



University
of Victoria
Indigenous
Education

SKEL, KÉL



Photo: Rick Clough

SKEL, KÉL is SENĆOTEN for “News”

IT'ETONSET/Fall 2022

New Indigenous Education Post-Degree Professional Program

University of Victoria
Bachelor of Education - Indigenous
Post-Degree Professional Program (PDPP)

New
program!

CELÁNEN I SNEPENEK ŁTE

Respecting, honouring and living Indigenous ways of knowing and being

This 24-month program will provide aspiring teachers with relevant, relational and transformative education to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures, and ways of knowing and being.

The program is designed to embrace the role of educators, both Indigenous and non-Indigenous, to contribute toward truth, reconciliation and healing.

Graduates will receive a UVic Bachelor of Education - Indigenous degree and will be eligible to apply for a BC Teaching Professional Certificate of Qualification (K-12). Priority will be given to Indigenous applicants, who are asked to self-identify in their application.

Please direct inquiries to Gary Crocker: ied.practicum@uvic.ca
Planned program intake: September 2023

For further information including application and admission details please visit [uvic.ca/education/indigenous](https://www.uvic.ca/education/indigenous)



Announcing the new Post-Degree Bachelor of Education–Elementary Program in Indigenous Education.

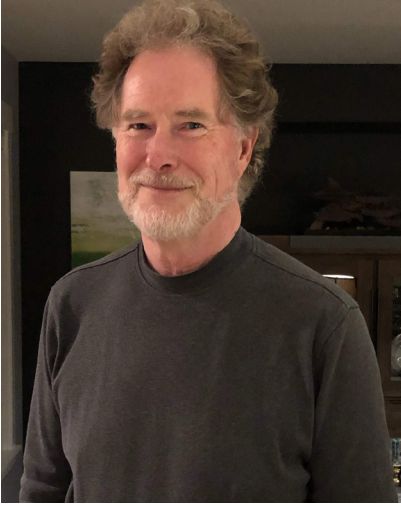
This Indigenous program is intended for both Indigenous and non-Indigenous future teachers. Graduates of this 24-month program will receive a Bachelor of Education degree and will meet the requirements for BCTC Teaching Professional Certificate of Qualification.

For more information, please have interested candidates visit the IED-PDPP webpage at <https://www.uvic.ca/education/indigenous/undergraduate/pdpp/> or contact Gary Crocker at ied.practicum@uvic.ca.

Application to this new program will close on January 31, 2023. Note the September 2023 intake is limited to only 20 seats. Interested parties are encouraged to respond early.



Team Updates



Chair's Update

As the University transitions back to face-to-face course delivery the fall of 2022 is proving to be a busy term. This is also a transitional year for the Department of Indigenous Education as I stand in for Jean-Paul Restoule during his administrative leave, and the Faculty of Education awaits the arrival of Vanessa Andriotti as our new Dean in July 2023. This fall, we also have Alik Marinakis returning from her maternity leave to resume her role as the department's Language Programs Manager. We owe a special thanks to Deanna Nicholson for standing in for Alik during her leave.

Within IED we have lots on the go this fall, with a new Post Degree Professional Program - Indigenous Education now open for applicants, and two community-based Bachelor of Education in Indigenous

Language Revitalization programs now approved for funding. One partnership is with the Stz'uminus Education Society and the other with the Kwikwasutinuxw Haxwa'mis First Nation and the programs are scheduled to start in the winter of 2023.

On a personal note, it has been an honour to be invited to chair such an energetic and enthusiastic department. The work done by the department positively impacts individuals, communities, and cultures, and it is exciting to be in the midst of such beneficial activity.

Welcome back Alik

Please join us in welcoming back Indigenous Language Programs Manager, Alik Marinakis, from maternity leave. Pictured here in July, at baby Eleni Jane Tłanikwa naming ceremony in Gwayasdams (Gilford Island), with Deanna Nicolson (baby's Aunty).

On that note, a heart felt thank you to Deanna for filling in as the Interim Indigenous Program Manager during Alik's leave. Your leadership



and hard work ensuring the IED community partnerships ran smoothly was greatly appreciated.

Alik is jumping right back in, and is honoured and excited to be working with W'SÁNEĆ and UVic colleagues (pictured left) on the development of a new degree in Indigenous Language Proficiency, focusing specifically on the language needs of SENĆOŦEN.



Team Updates



Welcome Chaa'winisaks, Assistant Teaching Professor

Chaa'winisaks is Nuu-chah-nulth-aht from the Cheklesah and Tla-o-qui-aht First Nations. She is a MA graduate of UVic's Indigenous Governance program and a PhD student in Education. Through her many years of advocacy, training, facilitation, and teaching, she has considerable experience with community-centered Indigenous education.

As Assistant Teaching Professor (ATP), she'll be teaching several undergraduate IED courses and contributing to the development of our Bachelor of Arts, Indigenous Language Proficiency degree.

Please join us in welcoming back Chaa'winisaks in her new role with Indigenous Education.

Welcome Lauren Jerke, Assistant Teaching Professor

Lauren's mixed heritage is Métis, Polish, French, and Irish. Her artistry, facilitation, and research are theatre-based, community-based, rooted in story, prioritizes lived experience, and aims to encourage critical understandings of social justice and systemic oppression.

In practice, she has worked with diverse communities such as urban Indigenous women, Indigenous youth, people living with mental health issues, older adults living in care homes, prison inmates, judges, law students, young people in Malawi, and university students in Kunming (China). She has taught applied theatre courses in the theatre departments at the University of Victoria and the University of Lethbridge.

Lauren has a BFA in Drama-Performance from Lethbridge and MA and Ph.D. in Applied Theatre from UVic. Her research interests include Applied theatre with gatekeepers, arts-based adult education, embodied learning, social justice issues, community-engaged teaching and research, arts-based research, anti-oppressive research. She is learning Michif.

Lauren is excited to be a part of the Indigenous Education department – a place which honours experiential, land-based anti-oppressive education, and culture and the arts as a way of knowing.

Please join us in welcoming Lauren to Indigenous Education.



Graduate Programs



Master's in Indigenous Language Revitalization

In July 2022 we welcomed 14 new students into the Master's of Indigenous Language Revitalization Program. The cohort began with two July intensive courses: SKÁLs: Indigenous Epistemologies taught by Dr. Onowa Mclvor and Global Contexts of Language Revitalization taught by Dr. Sonya Bird.

The students are back in the fall for the next two courses in their program: Indigenous Research Methods taught by Dr. Belinda Daniels and Linguistics for Language Revitalization taught by Dr. Ewa Czaykowska. We are happy that the students were able to begin their program in person in the summer; fall courses are being offered through a hybrid model, with a one-week intensive and additional classes online once a week throughout the semester. We are privileged to be teaching students with many different language backgrounds from across North America and beyond.

Indigenous Language Revitalization PhD Students

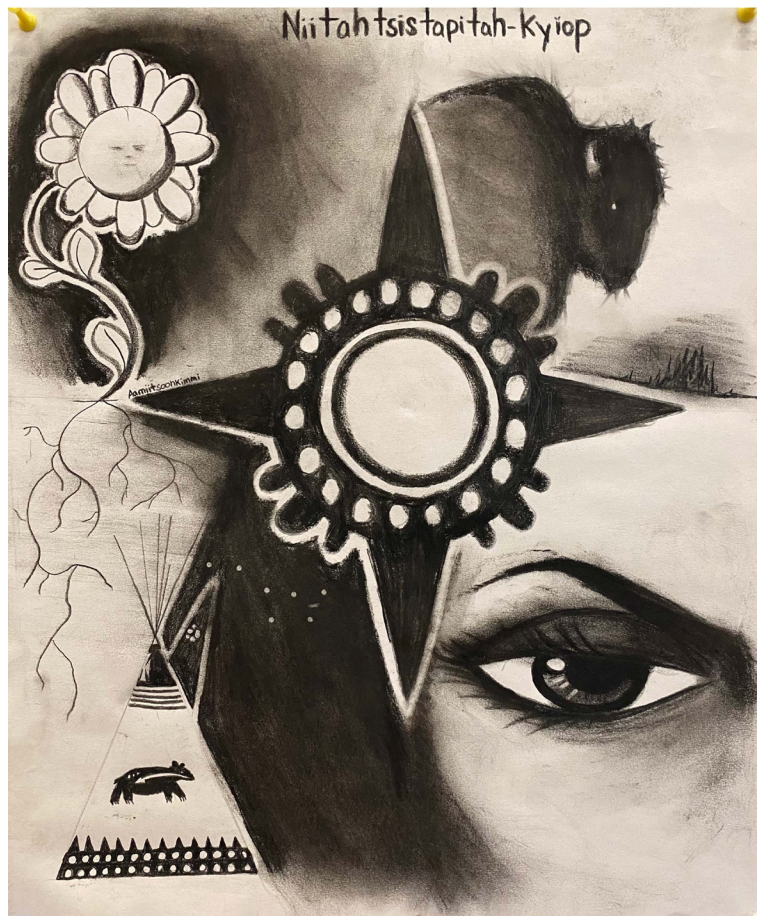
Four of our PhD level students have completed their candidacy papers and dissertation proposals and are now working on their dissertations, while five others are deep into their candidacy process. We congratulate them for progressing in their degrees.

We also congratulate Deirdre Demson who completed her MA in April 2022 and tisholas Tracie Finstad, the first member of the 2020 cohort to complete the M.Ed.

Our students continue to be recognized for their academic achievements: we raise our hands most recently to PhD student Nacole Walker, who received a prestigious Vanier Scholarship, and to Ferrin Yola Willie and Amanda Lewis, who both received BC Graduate Scholarships.

Graduate Programs

All our students continue to challenge and excite us with their many contributions to the field of Indigenous Language Revitalization and to the work of language reclamation in community and we are happy that their work is being recognized. We are also honoured to have them taking their journeys with us. Below are a few photos from summer 2022 during the first course with Dr. McIvor.



Language Programs

Language Programs Update

IED is currently supporting ILR programming in three areas: W'SÁNEĆ, Nunavut and our BEd program. The Bachelor of Education in Indigenous language revitalization program (BEDILR) brings together teacher candidates from four Indigenous language groups: SENĆŦEN, Nuuchahnulth, SECWEPENC and Kwak'waka.

IED is excited to report that two Island communities have successfully sought funding from FNEC to begin and re-begin their ILR partnerships and programming with IED.

Stz'uminus Education Society is partnering with the Department of Continuing Studies working towards a Certificate in Indigenous Language Revitalization (CILR). Their cohort of fifteen students desire to enter the DILR and then ladder into the BEDILR program with IED.

Kwkwakwaka'wakw Haxwa'mis First Nation desires to restart Kwak'waka programming with IED. We are working to start a Certificate in Indigenous Language Proficiency early in the new year.

W'SÁNEĆ Partnership

Sixteen students completed the first two terms of the CILP and seven students are continuing. The diploma program started this Fall and is set to finish the summer of 2023.

Quuquatsa Language Society (QLS) Partnership

Thirteen Indigenous teacher candidates are currently in their second to last term! With ASP funding, IED was able to support students with resident housing on campus, travel bursaries, parking, and food cards.



John Harris tending the sockeye BBQ

Bachelor of Education in Indigenous Language Revitalization (BEDILR)

What is Indigenous Science Education? This question was the focus of three intense weeks with the BEDILR students this past June.

For me (Nick Stanger), as a white cis-gendered settler guy, I didn't really have the background to lecture on this, so I invited in many friends, relatives, and connections from local (and far away) communities to talk about their Indigenous connections to science.

Starting with John Harris, Elders and Indigenous Knowledge Facilitator for School District #61, Butch Dick, respected Elder from Songhees First Nation, and Jessica Joseph, from Songhees First Nation and Living Lab Network Arts and Community Engagement Programmer, we started in a good way with a crab and salmon feast on the land, at Esquimalt Lagoon.

BEDILR



BEDILR con't

With guest lectures from Gloria Snively on her and Wanosts'a7 Lorna Williams' research and book, *Knowing Home: Braiding Indigenous Science with Western Science*, students connected with both Indigenous theory and practical curricular examples.

They also connected with Two Eyed Seeing, championed by Albert Marshall Unama'ki, Cape Breton Institute (Mi'kmaq), learning from and with this complex worldview. Tuti Baker and James Miller (both Kanaka Maoli) shared their perspectives of Indigenous Science from a Hawaiian perspective and Lorenzo Mazgul (Mayan) shared about the challenges of Indigenous knowledge within intensive farming communities like his home country of Guatemala.

Students were asked to engage in their own Transformative Indigenous Science Inquiries, a way to connect to their own cultures, ceremonies, languages, and science practices. These were supported by multiple full day field trips to significant Indigenous sites including sc'alas (Esquimalt Lagoon), SNIDŶEŁ (Tod Inlet), and SKFÁMEN (Sidney Island). This last trip was supported by the West Shore RCMP Indigenous Policing Canoe Program (pictured above). Students shared lessons with each other and presented on their inquiries.

So much of the learning in this cohort comes from each of the intelligent, connected, and powerful teachers that they already are. Learning with and from each other is part of a critical community of practice. By integrating language and ceremony into each of the ways they approach science, they were able to gain and learn from each other in transformative ways. For example, lessons taught in SENĆOŦEN around the pit cook or cedar or weather, had entry points, base concepts, and potential for adaptability for Nuuchahnulth, Secwepemctsin, Kwakwaka'wakw and other languages and dialects. The reverse was always true. Sharing language in itself is part of the respectful entry point that forms the basis of Indigenous Science.



Language Programs

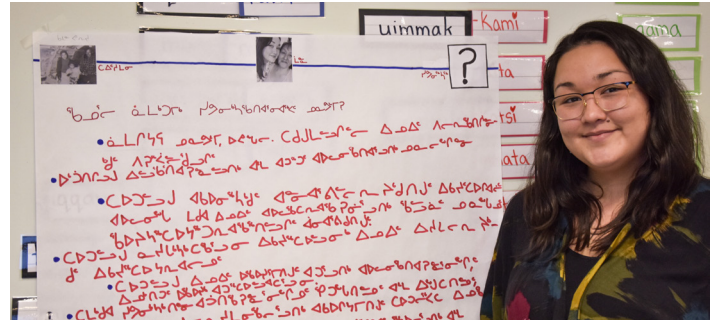
Pirurvik Centre Graduation

Pirurvik's first graduation ceremony was in June. Students were finally, since COVID, able to come together and graduate. Celebrating with a night of ceremony, performance, and live music.



In the Classroom

In-classroom learning started again in September for our 2022 Aurniarvik and Qimattuvik cohorts!



On the Land

Students spent a week on the land immersed in Inuktitut with elders and knowledge keepers. Learning traditional skills, making tools and being grounded in Inuit culture. This is their regular land-based required course.



Teacher Education Programs



Teacher Education Summer Programs

The term has started with excitement and opportunity in June! The Summer was very busy with teaching another iteration of the Indigenous Summer Institute “Embracing Our Responsibilities” with a group of students from the Post-Degree Professional Program (pictured left). The students worked well together and had an amazing opportunity to learn from our Artist in Residence, Chris Paul, who shared his teachings and expertise guiding the students in their drum making.

The students also had the opportunity to attend the events for National Indigenous Peoples Day at Royal Roads University (pictured right). They participated in and witnessed the launch of the canoes to approach the land symbolizing the protocol of asking permission to arrive and visit. There were many other opportunities to be on the land and engaged. The students visited MEE-qan (Beacon Hill Park) and other significant places that contain history.



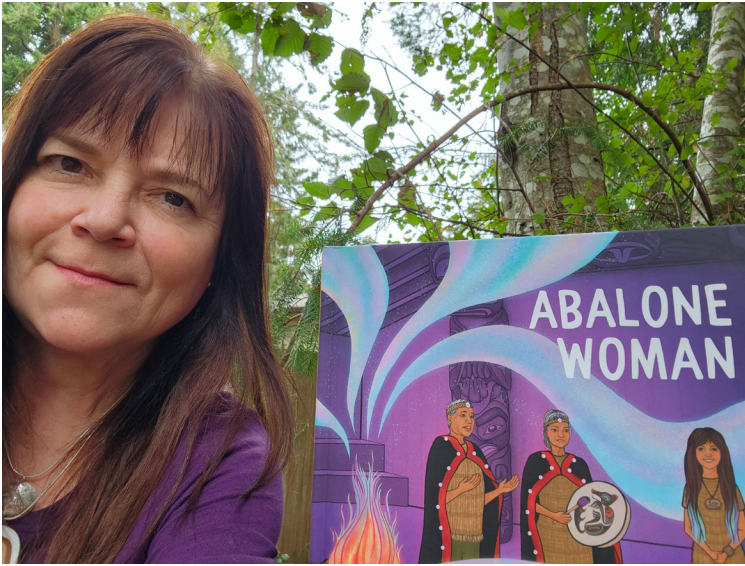
In July, the students from the Teaching and Learning Indigenous Perspectives Program, welcomed the opportunity to learn from Ron and Deb George, Cowichan knowledge holders and former Elders in Residence here at UVic. Deb and Ron guided the students in learning the protocol of working with cedar, and the importance of passing on the knowledge and the teachings. The students visited various places in town including the spindle

whorls at MEE-qan created by Songhees artist Butch Dick, and the Legacy Art Gallery where they appreciated the exhibition by Jessie Demers “Still Standing: Ancient Forest Futures”.

The six year partnership with the Art Gallery of Greater Victoria has also restarted, giving pre-service teachers an opportunity to work alongside Indigenous artist and cedar weaver Tyrone Elliott, facilitating workshops in various schools within SD 61, 62, and 63. Jennifer van de Pol, Educator from the Art Gallery of Greater Victoria, John Harris, Elders and Indigenous Knowledge Facilitator from SD 61, and Indigenous and non-Indigenous artists continue to strengthen this opportunity for us to advance our knowledge on Indigenous worldviews.

As we begin a new term, I am very honored to collaborate with Chaa’winisaks and Lauren Jerke this term facilitating courses for the various Teacher Education programs in our department as we move towards launching our very own (and much anticipated) Indigenous Post-Degree Professional Program soon. Lastly, my deepest Gratitude to Ted for taking on this position to guide us in Jean-Paul’s absence.

Community Initiatives



Indigenous Speakers Series

On November 1st, we welcomed Heiltsuk author Teoni Spathelfer as guest speaker for the Indigenous Speakers Series, hosted in the Ceremonial Hall of the First Peoples House.

Teoni is the author of the *Little Wolf* trilogy. She has enjoyed learning about her own culture and those of others since she was a child. Teoni's books are honest, full of hope, healing and inspiration. She introduces topics that can be challenging for children like racism, caring for others, and self-esteem in ways that leave them feeling optimistic.

"Being Legendary" exhibit by Kent Monkman

In October, Dr. Belinda kakiyosēw Daniels traveled to Toronto to attend the new exhibit "*Being Legendary*" by Cree artist Kent Monkman at the Royal Ontario Museum. The exhibit runs from October 8, 2022 to March 19, 2023.

In the "*Shining Stars Series*" of the exhibition, Belinda was one of the 11 portraits painted by Kent Monkman. Historically museum portraits were of men of power, usually white men. With these portraits Métis, Inuit and First Nations people line the wall.

"It was an opportunity to take this idea of Indigenous portraiture and really celebrate, honour and canonize



my heroes; the people that I've met that are doing incredible work, young and old, and from diverse backgrounds," says Monkman. "They're all doing incredible things in their own way. That's why I call that series "*Shining Stars*." This is our way forward." (Carter, S., 2022).

This shifting of the narrative in museums is very important work of decolonization.

NEȚOLNEW & Publications

NEȚOLNEW Team Update

The NEȚOLNEW Research Partnership welcomes Dr. Adam Stone as a Post-Doctoral Fellow.

Dr. Adam Stone is an English Settler and Jewish, born on the shores of the Pasapikahigani Zibi (Rideau River) that flows through the unceded and unsundered territory of the Algonquin People where Ottawa is currently located. He completed a Doctorate in Applied Linguistics and Discourse Studies at Carleton University in 2020. The outcome of his doctoral research was the development of a systematic way of understanding the contexts and techniques in making digital language maps. Following this, he worked for two years as a Research Associate with the Geomatics and Cartographic Research Centre at Carleton University in Ottawa.



Adam has been a Research Assistant with the NEȚOLNEW team for the past 5 years and is excited and grateful for this shift in his role to post-doctoral fellow. In his ongoing journey with NEȚOLNEW, Adam looks forward to continuing to support Indigenous language educators, researchers, and activists, while also leading the NEȚOLNEW Indigenous Language Learning Atlas (NILLA) through to completion.

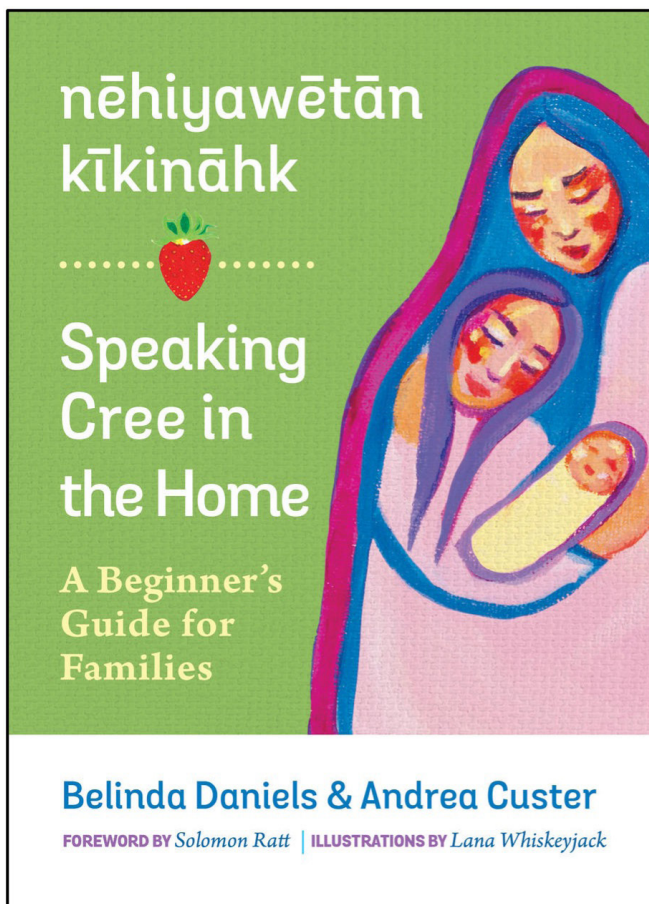
Publications

Belinda Daniels and Andrea Custer have created a hands-on guide for parents and caregivers to develop best practices in revitalizing and teaching Cree to young children.

nēhiyawētān kīkināhk / Speaking Cree in the Home is an approachable, hands-on manual that helps to re-forge connections between identity, language, family, and community. Readers are guided through methods for language learning, the basics of reading Cree and Standard Roman Orthography, pronunciation of vowels, engaging language-learning games, and examples of high-frequency words and phrases that can easily be incorporated into daily routines and taught to children young and old.

Despite the colonial attacks on Cree culture, language and peoples, Custer and Daniels remind readers that the traditional ways of knowing and transferring knowledge to younger generations have not been lost and can be revived in the home, around the table, every day.

A book launch is being planned for late November.



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

Contributors to the Newsletter

Pam Bevan
Chaa'winisaks
Belinda Daniels
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Gary Crocker
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Leena Evic
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Photo by: Pam Bevan



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