

March 2018

Volume 12, Issue 3

GDI (1980-2018)

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

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Ms. Whitehouse: 'Recognize and Overcome Teacher Bias'

By James Oloo

This month, we caught up with Jeannine Whitehouse, one of our Saskatchewan Urban Native Teacher Education Program (SUNTEP) alumni, to hear about what she has been up to since graduating.

Jeannine Whitehouse (or Jeannine Pelletier before she got married) graduated from SUNTEP Regina in 2001. Jeannine was raised by her grandmother, Jeanne Pelletier who for most of Jeannine's life was a single mother. Her Grandparents, Jeanne and George Pelletier, come from the Crooked Lake / Marival area in the southeastern region of Saskatchewan. Jeannine is the youngest of eight in the family.

Proud of her Métis heritage, Jeannine noted that "I was very fortunate as a baby to stay with my grandmother whom I call Mother. I can trace my genealogy back to the Red River Settlement. Mother was a strong Métis woman that came from a time when being Métis was not necessarily a good thing. Something she always reminded me of was that I needed to be able to walk in two worlds."

With pride in her eyes, Jeannine recalled how her Mother spent many years "using Métis dance as a teaching tool and cultural

connection for myself and others in the community. I began dancing when I was five and retired my dancing shoes at 30. I had no idea that being present with her for all the practices and performances the amount of traditional knowledge she was transferring to me." Jeannine continued, "My Mother taught me my first fancy Red River Jig step sitting on a kitchen chair because it was too fast for my little feet. Once I mastered it sitting, I was able to stand and perform it with ease. This lesson has helped me through much of my life, practicing the motions to gain confidence before moving forward."

Jeannine made the decision to enroll in the bachelor of education program at SUNTEP Regina at a crucial point in her life. As she puts it, "I began SUNTEP as a young mother. I knew I needed to further my education to provide for my daughter." She decided that having a university degree would give her more opportunities in the labour market. "Initially, for me, SUNTEP was a door into university, not necessarily teaching." Jeannine's two older siblings had completed their undergraduate degrees through SUNTEP.

Today, Jeannine is happy with her decision to join

SUNTEP. "I was attracted to the low student to teacher ratio and the opportunity to be educated with other Indigenous students who shared my culture. Plus, the support I received at SUNTEP as a mother who was trying to advance my education was very important to me." Jeannine talked about how, "during my third year, I gave birth to my son. This was a critical point in my education. I was able to return to school with my son because of the support of my peers and staff at SUNTEP. Without the support and encouragement, I think I may have quit and the outcome for my life and my family might have looked a little different."

In 2001, Jeannine graduated with a bachelor of education degree from SUNTEP Regina, becoming the third of the Pelletier children to earn a university degree. A few years later, in 2015, she completed a Master of Education degree in Curriculum and Instruction from the University of Regina. She is the first in her family to graduate with a master's degree.

After her studies at SUNTEP, Jeannine worked in the public service with the Government of Saskatchewan. It was then that she received a call about a Community School Coordinator Position with the Regina Catholic School Division.

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Do I Spend Too Much Time on My Phone?

By Jim Edmondson

Cell phones have become such a part of our daily lives that we have come to believe that we can't exist without them! Whether it's constantly checking for emails, texts or following a twitter feed, many

of us feel we can't be disconnected! This obsession can and often is detrimental to our home and work lives. At home when we should be enjoying our families or just relaxing, we are anxious about

what is on our phones or we hear that familiar plink of a text or Snapchat so we feel compelled to put everything else aside and check the phone.

Continued on Page 4.



Jeannine Whitehouse, holds a Bachelor of Education and Master of Education degrees. She is the First Nations, Métis and Inuit / Social Studies Coordinator, Regina Catholic Schools. Photo Courtesy of J Whitehouse (See Page 1)

SUNTEP Grad Jeannine Whitehouse ...

Continued from Page 1.

"I accepted the position as it allowed me to work with building the bridge between Indigenous families and the school system." Jeannine is currently the First Nations, Métis and Inuit Education and Social Studies Coordinator for the Regina Catholic School Division.

Jeannine asserts that "SUNTEP prepared me for my current role by strengthening my identity as a Métis woman. It allowed me to begin exploring cross cultural and anti-oppressive education and implement it into my teaching and daily life."

Noting that "I have spent my career in schools with a high Indigenous student enrollment," Jeannine reminisces about how "Growing up, I had just one Indigenous staff member at my school. I was in grade 2 and she was Métis. I remember feeling particularly connected to her and the extra care and attention, I received. I certainly did not realize at that time it was because I was the only Indigenous student in my class. But thinking back to those memories, I now appreciate that it was with her support that I found my confidence and comfort with looking different from the non-Indigenous students. Having this personal

experience made me realize how important it is to have more Indigenous people in our schools. It is absolutely important that our children can see themselves in the people that are in the school in all roles, but it is especially critical that they see Indigenous teachers and administrators."

"I find it interesting" Jeannine said, "that my strongest connection is grade 2 and for over 10 years of my career I taught grade 2. I think that it is a pivotal stage (being 8) in children's lives. At that time I was trying to make sense of my own identity and beginning to understand things in the world. I think many of our Indigenous children are on this same journey. They are trying to figure out who they are and feel connected to someone or something. Sometimes educators get caught up in making sure they get through curricular content that they forget that these are little humans that still need nurturing."

Jeannine discussed her beliefs about teaching and learning. "My philosophy on education is not about curriculum and instruction, but that teaching and learning comes down to authentic relationships. An institution can teach you how to be a teacher but it is another thing to teach someone how to be empathetic and compassionate." She continued, "Parents entrust us with the most precious gift they

have, namely, their child and it is our responsibility to treat that child with the same love and guidance as their parents would. I have spent most of my career teaching seven and eight year olds, and I think as adults we underestimate the ability of these young ones to have conversations about injustice and equality. An Elder once shared with me that I was blessed to be able to spend my time with these little ones because they are still so connected to Creator."

Jeannine suggested that "Educators need to make themselves aware of the history of Indigenous peoples, including how intergenerational trauma continues to impact families. They need to recognize that the values that they may have might not be the same for our Indigenous families. It is critical for educators to be aware of the biases that they may bring into the classroom."

She concluded that, "I always have this advice for high school students. Post-secondary education is important, and if you have the opportunity to go through the SUNTEP program you will not regret it. The support and reinforcement of identity as well as the connections to a close-knit community will help you throughout your journey toward your degree." 🌐



Karon Shmon, Director GDI Publishing Department



David Morin, Curriculum Developer
Photos by April Sora



GDI Training and Employment Community Connections

By Jacqueline Halliday

Employment Counsellors at the Gabriel Dumont Institute Training and Employment Regina Centre, Shanna Morrison, Brenda Fiddler, Ashley Strom, and Trish Hume, together with the Employment Services Manager Jacqueline Halliday, identified a need for service providers to come together and share information on their services and programs. We wanted to ensure that we provide correct referrals when needed. Soon, the Regina Community Connections was born. That was in 2015.

The Regina Community Connections aimed to bring together organizations that deal with similar clients and programs, to share information about programs and to see if there was a way the organization could work together more effectively. This would allow each organization to utilize the referral system, eliminate duplication of services, therefore allowing organizations to put funds to better use.

When the group was started, we had no idea if it would even work out. Invitations were sent to a number of organizations that offer client services for career and employment development. Two organizations showed up for the first year. But we kept the dream alive, the vision of organizations working together to identify gaps in our services and to develop programs to fill these gaps and better serve our clients.

By the second year, connections had been developed by talking to individual organizations about the vision for the group, and a more formalized approach was taken. Meetings are held second last Tuesday of every second month and breaking for the summer months. Agendas were developed, and we started taking minutes. Organizations involved were asked to do a presentation to showcase the work that they do. This was a great way to inform the other participants of services, allow them to ask questions and start thinking about how each organization could utilize those services with their clients. Round table updates were given from each organization on upcoming programs and events.

By 2016, 22 organizations were participating in our meetings. The number grew to 29 in 2017. Needless to say, we outgrew our GDI boardroom. This created more challenges, but everyone strongly believed in the group and we started looking for a larger venue to house the meetings. This presented a great opportunity to the organizations to showcase their facilities by providing a tour after our meetings.


Not only has this group allowed the sharing of information on programs and services, but its members have also been referring to the Community Connections Group as a pooling of resources when putting in

proposals for future funding of programs. As well, it has allowed organizations to come together, identify needs that are not being met and look for ways to working together produce a better outcome. Clients are greatly benefiting from this structure, as they are able to gain access to the programs they require to be successful in achieving their employment goals.

At the end of last year, we started exploring a more permanent venue for future meetings. We sent out a survey to all the members to help provide a direction for the future of the group. The results confirmed a strong desire to continue with the group and the current direction. A number of the organizations liked the ability to have the venue move around to different locations, because they liked to see the facilities other organizations have.

Quite a few of the organizations have started to utilize the committee when putting in funding proposals and developing organizations strategic plans all with the common goal of how to better provide client services and to ensure the client's needs are being met. For more information about the Community Connections Group, including its membership, please contact Jacqueline Halliday by email at: jacqueline.halliday@gdite.gdi.ns.org.

**Gabriel Dumont Institute
Annual General Meeting**
Friday, April 13, 2018
Saskatoon Inn
2002 Airport Drive
Saskatoon, Sask



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research
NOTICE OF ANNUAL GENERAL MEETING

Notice is hereby given that the Gabriel Dumont Institute Board of Governors has called for an annual meeting of the membership.

Date: Friday, April 13, 2018
Location: 2002 Airport Drive, Saskatoon Inn, Saskatoon, SK.
Time: Registration: 6:30 p.m. – 7:00 p.m.
AGM: 7:00 p.m. – 9 p.m.

For further information, please call Rhonda Pilon at (306) 657-2241

**Gabriel Dumont Scholarship
Foundation
7th Annual Golf Tournament**
Moon Lake Golf & Country Club
Saskatoon
May 25th, 2018



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research

**7th Annual
GOLF TOURNAMENT
Fundraiser**

Friday, May 25th, 2018
9:30 a.m. Registration
11:00 a.m. Shotgun Start
Moon Lake Golf
& Country Club
4- Person Teams
Scramble-Best Ball

EARLY BIRD REGISTRATION!
PAY IN FULL BEFORE APRIL 15th 2018
AND
SAVE \$50 PER TEAM OR SAVE \$20 PER INDIVIDUAL

Gabriel Dumont Institute Career Fairs

By Kristi Ross

The Gabriel Dumont Institute Career Fair Committee has

been working hard to ensure that the Institute is widely

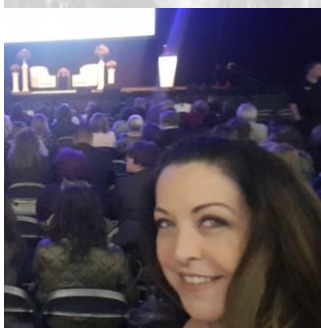
visible across Saskatchewan.
Continued on Page 5



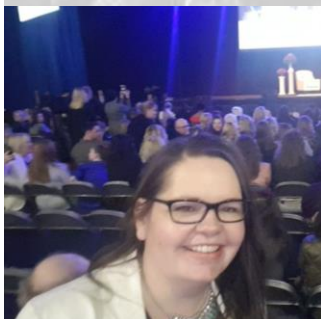
Michele Obama in Saskatoon
March 22, 2018



Laura Cox and Krystal Awasis,
Office Administration Program
Students at the Obama Event



Jodi Dolter,
Administrative Assistant,
Dumont Technical Institute



Amanda Fisher-LaFramboise,
Administrative Assistant,
Dumont Technical Institute,
all smiles at the
'Evening with Michelle Obama'
Photos courtesy of C. Fiddler

Tips to Spend Less Time on Phone ... Continued from Page 2

At work when we should be concentrating on our assigned tasks, we are forever checking our phone or someone's twitter feed and this distraction causes service gaps and poor performance.

Just put the phone down, turn it off until your break at work or put 10 minutes aside after supper at home to catch up, it's likely that you did not miss anything earth-shattering! I know it is not that simple. But here are some tips to spend less time on your phone.

Reframe your thoughts

Many people equate spending less time on their phones with denying themselves pleasure — and who likes to do that? Instead, think of it this way: The time you spend on your phone is time you're *not* spending doing other pleasurable or essential things, like watching your kids activities or just visiting with a friend or getting that project done at work which increases your value to your boss. Instead of thinking of it as "spending less time on your phone," think of it as "spending more time on your life and career."

What you feed grows

Our lives are what we pay attention to. When we decide what to pay attention to in the moment, we are making a broader decision about how we want to spend our time. The people who design apps desperately want your attention, because that's how they make money. Have you ever wondered why so many social media apps are free? It's because advertisers are the customers — and your attention is what's being sold. So ask yourself: What do *you* want to pay attention to?

Set yourself up for success

Create triggers that will remind you of your goals and make it easier to live up to them. If you want to spend more time reading, leave a book on your bedside table. If you want to cook more, lay out a shopping list for that recipe you're eager to try. Set up a charging station for your phone that's not in your bedroom, and buy a stand-alone alarm clock. When you get to work, put your phone away, shut it off or leave it in your vehicle and only look at it on your lunch or coffee break. It will be hard initially but you will find it exhilarating being free of that distraction for periods of time.

On the flip side, avoid triggers that will set you up for failure. Delete social media apps from your phone. (Use the clunkier browser versions instead.) Disable notifications, including those for email, if at all possible. Establish a rule — for yourself and your family — of not keeping phones on the table during meals.

Practice trial separations

Leave your phone at home while you go for a walk or go to your kids' sporting events. Stare out of a window during your commute to work instead of checking your email or that text; it's against the law anyway so just turn it off! At first, you may be surprised by how powerfully you crave your phone. Pay attention to your craving. What does it feel like in your body? What's happening in your mind? Keep observing it, and eventually, you may find that it fades away on its own.

Smart use of technology

There are time-tracking apps like Moment, Quality Time, and OFFTIME that will measure

how much time you're spending on your screen. (Be prepared to be horrified.) There are apps that let you block your access to problematic apps and websites when you want to take a break (Flip'd also lets you create friendly challenges with other people to see who can spend the most time offline. Also, Apple now has a "Do Not Disturb While Driving" mode that sends customizable automated text message responses so that you can step away from your phone without worrying that you'll leave someone hanging. Litespace does the same for Android, and displays a timer on your lock screen showing you how much time you've managed to stay unplugged (a strangely motivating feature).

Remember when you see

Right now, the sight of someone else pulling out his or her phone on the elevator probably makes you want to check yours as well. But with practice, you can transform this into a cue for a new, healthier habit. When I see other people reach for their phones, I try to use it as a cue to take a deep breath and relax. It is successful for me most of the time.

Screen time on our phones and mobile devices in moderation is OK. But when we are consumed by it and let it interfere with our home and work lives, it becomes problematic! Be aware of how much time you spend on your phone or iPad and whether it is interfering with your life. If you even suspect a problem be proactive and do something about it, you will feel liberated! Go. 🌐



Career Fairs ... Continued from Page 3

As a committee we find it important to have GDI represented across the province. We believe that by attending various career and educational fairs, we are promoting exposure of what GDI can offer to our potential students, clients, partners and communities. As well, our staff is able to network with various other organizations which helps with building partnerships throughout Saskatchewan.

The staff who attend career fairs are able to connect with future students or clients who come in to our organization to further their education or employment. Our experience shows that if we meet clients outside of

the Institute, it makes for an easier transition for some individuals who have been out of school or employment for some time.

Attending fairs also provides a chance to build confidence in our own staff, who then have the opportunity to showcase what they know about their place of employment as well as their culture. The committee set a goal of attending two career fairs in each of the twelve Métis Nation—Saskatchewan regions. We achieved this goal in 2017, with a majority of the regions hosting

two or more career and education fairs.

Last year, Dumont Technical Institute and GDI Training and Employment staff attended a total of 57 career fairs. This year, the committee has pushed the bar a little higher to attend more career and educational fairs including four or more in each Métis Nation—Saskatchewan region. If you have any questions or would like to suggest upcoming fairs in Saskatchewan, please send an email to Kristi at kristi.ross@dti.gdins.org.

Gabriel Dumont Institute Career Fair



Amanda Shynkaruk (L) and Kerri McKay at a Community Job Fair
Photo by Kristi Ross

Payroll Cutoff Calendar, April 2018

By Carmala Thiessen and Veronica Verzonowski

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

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.



Gabriel Dumont Institute/Dumont Technical Institute

917 22nd Street West
Saskatoon, SK
S7M 0R9

PHONE:
(306) 242-6070

FAX:
(306) 242-0002

E-MAIL:
general@gdi.gdins.org

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www.gdins.org

Back issues of this newsletter
can be obtained at:

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

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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
Phone: (306) 242-6070
Fax: (306) 975-0903

DTI Central Office Saskatoon

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

Toll Free (DTI):
1-877-488-6888

SUNTEP Prince Albert

48 12th Street East
Prince Albert, SK
S6V 1B2
Phone: (306) 764-1797
Fax: (306) 764-3995

SUNTEP Saskatoon

Room 7 McLean Hall
University of
Saskatchewan
106 Wiggins Road
Saskatoon, SK S7N 5E6
Phone: (306) 975-7095
Fax: (306) 975-1108

SUNTEP Regina

Room 227 College West
University of Regina
3737 Wascana Parkway
Regina, S4S 0A2
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