

June 2017

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GDI (1980-2017)

Proud Past, Bright Future



# GDI Communicator

The GDI Communicator is an internal newsletter intended to increase communication between management and staff of the Gabriel Dumont Institute of Native Studies and Applied Research

## In this issue:

Aboriginal  
Employment  
Transitions  
Workshop

Emergency Action  
Plan Implemented

Payroll Cutoff  
Calendar

## Highlights:

Through SUNTEP, I  
Finished My  
Mother's Journey 1  
Active Listening 4

## Through SUNTEP, I Finished My Mother's Journey

By Lorna Regan

I am an educator, mother, friend and relative from Green Lake, Saskatchewan. My mother was Métis and my father was from Flying Dust First Nation. On the advice of my father, I took up a teaching position in Pinehouse Lake. I've also had the opportunity to teach in a Sandy Bay, Duck Lake, One Arrow Reserve, Muskeg Lake Reserve, and Prince Albert.

On a very cold January day about 12 years ago, I moved to Prince Albert to get ready for the start of my Bachelor of Education Degree at The Saskatchewan Urban Native Teacher Education Program (SUNTEP). Today, I work as a substitute teacher with the Saskatchewan Rivers Public School Division in the Prince Albert area. I am also working part-time at Sylvan Learning, while at the same time trying to improve on my Cree language.

Prior to moving to Prince Albert, I worked at St. Pascal School as a High Cost Tutor for five years and was employed with the Northern Lights School Division (NLSD). I also coordinated a community and school literacy program and was asked by the retiring librarian to take over her duties for which I was happy to do for a few years.

I also sat on an Aboriginal Head Start board at the

Mocikitaw Preschool in Green Lake. I was also a Role Model for the Prince Albert Métis Fall Festival and was also a mentor for the Big Brothers and Sisters program in Prince Albert. I had teachers and students tell me to go to university to become a certified teacher.

You get to meet a lot of people within the community school environment, for example, Joe Naytowhow came to have a round dance with the kids in the library and told them stories.

While I was at St. Pascal School, the superintendent approached me and said that NLSD had this program where they could send me to get my teacher education degree, pay for my books and tuition as well as my tutor wages. But there was a catch. Upon earning my education degree and teacher certification, NLSD could send me to any school where they needed a teacher for up to eight years. I was afraid of the unknown and had a young family. I took this into great consideration, but I declined the offer. So, I moved to Prince Albert to join the SUNTEP program through Gabriel Dumont Institute, which I completed in December 2010 with a distinction.

SUNTEP is a very family oriented program and lends a

huge amount of support when needed. One meets many friends and people/connections along the path that it takes you on. At times there were classmates who wanted to abandon their studies for their own personal reasons or other, and they were given so much encouragement, helping hands, hugs, moral support, that there was no way they were going to let their studies down, nor their family and future students because SUNTEP is just like that.

SUNTEP is a very highly supportive program. Everyone, including the librarian and secretary, will encourage you to do your best and to not give up. It is the most wonderful and enlightening place to attend university as it is very culturally enriching and one finds out so much about themselves and the past.

For example, I had no idea that my late mother contributed to a thesis which one of my Native Studies professors wrote, of which I hold a copy dear to heart, about my home community's past. The history of myself, my people, and my life path came to me while at SUNTEP and it opened my eyes to who I am and where my roots lie. I remember having so many epiphanies and déjà vus while at SUNTEP, I can't even describe it, that in it itself is another story.

Continued on Page 3



**GDI Board of Governors**

Gabriel Dumont Institute  
invites applications for  
Member,  
GDI Board of Governors  
Northern Region II  
(Clearwater – La Loche,  
Buffalo Narrows and Area).

Please submit application to:

Mr. Leonard Montgrand,  
Area Director  
c/o La Loche Friendship Centre  
PO Box 580  
La Loche, SK S0M 0J0  
Email:  
Leonard.Montgrand@yahoo.ca

OR

Mr. Geordy McCaffrey,  
Executive Director  
Gabriel Dumont Institute  
917 22nd Street West  
Saskatoon, SK S7M 0R9  
Email:  
geordy.mccaffrey@gdi.gdins.org

Application deadline:  
August 1, 2017.

**Current Board Members**

Métis Nation–Saskatchewan  
Minister of Education:  
Earl Cook

Northern Region I:  
Glenn Lafleur

Northern Region II:  
Vacant

Northern Region III:  
Jimmy Durocher

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Western Region IIA:  
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Juanita Tuharsky

Eastern Region I:  
Brian Chaboyer

Eastern Region II:  
Viola Bell

Eastern Region IIA:  
Dennis Langan

Eastern Region III:  
Vacant.

**Aboriginal Employment Transitions Workshop**

By Lisa Lenkart

Gabrielle Dumont Institute was well represented at the Aboriginal Employment Transitions Workshop on November 2, 2016 at Wanuskewin Heritage Park. The event, “A Best Practices Workshop Facilitated by the Saskatchewan Post-Secondary Technical Institute Council,” aimed to accomplish three key objectives: 1) to provide a forum to share leading and promising practices to increase Aboriginal Employment after graduation; 2) to understand why Aboriginal engagement makes good economic sense; and 3) to enhance the ability of training institutions and employers to address Aboriginal learners’ needs and make Aboriginal engagement a priority.

The event was initiated by the Aboriginal Graduate Employment Project, whose aim is to develop a cross-sector understanding of promising practices, subsequent implementation of these practices and an ongoing commitment to shared learning to improve outcomes for Aboriginal graduates. Brett Vandale, Director of Dumont Technical Institute, has co-chaired this workshop initiative with

Alastair McFadden, Leah Goodwin, and Christa Ross from the Ministry of the Economy. Dumont Technical Institute committee members took a lead role in coordinating the event, with Program Coordinator Chantelle Julé putting all of the key elements in place before going on maternity leave in July 2016.

Emcee Geordy McCaffrey, Executive Director, Gabriel Dumont Institute, kept the attendees engaged throughout the day with thoughtful commentary on keynote addresses and themes arising from discussions.

GDI Training and Employment Director Lisa Bird-Wilson gave an engaging presentation on effective delivery of career and employment services for Métis people in Saskatchewan.

Chantelle Julé and Joyce Racette, Representative Workforce Coordinator, Regina Qu’Appelle Health Region (RQHR), discussed the success of a partnership which has resulted in increasing employment and the representation of Métis people in the RQHR workforce. Giving examples,

Chantelle and Joyce discussed some of the effective ways to engage employers and Aboriginal students with work placements and experiential learning.

Walter Smith, Manager, Pinehouse Business North and Daniel Downs, Program Coordinator, Dumont Technical Institute highlighted the success of their partnership during the panel discussion “Beginning with the End in Mind- Engaging Employers and Industry”.

GDI Training and Employment Apprenticeship Administrative Coordinator Chelsie Scragg presented on the GDI Aboriginal Apprenticeship Project.

Over 106 delegates were in attendance including representatives from the Government of Saskatchewan, regional colleges, ASETS agreement holders, health regions, Pinehouse Business North, Potash Corp, and Lyco Eagle Construction.

Feedback from attendees rated the conference highly. The venue, presentations, discussion sessions, food and keynote address by John Lagimodiere received very positive comments. 

**Emergency Action Plan Implemented**

By Jim Edmondson

The Gabriel Dumont Institute Emergency Action Plan was implemented in the Prince Albert, Saskatoon, and Regina facilities in June 2017. The Emergency Action Plan implementation at each of the three locations was over a two-day period and involved

installation of the Alertus notification software, staff training and a drill.

The Emergency Action Plan was implemented in Saskatoon (both facilities located on 917 22nd Street West and 1003 22nd Street West) on June 6, 2017; in

Prince Albert on June 12-13, 2017; and in Regina on June 19-20. Overall, the process was very successful.

The drills were conducted to gauge reaction of staff to an emergency situation (active threat).

*Continued on Page 4.*



## Finishing Mother's Journey via SUNTEP ... *Continued from Page 1*

I've always wanted to become a teacher since I was a child. Teaching is a call to duty and a noble profession. I became a teacher because I love kids. I feel this is my calling, and teaching is the best job in the world. The rewards are endless especially when you see children reach milestones or have those aha! moments, or when they feel comfortable in confiding in you. As a teacher, you wear many hats: that of a teacher, mentor, and role model, parent, social worker, nurse, and confidant.

As a teacher, it's important to open your mind to learning and use a tunnel vision moto to set you on your path to success. Stay focused, be inspired and be present. People will doubt you and talk about you, but you must make that decision for yourself and take the plunge.

I lacked confidence in myself when I was younger. But my mother always said, "Don't be shy, ask the stupidest questions, be persistent and be assertive." I live by her words. She enrolled in the bachelor of education program at the Northern Teacher Education Program (NORTEP) in La Ronge many years ago, but withdrew because it was hard being away from her family. Years later, SUNTEP gave me the opportunity to finish the

journey that my mother started. I became the first in my family to earn a university degree.

Only one other person in my immediate family who holds a degree. My niece Meagan Larson (nee Hanson, originally from Buffalo Narrows) graduated with nursing degree from the University of Saskatchewan in 2007.

It is important to have Aboriginal teachers in our schools. One Aboriginal student in grade eight recently said to me at the end of the class, "Can you say a sentence for me?" I said, "I came to your classroom today to teach." He said, "Nice, thank you!" Meanwhile, I'm still confused but he and another Aboriginal boy are looking at me as if wanting me to say more. The friend then said to me, "Do you know why he asked you that?" I said, "No, why?" And the boy asking me to say a sentence said, "Because I like the way Native women sound when they talk with their accent." I said, "Oh, okay, well that's very nice of you to say that. Thank you." So I spent some time talking with these two boys who I found out were in foster care. They were asking me questions such as, where I was from, if I knew so and so, if I was Cree, and so forth. They were very respectful and

attentive listeners. It was nice. I know Aboriginal students like to see Aboriginal teachers in the schools. They have told me so, and said that I inspire them, and that they feel safe to tell me their personal stories.

An effective teacher provides students with a positive, respectful, and safe learning environment. The teacher will strive for a classroom sanctuary which creates a sense of belonging inclusive of all students' needs; and believe that every child is gifted by the Creator and can learn to their fullest potential no matter what obstacles they may face.

A good teacher is motivated and innovative, and will keep up with the required demands of today's ever changing society and technological advances. If a student has an interest in a specific topic, activity or lesson, they are more likely to want to learn more about it and become more actively engaged. I encourage my students to ask questions, participate in discussions and group activities, so that they are not only learning from me, but from others as well as themselves. I believe that all students have the willingness and capacity to learn, no matter what their skills or abilities may be. It is my job to find the proper level of instruction that can give them the greatest opportunity for success. 🌍

Saskatchewan Urban Native Teacher Education Program (SUNTEP)



*"Years after my mom withdrew from NORTEP, SUNTEP gave me opportunity to finish the journey she had started. I became the first in my family to earn a university degree."*  
- Lorna Regan



Lorna Regan, BEd  
SUNTEP Prince Albert  
Class of 2010.  
Photos courtesy of  
Lorna Regan.

## GDI Emergency Action Plan ... *Continued from Page 2*

All members of staff who were presented at all locations reacted appropriately and had specific rationale as to their decision. They took the appropriate action based on their proximity to the source of threat, ease of access to a

viable escape route, and any mobility restrictions. All staff that chose to evacuate did so successfully and were out of the facility within less than two minutes while those who decided that hiding was there best option secured themselves properly.

The sessions led to valuable discussion and feedback from the participants. IT has followed up with each facility to ensure that all devices work effectively to display emergency alert when prompted. More sessions have been planned for other GDI facilities in Saskatchewan 🌍



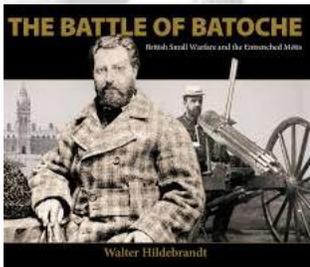
**Back to Batoche Days**  
July 20 to 23, 2017  
Batoche, Saskatchewan



Back to Batoche Days, the most Celebrated Métis Festival in North America, has been Held for nearly 50 years.

The family-oriented, drug and alcohol free event celebrates Métis history and culture draws attendees from across North America.

The event that is open to everyone.



## Active Listening

By Jim Edmondson

We have all heard the term 'active listening' but what does it entail and how can it help us at work and in our daily lives? Active listening means fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Taking in all the information that is being given and considering it without pre-determination.

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop. Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also seen to be listening - otherwise the speaker may conclude that what they are talking about is unimportant to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal cues such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Hmm' to encourage them to continue. By providing this feedback the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Listening is the most fundamental component of interpersonal communication skills. Listening is not something that just happens (that is hearing). Rather, it is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.

It is crucial that the listener remain neutral and non-judgmental; that is, trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience - pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that.

Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.

### Non-Verbal Signs

Below is a generic list of some of the more common non-verbal signs of active listening. Note, however, that they may not always be appropriate in all situations and across cultures.

#### Smile

A smile can show that the listener is paying attention to what is being said. When combined with nods of the head, smiles can be an effective way of affirming that messages are being listened to and understood.

#### Eye Contact

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can, however, be intimidating, especially for more shy speakers. Therefore, gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages as a positive feedback to the speaker.

#### Posture

Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.

#### Distraction

The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

#### Verbal Signs

Some of the verbal signs of active listening are presented below. Please note that the list is not exhaustive.

#### Positive Reinforcement

Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement. While some positive words of encouragement may be beneficial to the speaker, the listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message. Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point.

**Questioning:** The listeners can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said.

*Continued on Page 5*



# Active Listening ... Continued from Page 2

By asking relevant questions, the listener also helps to reinforce that they have an interest in what the speaker says.

### Reflection

Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. It is a powerful skill that can affirm the message of the speaker and demonstrate understanding.

### Clarification

Clarifying involves asking questions of the speaker to ensure that the correct message has been

received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary.

### Summarization

Repeating a summary of what has been said back to the speaker is a technique used by the listener to restate what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to

correct if necessary.



GDI Training & Employment driver training program is up and running. The first cohort in Saskatoon has completed training with five students passing on first attempt at their driver's test. The driver training will also be held in various locations across Saskatchewan.  
Photo by James Oloo

# Payroll Cutoff Calendar, July 2017

By Carmala Thiessen and Veronica Verzonowski

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Canada Day
2	3 Stat Holiday	4 Cutoff @ 3 pm for Stop Payments on Student July 7 Direct Deposits	5	6 Accounts Payable Cheque/EFT Run	7 Student Payday Cutoff @ 4:30 for Accounts Payable Invoices	8
9	10 Cutoff @ 4:30 for TMS & Payroll Revisions for July 14 Payday Cutoff @ 4:30 for July 21 Student Payroll	11	12	13 Accounts Payable Cheque/EFT Run	14 Staff Payday Cutoff @ 4:30 for Accounts Payable Invoices	15
16	17	18 Cutoff @ 3 pm for Stop Payments on Student July 21 Direct Deposits	19	20 Accounts Payable Cheque/EFT Run	21 Student Payday Cutoff @ 4:30 for A/c Payable Invoices	22
23	24 Cutoff @ 4:30 for August 4 Student Payroll	25 Cutoff @ 4:30 for Timesheet & Payroll Revisions for July 31 Payday	26	27 Accounts Payable Cheque/EFT Run	28 Cutoff @ 4:30 for Accounts Payable Invoices	29
30	31 Staff Payday					

Employee contracts due prior to payroll cutoff date.  
MRTS due by the 15th of every month, and employee contracts are due prior to payroll cutoff date.  
If received after the cutoff date, the employee will be paid on the following pay period.

## Gabriel Dumont Institute/Dumont Technical Institute

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Visit us at  
[www.gdins.org](http://www.gdins.org)

Back issues of this newsletter  
can be obtained at:

[www.metismuseum.ca/browse/  
index.php/833](http://www.metismuseum.ca/browse/index.php/833)

Follow us on Twitter!  
@gdins\_org



**GABRIEL DUMONT INSTITUTE**  
of Native Studies and Applied Research

## GDI Locations

### GDI Central Office Saskatoon

917 22nd Street West  
Saskatoon, SK S7M 0R9  
Phone: (306) 242-6070  
Fax: (306) 242-0002

### GDI Publishing Saskatoon

2—604 22nd Street West  
Saskatoon SK S7M 5W1  
Phone: (306) 934-4941  
Fax: (306) 244-0252

### GDI Finance and Operations

917 22nd Street West  
Saskatoon, SK S7M 0R9  
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Fax: (306) 975-0903

### DTI Central Office Saskatoon

917 22nd Street West  
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Fax: (306) 242-0002

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1-877-488-6888

### SUNTEP Prince Albert

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S6V 1B2  
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### SUNTEP Saskatoon

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Fax: (306) 975-1108

### SUNTEP Regina

Room 227 College West  
University of Regina  
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Phone: (306) 347-4110

### GDI Training and Employment Central Office

917 22nd Street West  
Saskatoon, SK S7M 0R9  
Phone: (306) 242-6070  
Fax: (306) 683-3508

Toll Free (T&E):  
1-877-488-6888  
Fax: (306) 347-4119

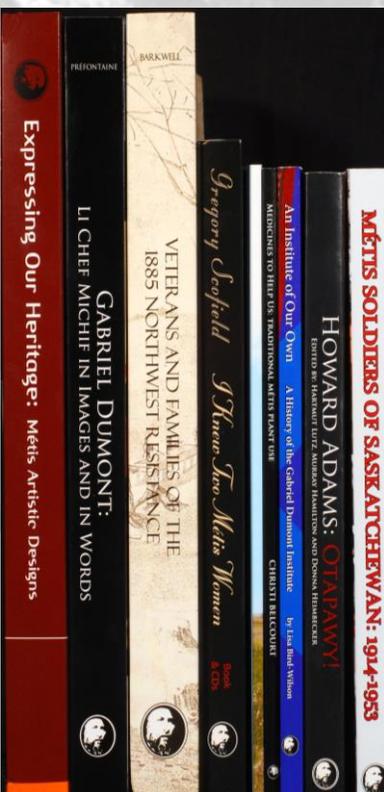
### GDI Library Regina

Room 218 College West  
University of Regina  
3737 Wascana Parkway  
Regina, S4S 0A2  
Phone: (306) 347-4124  
Fax: (306) 565-0809

[https://gdins.org/student-  
services/library/](https://gdins.org/student-services/library/)

### GDI Library Prince Albert

48 12th Street East  
Prince Albert, SK  
S6V 1B2  
Phone: (306) 922-6466  
Fax: (306) 763-4834



#### GDI Mission:

*To promote the renewal and the 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.*



**GABRIEL DUMONT INSTITUTE**  
of Native Studies and Applied Research