded by CUMFI to support Core Michif at St. Michael School for Gr 5-8. 	<ul style="list-style-type: none"> • Annual community consultation process in place to receive feedback from Métis community members regarding the goals for Métis education. • Semi-annual governance meetings. • Quarterly Working Group committee meetings. • Collaborative support of community Métis events and celebrations such as Métis Days, Louis Riel Day. • Staffing reports submitted regularly. • Newsletters to share the accomplishment of the program. • Métis staff recognition supper. • A division imperative for Métis education. • The establishment of St. Michael school as a dedicated Métis school of excellence. • Each year, one new Michif cohort is added.

Appendix F: Métis Nation Saskatchewan Letter of Support



September 23, 2020

2020 PREMIER'S BOARD OF EDUCATION AWARD FOR INNOVATION AND EXCELLENCE IN EDUCATION

To the Selection Committee for the Premier's Award for Innovation and Excellence,

Re: Greater Saskatoon Catholic Schools

For many Métis families, colonization, land loss, and cultural decimation has eliminated Indigenous language usage. As Elders and 'Old Ones' pass on, the Métis Michif language is rapidly dying. In partnership with Métis Nation-Saskatchewan, the leadership at Greater Saskatoon Catholic Schools is revitalizing our proud Métis language through the Michif Early Learning Pilot Project. Recognized by the Government of Canada as the government of Saskatchewan's Métis people, Métis Nation – Saskatchewan is guiding and overseeing the program through its Ministry of Early Learning and Childcare, and supporting its development through its ELCC funding agreement.

Greater Saskatoon Catholic Schools is among six school divisions that are working collaboratively with Métis Nation-Saskatchewan to ensure Métis children know who they are as a people and to help them understand why their unique language is important. To do so, language programs for both Michif and Dene have been established for children aged three, four, and five in select schools in Regina, Saskatoon, Ile-a-la-Crosse, and La Loche.

During the summer of 2020, the team at St. Michael School in Saskatoon contributed to the development of 'Year One Michif Programming' and actively engaged parents and community partners in this endeavour.

Métis Nation-Saskatchewan appreciates the support from Greater Saskatoon Catholic Schools as an early adapter of the Michif Early Learning Pilot Project. With their leadership and dedication to Métis citizens, our children will know *Awaana Nîiyaa*: "Who I Am – Proud, Confident, Métis."

Maarsii,

Dr. Earl Cook
Minister of Education
Métis Nation-Saskatchewan

Appendix G: Central Urban Métis Federation Inc. Letter of Support



Central Urban Métis Federation Inc.
315 Ave. M South
Saskatoon, SK S7M 2K5
Tel: (306) 975-9999 Fax: (306) 975-9156
Email: cumfiadmin@sasktel.net

September 23, 2020

RE: ST. MICHAEL MÉTIS SCHOOL OF EXCELLENCE AND PREMIER'S BOARD OF EDUCATION AWARD FOR INNOVATION AND EXCELLENCE IN EDUCATION

To Whom It May Concern:

On behalf of Central Urban Métis Federation Incorporated (CUMFI), I am pleased to provide a letter of support to the Saskatchewan School Boards Association, seeking a nomination for the St. Michael Métis School of Excellence, for the *Premier's Board of Education Award for Innovation and Excellence in Education*.

In 2016, CUMFI signed an official partnership agreement with Greater Saskatoon Catholic Schools (GSCS), establishing the "*Central Urban Métis Federation Incorporated and Greater Saskatoon Catholic Schools Education Alliance Partnership*." This agreement was a key milestone in a partnership that began 10 years earlier, whereby the partners sought to increase academic outcomes for Métis students within GSCS schools, and to enhance and revitalize Métis (Michif) culture within K-12 education, and throughout Saskatchewan.

To date, we have shared the work and the outcomes, and our partnership has flourished. We have accomplished our original goals, and many more. The Alliance Partnership has established a strong leadership structure; working as a co-governance entity, providing strategic leadership and oversight of shared projects, creating innovative and new culture and language programs, supporting Métis employment initiatives, and growing Métis family participation in the education sector.

One of our most significant outcomes has been the establishment of the St. Michael Métis School of Excellence, located in the neighbourhood of Kelsey Woodlawn. At this site, the Alliance has collaborated to develop one of the most cutting edge and innovative Michif cultural programs, where Métis children have access to their inherent language and culture, are taught by Métis teachers and knowledge keepers, and are given the opportunity to develop strong identities as strong and proud Métis citizens of Saskatchewan, and Canada.

In Saskatchewan, CUMFI is a leader in the efforts to achieve reconciliation between the Indigenous community and the rest of the province. We see this partnership and the St. Michael Métis School of Excellence as one of our most significant achievements, and certainly a school that reflects the values and spirit of the Premier's Board of Education Award for Innovation and Excellence in Education.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Shirley Isbister', with a stylized, flowing script.

Shirley Isbister, President

Central Urban Métis Federation Incorporated

Appendix H: Saskatchewan Urban Native Teacher Education Program Letter of Support



Saskatchewan Urban Native
Teacher Education Program
SUNTEP Saskatoon
Room 7, McLean Hall,
106 Wiggins Road,
University of Saskatchewan
Saskatoon, SK S7N 5E6
Phone 306-934-2201
Fax 306-975-1108
sheila.pocha@usask.ca



September 25, 2020

To Whom It May Concern:

It brings me great pleasure to write this letter in support of the nomination of St. Michael Community School for the Premier's Award for Excellence in Education. The school is central to Indigenous families as we seek to improve our children's ways of knowing and affirm their strength and pride in their cultural identity. The work the Greater Saskatoon Catholic Schools (GSCS) and its staff do in many schools to promote our language, culture and ways of knowing is very important to us, especially because we have waited so long for it to arrive.

As a SUNTEP alumnus, and now as the Program Head of SUNTEP Saskatoon with the Gabriel Dumont Institute and the University of Saskatchewan, I have had many opportunities to observe and work closely with St. Michael Community School beginning with when I was a student teacher working with teacher, Joyce McLean, who is now retired. I am pleased to see the positive growth that has created learning environments in which SUNTEP student teachers have the opportunity to have pre-service experiences at St. Michael's and other schools and to graduate feeling positive about obtaining employment with GSCS. I have observed the professional implementation of positive learning and enriched outcomes through the efforts made to include First Nations and Metis knowledge and culture. I know this creates a sense of belonging in Indigenous students and this helps improve their achievement at school. SUNTEP student teachers have been a part of the school's focus on Métis culture and they have had the opportunity to deliver Metis-focused learning experiences. This focus helps them understand the importance of culture, language and reconciliation in their own lives and in the work they will do as teachers.

I am very impressed with the Métis fiddle program, the Michif language program, the inclusive Métis Education Model, and the immense contributions created in-house with folks such as Cort Dogniez and Samuel LaMontagne. During the *Think Indigenous Conference* on the university campus in 2018, delegates were delighted by the music the school's fiddle students brought to the conference. Their music created immense pride and joy among all of us. This kind of cultural implementation at the school level must be recognized and celebrated!

If you wish to contact me about this letter of support, I can be reached by telephone at 306-934-2201 and by email at sheila.pocha@usask.ca.

Sincerely,

Sheila Pocha
Program Head, SUNTEP Saskatoon
sheila.pocha@usask.ca
Direct: (306) 934-2201
Office: (306) 975-7095

The Gabriel Dumont Institute promotes the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.

Appendix I: Gabriel Dumont Institute Letter of Support



GABRIEL DUMONT INSTITUTE of Native Studies and Applied Research

917 22nd Street West, Saskatoon, SK S7M 0R9

September 23, 2020

To Whom It May Concern:

I am pleased to provide this letter of support for the nomination of St. Michael Community School, a school within Greater Saskatoon Catholic Schools (GSCS), for the *2020 Premier's Board of Education Award for Innovation and Excellence in Education*. The school personnel, the school division and its leadership, and the partners to the program are all to be commended for making St. Michael Community School a Métis-focused school.

The Gabriel Dumont Institute (GDI) has been supportive of St. Michael's focus on Métis history, heritage, culture, and languages since the GSCS chose to implement this focus at St. Michael Community School in 2016. This aligns well with the mission of the Institute and reflects a long-held dream. This dream is that non-Métis know more of the positive information about the history, culture and contributions of the Métis while Métis students have their cultural identity affirmed in a setting that further supports their cultural renewal and reclamation.

The Institute has supported the inclusion of Elders, performing artists, and Métis knowledge keepers in the schools such as John and Vicki Arcand, Phil and Dallas Boyer, Tristen Durocher, Jess Lee and Norman Fleury. We have invited St. Michael staff to various events including those with professional development. We act as a resource for the school when they are seeking additional information that can inform the accuracy of Métis history, culture, and traditions.

We have also had the pleasure of collaborating with St. Michael School on several projects such as the Métis Education Model posters and on having students illustrate several of our books for young readers.

We are pleased to provide the school a substantial discount on the purchase of resources because of their focus and our informal partnership. We also carry the fiddle music CD the school produced to celebrate the student fiddlers and their progress.

The Institute values the commitment made by the GSCS Division and the St. Michael Community School staff. They face the challenge of having both the student body and the staff complement comprised in part by people from other backgrounds and ethnicities. It is admirable that the Métis focus is overtly deemed of value to all students and not just those who are Métis. There is a clear expectation that non-Métis staff also value this perspective. I am sure there have been queries from non-Indigenous parents and teachers, and perhaps even some pressure to change, but the school and division have remained steadfast in their resolve.

When one enters St. Michael Community School, several strong impressions come to mind. One is that the students seem happy to be there and there is a clear indication that they feel they belong. This is an important one to me personally as I whole-heartedly believe in "The Circle of Courage" model in which belonging is noted as a fundamental need for human development. The second noticeable impression is the family atmosphere in the school and the pride the students have in knowing, experiencing, and expressing Métis culture and language.

It is for these many reasons that I can confidently support the nomination of St. Michael Community School for this award because of their outstanding effort and achievement. If you wish to contact me about this letter, I can be reached by telephone at 306.657.5710, and by email at karon.shmon@gdi.gdins.org.

Sincerely,

Karon Shmon,
Director, Métis Culture and Heritage
Gabriel Dumont Institute

The Gabriel Dumont Institute promotes the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.

Appendix J: Saskatchewan Polytechnic Letter of Support

Monday, September 28, 2020

Dear Selection Committee:

My name is Brian Gallagher. More than thirty years of my career in Education have been as an employee of Saskatchewan Polytechnic. One of the most uplifting components of this have come from a partnership agreement with St. Michael's Community School and the subsequent involvement in shared programming.


The atmosphere at St. Michael's Community is difficult to describe. The student are growing up in an environment where they believe they are a valued and integral part of Canadian society. This is a direct result, of the impact of everyone involved, creating a unique and empowering environment. With the Indigenous population being the fastest growing sector of the population forward thinking, sustainable, out of the box initiatives like this one are deserving of recognition.

Visiting the school and partaking in their community events leaves you with a confident feeling that the experience for these young people will have a profound impact on our society. The student present themselves as proud and confident members of their school and community. The teachings they receive are shifting paradigms creating better ways to viewing themselves and their fellow beings.

The "Calls to Action" are requesting that Canada work to rebuild relationships. The model created at St. Michael's is doing this. It is one that needs to be recognized and copied. It directly addresses many of the "Education" calls. Education being one of the foundations of our society leads the way influencing the areas of health, Justice language and culture.

Please accept this letter supporting the nomination for St. Michael's Community School. It is an honour and a privilege to speak on their behalf. Thankyou, for your time and consideration.

Sincerely,



Brian Gallagher



Appendix K: Artist in Residence Letter of Support



KARRNEL
FIDDLE | PRODUCER | COMPOSER
306.717.2013
www.karrnel.com
www.thefretless.com

Re: SSBA Premier's Board of Education Award For Innovation and Excellence in Education

To Whom It May Concern:

My name is Karrnel Sawitsky and I am a Juno Award winning musician, fiddle player, composer, educator, and producer from Saskatoon, SK. I am writing this letter in support of the Greater Saskatoon Catholic Schools (GSCS) submission to the Saskatchewan School Boards Association Premier's Board of Education Award For Innovation and Excellence in Education – specifically with regards to the Métis fiddle program at St. Michael Community School Métis Education School of Excellence in Saskatoon, SK.

I am very fortunate to be the artist involved with the Métis fiddle program at St. Michael Community School for the last 3+ years and have witnessed first-hand the power and positive effect this program has had on these kids.

Beyond teaching traditional fiddle tunes to these students, the focus of my work with the Métis fiddle program has been centered around creativity and empowering these young artists with the freedom to create. This could be a fiddle tune, a folk song, a Métis fiddle tune/song, a rap song, a story, or any creative outlet. The goal is not to restrict the form of creation, but rather encourage the freedom of creation and assist with the process after the initial spark. Obviously, this has resulted in an abundance of new music / art since my time working with the kids and we have shared it through performance and recordings. However, in my opinion this 'quantity' of created art should not be the key measure of success of this Métis fiddle program.

When a person creates a piece of music (or any art) there is a sense of pride attached to that accomplishment. A sense of ownership almost beyond description. They want to share their creation with friends, family, mentors, etc.. They want to create again. And where did this creative output come from? At its core, it comes from that person's background, experiences, and culture.

Combining the teaching of traditional Métis and Indigenous fiddle tunes with the creativity of new repertoire not only grows the program's strength student by student, but also with the student's family/community in how each student shares these traditional tunes and new fiddle tunes. Every piece of music is written by a person or group of people and their background, experiences, and culture not only shape the music, but often times become identities of that music.

Fiddle is such a big part of the indigenous and Métis culture in Saskatchewan. Giving these young fiddle players at St. Michael Community school the outlet opportunity to create new Métis music is an incredibly innovative and pioneering idea to engage these students.

I highly recommend this submission for the Premier's Board of Education Award For Innovation and Excellence in Education.

Respectfully,

Winter, 2020



Métis Education

St. Michael Community School



"It is important to understand our history, to acknowledge the oppression we have suffered, and recognize the significance of our emergence as a people known as Métis."

Tom McCallum, Métis Elder

Celebrating Métis Culture

At St Michael Community School we endeavor to incorporate Métis culture and perspectives in everything we do in our building. Our locally developed Métis Education Model provides us with monthly themes that focus our initiatives in all classrooms while we support and participate in community events that celebrate our culture. In the past few months we have commemorated Louis Riel Day and researched and acknowledged historical and contemporary leaders and role models. We partnered with École St. Paul School during our annual staff retreat to build understandings and opportunities in learning about Métis ways of knowing, being, and doing. We were privileged to host the GSCS Indigenous Employees Network gathering celebrating Métis culture. We honoured New Year's with a school wide celebration of storytelling, food, games, and music.



Congratulations to The Gabriel Dumont Institute who are celebrating their 40th anniversary!!

We had many guests including students from SUNTEP, delegates from the Métis Nation – Saskatchewan’s Early Learning and Child Care Gathering, Métis Elders including our principal, Cristin Dorgan Lee’s auntie Sophie, who is a fluent French Michif speaker. We were excited to be invited by the Saskatoon Blades to the book launch of *A Prairie Boy* by Bill Brownridge. It’s the story of a Métis boy and his passion for hockey. February is storytelling month and our students are busy writing their own stories incorporating Michif nouns and verbs wherever possible. Sam LaMontagne presented at the GDI conference to share some of his strategies he uses in teaching the Michif language. Our student fiddlers have performed at a few community events but were thrilled to get a standing ovation at the Métis Nation –Saskatchewan’s ELCC conference banquet!



CUMFI offers free Michif classes every Thursday night from 6:00-8:00 pm at the CUMFI office. Norm Fleury, Maureen Belanger, Sam LaMontagne, and Vanessa Gardiner provide the leadership in Northern, Heritage, and French Michif. Everyone is welcome!!

We are proud of our new St. Michael Métis Education Model and are happy to share information about it.

Additional information can be found on our school website:
www.gscs.ca/studentsandfamilies/schools/MIC

Core Michif Language Program

Sam LaMontagne and Vanessa Gardiner continue to lead instruction in our Core Michif Language program for all our K-8 students. They are using well-respected instructional strategies such as Accelerated Second Language Acquisition (ASLA) and Total Physical Response (TPR) to make learning Michif fun, interactive, and purposeful. Students are enjoying the games, songs, puppets and stories. We are also grateful for the continuing support of our community Métis Elders who provide their guidance and insight.



Out and About in the Greater Saskatoon Catholic School Division

Sam LaMontagne has been quite busy supporting schools in our division as they incorporate Métis perspectives into classroom lessons and school activities. Whether it is teaching jigging and playing spoons at St. Anne, teaching Michif at École St. Paul, or storytelling at St. Lorenzo Ruiz, Sam has a broad repertoire of skills to share with staff and students. He has been investing blocks of time at various schools as they build understandings that have culminated in Métis flag raising ceremonies at St. Mark and St. Edward Schools. He also supported the staff and students at Pope John Paul II School to celebrate the New Year in true Métis style!



Flag raising at St. Edward School



Flag raising at St. Mark School

Bulletin board display at École St. Paul School

