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Sarah Julian - Project Lead
705.474.7600 ext. 5366
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*Land based learning -
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She:koh Welcome to Choices

Choices is all about
aboriginal youth,
their future and giv-
ing them career path
choices.

Whether they are
from the north or south,
east or west, aboriginal
youth and young adults
want to improve not just
their lives, but the lives
of their families and
friends.

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geared to support our
youth and features

choices along
their educational
path that we
hope will help
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decisions for a
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tion the fastest
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deed tomorrow's leaders
who will make choices
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Letter

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and people is touch-
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MAGAZINE

How post secondary schools are working to indigenize programs, campus life

By Alanna Rizza
THE CANADIAN PRESS

This summer, as students prepared to go back to school, some post-secondary institutions did preparing of their own to make changes that they say address a legacy of colonialism and respond to the Truth and Reconciliation Commission of Canada report.

The report, released in 2015, contained a list of calls to action, one of which was a demand that universities and colleges include Indigenous knowledge into their programs and address barriers to Indigenous students' access to education.

Since then, institutions across Canada have created roles to lead those initiatives on campus, along with hiring Indigenous educators and creating programs geared to Indigenous knowledge and culture.

Olson Crow, an Indigenous student at Toronto's Ryerson

University, said "indigenization" is about "incorporating Indigenous ways of knowledge and having Indigenous community members come into the space."

This summer was pivotal at the university, which is named after Egerton Ryerson, a pioneer of public education who is also widely believed to

have helped shape Canada's residential school policy.

After Indigenous students on campus lobbied the university for years to remove the statue of Egerton, the school instead installed a plaque in July beside the statue that addressed Egerton's role in "cultural genocide."

Crow had met with the university's administration on multiple occasions last school year to discuss the removal of the statue.

While he calls the plaque "a great step to raising awareness," he said he will not stop demanding the statue's removal. "I don't think the plaque is a solution and I don't think it's an alternative to having the statue removed," he said.

Ryerson public affairs said the university is open to continuing discussions with students on the statue, but at this time "no decisions have been made."

This summer, Ryerson launched the Yellowhead Institute, calling it Canada's first think tank focused on analysis of policy and law that affects First Nation communities.

Ryerson has also started the process of "decolonizing" their library.

The university's chief li-

brarian, Carol Shepstone, said while she thinks it's important for all universities to address colonialism, there is "added weight to this with the Ryerson name."

"It's about changing the way we describe and think about how we organize information. A lot of the terms used in libraries are very colonial, very inappropriate and not reflective of traditional appropriate names," said Shepstone.

For example, Indigenous history is sometimes classified under the category "Indians of North America" or the word "Indian" is used in some Canadian libraries.

Breaking away from these terms has proven quite difficult in large library systems as there are thousands of headings and subheadings that cannot be changed in an instant with available technology, said Christine Bone, cataloguing librarian at the

University of Manitoba, whose research focuses on Indigenous subject headings.

Bone said she is currently working on a project with the Association for Manitoba Archives to find solutions to this issue.

She said the project can hopefully be used as a template for other libraries and

archives across Canada.

"What we're doing is adding to the larger work that will benefit everyone," said Bone, adding that she has already started implementing some minor solutions at the University of Manitoba including adding an "Indigenous Peoples" subject heading to the appropriate catalogue records.

The University of Saskatchewan and the University of Alberta said they are also in the early stages of changing headings of Indigenous works and history in their library.

New initiatives to increase access to Indigenous knowledge have also been in the works at other post-secondary institutions across Canada.

At Saint Mary's University in Halifax, the institution said it has implemented various recommendations that were included in a 2014 report that was created after Loretta Saunders, a 26-year-old Inuk student at the university, was killed.

The university said that since then, they have hired an Indigenous student adviser, created new academic programming dedicated to Indigenous history, and in early August, the Mi'kmaq Grand

(Continued on page 6)

(Continued from page 5)

Council flag was raised permanently on the university's campus.

At the University of British Columbia, this will be the first school year that the university's new Indian Residential School History and Dialogue Centre will be utilized after it opened in April 2018. The centre's mandate is to be accessible for not only university students and faculty, but anyone who wants to use the centre's open-source libraries and archives, said the centre's director, Mary Ellen Turpel-Lafond.

"I want people to learn about the history of the residential schools, but this isn't something you would see in a typical museum space. There is going to be a really active piece to this," said

Turpel-Lafond, who is Cree. She said the dialogue aspect of the centre would be to engage community members in

discussion and wouldn't be a traditional talk where only one person is speaking.

An exchange program will launch this school year with Indigenous students from Wilfrid Laurier University and Syracuse University in New York State. Three students from each university will swap places

while working together to create Indigenous curriculum material.

Jean Becker, senior adviser of Indigenous initiatives at the university, said there can be barriers for Indigenous students applying to exchange programs, and she hopes this program will change that.

"We find that our students don't really even consider doing exchanges," said Becker. "It's a lot of money. And for our Indigenous students just coming to the university, it's such a huge transition."

At McGill University, the

school has partnered with the Mohawk community of Kahnawake to offer a Bachelor of Education program on the Kahnawake reserve, which is near Montreal.

This was also the first summer that a program was held at the University of Regina to enhance Indigenous undergraduate students' writing and research skills to encourage them to pursue graduate studies. The Indigenous Summer Research Institute awarded \$3,000 to each student to participate, which included 10 Indigenous students and nine non-Indigenous students.

The Canadian Federation of Students, the country's largest student advocacy group, will also be working to increase Indigenous knowledge in post-secondary education.

Shanese Steele, national chairperson for the organization's National Circle of First Nations, Metis and Inuit Students, said they will be offi-

cially launching a campaign in the fall that will demand universities create Indigenous language programs.

Steele said she hopes institutions will do more to address services for Indigenous students. She said while hiring Indigenous educators and creating Indigenous leadership roles is important, she hopes student services, such as counselling, academic advising and food banks geared towards Indigenous students will also be prioritized.

"Universities and colleges are inherently colonial. They're inherently anti-Indigenous," she said, adding that she stresses that universities continue to use the word "indigenize" and not "decolonize."

"It's hard to decolonize a space that's rooted in that. It's more that just hiring people into these positions," she said.

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Limit computer time to protect eyesight

(NC) -The startling increase of nearsightedness (myopia) in students worldwide may be a direct consequence of too much time with computers, eye doctors say.

Reports show that the average student spends from one to three hours per day with his or her eyes on a computer screen.

To guard against early damage to the eyes, consider these Hakim Optical tips:

- Schedule a comprehensive eye exam as your child enters school, including

near-point (computer and reading) and distance test.

- Schedule an eye exam before school begins every year after that.

- The recommended distance for students between the monitor and the eye is 18-28 inches. Any closer risks eye strain.

- Be aware of behaviour that indicates problems such as eye redness, frequent rubbing of the eyes, unusual posture, or complaints of blurriness or eye fatigue.

Are the Trades in your future?

Six Nations Polytechnic granted Canadian Welding Bureau certification Brantford's only CWB Accredited Welder Test Centre

BRANTFORD – Six Nations Polytechnic's (SNP) Brantford Campus has successfully undergone the accreditation process and has been granted accreditation by the Canadian Welding Bureau (CWB) as a welder qualification test centre, making SNP the only CWB test centre in Brantford.

Obtaining the CWB Certification means that SNP has undergone a review and qualification process to ensure that they meet the requirements for testing of welders to the requirements of CSA Standards W47.1 – Certification of Companies for Fusion Welding of Steel. The CSA Standards provide clear requirements with respect to the personnel, procedures, as well as workmanship, as verified through auditing, that will be required.

“Receiving the Canadian Welding Bureau accreditation means that we have met the high standards and require-

ments for welding companies to use our facility as a test centre for future employees,” said Mary Fuke, Trades Development Officer at SNP. “Our workrooms, equipment, facility and staff are kept as up to date as possible and we are continuously looking for new ways to support the trades industry in Brantford and Six Nations. This includes finding and creating new programs such as our We Are Welders program for women.”

“As Brantford's only post-secondary education institu-

tion with a trades facility, SNP is uniquely positioned to respond to a local and growing need for skilled trades education and training in the City of Brantford,” said Linda Parker, Acting Director of Operations and Advancement at SNP's Brantford Campus. “Our commitment to building community capacity remains strong and we are extremely pleased to expand our skilled trades programming to meet identified labour market shortages. We are also working with industry to address

niche needs in machining, construction, automotive service and trades fundamentals.”

Six Nations Polytechnic: is a unique post-secondary organization, recognized by community, government and institutions of higher learning, as a centre of excellence for Indigenous Knowledge. In its 25th year of operation, SNP has worked successfully in partnership with twenty percent of Ontario's publicly funded universities and colleges. SNP's mandate of Indigenous Sustainability calls for the perpetual use of Indigenous Knowledge (understood and expressed through language, values and actions) that provides capacity to live in harmony with the natural world, while restoring and maintaining a healthy existence in a nation with diverse citizenship and needs.

“Our commitment to building community capacity remains strong and we are extremely pleased to expand our skilled trades programming to meet identified labour market shortages. We are also working with industry to address niche needs in machining, construction, automotive service and trades fundamentals.”



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SIX NATIONS
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Windsor Law

University of Windsor

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Home to a vibrant community of Indigenous and Metis students, faculty and staff, Windsor Law warmly welcomes applications from prospective Indigenous students and scholars.

For more information about Windsor Law visit uwindsor.ca/law or contact Michelle Nahdee

Indigenous Legal Studies Coordinator

(519) 253-3000 ext. 2983 | Michelle.Nahdee@uwindsor.ca

www.uwindsor.ca/law

Considering Law School?

Choose Windsor Law.

Windsor Law sits on the traditional territory of the Three Fires Confederacy comprised of the Odawa, Ojibway and Potawatomi and has a strong commitment to enhance Indigenous voices and scholarship in the Windsor community and within the legal profession.

Indigenous Faculty of Law members and non-Indigenous allies within the Faculty of Law at the University of Windsor have launched and continue an on-going effort to act in response to the Truth and Reconciliation Commission of Canada.

The Indigenous Legal Traditions course was made mandatory for all first-year students entering Windsor Law for the 2018-2019 year. The course was delivered successfully to 160 first-year Windsor Law students. The curriculum is continually enhanced to incorporate Indigenous teaching material, case examples and scholarship into law courses.

Windsor Law is in the second year of offering a 3 credit, hands on Anishinaabe Law course which is held in Bkejwanong Walpole Island First Nation. The course was also delivered to Windsor Law



Faculty and Staff who have continuous learning of Indigenous Legal Traditions by attending annual retreats. Students can also participate in Aboriginal Moots.

Windsor Law regularly welcomes other Indigenous academics through the Indigenous Scholars Lecture Series. Students, Faculty and Staff have access to the Elder in Residence to promote learning and self-healing in a holistic approach.

An introduction to first year students of Indigenous Law as well as meeting the Indigenous Faculty and Staff is done during Orientation Week. There are a number of Indigenous student activities and students have the opportunity to meet and join the Indigenous Initiatives Student Law Association who put on many student led ac-

attended by over 300 people from around the globe, and included attendance from the 160 first-year Indigenous Legal Traditions course students.

Windsor Law is home to a vibrant com-



tivities throughout the school year, including speaker panels, walk outs, pow wows, socials and round dances while promoting awareness of legal, social and political issues as they relate to Indigenous Peoples.

Windsor Law also had the opportunity to co-host in partnership with Sunchild Law the 4th World Indigenous Law Conference successfully

munity of Indigenous and Metis students, faculty and staff and warmly welcomes applications from prospective Indigenous students and scholars.

For more information about Windsor Law, please visit uwindsor.ca/law or contact Michelle Nahdee, Indigenous Legal Studies Coordinator (519) 253-3000 ext. 2983 | Michelle.Nahdee@uwindsor.ca

First Nations Technical Institute launches FNTI's Enrolment & Alumni Map



This small map shows communities where FNTI has alumni (blue) and communities where current students are from (green).

(Tyendinaga, ON) – It was with great excitement that the First Nations Technical Institute (FNTI) launched their interactive Indigenous Enrolment & Alumni Map.

The map, created and maintained by FNTI and superimposed on Google Maps, shows First Nation, Metis & Inuit communities across Ontario and Canada. The map provides a visual representation of FNTI's Indigenous community reach and indicates which communities have FNTI alumni and current students in attendance.

FNTI is a post-secondary institute based in Tyendinaga, Ontario that specializes in Indigenous post-secondary education. FNTI has served students across Ontario and from coast to coast to coast – including three territories and all 10 provinces.

“After 34 years of providing education to First Nation communities far and wide, we now have a tool to record our reach and engage people in a discussion about Indigenous post-secondary,” Brant said. “The interactive map will promote discussion

about FNTI's Indigenous post-secondary history and our approach to community programming. It tells our story at a glance.”

The map showcases FNTI's wide-reaching enrolment and is the first of its kind for Indigenous education.

When a user clicks on a pin, they can learn information

ties are becoming healthier, building capacity and opening doors to economic opportunities.”

Although FNTI receives applications for academic programs primarily from across Ontario, they also receive applications to their First Peoples Aviation Technology program from across Canada. This diversity makes FNTI a welcoming place of learning for Indigenous peoples of all backgrounds.

FNTI continues to develop Indigenous curriculum. “Our new programming is in response to identified need. We listen and respond to requests from communities. Data collected informs our enrolment plan and defines programming and locations to deliver to,” Brant concluded.

FNTI aims to serve more communities each year and provide Indigenous students with the opportunity to learn in their culture and fulfill their potential. Enrolments for the 2019-20 academic year are currently open and interested applicants can find more information here.



about the community (including location and membership) and see whether there are alumni from that community, or the number of currently enrolled students, if any. FNTI strives for inclusivity and equity, and the map helps to visualize this success.

“This mapping project illustrates our reciprocal relationship with learners, communities, and nations,” Brant said. “Learning is healing and healing is learning. FNTI is delivering Indigenous education and our communi-

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EMBODYING OUR TRUTH:



People circle around a campfire in the Tipi.

Indigenous Leadership in Motion was Theme for 43rd Annual Elders & Traditional Peoples Gathering

Last fall Chanie Wenjack School for Indigenous Studies welcomed hundreds of guests from across North America.

Indigenous and non-Indigenous peoples from across the continent gathered at Trent University as part of the 43rd annual Elders and Traditional Peoples Gathering hosted by the First Peoples House of Learning (FPHL) and the Chanie Wenjack School for In-

digenous Studies at Trent.

"A gathering like this celebrates the importance of Indigenous knowledge and leadership," says Dawn Lavell Harvard, director of FPHL. "It connects students and community members and provides an opportunity to learn from elders whose traditional knowledge they might not otherwise have access to. These elders bring a wealth of Indigenous knowledge and

traditional teachings from a number of nations."

The theme for the gathering, *Embodying Our Truth: Indigenous Leadership in Motion*, was selected by Trent students interested in truth telling and the importance of seeing that truth represented within leadership in all sectors and areas. This year's theme is about moving through the truth, seeing the truth, hearing the truth, working with

the truth, living the truth, and walking the truth.

Each year, the Elders and Traditional Peoples Gathering offers an opportunity for all attendees to share in Indigenous knowledge through workshops, presentations, and performances. Three donor announcements at the Gathering further showcased Trent's leadership in Indigenous education and reconciliation. *For more information: TRENTU.CA*

Like to share stories?

University of Saskatchewan to offer courses focused on Indigenous storytelling (Sask-Indigenous-Stories)

SASKATOON - The University of Saskatchewan in Saskatoon plans to offer a certificate in the study of Indigenous storytelling.

Prof. Robert Alexander Innes, head of the Indigenous studies department, says students will be able to learn about the different ways in which Aboriginal stories have been told and

recorded in writing, film and new media.

The English and drama departments will also be involved.

The university says requirements for the certificate will include first-year courses, a core second-year course and selected studies offered by the three departments.

Innes says it was a good opportunity to bring the departments together so that students can choose from multiple courses that fit the theme of Indigenous storytelling.

The program is to start this fall and registration will begin in the coming weeks.

Innes says the program

will provide students with different ways to look at Indigenous storytelling.

"Whether it's traditional stories, novels, poems, plays _ have some cross-fertilization ... (to) provide them with a greater exposure to the various ways Indigenous people tell stories," he said. (CJWW)

- CP -

3 steps in planning for your future career

Evolving market trends and changing industries make us wonder how we can stay ahead of the game. What can we do to ensure our talents will be needed in the future?

Whether you're looking to future-proof your own career or give advice to your kids in post-secondary school, here are some smart ways to boost a resume and keep it relevant for years to come.

Always keep learning.

Gone are the days when you got your degree and never looked back. Today, continuous education is essential for staying com-


petitive. Fortunately, there are many ways to upgrade your skills. Depending on your time and budget, you can take courses towards a certificate, join a workshop, or participate in an intensive bootcamp. Many workplaces also have programs to help pay for all or part of continuous education in the field.

Get international experience. Working abroad can prepare you to excel in the global economy and help you stand out from the rest. You'll also gain skills and a unique cultural perspective that can help with both personal and professional development. Research backs this

up, as young people with international experience are more likely to be employed later on. A great resource for getting work permits quicker and easier is International Experience Canada, a government program that allows youth ages 18 to 35 to work and travel abroad for up to two years in one of more than 30 partner countries and territories.

Build your brand. No matter what field you're currently in or plan to be in, professionals in today's job market need to understand marketing and branding. This means you need to be mindful of your online presence

and work at improving it. Think about what you post on social media and keep your LinkedIn profile up to date. You'll also want to take steps to establish yourself as a thought leader and expert in your industry by networking and publishing articles on relevant trends and topics (even if it is just on your LinkedIn page or blog). Having people know about you and your abilities will be the key to future jobs, so start paving the way for those opportunities now.

 Find more information on work and travel abroad at canada.ca/iec. -NC-

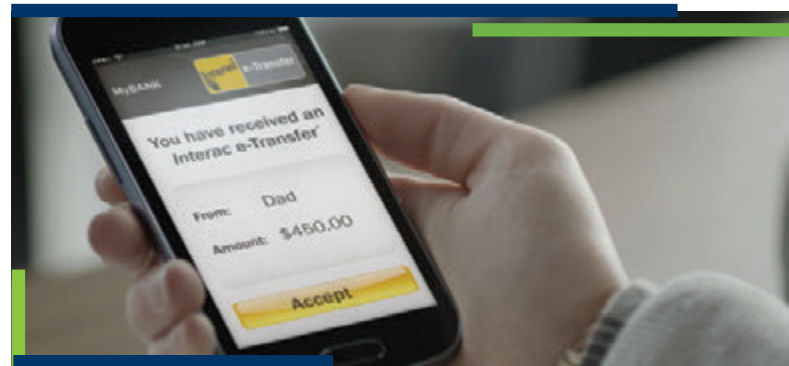
Following a budget helps students stretch their education dollars

(NC) Students preparing to head off to college or university need to make sure they have their financial affairs in order, including setting a realistic budget to ensure they have funds available for the entire school year. While the big items – like tuition and rent – may be easier to forecast monthly, don't forget to budget for books, supplies and social expenses, like dining out with friends.

"A great way to set and stick to a budget is by tracking your purchases so you can see where your money goes," said Caroline Hubberstey, Head of

External Affairs, Interac Association and Acxsys Corporation. "Using your debit card for purchases means you're avoiding debt by spending your own money, plus you can check your online bank account to see what you've spent throughout the month."

Hubberstey says it can also help to plan out a budget that itemizes income, expenses and a reserve of savings, with ten per cent being a good guide. "Keeping track of your money can help to keep your spending in check. If you only have access to a budgeted amount each week it's easier to



avoid overspending."

But even with the best budgeting intentions, many students find they need a little extra money from time to time, especially at the end of the month when bills are due. Hubberstey says that often means an appeal

for emergency funds from parents, who want to be sure the money they send their children is deposited safely and quickly. In those cases, she says Interac e-Transfer is one of the fastest and least expensive ways to transfer money securely.

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education



'In our bloodline:' Land based learning links curriculum with Indigenous culture

(Indigenous-Land-Learning)

REGINA - A school day for six-year-old Hunter Sasakamoose can start with lighting a fire for breakfast and end with doing math by candlelight.

In between, the boy learns life skills such as hunting and fishing as well as first-hand science lessons about how rain soaks into the ground to help grow the plants he's harvesting.

His education combines lessons from his ancestors on the Ahtahkakoop Cree Nation in Saskatchewan with the curriculum of his peers in Regina, where he goes to school half the year.

He's taking part in land-based learning and his mother, JoLee Sasakamoose, is his teacher.

"We have this ability to just live and have the school be a part of how we are living," she said.

"The lessons evolved really

naturally."

Sasakamoose, an education professor at the University of Regina

and research director with the Indigenous Wellness Research Institute, grew up with land-based learning on the M'Chigeeng First

Nation in Ontario. Those lessons have influenced her work as a professor and how she is raising her child.

Hunter was enrolled in Prairie Sky School - a Waldorf-style school with a focus on art, community and nature - but when Sasakamoose was on sabbatical from her teaching position, she wanted to bring education onto the land where her son's relatives have always found their teachings.

It meant a unique style of home-schooling in a cabin with no electricity or running water, about 400 kilometres north of Regina.

Land-based learning has always been a part of First Nations culture. It encourages critical thought through interaction with the land, an understanding of nature and its relation to science - all the while connecting with and celebrating Indigenous culture.

In Winnipeg, three schools created a land-based education initiative for the 2016-17 school year. In Saskatchewan, the Treaty 4 Education Alliance brought in land-based education programs in 2017.

The Dechinta Centre for Research and Learning in Yellowknife has offered university credits for land-based programming since 2010.

Kate Kent, who recently organized a land-based education conference in Winnipeg, said schools and educators are incorporating such learning into curriculums since

the report from the Truth and Reconciliation Commission on residential schools. Many of the commission's 94 recommendations focused on education, culture and language.

"There's so much inter-generational effects from residential school, so looking at reconciliation and moving forward, this is taking steps to try and fix what was done in the past," Kent said.

"It's important for our young people to learn on the land, instead of sitting in the classrooms for eight hours a day, in order to bring the cultural awareness back into our peoples."

Sasakamoose said it was important for her son to learn outside of an institutional environment because they are descendants of residential school survivors.

"We have it in our bloodline," she said.

Carleton University recruiting additional Indigenous faculty members

Carleton University and Carleton University Academic Staff Association acknowledge and respect the Algonquin people, traditional custodians of the land on which the Carleton University campus is situated and where our collective agreement was bargained.

This past fall, President Benoit-Antoine Bacon announced Carleton University's commitment to revitalize the University's Strategic Indigenous Initiatives and strengthen its relationships with First Nations, Métis and Inuit communities, in keeping with the spirit of the Calls to Action of the Truth and Reconciliation Commission of Canada.

Carleton University and Carleton University Academic Staff Association (CUASA) are honoured to work in partnership toward the goal of recruiting ten additional In-

digenous tenure-track faculty members over the next two years.

A strong and inspiring complement of Indigenous faculty members will bring invaluable Indigenous knowledge, research, ways of knowing, and perspectives to the Carleton community across a diversity of disciplines, schools, and departments. Our faculty will better reflect the experiences and cultures of our student body and the population at-large, thus enhancing and enriching mentorship of students and fostering valuable new community partnerships.

The University and the Association are proud to collaborate on this initiative to deepen the quality and diversity of scholarship in our institution.

Jerry Tomberlin

Interim Provost & Vice-President (Academic)



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For all Indigenous learners, Northern offers a range of support and activities specifically designed with you in mind. We invite you to complement your worldview and traditional practices with a Northern College education.

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- Free academic upgrading with financial support for childcare and travel
- Traditional and cultural events, guest speakers, seminars, and sharing and healing circles
- Indigenous student lounges
- Elders on campus
- Summer orientation
- OSAP, bursaries, and emergency loans

For more information on admission requirement and enrollment, call 705-235-7222 or visit northerncollege.ca



Northern's Common Core Training Program will continue to **OPEN DOORS** for a successful career in mining with new partnership

TIMMINS, ON: Today, Northern College was pleased to announce the transitional “passing of the torch” of the Underground Hard Rock Miner Common Core program offering from Glencore’s Kidd Operations to Tahoe Canada. The new partnership with Tahoe Canada will build on

standing positive working relationship with Glencore has ensured that our students are developing the necessary skills and learning to use the tools and techniques actually used on the job site. We look forward to continuing the success of this program with Tahoe Canada.”

our partnership with Northern College. Under the expert guidance of highly qualified trainers, these students had the unique opportunity to learn and develop skills at an operation with a proud history of developing and mining the world’s deepest base-metal mine. Working

alongside highly experienced miners, the training they received provided excellent exposure to Kidd’s award-winning safety culture and systems,” said Kidd Operations’ General Manager Steve Badenhorst. “As the Hard Rock Underground Common Core program moves to Tahoe Canada, we would like to extend our congratulations to Northern College and their new partner as they build on this legacy.”

The latest cohort of students to complete the program graduated today. Graduates leave Northern equipped with a firm understanding of the working environment underground, training certifications, and experience operating mining equipment. As an added value, participants also earn a post-secondary credit that can be applied towards several Northern College programs, including the online



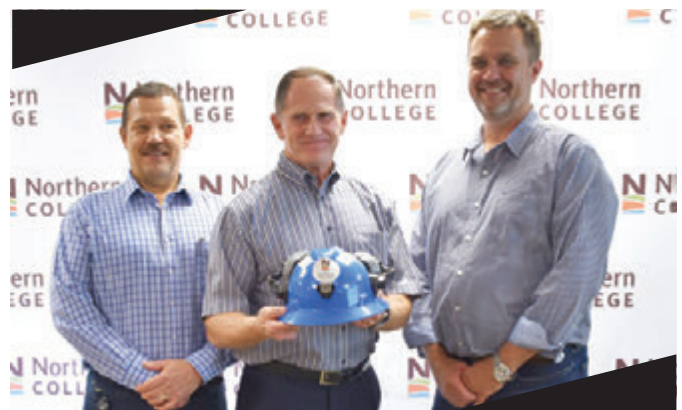
Underground Hard Rock Miner Common Core program graduation at the Timmins Campus on June 28, 2018. Pictured (Left to Right): Northern College President and CEO Dr. Fred Gibbons, Andy Brunet-Roy, Mike Michaud, Ryan Alexander, Nicholas Harrell, Sedrick Maurice, Kristopher Andrighetti, and Kidd Operations’ General Manager Steve Badenhorst.

the foundation of the important work started between the College and Glencore’s Kidd Operations.

“This training program has been a great success for all parties involved and is a great example of how industry and educational institutions can work hand-in-hand to enhance a region’s capacity,” said Christine Heavens, Executive Director, Community, Business Development and Employment Services of Northern College. “Our long-

Northern College first began offering the program in partnership with Glencore in April 2016. Since the inception of the partnership, 60 students, which include 12 women and 14 Indigenous participants, from 11 cohorts have successfully completed the Underground Hard Rock Miner Common Core program.

“Kidd Operations is very proud to have assisted more than 60 individuals launch their mining careers through



Underground Hard Rock Miner Common Core program partnership announcement at the Timmins Campus. Pictured (Left to Right): Kidd Operations’ General Manager Steve Badenhorst, Northern College President and CEO Dr. Fred Gibbons, and Tahoe Canada’s Vice President of Operations Peter Van Alphen.

Mining Engineering Technician diploma program.

"This program has shown that, by working with local industry, we can provide training solutions for a powerful workforce by preparing learners with the skills and experiences to work effectively and safely in the mining industry," said Dr. Fred Gibbons, President and CEO of Northern College. "Our students are able to start careers at a faster rate by training and learning full-time. These are the types of training programs that will help keep our workforce competitive and I applaud the work done by Glencore

and to Tahoe for taking the next step in the delivery of this program."

The final program cohort with Glencore was scheduled to start on September 4. Afterwards, Northern College will continue to offer the Underground Hard Rock Miner Common Core program in partnership with Tahoe Canada.

"Tahoe Canada is very excited to continue building on the success of this Program," said Peter Van Alphen, Vice President of Operations, Tahoe Canada. "The partnership between the College staff and our skilled trainers will allow us to collective-

ly build on the legacy this unique training opportunity provides, while delivering hands-on learning, leveraging industry-leading tools and technique, that will help us build a competitive, safe workforce for the mining industry today and well into the future."

"We are extremely proud of this partnership and our ability to not only deliver an experience that will help students prepare for jobs once they graduate but prepare them with the skills they require to be safe in the workplace," said Jordan Vince, Director of Health & Safety, Tahoe Canada. "By working

together to develop a stronger, safer workforce, we are creating an environment where everyone involved will enjoy and benefit from our success."

This 12-week program totals 580 training hours, including the first-hand experience gained by embedding students into operational crews and following production schedules.

To learn more about the Underground Hard Rock Miner Common Core program, or to register for the next cohort, contact Northern Training Division at 705-235-3211 ext. 2174 or hardrockminer@northern.on.ca.

The good journey through Seneca

New Indigenous centre officially opens in north Toronto

Toronto (GLOBE NEWSWIRE) - Seneca's new Indigenous centre at Newnham Campus officially opened during an awakening ceremony.

Named after the Anishnaabe word "Odeyto" - which translates to "the good journey" - the multipurpose facility is the new home of FirstPeoples@Seneca. It is also accessible to members within the broader Indigenous community.

"We are proud of what we have achieved with Odeyto. As an Indigenous teaching, learning and gathering space, it's a much-needed expansion to accommodate the important work of our staff and faculty supporting our Indigenous students," says David Agnew, Seneca President. "It also represents the journey our Indigenous students have chosen, com-



Odeyto features a canoe-like structure resting on its side. (Photo Seneca College)

ing to Seneca as a temporary stop on their life's journey."

Equipped with an office space, a computer lab, a kitchen and dedicated space for Indigenous elders, Odeyto is the only Indigenous hub of its kind between Highway 401 and Barrie, Ontario.

Indigenous culture influ-

enced various aspects of the facility, from its general exterior shape to the details of its interior décor.

"The structure looks like a canoe resting on its side and the curvature of the roof mimics the position of the sun on June 21, the annual National Indigenous Peoples Day in Canada," adds Mark Solomon, Associate Dean Student Services and Indigenous Education. "A neon sign created by the Cree visual artist Joi Arcand is among the Indigenous features inside Odeyto. It's truly a home for our Indigenous students."

The awakening ceremony also includes activities such as the planting of a tree of peace, drumming and medicinal bag giveaway, with attendees being treated to traditional Indigenous refreshments.

About Seneca

Combining career and professional skills training with theoretical knowledge, Seneca's expert faculty provide a polytechnic education to 30,000 full-time and 60,000 part-time students. With campuses in Toronto, York Region and Peterborough and education partners around the world, Seneca offers degrees, graduate certificates, diplomas and certificates in more than 300 full-time, part-time and online programs. Seneca's credentials are renowned for their quality and respected by employers. Co-op and work placements, applied research projects, entrepreneurial opportunities and the latest technology ensure that Seneca graduates are highly skilled and ready to work.

Aerospace campus brings Downsview into the light



Viewed from space, it's a dark field in the middle of a sparkling city at night. For decades Torontonians travelled around the periphery of Downsview Park with little knowledge of what the land encompasses.

On April 25, Centennial College formally opened its Downsview Campus Centre for Aerospace and Aviation, an education facility that represents the first stage in an ambitious plan to recast the former military airbase as Ontario's aerospace hub to help advance Canada's aviation industry.

The four-acre campus is the new home of Centennial's aerospace technology programs located on the historic site of de Havilland Canada. It was here that men and women assembled quick Mosquito bombers during WWII – made of Canadian plywood – and

the Beaver and Otter float planes, the familiar post-war workhorses of the north.

The college's \$72-million project repurposes the de Havilland building to create 12,700 square metres of classrooms, labs, workshops and two aircraft hangars. The Ontario government contributed \$25.8 million towards the project, while Ottawa granted \$18.4 million. The college and its partners and donors funded the remainder.

The campus actually opened in January, bringing together aircraft maintenance and engineering technology students from the college's other locations. The expansive teaching space will allow enrolment to grow to 1,000 students to help meet the global demand for aviation tech graduates.

"Aerospace is a vibrant industry that is ours for the taking," Andrew Petrou, Di-

rector, Strategic Initiatives and External Relations at Centennial, told the audience on opening day. "We're calling on the entire aerospace community – industry, organizations and academics – to work together to help drive aerospace technologies and training."

Centennial counts Bombardier Aviation as a key partner by helping to prepare its workforce with new skills required in the assembly and maintenance of the next generation of aircraft. With Bombardier's generous donation of a CRJ-200, the world's best-selling regional jet, students get to work on current technology.

In addition to training aircraft maintenance engineers, Centennial has launched programs for aerospace manufacturing technologists and technicians at the campus, which features sophisticated CNC machines and industrial robots.

As the industry shifts from aluminum to lighter materials such as carbon fibre, the campus has a sophisticated composites lab to create new parts. And there's an indoor drone lab, where unmanned aerial vehicles (UAVs) are being designed and tested.

The new campus forms the first stage in the Downsview Aerospace Innovation and Research (DAIR) consortium's plans for a hub to develop new technologies through collaborative research and innovation, aid in skills training and participate in supply-chain development.

With an overall objective to enhance Canada's ranking as an aerospace technology provider in a global industry worth \$838 billion annually, Centennial College forms the anchor for this exciting endeavour.

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- ◀ Language, Access and Preparatory Studies
- ◀ Media, Design and Dramatic Arts
- ◀ Sport and Recreation
- ◀ Trades and Technology
- + 11 Skills Apprenticeships

MORE THAN
1000

Indigenous students per year
attend Canadore College



We represent students from many Nations including Ojibway, Ojicree, Cree, Algonquin, Métis, Mohawk, and Inuit



5,000+
Indigenous Alumni



Leaders in Indigenous Education

