

Northern Region Conference

Speaker Bios



Claudia Broda

Claudia completed her Bachelor's degree at Wilfrid Laurier University in Political Science in 2020. She also recently completed her Master of Applied Politics degree at Wilfrid Laurier University. As part of the Master's program, she was given the opportunity to work with the Ontario Public School Boards' Association and pursue her interest in learning more about education policy. Claudia is currently working at the Workplace Safety and Insurance Board as a Survey Assistant.

Emma Dufour

Emma completed the Master of Applied Politics at Wilfrid Laurier University in August 2021, where she had the opportunity to work closely with OPSBA on the Northern Priorities Research Project. Before that, she completed her Bachelor of Arts in International Relations and Human Rights at St. Thomas University (in New Brunswick). Hailing from Nova Scotia originally, Emma is happy to be back in her home province and is working in Change Management and Communications with the federal government.

Karly Mabee

Karly Mabee recently graduated with her Master of Applied Politics after completing an Honours Bachelor of Arts in Political Science and Leadership at Wilfrid Laurier University in Waterloo, Ontario. She is currently working as a Policy Analyst for Northern Policy Institute. During her studies Karly took a particular interest in data analysis, federalism, and environmental policy. During her Masters, Karly had the opportunity to work on a Northern Research Project with the Ontario Public School Board Association to conduct research and analysis regarding the challenges and opportunities for education delivery in Northern Ontario. This introduction to Northern Ontario inspires Karly to learn more and contribute further to the development of equitable policy in the North. In her free time Karly enjoys camping, hiking, and enjoying other outdoor activities.

Chris Dube

Chris Dube, educator at Lake Superior High School in Terrace Bay ON, is passionate about creating experiential programming and authentic learning experiences for students. I have developed a locally-focused yet globally relevant multi-credit Outdoor Environmental Science (OES) program based on the Ontario Curriculum documents PAD/SVN. The OES program consists entirely of hands-on project-based learning activities employing authentic and alternative assessment methods and Indigenous ways of teaching and learning. I will speak about how my program naturally incorporates four areas of priority: Indigenous Education, Special Education, Mental Health and Well-being, and Experiential Learning.