



University
of Victoria
Indigenous
Education

SKEL, KÉL

SKEL, KÉL is SENĆOŦEN for "News"

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Indigenous Education

*Indigenous Education
acknowledges with respect the
unceded territories of the Coast
and Straits Salish Peoples*



Master Carver Charles Elliott (back right) with WSÁNEĆ students



Director's Comment

ÍY SČÁCEL, Gilakas'la, wiikšahik, tansi nitôtîmak (greetings friends). I am a grateful visitor here on WSÁNEĆ and Lekwungen territories. My family is nihiyaw maskikow (Swampy Cree) from Northern Manitoba (Norway House and Cross Lake Cree Nations) and I am also Scottish-Canadian on my dad's side. I am currently in my 5th year as Director of Indigenous Education – I can't believe how quickly this time has passed – and it creates a wonderful moment for reflection.

Over the past five years we have grown our team from 3 permanent staff members to 4 (currently Alik, Kaitlyn, Lorelei and Nick) and from 2 tenure-track faculty members to 4 (Carmen, Lorna and Onowa, and another new faculty member starting later in 2013) – doubling our faculty members in just under 5 years! We have added a new required course across all teacher education programs at UVIC as well as developed and implemented an undergraduate Diploma and Bachelor of Education program in Indigenous Language Revitalization (ILR). At the Graduate level, along with our partners in the Department of Linguistics we have developed and implemented a Graduate Certificate and Masters of Art and Education in ILR, in addition to continuing to contribute to the Department of Curriculum and Instruction teaching courses and supervising graduate students. We continue to build meaningful relationships with local Nations and throughout Vancouver Island – both a core value and core function of our team. We continue to offer support to individual faculty members and initiatives as well as with other units, most recently as a partner on the proposal for a regular-continuing offering of the highly successful pilot Master's in Aboriginal Counselling program through the Department of Educational Psychology and Leadership Studies. The year to come will bring a renewed energy towards the development of School status becoming an equal entity alongside the other Departments and Schools within our Faculty.

Finally, with reflection comes gratitude. We are very fortunate to be supported by our amazing Indigenous Education Advisory Board, which is now in its second decade of supporting us! In addition, our wonderful partners in WSÁNEĆ, North Island, and here at UVIC – the Department of Linguistics, Faculty of Education Dean's office, Continuing Studies, Graduate Studies, the Office of Indigenous Affairs and the Office of the Vice-President. I raise my hands to all those who continue to support the work we do, with the future of our children in mind. ikosi mâka, masi masi.





Indigenous Education Welcomes...

Chaw-win-is, WSÁNEĆ Language Program Community Coordinator

Chaw-win-is is Nuu-chah-nulth and belongs to both Cheklesah and Tla-o-qui-aht nations. She received her MA in Indigenous Governance Program at UVIC in 2007 and is currently working as WSÁNEĆ Community Coordinator for the Bachelor Degree in Indigenous Language Revitalization SENĆOŦEN cohort.

We are happy to have Chaw-win-is working with Indigenous Education again, in this new capacity. She has already been integrally involved in student support and coordination of the programs, and has also taught in the Indigenous Education programs on and off campus, as well as in the Certificate in Aboriginal Language Revitalization program.

An IED Year-In Review

We've seen momentous movement in our small but mighty Indigenous Education unit this past year, since publishing our last newsletter. Starting with the return of our newly PHDed Director, Dr. Onowa McIvor, to the launch of our brand new Graduate program, to the first graduating cohorts of our Diploma in Indigenous language revitalization, it has been a busy year. We have also had the opportunity to host several delegations from around the world, and share our passion for language revival with the North Island Language Gathering this past March.

Dr. Lorna Williams, also returned to IED from leave this year, and as the Chair of the First People's Culture Council, has been working provincially, nationally and internationally to promote and support Indigenous Knowledge. Dr. Carmen Rodriguez de France, has also been traveling extensively throughout the world, even as she focuses on local initiatives, and is excited to bring that learning home to inform the programs here at UVIC.

Our team has remained strong this past year with Nick Claxton continuing as our Indigenous Education Advisor/Coordinator, Alike Marinakis as Indigenous Language Program Coordinator, Kaitlyn Charlie as Language Program Assistant, and Lorelei McEvay as Administrative Assistant. We have welcomed Chaw-win-is back to our unit as well, in her new role as WSÁNEĆ community coordinator & have been fortunate to have Brenda Sam, as a work-study position. Numerous other professors and talented sessional instructors have also contributed enormously to the Indigenous Education programs this year, such as Emily Aitken, Stan Anonby, Melissa Austin, Sheilia Austin, Sally Brenton-Haydon, John Elliott, Shirley Elm, John Frishholz, Janet Leonard, Diana Nicholson, Jason Price, Helen Raptis, Jo Sargeant, Sherry Sprungman, Michele Tanaka, Carmen Rodriguez de France and Chaw-win-is. Further, the three island groups have been represented in the work that Ruth Lyall, Dawn Smith, and Collette Jones contribute to our required course in Teacher Education, enhancing and complementing the work we do. We also continue to work closely with the Department of Linguistics in the delivery of the graduate program, and benefit from all the expertise held in that department around language.

A special thank you to the Office of Indigenous Affairs for generously supporting our programs and initiatives, and for providing Aboriginal Service Plan funding and to Dr. Ewa Czaykowska-Higgings for her role in supporting the language programs in Indigenous Education while the Director was on leave. We are very grateful for all the contributions Ewa made in her Liaison role, which is now held by Dr. Peter Jacobs (Skwxwu7mesh/ Kwagulh), a newly hired faculty member in the Department of Linguistics; we welcome him warmly.

The focus on Language Revitalization and community partnership remains a strong priority. We have graduated three cohorts with various programs in Indigenous Language Revitalization: one with a graduate Certificate (June 2013), and two with undergraduate Diplomas, featured in this newsletter. We continue to value our two active community partnerships with the communities, through the WSÁNEĆ school Board, and the Kwakiutl Indian Band, representing the tri-bands of Northern Vancouver Island, Port Hardy area.

The fourth annual Indigenous Education Summer Institute is in full swing too, focusing on immersing Secondary Post Degree Program students in Indigenous way of learning and histories, and drawing upon local knowledge keepers.

HÍSWKE HÁLE (Thank you all).



On the land with Earl Claxton Jr.



Students introducing themselves to the water at SNAKE

Indigenous Education and Community Collaborations Institute Summer 2012

During the summer of 2012, Indigenous Education at the University of Victoria offered the third annual 'Indigenous Education and Community Collaborations Institute', offered to Secondary Post-Degree students in the Faculty of Education. This institute is a cluster of four courses offered in an intensive format during the whole month of June 2012, with a focus on Indigenous knowledge, epistemology, pedagogy and education. This institute offers pre-service teachers with a unique and transformational learning opportunity.

Courses were held in campus, and in the local Indigenous community. This institute was designed to give students an opportunity to learn from and about Indigenous knowledge and to make valuable connections to the local Indigenous communities.

During this Institute, IED involved many local indigenous knowledge keepers in order to create valuable experiential and hands-on learning experiences in Indigenous knowledge and pedagogy, and 'on-the-land' learning outside of the classroom and on the traditional territories of the local First Nations peoples. Several Indigenous knowledge keepers were involved in this institute, which enriched the learning of our students.

The students also visited other local culturally significant places, such as LAUWELNEW Mountain (Mt. Newton) and SNAKE (Cadboro Bay). Students experienced paddling together on a traditional ocean going cedar dugout canoe. All of their experiences were led by knowledge keepers and elders together with the IED instructors. This provided a unique learning experience for these future teachers.

This institute was unique in the way that it incorporated local Indigenous knowledge keepers and community members in the learning and teaching of the students in the institute. It was also unique in that it took the learning outside of the 'traditional' university classroom with four walls, and out on to the territory of the local First Nations peoples. These 30 future teachers have expressed being impacted in a very deep and meaningful way.

Indigenous Education would like to thank the Vancouver Airport Authority for their generous contribution to this year's IED 473 Experiential Learning Class and Indigenous Education Institute. JÁN HÍSWIKE (Many Thanks)



Indigenous Speaker Series

Last March we had the privilege to have Ms. Zonnie Gorman as distinguished speaker within our Indigenous Speaker Series. In a packed room with community members, and interested listeners, Ms. Gorman described the role of her father as one of the first 29 Code Talkers in the Second World War. Her presentation entitled "Growing up with heroes: The Navajo Code Talkers of World War II: A daughter's journey" described how, paradoxically, the US Government had a policy of assimilation in 1940, which intended to eradicate Indigenous languages and culture, while under a different initiative, recruited Native people to create a code in the Navajo language that was indecipherable to the Japanese leading the Americans to victory in 1945. Ms. Gorman's presentation was filled with passion and honor for her father as well as for the rest of the Code Talkers who participated in this process. In this act of remembrance, she offered hope for the revitalization of Indigenous languages; this time not as tools for victory in war but more importantly, as tools for cultural subsistence.



Carmen Rodríguez de France, Zonnie Gorman & Lorna Williams

Indigenous Language Revitalization Programs

Nuu-Chah-Nulth language program

We offer our congratulations to the newly formed Quuquaatsa Language Society (QLS), based out of Port Alberni created to promote the Nuuchahnulth language. The society was formed out of the IED Nuuchahnulth language classes last year, and have galvanized language as the forefront of their agenda. They are gathering support from local nations, and have undertaken a partnership with the Certificate in Aboriginal Language Revitalization (CALR) and North Island College to offer the CALR in Port Alberni over the next year. Numerous dialects and language class offerings in different west coast communities attempt to address the demand for language teaching throughout the Nuuchahnulth territories. On completion of the CALR next year, the QLS hopes to then undertake a partnership with IED to train language teachers to further the teaching of the Nuuchahnulth language. We look forward to working with the Quuquaatsa Language Society more closely next year.

Bobbilee Copeland and Alik Marinakis met with members of the Quuquaatsa Language Society this Spring to discuss course delivery. Seen here from left to right: Bobbilee, Jerri Thomas, Jane Jones, Angie Joe and Phillis Rossignol.



North Island Language Gathering

The Office of Indigenous Affairs, and the Kwakiutl Band Council hosted a highly successful Language Gathering in Port Hardy, March 14 & 15, 2013. Alumas Wadmalala, supported by the Aboriginal Service Plan (ASP) and Indigenous Education, was an opportunity for ASP partners from all over Vancouver Island to participate in workshops and hear from Keynote Speakers about local and international foci on Language Revitalization. Local knowledge holders and teachers hosted workshops; community members, language instructors and language students learned from each other, and worked side by side on topics of new words, making space for language, language in technology and language education.

A number of past and present UVIC (IED and CALR) students contributed with songs, speeches, workshops and prayers, as they showcased their language learning and teaching. Drs. Michael Walsh and Peter Jacobs were both Keynote speakers. Catering included local Indigenous highschool students gathering and preparing local fresh sea food and making bannock. It was a delicious and inspiring two days, highlighting Kwak'waka and the work of language advocates. Gila'kasla to all the contributors!



Alumas Wadmalala
March 14th & 15th, 2013
U'gwamalis Hall, 99 Tsakis Way, Fort Rupert



Photos courtesy of Kaitlyn Charlie

Undergraduate Community Partnership Updates

Students in the community-based SENĆOŦEN and Kwak'wala language programs reached another important milestone this past year, as each cohort achieved their Diploma in Indigenous Language Revitalization. The WSÁNEĆ cohort, centered on the local SENĆOŦEN language was the first group of students to graduate with this credential, in the November 2012 ceremony at UVIC. The North Island cohort, focused on Kwak'wala/ Bak'wamk'ala, will graduate in June 2013.

Both cohorts came to campus again in September 2012 for their yearly orientation, to share across cohorts, visit local resources, and to take a course together. Students are now embarking on their Developmental Standard Term Certificate (DSTC) credential, leading to their Bachelor of Education in Indigenous Language Revitalization. Some students may choose to exit that point, but most plan to continue through to the completion of the full degree. This month students are engaged in their six-week practicum, where they are placed in district and First Nations Schools teaching language and culture, throughout the North and South Island. We wish each of them the best!

Programs are still largely dependent on external fundraising, so IED continues to work with community partners to seek and apply for funds to see the two existing cohorts through to completion.



Helena Norris stands with her family after the UVIC convocation, where she was one of the first students to graduate with her Diploma in Indigenous Language Revitalization.



Harold Nelson embraces his classmates Dede Nelson and Lorelei McEvey on campus last September, when both North Island and WSÁNEĆ cohorts came together to take IED 487.

Graduate Indigenous Language Revitalization Program Update

The Master's in Indigenous Language Revitalization program started in July 2012. The program is a partnership between Indigenous Education, Faculty of Education and the Department of Linguistics, Faculty of Humanities. This first cohort of 26 students completed the requirements for the Graduate Certificate in ILR in December 2012, and will be completing the coursework component for the master's program in July 2013. All of the students in the program are language champions and activists in their own communities, and all are fluent speakers or learners in their languages. Students represent 11 different, distinct language groups from around western Canada (with one student from Ontario).

The goal of the program is to ensure a generation of language experts will have the language and academic skills to lead language revitalization efforts in Indigenous communities, and also to develop language scholars who will have the expertise to support post-secondary instruction in revitalization, recovery and maintenance of Indigenous languages. The program brings cohorts of students together with leading scholars in Indigenous Language Revitalization, through blended, flexible course delivery including face to face and online formats.



left to right: MILR student Candace Weir, MILR grad cohort, MILR student Bucky John



First cohort to graduate with their Diploma in Indigenous Language Revitalization

Congratulations to our 12 WSÁNEĆ students who graduated this Fall, November 2012 with their Diploma in Indigenous Language Revitalization. Special congratulations to Eric Pelkey, Indigenous Affairs Award recipient, for persevering and succeeding under hardship. All of our students have over come great challenges to get to this point in their program, and we are so proud of all they have accomplished!

HÍELWET Shelly Therese Black
WSÁNEĆ

STIWET James Elliott
WSÁNEĆ

XEDXELMEŁ OT Janice Elliott
WSÁNEĆ

MENEŦIYE Elisha Elliott
WSÁNEĆ

PENÁWEN Elliott
WSÁNEĆ

SEXSOXELWET Lorelei McEvay
WSÁNEĆ

WEM,LEŚ William Morris
WSÁNEĆ

KÁNTENOT Helena Edith Marie Norris
WSÁNEĆ

WEĆKINEM Eric Pelkey
WSÁNEĆ

XELELTENO Anne Sam
WSÁNEĆ

Chuletsa Romaine Underwood
WSÁNEĆ

SI,OLTENOT Madeline Elizabeth Bartleman
WSÁNEĆ



Emily Aitken (left) and Trish Rosborough (right)

Instructor Workshop & Curriculum Development

In April 2012, Indigenous Education called upon the expertise in the Department of Linguistics to host a Professional Development workshop for community language instructors teaching in IED or CALR programs. Part of the focus was on how to effectively utilize the language teaching curriculum developed cooperatively between Drs. Strang Burton, Ewa Czaykowska-Higgins and Onowa McIvor, with support from Aliko Marinakis and community partner consultation. The highlight expressed by most instructors, however, was the opportunity to meet and share ideas and experiences with other Indigenous language instructors.



Kendra Underwood (left) and KANTENOT Helen Jack (right)

CORE in the Kwum Kwum Lelum Centre at Songhees

In its third year of operation, the Centre for OutReach Education (CORE) in the Faculty of Education has been supporting children and youth whose opportunities for tutoring, counseling, and other learning options might be limited due to diverse circumstances.

Among the programs offered by CORE, afterschool tutoring is one that brings together children from various schools in the Greater Victoria area who interact twice a week with pre-service teachers in order to advance their learning. One program that supports children in their own community is the CORE Mobile program where two student teachers visit the Songhees community twice a week to offer support on academic subjects. CORE in the Kwum Kwum Lelum Centre has been well attended and has become a favorite place for young children and their parents who join in the fun activities and who become more acquainted with their own sons and daughters creating new paths for learning, teaching, and the development of intergenerational engagement, and responsiveness for and towards education.



Hosting the world: Visitors from Haida Gwaii, New Zealand, US, and Asia

Members of the Indigenous Education team have been fortunate to meet a number of different delegations from around the world of late. Over the past six months, IED helped host language advocates from Colville Tribes in the US, two Canadian International Development Agency (CIDA) supported delegations from the Yunnan province of China, a group of youth and Elders from Haida Gwaii working in the Skidegate Haida Immersion Program (SHIP) program, and a community Maori group, who shared their traditional song and dance with our WSÁNEĆ cohort as well as a UVIC gathering at the First Peoples House. Finally, most recently, IED had the opportunity to present to and meet another CIDA supported delegation, this time from Tibet. This delegation is the precursor to a cohort of Tibetan teachers and school administrators that will take some of the CALR courses this summer with Dr. Lorna Williams and Dr. Peter Jacobs. We have been honored to meet and learn from so many dedicated language activists from around the world.



Maori Haka performed in First Peoples House



Yunan Delegation



Haida visitors to UVic



Nick and Aliko had a chance to meet Ernie Brooks and Sharon Covington from the Nxa'amxcín Language Program of Colville Tribes, who are working on a grant with Dr. Ewa Czaykowska-Higgins.



Maori Visit to UVic



Tibetan Delegation gifting UVic



Visit from HaahuPAYAK Elementary

Beating of drums, voices in harmony, dancing children and young adults filled the room where a group of 17 Grade 5-6 students from the haahuPAYAK Elementary School situated within the traditional territory of the Tseshaht First Nation, gathered this past term to join a group of PDPP Secondary students in Carmen Rodriguez's class.

Their principal, Mr. Gio Mussato, their teacher Ms. Rose Doerksen, as well as a cultural support worker, and three other staff members joined the elementary school children. The March 23rd visit was full of wonderful opportunities for both groups of students.

As their first event of the day, Nick Claxton greeted the younger students and took them on a tour of the First Peoples House. Afterwards, they visited Carmen's class where the PDPP students awaited to interact with the elementary school students who led the singing and drumming of a song by Aaron Watts. As everyone danced, sang, and moved to the rhythms of different animals, the room came alive with excitement! It was an opportunity to bring the curriculum alive! Before the haahuPAYAK students left, they enjoyed lunch in the Ceremonial Hall of the First Peoples House where the Indigenous Graduate students hosted a "Mix and Mingle" event. This was an opportunity for the elementary school children to share some time and space with our Graduate students from the Masters Program in Language Revitalization, and other graduate students on campus. As a final gift from the young ones, we experienced more song and dance that attested to the relevance of language revitalization, the value of relationships, the importance of respect, and the appreciation of reciprocity.



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