

Gabriel Dumont Institute of Native Studies and Applied Research

TRAINING PROGRAM FOCUSING ON
CROSS-CULTURAL EDUCATION AND INDIAN & METIS STUDIES

AUGUST 21 - 27, 1983
PRAIRIE CHRISTIAN
TRAINING CENTRE
FORT QU'APPELLE

*(a one-week residential training program
for education decision-makers)
(administrators, supervisors, consultants in
the public school system and/or post-
secondary institutions)*

TOPICS:

History of Indian & Metis People

Aboriginal Rights

Native Values & Aspirations

Native Curriculum Design

Nature & Dynamics of Cross-Cultural Settings

Administration Issues in Cross-Cultural Settings

Why/How Schools Have Failed in Their Native

Learners

What are the Foundations Needed for Success

PROGRAM FEATURES:

Week of lectures, discussions, social interaction,

social events

Full time commitment

Pleasant surroundings of the Qu'Appelle Valley

Accommodation (double occupancy) at PCTC

residence

Meals in dining room overlooking Lake (family

style)

Instructional team experienced in Native Studies

and Cross-Cultural education

Classes every morning

Reading & Recreational time every late afternoon

Limit of 20 participants
Social and cultural events

CONTACT:

Dr. Kenn Whyte
Director
Gabriel Dumont Institute
300 - 2505 11th Avenue
Regina, Saskatchewan
S4P 0K6
(306) 522-5691

ADMISSION:

Participants selected with respect to present position,
geographic location and education institution with
the intent of getting a diverse cross-section of
participants from the educational community.

FEE:

\$700.00 (includes all accommodation costs, meals
and individual materials)



GABRIEL DUMONT INSTITUTE
OF
OF NATIVE STUDIES
AND
APPLIED RESEARCH
presents a

Training Program focussing on
Cross-Cultural Education
and
Indian & Metis Studies

groups within the school system (teachers against teachers, administrators against teachers, and so on) can be understood as conflicts that grow out of sharp differences in values that mirror social and cultural transformation of tremendous scope - and for which none of the actors in the situation can be held personally accountable." He goes on to say, "...That not only are there variations in values held by groups in different parts of the social body and the school institutions, but there are also various values, some of them contradictory, held by single individuals as diverse streams of influence in their own systems." (George Spindler, *Education & Culture, Anthropological Approaches*; 1963).

If the school is serving a community with a different cultural heritage it is critical that the key decision-makers in the school setting have a knowledge and understanding of that community as well as skills and abilities in working in a cross-cultural setting. The week-long program will provide readings, lectures, presentations, dialogue and social interaction which will help the participants:

- develop a better understanding and appreciation of the Indian and Metis peoples of the past and present;
- develop an understanding of their values and future aspirations; and
- develop understanding, knowledge and skills that will assist you as a professional to work more effectively in areas where Indian and Metis students are enrolled in the schools.

INSTRUCTIONAL TEAM:

Dr. Kenn Whyte (Metis), Director of the Gabriel Dumont Institute
Dr. Walter Currie (Ojibway), Native Studies Professor, University of Saskatchewan
Ms. Rita Bouvier (Metis), Director of SUNTEP, Gabriel Dumont Institute
Martin Shulman, Researcher/Curriculum Developer, Gabriel Dumont Institute
Don McLean, Researcher, Gabriel Dumont Institute

Other guest lectures and resource personnel from the Gabriel Dumont Institute of Native Studies and Applied Research and the Association of Metis and Non-Status Indians of Saskatchewan.

curriculum. (Ralph Tyler, *Basic Principles of Curriculum & Instruction*; 1949). Popham and Baker (1970), using Tyler's model, state that students, as well as subject matter and other factors, should be assessed when developing an appropriate curriculum. Where the purpose of the school appears to be irrelevant to the students, the problem can often be traced to the omission of students as a source of input in curriculum development. (J.W. Popham & Eva L. Baker, *Systematic Instruction*; 1970). George Spindler states, "...Many conflicts between parents and teachers, school boards and educators, parents and children, and between the various personages and

It has been recognized by many educators that the formal education system with its characteristics, processes, and assumptions about teaching and learning, etc., have not effectively resulted in success for the majority of Indian and Metis students. One of the major reasons underlying this lack of success is that people responsible for formulating and subsequently implementing the goals, policies, curricula of the schools often do so without a good understanding of the Indian and Metis community (students and parents). Ralph Tyler (1949) has suggested that studies of the community and learners should be conducted prior to designing the