



THE GABRIEL DUMONT INSTITUTE COMMUNICATOR



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

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LEGEND

DTI—Dumont Technical Institute
GDC—Gabriel Dumont College
GDI—Gabriel Dumont Institute
GDITE—Gabriel Dumont Institute Training and Employment
GDSF—Gabriel Dumont Scholarship Foundation
NSITEP—Northern Saskatchewan Indigenous Teacher Education Program
SUNTEP—Saskatchewan Urban Native Teacher Education Program

GABRIEL DUMONT INSTITUTE PRESS BOOK SELECTED FOR IBBY-UNESCO COLLECTION

By David Morin, Director of Culture and Heritage

The Gabriel Dumont Institute (GDI) is proud to have our GDI Press title, *The Giving Tree*, selected to the IBBY-UNESCO Collection of Remarkable Books in Indigenous and Endangered Languages! *The Giving Tree* is written and illustrated by Leah Marie Dorion and was translated into Southern Michif by Norman Fleury. The book also contains narrations in English and Southern Michif by Leah and Norman.

The United Nations declared the years 2022–2032 as the International Decade of Indigenous Languages. They recognized the critically endangered nature of thousands of Indigenous languages and want to draw the attention needed to preserve, promote, and revitalize those languages.

The Giving Tree is GDI Press's best-selling book with over 30,000 copies printed and sold.

IBBY (International Board on Books for Young People) and UNESCO (United Nations Educational, Scientific and Cultural Organization) worked together to create the Collection of Remarkable Books in Indigenous and Endangered Languages, featuring nearly 170 books in more than 150 languages! An international selection committee featuring 12 members from around the world worked hard to select the titles from over 500 entries.

The collection was launched at the 40th IBBY Congress in Ottawa, on August 6, 2026. 🌐

The catalogue of the collection can be found online:
https://www.ibby.org/fileadmin/user_upload/ibby-unesco_collection/IBBY-UNESCO_Catalogue-final_web.pdf



LEARNING IN RELATIONSHIP: REFLECTIONS FROM THE INDIGENOUS COMMUNITY-BASED MASTER OF EDUCATION PROGRAM SUMMER INTENSIVE

By Jennifer Altenberg, SUNTEP Saskatoon Alumni, M.Ed 2014, Sessional Lecturer GDI

Our learning begins in relationship with one another, with the land, and with the responsibilities we carry as educators. Over six-and-a-half days, the 10th cohort of the Indigenous Community-Based Master of Education Program gathered in Saskatoon to engage in critical dialogue, challenging scholarship, creative expression, and collective reflection. Anti-oppressive education is not simply something we study; it is something we practice; it's something we live. It asks us to become uncomfortable, to examine ourselves, and to imagine education and society differently.

Their mentorship continues to strengthen my ability to critically examine public education in Saskatchewan, including the ongoing challenges of inclusion and exclusion of Indigenous children, and Métis programming that is too often designed outside of Michif community governance and self-determination.

I also acknowledge Dr. Verna St. Denis and Dr. Sheelah McLean, whose scholarship, graduate courses, and friendship continue to influence my understanding of anti-oppressive education. Their work reminds us that confronting colonialism requires more than awareness; it demands that we continually interrogate our own positionality, challenge systems of power, and question what is too often celebrated as progress.

Throughout the week, we wrestled with cultural essentialism, critical race theory, anti-racism, social justice, colonialism, neocolonialism, Indigenous identity, cultural tokenism, performative allyship, and the tensions experienced within and between Métis and First Nations communities. One teaching that remained with many of us was the complexity of cultural essentialism. Building on the work of Dr. Carmen Gillies, we explored how identities are often reduced to simplistic expectations of language, appearance, ancestry, or cultural performance.

Story continued on page 3...

This cohort brought together educators from across Saskatchewan and beyond, including northern schools and First Nations community contexts. Each participant arrived carrying their own stories, experiences, and responsibilities. Those differences became one of our greatest strengths, reminding us that anti-oppressive education cannot be separated from place, relationships, or the communities we serve.

The foundation of this course was shaped by the teachings of those who have guided my own educational journey. Deep gratitude is extended to my SUNTEP family and Michif teachers, Murray Hamilton, Brousse Flamand, and Norman Fleury, whose teachings continue to shape my understanding of education through a Michif worldview grounded in relationship, reciprocity, responsibility, and community.

MICHIF WORDS OF THE MONTH

AAOO

August

LATONN

Autumn

L'IKOL

School

TAPASHTA

Renew

PAHHPIHKASHOOT

Giggle

AEN KRIYOON

Pencil

SAYZOOM

Season



DTI PROGRAMS STILL ACCEPTING APPLICATIONS...



**Continuing Care
Assistant**
Prince Albert or
Saskatoon

Ongoing



Practical Nursing
Prince Albert or
Saskatoon

Ongoing



**Office
Administration**
Saskatoon

Ongoing



**Adult Basic
Education**
Various

Ongoing



**Heavy Equipment
Operator**
La Loche or North
Battleford

Ongoing



**Heavy Equipment and
Truck and Transport
Technician**
Prince Albert

Ongoing



Story Continued from Page 2

Through a Michif lens, identity is never a checklist. It is lived through kinship, language, land, story, resistance, and our responsibilities to our communities and each other. Colonialism has interrupted many of our relationships with language and community, but it should never diminish our belonging. Our responsibility is not to prove our authenticity to systems built outside our communities; it is to live our values in ways that strengthen the people beside us.

Theory came alive through course design in the power of arts-based inquiry. Theatre, visual art, poetry, movement, storytelling, and land-based learning invited participants to engage intellectually, emotionally, spiritually, and relationally. The scholarship and lived experiences of Indigenous educational leaders, including Tanzy Janzier, Dr. Gordon Martell, and fellow SUNTEP graduate and doctoral candidate Nicole Mercereau, further challenged us to think critically about Indigenous self-declaration, relational accountability, and the future of Indigenous education.

One of the most meaningful moments came during our river walk and colonial disruption, where the land became teacher, story, and witness and the students became teacher activists in a public space. From nervous laughter on the first morning to a shared potluck, late after-class conversations, and collaborative learning by week's end, this cohort reminded us that community is not assigned, it is built and mobilized by us the people.

Congratulations to the 10th cohort of the Indigenous Community-Based Master of Education Program. You asked difficult questions, wrote and reflected a lot, held space for complexity, and imagined education beyond colonial limitations. Ya'll absolutely crushed it.

Perhaps that is the greatest lesson of anti-oppressive education: it is not about becoming the expert in the room. It is about remaining accountable to the relationships that make learning possible and having the courage to keep learning long after the course has ended. 🌍



ICBMEP, Saskatoon

For a full listing of all current
programs and to apply online visit
WWW.GDINS.ORG/PROGRAMS



NEW STAFF ANNOUNCEMENT



Julius Park, NSITEP

Julius Park Program Head, Northern Saskatchewan Indigenous Teacher Education Program (NSITEP)

Julius Park is a proud Dene educator and educational leader who is honoured to serve as the Program Head of the Northern Saskatchewan Indigenous Teacher Education Program (NSITEP). He brings experience in Indigenous education, teaching, mentorship, program development, and supporting students in achieving their academic and professional goals.

As Program Head, Julius is committed to creating a supportive learning environment where students are empowered to succeed while remaining connected to their communities, cultures, and identities. He looks forward to building upon the legacy of NSITEP, strengthening partnerships with students, faculty, Elders, schools, and communities, and supporting the next generation of Indigenous educators in northern Saskatchewan.

Welcome Julius!



BUILDING SKILLS, BUILDING COMMUNITIES: DTI'S 2026 SUMMER TRAINING SEASON

By Daniel Downs, Program Coordinator

DTI's Spring/Summer 2026 training season followed established practice, scheduling key training around practical considerations such as weather patterns, capital project timelines, the Saskatchewan fire season, and unavoidable road construction. It was a banner year for DTI, not only for project-based training but also for unique training opportunities with key stakeholders and partners.

This year, for Spring/Summer 2026 programs, DTI has run:

- Industrial Mechanic - Pinehouse (April 27 - June 26)
- HEO - Moose Jaw (May 25 - June 26)
- HEO - Nipawin (May 4 - June 26)
- HEO - Île-à-la-Crosse (May 11 - July 3)
- HEO - St. George's Hill (May 11 - July 3)
- HEO - North Battleford (July 27 - August 28)
- Mobile Crane - Regina (June 8 - July 24)
- Wastewater & Water Treatment - Buffalo Narrows (March 16 - June 10)
- Security & Emergency Management - Buffalo Narrows (June 15 - July 10)
- HEO - La Loche (August 24 - September 25)

Notably, this year, the HEO programs offered were designed entirely to assist with community-based capital projects; projects that communities either did not have the resources to complete, or projects that were important but not considered priorities for infrastructure and planning.

For the City of Moose Jaw, DTI students performed road development work which allowed for heavy-haul trucks and larger implements to access an industrial development area safely.

For the Town of Nipawin, DTI students worked in a watershed area and completed the work required to ensure safe drainage in a flood-prone area.

For the community of Île-à-la-Crosse, DTI students worked in an area that required heavy maintenance and provided clean fill for area contractors to haul away in their gravel trucks.

For the Northern Hamlet of St. George's Hill, DTI students worked on Lagoon Road – a road requiring expansion and maintenance for the community – as well as on road maintenance within the community.

Story continued on page 5...





NOW OPEN FOR APPLICATIONS!

Application Deadline:
October 1, 2026



SCHOLARSHIPS

Gabriel Dumont Scholarship Foundation recognizes Métis post-secondary students who have demonstrated leadership, academic ability, financial need, and community involvement.

apply now at gdins.org/scholarships

APPLY NOW!



Métis Cultural Development Fund

For more information visit
www.saskculture.ca

Deadline: October 1, 2026

For more information visit
www.saskculture.ca/mcdf



LET'S GET SOCIAL



Stay in touch on our socials:
Gabriel Dumont Institute
@GDINS_ORG

WWW.GDINS.ORG

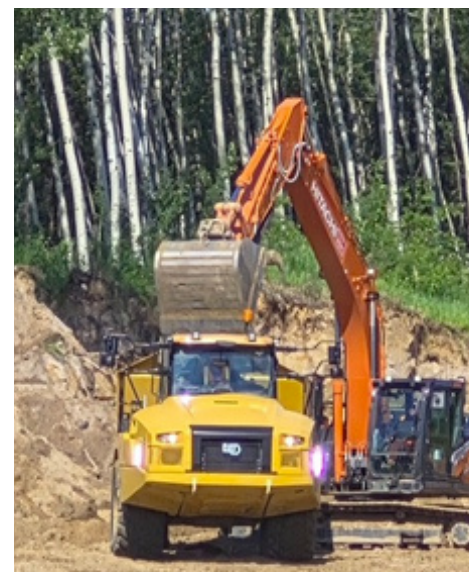
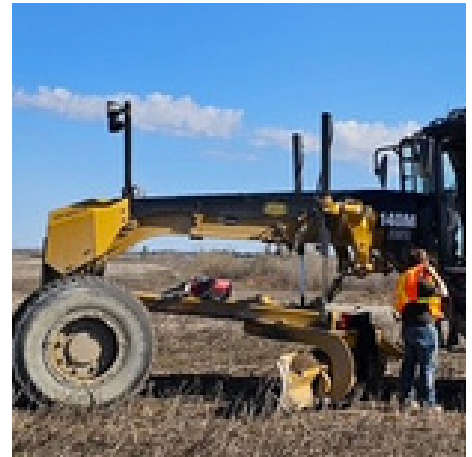
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For the City of North Battleford, the DTI students worked with the community to build an access/haul road and clear and prepare a large site for community-developed public housing.

In the Northern Village of La Loche, DTI students worked with the community to expand and develop a graveyard for future use and provide wood to the community through additional clearing and grubbing.

These programs would not have been possible without the many key stakeholders involved in either the planning, funding, or delivery of our programs. Most notably, the community leaders involved in our HEO programs include funders and partners such as GDITE, NexGen Energy, CWCL Northern Region 2, and Northlands College. Our training partners encompass Western Trades Training Institute, Lotus Learning, Practicum Training Institute, ATAP Infrastructure Management, The Commissionaires, Sask Public Safety Agency, and SIIT.

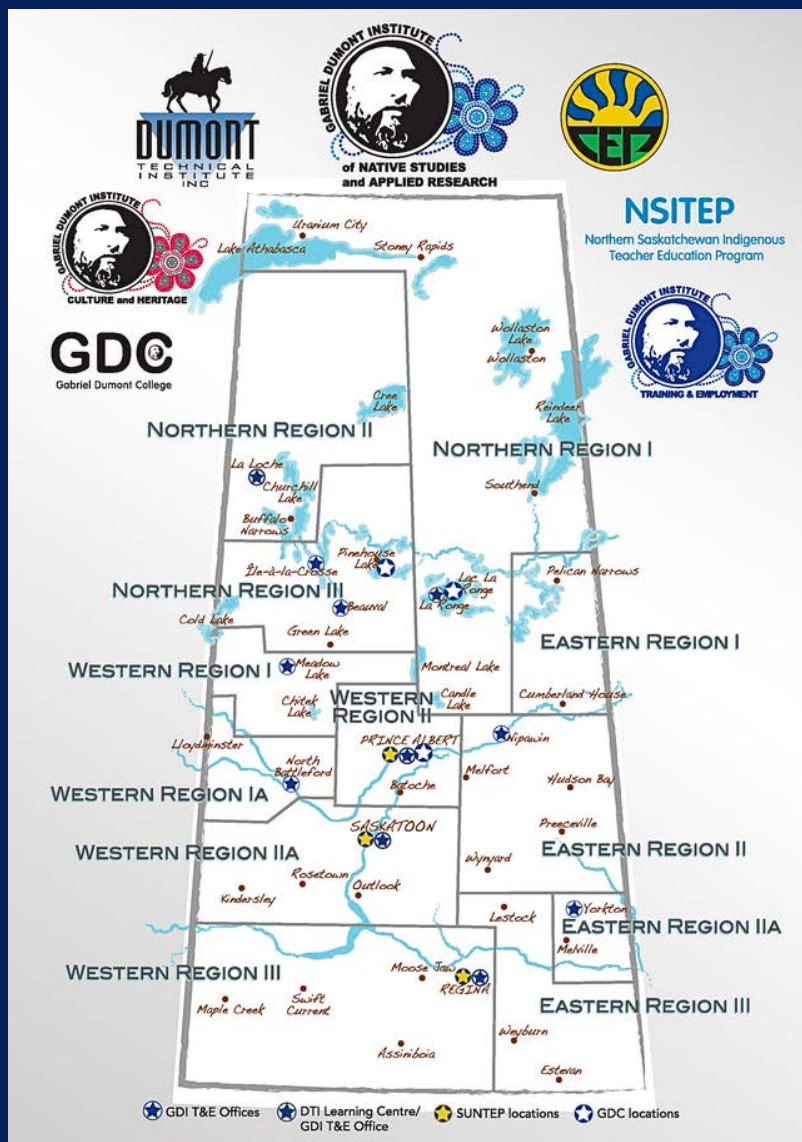


SEPTEMBER 2026 FINANCE & PAYROLL CUTOFF CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		Cutoff @ 3 pm for Stop Payments on ISETS Student Sep 4 Direct Deposits	Accounts Payable Payment Run - Noon for Friday Pmts		ISETS Student Payday Cutoff @ 4:30 for Sep 11 Accounts Payable Cutoff @ 3 pm for Stop Pmts on MNU Student Sep 11 Direct Dep Cutoff @ 4:30 for TMS & Payroll Revisions for Sep 15 Payday	
6	7	8	9	10	11	12
	Labour Day Stat Holiday		Accounts Payable Payment Run - Noon for Friday Pmts		MNU Student Payday Cutoff @ 4:30 for Sep 18 Accounts Payable	
13	14	15	16	17	18	19
		Staff Payday Cutoff @ 3 pm for Stop Payments on ISETS Student Sep 18 Direct Deposits	Accounts Payable Payment Run - Noon for Friday Pmts		ISETS Student Payday Cutoff @ 4:30 for Sep 25 Accounts Payable	
20	21	22	23	24	25	26
		Cutoff @ 3 pm for Stop Pmts on MNU Student Sep 25 Direct Dep Cutoff @ 4:30 for TMS & Payroll Revisions for Sep 29 Payday	Accounts Payable Payment Run - Noon for Friday Pmts		MNU Student Payday Cutoff @ 4:30 for Oct 2 Accounts Payable	
27	28	29	30			
		A/P Payment Run - Noon for Friday Pmts Staff Payday Cutoff @ 3 pm for Stop Payments on ISETS Student Oct 2 Direct Deposits	Truth & Reconciliation Stat Holiday			

EMPLOYEE CONTRACTS DUE AT PAYROLL UPON JOB ACCEPTANCE. PAYROLL MUST RECEIVE CONTRACTS PRIOR TO PAYROLL CUTOFF DATE. IF RECEIVED AFTER THE CUTOFF DATE, THE EMPLOYEE WILL BE PAID ON THE FOLLOWING PAY PERIOD. MTS DUE BY THE 15TH OF EVERY MONTH.

CONTACT US



WWW.GDINS.ORG
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info@gdins.org

Previous issues of the *Communicator* can be found online at www.metismuseum.ca

If you would like to submit an article for the *Communicator* please contact Lisa Klyne at communications@gdins.org

