



University
of Victoria
Indigenous
Education

SKEL, KÉL

Photo: Nick Claxton

SKEL, KÉL is SENĆOŦEN for “News”

Vol. 6 No. 1 ĆENQÁLES/Summer 2016

Indigenous Education

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



Director's Comments

ÍY SŶÁĆEL, Gilakas'la, wiikšahik, tansi nitôtimak (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 father's side.

I have had the great privilege of leading the unit of Indigenous Education for the past 8 years alongside a tremendous team, a devoted external advisory board and our supporters within the Faculty, the University and the community at large. We have grown from 1 faculty member and 2 staff in 2004 to 4 staff members (Alik, CJ, Christine and Advisor/Coordinator currently posted) and 5 faculty members (Carmen, Trish, Nick and me, with one hire in progress). The people who run and support our unit are the heart of what we are – and creates the ability to serve students and communities. I have made the difficult decision to step down as Director at the end of this school year (June 2017) to dedicate more time to my family life and community research partnerships. In the coming year we will continue our efforts towards the development of a School/Department of Indigenous Education, becoming an equal entity alongside the other Departments and Schools within our Faculty.

In gratitude to our wonderful language program partners in WSÁNEĆ, Tahltan, the Dehcho, the University of Saskatchewan 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, hihiy.



Indigenous Education Team Updates



CJ - Indigenous Language Programs Assistant

In July 2015 we added a new staff member to our team. CJ Bungay joined us in the role of Language Programs Assistant and Graduate Secretary. CJ comes to us with a background in communications and customer service. She is approachable, helpful, and resourceful. CJ is from Southern Alberta and is Metis on her mother's side, but has been living in Victoria since 2011. CJ's role is to support students and faculty in both the undergraduate and graduate areas.

Chaw-win-is - Indigenous Resurgence Co-ordinator

Chaw-win-is is the newly appointed Indigenous Resurgence Coordinator (IRC) and is also a sessional instructor in Indigenous Education at the University of Victoria. She is a member of both Tla-o-qui-aht and Cheklesahst nations of the Nuu-chah-nulth people on the West Coast of Vancouver Island. In 2007 Chaw-win-is received her MA in Indigenous Governance and went on to complete two years in Uvic's English Department in the Literatures of the West Coast Program. She has published and co-authored academic articles as well as poetry in a collection of poems by Indigenous and students and faculty of color titled *In Our Own Voices*, editor Dr. Prama Tagore. Chaw-win-is has been involved in Indigenous Education in various roles, including teaching, community coordinating, intercultural education and Indigenous Language Revitalization for over a decade. She is honoured to be working in this new role as IRC and to be collaborating with the faculty and staff within the Faculty of Education (FoE) at Uvic.



Chaw-win-is is looking forward to organizing workshops on Indigenous resurgence within the FoE as part of the faculty's commitment to "Indigenize" the curriculum and create an Indigenous Resurgence Framework, ensuring our spaces and curriculum are relevant and inclusive of Indigenous, students, faculty and staff. She will collaborate with staff, faculty and local community members for the upcoming Orange Shirt Day where we honour the strength and resilience of the Indigenous folks who are residential school survivors. Please watch the FoE website for updates regarding this event.

Congratulations to IED Faculty Members



Congratulations to Dr. Trish Rosborough on her reappointment as Assistant Professor, congratulations to Dr. Carmen Rodriguez de France on being granted Tenure, and congratulations to Dr. Nick Claxton as the newly appointed Assistant Teaching Professor in Indigenous Education.



Sessional Instructors in Indigenous Education

A big round of applause goes to our amazing colleagues who continue to support our Unit as Sessional Instructors facilitating the required Indigenous Education course (IED 373) in all our teacher education programs. We are grateful to Collette Jones, Fern Perkins, Ruth Lyall, Chaw-win-is, and Lindsay Delaronde who have demonstrated profound commitment and the outmost respect for our students, our colleagues in the Faculty of Education and across campus as they not only successfully deliver courses but are in demand to offer workshops and presentations as guest speakers in other programs, in schools, and community agencies. We offer our sincere appreciation for their work and wish them good luck in their endeavours as graduate students, professionals, and in other positions such as Chaw-win-is' new appointment as Indigenous Resurgence Coordinator for our Faculty.

IdeaFest (featuring Grade 5 Students from Sooke Elementary)

Grade 5 students from Sooke Elementary School have engaged on a pilot project that explores the First Peoples Principles of Learning (POL). Using the POL, the children explored learning through community resources and T'Sou-ke Elders' knowledge. The focus of said project was environmental sustainability and traditional ways of life and learning.

As part of IdeaFest, the students and their teachers, Ms. Lisa Stuart (graduate student in Education) and Ms. Erin Wood (former B. Ed. student), presented their work in March 2016 in the foyer of the MacLaurin Building where attendees gathered to listen to students share their experiences learning about nature, sustainable development, traditional ecological knowledge, and Indigenous ways of knowing and being while being engaged on this pilot project. Not only did their participation respond to the need of experiential learning in the schools but as importantly, the project is responding to the urgency to heed the recommendations of the Truth and Reconciliation Commission Report to ensure that public servants are informed and educated with regard to the history of Aboriginal peoples, and the impact of residential schools, as well as emphasize contemporary contributions to Canada in mandatory education requirements for Kindergarten to Grade Twelve students.

The event drew the attention of community members, middle school students, teachers, educators, and members of the university community who became more aware of how traditional ways of being and learning are embodied, and how this tangible initiative could serve as an example of how to incorporate, design, and implement Indigenous teaching methods in the classroom. It is paramount to mention the professionalism and preparedness of the young students from Sooke Elementary who at their respective tables or spaces, were ready to talk about their learning and their experiences outside of the classroom three days a week. Some students were responsible for acknowledging the territory, others for preparing tea, some of them shared their field notes with attendees, and other groups described the posters and images on ipads and computers. By engaging in conversation with others we were hoping to demystify the notion that research only belongs in academia.



Indigenous Speaker Series

Indigenous Education invites you to join us in welcoming respected Indigenous leaders in education



**Kathleen King-Hunt, District Principal
Aboriginal Programs,
Marlys Denny, Grade 5 Principles of Learning Teacher
&
Erin Wood, Grade 5 Principles of Learning Teacher**
**The Grade 5 Principles of Learning Program
in the S.D. #62**

November 20th, 2015 10:00-11:20am
David Strong Bldg (DSB) Room C116

The Grade Five, Principles of Learning Program is located at Sooke Elementary School, and situated on the traditional territory of the T'Sou-ke First Nation People. Surrounded by dense forests and with close proximity to the ocean and lakes, it offers an abundance of cultural and outdoor learning at its doorstep. The program development began in collaborations with local First Nations and local partner groups in 2015. The program includes experiential learning opportunities with up to 3 days out of the classroom, focuses on environmental sustainability, mathematics, technology, and healthy living practices, engages community personnel and local resources, embraces First Peoples Principles of Learning, inclusive to both Aboriginal and Non-Aboriginal youth, promotes lifelong outdoor pursuits, and features traditional ways of life, nurtures leadership, cooperative learning, and critical and creative thinking. Inspires community involvement, citizenship and environmental stewardship, fosters understanding of cultural diversity, enhances school learning & wellness. This presentation will cover the big ideas, new Ministry of Education curriculum, teacher overview or yearly Coast Salish plan, and initiatives to date.

Kathleen King-Hunt, District Principal is the District Principal, Aboriginal Programs in S.D. #62. She has developed genuine relationships with T'Sou-ke and Pacheedda Nations, as well as numerous, Aboriginal organizations involved in education. Over the past two years worked in collaboration with Aboriginal communities to promote literacy, meaningful and trusting community connection, and raised the profile of the Aboriginal Education Enhancement Agreement goals and increased Aboriginal programming in schools.

Marlys Denny, Principles of Learning and Aboriginal Literacy Teacher. Member of SD No. 62's Aboriginal Education Team. Marlys works to ensure Aboriginal culture is integrated in and respected by schools and society at large. She strives to support elementary students reach their academic potential and works to nurture their sense of belonging.

Erin Wood, Grade Five Principles of Learning Teacher. Erin graduated from the U.V. Elementary Education program in 2011 with Distinction and a specialty in Indigenous Education. Since graduation, she has taught at 5-10000-ton Lake Elementary School in the St. Ann's community, at Discovery School in Victoria, and at Spencer and Dunsmyth Middle Schools and Belmont and Edward Mine Secondary Schools as part of the Aboriginal Education Department in the Sooke School District. She is passionate about intergenerational, holistic, and land-based teaching and learning.

For more information contact Indigenous Education at 250-721-8389 or via email at ied@uvic.ca



Indigenous Speaker Series



Photo Credit: Carol Nahachewsky

Indigenous Education at UVic maintains close ties collaborating with our Indigenous communities. These relationships are reflected in diverse ways, one of which is the Indigenous Speaker Series which hosts respected educators from diverse communities. This past year we've had amazing speakers share their expertise, knowledge, and passion with our students.

Michael Kusugak

Inuit storyteller and story-writer Michael Kusugak captivated the audience at the First People's House with his gentle voice and engaging stories about his upbringing in Repulse Bay. We were transported to a different time and a different world where his anaanatsiaq (meaning grandmother - pronounced ananadiak) would tell him stories at night time after long days of travelling by dogsled. "She told me the most wonderful stories", Mr. Kusugak said. He also spoke of his life as a writer and of his work with Robert Munsch, and about how he hopes that his Inuit language and culture thrives and flourishes.

David Bouchard

We were also privileged to have Métis storyteller David Bouchard speak to our pre-service and in-service teachers about the need for literacy skills in young readers both Aboriginal and non-Aboriginal. He shared with the audience ways in which as teachers, they can reach their students by engaging them in stories, drama activities, music, and diverse literary genres in order to fall in love with books. Mr. Bouchard set the tone of the presentation by captivating the audience with his music, playing the flute and sharing the teachings of his ancestors in the form of words of gratitude as he began his presentation. Mr. Bouchard also shared the reality of being dyslexic, and encouraged teachers to find alternative ways to make books attractive for students, such as using audio books. He finished his presentation by emphasizing the importance of connections not just through books and stories but most importantly, through Love, which in his view is the most important of all seven teachings from his Métis ancestry.



Kathleen King-Hunt addresses a room full of pre-service teachers about the First Peoples Principles of Learning program delivered through SD62.

Australian Teachers visit UVic

Among the diverse activities and initiatives in which we engaged, in 2016 we were fortunate to continue to serve as hosts to Indigenous people from around the world. In January, Dr. Onowa McIvor and Dr. Carmen Rodriguez de France were invited by Dr. Robina Thomas to deliver a presentation/workshop to a group of Indigenous teachers from Australia interested in learning about the history of Indigenous Education in Canada. We engaged in interesting conversations related to historical perspectives, challenges for educators, and possibilities for the future specially as relate to the TRC's Report and its Calls to Action (http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf). The session was well-received, and plans were made for a possible return from the group to learn more about Indigenous Education in the near future.



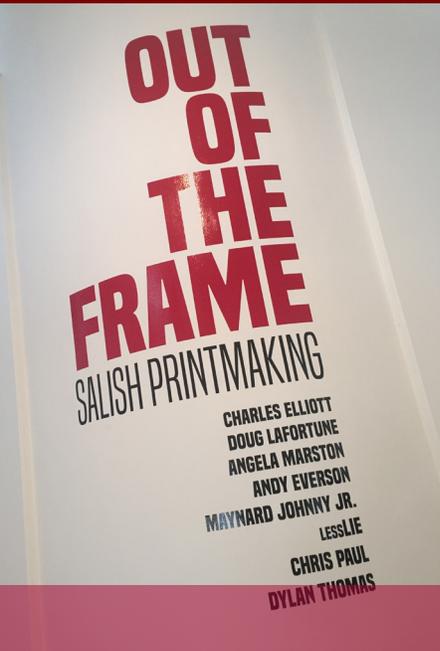
Also from Australia, we received the visit of Ms. Lola Jones, Aboriginal Languages Coordinator & Curriculum Officer at Department of Education, Western Australia. Ms. Jones was interested in learning more about our various programs and courses in Language Revitalization, which as delivered in partnership with the Division of Continuing Studies and with the Department of Linguistics. Ms. Jones had the opportunity to visit the First Peoples Cultural Council in Brentwood Bay and the LÁU, WELNEW Tribal school where she had the opportunity to learn about the immersion programs in SENĆOŦEN.

Masters in Indigenous Language Revitalization (MILR) heads east to University of Saskatchewan

UVic's Graduate Program in Indigenous Language Revitalization has travelled east to Saskatoon. The Masters in Indigenous Language Revitalization (MILR) is the only one of its kind in Canada. The third intake into the program started this July 2016, and saw 17 students from Saskatchewan enter the program, which is offered on-site at the University of Saskatchewan for this intake. This iteration of the program is offered in partnership with the University of Saskatchewan, and faculty from UVic and U of S will be teaching and supervising these students as they pursue their MILR degree from UVic.



Indigenous Education and Community Collaborations Summer Institute



In June 2016, we offered the 7th annual *Indigenous Education and Community Collaborations Summer Institute* to Secondary Post-Degree Program students in the Faculty of Education. This Summer Institute is a set of 4 highly integrated IED courses offered in an intensive format during the whole month of June, with a focus on Indigenous knowledge, epistemology, pedagogy and education. Courses were held on campus, and in the local indigenous communities. This institute is designed to offer pre-service teachers with a unique and transformational learning opportunity by providing the students with the opportunity to learn from and about Indigenous peoples and knowledges, and to make valuable connections to the local Indigenous communities.

All four IED courses were thematically related, and the theme of this year's institute was centered around Coast Salish art, and was offered in conjunction with *Out of the Frame: Salish Printmaking* exhibit at the Legacy Art Gallery. The students explored the world of Coast Salish Art, through visiting the *Out of the Frame* exhibit with some of the Artists featured in the exhibit, visiting the Salish Weave Collection of Art in the Cornett Building, and by learning from Chris Paul, who was the Artist in Residence for the summer. Students experienced hands on learning in Indigenous knowledge and pedagogy, through drum making, and painting their own designs on the drums.





IED 5th Year TQS Upgrade Course Set

A cohort of 10 students completed the 'Teaching and Learning in Indigenous Contexts' IED Integrated program leading to TQS Category 5 or 5+ qualification upgrade this July 2016. This Integrated Program was designed to give teachers an opportunity to learn from and about Indigenous knowledge and to make valuable connections to the local Indigenous communities. The 10 courses in this IED Integrated Program were offered in concert with each other. The result was an immersive experience in Indigenous learning, teaching and knowledge where this cohort of in-service teachers gained valuable experience and made meaningful connections within local Indigenous communities such as T'Souke and WSÁNEĆ (shown above). This IED Integrated Program offered a rich and deep experience in Indigenous learning and teaching, which strengthened the understanding of First Nations peoples and communities for these teachers.

Two new online Indigenous Education Courses

Another highlight of this year has been the development of two on-line courses by Dr. Onowa Mclvor and Dr. Carmen Rodríguez de France, as first time offerings within our Unit. These courses were part of the above mentioned 5th year program for practicing teachers.

Dr. Mclvor developed a course entitled "IndigenousViews" where students explored topics such as worldview, land, language and culture exclusively through oral and visual mediums of video, audio and film.

The other course was developed by Dr. Rodríguez de France with a focus on Indigenous literature for the classroom. In this course, students explored diverse ways of knowing represented in literary genres and in written and oral forms.

Structurally, the courses were informative and easy to navigate within a virtual learning context. However, these two offerings presented Carmen and Onowa with opportunity and challenge of being able to 'capture' the essence of Indigenous pedagogies in a context that is different from a face-to-face, synchronous environment. For instructors and students there were lessons learned in terms of organization, time management, and assignments but overall, these two courses attest to the possibility to reframe learning and Indigenous pedagogies within our institutions of higher education.



Indigenous Education elective course offerings



IED 387 A01 - Indigenous Literature for the Classroom

&

IED 387 A02 Exploring Indigenous Views Through Video, Audio and Film

IED 387 - Special Topics in Indigenous Education: Indigenous literature for the classroom

The course will introduce students to works by Indigenous authors, and will examine several genres that can include poetry, drama, traditional stories, history, fiction, essays, and autobiography, among others. The course will address some of the aesthetic aspects that inform the production and study of Indigenous literatures, offering opportunities to analyze the roles literature plays in shaping and reflecting Indigenous histories, identities, and communities.

IED 387 - Special Topics in Indigenous Education: Exploring Indigenous Views through video, audio and film
Indigenous cultures are traditionally oral in nature. While written forms of communication are now common, many Indigenous artists have taken up multiple forms of media, audio, video and film to explore various matters important to Indigenous peoples. The aim of the course is to better understand a wide range of topics, such as but not limited to, worldview, land, language, and culture exclusively through video, audio, and film.

IED 387 A01

Second Term: Jan-Apr 2016

Online

**Instructor: Dr. Carmen Rodríguez de France
CRN 21964**

IED 387 A02

Second Term: Jan-Apr 2016

Online

**Instructor: Dr. Onowa Mclvor
CRN 21965**

For more information contact Indigenous Education Advisor at 250-721-8389 or via email at ied@uvic.ca



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World Indigenous Nation's Higher Education Consortium

Dr. Onowa Mclvor represents the University of Victoria at the World Indigenous Nation's Higher Education Consortium (WINHEC) whose shared vision is: "[To] gather as Indigenous Peoples of our respective nations recognizing and reaffirming the educational rights of all Indigenous Peoples.

We share a vision of Indigenous People of the world united in the collective synergy of self determination through control of higher education.

We are committed to building partnerships that restore and retain indigenous spirituality, cultures and languages, homelands, social systems, economic systems and self-determination." <http://winhec.org/>

At the 2015 WINHEC AGM, as Co-Chairs of the World Indigenous Research Alliance, Dr. Onowa Mclvor along with Dr. Paul Whitinui (UVIC - EPHE) coordinated a Research Symposium for international community and academic delegates over two days. Dr. Marie Battiste (pictured here with Paul and Onowa) was the keynote speaker of the conference.

NETOLNEW 'One Mind, One People'

Drs. Onowa Mclvor and Peter Jacobs are wrapping up a 3-year SSHRC project which was focused on Mentor-Apprentice Language Learning alongside two community partners - W̱SÁNEĆ School Board and the First People's Cultural Council in BC. They look forward to sharing their findings later this fall. In the meantime, they passed the first stage of a two stage process and have been granted the opportunity to apply for a larger, nation-wide SSHRC Partnership Grant focused on adult Indigenous language learning which will keep them and their team very busy until November when the proposal is due. Wish them luck in this endeavour!



Photo: Research team - UVic grad students and community-based researchers

UVic community members: Call to Action

Join us for a light lunch

UVic-Wide Conversation about TRC Report and Calls to Action

In October 2015, various groups from around campus, led by Indigenous Education, came together to begin discussions about the Truth and Reconciliation Commission of Canada's Calls to Action. The university later hosted the Provost's Forum on Equity and Diversity focused on the TRC, as well as other events since. In addition, the university is currently finalizing an Indigenous Academic Plan which will in part address the university's commitment to the Call to Action.

We look forward to sharing the UVic Indigenous Academic Plan with you once it is released!

Supported by

Faculty of Education
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Office of Indigenous Affairs
Academic Women's Caucus
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Centre for Aboriginal Health Research
Centre for Youth and Society
Technology Integrated Learning
Teaching and Learning Centre
School of Environmental Studies
School of Child and Youth Care
Minority & Indigenous Women's Instructor's Network



"Reconciliation is about forging and maintaining respectful relationships.
There are no shortcuts." Justice Murray Sinclair

Undergraduate Indigenous Language Revitalization Programs and Partnerships



Seen above, the W SENĆOŦEN IST program launched in September 2015 in WŚÁNEĆ, seeks to complete another cohort of SENĆOŦEN learners and language workers with their Diploma in Indigenous Language Revitalization by Summer 2017 to support the ongoing work of the Immersion school administered through the WŚÁNEĆ School board. The program includes immersion and on the land learning & draws on local expertise.

Pictured below, a cohort of Tahltan students enthusiastically embrace their language learning during a set of courses over the winter and summer of 2016 in Dease Lake, BC. The partnership between Tahltan Central Government and UVIC was supported by Vancouver Foundation, and was successful in drawing in participation from many local speakers during language mentorship classes and immersion language camps.



The Dehcho Diploma in Indigenous Language Revitalization cohort continues in Fort Providence and Fort Simpson, NWT, and also hopes to complete by summer 2017. Above, students are being celebrated with T-shirts from a NWT funding program, and are travelling by ski-doo to visit a traditional Dene healing camp in March 2016.

MILR Thesis and Project Defenses



Janice Billy's project defense titled "Exploring the use of traditional Secwepemc stories to teach language" was held on August 24, 2015.



Trena Sutton's project defense titled "T'Sou-ke: What it means to me to be T'Sou-ke SW'K'ALECEN IYES: My Inner Thoughts" was held on October 19, 2015.



Laura Tutcho's project defense titled "Ets'ulah: how ets'ulah (Dene love song) contributes to Sahtúgot'ı̨ ne language revitalization" was held on January 6, 2016.



Layla Rorick's project defense titled "wáya Sasuk?i naatnaniqsakqin: At the Home of our Ancestors: Hesquiaht Second Language Immersion on Hesquiaht Land" was held on March 24, 2016.



Khâsha's (Stephen Reid) project defense titled "Reclaiming Da 'kwanje` for my Family, for my People" was held on April 17, 2016 in his home territory.



Lucy Bell's thesis defense titled "Xaad Kilang T'alang Dagwiiehdlang - Strengthening our Haida Voice" was held on April 21, 2016.



Xway'Waat's (Deanna Daniels) project defence titled "Xwi'xwi'em': My Hul'q'umi'num' Storytelling Journey" was held on April 27, 2016.



Thohtharátye (Joe) Brant's project defense titled "Entewà:ronk - We Will Be Speakers" was held on April 27, 2016 in his home territory.



Britt Thorburn's Project Defense titled "Another Piece of the Puzzle: The Importance of Supporting Indigenous Language Revitalization in the Home" was held April 28, 2016.

Indigenous Language Revitalization Students at Convocation and the Indigenous Recognition Ceremony





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