



Photo: Crystal Bergeron

*W'SANEC carver Perry LaFortune with education students in  
EDCI 499: Learning and Teaching in an Indigenous World*

## Director's comments



Tanisi kiya awaw (greetings all).

Well, another few seasons have passed and our team has been blessed with good health and good fortune.

There have been many exciting changes and growth within our unit this year.

Aliki, together with partner Aaron, welcomed a beautiful baby boy into their family in June. Aliki is now off on maternity until the summer of 2011.

We are very fortunate to have Kanerahtahere Michelle Davis join us from Six Nations in Ontario to fill the role of Indigenous Language Program Coordinator for the 2010/2011 academic year. Tawâw (welcome) Michelle.

We are thrilled to have two language programs beginning this fall with partner communities WSÁNEĆ and Kwakwilt' Indian Band (representing 5 nations from North Island). We are very honoured to be involved with these two groups of communities.

In addition, the first round of approval has been gained for our undergraduate language revitalization program which has been a huge source of our collective energies lately. The proposal was recently passed by the University of Victoria Senate and will now go to the Ministry of Sciences and Universities for formal approval.

Last (but not least!) we hosted the first annual Indigenous-focused summer institute for secondary pre-service teachers this past June. Within this project we worked in partnership with Tsawout carver Perry LaFortune to undertake a canoe carving project. Nick Claxton put a lot of energy into this project over the past year and I want to take this opportunity to thank him for this tremendous contribution to our team.

We are ever grateful not only for the exciting projects and developments of this year but for the support of our colleagues in the Faculty of Education and at UVIC, as well as our many community supporters and partners. Looking ahead to another great fall/winter as we continue our development as a team and as a unit.

Nânâskamonawaw (with gratitude),  
Onowa





## Indigenous Graduates in the Faculty

Congratulations to our 2010 Faculty of Education Indigenous graduates!

### Gail Blaney

Sliammon Nation  
Bachelor of Education

### Anne Tenning

Chemainus Nation  
Master of Education

### Tanya Adams

Nlaka'pamux Nation  
PDPP Middle Years

### Samantha Harvey

Sto:lo  
Bachelor of Education

### Mary Anne Levson

Métis  
Bachelor of Science (Kinesiology)

### Michelle Cardwell

Gwich'in  
BEd PDPP Elementary

### Terri Robinson

Ahousaht — Bachelor of Education

### Irene Isaac

Kwakwaka'wakw  
Master of Environmental and First Nations Education

## Dr. Marie Battiste - 2010 Lansdowne lecturer

Dr. Marie Battiste, renowned scholar in Indigenous education, visited the University of Victoria as part of the Lansdowne Lecture series on June 17.



Her lecture, "Aboriginal Resilience, Resistance, and Renaissance in Forging a Transsystemic Reform of Knowledge and Learning" took place in the First Peoples' House and was very well attended by students, faculty, staff and the public.

The lecture was digitally recorded and is available for viewing. Contact Nick Claxton, Indigenous adviser in MACA265 or email [iedadvis@uvic.ca](mailto:iedadvis@uvic.ca) for more information.

## Marie Cooper - honorary doctorate

Born and raised in WSÁNEĆ, Dr. Marie Cooper is a leading voice in Indigenous education in B.C., working to create opportunities in education for Aboriginal learners and more inclusive educational policies and practices for the benefit of Aboriginal and non-Aboriginal students alike.



She was instrumental in developing Native Indian Education in the Greater Victoria School District. A critical link between the Saanich Indian School Board and the Saanich School District, Cooper coordinated the first Native Studies program at Camosun College.

She has also been a driving force behind strengthening relationships between UVic and the Coast and Straits Salish people of southern Vancouver Island. Marie was recognized for her work by being presented with an Honorary Doctor of Education on June 18, 2010.

## iPod contest winner



To encourage our Indigenous students to self identify, Indigenous Education recently held a contest for all Indigenous students in the faculty.

To enter, students had to respond via email to Nick Claxton, the Indigenous adviser. Congratulations to Rebecca MacKenzie for being the lucky winner! Rebecca received an iPod shuffle!

## HÍSW KE/Thank you!

Indigenous Education holds up our hands in thanks to Charlotte Charlie for filling in as temporary Administrative Assistant over the summer while Yvette Sellars was on leave. Charlotte did a wonderful job and we wish her all the best in her future endeavours.





Photo: Crystal Bergeron

*Indigenous Education welcomes Kanerahtahere Michelle Davis to the position of Language Coordinator*

## New language coordinator

She:kon sewakweko Kanerahtahere ionkiats. Wakeniahton niwaki'taron:ten, Ohsweken non:we nihoien:non tahnnon Onaio'toaka. Rotinonhshion:ni ni:i. Rahnekaha:wi tahnnon Kahneki:io ronwati:iats ne kheien'okon'a. Kahwase rowa:iats ne aktsikhe:ta. Waka'tshenon:ni tsi ken:tho i:ke's.

My name, Kanerahtahere, means "a leaf sitting on something." My English name is Michelle Davis. I'm from the Turtle Clan of the Oneida Nation and come from Ohsweken, Ontario, in Grand River Territory of the Iroquois Confederacy.

It's great to be back in Victoria where I completed my undergraduate degree at UVic in Child and Youth Care as well as a Certificate in Indigenous Governance. I also have a BEd and MEd degrees from Brock University.

It's a pleasure to be here to help with the development of the new degree programs in Indigenous languages; my passion for as long as I can remember. My husband Irwin, who is a Faithkeeper in our culture, is a speaker of Cayuga. My sons Brennor, 19, Davis, 12 (Rahnekaha:wi and Kahneki:io) attended the Kawenni:io/Gaweni:yo (K/G) Language Immersion Private School and have studied Cayuga and Mohawk since junior kindergarten. I taught at K/G and also did my graduate research on the effectiveness of K/G's implementation of the languages and culture. So to say I am excited about these new programs is an understatement.

Please feel free to drop by and I will share with you what I can.

Nia:wen tahnnon Onen.

Kanerahtahere Michelle Davis

## WSÁNEĆ partnership

The partnership with the WSÁNEĆ School Board established over the past few years continues to be strong. Over 20 students have taken up the challenge of revitalizing one of the many severely endangered Indigenous languages, SENĆOŦEN.

This community cohort will allow for increased opportunities for students to be exposed to language and traditional ways of thinking and learning while working toward fulfilling a vital need for highly trained Indigenous language and cultural teachers. Students will undertake full-time course work within their community.

Throughout this year students will complete the CALR certificate as the first step of several laddering steps, which is hoped to lead to an eventual Bachelor of Education degree in Indigenous Language revitalization.



## News from our Indigenous adviser

The beginning of a new academic year is upon us. I cannot believe that one year has passed since I started my role as Indigenous adviser in Indigenous Education.

It's been an amazing year. I am grateful for this opportunity to be a part of a wonderful team and a part of so much good work happening in Indigenous Education.

The highlight of a very exciting year for me has been the Straits Salish canoe carving project. I also coordinated our Indigenous Education Institute, and our Indigenous Education Speaker's Series, as well as hosting Dr. Marie Battiste as a part of UVic's Lansdowne Lecture Series.

In April, we held an iPod contest for Indigenous students in the Faculty of Education. To enter, students had to email me with their contact and program information. This assisted in gathering valuable information about Indigenous students in our faculty and one lucky student walked away with an iPod!

I'm looking forward to the year ahead and encourage all Indigenous students to maintain contact with me. Just a reminder that I'm here, and my door is always open. I'm happy to continue to support returning students, as well as provide support and advice to future students.

HÍSWKE HÁLE/Thank you all,

Nick Claxton

## North Island partnership

We're honoured to welcome the North Island Kwak'waka/ Bak'wamk'ala language group as a new community partner with Indigenous Education. We currently have a number of students enrolled in the following courses in Tsaxis (Fort Rupert) as part of the certificate in Aboriginal language revitalization (CALR) program:

- LING 159 First Nations Language: Introduction to Fluency Building
- LING180A Human Effects of Aboriginal Language Shift and Loss
- LING 181 Introductory Linguistics for Language Revitalization.

Pending Ministry approval, this ten course program will ladder into the newly proposed Bachelor of Education degree in Indigenous Language Revitalization, supporting students to become educators of their traditional language and culture.

## New website

The Faculty of Education has a new and improved website. Please check over the new pages for Indigenous Education. We have a direct link on the main page. Visit:

**[www.educ.uvic.ca](http://www.educ.uvic.ca)**



## Indigenous Education Advisory Board



Photo | Crystal Bergeron

The Indigenous Education Advisory Board is fundamental in all efforts determining the strategic direction for Indigenous Education. We hold up our hands to acknowledge and thank our Advisory Board for their guidance, support, and direction.

HÍWKE HÁLE SÍAM NE SCÁLECE

(Thank you to all of our dear respected friends)

### External (non-UVic) members of the Advisory Board

Nella Nelson (co-chair)  
Aboriginal Education, SD #61, Victoria

Janice Simcoe (co-chair)  
Aboriginal Education and Community Connections, Camosun College

Ted Caldwellader  
Aboriginal Enhancement Branch, Ministry of Education,

Kendra Underwood  
Adult Education Centre, Saanich Indian School Board (SISB)

Bruce Parisian  
Victoria Native Friendship Centre

Marie Cooper  
Tsartlip Elder, Saanich Indian School Board Member

Butch Dick  
Songhees First Nation

Lynnette Barbosa  
Nuu-chah-nulth Tribal Council

Norm Thorne  
Esquimalt Nation

Kathleen King-Hunt  
Aboriginal Education, Sooke District

Jacqueline Dennis-Orr  
Learning Programs Branch, Ministry of Advanced Education

Linda Gladstone  
SISB Post-Secondary Advisor



Photo | Michelle Davis

(L to R) Jim Elliott, Lorelei Elliott and Janice Elliott - learning SENĆOŦEN together at home in WSÁNEĆ.

## Indigenous language revitalization - a family affair

A WSÁNEĆ family is working together to revitalize their ancestral language, SENĆOŦEN. Jim Elliott, his wife Janice and daughter Lorelei are currently enrolled in the Certificate in Aboriginal Language Revitalization (CALR) program in WSÁNEĆ.

This program, offered in partnership between the University of Victoria and the WSÁNEĆ School Board, is designed to prepare students from the local community to become language teachers.

The entire family is interested in the preservation of SENĆOŦEN and believe learning and sharing their language, culture and history with the next generation of learners will strengthen them, both as a family and as a community.

"Our community is in need of people to teach and share our language," says Janice. "It's such a large part of our culture and connected to all parts of our teachings. We can't pick up one without the other!"

Jim is enthusiastic about the possibility of one day being able to teach SENĆOŦEN to future generations. "I feel the need to train myself so I can help in some way to preserve our language," he says. "The time I've shared with family and community members in this course has been invaluable to me. Sharing stories and strategies with other students and communities has also been a great experience."

After living off reserve for a few years, daughter Lorelei has enjoyed being able to reconnect with her community and encourages others to take the plunge to learn their language. "Don't be afraid to try," she says. "I wasted quite a few years being too embarrassed to draw attention to my lack of knowledge. Now that I'm here, I can clearly see that I was obviously not alone. I have my community here to help me paddle home."

All three Elliots love learning together and find the program convenient and flexible. "Our classes are in the evening after work. The evening is the time for family so attending classes with my husband and daughter keeps that connection alive," says Janice.

For Lorelei, the traditional learning environment has been a major bonus. "Being able to take this course with my parents has been very beneficial," she states. "It's created an inviting learning environment that feels more traditional and allows us to learn easily from each other."

Hope for the preservation and revitalization of our Aboriginal languages is strengthened by programs like CALR, strong local communities everywhere and families just like the Elliots, who are already making a difference, one word at a time.

## Canoe carving project

This summer the sixth installment of the popular series EDCI 499: Learning and Teaching in an Indigenous World was held and involved a Straits Salish canoe carving project.

The canoe carving project, led by WSÁNEĆ carver Perry Lafortune, began in May and concluded in August. Three courses instructed by Nick Claxton successfully ran during the summer session.

The dugout canoe was carved from an old growth cedar which measured approximately 30' feet long. The canoe, named PEPIOTEE, is now housed in the Faculty of Education and will provide future learning and teaching opportunities in Indigenous education. Stay posted for the story of PEPIOTEE, news of future courses and upcoming canoe journeys with PEPIOTEE in summer 2011.



Photo: Crystal Bergeron

Instructor Nick Claxton (far right) and EDCI students launched PEPIOTEE into the waters of Cadboro Bay in September.

## Indigenous education summer institute

This summer an Indigenous Education and Community Connections Institute was held for Secondary Post-Degree students in the Faculty of Education. The institute was a cluster of four courses offered during the month of June, with a focus on Indigenous knowledge, epistemology, pedagogy, and education.

Classes were held on campus and in several local Indigenous communities. The hugely successful institute was designed to give pre-service teachers an opportunity to learn from and about Indigenous knowledge and to make valuable connections to the local Indigenous communities.



Photo: Michelle Davis

*Indigenous Education summer institute students and instructors celebrate the completion of their course in June.*

## Student database project

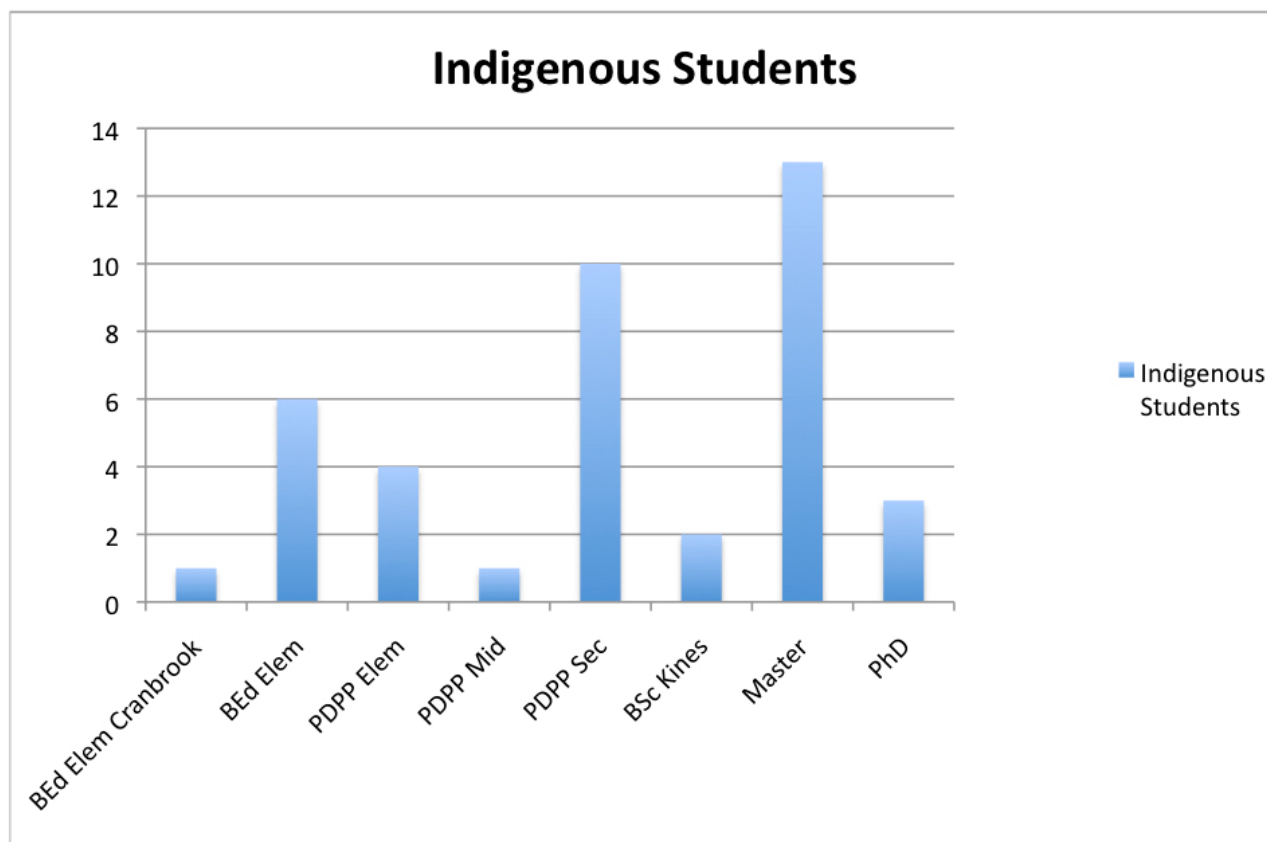
We've made it a priority to track Indigenous students in the Faculty of Education. When Nick Claxton joined us in September 2009, one of his first responsibilities was to organize data that had been previously collected. This was done by entering the information into a Filemaker Database. This database has proved to be functional, and it continues to be updated on an ongoing basis.

We now have the ability to analyze collected data in various ways. The following graph depicts the current enrollment of Indigenous students in the Faculty of Education. These data closely reflect results collected from the university's Office of Institutional Analysis, although it's based on actual student contacts in the Faculty of Education and not traditional "self identification" methods.

### Indigenous Education

#### Indigenous Students by Enrollment July 2010

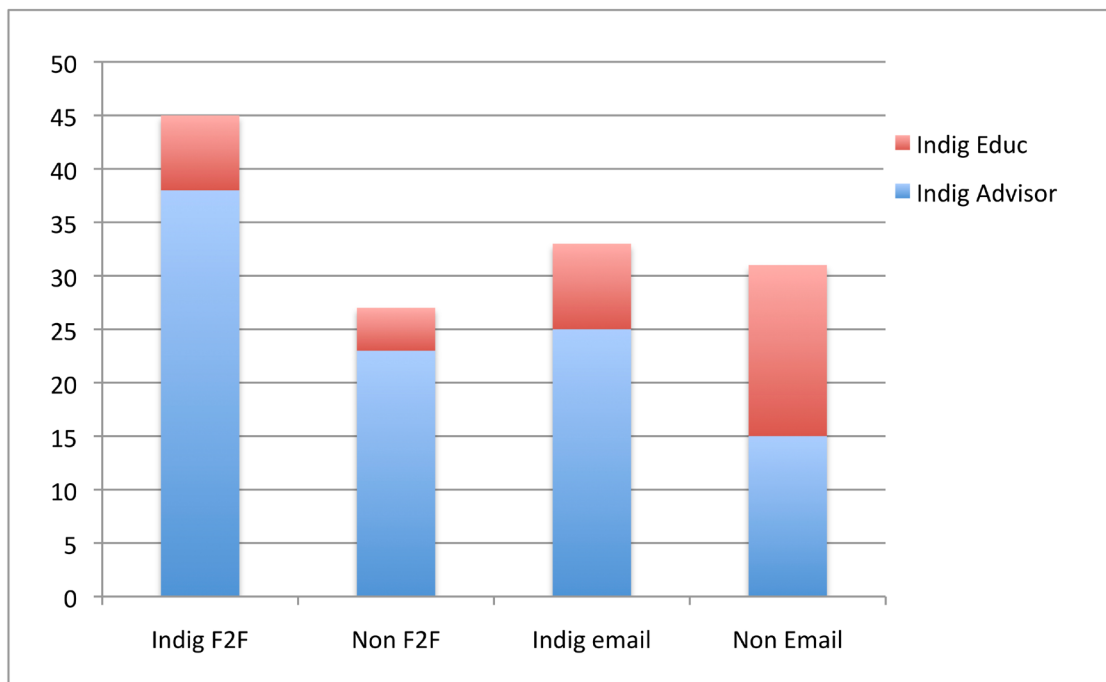
BEEd Elem Cranbrook 1  
BEEd Elem 6  
PDPP Elem 4  
PDPP Mid 1  
PDPP Sec 10  
BSc Kines 2  
Master 13  
PhD 3



\*This data closely reflects data issued by Institutional Analysis however it is based on student contacts with Indigenous Education

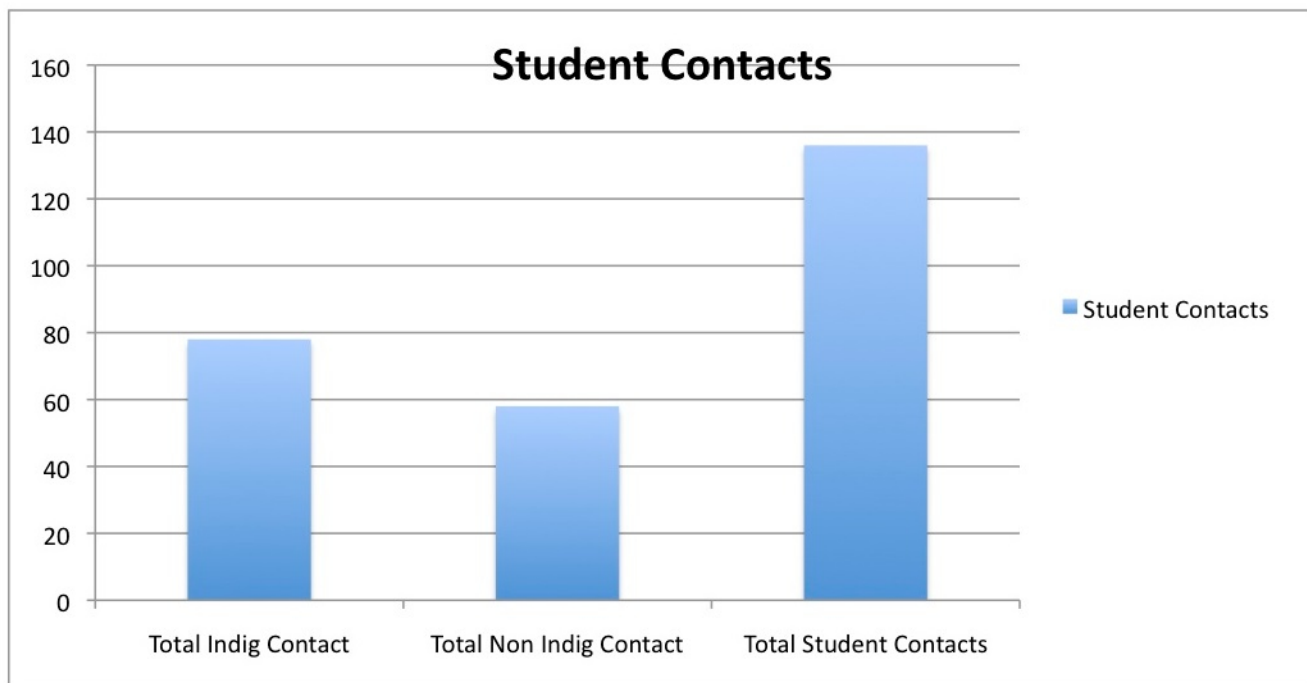
## Indigenous Education Student Contacts 09/10 Academic Year

Indig F2F	Non F2F	Indig email	Non Email
38	23	25	15
7	4	8	16



## Indigenous Education Student Contacts 09/10 Academic Year

Total Indig Contact	Total Non Indig Contact	Total Student Contacts
78	58	136





University  
of Victoria

#### INDIGENOUS EDUCATION

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