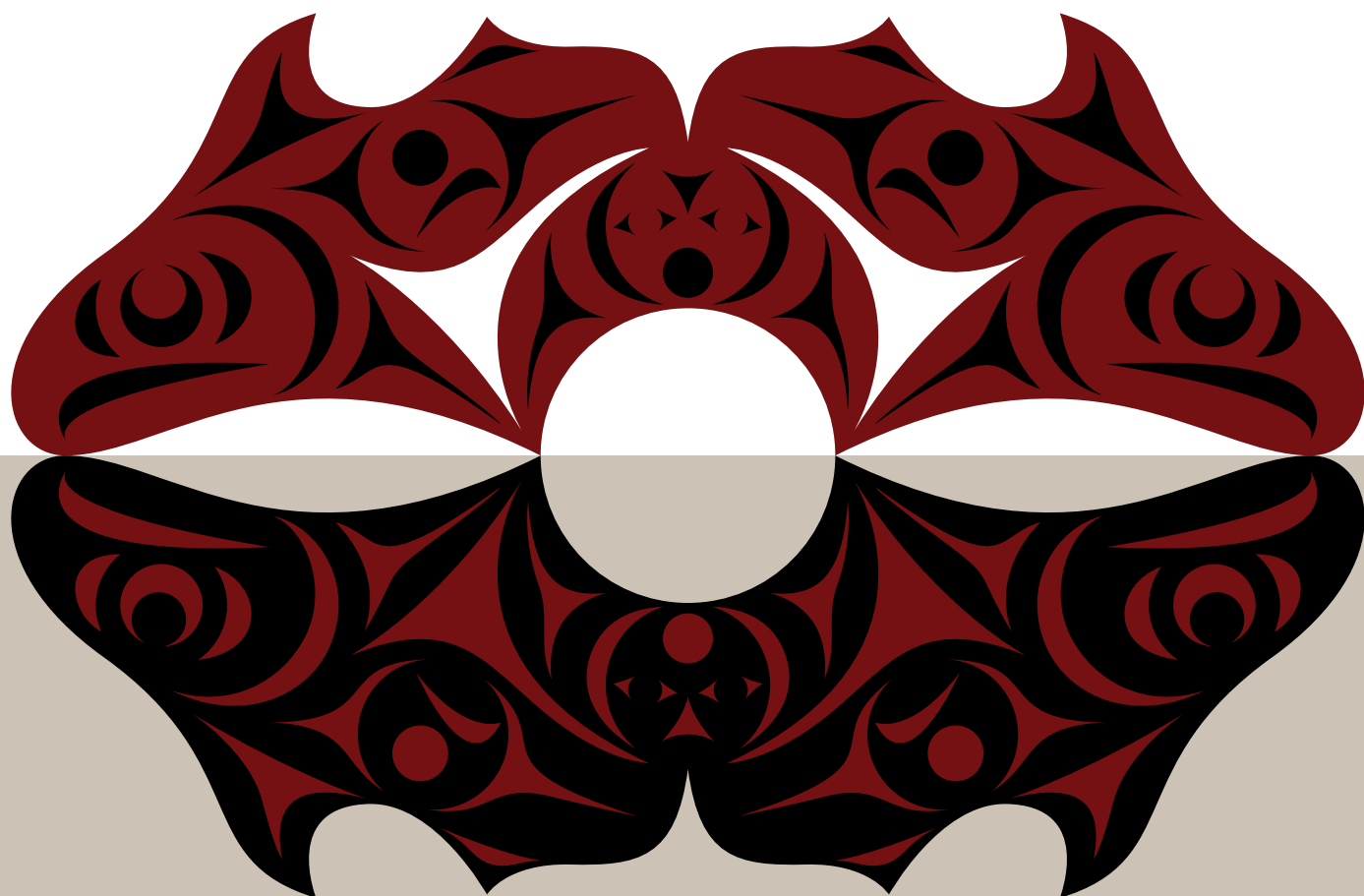


2023 | FACULTY OF EDUCATION
2024 | Annual Report



Message from **THE DEAN**



Dr. Vanessa de Oliveira Andreotti is the Dean of Education at UVic. She is a Brazilian educator and Indigenous land rights activist and her research examines historical and systemic patterns of reproduction of inequalities. She is interested in advancing complexity-informed approaches to EDID+ and the climate and nature emergency.

We rarely take the time to reflect on the immense changes our society has undergone in the past 30 years. In 1993, the year I began my B.Ed., there was a shortage of teachers in Brazil, like the one we are currently experiencing in this country. Teacher candidates, including myself, could work in schools during the day and attend classes in the evening. As a single mother, this was the only way I could support myself and my son while pursuing a university degree. 1993 was also the year the internet became commercially available. I recall a group of professors at my university writing a manifesto condemning the internet as a threat to humanity and to the forms of knowledge production that supported their academic positions. They called for its banishment. While their critiques were insightful in many ways, the idea of banning the internet was definitely unrealistic.

In the last three decades, information technology has dramatically altered almost every area of our lives. The sheer volume of information, alongside the prevalence of misinformation and disinformation, has transformed knowledge production, social relations, identity building, political engagement, our sense of belonging, use of time, attention spans, employment, health and overall well-being. However, technology has not been the sole driver of these changes. Significant social movements have also challenged established perceptions of reality, issuing calls for decolonization, reconciliation, racial justice, Indigenous resurgence, equity, protection of gender and sexual rights, ceasefires and climate action and justice. These calls have encountered resistance, highlighting the complexity of our current social landscape.

As we spend more time in front of screens, we have significantly reduced - or lost - our capacity to collectively process these events intergenerationally. Education, in its essence, involves the intergenerational sharing of relevant knowledge—not to reproduce existing social worlds, but to transform relationships and realities. The unprecedented rapid shift in how we engage with and process information has profound implications for education and for our ability to connect, learn and grow with each other, as a society.

Our Faculty of Education is actively grappling with these massive changes, seeking to understand how we can best serve key sectors of society in a world that is changing more rapidly than ever. We must not only review our programs and teaching approaches but also come together in new ways to remain connected and capable of engaging in difficult conversations during times of increasing volatility, complexity, uncertainty and ambiguity (VUCA), emotional distress, and easy polarization. One of our key strategies is to center the climate and nature emergency as our primary point of shared interest: without a livable planet, nothing else matters. We are committed to expanding our capacity to mobilize VUCA-ready educational leadership and a complexity-informed approach to equity, diversity, inclusion, decolonization and climate education.

The higher education sector is also experiencing challenges due to these rapid changes, manifesting in various ways. We are also building our capacity to face and navigate these challenges with courage, compassion, and accountability, including budget reduction challenges. UVic and our Faculty face many upcoming changes. One significant change for UVic is the creation of a new Faculty of Health. As part of this restructuring, our Faculty will bid farewell to the School of Exercise Science, Physical & Health Education and the Counselling Psychology program, which will move to the Faculty of Health. In turn, we will welcome the School of Child and Youth Care. This will result in a completely different Faculty composition, leading to a transformed community and evolving programs.

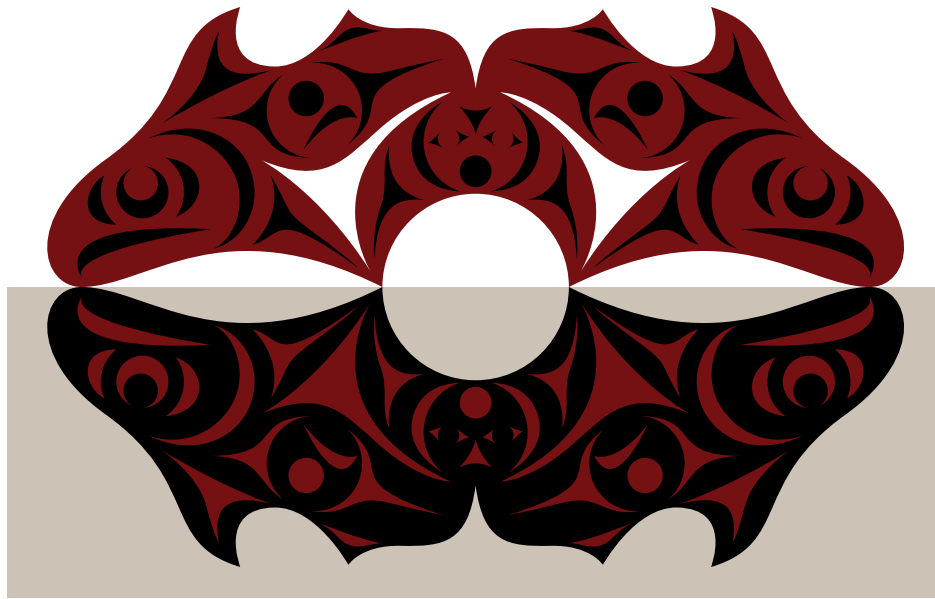
As we navigate these changes, we remain committed to fostering an inclusive, innovative, and resilient educational environment. Our ability to adapt and grow in response to these challenges will define our success in the coming years. I extend my heartfelt gratitude to every member of the EDUC community—faculty, staff, students, alumni, donors, and, specially, the EDUC leadership team—who have been present and supportive in building a raft with me, for the rapid waters I encountered in my first year as Dean.

The cover image of last year's annual report, "Flow of Energy II" by West Coast Kwakwaka'wakw MFA artist Rande Cook, depicted salmon coming together and departing in the flow of life. It was chosen to ground the change of leadership in our Faculty and the ongoing process of renewal. This year, our cover features "Horizons" by Qwul'thilum (Dylan Thomas), a Coast Salish artist from the Lyackson First Nation with Songhees heritage. The image portrays salmon leaping from the water, uniting seemingly separate worlds. It captures our continued effort to weave together the past, present and future—bridging tradition and innovation—as we collectively navigate the currents of change and envision new possibilities guided by the relational wisdom of the land. We invite you to join us on this journey.

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'Horizon' (2009)
Qwul'thilum
(Dylan Thomas)

Description by the artist:

In the past, horizons have been viewed as where the heavens meet the earth, giving them the illusion of separation. But I think it is important to remember that spirituality and the manifest world are forever connected and one. This print depicts a salmon jumping out of the water, but its reflection reminds us that he is always in both worlds.

About the artist:

Born in Victoria in 1986, Qwul'thilum (Dylan Thomas) is a Coast Salish artist from the Lyackson First Nation. Dylan was exposed to the art at a young age because his family continues to participate in their culture and tradition. He has trained in jewelry design with jewelry artist Seletze, who is also known as Delmar Johnnie. Dylan has apprenticed under renowned Kwakwaka'wakw artist Rande Cook, in all mediums of the art. Rande Cook has also been a major influence in the development of Dylan's design. Dylan's other artistic influences have been Susan Point, Robert Davidson, and the late Art Thompson. Dylan is very focused on his career as an artist, and plans to make art his life's work.

About THE FACULTY

The Faculty of Education serves as a vibrant intersection of diverse communities, including students, teachers, researchers, alumni, Indigenous groups, schools and counselors. At present, our community comprises approximately 100 staff and faculty members, 900 undergraduate students and 300 graduate students.

We are dedicated to fostering an inclusive and complexity-ready learning environment that deeply respects diversity. Our commitment extends to promoting decolonization, social and ecological accountability, ethical and relational leadership and lifelong learning and unlearning within our community and beyond.

EDID COMMITMENT

Our Faculty acknowledges and respects the privilege and responsibility of living and learning on the traditional territories of the Ləkʷəŋən (Songhees and Esquimalt) Peoples, on whose land the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples, whose historical relationships with the land continue to this day.

Our EDID commitment is grounded on the teachings offered by Elders Seniementen, Dr. Elmer George (Songhees Nation), and STOLŶET, Dr. John Elliott (Tsartlip First Nation) to UVic for the Indigenous Plan.

As an educational community, we are committed to the ongoing journey of learning and unlearning necessary to embody these teachings, which will guide, shape and define our work and service in the Faculty of Education, as we contribute to the Sacred Circle presented in the Indigenous Plan, connecting past, present, and future to promote self-reflective and accountable long-term planning.

We offer our current understanding of each of these values, and we hope to demonstrate that this understanding expands every year as we humbly learn and unlearn more, often through making mistakes. The teachings are presented below in Ləkʷəŋən | SENĆOŦEN | English. For pronunciations, refer to: uvic.ca/ovpi/language.

**Heʔkw səʔelexwʔtala sčelānenʔ //
HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE**

Remember our ancestors and birthright

We understand this primarily as a commitment to recognizing the Ləkʷəŋən and WSÁNEĆ Peoples and the inherent rights of their ancestors, both past and future, and to honoring UNDRIP, DRIPA, the TRC Calls to Action, the MMIWG Calls to Justice and Section 35 of the Constitution Act. This requires investing time and resources in fostering right relations with Indigenous Peoples and the Land. This teaching also underscores the importance of remembering all our ancestors and critically reflecting on the different ways of knowing and being that we carry.

Nəə māt gwens čeyʔi // ČĀNEUEL OL
Work together

In a social context where polarization happens very easily, we see this as a commitment to prioritizing relational ways of working together, especially when we do not agree with each other. It involves working through complex challenges and differences with respect for diverse opinions and pathways, being gentle with ourselves and others. This principle calls us to approach our interactions with compassion and accountability, recognizing that collective effort and mutual support are essential as we prepare for the work ahead.

**Newʔews sn ʔeyʔ šweleqwəns //
ÁMEKT TʔEN ÍY, ŠKÁLEÇEN**

Bring in your good heart and mind

We interpret this as a commitment to approaching collaboration, conflict and difficult topics and conversations with grace,

kindness and generosity. This is not about learning how to perform “tolerance”, but to cultivate the intention to not reproduce harm and fractures, and instead support one another to build together. Dr. Skip Dick emphasizes the word “laləmət”, which means to be careful, especially with our words, speaking with courage, from the heart, with the intention to be in good relation as we work together. This principle encourages us to maintain a spirit of openness, ensuring that even in moments of conflict and tension, we remain dedicated to building trust and understanding.

**Təʔsacʔəyʔxw meqʔw təʔsa teče //
S,HOL EĬ MEQ EN ENÁ SE SČĀ**

Be prepared for the work to come

We understand this as a commitment to being honest, grounded and present as we look to the past to understand the present, face current challenges and prepare for future ones, centering our responsibility towards future generations. This principle emphasizes the importance of relational systems thinking, insight, hindsight, foresight and collective strategy that prioritizes our obligations to all our relations, human and non-human past, present and future. It ensures that we are well-equipped to meet the demands of both today and tomorrow. It calls us to act with intention, reflexivity and humility, striving to become good Elders and ancestors for those who come after us.

See the UVic Indigenous Plan



OUR UNITS

The Faculty of Education serves a diverse range of communities by advancing knowledge, research and exemplary practices. As a supportive and nurturing community, we are dedicated to both mentoring others and being mentored. Our commitment to inclusivity and deep respect for diversity defines our learning environment. We uphold social justice and ethical practices to foster professional integrity and enrich our educational community.

We actively engage with local and global educational communities through our involvement in practice and research. We value opportunities for high-quality, transformational learning and inquiry as we strive for intellectual and relational wisdom.

Our faculty consists of four departments, each encompassing multiple areas of study and research. Additionally, we partner with the College of the Rockies to offer our Teacher Education programs to students in the Kootenays.

Department of Educational Curriculum & Instruction (EDCI)

- Curriculum Studies
- Teacher Education

Department of Indigenous Education (IED)

- Indigenous Education
- Indigenous Language Revitalization

Department of Educational Psychology & Leadership Studies (EPLS)

- Counselling Psychology
- Leadership Studies
- Educational Psychology

School of Exercise Science, Physical & Health Education (EPHE)

- Kinesiology
- Recreation & Health Education
- Physical Education & Coaching



	EDCI	IED	EPLS	EPHE
Number of Regular Faculty & Staff	36	12	22	25
Number of Undergraduate Students	376	42	11	476
Number of Graduate Students	195	28	128	76
Number of New Alumni	201	23	71	102

NEW STAFF

Kerstin Burnett

Assistant to the Chair, Department of Educational Psychology & Leadership Studies (EPLS)

Bethany McNeil

Administrative Officer, Department of Indigenous Education (IED)

NEW FACULTY



Dr. Erika Germanos

Assistant Professor, Department of Curriculum & Instruction (EDCI)



Dr. Breanna Lawrence

Associate Professor, Department of Educational Psychology & Counselling Psychology (EPLS)



Dr. Julia O'Loughlin

Assistant Teaching Professor, Department of Educational Psychology & Leadership Studies (EPLS)



Dr. David Kennedy

Assistant Professor, School of Exercise Science, Physical & Health Education (EPHE)



Dr. Dawn Smith

Assistant Professor, Research, Department of Indigenous Education (IED)



Dr. Lauren Jerke

Assistant Professor, appointment held jointly within the Department of Indigenous Education (IED) and the Department of Educational Curriculum & Instruction (EDCI)



Dr. Jenn Gruno

Assistant Teaching Professor, School of Exercise Science, Physical & Health Education (EPHE)



Dr. Lyndze Harvey

Assistant Teaching Professor, Department of Educational Curriculum & Instruction (EDCI)



Dr. Hector Vazquez-Cordoba

Assistant Teaching Professor, appointment held jointly within the Department of Indigenous Education (IED) and the Department of Educational Curriculum & Instruction (EDCI)

PROMOTIONS

Dr. Fred Chou

Promoted to Associate Professor, Department of Educational Psychology & Leadership Studies (EPLS)

Dr. Gina Harrison

Promoted to Full Professor, Department of Educational Psychology & Leadership Studies (EPLS)

Dr. Alison Shields

Promoted to Associate Professor, Department of Curriculum & Instruction (EDCI)

FAREWELLS

It is with mixed emotions that we bid farewell to three esteemed members of our faculty: Dr. Tim Black, Associate Professor in Counselling Psychology; Dr. Donna McGhie-Richmond, Associate Professor in Educational Psychology; and Dr. Sylvia Pantaleo, Professor in Language and Literacies. We deeply appreciate the exceptional service, dedication and profound influence that Tim, Donna and Sylvia have had in shaping the academic landscape of our Faculty and university. We also extend our heartfelt gratitude to Perry Plewes, who has supported our technological and community needs for many years. As they all embark on new journeys, we wish them immense joy and enthusiasm in their future endeavors.

MESSAGE FROM THE CHAIR

The Department of Curriculum and Instruction (EDCI) has had a wonderful year, due entirely to the efforts of students, staff and faculty who make it such a wonderful place to work and learn. Our teacher certification programs continued to be strong and well populated, we launched a new French B.Ed. Elementary Cohort in the fall of 2023 and have the draft of a revised Secondary Program that has the potential to help address the demand for teachers in British Columbia. Overall, we continue to meet our mandate effectively in these important areas.

In addition, our Minor in Education and Art Education continue to grow in recognition and enrollment as does the Information Communication Technology Professional Specialization Certificate.

Our graduate programs at the MED (Educational Technology and International intake in 2023), MA, and PhD are consistent and students are progressive positively. That said, one of the focuses for this year – in consultation and collaboration with the Associate Dean Graduate – will be to review and align these programs across the faculty.

This past year our department went through an external review. This office is appreciative of all those who were involved in the process, and particularly those who sat on the review committee. The outcomes were positive and celebratory of the work we are doing while offering several important recommendations for us to consider over the coming year (many of these we have already been working on and many will be used to keep us moving in a positive direction).

We are excited about the year ahead and the potential to improve at that which we already do well.

Todd Milford

Chair, Department of Educational Curriculum & Instruction

INNOVATION & INCLUSIVITY in Curriculum & Instruction

At the heart of the Department of Curriculum and Instruction's mission is a commitment to fostering an inclusive and forward-thinking educational environment. Over the past year, we have embarked on a series of transformative initiatives that not only enrich our academic community but also resonate with broader societal values.

Championing Inclusivity & Equity

One of our cornerstone achievements this year has been the establishment of the Decolonization, Equity, Diversity & Inclusion (EDID) Action Committee. With a newly crafted Terms of Reference and an interactive website, the committee is poised to drive meaningful change. We engaged deeply with our students through surveys and discussions, gathering invaluable insights to shape our future endeavors. Our focus now turns to expanding our team to include more voices from across our community—students, sessionals and faculty alike.

Empowering Transgender & Gender Non-Conforming Students

In response to pressing needs, we developed a comprehensive handbook aimed at supporting 2SLGBTQIA+ and transgender and gender non-conforming (TGNC) teacher candidates. Spearheaded by Dr. Lyndze Harvey, this initiative includes a dynamic

Instagram campaign and a user-friendly guide, launching in the 2024/25 academic year. This effort reflects our broader commitment to equity and inclusion, complemented by the Education Students Association's new SOGI representative and potential future mentorship programs.

Advancing French Teacher Education

Our French Teacher Education project made significant strides with the introduction of the new French Elementary PDPP pilot cohort. This innovative program equips teacher candidates with the skills needed for teaching in French Immersion or Francophone programs. We have worked collaboratively with a team of sessional instructors from local districts and with the Conseil scolaire francophone to ensure that the French pilot project reflects the realities and needs of teaching in French in a minority setting. We also launched the "Mon passeport franco" initiative, a non-credit series designed to enhance language and intercultural skills. Over 50 participants have engaged in various activities, including language coaching and cultural events, receiving recognition through digital badges.



**Learn more about
French teaching
pathways at UVic**

Global Learning Experiences

Our international practicum program continues to offer students unparalleled global perspectives. This year, participants traveled to Japan, Sweden and Tanzania, immersing themselves in diverse educational contexts. The detailed accounts and vibrant photos shared by our students highlight the rich, cross-cultural learning experiences that are integral to their professional development.

"I had the pleasure of teaching grades 6 and 8 at Samskolan in Stockholm, Sweden. During this practicum, I was submerged in the social and linguistic nuances of a new environment. I gained valuable insights into the Swedish education system which expanded my worldview, particularly the practices of building teacher-student relationships. This practicum experience enriched my teaching philosophy and instilled in me a deep appreciation for the diverse approaches to education around the world."

- Stephanie Preston



Supporting Northern Communities

In a bid to support rural education, we introduced the Northern BC Rural Practicum initiative. With 12 awards and \$8000 bursaries for the 2024/25 school year, this program aims to connect teacher candidates with remote schools in northern BC. This initiative not only provides practical teaching experiences but also promotes the visibility and viability of teaching in northern communities.

Enhancing Program Support

To address the challenges faced by our instructors and teacher candidates, we established the Program Support Team (PST). This team offers confidential and timely support, working to remove barriers and enhance the educational experience. Through a referral system, we ensure that concerns are addressed effectively, collaborating with on-campus partners to provide comprehensive support.

Building Accessibility in Practicums

We have also made strides in ensuring that academic accommodations extend to practicum settings with the development of our Practicum Accessibility Framework. Presented at major conferences and shared across professional programs, this framework bridges the gap between on-campus support and real-world teaching environments, fostering an equitable experience for all students.

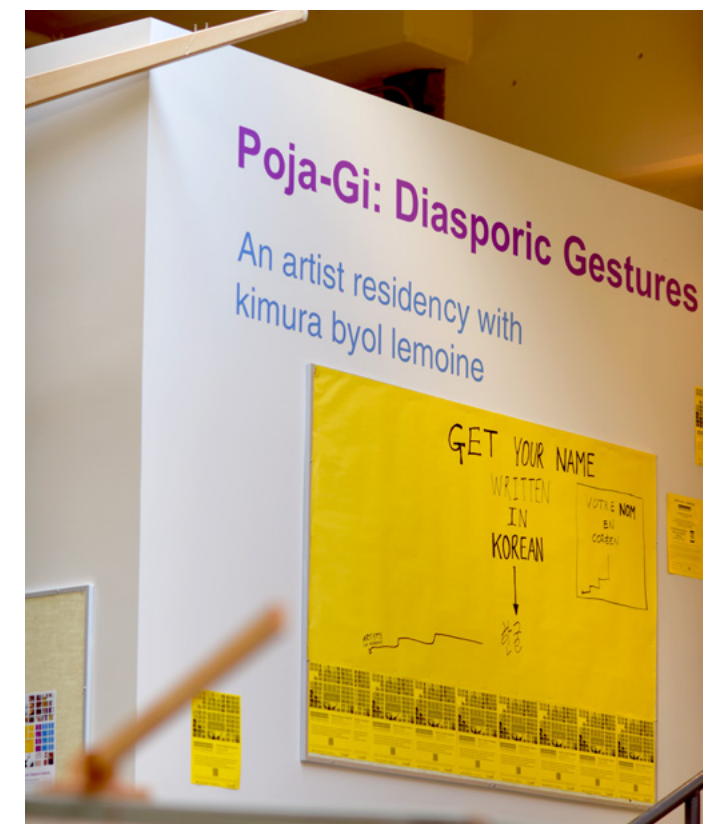
ART EDUCATION & the A. Wilfrid Johns Gallery

Housed in the Art Education area of UVic's MacLaurin Building (A-wing), this space is maintained and developed through the efforts and expertise of Art Education faculty, sessional instructors and staff. The Gallery is named in honour of Professor A. Wilfrid Johns, who was responsible for the establishment and development of the Art Education program and laid the groundwork for the creation of the Gallery. Since its inauguration in 1986, the Gallery has received generous support from the Johns Family, which enables the Art Education program to offer the key learning opportunities listed below.

This past year, Art Education undergraduate and graduate students developed exhibitions, showcased their creative practices and engaged in dynamic art education activities in the A. Wilfrid Johns Gallery. There were exhibitions focused on process-oriented work, which demonstrated the learning that students engaged in; ones that showcased the final artistic products from courses; and shows that featured the practice-based research students in the M.Ed. in Art Education program were engaging in. Additionally, a SSHRC-funded artist residency program launched in February, transforming the space into a gallery education research site with artist in residence kimura byol lemoine. Students, faculty and staff from across the campus, as well as K-12 students and other off-campus community members engaged with all the exhibitions, thereby

learning about artistic ways of knowing and being, arts-based research and gallery practices that are explored in the Art Education program.

In addition to the exhibits that occurred, the gallery was frequently used for class critiques and other education activities in the Art Education program. During the Spring term, the gallery was transformed into an art hive on Thursday afternoons. With these art hives, diverse individuals engaged in creative practices and inclusive community building in an open studio format, which was greatly appreciated by the community.





Artist in Residence: kimura byol lemoine

kimura byol lemoine is a conceptual multimedia feminist artist and activist. Ze works with calligraphy, painting, digital art, poetry, video and collaborative practices, exploring identity through themes such as diaspora, ethnicity, colourism, post-colonialism, immigration and gender. Zer experiences as a Korean-born adoptee are central to zer practice.

In Korean, POJA means “let’s look,” and the title of the exhibition plays on the Korean term POJAGI, which refers to traditional patchwork made from leftover fabrics. The concept connects diasporic histories with gestures learned in new environments.

During the residency, kimura byol lemoine invited visitors to share their diasporic experiences, whether local or global. These interactions were documented in 100-second

videos, illustrations, audio recordings, zines and photographic portraits. The resulting 100 art objects created a visual poja-gi, or patchwork, of personal stories and gestures related to the experiences of migration and displacement.

The exhibition was part of a larger research project titled ‘Artistic Approaches to Anti-Racism and Anti-Oppression: Artists and University Students Engaging in Transformative Action in a Campus Gallery’. Led by UVic art education professors Natasha S. Reid, Natalie LeBlanc and Michelle Wiebe, this study explored how participatory artistic practices can turn university galleries into community learning spaces about anti-racism and anti-oppression. Contributions to the artwork were included in the research documentation.



Read more about
the A. Wilfrid Johns Gallery

STORIES

Finding Purpose in Education



Merah Gasmo is in her fourth year of the Elementary Teacher Education Program at UVic and is set to graduate in June 2024. She grew up in Regina, Saskatchewan on Treaty 4 territory. In high school, Merah was inspired and mentored by a teacher with a passion for social justice and reconciliation. In 2020, Merah received the TD Scholarship for Community Leadership, which allowed her to attend university anywhere in Canada. She was originally drawn to UVic because of the Indigenous Law program offering and planned to continue her studies in law after completing an undergraduate degree in education. Now, with graduation on the horizon, she says things have changed and she plans to stay in the field of education.

“There is a time I remember sitting at home in Regina at the dinner table watching the five o’clock news. I noticed a disproportionate number of stories negatively talking about

First Nations people. Crimestoppers ads, boil water advisories, food insecurity – I felt like none of these stories showed Indigenous people or culture in a positive light. I remember wondering why or how that could be acceptable. That was what sparked my journey into learning about the history of Canada.”



Read Merah's story

No Classrooms Necessary

Early-career teacher Aeryn Bannister advocates for unstructured K-12 learning where failure is planned, and students follow their curiosities rather than a set-subject curriculum.

“I think a lot of the struggles teachers face nowadays are because of classrooms. We take thirty kids and group them together because they’re roughly the same age and from the same area. We put them in a box and make them do the same things at the same time in the same order. Then, we wonder why they get frustrated or act out or don’t feel safe.”



Read Aeryn's story

MESSAGE FROM THE CHAIR

The Department of Indigenous Education had a momentous year, launching a BA in Indigenous Language Proficiency with our SENĆOŦEN-speaking WSÁNEĆ partnership and the long-awaited IED-PDPP in Fall 2023. This post-degree professional program provides aspiring teachers with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being.

This in addition to language programming in Hul'q'umi'num' and Kwak'wala, and our continued work supporting Inuktut with Piruvik Centre (with Continuing Studies). IED's first two PhD graduates successfully defended their dissertations and many of our graduate students were successful at obtaining multiple competitive awards, including SSHRC support and the prestigious Vanier Canada Graduate Scholarship.

This past year, our Department went through its first external review. While we were pleased to see acknowledgement of the "world-changing" work we do in Indigenous Language Revitalization and in responding to the educational needs of Indigenous communities, reviewers also pointed out that a small team doing this many things is unsustainable. Going forward, IED will be evaluating how much it is able to take on and what our priorities will be. While it is too early to tell what will change about IED's programs and partnerships, one certainty is continued commitment to serving Indigenous communities with their language and teacher development needs.

Jean-Paul Restoule

Chair, Department of Indigenous Education

HIGHLIGHTS

W,SENĆOŦEN IST:

Moving the SENĆOŦEN Language Forward - New Bachelor of Arts in Indigenous Language Proficiency



The department of Indigenous Education was delighted to announce the approval for our new Bachelor of Arts in Indigenous Language Proficiency this past year. The program was approved in August 2023 and the first group of students entered their third year of the W,SENĆOŦEN IST program as BA students in January 2024. They will complete two years of language studies and graduate in 2025 with a BA in Indigenous Language Proficiency in SENĆOŦEN. The program centers fluency building in SENĆOŦEN and is taught by local SENĆOŦEN instructors and knowledge holders, most of whom are graduates of the department's Master's degree in Indigenous Language Revitalization. The first cohort is very small and they will have opportunities to bring language into different community contexts, like podcasts and art creation and engage in their language learning in culturally relevant ways, such as learning cultural Big House speaking. Our department is grateful for the incredible work of the SENĆOŦEN team through the WSÁNEĆ School Board to continue to move the SENĆOŦEN language forward.

Exciting Changes in W̱SÁNEĆ

Our valued and ongoing partnership with the W̱SÁNEĆ School Board has expanded this year to two program deliveries at the same time for Fall 2024. The final year of the Bachelor of Arts in SENĆOŦEN will continue in the usual SCU,ŹEL,ÁUTW classroom, while a brand new cohort of year one W,SENĆOŦEN,IST students will occupy the culture building just above. The incoming cohort had a robust 32 applications for the Fall 2024 start of the W,SENĆOŦEN,IST two year diploma program. This overlap in programming will only be for a year, however, it also celebrates the growing capacity of the W̱SÁNEĆ School Board, Adult Center, led by Kendra Underwood, as they transition to become the W̱SÁNEĆ College.



Certificate in Indigenous Language Proficiency for Kwákwala

September 2023 saw the launch of a tiny but mighty cohort of Kwákwala learners surrounded and encouraged by loving elders and speakers. In partnership with Kwikwasut'inuxw-Haxwa'mis First Nation and Nawalakw Healing Society, Indigenous Education is offering a mostly online delivery of the Certificate in Indigenous Language Proficiency. The two main instructors in the program are Deanna Nicholson and Yola Willie. Deanna is a MILR graduate and former

IED team member and Yola is a PhD student in the IED department. They are both deeply connected to their language and language revitalization community.



Kwákwala Program in Partnership with Kwikwasut'inuxw Haxwa'mis First Nation & Nawalakw Healing Society

Students in the certificate program for Kwákwala proficiency (pictured above) building opened up their online classroom in April and invited other learners and community members to join and learn along with them. Students took turns reading books in Kwákwala and led and engaged everyone in questions and immersive Kwákwala conversation—part of their goal setting at the beginning of the program. Instructors ikawegi'lakw (Deanna Nicolson) and Yola (Ferrin Willie), felt uplifted and inspired by the progress made by this dedicated cohort of language learners over the past two terms. The summer saw the completion of the first certificate program, culminating in an on-the-land course where students travelled to their homelands to learn stories and family connections within the Musgamakw Dzawada'enuxw. A second offering of the

Kwákwala Certificate in Indigenous Language Proficiency has been offered for Fall 2024.

Hul'q'umi'num on the Rise in Stz'uminus

In March 2023, Indigenous Education solidified its partnership with Stz'uminus Education Society for a Diploma in Indigenous Language Revitalization and began working toward delivering their second year of programming in the Ladysmith/Stz'uminus territory area. Most of this lovely group of Hul'q'umi'num' learners already work with the language and in the field of education. Our community partners are seeking to certify their own teachers for their own elementary school. This cohort completed a Certificate in Indigenous Language Revitalization initially and are continuing into a full Bachelor of Education in Indigenous Language Revitalization in Fall 2024.

Stz'uminus Partnership

In Spring 2024, students in the Stz'uminus Diploma Hul'q'umi'num program undertook practicums. School settings are nothing new as many students in this cohort have already been working as language educators in some capacity for years. This group completed their Diploma coursework over the summer months. We were excited to welcome many of them into their next step of their journey, their Bachelor of Education in Indigenous Language Revitalization, in Fall of 2024. Congratulations to all the students in this cohort who received scholarships this past year – especially to Sierra Pelkey, who received the inaugural award from Myrna and Terry Daniels.

Launch of the Indigenous Post-Degree Professional Program

In September 2023, we launched our inaugural post-degree Bachelor of Education post-degree professional program for teacher candidates with a focus on Indigenous Education. The cohort of ten outstanding students, along with faculty and staff, are dedicated to expanding the Indigenization within the K-12 school system. Upon successful completion of this program candidates will receive the degree of Bachelor of Education and will be eligible for the Professional Certificate of Qualification from the BC Ministry of Education.



Teacher Education Practicum Placements

In Spring 2024, two cohorts of IED students undertook six-week teaching practicums at schools throughout the CRD. The hul'q'umi'num' Indigenous Language students completing their diploma program have started their three week school experience while the first practicum has begun for the Indigenous Teacher Education post-degree candidates, who visit schools on a weekly basis. We are grateful to the many willing mentors, host school and District administrators and staff who have made this possible along with the six University Field Advisors providing candidate support.

Graduate Programs Update

The Masters in Indigenous Language Revitalization (MILR) students have been working away at their final projects. Dr. Ewa Czaykowska-Higgins held a well-attended Writing Week on-campus in March 2024 and has been holding weekly online Writing Circles to support the students in their work. The projects are ambitious and innovative!

A Collective Poem by Students in the Master of Indigenous Language Revitalization (MILR) Program

The poem, To learn my language is, was collectively written on July 11, 2023 by the students in the Master of Indigenous Language Revitalization (MILR) program at UVic. This collective poem was created during a gathering organized by Dr. Lorna Wanosts'a7 Williams, the founder of the program. The co-creators of the collective poem are Naneniłnaan' Jessica Denny, Sęhi:yo: (Char Hemlock-Skye), Amanda Lewis, Misit'iy (Jessica Michell), Sinensxw (Jessica Starlund), Mutang; Piinatóyi Saáhkomapii (Conroy Provost), Lorna Wanosts'a7 Williams. This collective poem was facilitated by Serap Asar Brown, a PhD candidate in Leadership Studies at the Faculty of Education.

To learn my language is...

To learn my language is
To learn my identity,
Remembering and honoring those
who came before me and
ensuring the faces yet to come will endure.

To learn my language is
To hear the land and contribute to its
reciprocity,
To heal my spirit,
To speak to the forest and it understands me.

To learn my language is
To keep alive,
our culture and connection to the land,
to revitalize our language,
to continue the memories of our ancestors.

To learn my language is
Finding home,
Meeting of ancestors,
Thinking of my descendants.

To learn my language is,
To instill pride and strengthen identity for
future generations.

STORIES:

Ojibwe Language Spirit on Ləkʷəŋən Land

Wiigwaas has just completed the Master of Education in Indigenous Language Revitalization program under the supervision of Jean-Paul Restoule in Indigenous Education and Li-Shih Huang in Linguistics. Her thesis "Ozaaweshiinh ləkʷəŋən-Aking: Ojibwe Language Spirit on ləkʷəŋən Land" explored the language learning needs, barriers and responsibilities of the Ojibwe (Anishinaabe) community living in ləkʷəŋən and W̱SÁNEĆ territories. In April 2024, she was recognized by the UVic Faculty of Education as a recipient of a 2024 Outstanding Graduate Student Research Award.



"Wiigwaas' work represents a significant contribution to the fields of Indigenous education and Indigenous language revitalization. It exemplifies her dedication to advancing Indigenous knowledge systems, fostering intercultural understanding and promoting social justice."

- **Jean-Paul Restoule**,
Chair, Indigenous Education

Read the story





Paving the Way for Mohawk Language Revitalization

Tahohtharátýe Joe Brant, a Kanyen'kéha (Mohawk language) advanced-proficiency speaker and language activist, is the first student to have completed a PhD in Indigenous Language Revitalization at UVic. His children are the first first-language Kanyen'kéha speakers in Tyendinaga in over 60 years. His thesis asks the question "How can first-language Kanyen'kéha speaker documentation be utilized to support advanced proficiency development in adult Kanyen'kéha additional-language learning?" In April 2024, he was recognized by the UVic Faculty of Education as a recipient of a 2024 Outstanding Graduate Student Research Award.



Read the story

"The focus of Tahohtharátýe's doctoral study is revolutionary in our field. He has developed a theory and method for the creation of high-quality, accessible, relevant L2 Indigenous learning resources by making use of first-language speakers' recordings. His approach is innovative and outcomes ground-breaking. His doctoral focus fills a current void in our field while drawing on foundational and existing parallel studies." - **Dr. Onowa McIvor**



Values-Based Language Learning

Lisa Crowshoe, an educator and Niitsi'powahsin (Blackfoot language) activist, is the second student to have completed her PhD in Indigenous Language Revitalization at UVic. She designed her research around the premise that Blackfoot language learning is a powerful means of connecting to Blackfoot values. Working with Piikani Elders and Knowledge Keepers, she prompted them to identify key Niitsitapia'pii values and create Niitsi'powahsin language lessons around each one. She created audio recordings of the Elders and Knowledge Keepers that included an introduction, a values-based language lesson and a related story where the value is demonstrated. From these recordings, she created podcasts intended for Blackfoot youth to listen and learn from.



Read the story

"That's what we call values-based language learning. We do it for our young people because we want them to be in a good place when they're learning language. Let's give them some positive, strong language to use. I think the more you use that type of language, the more that it is reciprocal. Good things will start happening to you when you use good language."

NEȚOLNEW Research Partnership

& the 2024 Stabilizing Indigenous Languages Symposium

At the forefront of ILR efforts in Canada is the NEȚOLNEW Research Partnership—a national network of Indigenous scholars, community leaders and allies—based at UVic and led by Dr. Onowa McIvor. NEȚOLNEW is built on strong partner connections across Canada, united in their goal of Indigenous Language Revitalization (ILR) and maintenance and embracing the diversity of languages across distinctive Indigenous communities and cultures. At the foundation of this work is a shared vision of hope and empowerment of research and community practice, taking a stand to ensure the continuation of Indigenous languages in the lands claimed as Canada.

From June 5 to 7, 2024, the NEȚOLNEW Research Partnership hosted the Stabilizing Indigenous Languages Symposium (SILS) – Kinship, Connections, & Leadership in Indigenous Language Revitalization at Snéqə ʔéʔlən (Sngequ House – UVic) on ləkʷəŋən & ʷSÁNEĆ territories. The gathering proved to be an outstanding success, drawing in 360 attendees from across the globe and continuing a tradition dating back to the late 1990s where grassroots leaders and interdisciplinary academic collaborators

convene annually. Hosting SILS coincided with the final year of NEȚOLNEW's seven-year SSHRC Partnership Grant (2024), offering an opportunity to showcase the Partnership's impactful community-based research.

SILS is a highly regarded international symposium that champions successful and innovative approaches to ILR, uniting advocates committed to revitalizing Indigenous languages. It provides a platform for sharing diverse experiences, successes and challenges, fostering mutual learning and support through keynote speakers, workshops, panels, land-based learning and networking opportunities. Central to SILS 2024 was the theme of “Kinship”—bringing together relatives to share stories, promising practices and innovative methods in ILR. In Indigenous ways, kinship refers to connections not only among humans but also with all four-legged and winged creatures, our relatives that swim, as well as the lands, waters and sky. The SILS Organizing Committee hoped this theme would create a space for relatives to gather, weave connections and celebrate emerging leadership in ILR.

Looking ahead, the NEȚOLNEW Research Partnership seeks continued funding to sustain its community-based research and forge new partnerships. NEȚOLNEW remains dedicated to empowering Indigenous communities, ensuring the continuation of Indigenous languages and raises their hands to all who contributed to the success of SILS 2024. The symposium's achievements were made possible by the vibrant and supportive community that came together for this important gathering. HÍ,SWƷE SI,IÁM!



nēhiyawak Language Experience

An update from Dr. Belinda
kakiyosēw Daniels

In looking back this past year to the significant research, knowledge transfer, land connecting, collaboration and teaching that I have been involved in by centering indigeneity is vast, far-reaching and deep. Language reclamation and land-based learning in community, assessment for proficiency and relationship building through visiting is my warrior way of being.

I will start by sharing about the not-for-profit nēhiyawak Language Experience (nLE) organization which I founded twenty years ago, which grounds me to the land. This past year, nLE delivered four family language workshops and two one-week 'Bring the Language Home' sessions for families of the St. Frances Cree Bilingual School in Saskatoon. We delivered on-line zoom classes for 24 weeks. This is where my knowledge grows, my expertise sharpens and my relationships deepen with the people and learning of nēhiyawēwin.

At the time of writing this, we are preparing to host the 20th annual language immersion and land-based camp in July 2024. This year's camp theme is 'land-askiy-kin for the

next seven generations'. We will have seven teachers, seven language stations for seven days. This is momentous! Furthermore, successful grant writing is what makes this compelling work possible. However, as I reflect, something needs to change here, annual grant writing is a tedious demand, and I aspire for when Indigenous languages are treated in the same equitable format as French and English as a Second Language.

Grants & Community Work

Over the past year, I have received funding that allows me to build on the nēhiyawak language camp model, including significant support from Heritage Canada for a Sturgeon Lake First Nation Family Language Program. I can now focus on assessment practices for second-language adult learners and all the healing benefits that comes with this heart work. For my community of Sturgeon Lake First Nation, I am facilitating a mentorship program for thirty participants. Since my arrival at UVic, I've developed a relationship and have become a collaborator with the NETOLNEW project and its partners. I've been researching on adapting the assessment tool for the last two years and will continue in 2024. I am currently co-authoring on the preliminary findings with Dr. Onowa McIvor and Adam Stone.

My relationship and mentoring project includes 'pe kiyoketan', a SSHRC Connection Grant, which is about collaboration in two parts: 1) including Indigenous languages within multilingualism field, and 2) mentoring new and emerging Indigenous Language Revitalization PhD students with the help of senior professors. I've also been working on

developing relationships within W̱SÁNEĆ, Esquimalt and Songhees territories and have been able to connect with the Indigenous student population through classes and community events. Two colleagues and I have been successful in achieving a UVic Aspiration Research Grant, which is about aspiring to envision a centre for research in Indigenous Language Revitalization.

As a result of my lifelong experience in Indigenous Language Revitalization and reclamation, I've been fortunate to amplify the importance and richness of Indigenous languages and their benefits in several ways. In May, I was part of the education symposium 'Global Issues to Local Solutions' hosted by the UVic Faculty of Education at First Peoples' House. My other UVic connections include those with the Centre for Indigenous Research and Community-Led Engagement (CIRCLE), and the Department of Indigenous Education. I was a part of the planning team for the Stabilizing Indigenous Languages Symposium (SILS), hosted at UVic in June 2024, and I presented at the symposium on my area of research and

community planning. These connections have been beneficial in my teaching practice and mental wellness.

I am excited to begin a new project with York University, which is a collaborative study aimed at supporting Indigenous intergenerational healing by determining if Indigenous family members re/learning their Indigenous language creates positive changes in physical, mental, emotional, spiritual or social health. We will learn about the changes experienced by talking with Cree people who participate in the nLE immersion program, and by measuring changes in their brain, thoughts, feelings, sense of purpose, belonging and their relationships. Our approach to measuring the brain would be to bring a remote encephalography (EEG) system to the language camp and collect a resting state EEG (rsEEG) before learning and after learning from all volunteers. Members of our team have over a decade of collecting rsEEG in depressed and Parkinson's patients at remote sites.



MESSAGE FROM THE CHAIR

In a world of uncertainty and change, the work done by faculty and students in the Department of Educational Psychology and Leadership Studies addresses the ongoing need for mental health support, transformational leadership and ensuring the success of learning communities. Guided by our 2019 Academic Program Review and our service and social justice commitments, we have embraced strengths-based approaches to program development. This has led us to reimagine our work by crossing traditional disciplinary boundaries, particularly at the undergraduate level.

Two major achievements highlight our efforts: the launch of the Undergraduate Minor in Applications of Psychology and Leadership and the completion of graduate program revisions as recommended in our 2019 Academic Program Review. These milestones enable us to better respond to the evolving needs of a rapidly changing society, including our responsibilities to the Ləkʷəŋən (Songhees and Esquimalt) and WSÁNEĆ Peoples, on whose land the university stands.

Since 2019, we have undergone significant renewal in both faculty and staff. Ten of our eighteen faculty positions are now filled by new hires who bring interdisciplinary expertise, enhancing our ability to cross traditional disciplinary boundaries. Throughout this period of transition, our dedicated faculty, staff and students have continued to make impactful contributions to the university and the community.

Looking ahead, EPLS is poised to embrace a new approach that emphasizes the impact and relevance of our programs. Our vision includes collaboratively created programs with communities, deeply rooted in Indigenous ways of knowing, being and healing. We aim to shift from individual-centered approaches to systemic change and community-centered practices, informed by Indigenous and other non-Western perspectives. With Child and Youth Care joining the Faculty of Education and the potential merger with Curriculum & Instruction, we have new opportunities to collectively imagine programs that prepare school and community leaders to be VUCA-ready. I invite all of you to join me in this journey of exploration and transformation. Let us commit to showing up differently, centering the land and collective well-being and co-creating a new normal of well-being that can support us through turbulent times.

Rose Vukovic

**Chair, Department of Educational Psychology
& Leadership Studies**

HIGHLIGHTS

New Minor in Applications of Psychology & Leadership

This year, we proudly launched the Minor in Applications in Psychology and Leadership, our first undergraduate program independent of teacher education. This milestone is significant as it is the first program that spans all of the diverse disciplines within our department, including leadership, counselling psychology, psychology of learning and instruction and special education. The intersection of these disciplines will provide students in our minor program with foundational knowledge and skills that can be applied flexibly across disciplines and careers. Students learn about developmental processes, human diversity and foundational frameworks that are applicable to various careers, serving the most vulnerable members of our communities and enhancing our ability to work together in meaningful ways.

The minor showcases the range of expertise within our department, particularly in areas such as children's mental health, wellness, flourishing in schools and communities and relational leadership. This cross-program initiative builds on our individual and program strengths and marks a significant achievement in our department's history. It is also the first undergraduate program in our department that does not require prerequisites, making it accessible to students from across campus.

We took two approaches to this initiative. First, we opened some of our teacher education

courses to students across the university, which was received with overwhelming positive feedback. Courses that were historically under-enrolled are now at full capacity with waitlists. Students appreciate the diverse perspectives on course content, and instructors have gained new insights into broadening the impact of our reach.

Examples of these courses include:

- ED-D 411 Teaching Students with Behavioural and Emotional Difficulties
- ED-D 424 Teaching Students with Developmental Disabilities
- ED-D 425 Assistive Technology in the Inclusive Classroom
- ED-D 426 Differentiating Instruction in the Inclusive Classroom
- ED-D 427 Collaboration and Consultation in Special Education
- ED-D 428 Teaching Students with Specific Learning Disorders

The second approach involved developing new courses to attract students to the Faculty of Education and renew our commitment to relevant programs and courses. These new courses, designed with practical and real-world applications in mind, include:

- ED-D 203 Leadership Theory and Practice
- ED-D 204 Developing as a Leader
- ED-D 205 Leadership in Social Media and Popular Culture
- ED-D 277 Resilience and Coping to Overcome Adversity
- ED-D 300 Introduction to Applied Psychology (rebranded)
- ED-D 307 Anti-Oppressive Community Research Approaches

Understanding the Impacts of Weight Stigma



Dr. Sarah Nutter is an Assistant Professor of Counselling Psychology in the Department of EPLS. Her research is broadly focused on weight stigma/bias, body image, eating disorders and social justice. She is especially interested in better understanding weight stigma as an equity issue for diverse populations in Canada as well as better understanding the impact of weight stigma on health and healthcare. She received a SSHRC Partnership Development Grant in partnership with Obesity Canada and is currently leading a large 3-year project that aims to collect stories of experienced weight stigma from people across Canada, to better understand how weight stigma is experienced by individuals who also experience marginalization based on race, gender, disability, sexuality and socioeconomic status.

This past year, Dr. Nutter was an invited keynote speaker at the 2024 Obesity and Hypertension in Canada conference, co-organized by Obesity Canada and Hypertension Canada. She discussed the history of BMI and its contribution to weight stigma in her talk entitled: “Propagandized into BMI? How reliance on BMI perpetuates

weight stigma and what we can do about it.” In April, she took part in the inaugural ‘Science Meets Parliament BC’, a networking event organized by the Canadian Science Policy Centre to support relationship building between researchers and policy makers.

Knowledge Mobilization in the Fields of Educational and Child Psychology



Dr. Jillian Roberts is a distinguished community-based scholar and research Professor of Educational Psychology at the University of Victoria, recognized for her exceptional contributions to knowledge mobilization in the fields of educational and child psychology. With a unique ability to synthesize and translate complex academic research for the general public, Dr. Roberts has become a vital conduit between scholarly work and community impact. In addition to her prolific writing for children, Dr. Roberts now regularly contributes to the *Globe and Mail*, where she expertly communicates the latest developments in psychology to a wide and diverse audience. Dr. Roberts’ work

exemplifies the university’s commitment to making academic knowledge accessible and relevant to society.

Co-creating Safe and Culturally-Responsive Relational Spaces



Dr. Jon Woodend is an Assistant Professor in Counselling Psychology with a research focus on international career transitions and newcomers’ long-term adjustment and wellbeing. In collaboration with colleagues at the University of Calgary and Western University, Dr. Woodend is leading a SSHRC Insight Development Grant funded project looking at the career decision-making process between international students and their accompanying partners. The project will provide insights on how the couple makes decisions, for example to study in Canada, which will help to inform career services to best support the couple in their long-term adjustment to Canada and Canadian higher education institutions.

Dr. Woodend was also invited to be an expert discussant for the symposium “Qualitative research as an agent for equity, diversity, and inclusion in career development” at the European Congress of Psychology in Brighton, UK.

Knowledge for Change Global Consortium

EPLS Adjunct Professor, Dr. Budd Hall is teaching a new global program that brings together community and university researchers today to learn about community based research. The Knowledge for Change Global Consortium on Training in Community-Based Research program offers a 21-week Mentor Training Programme for experienced community-based scholars in the global south to learn how to teach community-based research to the next generation of community-engaged scholars and practitioners. The program uses Dr. Darlene Clover’s “Feminist Adult Education Guide” as one of the required texts.

Working Toward Equity Integration in Educational Leadership

Dr. Catherine McGregor, along with colleague Dr. Shailoo Bedi (LTSI Executive Director and former Curriculum and Instruction PhD student), has published a new edited book, *Diversity Leadership in Education: Embedding Practices of Social Justice*. The book emerged after calling upon Canadian and North American scholars to explore the gaps in socially just leadership practices. In November 2023, Dr. McGregor participated in the Network of Inquiry and Indigenous Education provincial network meeting. The meeting was devoted to launching the third

phase of her research documenting the work of network teams across BC as they design school and classroom interventions designed to better support Indigenous learners at various transition points in their school experiences.

Global Advocacy for Gender Justice



Dr. Darlene Clover is professor in Leadership Studies, and her work is focused on feminist and nonformal adult education, often in the contexts of museums and galleries. She is an active and highly-regarded member of a global community of feminist nonformal scholars, and has presented her research all over the world. In March 2024, she was invited by the Zagreb City Museum in Croatia to speak about her research on feminist practices in museums as storytelling towards a new decolonial feminist imaginary. This gathering brought together museum practitioners and university scholars from Canada, Germany, Austria, England and Turkey to contribute to a more comprehensive

understanding of the role feminists work plays in responding to and addressing continuing issues of sexism, racism and colonialism in museums and society more broadly. Following her talk, Darlene was invited to join the Advisory Board that will oversee the establishment of a new Women’s Museum in Zagreb.

Ethical Engagement in Digital Learning Spaces

Dr. Mariel Miller is an Assistant Professor in Educational Psychology who works at the intersection of learning and technology. Mariel’s research centres on the support of learning as an individual and social process within environments where technology is integrated. This year, she was named co-investigator on two SSHRC Partnership Development Grants. One, entitled ‘Advancing Educational Theory, Assessment, and Practice in Higher Education Collaborative Regulatory Training’ is focused on applying theories of learning in specific higher education contexts. The second, entitled ‘Supporting Teams’ Management of Cognitive and Emotional Process’ is a collaborative project that examines how group regulatory processes can support interpersonal skills in international post-secondary and medical education contexts. Mariel recently contributed scholarly knowledge as a committee member for UVic’s new Digital Learning Plan. This timely plan acts as a guide for responsible and ethical engagement in rapidly-evolving digital learning spaces.



Exploring Ecofeminist Community Leadership Practices

Dr. Claudia Diaz-Diaz is an Assistant Professor at UVic with a focus on intersectional, feminist and anti-colonial theories and pedagogies. She has worked extensively with women water protectors in her home country of Chile, conducting research in community and for community. In December 2023, she presented in the first ecofeminist school for women water protectors, La Vertiente, in Captrén, Curacautin, Chile. She facilitated a workshop with 40 women water protectors where they explored ideas and practices of ecological interdependence in their leadership in environmental activism.

This year, Claudia and co-applicant Dr. Darlene Clover were granted a SSHRC Insight

Development Grant titled: *Women activists and pedagogies for climate and gender justice: A participatory exploratory study*. This two-year community-engaged study aims to 1) co-systematize women climate activists’ pedagogical understandings and practices about climate change, gender injustice and solidarity between Indigenous and non-Indigenous women and 2) co-design a climate and gender justice pedagogical framework through participative and arts-based research methodologies. This project will add substantive empirical evidence to the field of adult education and environmental humanities from the lived experience and knowledge of women climate activists in Chile.



Read more about Claudia’s work

Elevating Asian Voices in Psychology

Dr. Fred Chou is an expert in Asian mental health and intergenerational trauma, and he leads a research lab at UVic that offers mental health resources for the Asian Canadian community through the website 'Growth & Solidarity'. He is one of the co-founders of the first-ever Asian Psychology Section for the Canadian Psychological Association that successfully launched in 2024 and will be serving as chair-elect - a significant accomplishment! The founding of this section aligns with anti-racism efforts to elevate BIPOC voices in psychology. This year, Fred received a SSHRC Insight Grant for the development of a digital education program to promote mental health among East Asian Canadian families as a co-applicant. He was also promoted to Associate Professor within the Counselling Psychology program. Congratulations, Dr. Chou!

Weaving Feminist Imagery into Pedagogies for Change

Feminist scholars Dr. Darlene Clover, Dr. Kathy Sanford and Dr. Nicola Dickson collaborated with EDCI PhD candidate Nabila Kazmi to design and create a unique research report called 'Weaving the feminist imaginary: A graphic journey of pedagogies of gender justice and change'. Through graphics, including an animated character called Chloe, the report takes the reader on a voyage through the creative and arts-based practices of educators, researchers and curators from across the globe. Research for this report took place in 2022 during the the SSHRC-funded Feminist Imaginary Research Network gathering in England.

STORIES:

Learning to Lead with an Equity Mindset



Allen Sun (UVic BCom '12) is an international student from China who first moved to Canada in 2007 to pursue a Bachelor of Commerce degree at UVic. He now works as the manager of the international exchange program at Gustavson School of Business while raising a young family and completing a Master of Education degree in Leadership Studies. He completed the two-year program in spring 2024 with a final project focused on creating a curriculum for post-secondary students to unlearn privileges and assumptions and to develop cultural competency skills during international exchange.

"I always thought that leadership meant managing other people. But I'm learning that leadership can mean many different things. For me, it's about trying to better understand the people around me and then provide ethical influence."



Read the story

Undoing Leadership for More Equitable Learning Spaces



Matthew Barbas is a UVic graduate student who is working toward a Master of Education in Leadership Studies. He's a trained cardiac ultrasound technologist with an undergraduate degree in Kinesiology. With several years of professional experience under his belt, he's now an instructor at Camosun College, teaching cardiac ultrasound courses and ultrasound physics. Looking ahead, he plans to work toward leadership positions within a post-secondary environment.

"I want to be the kind of leader who has an awareness of the people dynamics in the room."

Read the story



A Case for Anti-racist Nursing Education



Blythe Bell is a white settler nurse and nurse educator who was born and raised on Treaty 7 Territory outside of Calgary, AB. She and her daughter have now settled in the land of the ləkʷəŋən, Esquimalt and Songhees Nations. Blythe has just completed her PhD in Leadership Studies through the Department of Educational Psychology and Leadership Studies, supervised by Dr. Catherine McGregor. Her research examined the factors influencing anti-racism in nursing education. In May 2024, she received an Outstanding Graduate Student Research Award from the UVic Faculty of Education.

"Whatever perspective that has kept some of this critical content out of the early years of nursing education is problematic. From my perspective, the nursing curriculum should include anti-racist and anti-oppressive training across the four years, starting from day one."

Read the story



MESSAGE FROM THE DIRECTOR

Over recent decades, Canada has witnessed a troubling decline in physical activity and other healthy lifestyle behaviors. In response to this public health crisis, the School of Exercise Science, Physical and Health Education (EPHE) is committed to transforming and enriching health and wellness at individual, community and societal levels by reframing how people understand and engage with their health.

Through innovative research, comprehensive teaching and active community engagement, we are working hard to advance physical and health literacy. By integrating science-based approaches into physical, cognitive and social/recreational activities, as well as nutrition and sleep hygiene, we strive to promote inclusive health practices that foster long-term well-being and resilience throughout the lifespan and across diverse populations. Our work also emphasizes a holistic approach to health education, incorporating Indigenous perspectives and practices such as nature-based physical activity, to enhance human-nature connectedness and physical literacy.

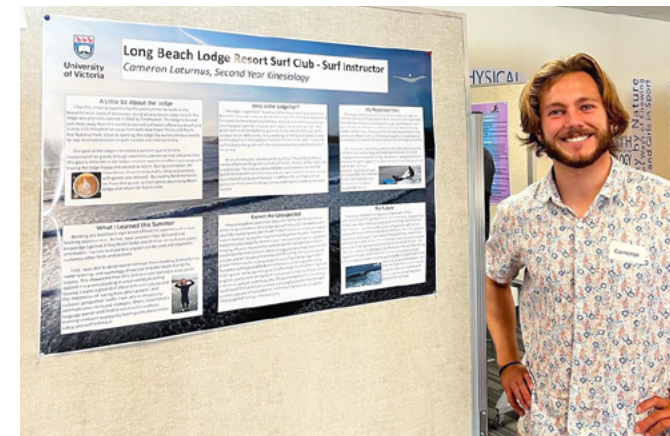
With physical activity and other healthy lifestyle behaviors at the core we train students to be health and wellness educators, practitioners and leaders. Through our programs in recreation and health education as well as kinesiology, students are prepared for careers in health and wellness promotion, health leadership, physical education, allied health sectors, exercise prescription and management as well as movement performance and potential. Together, these efforts contribute to a healthier society by transforming how health and wellness are understood and practiced.

Sandra Hundza,

**Director, School of Exercise Science, Physical &
 Health Education**

HIGHLIGHTS

EPHE Co-op Learning in Action



In September 2023, EPHE co-op students wrapped up their summer co-op terms with a poster presentation in the lobby of the McKinnon Building. Each student shared highlights and challenges from their work term and reflected on how these experiences shaped their future career goals. Between June 2023 and June 2024, 129 EPHE students have registered for co-ops. Of those, five have traveled internationally for their co-op positions: UK, France and Thailand!

Workshop: Our Journey Towards Decentering Colonialism in EPHE Courses



In spring 2024, Dr. Jenn Gruno and Dr. Jean Buckler led 15 staff, faculty and graduate students in a workshop aimed at decentering colonialism and centering Indigenous worldviews in Physical and Health Education courses. Dr. Gruno's research focuses on nature-based physical activity in Physical and Health Education as a means of fostering human-nature connectedness and physical literacy with children and youth.





Connecting with Local Schools

EPHE had over 180 students engaged in in-school teaching experiences at local elementary and secondary schools as part of their Teacher Education classes this year. One particular highlight is the students of EPHE 435 helped grade 4 and 5 students at Hillcrest Elementary School create an Indigenous plant garden.

Physiotherapy & Stroke Rehabilitation Research

Dr. David Kennedy is an Assistant Professor in the School of Exercise Science, Physical & Health Education and a physiotherapist with over twenty years of clinical practice and experience. He heads up the Neurological

and Pain Rehabilitation Lab at UVic, which focuses on understanding how perception influences movement, particularly in the context of stroke and persistent pain. His work in the lab is grounded in the complexities of these conditions, seeking to improve clinical outcomes through evidence-based research. In stroke, he is investigating unilateral neglect—a condition where patients lose awareness of one side of their world. By refining assessment tools, he aims to enhance treatment approaches and rehabilitation strategies. His work on pain focuses on how individuals experience pain and what shapes these perceptions. This past year, David published three articles and presented posters at The World Stroke Congress in Toronto and The World Congress on Neurorehabilitation in Vancouver.

Digital Health Lab & Generation Health

Under the direction of Dr. Sam Liu, the Digital Health Lab had another busy year with several academic initiatives and many community engagements. DHL's community stakeholder The Childhood Healthy Living Foundation expanded their healthy living program 'Generation Health Community' to increase reach to more families across BC, including hosting an in-person site for local families at UVic CARSA in September 2023. Having a group hosted at CARSA felt like bringing the program "home," since UVic researchers have been integral to Generation Health Community development and evaluation since its inception. It was especially meaningful to see one of our EPHE graduate students working as a physical activity facilitator on-site! Cameron has held many other roles within the Generation Health program over the years and he currently holds an assistant position within the Generation Health Community central team in addition to his role as a Master's student in the Digital Health Lab at UVic.

This year, the DHL team also developed a new, interactive web-based Generation Health Community Learning Hub resource offering information, recipes, suggested activities and parenting advice to support families move toward a healthy lifestyle path. In early 2024, the DHL team delivered a 5-year outcome evaluation of Generation Health Community as a retrospective opportunity, demonstrating the program's significant reach and impact.

PhD students Amanda Willms and Sharan Srinivasa Gopalan have been active presenters at conferences over the past year.

Sharan was awarded poster session winner for the UVic Excellence in Graduate Research Symposium and online presentation runner-up for the People, Places and the Planet 2024 Conference. Amanda presented a poster co-authored with Sam Liu, "Examining the Moderating Effects of Social Media Usage on Motivation and Physical Activity Behaviour," at the Society of Behavioural Medicine Annual Meeting & Scientific Sessions. In November, Amanda represented the DHL team as a featured speaker during the first Health Tech Night hosted at UVic in partnership with the UVic Coast Capital Innovation Centre and Research Partnership Office. She delivered a presentation about developing and launching a technology called Pathverse, a "no-code" mobile app builder that enables researchers to prototype and publish mobile app health programs without the need for software





This past year, Dr. Rhodes delivered 10 keynotes across the world including in Canada, Australia, Hong Kong, Germany and the US. He authored and co-authored a significant number of new publications, and his work continues to be extraordinarily highly cited. This year, his H-index reached 100. Congratulations, Dr. Rhodes!

CHEERS Lab

Dr. Kurt Smith is an Associate Professor in the School of Exercise Science, Physical and Health Education and his research focuses on using exercise and environmental factors to learn more about vascular structure and function in humans. He oversees the Cerebrovascular Health Exercise and Environmental Research Sciences (CHEERS) Laboratory at UVic. This past year, he and graduate students Tabitha Craig and Spencer Farstad presented at the Institute on Aging and Lifelong Health Brain Health Research Cluster. Their session focused on brain health, specifically on the development of novel methodologies to assess cerebral artery health over the lifespan. The three also presented together at UVic's Cafe Scientifique.

Under Kurt's supervision, three graduate students from the CHEERS lab presented their research at the 2024 Okanagan Cardiorespiratory Symposium. MSc student Spencer Farstad and PhD student Tabitha Craig both had articles published. Master's student Destiny Underwood (Marsten) completed her thesis in March 2024 before leaving to Western Australia to begin a fully-funded PhD worth approximately \$300,000 with the Cardiovascular Research Group at the University of Western Australia.



Behavioural Medicine Lab

Created in 2004, the Behavioural Medicine (BMED) lab is a research lab within the School of Exercise Science, Physical and Health Education at UVic. Directed by Dr. Ryan Rhodes, the BMED lab's mission is to produce and disseminate innovative physical activity and health research of the highest calibre. The BMED lab complement includes administration staff, research project coordinators and postdoctoral, doctoral, masters and undergraduate trainees focused on conducting research in the domain of physical activity and population health. Signature research areas are: Physical Activity Theory, physical activity and family, covid-19 research, digital health, dog ownership and physical activity, and 55+ physical activity.



STORY

The Science on VR Fitness is In

A groundbreaking study led by Dr. Ryan Rhodes and his team out of UVic's Behavioural Medicine Lab including graduate students Tabitha Craig and Yoah Sui confirms that the average VR workout using the fitness app 'Supernatural' qualifies as vigorous physical activity.

Supernatural's VR boxing exercises were part of a recent UVic study published in JMIR Serious Games that measures how well VR fitness apps impact a person's mood. Over two sessions, 24 individuals engaged with two different modes of the app. Measures

of physical activity/fitness were taken including heart rate, calories burned and mood changes.

The results show that the VR app can serve as an effective form of physical activity, with similar results to that of running or completing a high-intensity interval workout, with potential benefits for both mental and physical health.



Read the story:

IED

The Teaching & Learning Indigenous Perspectives cohort completed their program, including a course with Artist in Residence Perry LaFortune. Students shaped their own paddles while learning about Indigenous epistemologies and the foundations of decolonization.

EDCI

UVic hosted the World Federation of Associations of Teacher Education (WFATE) conference with 188 delegates. Dr. Tim Hopper was on organizing committee. Three EPHE faculty members and three EPHE undergraduate students presented.

EPHE

EPHE student Sharan Srinivasa Gopalan presented findings from their recent publication: “Examining the coach–athlete relationship for facilitators and barriers to healthy sport participation for cyclically menstruating athletes” at the UVic Excellence in Graduate Research Symposium. Sharan was the poster session winner for this event.

DEANS’ OFFICE

Members of the Faculty of Education community gathered in the Learning Commons for the first Faculty Futures Session, hosted by the Deans’ Office. In this session, we explored ideas around creating Artificial Intelligence (AI) guidelines for our faculty and for the university.

DEANS’ OFFICE

The second Faculty Futures Session took place with a holiday-themed celebration in the Learning Commons. In this session, members of our faculty and staff reimagined possibilities for the faculty through facilitated discussion and a workshop.

DEANS’ OFFICE

Our Dean, Dr. Vanessa de Oliveira Andreotti, hosted a virtual engagement session as part of climate week at Royal Roads University.

DEANS’ OFFICE

The first event in the new Climate, Complexity & Decolonization Speaker Series took place with two presentations by Dr. Dwayne Donald. His sessions focused on ways that Indigenous philosophies can expand and enhance our understandings of curriculum and pedagogy.

AGES

Graduate students were invited to participate in a series of four conference preparation workshops with Dr. Catherine McGregor. Topics included brainstorming ideas, choosing a topic, writing an abstract and finalizing a conference presentation.

July

October

December

January

September

November

IED

IED launched the new BA in Indigenous Language Proficiency Degree in partnership with the wSÁNEĆ School Board.

EPLS

EPLS launched a brand new 9-unit interdisciplinary minor program in Applications of Psychology & Leadership.

IED

The fall saw the launch of a tiny but mighty cohort of Kwak’wala language learners surrounded and encouraged by loving elders and speakers.

IED

The inaugural Bachelor of Education post-degree program with an Indigenous Education focus kicked off this fall. The cohort of eleven outstanding students, are dedicated to increased indigenization within the K-12 school system.

IED & EDCI

IED and EDCI offered a workshop inspired by The Witness Blanket, an art piece by Indigenous artist Carey Newman. The workshop was originally created by teacher education students in the course IED 373, led by Dr. Lauren Jerke.

EPLS

Dr. Donna McGhie-Richmond presented a full day workshop at wSÁNEĆ Leadership Secondary Tribal School focused on leveraging the principles of universal design for learning to provide equitable opportunities for all students.

IED

IED’s first oral defense for the PhD in Indigenous Language Revitalization was held in November 2023. Congratulations to Tahohtharátye Joseph Brant!

EDCI

The Teacher Education Office and advising team offered two virtual information sessions. Prospective students had the opportunity to hear about our programs, ask questions and plan their academic journeys.

2023-24

DEANS' OFFICE

We gathered in the Learning Commons for our third Faculty Futures Session. Based on survey results from faculty and staff, we opted to focus this session's discussion on the pressing institutional context of budget reductions.

EDSEA

The Faculty of Education Student Equity Advocates (EDSEA) offered a workshop on campus entitled 'Helping Educators support students with ADHD.'

IED

First Voices celebrated its 20th anniversary at Songhees Wellness Centre.

DEANS' OFFICE

The second event in the Climate, Complexity & Decolonization Speaker Series took place with presentations from Chief Ninawa Huni Kui. His presentations focused on Indigenous teachings of the University of the Forest in Brazil.

AGES

Graduate students were invited to participate in writing workshops with Dr. Wanda Hurren. Topics included where to begin, how to practice, creative approaches to reviewing literature and how to establish a writing community.

IED

The 20th anniversary nēhiyawak Language Experience Cree Camp took place in Sturgeon Lake, Saskatchewan. Created by Belinda kakiyosēw Daniels, the camps offer immersive, land-based Cree language learning and an authentic nēhiyaw lived experience. See page 26.

IED

This year's Stabilizing Indigenous Languages Symposium marked its 30th anniversary in June, coinciding with the final year of the NETOLNEW Research Partnership's 7-year research grant. Hosted at UVic by NETOLNEW, the symposium brought together a diverse international group of Indigenous language scholars, activists and educators, offering a vital platform for sharing strategies and experiences in Indigenous Language Revitalization. See page 24.

EDCI

Dr. Anita Prest, with support from Dr. Hector Vazquez-Cordoba, hosted the international music education conference 'MayDay Group Colloquium 35'.

February

March

April

May

June

July

EDSEA

The EDSEA student group presented the workshop "Building Chinese Cultural Competency through Art Education," providing an opportunity for educators to learn about Chinese students for more classroom inclusivity.

DEANS' OFFICE

The third event in the Climate, Complexity & Decolonization Speaker Series took place with a presentation by Dr. Sharon Stein. Her presentation explored considerations around academic freedom.

EDCI

February - March 2024 kimura byol lemoine (Artist Residency), Poja-Gi: Diasporic Gestures: During this artist residency, kimura byol lemoine invited publics to visit zer and talk about their diasporic realities, whether international or domestic. See page 14.

EDCI

Dr. Kathy Sanford and PhD candidate Nabila Kazmi presented a visual exhibition and workshop on campus for International Women's Day that included artworks and accompanying stories about gendered experiences from a feminist lens.

DEANS' OFFICE

The fifth event in the Climate, Complexity & Decolonization Speaker Series took place with a presentation by Dr. David McConville. His work explores the potential of art, media and storytelling to explore how worldviews shape how we think and relate.

IED

IED's second oral defense for the PhD in Indigenous Language Revitalization was held in April 2024. Congratulations, Lisa Crowshoe!

DEANS' OFFICE

Members of our faculty and staff gathered in the Learning Commons for the fourth Faculty Futures Session. The topic was an Aspirational Tentative Vision for the Faculty of Education by 2027/28.

DEANS' OFFICE

The fourth event in the Climate, Complexity & Decolonization Speaker Series took place with a presentation by Pacific researcher Dr. Sereana Naepi, who is based in New Zealand. Her research focuses on promoting equity in higher education.

AGES

The annual AGES Conference took place on April 9 & 10, with over 45 presenters and panelists and several roundtable discussions and workshops. Dr. Vanessa Andreotti and Dr. Jean-Paul Restoule delivered keynote presentations.

EDCI

UVic hosted a group of delegates from Gulu University (Uganda) for a SSHRC Connection Grant-funded conference entitled 'Exploring Sustainable Research for Decolonizing the World.' Over 3 days, scholars from the global north and south discussed pressing global issues through a decolonizing and transdisciplinary lens. See page 52.

2024

Supporting Children's Education Through CORE

The Centre for Outreach Education (CORE) is a multidisciplinary learning centre located at UVic and administered by the Faculty of Education. Founded in 2011 with a generous donation from an anonymous donor, CORE aims to address educational gaps for children who might otherwise lack access to such support by providing free, 1:1 tutoring services in literacy and math for children and youth across Greater Victoria. Since the doors opened, CORE tutors have worked with over 1000 local children.

CORE not only supports students in need but also offers valuable experience for UVic Faculty of Education pre-service teachers, who volunteer as tutors to build their practical teaching hours and experience. CORE extends its reach through collaborations with partners such as the College of the Rockies

and the Songhees First Nation, bringing mobile learning opportunities to various regions of BC.

Learning to read at CORE

Harriet Tuppen is a student in the Elementary Curriculum Post-Degree Professional (PDP) program at UVic. With an undergraduate degree in Russian and Soviet studies and two decades of experience as a chartered accountant, Harriet is set to start the Teacher Education program in fall 2024, transitioning from her previous career while raising a family. She started volunteering as a tutor at CORE to build the experience hours required for her PDP program.

Harriet's first student at CORE was Rider, a second-grader who had struggled significantly

CORE is dedicated to providing:

- Direct educational services for children and youth with a wide range of needs
- On-campus and outreach services to children and youth in the community
- Services for children who may not usually have access to additional support and/or opportunities.



in the public school system, arriving at CORE with almost no reading ability. Harriet recalls their initial struggles together: "He's good at math, but he didn't want to go anywhere near a book because he had no confidence at all reading. He knew the names of letters, but he didn't understand the mechanism for sounding out and reading. If you managed to get him to focus on a book, it was clear that he would just be looking at the pictures and guessing."

During their first session, Rider gave up and left the room. Harriet followed him outside and waited until he got picked up to go home. In their next session, she came prepared with several shorter, engaging tasks to keep his attention. She quickly discovered Rider's talent

for negotiation. They took turns choosing activities—Rider would choose math or a game, then Harriet would guide him back to sounding out letters and words. Gradually, they made progress.

"When Rider began to sound out small words, I'd be celebratory and say, 'Let's go show the other tutors!' We'd put something up on the board and he'd sound it out. You could just see the look of pride on his face." She emphasizes the importance of the one-on-one nature of CORE tutoring programs, which creates a focused and supportive skill-building environment. "Once he began to have success, his confidence grew quickly," she says. "Now, he's happy to pick up a book."

CORE'S CONSIDERABLE IMPACT

For the past 14 years, CORE has been a beacon of hope and support for children and a training ground for UVic students who act as their mentors. Established to address gaps in educational support, it has grown into a vital resource for the Greater Victoria community, providing essential and impactful services for those who need it most.

Over the past decade, CORE has become more than just a tutoring centre; it is a place where students feel seen, supported and empowered to achieve their best. "CORE's history is rooted in a mission to provide direct services to children who might otherwise fall through the cracks," says Leslee Francis Pelton, Associate Dean Undergraduate Programs, Faculty of Education. "We have

evolved from offering small honorariums to paid positions for our tutors, ensuring sustainability and growth."



In the past year alone, CORE has supported over 200 children, improving their academic performance and boosting their confidence to keep learning. UVic Teacher Education students, serving as tutors, have practiced their teaching skills and developed a deeper understanding of educational equity. CORE's impact extends beyond individual tutoring sessions; the program has created spaces



for students to express themselves through art, organized community events that foster a sense of belonging and hosted several community-based workshops that support emotional wellness.

"CORE's approach to education is holistic," says CORE Coordinator and UVic Sessional Instructor Tahmineh Farnoud. "We see the child as a whole person, addressing not just their academic needs but their emotional and social well-being as well." She notes that many students come to CORE with both academic and mental health struggles. "We've focused on creating a sense of community

and belonging within CORE, which helps the students to decompress."

Dr. Jillian Roberts, an expert in children's educational psychology and a Professor in the Department of Educational Psychology & Leadership Studies at UVic, emphasizes the importance of this holistic approach. She argues that providing comprehensive support to children is essential for their overall development and well-being. "Our work at CORE not only addresses immediate educational needs but also equips children with the emotional and social tools they need to thrive in a rapidly changing world."



MEETING GLOBAL CHALLENGES WITH LOCAL SOLUTIONS: Building Connections Between Music Educators in Mexico & Canada

From May 1-3, 2024, UVic hosted a three-day music education colloquium at First Peoples House, entitled 'Meeting Global Challenges with Local Solutions'. In this event, Indigenous and non-Indigenous scholars and Indigenous and non-Indigenous community members working and living in the contexts of Coast Salish Territory (Canada) and the Huasteca region (Mexico) gathered to discuss and reflect on the present and future of Indigenous Peoples' ways of knowing and being in relation to Land.

FIVE GUIDING TOPICS:

1. Current practices in Indigenous community settings that have contributed to sustainability and care of the land
2. Indigenous language revitalization
3. Indigenous perspectives reflected in K-12 and postsecondary education
4. Indigenous methodologies in research
5. Music making in secular and ritual practices in Indigenous communities as a way to uphold and transmit local worldviews

The support from UVic's Faculty of Education, Department of Indigenous Education and Indigenous Academic & Community Engagement were crucial for this project being awarded a SSHRC Connection Grant. This event provided the foundation for Indigenous community members from Coast Salish Territory and

the Huasteca region to envision a potential cultural exchange opportunity for Indigenous youth from both regions.

An example of this is the plan for Indigenous youth from the W̱SÁNEĆ Tribal School along with Knowledge Keepers to visit the Huasteca region to witness the ongoing process that is taking place in the Mexican context

in regards to language revitalization. UVic Faculty members will be actively involved in the project to support this initiative as part of the ongoing relationships of trust and collaboration developed over the last years. CIFAL Victoria provided a United Nations Institute of Training and Research certification to everyone involved in the three-day event.



EXPLORING SUSTAINABLE RESEARCH FOR DECOLONIZING THE WORLD:

Promoting Transdisciplinary Partnerships in Institutions from the Global North & South

From July 29 to August 1, this SSHRC Connection Grant-funded conference brought together scholars from Gulu University (Uganda) from global south and the University of Victoria (Canada), from the global north to address pressing global issues through a decolonizing and transdisciplinary lens. The grant was developed by Kathy Sanford as Principle Investigator alongside the UVic Faculty of Education, Tim Hopper (UVic Education), David Monk (Lecturer, Gulu University), Dr. Lorna Wanosts'a7 Williams and Dr. Budd Hall (UVic Professors Emeritus), Devi



Mucina (UVic Faculty of Graduate Studies) and Nabila Kazmi (UVic Education PhD candidate).

The event highlighted some key aspects of decolonizing research in higher education:

- **Decolonizing & Transdisciplinary Approach:** The event emphasized the need for research and education to move beyond traditional Western frameworks and embrace transdisciplinary approaches that integrate diverse perspectives, particularly those from the Global South.
- **Addressing Global Challenges:** The conference focused on how to utilize research and education to tackle contemporary issues like climate change and pandemics, recognizing the limitations of existing systems.
- **Shifting Power Dynamics:** The event aimed to challenge colonial power structures and empower marginalized voices in research and development.
- **Collaboration between North & South:** The partnership between Gulu University (Global South) and the University of Victoria (Global North) exemplifies the importance of collaboration between institutions from different contexts.
- **Indigenous Knowledge Systems:** Recognizing the value of Indigenous knowledge systems is crucial for finding sustainable solutions to global challenges.
- **Transformational Education:** The conference emphasized the need for education to nurture social entrepreneurs, environmentalists and other future leaders equipped to address the complexities of the 21st century.



"Colonialism is a cognitive, affective relational and neurobiological impairment based on illusions of separation that have damaged our relationship with our own selves, with each other, with other species and with the land or planet, we are part of with deadly consequences for everybody involved."

- **Dr. Vanessa de Oliveira Andreotti**,
Dean of the
Faculty of
Education,
University of
Victoria



Visit the
conference website:

"Key action is developing the role of institutions of higher learning in promoting authentic community transformation together with community participation."

- **Dr. George Openjuru**,
Vice-Chancellor from Gulu University

EPLS

Blythe Bell

Outstanding Graduate Student Research Award

Weiyi Liu

BC Public Service Student Employee Award for Excellence in Professional Development

Serap Asar Brown

Centre for Global Studies Fellowship and a Pacific Institute of Climate Change Grant SSHRC Doctoral Fellowship

Lucie Kotesovska

Nahaiane Pipaon Fernandez

Andy Farquharson Teaching Excellence Award

Hannah Brown

Advocacy & Activism Award in Equity, Diversity & Inclusion

Dr. Darlene Clover

2024 Residency Fellowship by the Centre for Global Studies

Dr. Jon Woodend and Dr. Fred Chou

Michael Smith Health Research BC Convening & Collaborating Grant

Kavi Gandhi MA student in Counselling Psychology

SSHRC Canada Graduate Scholarship Masters

Dr. Mariel Miller

SSHRC Partnership Development Grant

Dr. Sarah Nutter

SSHRC Partnership Development Grant

Dr. Jon Woodend

SSHRC Insight Development Grant

Dr. Claudia Diaz-Diaz and Dr. Darlene Clover

SSHRC Insight Development Grant

Dr. Fred Chou

SSHRC Insight Grant

EDCI

Natasha Reid

UVic Faculty of Education Diversity in Education Award

Maureen Farish

UVic Faculty of Education Staff Excellence Award

Carrie Tennant

Trevor McKenzie

UVic Distinguished Alumni Award

IED

Wiigwaas Carmen Craig

Outstanding Graduate Student Research Award (Masters)

Tahoththarátýe Joe Brant

Outstanding Graduate Student Research Award (PhD)

Dr. Onowa McIvor

College Member of the Royal Society of Canada

SSHRC Connection Grant

Dr. Belinda kakiyosēw Daniels

Affinity Collaborator's Endeavor Award

Alumni Lifetime Achievement Award, University of Saskatchewan

Excellence in Research Award - Emerging Scholar, UVic

Jean-Paul Restoule

UVic REACH Award

ʔə́y nəwəl ʔist | ÍY,NEUELIST | Moving forward together for the good of all |

Indigenous Scholar Award for Excellence in Research

Dianna Kay

Mutang Urud

Charlene Hemlock

Karla Kay

Graduate Scholarship in Indigenous Language Revitalization Graduate Award

Amanda Lewis

Cecelia Tatti Tutcho Graduate Scholarship in ILR

Jacob Manatowa-Bailey

Dean's Award for Indigenous Graduate Students

Jon Carr

UVic Distinguished Alumni Award

Charlotte Ross

Graduate Awards

Andrea Custer

John and Myrtle Tilley Graduate Scholarship

Tatum McComber

Wanosts'a7 Scholarship

Ferrin Willie

Lorelei McEvay

T'lat'takuł Dr. Trish Rosborough Memorial Scholarship in Indigenous Language Revitalization

Charlotte Ross

Jean Downie Dey Memorial Award

Mutang Urud

Cameron Memorial Trust Scholarship

Ferrin Willie

BC Graduate Scholarship

Jacob Manatowa-Bailey
Andrea Custer
Dianna Kay
Ferrin Willie

UVic Fellowships

Mary Stewart
Conroy Provost
Lorelei McEvay
Charlene Hemlock
Jessica Michell
Karla Kay
Mutang Urud
Amanda Lewis
Jordan Brant
Stacey Michel
Willow Mussell
Tatum McComber
Geri Matthew
Katia Olsen

Andrea Custer
Vanier Canada Graduate Scholarship
2024-2027
Muriel Beverley Vaio Law Scholarships

Sierra Pelkey
Myrna and Terry Daniels Award in
Indigenous Education

EPHE

Dr. Ryan Rhodes
Outstanding Service Award, International
Society of Behavioural Medicine
Short-Term Visiting Research International
Fellowship
Clarivate Highly Cited Researcher 2023
Research Fellowship - Department of Early
Childhood

Tabitha Craig
Womens Health Research Institute Travel
Grant
Dr. Jean Buckler and Dr. Jon Woodend
SSHRC Partnership Engage Grant
Isaac Barss
Canadian Society for Exercise Physiology
Undergraduate Award
Natasha Tat
CIHR Canada Graduate Scholarship
Kirstin Lane
Excellence in Teaching Award, UVic Faculty
of Education
Dr. Sam Liu
Michael Smith Health Research BC Reach
Award
CIHR Planning and Dissemination Grant
Victoria Jackson
DB Perks and Associates Graduating Student
Scholarship
Undergraduate Student Service Award, UVic
Faculty of Education
Jean Buckler
Excellence in Research Award - Emerging
Scholar, UVic Faculty of Education
Michael Smith Health Research BC C2 Grant

DONOR IMPACT
REPORT

METRICS



DONOR IMPACT BY CATEGORY



Support of Indigenous Language Revitalization

The transformative support of Indigenous Language Revitalization (ILR) programs at UVic directly empower individuals to reclaim their languages and strengthen their ties to their culture. Students in these programs have reported not only pride in learning their languages, but also a greater connection to their culture and a stronger sense of identity. The gift to create student awards in ILR helps remove barriers for individuals who are passionate about language revitalization. The current graduate cohort represents more than a dozen Indigenous languages.

Béts'ahchu Undergraduate Award in Indigenous Language Revitalization

Awards are given to Canadian-born Indigenous undergraduate students who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work.

Indigenous Language Revitalization in Numbers:

- 13 Students enrolled in the 2022 Master's in ILR cohort
- 29 Students benefited from the ILR Fund in Education in 2023-2024
- 12+ Indigenous languages represented in the current MILR cohort

Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization

Scholarships are awarded to Indigenous graduate students who are enrolled in a PhD or Master in ILR program. These students are developing their own language proficiency and contributing to their/a language community through their work.

Salish Weave Fund: Indigenous Education Summer Institute

Gift Details: 3 Years of Support (2020-2023) for Indigenous Education Summer Institute

The Salish Weave Fund was established by local Coast Salish art enthusiasts Mrs. Christiane Smyth and Mr. George Smyth. With this fund, the Department of Indigenous Education is proud to offer a Summer Institute in the month of June each year. This six-unit institute is a meaningfully integrated cluster of four courses with a focus on Indigenous knowledge, epistemology, pedagogy and education. It is designed to give teacher candidates an opportunity to learn from and about Indigenous knowledge and to make valuable connections to the local Indigenous communities.

In addition to the Salish Weave Fund, the Smyths gifted a collection Coast Salish art prints from the Salish Weave Collection to UVic's Faculty of Education for teachers-in-training to integrate the artwork and its meanings in their teaching practice.

CFAQ Santos Anonymous Society

Gift Details: Significant Support for the CORE Mobile Outreach Program in the 2023-24 year

We are grateful for the CFAQ Santos Anonymous gift of \$17,000 in July 2023, which directly supported the children and youth served by the CORE Mobile outreach program throughout the 2023-2024 year. The CORE Mobile program brings University of Victoria education students (CORE tutors) to familiar community spaces like the Songhees Wellness Centre to provide one-to-one or small group support. By meeting students where they are already living and learning, CORE Mobile addresses unmet needs in the community and provides services to the children and youth who need some extra help to prosper and excel. Your substantial investment improved personalized learning support in the community to address these children's unique learning needs (e.g., dyslexia, autism, ADHD). Your gift supported tutor wages for

"CORE is incredibly crucial for the encouragement of children's numeracy and literacy knowledge. Without this crucial support, our low-income students would be struggling at higher rates and may experience signs of self doubt or embarrassment. Instead, they get to feel uplifted and supported in a fun and non-judgmental atmosphere."

-Lassah, CORE Tutor, 2024

the CORE Mobile program working directly with approximately 45 children and youth at Songhees Wellness Centre from September 2023 to May 2024. Thanks to CFAQ Santos Anonymous, young learners at Songhees Wellness Centre from kindergarten to Grade 8 received tutoring in reading, writing and math twice a week, at 8 hours a week, for total of approximately 240 tutoring hours. The benefits to the children and youth include improved academic skills, particularly literacy, active participation in learning activities and overall mental health and wellness.

Gifts Supporting Climate Education Initiatives

This past year, we were honored to receive three philanthropic contributions: from the Joseph Rowntree Foundation (JRF) and the Musagetes Foundation for the "Imaginations of the Forest" project (part of the University of the Forest initiative and another from Imaginal Seeds. Both donations support projects led by the Gesturing Towards Decolonial Futures research/arts collective, which includes international initiatives that create open educational resources promoting ecological awareness and collective imagination. The support from JRF, Musagetes and Imaginal Seeds underscores our shared commitment to advancing accessible, socially and ecologically accountable educational practices. These collaborations enrich our offerings and empower our faculty to develop innovative tools that address the urgent challenges of the climate and nature emergency.

Focus Areas for Expansion & Impact

We are immensely proud of the transformative work currently happening in our faculty that continues to shape the future of education and the opportunities it affords to our graduates and communities we serve. As we look ahead, our commitment to impactful education, research and service continues to drive us forward. To sustain and expand our efforts, we seek partnerships and philanthropic support in areas where we have already made significant strides but face increasing demand.

Indigenous Language Revitalization and Indigenous Education

We need increased support to expand our capacity to offer language revitalization and stabilization programs for Indigenous communities. This requires investment in collaborative teaching, research and capacity building. Support for Indigenous research and scholarships for students conducting research in their community languages and cultures is essential, as well as expanding our educational offerings in Indigenous resurgence and reconciliation.

Indigenous education also demands culturally relevant resources for schools and more support for Indigenous teachers and teacher candidates. Additionally, we aim to expand our provision of education to non- Indigenous practitioners, introducing them to Indigenous philosophies, methodologies, practices and land-based approaches to education and wellbeing. This will help foster meaningful relationships with Indigenous individuals and communities that are respectful and non-extractive. By increasing our support and investment in these areas, we can better serve Indigenous communities and contribute to the broader goals of reconciliation and cultural resurgence.

Children's and Community's Mental Health

In response to the unprecedented challenges faced by the educational sector and society in general, we are gradually expanding our capacity to train professionals who can support children and communities amid societal change. This includes providing training and services related to mental wellness, resilience and flourishing in schools and communities. Furthermore, we plan to expand the services offered by the Centre for Outreach Education (CORE). Presently, CORE provides tutoring for children and youth with diverse learning needs. Our goal is to make CORE a central resource for child and community wellness, strengthening connections between our faculty and local communities, with a special emphasis on outreach services for Indigenous communities. However, to achieve this vision and continue operating effectively, CORE requires new investments. These funds are essential to sustain and grow our initiatives, ensuring we can meet the increasing demands and provide vital support to children and communities in need.

Global Indigenous Art Education

We envision a world where Indigenous youth from diverse backgrounds come together to share, learn and grow through

the powerful medium of the arts. We have already built a strong foundation in music and art education, connecting Indigenous scholars and practitioners from around the world. We now seek to expand this network, not only in terms of geographical reach but also by embracing a broader spectrum of art forms. By fostering opportunities for cultural exchanges and establishing a Summer Institute for Indigenous youth artists, we aim to nurture the next generation of cultural weavers, ensuring that their voices, stories and traditions continue to enrich and inspire the global community.

Innovative Educational and Leadership Approaches

We aim to expand our capacity to offer the community a suite of courses employing an innovative, complexity-informed approach to various aspects of education. These micro-credentials and micro-certificates will support professionals in navigating the complexities of our social relations and broader planetary realities. Our vision is to cultivate compassion, responsibility and wisdom to guide us through turbulent times, fostering a deeper understanding of our interconnectedness and responsibilities as stewards of the planet. We are committed to preparing professionals who can navigate complexity with confidence and integrity, serving as beacons of stability in rapidly changing environments.

Thank you for your continued support of our Faculty of Education.

