



# THE GABRIEL DUMONT INSTITUTE COMMUNICATOR



Mastercard Foundation Fellows Program Launch

*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

## GDI ATTENDS LAUNCH OF MASTERCARD FOUNDATION FELLOWS PROGRAM

By Kendall Horan, Manager of Strategic Initiatives

Brett Vandale, CEO of the Gabriel Dumont Institute, attended the launch of the Mastercard Foundation Fellows Program in Toronto on September 17, 2026. The new national initiative for young Indigenous leaders aims to strengthen well-being and foster prosperity for Indigenous Peoples across Canada.

Supported by a \$130 million commitment over the next decade, the Fellows Program will create opportunities for Indigenous youth to learn, grow, and develop as leaders. Through connections to culture and industry, Fellows will broaden their knowledge and perspectives through courses, land-based learning, mentorship, and other meaningful experiences.

At the heart of the program is an investment in Indigenous youth and the pathways they build for themselves. By creating opportunities for learning, connections, leadership development, and mentorship, the Fellows Program will support participants as they explore their goals and build their own pathways toward opportunity and success.

Over the next 10 years, the program is expected to support more than 1,000 Indigenous youth from across Canada, creating a growing network of young leaders with connections to their communities, cultures, and one another.

Keep an eye on future editions of the Communicator for more information about the Mastercard Foundation Fellows Program! 



## Call for Board Members Western Region I & Western Region IIA

All appointments to the GDI Board of Governors must be of Métis ancestry, and they will serve for three years with the possibility of renewal.

**Deadline to apply:  
October 15, 2026**



More information and how to  
apply at:

[GDINS.ORG/NEWS](https://gdins.org/news)

# MICHIF

## WORDS OF THE MONTH

**SEPTAAMBR**

September

**PIMOHTEW**

Walk

**AEN PCHI TAANFAAN**

Child

**KAAKIYOW**

Every

**ORAANZH**

Orange

**ENN SHMIIZH**

Shirt

## LEARNING THROUGH CULTURE AND COMMUNITY AT ABE PRINCE ALBERT

By Deanna Johnson (DJ)

Cultural activities are an important part of the learning experience at GDI. They provide students with opportunities to learn, reflect, create, and connect with the world around them.

During the first week of classes, students attended a visual arts exhibition featuring works by local artist Michel Boutin and northern Saskatchewan artist Tristen Durocher. The Gibraltar show highlighted different artistic perspectives of the same scene and encouraged discussion about art and interpretation. Experiences like this give students the opportunity to engage with the arts while also learning to appreciate different perspectives and ways of seeing the world.

Students will be participating in the SUNTEP Truth and Reconciliation Walk on September 29, 2026, where they will design and create their own shirts to wear during the event.

This hands-on activity gives students a meaningful way to express what they are learning and to participate in an important community event. In Communications class, students will share their knowledge and explore the history and impact of residential schools in Canada. They will see that the residential school experience extended beyond Canada by watching the Australian film Rabbit-Proof Fence.

Learning also happens through the relationships and connections students build within our school community. Elder Liz is here on Tuesdays throughout the year. Her warm and inviting presence is so welcoming! Our beloved Prisca, the Level 4 teacher, always has a hug and a smudge available for the students as well.

Together, these experiences help create a learning environment where culture, history, creativity, and connection are part of everyday life at GDI. 🌐



ABE Prince Albert



# SAVE THE DATE

14TH ANNUAL  
GDSF GOLF TOURNAMENT  
MOON LAKE GOLF & COUNTRY CLUB

**MAY 28, 2027**

SEPTEMBER 30TH  
NATIONAL DAY OF



**TRUTH &  
RECONCILIATION**

**EVERY CHILD MATTERS**



**Orange Shirt Designed by  
Ryan Nordmarken**

## LEARNING, CULTURE AND CONNECTION IN THE ABE CLASSROOM (REGINA)

**By Shawna LaRocque Desjarlais**

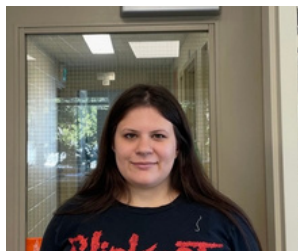
A new cohort of Adult Basic Education (ABE) students is embarking on their educational journeys with Dumont Technical Institute. Adult learners often achieve optimal learning outcomes when lessons are relevant to their lives, identities, families, and communities. Integrating Métis culture into the classroom not only fosters these connections but also strengthens interdisciplinary learning to ensure student success.

Students were asked about what types of cultural teachings they would like to see in the classroom and the significance of studying Métis culture. Their responses demonstrated a strong interest in experiential learning, belonging, and familial ties/connections.



*I'd like to see courses or activities that would teach us how to make bannock or to tan hides. I think cultural learning is important because it allows the culture to be passed down to the next generation, so it isn't forgotten.*

Leo



*I would love to study different Indigenous artwork (beading, paintings, music). I think cultural learning is very important because if the knowledge is not passed down to our children/grandchildren, it will be forgotten.*

Oriah



*I would like to see things like artwork. Perhaps we all could do artwork, like making a sash throughout the year. When we graduate, it'll be something to take home as an achievement. Maybe even make ribbon skirts/shirts.*

Liam



*I would like to see workshops like cooking, hunting, and artwork. It's important to learn about culture in the classroom. So we have a better understanding of our culture and to be able to pass it down to the next generation.*

Matthew

ABE students can strengthen academic skills while celebrating Métis knowledge, identity and the importance of passing pride, resilience, traditions, and ways of being to future generations. 🌐



## DTI PROGRAMS STILL ACCEPTING APPLICATIONS...



**Continuing Care  
Assistant**  
Prince Albert or  
Saskatoon

Ongoing



**Practical Nursing**

Various

Ongoing



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

Ongoing



**Adult Basic  
Education**

Various

Ongoing



**Primary Care  
Paramedic**

Prince Albert

Ongoing



**For a full listing of all current  
programs and to apply online visit  
[WWW.GDINS.ORG/PROGRAMS](http://WWW.GDINS.ORG/PROGRAMS)**

## CULTURAL INCLUSION AND APPRECIATION IN SASKATOON ABE

By Shawna Dubiel, Janelle Duplessis, Jennifer Mahlberg

In the ABE Department in Saskatoon, cultural inclusion is not treated as an add-on. It's part of who we are and how we teach and learn. We work hard to create learning spaces where students feel seen, respected, and connected, with Métis culture and ways of knowing woven naturally into everyday experiences.

Early in the year, we plan a visit to Batoche National Historic Site. This trip gives us a chance to get to know our students outside the classroom while learning together in a place that holds deep meaning in Métis history. It helps build relationships, trust, and a shared sense of community right from the start.

September is especially important for reflection and learning. In recognition of Orange Shirt Day, students take part in an "Every Child Matters" project, joining the beautiful collection in the hallway between our classrooms. Many choose to create beaded orange shirts, combining creativity with personal reflection on the impacts of residential schools. Similarly, for Remembrance Day, students make beaded poppies, honouring history while expressing themselves through cultural art.

We also make time to come together in more informal ways. Our potluck kitchen parties at Thanksgiving, Christmas, and Easter are something both staff and students look forward to. These gatherings are about more than just food. They're about sharing stories, laughter, and traditions, and helping everyone feel like they belong. As an extension of this, students create a family recipe book, bringing together dishes and stories that reflect their backgrounds and experiences.

Hands-on learning is a big part of how we support cultural inclusion. Students have opportunities to engage in traditional and contemporary Métis art forms and skills, including creating ribbon skirts, shirts, aprons, and pants, as well as learning lanyard peyote beading. They also explore finger weaving by making their own sashes and contribute to building a Michif dictionary, helping preserve and connect with language in a meaningful way. These activities allow students to learn by doing, while also building pride in their work and cultural identity.

In our classrooms, instructors like Janelle, Jenn, and Shawna are always thinking about how to keep Métis culture at the forefront. For example, our new elective, Clothing, Textiles, and Fashion, is taught through an Indigenous lens, highlighting traditional knowledge and design. Across subjects like Biology, Science, Math, and Indigenous Studies, we bring in Indigenous Ways of Knowing so that these perspectives are part of everyday learning, not something separate.

We also make a point of studying Indigenous authors whenever we can. Students often tell us how much they connect with these voices and stories. Seeing themselves reflected in what they're learning builds confidence and makes the material more meaningful.

Overall, our goal is simple: to build a space where students feel connected to their learning, to their culture, and to each other. By grounding our programs in Métis perspectives and community experiences, we support not only academic success, but a stronger sense of identity and belonging. 🌐

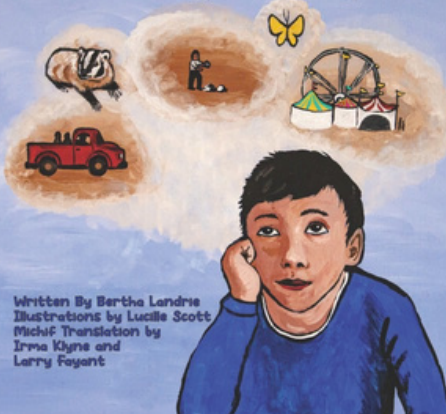


ORDER OF GABRIEL  
DUMONT  
GOLD & SILVER  
MEDAL

**OCT 16, 2026**

FOR MORE INFO: [GDINS.ORG](http://GDINS.ORG)

## No Ordinary Camping Trip








Stay in touch on our socials:  
Gabriel Dumont Institute  
@GDINS\_ORG

**WWW.GDINS.ORG**

**By Michael J. Racette, Community-Based Master of Education Student**

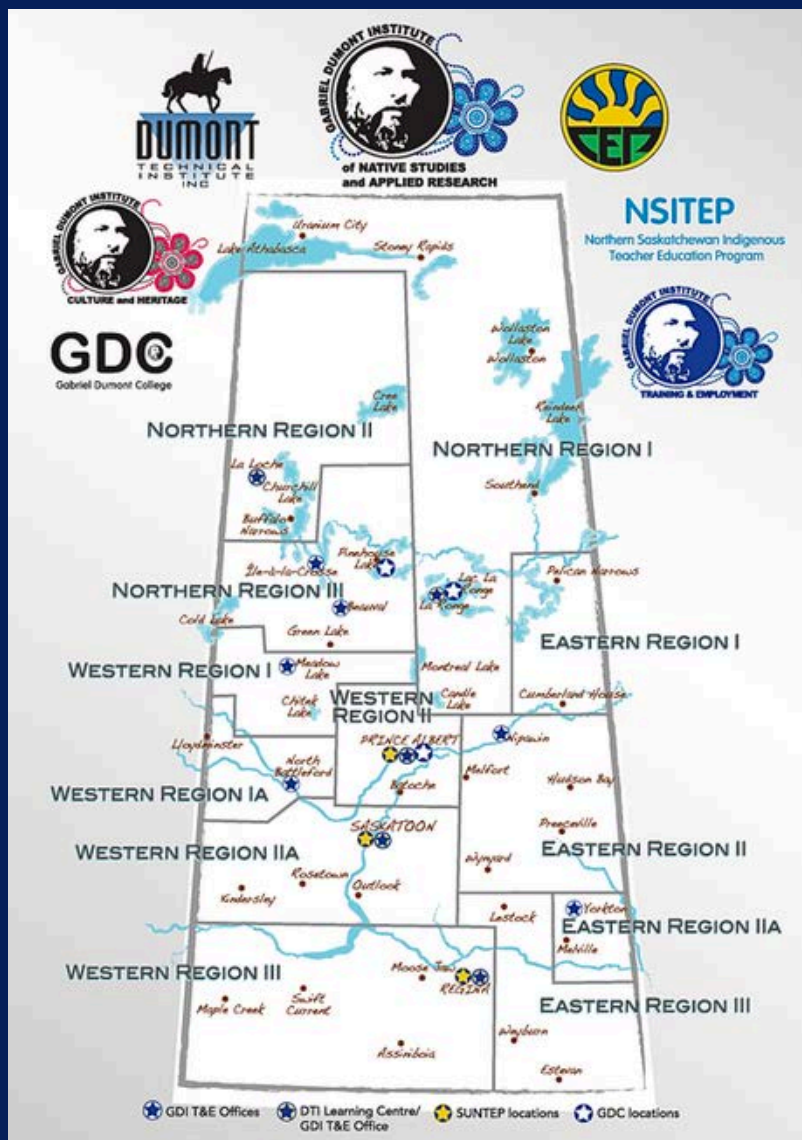
As a Métis educator, this work reminds me of my responsibility to honour Indigenous ways of knowing and create meaningful opportunities for students to connect with the land, culture, community, and their own stories. It represents a commitment to learning from the past while moving forward through understanding, connection, and reconciliation.

| Sunday | Monday                           | Tuesday                                                                          | Wednesday                                                                                                                | Thursday     | Friday                                                                                                         | Saturday |
|--------|----------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------|----------|
|        |                                  |                                                                                  |                                                                                                                          | 1            | 2                                                                                                              | 3        |
|        |                                  |                                                                                  |                                                                                                                          |              | ISETS Student Payday<br>Cutoff @ 4:30 for<br>Oct 9 Accounts<br>Payable                                         |          |
| 4      | 5                                | 6                                                                                | 7                                                                                                                        | 8            | 9                                                                                                              | 10       |
|        |                                  | Cutoff @ 3 pm for<br>Stop Payments on<br>MNU Student Oct 9<br>Direct Deposits    | A/P Payment Run - Noon<br>for Friday Pmts<br>Cutoff @ 4:30 for<br>Timesheets & Payroll<br>Revisions for Oct 15<br>Payday |              | MNU Student Payday<br>Cutoff @ 4:30 for<br>Oct 16 Accounts<br>Payable                                          |          |
| 11     | 12                               | 13                                                                               | 14                                                                                                                       | 15           | 16                                                                                                             | 17       |
|        | Thanksgiving Day<br>Stat Holiday | Cutoff @ 3 pm for<br>Stop Payments on<br>ISETS Student Oct 16<br>Direct Deposits | Accounts Payable<br>Payment Run -<br>Noon for Friday<br>Pmts                                                             | Staff Payday | ISETS Student<br>Payday, Cutoff @<br>4:30 for Oct 23<br>Accounts Payable                                       |          |
| 18     | 19                               | 20                                                                               | 21                                                                                                                       | 22           | 23                                                                                                             | 24       |
|        |                                  | Cutoff @ 3 pm for<br>Stop Payments on<br>MNU Student Oct 23<br>Direct Deposits   | Accounts Payable<br>Payment Run - Noon<br>for Friday Pmts                                                                |              | Cutoff @ 4:30 for Oct 30<br>A/P - Timesheets &<br>Payroll Revisions for<br>Oct 30 Payday<br>MNU Student Payday |          |
| 25     | 26                               | 27                                                                               | 28                                                                                                                       | 29           | 30                                                                                                             | 31       |
|        |                                  | Cutoff @ 3 pm for<br>Stop Payments on<br>ISETS Student Oct 30<br>Direct Deposits | Accounts Payable<br>Payment Run - Noon<br>for Friday Pmts                                                                |              | ISETS Student Payday<br>Cutoff @ 4:30 for<br>Nov 6 Accounts<br>Payable<br>Staff Payday                         |          |

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 MRTS DUE BY THE 15TH OF EVERY MONTH



# CONTACT US



**WWW.GDINS.ORG**  
**1-877-488-6888**  
**info@gdins.org**

**Previous issues of the *Communicator* can be found online at [www.metismuseum.ca](http://www.metismuseum.ca)**

If you would like to submit an article for the *Communicator* please contact Lisa Klyne at [communications@gdins.org](mailto:communications@gdins.org)

