



Our Shared Tomorrow

**CSBA Congress 2024:
National Trustee
Gathering on
Indigenous Education**

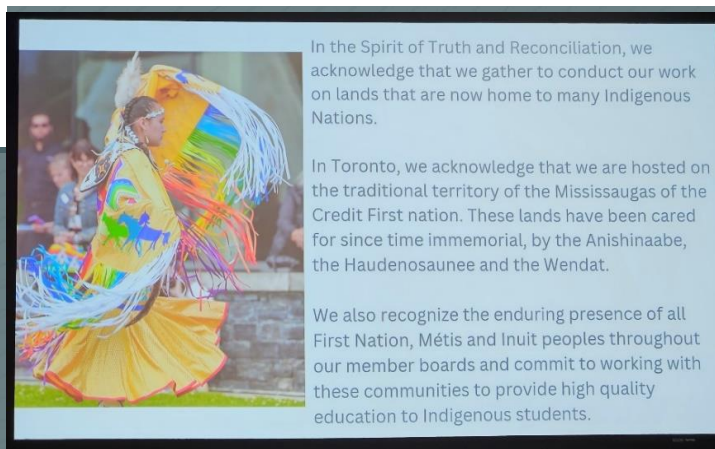
—
July 2-5, 2024

Toronto, ON

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Malissa Rowan

July 2, 2024

Our first day was a light day. Trustees were able to sign in to register for the conference and then attended a Blue Jays Game. This was an opportunity where I was able to connect with Trustees from other areas. We had some lighthearted discussions where we were able to compare some similarities and differences between our Boards. It also gave me an opportunity to network, as I would be spending the next three days with Trustees from other Divisions and Provinces. Trustee Harris and I made sure that we attended different sessions, so that we could make the most out of the content provided at the conference, so I appreciated knowing some of the attendees from other Boards in advance.



The image above is one of the Treaty Acknowledgements made during our conference.

July 3, 2024

Opening Ceremonies and Welcome Remarks

Cathy Abraham OPSBA President opened CSBA 2024. After a brief welcome speech Cathy invited to the stage, Indigenous Elder, Frank Tehahonteh Miller from the Six Nations of the Grand River, Mohawk Nation, Turtle Clan. He spent the first part of his time on stage talking in Mohawk dialect, and later summarized what he had said.

In his opening, Frank spoke about how a lot of our knowledge comes from our language. He also talked about medicine plants, how for every ailment there is a medicine plant. He also discussed the natural cycle – how the trees take in what we breathe out, and provide us with what we need to breathe in.

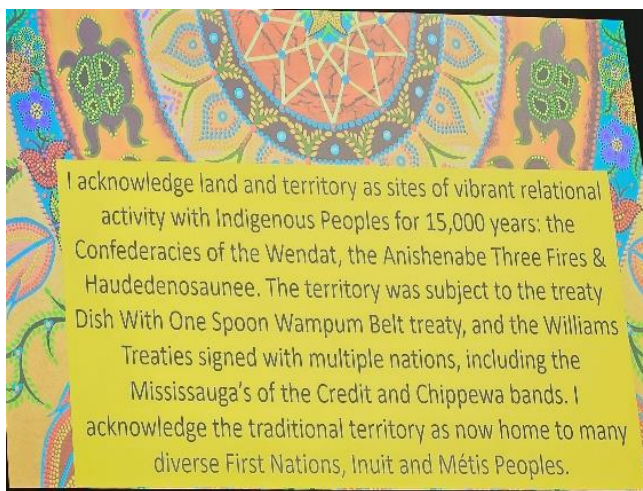
Frank later went on to give us a hunting analogy about how the first deer you hunt is not yours; you should give it away. The second one is yours. He touched upon wind directions, and the seasons, and how we take the energy of the earth. He talked about how his ancestors believed that humans originate from the stars, how males should be as reliable as the sun, and how females are the givers of life.

Frank finished by saying each of us will walk away with something a little differently, even though we have heard the same words.





Keynote: Marie Battiste
Decolonizing Education – Nourishing the Learning Spirit



Marie Battiste started her keynote address with a bit of her history. She spoke about living through centralization -- where they moved Indigenous people to centralized reserves. She also let us know that while her parents had not attended residential schools, her sister had.

Battiste went into today's cognitive journey, where she outlined the need to

- build a context for understanding Eurocentric colonialism and historical progressions of Indigenous Education and the Indigenous Renaissance,
- examine various definitions and applications of Indigenization, EDI (Equity, Diversity & Inclusion), Reconciliation and decolonization,
- implementations and implications of transformative changes for Indigenous education under UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)

The image on the right is of Keynote speaker Marie Battiste.



Keynote Marie Battiste (Continued)



Residential Schools

It was noted that 150,000 Aboriginal children attended over 100 schools.

Some of the failures of Residential Schools included lost knowledge, skills & connectedness to the land, family, language, community, culture, spirituality, Indigenous humanity, sciences, and knowledge.

The image on the left shows the locations of Residential Schools in Canada.

Battiste then moved into a discussion on education. She discussed how Education has been a tool in assimilation. She then spoke on ways in which we can use education to help bring back Indigenous teachings and culture into our schools. She welcomed schools to teach and participate in cultural ceremonies, and Indigenous knowledge and teaching methods into classrooms. This conversation was brought up with consideration to the Calls for Education from the Truth and Reconciliation Commission 2015.

Calls for Education from TRC 2015

62.

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- ii. Provide the necessary funding to *post-secondary institutions to educate teachers* on how to integrate Indigenous knowledge and teaching methods into classrooms.

#63.

- We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- ii. **Sharing information and best practices** on teaching curriculum related to residential schools and Aboriginal history.
- iii. **Building student capacity** for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above. (p. 8)

65.

- We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to **establish a national research program** with multi-year funding to advance understanding of reconciliation. (p. 8)



Keynote Marie Battiste (Continued)

Battiste ended her speech with specific actions we all can take, including:

Recognize/Acknowledge	Present daily realities are affected by history and current systems.
Challenge	Eurocentrism and dominant assumptions.
Bring	Social and cognitive justice and Indigenization to all courses.
Develop	Recruitment and hiring and retention plan for Indigenous teacher and senior staff.
Create	Antiracist training of staff.
Assess	The effectiveness of the work culture and current policies on Indigenous People to determine with Indigenous advisers or advisory circle what can and should be changed.
Develop	A reconciliation action plan and goals, metrics and outcomes for every unit.
Engage	Indigenization, reconciliation, equity, diversity, inclusion, and decolonization in leadership and strategic planning.
Implement	Indigenous and Trans-systematic knowledges systems for self-determination.
Deconstruct	Colonial curricula in disciplinary knowledges, assumptions and theories and contributions to colonialism.
Develop	Professional development on Indigenous, national and local histories.
Indigenize	Physical and digital spaces.
Enhance	Student experiences in and through Indigenous teachings, aspirations & languages.
Ensure	Cultural safety, equity, diversity, inclusion and decolonization for all.

Session 1: Local Voice in Decision Making at the School System Level Across Canada



This was a presentation of the findings of the study Dr. Katina Pollock conducted for the Canadian School Boards Association (CSBA) to study the “Impact Related to the Loss of Local Democratic Voice in Education.”

This study was conducted with participants from British Columbia, Saskatchewan, Manitoba, Quebec, Nova Scotia and the Northwest Territories. There were 862 individuals that participated. Participants included educators, parents, students, community representatives, and had Indigenous representatives. Those that were not included in the study included politicians and anyone not directly connected to education as a parent or educator. The term politician was a little ambiguous, as it did not indicate whether Trustees were under that umbrella – it was identified that this would be something that would be worthwhile to investigate further at a future date.

The study objectives included:

- Document the structure (and processes for participation in school system-level decision-making.
- Describe stakeholders’ experiences
- Explore the challenges experienced by key stakeholders
- Report strategies stakeholders used to overcome identified challenges.

An overview of how the study was conducted was reviewed. They went through their methodology which included an interjurisdictional scan, interviews, focus groups and public consultations.

Public consultations were held in both English and French. They asked participants to identify which role they identified with most. They asked for ages and ethno-racial identities of participants and found that most participants were female.

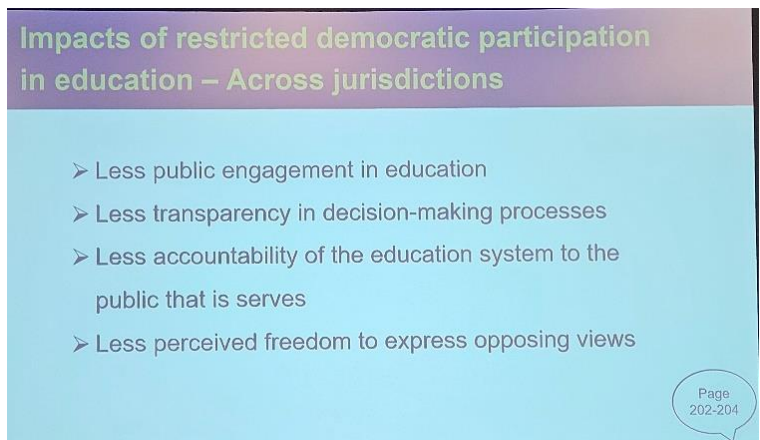
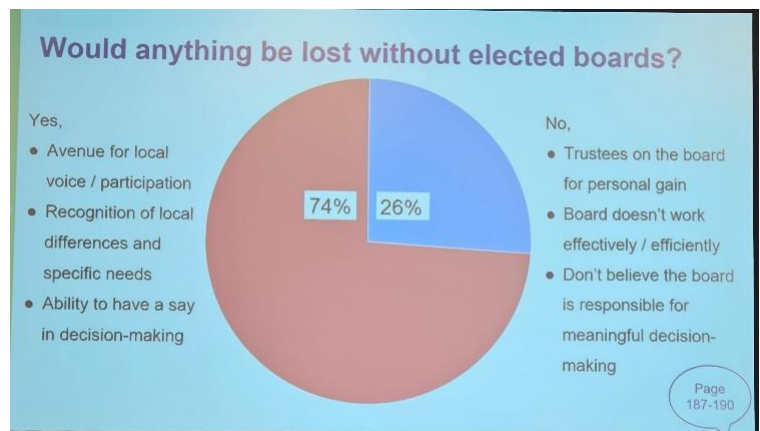
Overall Participation

Jurisdiction	# of Participants
British Columbia	138
Saskatchewan	127
Manitoba	389
Québec	75
Nova Scotia	66
Northwest Territories	67
Total	862

Local Voices in Decision Making at the School System Level Across Canada (Continued)

Findings included:

- Slightly less than half of participants felt their community was represented in school decisions.
- 74% of participants indicated that they felt it would be a loss to the public-school systems if there were no longer elected boards. They felt the elected boards were an avenue for local voice/participation, allowed for recognition of local differences and specific needs, and gave them the ability to have a say in decision-making.
- Democracy is valued as a key feature of public education. Loss of school board control was seen as a threat to democracy.
 - Impacts of restricted democratic participation in education included less public engagement in education, less transparency in decision-making processes, less accountability of the education system to the public that it serves, less perceived freedom to express opposing views.
- Canada's public may be misinformed about the roles, powers, and operations of the public education systems.



Some of the challenges they noted were:

- Disinterest in running for the school board, often means there are acclaimed seats.
- Parent involvement. There was a concern that there is a parent disconnect in that they do not know how to be involved.
- Building meaningful relationships with the communities our schools are supposed to serve.

Local Voices in Decision Making at the School System Level Across Canada (Continued)

The study came back with 24 recommendations:

1. Plan a public awareness campaign
2. Initiate a public campaign that clarifies the difference between governance and operations
3. Audit current K-12 civic and citizen education curricular/learning outcomes
4. Work with the provincial and territorial governments to modify and update K-12 citizenship and social studies curricula
5. Increase clarity of participation processes
6. Implement linguistically diverse communication strategies
7. Conduct accessibility audits across jurisdictions
8. Expand and build partnerships and networks
9. Investigate ways to increase Indigenous involvement
10. Partner with Council of Ministers of Educations (CMEC) to advocate for voter eligibility
11. Implement a newcomer and refugee engagement strategy
12. Increase parent participation from underrepresented populations
13. Encourage the use of school parent councils
14. Encourage and support paths for parental involvement beyond the school sites to include system-level decision making
15. Investigate ways to increase student and youth involvement in system-level decision-making
16. Encourage boards to implement a clear strategic plan
17. Implement strategic onboarding plans
18. Increase ongoing professional development
19. Encourage succession planning
20. Review requirements for those in decision-making roles for public education
21. Advocate for limits on number of trustee or commissioner terms
22. Create alternative engagement processes
23. Evaluate the CSBA's communication processes and consider including a knowledge mobilization KMb approach
24. Invest in incorporating effecting information communication technology.

The full 330-page report can be found at

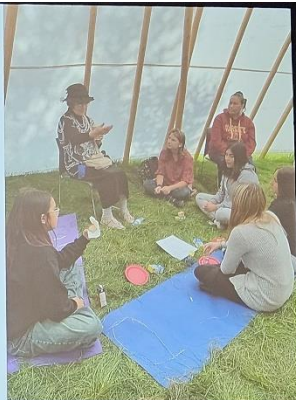
[CSBA-Final-Report-February-16-2024.pdf \(cdnsba.org\)](https://cdnsba.org/CSBA-Final-Report-February-16-2024.pdf).

Session 2: Inviting all Employees to Improve Student Attendance – Because it Matters

This was a presentation by the District School Board Ontario Northeast (DSB1). They have engaged in a journey to improve student attendance for all students, especially for students who identify as Indigenous

Indigenous Student Advisor with an attendance focus

- Connecting with families
- Identifying and working to remove barriers
- Developing relationships with students and families



District School Board
Ontario North East

In DSB1 they have specific staff who support their students who identify as Indigenous, these staff are called Indigenous Student Advisors (ISAs). The staff in these positions use research-based strategies to find ways to better serve their students who identify as Indigenous and to increase their attendance at school. At DSB1 they have 170 EA's that are funded through Jordan's Principal.

They have found that building connections is key. Their Indigenous Student Advisors help in a variety of ways that help the student as a whole, vs just their education. This focus has helped in increasing their attendance. ISA's help can include:

- Ensuring students have food at school
- Ensuring food went home for families that are in need over long breaks
- Assisting with locating clothing for families where needed

What DSB1 has found helpful:

- Intensified messaging that involved school staff directly texting parents reduced chronic absence rates vs other more automated intensified approaches, for students with a prior history of high absences.
- Both benefits-framed and consequences-framed messages were similarly effective in reducing chronic absences.
- Assigning a parent a staff member who becomes the family's attendance staff contact improves student attendance.

Inviting all Employees to Improve Student Attendance – Because it Matters (Continued)

Another thing that DSB1 is looking at is streamed vs de-streamed math & English. Typically, this is something that happens in Grades 9-11. De-streaming requires teachers to de-stream their minds and assumptions as well. In a de-streamed class, there are no Applied students or Academic students - they are all just students. Streaming had an especially negative impact on Black and Indigenous students. 100% of the students who were not successful in de-streamed math or de-streamed English in 2022/2023, met the criteria for persistently absent.

DSB1 has found that incorporating Indigenous culture into their schools has increased attendance. Days when cultural teachings happen have shown an increase in attendance for the day. They have also taken to using a students' Indigenous name at Grad ceremonies when students cross the stage.



DSB1 ran an Attendance Matters campaign in 2022-2023, and 2023-2024. Some of the aspects of these campaigns included:

- Social media campaign for families
- Soft start with school leaders
- Attendance learning session for school secretarial staff
- Student achievement plan goals
- Attendance sessions with all staff during PD days and staff meetings

Some of their key learnings through this process has been:

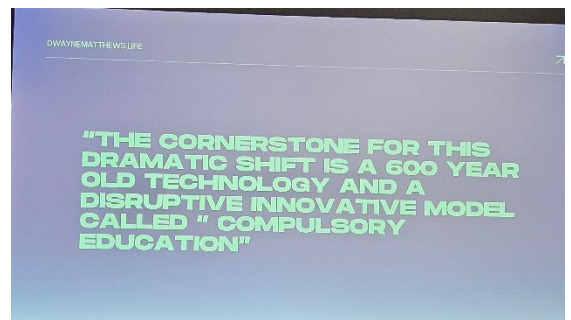
- Improving attendance is much more complex than they originally thought
- Nudging staff beyond the caring adult protective factor
- Daily monitoring is key
- Improving student attendance is a very personal journey
- Schools need support in developing a strategic tiered approach

Keynote: Dwayne Matthews: Building a Future-Ready Education System

Dwayne shared strategic insights for educational leaders on building a future-ready education system.

Formal education has always been about technology!

- The printed book is 600-year-old technology
- The pencil is from 1662
- A blackboard is from 1801
- The ballpoint pen is from 1888



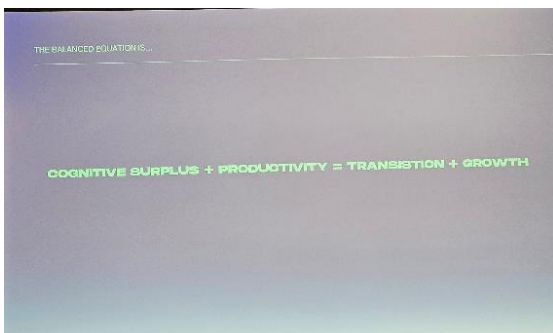
Historical facts about Education:

- In 1820 98% of all Humans were farmers and only 10% of the population could read. A combination of technologies changed humanity and the economy of life.
- In 1871 compulsory education was implemented. With this we began to see global changes, including:
 - Literacy rates increase
 - Average IQ increase
 - Gross product increase
 - Poverty decrease
 - Life expectancy increase

A key point that Dwayne focused on was the fact that we live our lives responding to a world we know and understand – that no longer exists. This was a reflection on how quickly our world is changing. We are living inside a revolution!



We should not be focusing on technology. We should be looking to see if there is a strategy for using cognitive surplus. The cognitive surplus refers to the surplus of time a person has now, due to technological advances. The risk is not having a strategy for cognitive surplus and transition.



With this cognitive surplus, this brings the question of what can I do now that I wanted to do before that was improbable or impossible?

We will need to start designing life for an AI assisted world and leveraging the stranded brilliance in all our staff. When we combine intelligence and artificial intelligence, we end up with SUPER POWERS!



CSBA Annual General Meeting

We heard about the strategic Priorities of CSBA (2022-2025). These goals include advocacy, Indigenous Education, Comprehensive School Health, and Diversity Equity Inclusion & Anti-racism.

The Strategic Priorities of CSBA (2022-2025)

Advocacy / Le plaidoyer

Indigenous Education / – L'éducation autochtone

Comprehensive School Health / La santé scolaire globale

Diversity, Equity, Inclusion & Anti-racism / – L'équité, la diversité, l'inclusion et la lutte contre le racisme

Indigenous Education

Calls to Action 62 to 65 of the Truth and Reconciliation Commission, focusing on education, will only be successfully acted upon when locally elected school boards across the country are fully engaged in this important work with First Nations & Indigenous Leaders as well as all levels of government.

The CSBA seeks to support our members and by extension, their member boards and trustees across the country, recognizing that boards and communities are at various stages in their journeys toward truth and reconciliation.

This year's National Reconciliation Partnership Award is an important step in our collective work toward genuine reconciliation.

Comprehensive School Health

When the CSBA Board settled on the current strategic priorities for 2022 to 2025, it was agreed that advocacy for the creation of a National School Food Program would be at the core of our CSH work.

Le 1er avril de cette année, le premier ministre Trudeau a annoncé l'inclusion de ce même programme au prochain budget fédéral. Nous poursuivons le dialogue avec les ministres et nos partenaires en éducation et en nutrition, au sujet de l'adoption d'un budget qui prévoit ce programme et de l'inclusion des commissions/conseils scolaires à sa mise en œuvre.

CSBA continues to engage with the Canadian School Mental Health Leadership Network, with a focus on the provision of mental health supports for students, staff and families across the country.

Diversity, Equity, Inclusion & Anti-Racism

For many of our students across Canada, the safest and most welcoming environment in their lives, is that of their public school.

In order for school boards to adequately lead a truly diverse, equitable and inclusive public education system, boards themselves must reflect these attributes in their leadership and understanding, and they must feel safe in doing so.

While there is much for us to be optimistic about for the future of our students, the sustainability of our public education system hinges on the capacity for boards to self-reflect and govern through a DEI & Anti-Racism lens.

Allan reminded us that the National Trustee Gathering on Indigenous Education and CSBA Congress is CSBA's annual opportunity to provide meaningful, in-person professional development for boards and trustees from across Canada. This jam-packed 3 days is an opportunity to provide a brief overview of who CSBA is and what they do.

After the President's welcome and land acknowledgement they did roll call, followed by the adoption of the agenda.

There were minor grammatical changes made to the minutes from the July 2023 AGM in Banff, afterwards this motion was carried.

The Annual Report was reviewed. The motion to accept the report was carried.

Gala Dinner and Performance by Turtle Concepts and Indigenous Youth

I enjoyed the performance “The Magic of Confidence” by Turtle Concepts after the Gala Dinner. It was a unique presentation featuring Indigenous dance and fashion.

Brothers Dave and Daniel Jones walked us through the beginning of Turtle Concepts. We then saw Indigenous fashion collections that included a bone collection, a jingle line, the power of flowers and more.



July 4, 2024

CSBA President Address and Cross Canada Check-In

Allan Campbell spoke to the group, where he expressed admiration for Premier Wab Kinew in Manitoba. He gave a story about a discussion he'd had with his daughter about how Wab Kinew could wear a ceremonial head dress at his swearing in, even though it wasn't a representation of all Manitobans.

We heard about the strategic Priorities of CSBA (2022-2025). These goals include advocacy, Indigenous Education, Comprehensive School Health, and Diversity Equity Inclusion & Anti-racism. Aligning with their strategic goals, Allan was able to express his excitement towards the Federal Nutrition Program. This is something we need in all our schools. It's difficult to teach children that are only focused on their hunger. Our schools are more inclusive than they used to be, and that's something we need to continue to strive towards.

Allan gave us a story about a meeting he had with his neighbor, where they had a discussion about the pride flag flying with the Canadian Flag at their School Division in the month of June. His neighbor didn't feel this was appropriate, Allan was able to offer an opposing view to this neighbor. It was stressed that it is our job as Trustees to counteract some of the narrative coming out of our communities.





CSBA President Address and Cross Canada Check-In (Continued)



A video was played to highlight next year's CSBA conference which will be held in Winnipeg MB, July 2-5, 2025. Some of the speakers include David Suzuki, Phil Fontaine, Fred Penner, Cindy Blackstock, Clara Hughs and Wab Kinew. There was a lot of excitement around next years line up and coming to Winnipeg. CSBA 2026 will be held in Whistler.

After this we heard the Cross Canada Check-In. This is where the Presidents of each provincial School Boards Association have an opportunity to give the group an update. We heard from the following:

- Conseil Scolaire Acadien Provincial (CSAP)
- Association des Commissions Scolaires Anglophones du Quebec/Quebec English School Boards Association (ACSAQESBA)
- Alberta School Boards Association (ASBA)
- Association des Conseils Scolaires des écoles publiques de l'Ontario (ACEPO)
- Manitoba School Boards Association (MSBA)
- Saskatchewan School Boards Association (SSBA)
- British Columbia School Trustees Association (BCSTA)
- Ontario Public School Boards Association (OPSBA)

I found it interesting to hear about the different demographics that make up each of the associations. We learned that CSAP joined CSBA because they wanted to reinforce the need to keep school Trustees and a democratic process. Quebec will be having their elections this year, and of course Manitoba shared about our ongoing teachers' negotiations.

Session 3: Student Trustees and Student Voice – Panel Discussion

This session discussed how OPSBA supports student voice through their Student Trustees. We learned a little about the history, structure and vision of the Ontario Student Trustee Association (OSTA AECO). We had the opportunity to hear from student trustees on phone bans, vaping, AI, and diversity & inclusion.



OSTA AECO was founded in 2000 and is the largest official student stakeholder group in Ontario, advocating for over 2 million students. Their organization strives to empower students and work to improve public education across the province.

Student Trustees are an integral part of the democratic process in Ontario. They oversee operations and advocacy.

Student Trustee Structure:

- Each Student Board has a chair, vice chair, treasurer, etc.
- Each member of the Board sits on 3 of the committees they have
- They meet 3 times per year as OSTA AECO
- Each High School is mandated to have at least one Student Trustee in their final 2 years of high school
- The Division ensures Student Trustees have a space to conduct their business
- Student Trustee Chairs have the opportunity to meet with the Minister of Education

Student Trustees have access to the same documents as Board Members (Regular meetings), and they can vote, but it doesn't count legally. They also receive an honorarium. It is recommended that if you have Student Trustees that you have a section in your regular school board meeting agenda to include a report from your Student Trustees. Student Trustees can be elected to the School Board after they turn 18.





Keynote: Dr. Robyne Hanley-Dafoe -- Stress Wisely



Dr. Robyne Hanley-Dafoe addressed our group for an hour on July 4. She emphasized our need to generate energy, encouraging us all to move. She talked about empathetic attunement, whether you feel seen/heard, and don't feel alone. It isn't necessary to fix a problem but by just letting someone feel heard, you help them generate energy.

Dr. Hanley-Dafoe also talked about the psychology between giving up and getting up. She gave an example of a time where she was resilient because she didn't feel like she had a choice.

She then went on to talk about the Power of Belonging. Asking the questions of whether or not you have a home team, psychological safety and a foundation of trust (If a child has 1 safe person (home team) it offers them a sense of security). She also talked about perspective, how you need to align your head and your heart, and making what matters most matter the most.

She then went on to discuss temperament. Did you know that people that swear (not at others, but as a floating adjective) live longer? This is because they're more likely to be able to let things go and accept what is and isn't within their control.

We then moved onto the topic of stress. A lot of us have a disproportionate view of stress, we view it as a bad thing, when really it can be our ally. Stress tells us when we need to pay attention and shows us needs that may not currently be met. To create optimal energy, we need to ensure we have a healthy balance of stress. Otherwise, we can experience fatigue, exhaustion and burnout. Robyne mentioned that burnout is the curse of the strong, and compassion fatigue is the result of caring.

Things that can help stress:

- Outside time – your nervous system will start to re-regulate itself when you spend time outdoors
- Eating carbs can help energize you, this is appetite driven by cortisol
- A Cortisol cry can help energize you

On the topic of cortisol, we discussed how cortisol spikes can happen between 1 and 3 am. You can tell if this is what's happening if you wake up and cannot go back to sleep right away because you start stressing.

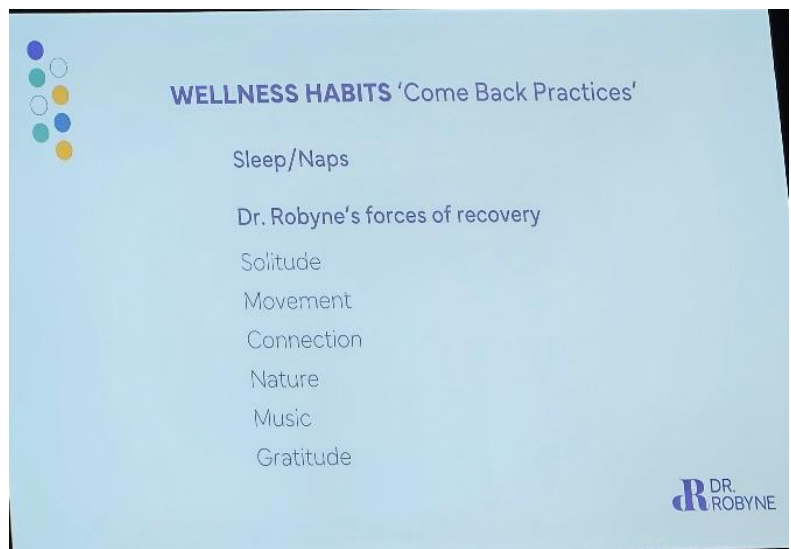


**Keynote: Dr. Robyne Hanley-Dafoe --
Stress Wisely (Continued)**

The discussion then moved into the crisis of loneliness. Did you know 18–35-year-olds are at the loneliest age? This is due to screen dependence. They simply don't know how to talk to people in real life and make friends.

Healthy Habits:

- The habits you have, make up the quality of your life. When creating habits, its important to ask yourself if this is something that someone healthy and well would do. Did you know by consistently walking 30 minutes per day, you can reduce your mortality by 16%?
- One of the most meaningful things you can do for your loved ones is light up for them when you first see them.
- Practice the Art of 100%. When you wake up assess yourself. If you're at 80%, give your day 80% because that is 100% of what you have, to give today. By doing this, you're more likely to be at 100% tomorrow.
- Nap if you need it.
 - A 20-minute nap will give you 3-5 hours of energy. If you need a boost, have a coffee first.
 - If your heart/emotions are heavy, you may need a 90-minute nap, this is the equivalent of one REM cycle or adenosine cycle. This washes the adenosine away. When you wake up from this nap you will have more empathy and compassion.





**Keynote: Dr. Robyne Hanley-Dafoe --
Stress Wisely (Continued)**



As Dr. Dafoe was wrapping up, she started talking about finding our “lighthouses”, this is the light or force that powers us through. This is where she talked how we can do hard things, and the importance of finding strategies for making things work for you. This led to a conversation about how the people who need the most help ask for it in all the worst ways. She suggested ear to ear conversations where you walk, and talk. This is less intimidating than an eye-to-eye conversation.

Robyne finished off her time with us by retelling an emotional story about how as a teenager her car went into a river and through the ice. She told us how in that moment she kept hearing the words of her mother, how she could do hard things. This gave Robyne the strength to fight for her life in this perilous situation. When she got out of the car she was under water, and didn't know which way was up, she released some air and followed the air bubbles up. She went on to tell us that thanks to a stranger named Joseph Todd, she's here today, as he saw her tire tracks running off the road and followed them to save her. Joseph Todd won the Governor's General Award for saving a stranger. Looking around the room, I don't think there was a dry eye as Robyne finished telling her stress filled story, and how she persevered.



July 5, 2024

Remarks by the Honourable Edith Dumong, Lieutenant Governor of Ontario

The Honourable Edith Dumong spoke highly of our work as Trustees, reassuring us that families entrust us with both their concerns and their dreams. She went on to say she knows that the work we do is hard work, to ensure that no child is left behind. Following this with sentiments that Canada offers some of the best education in the world.

She then went on to talk about the complexity of what we do, and how we have the privilege of helping future generations. We have a responsibility to make families feel at home. The best way for us to do this is to collaborate with families, making them feel like schools are a safe place.

We may not have chosen education, but education calls us everyday to be present in our communities. We should take inspiration from our own communities.

The Lieutenant Governor of Ontario finished her address to our group by reaffirming that we make a difference every day.





**Keynote: Jodie Lobana – Navigating the New Frontier:
GPT's Role in Shaping the Future (Continued)**

There are many near-term risks of Generative AI that should be managed, including but not limited to:

- Data and confidentiality breaches
- Incomplete information
- Misinformation and hallucinations
- Bias in recommendations
- Over-reliance on AI
- Increasing lack of integrity
- Legal and regulatory challenges
- Copyright and intellectual property issues
- Security vulnerabilities
- No one is ready
- Disruption of human workforce
- Difficulty in interpreting how model really works

Long-term risks of Generative AI, that may be here sooner than we expect:

- Societal dependence on AI
- Political disinformation & related repercussions
- Trust erosion
- Security and welfare implications
- Societal inequality and division
- Loss of jobs and economic instability
- Regulatory and legal challenges
- Misalignment with human values
- Unanticipated consequences
- AI manipulation of humans – possible?
- AGI and Superintelligence risks

Keynote: Jodie Lobana – Navigating the New Frontier: GPT's Role in Shaping the Future (Continued)

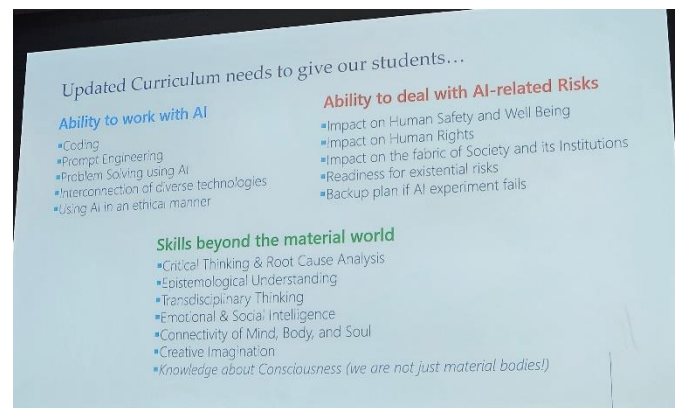
Jodie suggested that the Board considers how we should govern AI including developing and regularly updating a comprehensive GPT policy. When building a GPT policy some of the things we should consider include privacy, accountability, safety & security, professional responsibility, and promotion of human values.

Risks related to not allowing GPT in our schools:

- Students are using it anyways
- Gives students incentive to cheat
- Readiness for future workplace suffers
- We do not know harms that AI tech can cause, and how to deal with it
- Hasty implementation later – much more disruption

Jodie suggested some updated curriculum needs to give our students:

- Ability to work with AI
 - Coding
 - Prompt Engineering
 - Problem Solving using AI
 - Interconnection of diverse technologies
 - Using AI in an ethical manner
- Ability deal with AI-related Risks
 - Impact on Human Safety and Well Being
 - Impact on Human Rights
 - Impact on the fabric of society and its institutions
 - Readiness for existential risks
 - Backup plan if AI experiment fails
- Skills beyond the material world
 - Critical thinking and root cause analysis
 - Epistemological understanding
 - Transdisciplinary thinking
 - Emotional & social intelligence
 - Connectivity of mind, body and soul
 - Creative imagination
 - Knowledge about consciousness (we are not just material bodies).





Performance by Randell Adjei, Ontario's Poet Laureate



Randell Adjei started by asking what is your why? What is your Purpose? And What do you want to accomplish?

He then went on to express that we are vessels in the middle of governance and that we are giving the students what they need. He talked about self identity and why it is so important. Students are now being asked to be everything, which makes it important that we embrace their self identities.

In talking about kids and their self identity he gave an example on equity vs equality. He spoke about giving everyone a pair of shoes vs giving everyone a pair of shoes that FITS. He then tied this in to understanding someone and their journey. How it is important that we help others to get to where they're trying to get to.

He also stressed the notion of doing things with people vs for them.

He spoke about leadership and asked the question of whether we were going to be a leader or a follower today. He finished by asking us what legacy we hope to leave behind, and how will the system be better because you were in this role.

Throughout his speech Randell performed poems he had written. I've been able to locate performances of two of these poems on YouTube, and have them here to share with you:

- "Flowers" -- <https://youtu.be/a6wuGpLY7GU?si=i9zy3z4kV5YoEGTM>
- "I am an Artist" -- <https://youtu.be/B9xBxBtDGU4?si=S4jAjNDMhOGGdPrM>
- "Brokenness"
- "War Going on Inside"
- "Power of Tongue"

Inaugural CSBA National Reconciliation Partnership Award

Rooted in the spirit of genuine reconciliation, this award is focused on recognizing excellence, demonstrated evidence of the principles of innovation, authenticity, relationship, capacity-building, and good stewardship and supporting the achievement of the Calls to Action issued by the Truth and Reconciliation Commission of Canada in 2015.

This award was launched at the National Trustees Gathering on Indigenous Education and CSBA Congress in Saskatoon in 2022. The first annual award was presented at the National Trustees Gathering on Indigenous Education and CSBA Congress in Toronto on July 5, 2024.

This year's winner was the Cowichan Tribes and Cowichan Valley School District. This recognition is a testament to their strong bond and thorough efforts to acknowledge and respect Indigenous language and culture within their school district.

This award comes with a \$10,000 prize.



Personal Takeaways

I'd like to start by thanking the Board for having the confidence in Trustee Robin Harris and myself to represent Sunrise School Division at the CSBA National Congress in Toronto this year. I appreciated having the chance to attend and found the sessions to be valuable. Having the opportunity to network with Trustees from across Canada gave me perspective in regard to the position I fill within our Division.

I am continually reflecting on my role in reconciliation. Given this I enjoyed the stories and teachings I was fortunate enough to hear about from our Keynote Speakers and the Indigenous Elder that performed our opening and closing ceremonies. I can appreciate that some of the stories they told may bring up emotions for them. It is important for them to tell these stories, as without them, we risk repeating our history.



Personal Takeaways

I enjoyed the sessions I attended, and have a few take-aways:

- AI is becoming more prevalent. We should consider how this will change how we teach and assess our students. We should also look at our policies and procedures to determine we're covering AI appropriately. We may also want to look at how AI plays into our strategic priorities.
- Presenter Jodie Lobana had a lot of suggestions on governance with AI. She made suggestions that 1/3 of our budget be put aside for AI investment. This is not practical for a Public-School Division in Manitoba. Unfortunately, when she made that comment in her presentation, I think she lost the attention of many in the room. I think she had some good ideas when it comes to creating policies around AI that we should consider, including looking into AI PD if we don't feel confident in making decisions around it currently.
- At our schools where attendance is more of a concern, we may want to implement what DSB1 has, where there is more direct messaging home with families around absenteeism.
- Student Trustees are a great way to get the youth involved in our democratic process and may be a way to start pulling in younger Trustees. However, it looks like it would be difficult to implement without provincial buy in.
- A couple of presenters talked about energy, how we can build it and preserve it, and about taking care of those around us. Dr Robyne Hanley-Dafoe spoke about how feeling like you're being heard helps build your energy. I know many of us are out there listening to our communities, and it is part of our Strategic Plan, this is just a reminder that we should continue this path.
- The presentation by Dr Katina Pollock's study on the "Impact Related to the Loss of Local Democratic Voice in Education." This report came back with 24 recommendations. It may be something we as a Board should consider looking at and seeing what we're already doing, and if we can do more.
- Dr. Robyne Hanley-Dafoe talks about the benefits of being outside and the impact it has on our energy. Given this, I'm curious to know if all our schools have outdoor classrooms. I'd also be interested in learning how often teachers are taking advantage of those spaces.
- The Crisis of Loneliness came up in discussion as a result of screen dependence. Given the Manitoba Government has created guidelines reducing cell phone usage in classrooms, I'm curious to see how this impacts our students.
- I found a lot of value in the information I gathered at this conference and would encourage other Trustees to attend if able to do so.

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Indigenous Education