




# RECONNECTION

FACULTY OF EDUCATION  
2021/22 Annual Report



University  
of Victoria



We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Our community continues to adapt to a changing world that sometimes requires us to distance from one another. In this report, we mark our efforts to reconnect over the past year.

We **reconnected** to our professional work, recognizing the contributions of our faculty - who learned and delivered programs in diverse ways, including the move to online teaching platforms - by naming all as teaching excellence award honourees.

We **reconnected** with the provincial community through a participatory knowledge-sharing forum that explored embedding Indigenous culture, knowledge and worldviews into locally-relevant K-12 music education across BC.

We **reconnected** with our core values by revising our diversity statement and publishing a new Equity, Diversity, Inclusion and Decolonization (EDID) statement; our report profiles how commitments are enabled and enacted.

We **reconnected** with students: The Education Students' Association (EDSA) delivered the first-ever completely online co-op and career fair.

The Education Student Equity Advocates (EDSEA) developed and presented five participatory workshops to engage the student community. Workshop topics included Land acknowledgments, barriers to inclusion and community, how to engage meaningfully with radical content, and recognizing and reflecting on inequity in university classrooms.

We **reconnected** as an educational community by hosting our first in-person recognition dinner in May 2022, celebrating a year of remarkable contributions and achievement.

When we **reconnect**, we revitalize, restore and reinvigorate our faculty community—we hope this report illustrates our educational work and its impacts as we look forward to 2023 and the years ahead.



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# ABOUT US

The Faculty of Education is a proud and active member of many communities: students, teachers, researchers, alumni, Indigenous communities, schools and counsellors.

The immense talent and insight that each of these communities lend is the source of, and support for, the quality of work that we do. From teacher education to kinesiology, leadership and recreational health, we are bound together by our shared belief that education is a common good. As a faculty, we work to support this process in a good way.

# VALUES

We are a caring community of people who mentor and are mentored by others. We are committed to creating and accepting a fully inclusive learning environment with deep respect for all forms of diversity. We are committed to social justice and ethical practices as a way to promote professional integrity and nurture our educational community.

We embody engagement through our commitment and involvement in diverse local and global communities of educational practice and research. We value opportunities for high-quality, transformational learning and inquiry as we strive for excellence.

# MISSION

The faculty of education serves diverse communities by advancing knowledge, research and exemplary practice.

# AREAS OF STUDY

Our faculty is comprised of four departments, each with several areas of study and research. We have also partnered with College of the Rockies to deliver our Teacher Education programs to students in the Kootenays.

## INDIGENOUS EDUCATION

- 12** Regular faculty and staff
- 56** Undergraduate students
- 23** Graduate students
- 28** New alumni

## EDUCATIONAL CURRICULUM & INSTRUCTION

- 39** Regular faculty and staff
- 376** Undergraduate students
- 130** Graduate students
- 66** New alumni

## EDUCATIONAL PSYCHOLOGY & LEADERSHIP STUDIES

- 24** Regular faculty and staff
- 62** Undergraduate students
- 117** Graduate students
- 73** New alumni

## EXERCISE SCIENCE, PHYSICAL & HEALTH EDUCATION

- 26** Regular faculty and staff
- 346** Undergraduate students
- 89** Graduate students
- 111** New alumni

## EAST KOOTENAY TEACHER EDUCATION PROGRAM (EKTEP)

- 23** Regular faculty and staff
- 50** Undergraduate students
- 20** New alumni



# OUR PRIORITIES



## LEARNING & TEACHING

Our intention is to continue developing innovative and responsive programs by:

- Providing new services and programs to the campus community
- Supporting ongoing faculty/staff learning
- Offering experiential and community-based learning
- Enhancing learning environments
- Facilitating diverse opportunities for lifelong learning



## INDIGENOUS RESURGENCE

Our intention is to foundationalise Indigenous ways of knowing, teaching and researching by:

- Decolonizing methodologies, canons, curriculum and pedagogy
- Connecting to the land and communities
- Valuing diverse spaces and ways of knowing



## HEALTHY ENVIRONMENTS

Our intention is to create a positive and supportive work and study environment by:

- Valuing our leadership in diversity
- Building community within our faculty
- Creating places and spaces for connections and wellness
- Recognizing our shared responsibility
- Supporting respect and collaboration
- Honouring diversity through action



## COMMUNITY CONNECTIONS

Our intention is to support experiential and community-based learning activities by:

- Building, strengthening and supporting community partnerships
- Recognizing and integrating community experience and knowledge
- Constructing and sustaining trusting, reciprocal relationships within our community



## RESEARCH CAPACITY

Our intention is to continue to support robust research programs by:

- Providing mentorship and supporting graduate students
- Seeking enhanced funding for graduate students
- Providing teaching and research opportunities to students



## RESEARCH CULTURE

Our intention is to maintain a culture that values and supports faculty research by:

- Balancing teaching with research responsibilities and providing good research support infrastructure
- Recognizing, communicating and sharing faculty inquiry through storytelling
- Valuing a diversity of methods, approaches, methodologies and impact
- Increasing visibility, recognition, and supports for research

# OUR COMMITMENT

## TO EQUITY, DIVERSITY, INCLUSIVITY & DECOLONIZATION

### FULL EDID STATEMENT

*Published February 2022*

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the ləkʷəŋəŋ Peoples including the Songhees, Esquimalt and WSÁNEĆ Peoples whose unwavering relationship with the land continues to this day. In this regard, we commit to including the following local Coast Salish values and teachings to help guide, shape and envision what we do and how in the Faculty of Education:

- **Heʔkw səʔelexwʔtala sčelāgenʔ:**  
Remember our ancestors/birthright;
- **Nəə māt gwens čeyʔ:**  
Work together;
- **Newʔews sn ʔeyʔ šweleqwəns:**  
Bring in your good feelings;
- **əʔsacʔəyʔxw meqw təʔsa teče:**  
Be prepared for all work to come.

Underpinning these values and teachings is our collective responsibility to respect and recognize the integral relationship between equity-as-fairness and inclusive excellence.

Equity-as-fairness means that everyone has access to support(s) they need to succeed, and are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPoC, MMIWG, disabilities and social class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. Inclusive excellence means supporting, celebrating and affirming how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic enquiry, professional service, and community engagement within our Faculty of Education, and beyond.

In achieving both equity-as-fairness and inclusive excellence, we commit to exposing colonial and settler dominance in its many forms, including educational practices that we share (e.g., student recruitment, staff/faculty recruitment, tenure and promotion, teacher education, and unit and program curricula).



We also commit to implementing decolonizing, anti-racist and anti-oppressive strategies to create culturally safe and inclusive teaching, learning and work spaces that support everyone to thrive and reach their potential. We are a Faculty that educates for and encourages respect, kindness, compassion, curiosity and belonging, with one principal limit: acts that incite hatred, espouse or encourage bigotry, sexism, racism, discrimination, oppression, or any form of violence either implied or explicit will not be tolerated.

Our Faculty is guided by the Truth and Reconciliation Commission of Canada (TRC): Calls to Action on Education, University of Victoria's Indigenous Strategic Plan, University of Victoria Strategic Framework, Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, Universal Declaration of Human Rights including the Canadian Charter of Rights and Freedom as well as, the United Nations Declaration on the Rights of Indigenous Peoples and the BC provincial government's legislative framework for reconciliation as articulated through BC's Declaration on the Rights on Indigenous Peoples Act (2019). Collectively, and as a shared responsibility, we agree to engage in the critical self-reflection and self-correction needed to identify and dismantle barriers to developing learning programs, policies, and decision-making processes that work to advance equitable access, opportunities, and resources across all academic units and programs in the Faculty of Education.

Please visit the UVic Faculty of Education website to consult UVic's Policy on Human Rights, Equity and Fairness (GV0200) for additional information in support of this statement.



## PRAYER

### **“My Heart Soars” by Chief Dan George**

*Oh, Great Spirit!*

*Give me back the courage of the Olden Chiefs.*

*Let me humbly accept this new Culture*

*And through it rise up and go on*

*Like the Thunderbird of the Old*

*I shall rise again out of the Sea*

*I shall grab the instruments of the*

*Whiteman's success, his education, his skills*

*Into the proudest segment of your society*

*I shall see our young Braves and our Chiefs*

*Sitting in the Houses of Law and Government*

*Ruling and being Ruled by the Knowledge*

*And Freedoms of our Great Land.*

George, D., & Hirschall, H. (1974).

My heart soars. Hancock House, p.92.

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#### **Artwork : “New Beginnings”**

Artist: Temosen “Charles Elliott”

Permission granted by:

University of Victoria First Peoples House

# MOMENTS TIMELINE

## 2021

### JULY

- The 2020 cohort completed *Teaching and Learning Indigenous Perspectives* (IED); the first time that this program was delivered completely online.
- Dr. Onowa Mclvor (IED) and Dr. Paul Whitinui (EPHE) were both recognized by the World Indigenous People's Higher Education Consortium (WINHEC) with the Order of Service to Indigenous Education.

This honour is in recognition of valued service to the educational emancipation movement for Indigenous peoples and the pursuit of dignity, well-being and the reaffirmation that Indigenous peoples, in the exercise of their rights are free from discrimination.

### SEPTEMBER 2021-APRIL 2022

- Several Education Psychology faculty members in EPLS presented workshops to enhance and promote specific learner, educator and stakeholder skills and competencies that were much needed during the pandemic.
- EPLS revitalized their Leadership Studies graduate program which attracted a diverse and international student population.

### SEPTEMBER

- The EPHE Peer Mentorship Program launched. This program provides the opportunity for undergraduate and upper-level students to be matched, promoting camaraderie, connection and networking within the EPHE community.
- Students enrolled in the Bachelor of Education in Indigenous Language Revitalization (IED) program visited campus for the first time since their program began in 2020. They would soon go online again with the rise of the Omicron variant in Spring 2022.



Dr. Tanya Manning-Lewis (EDCI) received an Anti-Racism Initiative Grant and was hired as Equity Educator in Residence, working with the Teacher Education Office and teacher candidates to address anti-racism issues including planning workshops and sharing resources.

## 2021

### MARCH

- Dr. Anita Prest (EDCI) was awarded the Aspiration Postdoctoral Fellowship program. Dr. Hector Vazquez Cordoba (EDCI) accepted the postdoctoral fellowship. This program provides funding to support outstanding new post-doctoral fellows to conduct the highest quality research at UVic.
- Students enrolled in the Bachelor of Education in Indigenous Language Revitalization (IED) program completed their practicums, with placements in 17 schools representing four different language families.

### MAY

- UVic hosted a conference entitled *Everything is Connected: Songs, relationships, and Indigenous worldviews*, led by a steering committee including Dr. Anita Prest (EDCI) and Dr. Hector Vazquez Cordoba (EDCI).
- The purpose of this conference was to stimulate a province-wide conversation on how to embed Indigenous ways of knowing and being in music education classes - as recommended in the BC curriculum - in a way that is culturally appropriate to each location.

Dr. Jillian Roberts (EPLS) delivered the closing keynote address at the third Mental Health in Schools Conference, held virtually. She shared the results of her COVID research and provided recommendations on how to foster the mental health of youth in schools following the pandemic. Jillian was invited to deliver the keynote by Jennifer McCrea, Assistant Deputy Minister for the Learning Division with the Ministry of Education.



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## OCTOBER

- The WINHEC International Journal of Indigenous Education Scholarship published a special volume focused on Indigenous Language Revitalization, titled Innovation, Reflection and Future Directions.

In the spirit of collaboration and capacity-building for emerging scholars, the volume was put together by professors Drs. Onowa McIvor and Paul Whitinui, and NETOLNEW Post-doctoral fellow (2018-2020) and current collaborator, Dr. Kari A. B. Chew. IED doctoral students Nathan Brinklow and Charlotte Ross contributed articles, as did Nicki Benson, NETOLNEW research coordinator and doctoral student in the department of Curriculum and Instruction (EDCI).

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## OCTOBER & NOVEMBER

- Dr. Shauneen Pete, Dr. Jeff Corntassel, Nikki Iyolo Sanchez, and Laura Manson presented at a speaker series entitled *Walking Together: Perspectives on Direct Action* (IED), discussing direct action toward Indigenous resurgence in the contexts of academia, the workplace and in community.

Ryan Rhodes (EPHE) was named the 2021 Highly Cited Researcher by Clarivate's Web of Science, a compendium of cited references from almost 35,000 journals. This title is bestowed upon those whose papers rank in the top 1% by citations for field and year. Ryan's research explores people's motivations for engaging in activity and exercise across the age spectrum.



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## JUNE

- Dr. Tim Black (EPLS) introduced a new training course titled "Introduction to Trauma-Exposed Professionals" in collaboration with Wounded Warriors Canada. The course was developed in partnership and with funding from the Atlas Institute for Veterans and Families, formerly the Centre of Excellence on PTSD.
- Colleagues, students, and friends of Dr. Carolyn Crippen (EPLS) met at the University Club to celebrate her life and share wonderful memories.



Dr. Darlene Clover (EPLS) was invited by UNESCO to deliver a keynote at the Global Conference on Adult Education, Gender Equity Session, held in Marrakesh, Morocco on the topic of adult education for women in a deeply troubled world.

# RESEARCHERS

## IN THE SPOTLIGHT

### ONOWA MCIVOR

Onowa McIvor is the UVic President's Chair and a Professor of Indigenous Education at UVic.

She is currently working on an Indigenous Greetings Project with the Canadian Commission for UNESCO (CCUNESCO). This research project aims to amplify the use of Indigenous greetings from various Nations across the lands now commonly referred to as Canada, showcasing the diversity and rich meanings within many Indigenous languages.

The team developed an online tool that seeks to provide appropriate Indigenous greetings and responses linked to territory. This portal development serves two important purposes: supporting new Indigenous learners' entry-level access to their languages, and encouraging others to learn the greetings in the territories in which they live or travel.

In promoting the visibility of territory specific Indigenous greetings, Dr. McIvor and the CCUNESCO team invite all Canadians to take action and support Indigenous language revitalization by normalizing the use of greetings and responses in the language of the territory in which they live.

### SAM LIU

Sam Liu is an Associate Professor in EPHE and the Director of the Digital Health Lab at UVic.

His research focuses on promoting physical activity using innovative digital technology. Dr. Liu and his team (Dr. Ryan Rhodes, EPHE; Dr. Sean Chester, UVic Computer Science) recently received funding from the Canadian Cancer Society and the Canadian Institute of Health Research to develop and evaluate a family-based, just-in-time adaptive physical activity intervention for cancer prevention.

Just-in-time adaptive mobile health programs use "smart" algorithms to address the dynamic changing needs of individuals by personalizing the type, timing, and amount of support needed to maintain healthy lifestyles. The results from the project can have a significant impact on extending the reach and personalization of cancer prevention care. In addition, this project will play an important role in advancing theory-based behavioural science in the digital health field.

### ANITA PREST

Anita Prest is an Associate Professor of Music Education at UVic and a passionate researcher in the areas of decolonization and Indigenization of music education.

This year, she continued to work on her four-year, SSHRC-funded study focused on moving policies into practice and ensuring teacher understanding of Indigenous worldviews. The long-term aim of this study is to facilitate BC music educators' embedding of Indigenous content, pedagogies and worldviews in K-12 music classes in ways that are deemed appropriate by local First Nations and Métis Nations.

Working alongside Indigenous partners and following local protocols, Dr. Prest co-lead a team to design, organize and carry out a large-scale, two-day knowledge sharing conference for music teachers and Indigenous leads from all BC school districts and the Knowledge Keepers they invited. In May 2022, 200 people representing 40 school districts attended the Everything is Connected: Song, relationships, and Indigenous worldviews music education conference at UVic.



# LEADERSHIP TRANSITION

## RALF ST. CLAIR

On June 30, 2022, Dr. Ralf St. Clair completed his time as Dean of Education after serving two terms spanning eight years.

Ralf was first appointed in 2014 to a five-year term, and again in 2019 for a three-year term. Ralf is known in the global education community for his work in adult literacy, community initiatives, Indigenous youth research and research methods in higher education. During his time as Dean, Ralf worked to build a more robust communications and development capacity and helped elevate the Faculty of Education's reputation on a national and international scale. Notably, he participated in the creation of the first Indigenous-led and community-facing Indigenous Education department in Western Canada.

Ralf is planning to enjoy some time off to travel and spend time with family before returning to UVic in 2024, when he will continue teaching in the department of Educational Curriculum and Instruction.

## CATHERINE MCGREGOR

Dr. Catherine McGregor has accepted the appointment to serve as Acting Dean, Faculty of Education from July 1, 2022 to June 30, 2023.

Catherine was ratified for this appointment with an 84.8% vote of acceptance. Dr. McGregor is an Associate Professor, Educational Psychology and Leadership Studies and on leave from her current role as Associate Dean, Graduate Programs and Research in the Faculty of Education. During her administrative leave (2021-22), Dr. McGregor was recruited by the BC Minister of Education to conduct an audit of the Prince George School District. The audit resulted in a report with 50+ recommendations designed to ensure the school district become more equitable through valuing the diversity of its learners, and by re-designing decision making processes so that Indigenous rights holders and communities become active and valued partners. She is currently co-editing a book that explores social justice leadership in educational settings, exploring barriers to systemic change and examining why educational systems have not become catalysts for advancing equity and inclusion.

## VANESSA ANDREOTTI

Dr. Vanessa Andreotti has accepted the appointment to serve as Dean, Faculty of Education effective July 1, 2023, to June 30, 2028.

To begin her engagement with the Faculty, Dr. Andreotti will be appointed a Special Advisor effective January 1, 2023, to work in concert with the Acting Dean. Dr. Andreotti has been a full professor at the Department of Educational Studies at the University of British Columbia since 2017. She holds a Canada Research Chair in Race, Inequalities and Global Change. As an experienced leader and passionate educator, Dr. Andreotti is committed to creating spaces of independent, multi-voiced, trans-disciplinary, critically informed, and socially and ecologically accountable debates about alternative futures. Her research explores critical comparisons of different approaches to local and international collaborations with an emphasis on engagements with Indigenous, racialized and other systemically marginalized communities.



# NEW FACULTY & STAFF

## NEW FACULTY



**BELINDA DANIELS**

Assistant Professor, IED

**Areas of study:** Language reclamation



**JON WOODEND**

Assistant Professor, EPLS

**Areas of study:** Counselling psychology



**CHAA'WINISAKS**

Teaching Professor, IED

**Areas of study:** Community-centered Indigenous education



**NATASHA REID**

Assistant Professor, EDCl

**Areas of study:** Community art education



**EWA CZAYKOWSKA-HIGGINS**

Professor, IED

**Areas of study:** Language reclamation



**ELIZABETH JEAN BUCKLER**

Assistant Professor, EPHE

**Areas of study:** Gender-inclusive and recreational physical activity



**MARIEL MILLER**

Assistant Professor, EPLS

**Areas of study:** Self-regulated learning



**JENNIFER GRUNO**

Assistant Professor, EPHE

**Areas of study:** Teaching and learning nature-based physical activity



**CLAUDIA DIAZ-DIAZ**

Assistant Professor, EPLS

**Areas of study:** Diversity and social responsibility in early childhood education



**NEVIN HARPER**

Professor, EPHE

**Areas of study:** Outdoor recreation, experiential group facilitation



**ROSE VUKOVIK**

Chair, EPLS

**Areas of study:** Special education, school psychology and health promotion

**KURT SMITH**

Associate Professor, EPHE

**Areas of study:** Exercise and environmental mechanisms that influence cerebral and cardiovascular health

## NEW STAFF



**AMI CHELI**

Assistant to the Dean,  
Deans' Office



**XINYU ZHANG**

EPLS, Program Assistant



**MICHELLE BUTTERFIELD**

Deans' Office,  
Digital Media Officer



**AMY MACHIN**

EDCI, Program Coordinator



**ALEXANDRA CARTER**

IED, NE7OLNEW and President's  
Chair Projects Manager



**LYNDZE HARVEY**

EDCI, Teaching Assistant (LTA)



**COLLEEN JURICIC**

IED, Language Programs Assistant  
and Graduate Secretary

**NICOLE GOODSTRIKER CLAYTON**

IED, Administrative Assistant, NE7OLNEW and President's Chair



**GARY CROCKER**

IED, Program Coordinator,  
Practicum Placements

**NAV SOHI**

EPLS, Chair's Assistant

**PATRICIA DZIEKAN**

EDCI, Program Assistant, TEO

**DEANNA NICOLSON**

IED, Indigenous Language Programs Manager



**LI MAO**

EPLS, EPLS Coordinator, Program  
Coordinator and Undergraduate  
Academic Advisor

**LAKISHA PELLERIN**

EDCI, Administrative Assistant

# CONGRATULATIONS

## FACULTY AND STAFF

UVic Faculty of Education  
Diversity in Education Excellence  
Award  
**Dr. Tanya Manning-Lewis**

UVic Faculty of Education  
Faculty Excellence in Research Award  
**Dr. Sarah Nutter**

WINHEC Order of Service to  
Indigenous  
Education Award  
**Dr. Onowa Mclvor**

WINHEC Order of Service to  
Indigenous  
Education Award  
**Dr. Paul Whitinui**

BELOW: Tanya Manning-Lewis (left) and  
Carmen Rodriguez de France (right) at  
the Faculty of Education Awards Gala in  
May, 2022.

SSHRC Insight Grant  
**Gina Harrison**

SSHRC Insight Grant  
**Darlene Clover**

CCS/CIHR Action Grant  
**Sam Liu**

SSHRC Connection Grant  
**Kathy Sanford**

2021 International Federation of  
Adapted Physical Activity's G. Lawrence  
Rarick (Scholar) Memorial Lecture  
**Viviene Temple**

Annual Staff Excellence Award  
**Perry Plewes**

Victoria Police Department Civic  
Service Award  
**Pam Bevan**



Proud to present the  
**@vicpdcanada Civic Service  
Award to Pam Bevan**, who  
intervened when she saw a  
man assault a woman, risking  
her own safety to protect a  
person in need. Pam, thank  
you for stepping in when a  
community member needed  
your help. #ProudChief



# CONGRATULATIONS

## STUDENTS AND ALUMNI

UVic Faculty of Education  
Outstanding Graduate Student Award  
**Amanda Willms**

UVic Faculty of Education Dean's  
Undergraduate Student Service Award  
**Brittany Johnson**

UVic Faculty of Education Dean's  
Undergraduate Student Service Award  
**Kenneth Britton**

UVic Faculty of Education Dean's  
Undergraduate Student Service Award  
**Sara Keating**

Maxwell Cameron Award Winner  
(Elementary education)  
**Erin Van Stone**

Maxwell Cameron Award Winner  
(Secondary education)  
**Auston Neveu**

2022 Canadian Association of  
Educational Psychology G.M Dunlop  
Distinguished Contribution Award  
**Fizza Haider**

SSHRC Canada Graduate Scholarship  
**Jessica Buss**

SSHRC Canada Graduate Scholarship  
**Megan Buchkowski**

SAGE Indigenous Graduate Student  
Award  
**Lauren Petersen**

UVic Faculty of Education  
Graduate Student Research Award  
**Michelle Bahenas Olivares**

SSHRC Canada Doctoral Fellowship  
and a Doctoral Dissemination Award  
**Meg Kapil**

UVic Distinguished Alumni - Indigenous  
Community Alumni Award  
**Jace Meyer (B.Ed '11)**

UVic Distinguished Alumni - President's  
Alumni Award: **Lynne Beecroft** (BA  
'82 Human Performance, M.Ed '94  
Physical Education)

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BELOW: Leslee Francis Pelton (left) and  
Kenneth Britton (right) at the Faculty of  
Education Awards Gala in May, 2022.





# NACOLE WALKER

## VANIER SCHOLAR

Pronunciation is one of the most salient linguistic markers of personal and group identity.

Understanding more about the role of pronunciation and how it is acquired and taught in Indigenous language communities is critical for reclaiming Indigenous languages. In her PhD research, Nacole Walker, Hunkpapa Lakota and Phabaksa Dakota from the Standing Rock Sioux Tribe (North and South Dakota, USA), aims to expand knowledge about Indigenous language pronunciation, particularly in relation to her Dakhota/Lakhota language.

Building on an extensive Linguistics and Education background, Nacole is an established scholar and member of a growing group of Indigenous educators and activists participating in the movement to decolonize the way that linguistic science approaches the study of language. Nacole has been a teacher and administrator in Lakhota/Dakhota language programs. She is the Standing Rock Sioux Tribe Language and Culture Institute Director, leading the development and promotion of Dakhota/Lakhota language programs. She is also a participant in setting up a non-profit organization to support Dakhota/Lakhota Language Revitalization.

The movement to revitalize Indigenous languages is one path to resist and overturn forces of colonialism and to reclaim Indigenous knowledge and the well-being of individuals and communities. Nacole Walker's research will provide valuable contributions to the work of Indigenous language reclamation in her community and beyond.

”

As a Dakota and Lakota person, I want to address the native speakers' concerns about changes that are occurring in Dakhota and Lakhota, ease their minds that they are leaving their language in good hands with the future generations of language speakers.

# CELEBRATING CORE

## PROVIDING 1:1 SUPPORT TO CHILDREN WITH UNIQUE LEARNING NEEDS

The Centre for Outreach Education (CORE) is a multidisciplinary centre dedicated to enhancing the education of children and youth. CORE transforms learning through personalized tutoring services that help children and youth when and where they need it.

CORE offers twelve free programs facilitated by 34 UVic students and led by CORE Coordinator Karen Efford. During the 2021/22 school year, CORE supported approximately 250 students from Victoria's community. In fall 2022, several CORE programs will resume in-person after halting or switching to virtual programming during the COVID-19 pandemic.



As a teacher candidate, I love working at CORE because of the collaboration with other educators. We all work together to provide students with a fantastic environment to learn in. Learning from each other and from students is constantly inspiring and reminds me of why I am an educator. I am also extremely grateful for the educational strategies and learning resources that I can bring into my future classrooms.

*Abigail Badke (CORE instructor)*

My sons have enjoyed learning and various activities offered by CORE and the Book Club program. In this challenging time, they have had great opportunities to make good relationships with teachers and friends. I appreciate it!

*CORE parent*

## BY THE NUMBERS

**10** years of CORE and counting!

**12** free programs offered

**34** UVic student CORE learning facilitators

**250** students supported during 2021/22 school year

Nearly **1,000** students supported since 2011

RIGHT: A student learns about fractions by dividing up his tutor's arm.



# GRADUATES

## IN THE SPOTLIGHT

### BRITTANY JOHNSON

Brittany Johnson accepted her Bachelor of Education in 2022.

This fact doesn't surprise her kindergarten teacher, whose class Brittany recently led as a substitute. Collecting her degree alongside a Teaching Qualification Service upgrade in French Immersion and a professional certificate in Information Communication Technology, Johnson is already working close to full-time as a teacher-on-call (TOC) for K-8 classes across Greater Victoria.

In 2017, Johnson began her studies at UVic in child and youth care after graduating from École Victor-Brodeur, switching into the teacher education program in second year. On top of her studies, she has worked as a bilingual instructor in several capacities including at the UVic Childcare Services' Arbutus Centre.

Johnson is the co-president of the Education Students' Association, where she worked on several student-led initiatives including leading a team to pull off the faculty's first-ever virtual co-op and career fair with only four weeks' notice. In May 2022, Brittany received the Dean's Undergraduate Student Service Award for her remarkable work building community and fostering inclusivity within the Faculty of Education.

” With teaching, you're actually able to make a real difference in kids' lives. Small or big.



### RYAN CHICKITE

Ryan Chickite accepted his Bachelor of Education in 2018.

He has since relocated to the remote northern community of Arviat, Nunavut, where he currently lives and works as a high school teacher. Arviat is the second-largest community in Nunavut and remains closely tied to its traditional Inuit roots. Most students speak Inuktitut at home and are learning or speak English at school as a second language. They attend school only when their families don't need them to help with critical, traditional survival practices, like hunting and fishing.

Ryan's experience teaching up north has been an adventure, including some surprises and challenges, like learning to adapt his curriculum to sporadic attendance and a wide range of academic abilities in the same classroom. Something that Ryan says he wasn't prepared for was having to find or create his own classroom resources. He has been learning to be adaptable, taking time to understand the systems in place and work with them. Now, he is building a resource library for students and future teachers, setting a solid foundation for effective teaching and learning for years to come.

” I think there's something fun about figuring things out along your journey.



## ELAINE J. LABERGE

In 2021, Elaine J. Laberge, a student from generational poverty, supervised by Dr. Kathy Sanford and Dr. Budd L Hall, completed her dissertation “Pushing Privileged Pillars in Canadian Universities.”

This Vanier-funded, community-based, participatory research brought together women across Canada who come from poverty-class roots and who accessed an undergraduate education.

In Canada, there are no widening access and participation (WAP) programs in place to support this domestic demographic to access, complete and successfully transition into post-graduate careers. This underserved and unrecognized population too often, if they even make it to university, face innumerable barriers on the middle-class higher education landscape. Elaine’s doctoral research aimed to rectify this injustice.

Through the creation of the Shoestring Initiative to support students from poverty, focus groups, one-on-one research conversations, and drawing on case study exemplars, Elaine and her group of participants—self-named the Underclass Sisterhood of Solidarity—developed a social innovation model to demonstrate to Canadian universities how to create decolonial and non-deficit-based WAP models for students from poverty-class heritages. Elaine’s research also addressed poverty discrimination beyond Canadian university landscapes by engaging with regional and national political leaders to address “social condition” discrimination in Canada.

” In our colonial capitalist society, the individual is blamed for poverty, rather than looking at the structural reasons why poverty exists.



## LESLEY NIELSON

Lesley Nielson holds two degrees from UVic: A Bachelor of Arts in Creative Writing and Environmental Studies and a Master of Education in Leadership Studies. Her graduate studies were supervised by Dr. Darlene Clover.

As the Communications Director for the Nature Conservancy of Canada, much of her professional focus has been on environmental conservation. For her graduate project, Lesley decided to create a living map that encompasses what she calls the “ghost ecology” of a particular parcel of land.

She recounts standing in her backyard in Fairfield and feeling into the boggyness of the earth underneath her feet—which history tells us used to be a shallow waterway, used for transportation decades ago. In this context, Lesley’s “ghosts” refer to the remnants of ecological history that can still be felt in different ways today.

She cites the influence of several Indigenous readings on her research, which helped her marry Western concepts of ecology with Indigenous concepts of spirit, place and human intimacy with the natural world. Lesley’s own explorations around Victoria led her to wonder how we can tap into different ways of being and building relationships with nature in the places we live. She hopes that illustrating the environmental history of Victoria will help people reach into deeper understandings of nature, provide opportunities to make better environmental choices moving forward and combat apathy toward ecological loss as a whole.

” Where do we go if what we are telling ourselves is that it’s all over? Life still functions on this planet. We’re still here. We are alive. And we’ve got that we got to do something with that.



# DONOR IMPACT

## Threads of infinite possibilities unfold from the generosity of our donors.

Possibilities of a student's dreams being realized, a researcher making a world-changing discovery, or a community member finding support. The threads don't end there. They carry on through the lives and communities those people influence along the way—and our donors are tied to each of them.

### DONOR PROFILE: LINNEA TURNQUIST

Linnea Turnquist (BSc '92) remembers her years at UVic as some of the best in her life: "It felt like an explosion of growth, exploration and possibility," she recalled. "And it set me on the path for life-long balance."

In 2016, Linnea made a generous gift to the Centre for Recreation, Athletics and Special Abilities (CARSA) for the Gwynne Studio, as a way to commemorate the impact the death of her second parent had on her. Linnea became more concerned about the mental health and wellness of students when her own daughter started university in Vancouver. When Vanessa shared with her mother how so many students in her peer group were struggling with anxiety or depression, Linnea realized how much the university experience had changed since her time at UVic.

She decided to make a bequest in her will directed towards mental health initiatives at UVic, leaving the exact terms of that gift open so it can be responsive to future challenges.



As a business consultant specializing in strategic planning, Linnea intuitively thinks about the big picture and is looking to research, data and expert advice to inform her next gift to the university.



Being in university these days is really tough. So, let's make it a little bit easier.

## BY THE NUMBERS

Education donor awards (Sept 2021 - Aug 2022)

Number of scholarships	33	Number of students	26	Amount paid	\$98,589.33
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Faculty of Education annual and endowed undergraduate bursaries, scholarships and awards.

Number of scholarships	495	Number of students	316	Amount paid	\$1,030,031.91
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