



University
of Victoria
Indigenous
Education

SKEL, KÉL

Photo: Christine Webster

SKEL, KÉL is SENĆOTEN for “News”

ĆENKI,LES/Spring 2022

Welcome Dr. Belinda kakiyosēw Daniels!



As the United Nations (UN) International Decade of Indigenous Languages begins, Indigenous Education (IED) is thrilled to welcome another language warrior to our full-time faculty. Dr. Belinda kakiyosēw Daniels, from Sturgeon Lake First Nation, is a mother, grandmother, wife, sister, auntie and long-time educator and a second language learner of nêhiyawak.

Belinda joined the IED team last July after completing her PhD dissertation on nêhiyawewin reclamation. She is the founder

of the nêhiyawak Language Experience Inc, a non-profit organization known for its innovative summer language experience camps. This one of a kind camp is hosted each July in Saskatchewan, the week-long Cree immersion camp brings language and land together.

To kick off the UN International Decade of Indigenous Languages (2022-2032) nêhiyawak Language Experience has launched a FREE ‘How to’ Guide for starting your own Indigenous Language Camp. You can download the Immersion Camp Guide 2022 from: www.nehiyawak.org.

Please join us in welcoming Dr. Belinda Daniels to Indigenous Education at the University of Victoria.



Team Updates



Dr. Onowa Mclvor receives WINHEC Award

Congratulations to Drs. Onowa Mclvor and Paul Whitinui on receiving The Order of Service to Indigenous Education from the World Indigenous Nations Higher Education Consortium (WINHEC).

Dr. Mclvor's exceptional work advancing the outcomes of WINHEC through World Indigenous Research Alliance and the WINHEC journal are greatly respected.

This recognition of the long service and dedication of Dr. Mclvor to the educational rights

and freedoms of Indigenous peoples is a great honour and we are fortunate to have her leadership in Indigenous Education.



Chair's Update

Boozhoo, O SIEM, ÍY SẼÁĆEL, Kla-yuu-hoo-ut, Gilakas'la, Dženēs hoti'e, Ahniin,

As we enter the 3rd year of the COVID pandemic, our Indigenous Education family continues to inspire with its resiliency. This has been an incredibly challenging time for our students, staff, faculty, instructors and communities. We've experienced illness, loss, and isolation.

Through it all, our students have remained committed to revitalizing their languages and achieving academic excellence. Our faculty have won prestigious awards, obtained grants for vital research and shared their knowledge widely through their many publications and presentations. Holding us all up is our dedicated staff without whose tireless dedication our Department simply could not exist.

Miigwec, Kleco kleco, Gilakas'la, HÍSWKE, Mēduh,

Jean-Paul Restoule

Team Updates



Welcome Dr. Ewa Czaykowska-Higgins, Professor

Please join us in welcoming professor Dr. Ewa Czaykowska-Higgins to the IED team. Since 2003 Ewa has been involved in the development and delivery of Indigenous Language Revitalization programs. Ewa transferred from Linguistics in July of 2021 and we are thrilled to have her join us!

Ewa recently received the 2021 Paz Buttedahl Career Achievement Award from the Confederation of University Faculty Associations of BC (CUFA-BC). UVic Faculty of Humanities Associate Dean of Research, Dr. Alex D'Arcy said, "The Paz Buttedahl award reflects the integral

connections at the heart of Dr. Czaykowska-Higgins' tremendous academic achievements and her deep-seated commitment to community partnerships."

Welcome Colleen Juricic, Programs Assistant & Graduate Secretary

Hi, my name is Colleen Juricic. I am presently working in a Term position as the Program Assistant/Graduate Secretary. I am filling in for Deanna Nicolson who is now working as the Language Programs Manager.

I began working at UVic in March 2020 in Temporary Staffing Solutions. Prior to that, I worked for over 20 years with Provincial Government. I am happily applying my skills here in IED assisting students working through their education journey.



I truly appreciate the welcome I have had from the staff and faculty and I look forward to continuing to support their very important work in Indigenous Language Revitalization.



Welcome Gary Crocker, Program Coordinator, Practicum Placements

Hello, my name is Gary Crocker. My Indigenous ancestry is Lyackson and Penelakut and I am a member of Penelakut Tribes. It has been a busy and enjoyable month since I joined IED.

For the last 15 years I have been working with the Greater Victoria School District in various roles, the main ones being an Indigenous Student Support Teacher as well as a Secondary Science and Social Studies Teacher. Beyond Victoria, I have worked in education in Langley, Coquitlam, China, Taiwan and Malaysia.

It has been a pleasure to meet students, staff and faculty and I appreciate the welcome and support I have been given. I am building relationships and sound strategies, ensuring we have plans and commitments in place for the upcoming student practicums which will take place in varied locations throughout the province.

Resurgence Activities



What is direct action toward Indigenous resurgence?

Walking Together: Perspectives on Direct Action was a five-part speaker series that was guided by the inquiry question, *What is direct action toward Indigenous resurgence?* Co-sponsored by the Faculty of Education, the well-attended webinar series featured speakers Dr. Shauneen Pete, Dr. Jeff Corntassel, Nikki Iyolo Sanchez, and Laura Manson.

Participants had the opportunity to learn about the theory and history of change through direct action, Indigenization and decolonization in higher education, trauma informed teaching and other topics from Elders, activists, and knowledge holders who are on the front lines of issues on Coast Salish lands. The final webinar was a Q&A Panel where presenters came together to answer questions submitted by participants.

The aim of the webinar series was to provide participants with direct-action tools and resources to use within community, academic, and workspaces to tackle inequity and injustice in bold and courageous ways.

A special note of gratitude to Elder Dr. Skip Dick for providing the theme of walking together and the encouragement that helped shape this series and to May Sam for closing the series in a good way.

Teacher Education



2021 IED Summer Institute

June 2021 was an opportunity to implement the strategies and pedagogical approaches learned during the first few months of the pandemic in 2020 applied to teaching and learning Indigenous ways of knowing and being using online tools. Once again, the 2021 Summer Institute was fully delivered online, bringing together artists, knowledge keepers and guest speakers who shared their knowledge with us. Knowledge keeper J'SINTEN (John Elliott), from W'SÁNEĆ, offered us the words in SENĆOŦEN that encouraged us to ČAI E TFE ÍY, SČA (do what is right).

This year we had the privilege to learn again from Chris Paul (pictured above) whose enthusiasm and wisdom engaged the students and supported their learning not just in regards to drum making but as importantly, in learning about the values and beliefs that hold people together through ceremony and sharing when the drum is offered as a gift to someone. Thank you to the Salish Weave Foundation for their generous funding of the Summer Institute and its artists-in-residence!

Teaching and Learning Indigenous Perspectives

Indigenous Education initiatives continue to be a high priority for School Districts. IED's Teaching and Learning Indigenous Perspectives Integrated Course Set is designed to give teachers an opportunity to learn from and about Indigenous knowledge, and to make valuable connections to local Indigenous communities. The integrated 10-course set is offered over 13 months and teachers completing the courses may be eligible for a Teacher Qualification Service (TQS) pay category upgrade.



In July 2021, our 2020 cohort were fortunate to learn, in an online environment, from artist and carver Perry La Fortune who was supported by high school student Xander Lelewski. Xander's participation made it easier for Perry to describe and explain the process of making a paddle step-by-step as they worked together. The result was an amazing collection of unique paddles designed by students to symbolize paddling forward with their new knowledge.

Students also visited the Legacy Art Gallery to view the exhibition entitled Qw'an Qw'anakwal (To Come Together) where Perry's brother, artist Doug LaFortune, shared his art work "Coffee Time Drawings". Students admired art work from other artists and knowledge keepers.

IED is now accepting applications for the 2022 cohort of [Teaching and Learning Indigenous Perspectives](#). The deadline is February 28, 2022.

Graduate Students

Graduate Programming Update

Our graduate students have been hugely successful in earning recognition for their scholarship and are working on a wide range of exciting projects as part of their programs.



Indigenous Language Revitalization PhD Students

Our PhD students (included in picture above) have been busy working their way through their candidacy papers and their dissertation proposals, all the while continuing to contribute to the field of ILR, sharing their knowledge and experiences with others in presentations and publications, and in other creative ways.

In October 2021, the WINHEC International Journal of Indigenous Education Scholarship published a special volume focused on Indigenous Language Revitalization, titled Innovation, Reflection and Future Directions. In the spirit of collaboration and capacity-building for emerging scholars, the volume was put together by professors Drs. Paul Whitinui and Onowa McIvor, and NETOLNEW Post-doctoral fellow (2018-2020) and current collaborator, Dr. Kari A. B. Chew. IED doctoral students Nathan Brinklow and Charlotte Ross contributed articles, as did Nicki Benson, NETOLNEW research coordinator and Curriculum and Instruction (C&I) doctoral student.

Reflecting on the process of publishing for the first time in an academic journal, PhD students expressed gratitude to have had the opportunity to work with such supportive editors. The [WINHEC special volume](#) is hosted by UVIC Libraries and supported by Inba Kahoe and Pia Russell, Education Librarian.

From academic publications to a radio show, and still in the spirit of sharing opportunities, PhD student Simon Bird invited fellow PhD student Charlotte Ross to participate in an interview with CBC Radio on [The power of Indigenous languages](#). It was well received and generated great discussion with the listeners who called in.

Graduate Programs

Master's in Indigenous Language Revitalization



In November 2021, we were so happy to be able to host our 2020 MILR students on campus for an intensive week of work together. It was a wonderful way to end the students' coursework and transition to their projects. It was also the first time the cohort met together face to face, which made our time together all the more special!

Unfortunately, not everyone was able to make it, because of responsibilities at home and also because of the rains and flooding across BC. Thanks to some quick work by the staff in Indigenous Education, the Faculty of Education, and the UVic AV team, we were able to hold our sessions in a hybrid format, so that everyone could participate. We missed those who weren't able to be with us in person but are grateful that technology allowed them to be there with us over Zoom.

Students are now working with their supervisors, and their final projects are beginning to take shape. We are very much looking forward to a set of exciting projects being completed in 2022!

Intake now open for MILR 2022

The Master's degree in Indigenous Language Revitalization (MILR) is the only one of its kind in Canada.

Intake is open for the 2022 [Master's of Indigenous Language Revitalization](#) Program. The deadline for application is February 28, 2022.

Language Programs



Language Programs

A huge congratulations to Aliko on the birth of her beautiful baby girl, Eleni Jane Tłanikwa! (pictured left).

Gilakas'la, ikawegi'lakw (Deanna) here, sharing how grateful I am to support the many people and communities doing such incredible language work. Since the Summer of 2021, I have been doing my best to support the undergraduate programs and partnerships in the role of Language Programs Manager while Aliko is away on maternity leave. It is my honour to play a small part and walk alongside each and every language learner, teacher, knowledge keeper and Elder in the language proficiency and language revitalization programs.

Bachelor of Education in ILR

In the fall of 2020, an enthusiastic and committed cohort of students representing numerous language groups (SENĆOŦEN, nuučaanuł, Secwépemc, Kwakwaka) began their work pursuing a Bachelor's Degree in Education with a focus on Indigenous Language Revitalization. Like many programs, BEDILR started with online delivery.

This past September and November, the students were on campus for two weeks at a time and had opportunities to engage in diverse activities such as a visit to the Legacy Art Gallery (pictured here) where Associate Professor in Anthropology, Dr. Andrea Walsh, hosted the students on a guided visit through the exhibition "Qw'an qw'anakwal", meaning "to come together" in lək̓wəŋən.



The students also enjoyed themselves when learning drama approaches from experienced educator Phil Duchene.



W̱,ŚÁNEĆ Partnership

After a one-year pause, Indigenous Education is honoured to continue our partnership with the W̱,ŚÁNEĆ communities to deliver another W̱SENĆOŦEN IST program beginning the Fall of 2021.

The Certificate in Indigenous Language Proficiency program began with a robust cohort of over 20 SENĆOŦEN learners delivered by local knowledge keepers at the Adult Education Centre.

Language Programs

Pirurvik Centre Partnership

The Pirurvik Centre is an Inuit-owned training centre dedicated to Inuit language, culture and wellbeing. In partnership with UVic, Pirurvik has launched its pathways to excellence in Inuktitut that includes three new full-time accredited programs.

Each cohort of the certificate programs is taking a series of 10-11 courses that feature full immersion in Inuktitut. This is unique in Nunavut where English is the predominant language of instruction throughout all levels of the education system.



Quuquutsa Language Society (QLS) Partnership

Indigenous Education and Quuquutsa Language Society partnered again to start another Certificate in Indigenous Language Proficiency program in the Winter of 2021. The certificate program began with a small and mighty group of Nuuchahnulth language learners in January and has been delivered entirely online.

The courses have been delivered by a great team of local language champions and knowledge keepers including Anits Nas (Tom Curley), chuutsqa (Layla Rorick), and ńaasʔaʔuk (John Rampanen). The communities and program are excitedly looking forward to another group of Nuuchahnulth certificate graduates this Spring!

QLS Student Feature - ɥakaʔ

My traditional native name is ɥakaʔ (ha-katl), I am also called Chrissie. I come from the ʔiiɥatis (Ehatis) First Nation, traditionally our family comes from our taču (Tatchu), an ʔiiɥatis village on the very outer west coast of Vancouver Island. My mom is saʔayaʔičʔ (Agatha John) and she comes from taču. My mom's parents, my late grandparents, were maatmaatʔapis (Arnold John) traditionally from taču and ɥakaʔ (Christina Billy) traditionally from ɥiškʷiiʔaʔ (Hesquith First Nation).



I have earned a diploma and am working towards the B.Ed. so that I can return to my community and teach as a certified teacher. Even with the certification, the greatest reward comes from my nan who tells me with joy that I am learning to speak our language properly. She lights up, smiles, and affirms my efforts. She says our language is who we are as people, and we need to do this work.

I have recently become a new mother as well, and I am proud to share my language with my baby. Attending my program to return to my community and teach, carrying language from my mom, sharing language with my children, using it in my home, supporting new language learners and allies, and studying regularly with my nan are all commitments I make to language not only for my immediate family, but for my entire ʔiiɥatis nation and Nuuchahnulth as a whole. I am ʔiiɥatis and I will never stop being ʔiiɥatis because I will never let go of my language that keeps me connected. chuu

Community Initiatives



Drawing Possibility: Partnership between the Art Gallery of Greater Victoria and Indigenous Education Students

For the past five years, Dr. Carmen Rodríguez de France and the students registered in the course IED 373 EL TELNIWT and Indigenous Education have been collaborating with the Art Gallery of Greater Victoria co-facilitating workshops in 10 schools within School Districts 61, 62, and 63.

This year the featured artist was pianist and opera singer Alex Chan (pictured above) who, using voice and movement, brought to life the artwork of Lyackson artist Dylan Thomas.

This collaboration is possible with the guidance and support from Jennifer van de Pol, Educator at the Art Gallery (pictured above).



The Faces of the Pandemic: Learning about Ourselves through Art

An upcoming exhibition at the Wilfrid Johns Gallery in the MacLaurin Building at UVic will showcase the artwork of Grade 8 students from Arbutus Middle School who represented on canvas and in small clay sculptures the feelings and emotions they experienced throughout the pandemic.

With support from a grant from the Centre for Outreach Education (CORE), Dr. Carmen Rodriguez de France worked with the students on Friday afternoons and engaged them through activities and reflections where they shared their experiences and ideas on how to represent their emotions.

Carmen was grateful to be assisted by Education student Nessa Funk whose expertise in the arts was of great value to the project.

NETOLNEW Team Update

Alex Carter is delighted to take on the role of NETOLNEW and President's Chair Projects Manager. Alex is a settler of English, Italian and German ancestry, born and raised in Tkaronto on many Nations' traditional territories, including the Mississaugas of the Credit, the Anishinaabe, the Chippewa, the Haudenosaunee, and the Wendat peoples.

Alex completed a M.A. in Cultural Analysis and Social Theory in 2021, focusing her research on cultural appropriation, systemic racism, and material manifestations of neocolonialism that permeate Canada's national mythology. Since then, she has traveled west and is now a grateful visitor on WSÁNEĆ and lək̓ʷəŋən territories in Victoria. Alex is passionate about decolonization work and is excited to fulfill the role.



Nicole Goodstriker Clayton is excited and grateful to be the Administrative Assistant for the NETOLNEW 'one mind, one people' SSHRC Partnership Grant and the President's Research Chair in Indigenous Education and to be continuing her learning journey here in lək̓ʷəŋən and SENĆOŦEN speaking territories.

Nicole is a member of the Kainai Blood Reserve and raised in Calgary, Alberta on Treaty 7 land.

Her educational path has been in Business and Psychology, leading to exceptional skills in organization, planning, graphic design, and administration.



2021 NETOLNEW All-Partners Gathering

In 2021 the NETOLNEW Research Partnership hosted their annual All-Partners Gathering. For the first time, the gathering took place virtually across the lands commonly referred to as Canada.

While virtual settings are not ideal, the gathering remained a space of meaningful conversation, partner updates, and essential planning for the shared journey ahead. Stories of individual and collective perseverance throughout the pandemic provided great encouragement, and generated excitement for future in-person gatherings one day soon!



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

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Photo by: Christine Webster



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