



University  
of Victoria  
Indigenous  
Education

# SKEL, K'EL

Photo: Mark Cacovic

Vol. 4 No. 1 ĆENQÁLES/Summer 2015

## Indigenous Education

### IED 373- EL TELNIWT 'To Make Whole'

By Sarah Wright Cardinal

Seven weeks into the course I gave each student a role-play card and a prop. I set the scene: It is fall time and you are setting up your bush camp with your extended family. I watch the students get into character. The granny puts her kerchief on her head. The auntie holds her baby and a few children play with their wooden toys. When I've done this role-play at home in the Northwest Territories, we use canvas tents outside. I am confident they will get the teachings from this experiential activity with two summer tents I bring in. The pilots and Indian agent come into the classroom, they struggle to put the kids on the plane. When the role-play is finished I explain this is based on my family's experience with Residential School. I watch the look of shock on many students' faces. They debrief in small groups and then in a large group we work through the new knowledge they have gained. I make the space for this discomfort over the semester so that we can have the hard conversations and come to new understandings. I also ensure that I am healthy when I come into class to facilitate.

When people ask me what Indigenous Education 373 is, I say it's an introduction to colonial history, land-based worldviews, and education as a lifelong inner journey that is spirit-based. Many students come out of the course saying how meaningful the content is, not only for their future teaching but for how they want to be in the world. Yes, the connections we make, how we work through difficult topics, and become whole, is a big part of life. Mahsi cho for another great semester.

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







Dr. Lorna Williams (centre) is honoured and blanketed at her retirement ceremony, acknowledging her contributions to the Faculties of Education and Humanities and to UVIC as a whole, in her terms both as Director of Indigenous Education, and as Canada Research Chair in Indigenous Knowledge and Teaching. Dr. Williams is being lead into the ceremony by Dr. Leslie Saxon (left) and Dr. Ewa Czaykowska-Higgins (right).

## History of Indigenous Education in the Faculty of Education

by Aliko Marinakis and Onowa Mclvor

Indigenous Education has had an official presence in the Faculty of Education for over fifteen years, marked by the creation of a First Nations Education Advisory Board for Teacher Education, established under Dean Bruce Howe in 1999. The board included Faculty members, such as Dr. Margaret Robertson (then Director of Elementary Teacher Education Programs), Dr. Gloria Snively, Dr. Robert Anthony, Dr. Bill Zuk, and Dr. Ted Riecken as well as community stakeholders, and led by co-chairs Janice Simcoe and Nella Nelson, who continue to lead the board today.

In this newly created context, Mary Longman was hired in a limited term Faculty position. Under the direction of the Board two courses in Aboriginal Education were created and discussion began for a strand of courses focused on Aboriginal Education. These projects, along with a new focus on community programming initiatives, continued under the leadership of Dean Budd Hall.

A First Nations Advisor/coordinator position was created in 2002 to help support and recruit students of Indigenous heritage to the faculty. Wendy Edwards, the first to fill this role, worked with Mary Longman, Dr. Robertson and other faculty to develop and support a language teacher education program initiative in Campbell River (called the Developmental Standard Term Certificate.) This was the precursor to the Bachelor of Education in Indigenous Language Revitalization. In 2002, Dr. Peter Cole replaced Mary Longman in a new limited-term position in First Nations Education. Two years later, Dr. Lorna Williams began as the first regular faculty position in the role of Director, and First Nations Education became Aboriginal Education, which grew to include two additional staff members: a secretary and a temporary program coordinator.

Under the direction of Dr. Williams, the influence of Aboriginal Education expanded throughout the faculty. New programming initiatives began, including the very popular “Learning and Teaching in an Indigenous World” course, in which students, staff, faculty and community members created a welcome pole, a textile hanging, stories and songs which were then gifted to the Faculty. Another milestone in the history of Aboriginal Education was the creation of a required course in 2008 for all teacher education programs at UVIC -- a first for Canadian university teacher education programs.

Over the last decade, the Faculty of Education and its programs have begun to reflect the needs of Indigenous students. In addition, many members of the Faculty of Education have made efforts to create significant space for Indigenous students, staff and faculty within its walls and structure and within the communities and schools with whom we work.

## History of Indigenous Education in the Faculty of Education (Continued)

In 2008 Onowa McIvor joined the unit as the new Director, allowing Dr. Williams to take up her recently awarded Canada Research Chair in a full-time capacity. Under the leadership of Dean Ted Riecken, two other faculty members joined the unit: in 2009, Dr. Carmen Rodriguez de France, and in 2013, Dr. Trish Rosborough. Dr. Williams later retired in December 2013 and the whole university celebrated her achievements in a retirement event.

In July 2009, Faculty members and the Advisory Board developed a strategic plan, which included Language Revitalization programming, and a proposal to change the unit's name to Indigenous Education to reflect a broader scope of the work we do. In May 2010 the Faculty and later the UVIC Senate (May, 2011) approved four new academic programs, administered through Indigenous Education: an undergraduate Diploma and Bachelor of Education in Indigenous Language Revitalization and a Graduate Certificate and Master's Degree in Indigenous Language Revitalization, developed and delivered in partnership with the Department of Linguistics. (The partnership between Indigenous Education and the Department of Linguistics has a long history dating back to the 1970's and 1980's with the Native Indian Language Diploma Program.)

Four years later, Indigenous Education, along with its partners, has five community undergraduate partnerships (three cohorts established, and two poised to begin in September 2015) and is in the midst of the second delivery of the Master's program in Indigenous Language Revitalization. Graduates of our programs are establishing and teaching in immersion language schools and other impactful contexts around the province and country. UVIC is recognized provincially for its commitment and success in Indigenous Language programming.

As the academic unit emerged, the faculty supported and applauded. In 2010, as part of the Language Program approvals, the Faculty supported Indigenous Education with its own academic status, course pre-fixes and control over the content and teaching of its courses. This was an important step toward self-determination and "Indian Control over Indian Education".

In 2014 the Faculty welcomed a new Dean, Dr. Ralf St. Clair, and the Advisory Board ratified a new Strategic Plan for Indigenous Education. The strategic plan seeks further growth in the numbers of Indigenous students and faculty, as well as further Indigenous program development at both the undergraduate and graduate levels. Dr. St. Clair comes with experience working with First Nations communities in Manitoba and Québec and brings new ideas and directions for Indigenous Education as well.

Looking back at the past 15+ years, we honour the past and present staff, faculty, Directors and Deans within the Faculty of Education who have worked hard to create a place of welcome and inclusion for Indigenous UVIC students.



### New Faculty Member in Indigenous Education

In September 2013, Indigenous Education welcomed a new faculty member to our team. Dr. Trish Rosborough brings a wealth of experience in Indigenous education and language revitalization to her position as Assistant Professor. Before joining us at UVic, she was Director of Aboriginal Education at the BC Ministry of Education, where she led Indigenous education within the K-12 system. Trish is Kwakiutl from T'saxis on Northern Vancouver Island. In building her research focus on Indigenous language revitalization, in teaching within the B.Ed. in Indigenous Language Revitalization, and in serving as Faculty Advisor to the Master's in Indigenous Language Revitalization, Trish draws not only on her leadership and scholarly experience, but also on her own experiences as a language learner. Trish is currently learning Kwak'wala, the language of her traditional territory, a learning journey that has included learning Kwak'wala in a Master-Apprentice relationship.





### Cheryl Bryce, Indigenous Educator in Residence

Through an initiative of the Dean of Graduate Programs and Research in the Faculty of Education, Cheryl Bryce was recently appointed as Educator in Residence. The group toured local places significant to the Lekwungen people such as sites now called Beacon Hill Park, Gorge Water Way and Willow's Beach, which until very recently were thriving village sites, over which conflict still occurs about the destruction of sacred and burial sites. Cheryl emphasized that private property owners need to know about these sites and our shared history. Cheryl also educated the group on traditional plant uses and land management. We are very grateful to have Cheryl available as a resource person in the Faculty this year, and continue to benefit enormously from the knowledge and wisdom she generously shares.

*Lekwungen Knowledge keeper and local historian Cheryl Bryce from the Songhees Nation explaining the Colonial Bus tour to faculty, staff and students before boarding the bus!*



*WIRA members and co-Chairs from left: Kimo Cashman, U of Hawai'i, Manoa, Dr. Lindsay Morcom, Queen's University, Dr. Onowa Mclvor, Dr. Paul Whitinui, and Professor Boni Robertson, Griffith University, Australia*

### World Indigenous Higher Education Consortium

Onowa was invited in May 2014 to represent UVIC at the World Indigenous Nations Higher Education Consortium and while there, was nominated as Co-Chair of the World Indigenous Research Alliance (WIRA), along with Dr. Paul Whitinui of Otago University, Aotearoa/NZ. This organization meets virtually throughout the year and in person once per year at various locations around the world to further Indigenous Education. WIRA is a research and collective of Indigenous scholars working at mainstream universities who collaborate on research, policy and advocacy endeavours to contribute to the development of Indigenous Education across all Nations.



### North Island BEdILR ending their program in a cultural way

At Yakusam (Hansen) Island, a felled culturally modified tree lies as a reminder of the rich historical and cultural knowledge found in sites preserved from logging. The Kwakwaka'wakw people of Northern Vancouver Island had sustainably harvested the bark of this cedar tree time and time again over many decades for many purposes.



Elisha Taylor-Child and Teniel Hunt enjoy the boat ride to Yakusam, as whales blow sea smoke and eagles circle over the beautiful North Vancouver Island waters.

The North Island cohort of Bachelor of Education students completing their Language Revitalization degree travelled to Yakusam (Hansen) Island, on a field trip for their Biology course this past summer. The trip was the highlight of the course for the students, who traveled with SeaWolf Adventures and learned from local knowledge keepers, including one of the founders of Greenpeace. Ten students from the North Island BEDLIR cohort have graduated with their Bachelor of Education June 8th, and will carry on the teachings of their Kwak'waka language and culture in the North Vancouver Island School District and First Nations schools. This is a significant achievement, and we are proud of our graduates. We look forward to seeing the changes they will make in the world.

### June 2014 Convocation

Graduates from our undergraduate and graduate Indigenous language revitalization programs standing proudly with Dr. Lorna Williams. This group photo consists of students who completed either the Graduate Certificate or Undergraduate Diploma in Indigenous Language Revitalization







*Sunrise on the Dehcho (the McKenzie River)*

**A new Diploma Launched in the North West Territories**

Running to meet a proposed January start, in partnership with Dehcho First Nations and Dehcho Divisional Education Council, Indigenous Education launched a new Diploma in Indigenous Language Revitalization in January in Fort Providence, NWT. At the request of the Dehcho First Nation, the program began with a three day “reconnection” workshop at the cultural camp of T’elemia, on the Dehcho (McKenzie River). Before beginning their language classes, students and instructors traveled by snowmobile and foot to partake in opening ceremonies, and in healing, team building and communication activities in the cultural setting. Drs. Trish Rosborough, from Indigenous Education, and Peter Jacobs from Linguistics were the faculty teaching the first two courses, and traveled up with Aliko Marinakis, the program coordinator. Drs. Rosborough and Jacobs along with local instructors Andy Norwegian and Violet Jumbo, developed a co-teaching model that grounded the students in a strong way to begin their language learning journey. The coordinators and instructors all participated in the snowy start of the program before getting students set up for their UVIC student roles and for undertaking their first two weeks of classes in Fort Providence. Classes met again over the summer and students plan to come to campus in August for the first time. We wish this new cohort of Diploma students the best of luck in their educational and language learning journey!



*A new cohort of Diploma in Indigenous Language Revitalization students stand in the sunshine on the Dehcho (McKenzie River) at the launch of their program, with their language and culture mentors standing with them. The group traveled by snowmobile from Fort Providence, in – 32 degrees to begin their program at the cultural camp, T’elemia, in January, 2015.*

*photo: Aliko Marinakis*



*Dr’s Trish Rosborough and Peter Jacobs sit with Lois Philipp, principal of the Deh Gáh School, in the school library, before the launch of the Dehcho Diploma program in Fort Providence, NWT.*

*photo: Aliko Marinakis*



*Dehcho student Colin Stipdonk and his language mentor John Tsetso, standing on the frozen Dehcho.*

*photo: Aliko Marinakis*





*photo: Aliko Marinakis*

## Indigenous Language Revitalization in Dease Lake



Tahltan language and culture lead Dr. Judy Thompson stands with her friend and teacher Theresa Etzerza, along with Dr. Trish Rosborough, Sara Kell, Amber Blenkiron, at what is sometimes referred to as the Canadian Grand Canyon of the Stikine River on the road between Telegraph Creek, and Dease Lake.

*photo: Aliko Marinakis*



*photo: Aliko Marinakis*



In October, Language and Culture Lead for Tahltan Central Council Dr. Judy Thompson took Aliko Marinakis and Dr. Trish Rosborough deep within Tahltan territories, across many rivers, including the Stikine, all the way to beautiful Telegraph Creek while exploring possibilities for an Indigenous Language Revitalization program in Dease Lake.

*photo: Aliko Marinakis*



## Indigenous Master's Programming in the Faculty of Education

### Indigenous Communities Counselling Program offered through the Department of Educational Psychology and Leadership Studies



This spring the second Indigenous Communities Counselling psychology cohort will be nearly half way through their program. This part-time community-oriented graduate counselling program, the first of its kind in Canada, began in 2008, with 19 students graduating in the inaugural cohort. Student feedback, and our 100% post program employment rate for program graduates supported the introduction of a second cohort. In January 2014, 13 students began the program and are currently working their way through their first practicum placements, where they get to put into practice the “walking in two worlds” of the accredited program training. Navigating the two worlds, western and Indigenous, is a unique feature of our MA degree. Students are encouraged and supported in their development of knowledge and skills related to the worldviews, values, and traditions of the “two worlds,” while meeting nationally established Canadian standards for professional counsellors. The Counselling Foundation of Canada funds the traditional learning, mentoring, and ceremonial aspects of the program and we are grateful for their support.

This second cohort in the Master's in Indigenous Language Revitalization program started in July 2014. The program is a partnership between Indigenous Education, the Faculty of Education and the Department of Linguistics, Faculty of Humanities. This second cohort of 18 students will be completing the coursework component for the Master's program in July 2015. 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. 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.

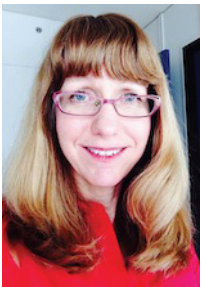
### Master's in Indigenous Language Revitalization





## Indigenous Education Staff Updates

Christine Webster joined the team as the new Assistant to the Director in Fall 2014. Christine is from the Ahousaht Nation of Nuu-chah-nulth. She was born in Victoria and raised by her grandparents, Andrew and Sarah Webster. She brings an extensive background in business administration to her new work. She looks forward to her time here in Indigenous Education and is happy to be a part of this team!



In early 2014, Allison Benner served as Advisor/Coordinator during Nick Claxton's absence. When Nick returned, Allison stayed on in a part-time capacity to assist with practicum coordination and new language programs partnership development. Allison is of German and Irish descent and has been a grateful visitor to this territory for 25 years. She has a Ph.D. in Linguistics and brings to her role a strong background in research, writing, and teaching.



### Indigenous Education acknowledges...

The Indigenous Education Unit would like to acknowledge the contributions of our sessional instructors: Sarah Wright Cardinal (2nd from right), Fern Perkins (far right) and Collette Jones (not pictured) who have been sessional instructors in Indigenous Education over the last couple of years. Indigenous Education would also like to acknowledge Kaitlyn Charlie (center), for her 3+ years as Language Programs Assistant prior to leaving to pursue other life dreams and aspirations. HÍSWKE HÁLE/Thank you all.

### The Royal BC Museum wins the prestigious award for Our Living Languages

We are happy to share the news that the American Alliance of Museums selected the Royal BC Museum as a winner in the 27th Annual AAM Excellence in Exhibition Competition for the feature exhibition Our Living Languages: First Peoples'Voices in British Columbia. Many of our students, staff and faculty have contributed to this exhibit that highlights First Nations communities throughout the province that are working to help their languages survive and flourish.





## W,SENĆOŦEN IST 'moving the language forward through the breath of the people.'



Photo: Kaitlyn Charlie

*UVIC Indigenous Education and WSÁNEĆ School Board celebrate the completion of a successful program year and the proposal of a new program which will begin September 2015 with gifts of IED Jackets to WSB partners and instructors.*



Photo: Kaitlyn Charlie



Photo: Kaitlyn Charlie

*Dr. Mijung Kim's EDCI 403 course in WSÁNEĆ took a field trip to Russel Island to learn from elders and Parks Canada biologists about the restoration of traditional clam gardens. A beautiful day filled with intergenerational, experiential and on the land learning, was a great way to complete the BEDILR summer courses.*

The local partnership between Indigenous Education at UVIC and the local WSÁNEĆ nations, represented by WSÁNEĆ School Board is going to continue for at least another two years after the first cohort of Bachelor of Indigenous in Language Revitalization students graduate. The community, who was the driving force behind the development of more opportunities for proficiency development in the Diploma in Indigenous Language Revitalization, will embark on a new program in 2015 called W,SENĆOŦEN IST 'moving the language forward through the breath of the people', that focuses on SENĆOŦEN language learning, grounded in SENĆOŦEN community practice. Language development continues to be a high priority for WSB, as they support and expand their immersion language stream in their LÁU, WEL, NEW school, the SENĆOŦEN LE, NONET SCUL, ÁUTW (SENĆOŦEN survival program).

The WSÁNEĆ School Board has been in partnership with Indigenous Education around language programming for the SENĆOŦEN language since 2006, and has seen tremendous growth and capacity building around language revitalization in that time. For example, the new W,SENĆOŦEN IS program will be largely taught by recent UVIC graduates and current graduate students of UVIC Indigenous Education programs. We are so proud to partner with such a nation so strongly committed to language and culture. They truly serve as an example for all of us in this field. We were delighted to watch six WSÁNEĆ graduates of the Bachelor of Education in Indigenous Language Revitalization cross the stage at the June convocation ceremonies. Many of these graduates are also transitioning directly into teaching jobs in the school board, and the local district schools.

Further to the partnership directly between the WSÁNEĆ School Board and Indigenous Education, this year also saw the signing of a multi-year Collaboration Agreement between the WSÁNEĆ School Board and UVIC as a whole. We were honoured to be witness and be a part of this important process. The signing ceremony led by Kendra Underwood of WSB and Ruth Young, Director of Indigenous Affairs at UVIC, included blessings and songs from knowledge keepers like Elder John Elliott (STOLCEL), and Lindy Elliott (COSINYE) as well a song and speeches in SENĆOŦEN from Kindergarten and Gr. 1 students lead by their teachers, Renee Sampson, PENÁWEN Elliott, David Underwood, Elisha Elliott, and Rita Norris, all of who are soon-to-be graduates of either the Master's or Bachelor of Education in Indigenous Language Revitalization at UVIC. We continue to celebrate this ongoing partnership.





### IdeaFest 2015: Photograph Exhibit

"Our WSANEC Community through the lens of a camera" was an apt title for the collection of captivating self-portraits, playgrounds, sunsets, and buildings among other images, which were part of a photograph exhibit where sixteen students from the Saanich Adult Education Centre shared images from their community. The exhibit was one of the opening events of this year's IdeaFest, and it was the culminating experience for the students enrolled in a course on digital photography at the Centre. The course, funded by the Ministry of Advanced Education, represents one of the many partnerships between the SAEC and the Faculty of Education. Collaborating as researchers on the project are faculty members Dr. Ted Riecken, Dr. James Nahachewsky, and Dr. Carmen Rodríguez.

### Distinguished Alumna Anne Tenning

Education Alumna Anne Tenning was honoured on February 4th with the University of Victoria's Distinguished Education Alumni Award, which is presented to an individual who demonstrates distinguished service in education. Anne is the Principal of Aboriginal programs with School District 67 Okanagan Skaha. Initiatives that Anne has spearheaded in the district include: introduction of English First Peoples 10 and 12; Organization of the Penticton Indian Band Grandma program and Boy and Girl Power groups; establishment of a partnership with the En'owkin Centre in establishing the Land-Based project; and Introduction of the Aboriginal book and video club for school district staff.



### Visiting Scholar from Costa Rica

As part of the efforts to establish international Indigenous relationships with Central and South America, our Unit welcomed Dr. Guiselle Garbanzo (top right), Director of Educational Administration at the Universidad de Costa Rica in San José. Dr. Garbanzo is working closely with Dr. Carmen Rodriguez in establishing joint research projects and partnerships to advance Indigenous Education initiatives in both countries and beyond. Carmen has been formally invited to join the Network of Leader Women of the Americas in Higher Education.

### At the CORE: Continued collaboration between UVIC and Songhees First Nation

In its fourth year of operation, the Centre for OutReach Education continues to collaborate with the Keum Kwum Lelum Centre located at the new Songhees Wellness Centre. Twice a week, enthusiastic pre-service teachers work as tutors with a group of 25 eager learners who receive support with their school work. This experience enriches both teachers and learners as it is not only an opportunity to offer guidance and learn about Indigenous ways of being and living, but also an opportunity to nurture long-lasting relationships that do not end when the school year does.



### In Partnership with Continuing Education

Instructors Deanna Brajcich and Lenore Clarke welcomed twenty-one Japanese teachers attending UVic for an intense three-week program of English language and educational pedagogy by fostering a sense of community and bridging the gap between cultures in the First Peoples House. The tradition of cedar bark weaving was a conduit for fostering new relationships, making connections and introducing Canada's aboriginal culture.



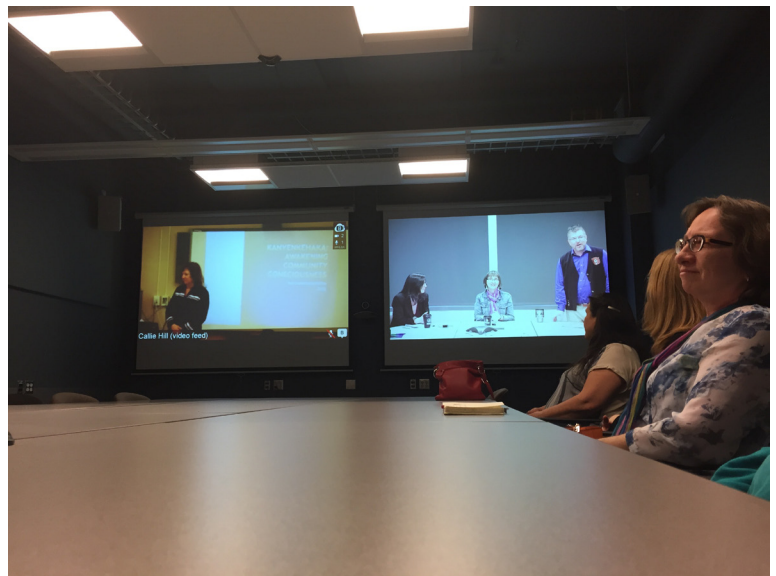


## MILR Theses and Project Defenses



Art Napoleon's thesis defense, held on Friday, December 19, 2014 in the Ceremonial Hall at the First Peoples House. Art's thesis is titled "Key Terms and Concepts for Exploring Nihiyaw Tâpisiwin in the Cree Worldview".

Callie Hill's Project Defence, held on April 27, 2015. Callie was in her home community of Tyendinaga while her committee was on the UVic campus. Her project is titled "Kanyen'kehá:ka: Awakening Community Consciousness". Callie's defence was held in her home community to ensure that community knowledge keepers could be present.



Fibbie Tatti's Thesis Defence held on March 31, 2015 in the Ceremonial Hall at the First Peoples House. Fibbie's thesis is titled "The Wind Waits For No One: Nihst'í Dene Así Henáoréhíle t'é".



## BEDILR and MILR Graduates and Convocation Ceremonies



SXEDTELISIYE Renee Sampson (center) was the first Graduate of the Master's in Indigenous Language Revitalization Program, standing with Dr. Onowa McIvor (left) and Dr. Carmen Rodriguez de France (right).

Colleen Austin, Fbbie Tatti, Callie Hill and Art Napoleon recently graduate with Master's degrees in Indigenous Language Revitalization, standing with Dr. Lorna Williams.



Colleen Austin (right) standing with Dr. Lorna Williams (left).

Gail Blaney (Center) recently graduated with her master's degree in Indigenous Language Revitalization. She is among the first students to graduate with this designation







The WSÁNEĆ cohort graduates (TELAXIYE Gail Sam, HÍELWET Shelly Black, PENÁWEN Elliott, MENETIYE Elisha Elliott, STIWET James Elliott and SI,OLTENOT Maddie Bartleman) & two of the program partners Kendra Underwood (far left) and Linda Gladstone (far right).



Joye Walkus wears the centuries -old Chilkat blanket turned over to the Royal BC Museum in 1975, by her grandfather, who taught the Port Hardy woman her first words of the Kwak'wala language



The North Island BEDILR cohort (Violet Bracic, Coreen Child, Patricia Dawson-Hunt, Harold Nelson, Dorothy Nelson, Ema Sheena, Joye Walkus), as well as Sara Child (Kwakiutl partnership community coordinator) and Dr. Trish Rosborough.



Some of the graduates from the WSÁNEĆ and North Island BEDILR cohorts together.



PENÁWEN Elliott (nephew) and STIWET James Elliott (uncle), to of the WSÁNEĆ students who are among the first group of students to graduate with a Bachelor of Education in Indigenous Language Revitalization





Some of the WSÁNEĆ graduates of the Bachelor of Education in Indigenous Language Revitalization program. This photo was taken during UVic's Indigenous Student Recognition Ceremony, held on June 11, 2015 in Tsawout.



Family members, instructors, and students drum and sing together as part of a dinner celebration held in honour of the graduates of the Indigenous Language Revitalization programs on June 8, at the Village Greens, after their convocation ceremony.





**University  
of Victoria**  
Indigenous  
Education

INDIGENOUS EDUCATION  
Faculty of Education  
PO Box 1700 STN CSC  
Victoria, BC, Canada  
V8W 2Y2

Ph: 250-721-7826  
Fx: 250-853-3943  
Em: [ied@uvic.ca](mailto:ied@uvic.ca)  
Web: <http://www.uvic.ca/education/prospective/indigenous/index.php>