



University
of Victoria
Indigenous
Education

SKEL, KÉL

Photo: Aliko Marinakis

SKEL, KÉL is SENĆOŦEN for "News"

Vol. 7 No. 1 CENQÁLES / Summer 2017

Indigenous Education

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

New Department of Indigenous Education Approved!

Indigenous Education has been growing in the Faculty of Education since 1999. The first initiative began with the inception of an External Advisory Board made up of members of the local nations and other education partners. The original Co-Chairs, Janice Simcoe Director of Eyē? Sqā'lewen of Camosun College and Nella Nelson of Aboriginal Education, School District 61, still lead us today, and our vision for the future. This year, one of our strategic goals have been realized of becoming a Department of Indigenous Education in the Faculty of Education, a first for UVIC. The proposal was passed unanimously through our Faculty in January 2017, and also passed at UVIC Senate in April and finally the Board of Governors in May. We look forward to this ground breaking endeavor unfolding over the coming year and thank everyone in the Faculty of Education, and at UVIC, for their support in this long process!



Indigenous Education Team
Pictured left to right:
CJ Bungay, Christine Webster, Glenda Haynes, Trish Rosborough, Carmen Rodriguez de France, Nick Claxton, Onowa McIvor, Aliko Marinakis, Vivian Leik, & Chaw-win-is.



Staff & Faculty Updates



Dr. Jean-Paul Restoule

The Faculty of Education is delighted to announce the appointment of Jean-Paul Restoule as Professor of Indigenous Education—and Chair of the new Department of Indigenous Education—effective September 1, 2017.

Dr. Restoule is a member of the Dokis First Nation (Anishinaabe) and will be joining us from OISE, where he was Professor of Leadership, Adult and Higher Education. He is an accomplished and highly respected scholar committed to bringing Indigenous worldviews to their rightful place in mainstream discourse in education and beyond.

Jean-Paul's work has been widely published and cited, and at the same time he maintains a deep commitment to community. Welcome Jean-Paul!

Vivian Leik

Kwey! My names is Vivian Leik and I am excited to be filling in for Aliki and to be joining the Indigenous Education Department for this next year. I am very thankful and honored to live on the traditional territories of the Esquimalt and Songhees peoples. My Metis hertigage comes through my mother's family, while my last name (pronounced 'LIKE') is of Austrian descent. My career background includes working on employment programs with Tsawout First Nation, as a Life Skills Coach Instructor in the Cowichan valley, with health and human service programs at Camosun College, and most recently, in Co-operative Education here at UVIC. I focused my Master's thesis on documenting the first Learning and teaching in an Indigenous world course, centred around the carving of the Welcoming Pole that stands in MacLaurin outside the David Lam auditorium. With great respect, I look forward to working with you and contributing to Indigenous language revitalization.



Glenda Haynes

In October 2016 I joined UVic as the Indigenous Advisor/Coordinator for the IED department. I am from the Wet'suwet'en First Nation of B.C and a member of the Bear Clan. My previous work experiences provided me the opportunity to work with First Nation communities managing health programs on Vancouver Island and developing employment programs in remote communities. I also recently completed an Executive MBA in Aboriginal Business and Leadership at Simon Fraser University and will graduate in June 2017. I am grateful to be living and working on the traditional territories of the SENĆOŦEN and Lekwungen people.

New in Indigenous Language Revitalization

New Course Offered On Campus Introduction to Local Languages LING/IED 159

For the first time, faculty member Nick XEMFOLTW Claxton will teach his own language at UVIC. With financial support from the Aboriginal Service Plan, through the Ministry of Advanced Education, the endorsement from W'SÁNEĆ School Board, and in partnership between Linguistics, Continuing Studies and Indigenous Education, the course was offered in the May 2017 term for credit and non-credit. The course provides an introduction to SENĆOŦEN and draws on Lekwungen and SENĆOŦEN knowledge keepers to learn about appropriate greetings and phrases, the similarities of the languages, and the contexts in which they are spoken. XEMFOLTW plans to take students out onto the land and water to explore the important relationship between the local languages and the local water systems. The course was offered as an Indigenous Education elective, and we are pleased that community members, on-campus students, government workers and post-secondary instructors will take advantage of this opportunity to learn about the languages and lands where they reside.



IED/LING 159 Introduction to SENĆOŦEN Water and Land

XEMFOLTW (Dr. Nick Claxton) and Lekwungen and SENĆOŦEN knowledge keepers

Summer 2017: University of Victoria campus

For more information or help registering please contact:
CJ Bungay, Language programs assistant,
Indigenous Education
250-721-7824

Learn about the relationship between the SENĆOŦEN and Lekwungen speaking peoples to their local territories. You will learn basic SENĆOŦEN words, conversation, greetings, introductions, prayers, songs, and vocabulary as it relates to land and water, and SENĆOŦEN orthography. You will build oral and aural SENĆOŦEN skills through experiential and land based learning.

Offered in partnership with the Division of Continuing Studies. Please contact Jenna Wilson, Program Coordinator CALR Program, University of Victoria to register for the non-credit version.
250-721-8504
calr@uvic.ca

Dates: May 1 - May 31 Monday to Thursday 10AM-12:30PM
Location: HSD A264
Instructor: XEMFOLTW (Dr. Nick Claxton)
CRN: 31444



*Nano'ke'sila Contemplating TELEĆANEN Searching the Mind

Faculty of Education
Bachelor of Education in Indigenous Language Revitalization:
Honouring, Respecting, and Celebrating Indigenous Language Learning

AN EVALUATION STUDY: SUMMARY AND RESPONSE

BEDILR Evaluation

In 2014 Indigenous Education completed partnership deliveries of the Bachelor of Education in Indigenous Language Revitalization in two communities on Vancouver Island. While these programs were pioneering they saw the graduation of 16 fully qualified Indigenous teachers, grounded in their languages, which in the case of the W'SÁNEĆ partnership, directly contributed to the expansion of their immersion school. With funding from Kwakiutl Band Council, W'SÁNEĆ School Board and UVIC, Dr. Catherine McGregor was hired to evaluate the program, interviewing numerous students, instructors and administrators. Her review created the basis for a recent publication summarizing the program's strengths, areas of challenge and current responsiveness, as well as provided reference and grounding for a number of pending journal articles. We are pleased to see this project completed, and are learning from the past, as our programs move forward into new partnership cycles.

New Language Revitalization Joint Website

UVIC has undertaken a joint "language revitalization portal" highlighting programs, initiatives and contacts across disciplines. Specifically it highlights and showcases research and outcomes supporting Indigenous Language Revitalization within the Department of Linguistics, Continuing Studies and Indigenous Education, as well as provide links and information about language programming in Indigenous Education, and the Certificate in Aboriginal Language Revitalization. Thank you UVIC and Continuing Studies for the launch of this website in providing a comprehensive portal for communities or language activists to seek out support or partnerships with UVIC.

Website link: <http://www.uvic.ca/partners/indigenous/language/index.php>

Partnerships

Tahltan Partnership Rejuvenated



Tahltan students Tamara Dennis and Kitty Brown beading during an immersive language activity.

The Indigenous Education partnership with the Tahltan Central Government (TCG) received an infusion of new and unexpected funding this year that will facilitate a re-start for the cohort that began January 2016. UVIC delivered 6 courses from January-August 2016 with funding from the Vancouver Foundation. The program was then on hold through the winter while TCG worked with SFU to continue to offer courses that would work both towards the Simon Fraser University First Nations Language Proficiency certificate, and the UVIC Diploma in Indigenous Language Revitalization. TCG Language and Culture Director, Edösdi (Dr. Judy Thompson) and program instructor Amber Blenkiron visited UVIC in March to plan for the completion of the Diploma as dynamically and flexibly as it began with new funds through the Federal Government Post-Secondary Partnership Program. Plans are underway for UVIC courses over the next year to focus on language proficiency building in Tahltan cultural contexts. This program will not lead to a Bachelor of Education degree unless a further agreement and funding plan is developed, however the community partners are excited about the capacity it could build for existing language initiatives. UVIC and SFU are working closely to ensure transferability between the two programs. Dr. Trish Rosborough will teach again in the program in the Fall along with local Tahltan language teachers Odelia Dennis and Angela Dennis, supporting more immersion learning contexts.

Completing the Dehcho Program



Joyce McLeod and Terry Sapp proudly hold up their fish during their summer intensive Dene Zhatié immersion camp with instructors Dr. Trish Rosborough and Andy Norwegian.

The Diploma in Indigenous Language Revitalization being offered in partnership with the Dehcho Divisional Education Council and the Dehcho First Nations has completed this Spring. This year saw several courses taught by local knowledge keepers as well as UVIC faculty members Dr. Ruthanne Tobin and Dr. Ted Riecken. Chief Gladys Norwegian taught a course on Dene Kede, within a Dene cultural framework, and expert language teacher Andy Norwegian, whose teaching has been the cornerstone of the Dehcho program cumulated his last course with students presenting their Dene Zhatié shadow puppet plays at Bompas Elementary in Fort Simpson.

The 13 students undertook their 3-week practicum in April, within a variety of language placements throughout the Dehcho region, mostly school-based. Students will graduate in June, but only a handful will come all the way to UVIC for convocation.

The program has been receiving positive feedback from partners and local media, and graduates will be honoured at the Dehcho First Nations Assembly in the summer. Dr. Trish Rosborough will attend the event on behalf of the UVIC partnership.

Partnerships

W'SENCOFEN IST Program

The W'SENCOFEN IST program, that began September 2015, and has run full time through Indigenous Education's partnership with W'SÁNEĆ School Board, aims to complete by summer 2017. The language courses this past year were taken in a team teaching model supporting mutual learning between UVIC and local language knowledge experts and teachers. Language champion and UVIC MILR student, PENÁĆ (David George Underwood) has been working both with veteran language instructor STOLQEŁ (Dr. John Elliot) and UVIC linguistics instructor, Dr. Marion Caldecott to deliver effective immersion language experiences in the classroom. The 12 students enrolled have completed their winter coursework and are currently on their 3-week Indigenous Language teaching and Learning practicum. This has been a challenging year for the W'SENCOFEN students as they balance demanding cultural and life obligations with their classroom time, mentorship time, and academics. Students will work with SENCOFEN immersion and exposure language teachers in the ŁÁU, WELNEW Tribal School, preschool and junior high following practicum. They will return to class through the summer to complete their final language coursework, and enjoy some more outdoor learning with their ÁLENENENEŁTE course taught by Tye Swallow and STOLQEŁ, as the weather improves. We expect the cohort to graduate with their Diploma in Indigenous Language Revitalization in November 2017.



Dominique James and Katia Olsen perform their puppet show in workshop by Phil Duchane from Drama Education.

Quuquatsa Language Society Partnership with the Indigenous Education Department

Discussions between Quuquatsa Language Society (QLS) and Indigenous Education remain open, as partners explore different approaches, possible programming and funding opportunities. QLS has been working with UVIC through the Certificate in Aboriginal Language Program over the past few years. They are interested in continuing with language programming in the coming years, but the development of a specific agreement to offer the Diploma in Indigenous Language Revitalization awaits further discussion and decisions around capacity, timing and funding. Program manager, Aliko Marinakis, and Faculty program lead, Dr. Trish Rosborough, were also recently invited to meet with members of the Squamish Nation to explore similar ideas and issues around possible language programming partnerships. Both communities have expressed interest in IED programming over the years, but no concrete plans currently exist for delivery in the coming year. We look forward to opportunities to work with both QLS and Squamish in coming years.

Masters of Indigenous Language Revitalization Program offered at the University of Saskatchewan



University of
Saskatchewan
2016 Cohort:
Pictured from back to front:

Amanda Cross, Laura Burnoff, Pamela Fosseneuve, Alexis McLeod, Coreen Sakebow, Heather Souter, Anna Carriere, Bob Badger, Dwayne Swiftworlfe, Darlene Arcand, Helen Garvin, Onowa Mclvor, Laura Grant, Lorna Thiessen, Malvina Iron, Jackie Buffalo, Randy Morin, Joan Greyeyes

The U of S version of the MILR program is being offered at English River in Saskatchewan. The partnership between the UVic and the UofS has 17 students enrolled in the 2016 cohort to enhance their Indigenous Language Revitalization skills and work towards completing their Master's of Education.



UofS students Nora Wedzin, Anna Carriere and Amanda Cross working on a group project at the English River classroom.



Drs. Onowa Mclvor, Sonya Bird, Trish Rosborough and Nick Claxton visit the Wanuskewin Heritage Park in Saskatoon in July 2016 .

Presentations

International Conference on Language Documentation and Conservation

The International Conference on Language Documentation and Conservation <http://www.icldc-hawaii.org> is held every two years and has become an important gathering place for Indigenous language revitalization activists, scholars, speakers, learners and educators. UVIC has had an increasing presence at this conference since its inception in 2006. This year the conference was attended by many UVIC faculty from both the Indigenous Education Department, the Department of Linguistics, MILR students of their shared Master's of Indigenous Language Revitalization programs as well as students from the Department of Linguistics. There were also past Alumni, adjunct and post-doctoral scholars in attendance as well. Most of the UVIC affiliates attended the conference presentations and conference delegates remarked on the extensive and wide-ranging Indigenous-language research, partnerships and graduate training occurring at UVIC. We will look forward to returning with our students and colleagues in 2019.



Faculty students and staff gather at the ICLDC conference: Back Row from left: Sarah Kell, Sara Child, Peter Jacobs, Barbara Jenni, Ewa Czaykowska, Heather Bliss, Adar Anisman, Laurence Godard, Brian Thom, and Suzanne Gessner. Front Row: Colette Child, Onowa Mclvor, Sonya Bird, John Lyon, and Aliana Parker

Faculty and staff have had several knowledge sharing presentations in Feb & March: BC Language Fluency Symposium: UBC-O, Kelowna, International Conference on Language Documentation and Conservation: Oahu, Department of Linguistics Colloquium: UVIC, American Association of Applied Linguistics: Portland, OR.

We will have knowledge sharing meetings with both community partners in April 2017 and a final celebration of the project completion in May 2017 at UVIC with all collaborators, our partners and other members of the UVIC community. We have been honoured to be a part of this work and hope that the outcomes will continue to raise knowledge levels and the profile of adult Indigenous language learning in Canada.



Amongst others, UVIC was represented at the Symposium by Indigenous Education Director, Dr. Onowa Mclvor, community partner and UVIC Alumni, Dr. Judy Thompson, Language Programs Manager, Aliko Marinakis and Linguistics faculty, Dr. Peter Jacobs.

Indigenous Resurgence and Indigenization in the Faculty of Education

In 2015, a new position was developed within the Faculty of Education (FoE) called the Indigenous Resurgence Coordinator (IRC). This position was created with the FoE commitment towards implementing the Calls To Action pertaining to Education and towards the goal of Indigenization and Indigenous resurgence in the FoE.

On September 30, 2016, the IED supported the IRC in organizing Orange Shirt Day. We recognize this day as a day dedicated to commemorate Residential School Survivors. The dean's office purchased 150 Orange t-shirts and gave them out to all staff faculty and students within the FoE on a first come first serve basis. We also hosted the screening of the film called the Pass System after which the film maker Alex Williams engaged the audience in discussion about the film and its connection the IRS. The film is now available on dvd in the C&I library for the FoE. We are honoured to have had Tsawout community member and Indian day school survivor Belinda Claxton open the event, sharing her story of resilience that she found through participating in keeping the SENCOTEN language alive and by participating in the cultural practices of the WSANEC people. School District 61 students attended this event accompanied by staff and teachers from their schools.

From November 2016 to February 2017 the IRC began a consultation process with the FoE asking faculty and staff what their hopes, dreams and goals for Indigenization are and the feedback from the FoE informed the six Indigenous Resurgence lunch time workshops that were developed and delivered. These workshops focused on territory acknowledgement, Indigenization, resurgence and Indigenizing curriculum.

The IRC is responsible for the co-development of Indigenous resurgence initiatives within the FoE such as resources for Indigenizing curriculum and for creating a welcoming environment for Indigenous students, faculty and staff. The IRC works with all members of the FoE and the Indigenous Resurgence Implementation Committee (IRIC) towards developing an Indigenous Resurgence Framework. To support the development of an Indigenous Resurgence Framework the IRC developed an Indigenous Resurgence Baseline Survey. The survey was developed for FoE faculty, staff and students to gauge where they are at in the FoE in terms of Indigenization. The survey was available until the end of March and the IRC looks forward to collating and presenting the findings later this Fall 2017.



Indigenous Resurgence Coordinator Chaw-win-is speaking at an Orange Shirt Day Speaker Series on September 30, 2016.



Orange Shirt Day display at the UVic Bookstore

NETOLNEW - One Mind, One People: SSHRC Partnership Grant Update

The NETOLNEW project was a 3-year Partnership Development Grant funded by the Social Sciences & Humanities Research Council (SSHRC). The project involves two Indigenous partners (W'SÁNEĆ School Board and First People's Cultural Council). We are at the end of our project and are now winding down with knowledge sharing activities. The focus of the project was community-university Indigenous research partnerships working to understand and enhance Indigenous adults' contributions to reviving Indigenous languages in Canada. The project focused on one specific approach for adult Indigenous language learning called the Mentor-Apprentice Program (MAP) ('mentor' preferred term of partners in this research project). Professor Emeritus Leanne Hinton first developed the program in California in partnership with several Californian tribal groups as the Master-Apprentice Program for communities with few (elderly) speakers. This program has become popular in British Columbia (BC) perhaps because of the similarities in language contexts to California (high number of language groups [34], and very few speakers of most). There were a total of 138 individual interviews with 60 participants over 2 years (one year of research development with partners). One of the outcomes of the study was the development of a self-assessment language learning tool, available as a downloadable or fillable PDF at "[UVIC Research > Partner on Research > Our Projects](#)". (See below)

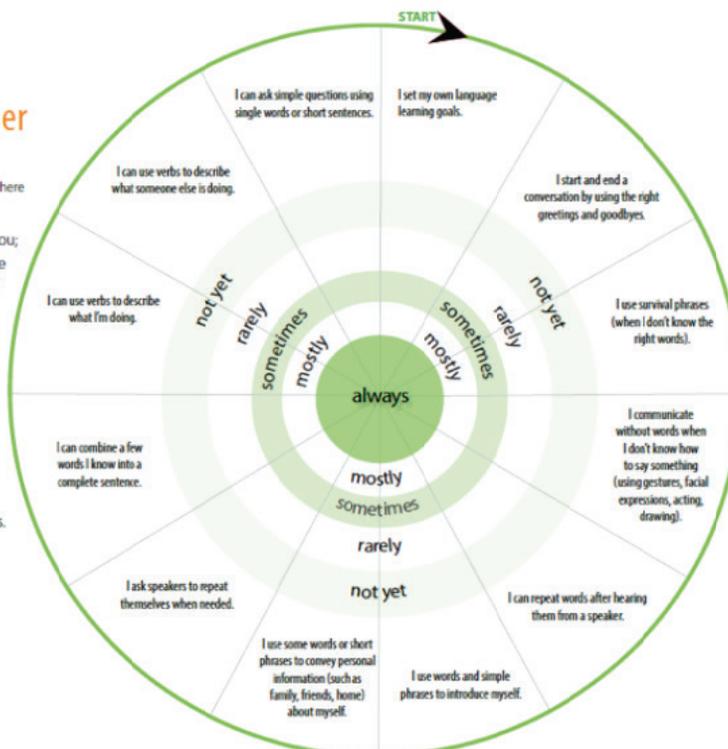


The Logo for NETOLNEW was created by Kevin Paul from the Tsartlip Nation.

Language Learning Assessment Tool Speaking – Beginner

SCALE
(select one answer that best describes where you are at in your learning today):

'Not yet'—this is something new to you;
'Rarely'—this is something that you've noticed, but you've only done it a few times or in a few contexts so far;
'Sometimes'—this is something that you are more familiar with and you notice you are doing in a number of different contexts;
'Mostly'—this is something that you are familiar with and that you've become good at doing in a wide variety of contexts;
'Always'—this is something that you know well and you are confident in doing it all the time and in all contexts.



Indigenous Education Initiatives

Panama Bilingüe

In the past months Dr. Carmen Rodriguez de France has been collaborating with the Division of Continuing Studies delivering workshops for groups of practicing teachers and student teachers from diverse parts of the world such as China, Japan, and Panamá. With the latter group, there is an opportunity to develop further collaborations specific to Indigenous Education as many teachers work in Indigenous communities in rural and remote areas. The possibility of developing collaborations with Indigenous people from that part of the world would contribute to supporting the Strategic Plan on Internationalization, and the Indigenous Academic Plan whose objectives include offering students an “opportunity [for] local, provincial, national and international engagement with Indigenous communities” as well as to “Consider enhancing supports for international Indigenous students to ensure their full inclusion within the UVic community”. Further, Goal 4d encourages the development of “opportunities to bring international Indigenous perspective into the curriculum and develop additional opportunities for international Indigenous education and research exchange opportunities”. We hope that our collaboration with the Panama Bilingüe Program will yield positive results for all involved.



Students in the Panama Bilingue Program

UCC-UVIC International Summer Institute

Dr. Carmen Rodriguez de France continues to be engaged in an ongoing project in partnership with University College of Copenhagen (UCC) through the Offices of the Dean, the Associate Dean of Graduate Programs and Research, and the Office of the Associate Dean of Undergraduate Programs and in collaboration with our colleague Dr. Anita Prest. The International Summer Institute has been an opportunity to offer Uvic students an opportunity to learn with and from Danish students on issues related to diversity, social justice, education, and cross cultural knowledge. An initial Summer Institute was held here at Uvic in 2014 with 14 students enrolled from both institutions while in 2016, Dr. Prest led a group of 8 Uvic students in Denmark. As a result of a review of such experiences, UCC expressed a desire to renew the partnership and collaborate with UVic to deliver a third iteration in the summer of 2018, which will offer participants opportunities to be engaged with local communities through service learning. Stay tuned for further development!

Indigenous Education Initiatives

IdeaFest

Led by Dr. Carmen Rodriguez de France, this year we were fortunate to have 15 students from Craigflower Elementary school present with their teacher Ms. Judi Chessa at IdeaFest. They shared some of their experiences while learning at the Craigflower Schoolhouse, a heritage building where they spend time throughout the week of Idea. Though shy at times during the presentations, the students gathered courage and confidence to show their capes to the attendees. As Ms. Chessa explained, the capes are a symbol of empowerment (to be like a super hero), dedication (students decorate their own with care and love), and of blanketing them (traditional form of being appreciated, acknowledged, loved, and cared for). The participants asked questions about the significance of certain images and symbols on the capes while the students displayed a sense of belonging and pride as they shared their capes with everyone. Ms. Chessa talked about her ideas of needing to install a sense of pride in the students before she can address curriculum in the form of reading and writing. She acknowledged the importance to know where one comes from in order to know where one is going.

After their presentation, the students had lunch and later participated in a workshop with puppets led by our amazing colleague Phil Duchene in the mezzanine of the Curriculum library.

Overall, it was a great day under the sunshine, and under the leadership of young students who are learning together in an intergenerational setting as their class is composed of students in Grades 2,3,4, and 5. They are also learning from the land, from their Elders, and from dedicated teachers.



Students from Craigflower Elementary sitting and watching a film while wearing their superhero capes.

Indigenous Education Initiatives

New Faculty Initiatives

Dr. Nick Claxton started his current position as a two Year Limited-Term Assistant Teaching Professor in Indigenous Education in September 2016. In this position, teaching is the main focus, teaching 8 courses per year. Current courses that he has taught include IED 373 EL TELNIWT and IED 372 Indigenous Epistemologies. This upcoming Summer term, Nick will be teaching IED 159 which will be an introductory language course, with a focus on land and water based experiential learning and IED 373. In this new role, Nick is also the Program Lead for Indigenous Education's on-campus programming.

Nick has also had the opportunity to be involved in various other initiatives. This year, on February 24-26, Nick was involved in organizing a Douglas Treaties Conference, called First Nations, Land, and James Douglas: Indigenous and Treaty Rights in the Colonies of Vancouver Island and British Columbia 1849-1864 which was organized and delivered in a partnership between the University of Victoria and the Songhees First Nation. Dr. Claxton presented a paper called 'Moving Beyond Rights: Straits Salish Reefnetting as Indigenous Resurgence' and was also a part of a very significant and historic occasion, the translation of the Douglas Treaties into both SENĆOŦEN and Lekwungen. Nick worked alongside respected Elder and knowledge keeper STOLŦEŁ (Dr. John Elliott Sr.) to translate the Treaty, and to ensure that the W̱SÁNEĆ worldview was expressed in the translation. Together with the Elders, they presented this translated treaty in a panel presentation at the conference.

In March, Dr. Claxton presented a paper in Education for Indigenous Resurgence in W̱SÁNEĆ at the Indigenous Resurgence Conference held at UVic and has also continued working on his writing. He is developing a chapter in Indigenous and Decolonizing Studies in Education, co-authored with Dr. Carmen Rodriguez de France, and has papers forthcoming in the Canadian Journal of Environmental Education and Australian Journal of Indigenous Education.



Photo: Geoff Howe

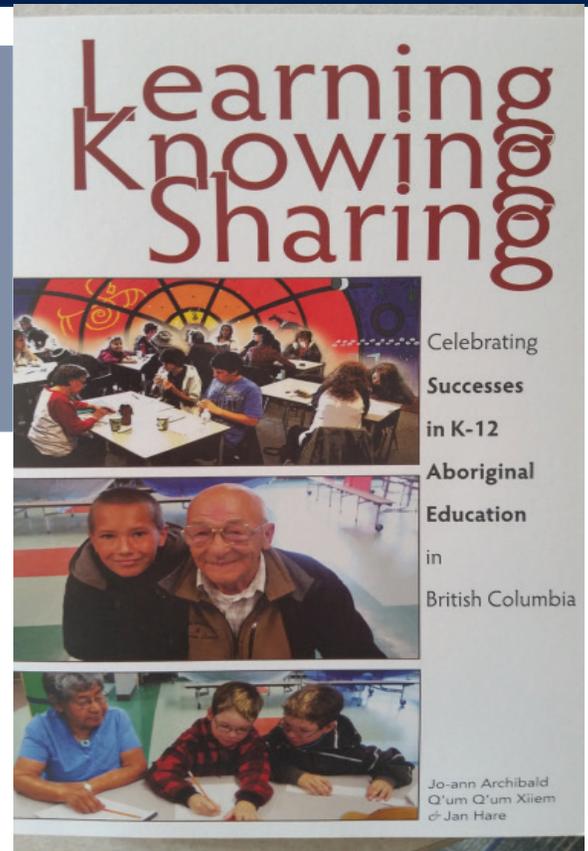
First Nations, Land, and James Douglas Conference participant Diane Sam (Songhees) compares a facsimile of the Douglas Treaties with new Indigenous translations.

Faculty Publications

IED Faculty contributions in the book *Learning Knowing Sharing: Celebrating Successes in K-12 Aboriginal Education in British Columbia* by authors Jo-Ann Archibald Q'um Q'um Xiiem & Jan Hare:

'Language Teacher Education: Building a new generation of language warriors' by Drs. Onowa Mclvor, Trish Rosborough & Catherine McGregor

'Walking together in spirit of respect and inquiry: The Aboriginal engagement schools network' by Dr. Trish Rosborough, Judy Halbert & Linda Kaser



Article contribution in the Journal *AlterNative: An International Journal of Indigenous Peoples*:
'Following in the footsteps of the wolf: Connecting scholarly minds to ancestors in Indigenous language revitalization' by Tlat'lakul Patricia Rosborough and cucuqa Layla Rorick.



MILR Thesis and Project Defenses

Calvin Claxton

Project Title: 'Indigenous transmission of education to validate identity, value systems, and Language Revitalization'.

Held in April 2017.

Pictured: Su Urbanczyk, Nick Claxton, Calvin Claxton, Leslie Saxon, Trish Rosborough, Peter Jacobs



Kahtehron:ni Iris Stacey

Project Title: 'Ientsitewate'nikonhraié:rate Tsi Nonkwá:ti Ne Á:se Taahatikonhsontóntie; We will turn our minds there once again, to the faces yet to come second language speakers and language revitalization in Kahnawà:ke'.

Held in August 2016 in her home community.

Pictured: Onowa Mclvor, Kahtehron:ni Iris Stacey

PENÁĆ (George David Underwood)

Project Title: 'SXENIEN YEW ÇNEs I, TWE SENÇOƧEN? - How is it that I have come to speak SENÇOƧEN?: My reflections on learning and speaking SENÇOƧEN'.

Held in May 2017 in his home community.

Pictured: Lorna Williams, PENÁĆ, Sonya Bird, Ewa Czaykowska-Higgins, Peter Jacobs, Onowa Mclvor



MILR Graduates not pictured:

Cheyenne Gwa'amuuk - Project Title: 'Sharing Sim Algyax'. Held in January 2017.

Qwat'xwa'maat Pearl Harris - Project Title: 'Lesson plans for teaching resources in a Hul'q'umi'num' junior kindergarten'. Held in December 2016.

Bucky John - Project Title: 'Language essentials in St'at'imcets'. Held in September 2016 in his home community.

MILR Thesis and Project Defenses



Jacqueline Jim
Project Title: 'W'SÁNEĆ SEN: I am emerging; An auto-ethnographic story of SENĆOŦEN learning'.
Held in December 2016.
Pictured: Onowa McIvor, Nick Claxton, Trish Rosborough, Jacqueline Jim, Sonya Bird.

Aiona Anderson
Project Title: 'I HEAR MY SKÍXZE?'S (MOTHER'S) VOICE: EMPOWERING ME TO RELEARN NĚ?KEPMXCIN'.
Held in August 2016.
Pictured: Aiona's son & husband with Aiona Anderson and Peter Jacobs



Joan Brown
Project Title: 'Culture is lived: Language gives it life'.
Held in July 2016.
Pictured: Peter Jacobs, Helen Raptis, Joan Brown, Dorothy Kennedy, Donna Gerds.



MILR Graduates not pictured:
Sarah Kell - Project Title: 'Developing a model for an experiential grammar teaching resource for Hul'q'umi'num' junior kindergarten teachers'.
Held in August 2016.
Dawn Foxcroft - Project Title: 'saac'inkin huuhtaksiih (We are always learning together); Advancing nuucaanul adult learners through peer-support'. Held in August 2016 in her home community.

Masters of Indigenous Language Revitalization Student Highlights



MILR UofS students Darlene Arcand and Jackie Buffalo presented at the Meadow Lake Tribal Council Education Conference on the Cree Bilingual Curriculum developed by Darlene and recently utilized by Jackie in her teaching.



MILR 2016 graduates Qwat'xwa'maat Pearl Harris and Sarah Kell presenting at the 5th International Conference on Language Documentation and Conservation (ICLDC) at the University of Manoa, Honolulu, Hawaii, on March 2, 2017. Their presentation showcased a sample of their language curriculum development work with a team of Hul'q'umi'num' Elders, language teachers, and primary educators at S-xixnu-tun Lelum' School, Stz'uminus First Nation. Qwat'xwa'maat's M.Ed. project focused on content for six Junior Kindergarten Hul'q'umi'num' immersion lessons, while Sarah's project focused on activities for modelling the Hul'q'umi'num grammatical patterns included in the lessons to preschoolers. Qwat'xwa'maat shared, "Our presentation at ICLDC also touched on an unexpected outcome of our research team's work: the healing element for the Elders on the team who became more comfortable speaking their first language again. Huy' tseep q'u to S-xixnu-tun Lelum' School and Stz'uminus First Nation for welcoming us to do our M.Ed. research, and to UVic Indigenous education, Faculty of Education, Linguistics Department, and SSHRC for supporting our work, as well as our travel to ICLDC".

Masters of Indigenous Language Revitalization Student Highlights



Ka?sha?, Julie Morris presented a summary of her research, entitled, 'Using language nests to promote the intergenerational transmission of Ta?ita?n' at the Rising Up: A Graduate Students Conference on Indigenous Knowledge and Research in Indigenous Studies held at the University of Manitoba in Winnipeg, Canada, on March 18 & 19, 2017.

Randy Morin, a current UoF S MILR student, was interviewed by the Regina Leader-Post, a major Saskatchewan newspaper, on efforts being made to preserve the Cree language.



Photo: Glenda Haynes

The MILR Advisory Committee and past MILR students met on May 16, 2017 for the bi-annual retreat held at the Songhees Wellness Centre. Back row: Ewa Czaykowska-Higgins, Trish Rosborough, Joan Greyeyes, Deanna Daniels, Peter Jacobs, PENÁĆ. Front row: Sonya Bird, Su Urbanczyk, Charlotte Ross, Linda Gladstone, Jacqueline Jim, Onowa McIvor, CJ Bungay.

Indigenous Recognition Ceremony



Photo: Glenda Haynes

Graduates gather at the First Peoples House at UVic to celebrate and be honoured at the Indigenous Recognition Ceremony held on November 16, 2016



Photo: Glenda Haynes

Indigenous Education Recognition

Well Wishes

Long-time Indigenous Language Programs Manager Aliko Marinakis is on a year leave beginning April 2017 while she grows her family with her new arrival T'isam. We wish Aliko the best during her time off with her family.

Indigenous Education is delighted to welcome Vivian Leik who will fill the role for the next year. Vivian began her position April 3rd. (Please see Vivian's photo and bio).



Big brother Benedetto welcomes baby T'isam - born April 27th at VGH.

With Gratitude

As someone who has been in the Faculty of Education for 20 years, first as a student and now as a faculty member in the Indigenous Education Unit, I have had the privilege to witness how Deans Howe, Hall, Riecken, and St. Clair, have envisioned, developed, implemented and supported its creation in efforts to respect and recognize the value of Indigenous perspectives. Dr. Lorna Williams, our first Director, left behind a legacy with her vision to protect Indigenous languages, and developed courses that have become foundational in our programs.

Following on Lorna's footsteps, Dr. Onowa McIvor has carried on with this labour of love for 9 years. Onowa has dedicated much of her work to advancing growth in the form of increased staff, students, and faculty, as well as growth in number of courses, and programs underway. Now more than ever, we realize that understanding, appreciation for, and acknowledgement of the value of Indigenous ways of being and knowing become foundational to our life as educators. As Director of our Unit, she also leaves an important legacy in the form of the establishment of a Master's degree on Indigenous Language Revitalization, a unique program across Canada with a respected reputation.

As our Unit moves towards becoming a Department within the Faculty of Education, another milestone under Onowa's leadership, we acknowledge how fortunate we have been to have Onowa as Director all these years. Her dedication and commitment to her job has always been evident in the way she has represented our Unit locally, nationally, and internationally. Her tireless effort towards ensuring the survival of Indigenous languages is exemplar, and it is her life's calling.

Life is now calling in other directions where as a faculty member I know she will continue to thrive and flourish with the competence and graciousness that characterize her.

Written by Carmen Rodriguez de France

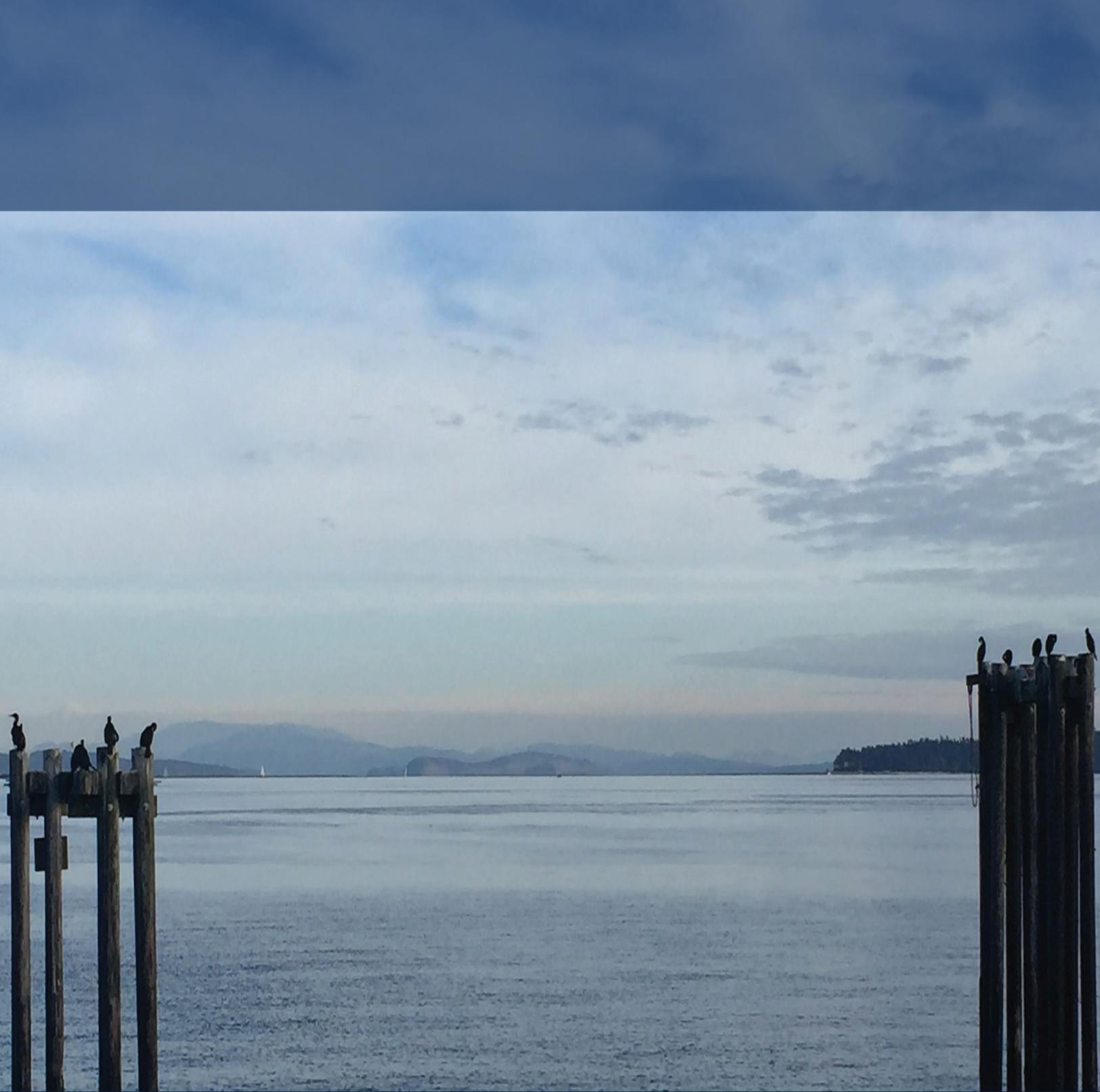


Photo: Aliko Marinakis



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