

KEYNOTE SPEAKERS



ILARION LARRY MERCULIEFF

The Real Human Being: My own story

Thursday, June 1, 8:30-9:15 am, JDHS auditorium

I trace the history of my people, the Unangan, to my own experience to learn how to be a real human being from my childhood to the present day. For 10,000 years, Alaska's Native peoples have survived and thrived in some of the harshest conditions in the world. During that time, they perfected teachings and learning practices that ensured the survival of their young people and communities. I am still moved when I think of my traditional upbringing and the way my Elders taught me. They spoke of understanding, endurance, courage, and their great responsibility and strong desire to teach traditional ways to the younger people. Western educational paradigms teach little about how to live. Traditional ways respect the life support systems of our planet, show us how to live sustainably, and teach us to use what we call common sense, by which we mean how to live. We need these skills more than ever today.

Ilarion Larry Merculieff was born on the Pribilof Island of St. Paul, raised in a traditional Unangan (Aleut) community and given the traditional name Kuuyux by an Elder. At the age of four, he was chosen by the Elders to serve as a bridge between traditional Aleut culture and the outside world. He graduated from the University of Washington, having established the first indigenous student education program there.

Ilarion has served Unangan and other indigenous peoples over a 40-year career devoted to the environment, human rights, community wellness, economic development, and cultural enhancement. He has held leadership positions with a wide range of organizations, including the Aleut Corporation, the Alaska Inter-Tribal Council, the Alaska Native Science Commission, and the Alaska Department of Commerce and Economic Development. Organizations he co-founded and/or co-directed include the Indigenous Peoples' Council for Marine Mammals, the Alaska Oceans Network, the International Bering Sea Forum, the Bering Sea Council of Elders, and the Science Working Group for Snowchange.

He is presently the director of the Global Center for Indigenous Leadership and Lifeways. For more information, visit www.gcill.org.

KEYNOTE SPEAKERS



LIBBY RODERICK

Decolonizing Education: Native and non-Native peoples partnering for equitable education in Alaska

Thursday, June 1, 9:15-10 am, JDHS auditorium

What does it mean to “decolonize” education? How can non-Native allies partner with Alaska’s Native peoples to create a more equitable educational system in this state? “Decolonizing” education involves displacing Western paradigms from the reified position they hold in our minds and institutions and replacing them with a perspective that reflects the multiplicity of worldviews and ways of the human community. How can Alaska Native peoples and non-Native allies work together to accomplish this goal? Being an ally involves taking action towards goals defined by and with members of an oppressed group. The ultimate purpose of the shared action is to permanently deconstruct unjust societal structures and replace them with equitable ones that promote flourishing for all. This keynote will focus on some of the many actions that non-Native allies can take in concert with Alaska Native citizens and educators to further the goals of Alaska’s Native peoples with respect to creating a more equitable educational system.

Libby Roderick is director of the Difficult Dialogues Initiative at the University of Alaska Anchorage. She is associate editor of *Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education*, co-author of *Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education*; editor of *Alaska Native Cultures and Issues*; and editor of *Toxic Friday: Resources for Addressing Faculty Bullying in Higher Education*. She works with faculty in Alaska, throughout the U.S., and in South Africa to increase their capacity to effectively conduct difficult dialogues in higher education.

Libby is also an internationally recognized, award-winning singer/songwriter and recording artist whose music has been featured on CNN, CBS, at the UN conference in Beijing, at the Ms. Foundation, World Wilderness Congress, by the Associated Press, and in many other forums. She has performed alongside Coretta Scott King and Walter Cronkite, opened for Grammy award-winning artists, and appeared at colleges, universities, conferences, and folk venues throughout North America. Her six recordings have received worldwide airplay and her essays, poems, and songs have appeared in numerous movies, books, and publications, including *Moral Ground: Ethical Responses to a Planet in Peril*; *Prayers for a Thousand Years: Inspiration from Leaders and Visionaries Around the World*; *Crosscurrents North: Alaskans on the Environment*; and *Hometown* by Pulitzer-prizewinner Tracy Kidder. She was recently awarded a Rasmuson Individual Artist Fellowship to record new material.

Libby is a lifelong Alaskan; she received her B.A. in American Studies from Yale University. For more information, visit www.libbyroderick.com.

KEYNOTE SPEAKERS



ZARETTA HAMMOND

Culturally Responsive Teaching: Using neuroscience and ancestral wisdom to support student learning

Friday, June 2, 9-10:30 am, JDHS auditorium

Too often culture is treated as an “add-on” or window dressing in the curriculum rather than as powerful affective and cognitive scaffolds for student learning. In her keynote address, Zaretta Hammond will offer a fuller understanding of the mechanics of culturally responsive teaching. She will explore the question: How do we integrate culture and ancestral knowledge into teaching and learning in ways that help our students become leaders of their own learning?

Zaretta Hammond is a national education consultant and author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor for Culturally and Linguistically Diverse Students*. She is a former English teacher and has been doing consulting and professional development around equity, literacy, and culturally responsive teaching for the past 21 years. She has provided instructional support for a variety of organizations such as the Santa Barbara County Education Office, Sonoma County Office of Education, and Teaching for America. In addition, she has worked with leaders and teachers in school districts across the country. Find her on Twitter at @ready4rigor.



DR. CHRISTOPHER BLODGETT

Moving From Loss to Resilience: How schools can address trauma and increase success
Saturday, June 3, 9-10:30 am, JDHS auditorium

This presentation introduces how brain science can guide recovery from childhood adversity and improve educational success. Dr. Blodgett will describe best practice recommendations for responding to childhood trauma and describe how these practices complement and extend strong educational practice.

Dr. Christopher Blodgett is a Washington State University faculty member and a licensed clinical psychologist. Chris has been the principal investigator for more than three dozen federal and national foundation grants addressing high-risk children and families. He is the director of the CLEAR Trauma Center at WSU. Trauma informed schools work in the CLEAR model now includes multiple schools in Washington, Oregon, and California. Chris and his team partner with communities and systems to adapt the science of resilience, brain development, and trauma treatment to better address trauma resulting from childhood adversity. Now funded by multiple federal and philanthropic grants, this work documents the profound and immediate consequences of ACEs and tests practical actions to improve child, family, and system outcomes.