

Congratulations to Emily Lyall, recipient of an Undergrad Award in ILR



Honouring the Past, Embracing the Future: Celebrating My Journey in Kwak'wala Language Revitalization

I am very honoured to have been awarded the Undergraduate Award in Indigenous Language Revitalization. As a student, I feel very blessed to have the opportunity to take part in learning and preserving our Indigenous language, Kwak'wala. I'm excited to continue working toward this goal in the future and I am very grateful to have my efforts be recognized! Gilakas'la for the recognition and for the support I have received. Mu'lan noke'.

Dekilas / Emily Lyall

Indigenous Language Programs



Pictured above L to R - Dr. Alice L. Meyers (Instructor), Thi'ultu'wit Krista Perrault, SE'BA'YEQXYE Sierra Pelkey, Qwshe'miye' Shawna Seymour, Janesta Lewis, Tulcimutlaat Kimberly Harris

Exploring the Cowichan Estuary Nature Centre

Recently, the Stz'uminus cohort embarked on a field trip to the Cowichan Estuary Nature Centre. Nestled in the heart of natural beauty, they immersed themselves in learning about local watersheds and their vital role in ecosystem health. Guided by Chloe from the Cowichan Estuary, they also delved into the fascinating world of s'axwa' (clams) and 'ey'x (crabs), gaining knowledge about these essential coastal species. It was a day filled with discovery, education, and a deeper appreciation for the natural wonders of the ocean.



Pictured above L to R - **1st picture:** Cowichan Estuary Nature Centre; **2nd picture:** Tulcimutlaat Kimberly Harris, Chloe Mitchell (Nature Interpreter), Thi'ultu'wit Krista Perrault, Janesta Lewis; **3rd picture:** Tulcimutlaat Kimberly Harris, Chloe Mitchell (Nature Interpreter), Thi'ultu'wit Krista Perrault, Janesta Lewis, Qwshe'miye' Shawna Seymour



1st row: Janelle Crane-Starlight, Dana Roberts, haka! John, Kiona Bob, Donna Camsell, Aiyanna Twigg, Kiminaq Alvanna-Stimpfle, Colleen Juricic, Dr. Taliana Degai; **2nd Row:** Jennifer Jacobs, Pia Russell, Dr. Belinda Daniels, Rosie Benning, James Nyce, Dr. Ewa Czaykowska-Higgins, Torah Harding Laman; **3rd row:** Miali Coley-Sudlovenick and her daughter, Terri Barnhard, Veima Noah-Nicholas, Jean-Paul Restoule, Mary McCue, Jennie Vandermeer

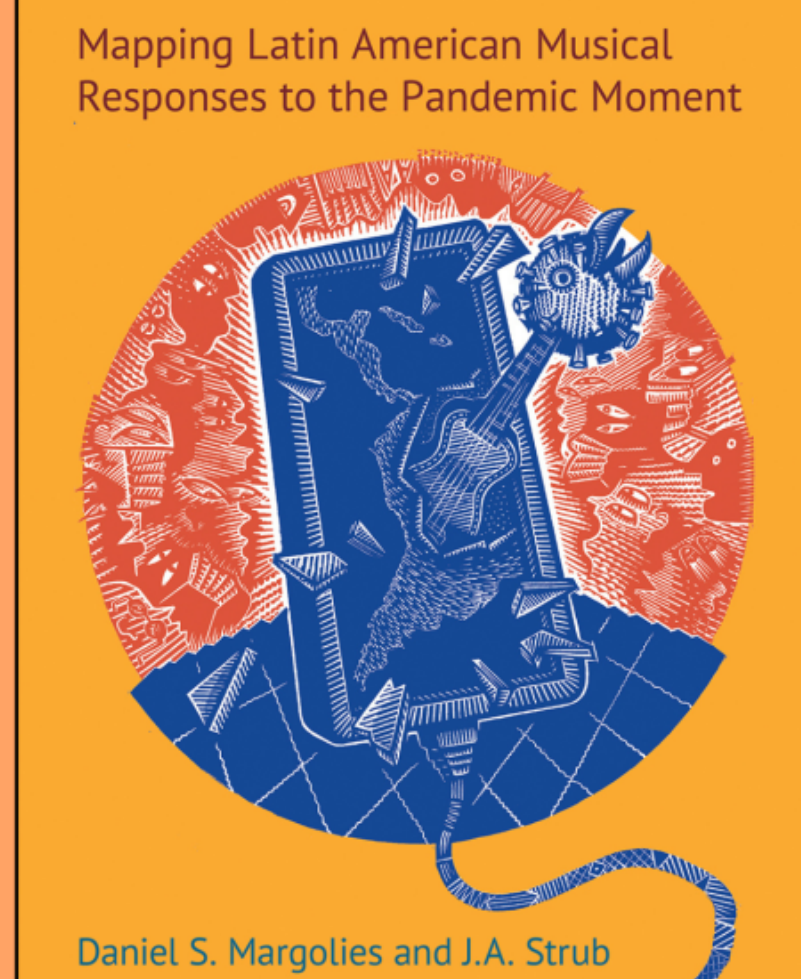
Rooted in Revitalization: MILR's Transformative Week at UVic

The Masters in Indigenous Language Revitalization (MILR 2024) students were at UVic the week of February 24 for a 6 day intensive, focused on courses about Indigenous Language Revitalization learning and teaching, and taught by Drs. Belinda Daniels and Ewa Czaykowska. The week was full of work and relationships supported by IED staff, Colleen Juricic, Mary McCue and Pam Bevan.

We are very grateful to Elders Terri Barnhard and Gerry Ambers who held up the students and started off both courses in a good way. And many thanks also to Loreisa Lepine and Drew Elves who guided us on a nature walk and taught us about the wonderful Indigenous plant restoration work being done at UVic. It was a powerful week.

UVic Upcoming Events

Book Launch and Presentation



Indigenous Musical Production as Affective Response to the Pandemic Moment in Latin America

John A. Strub
Ph.D. Candidate in Ethnomusicology
University of Texas at Austin

Tuesday, March 18
Time: 1:30 pm
Room: MAC D282



University of Victoria

Indigenous Education

IED Job Posting

REQUEST FOR EXPRESSIONS OF INTEREST SUMMER 2025 TERM

CUPE 4163 (COMPONENT 3) SESSIONAL LECTURERS

The Department of Indigenous Education is seeking instructors for the sessional assignment(s) listed below. Please submit (email preferred) a letter of interest indicating qualifications and experience, and a current Curriculum Vitae to:

Dr. Jean-Paul Restoule, Chair

Indigenous Education University of Victoria

P.O. Box 1700 STN CSC

Victoria, BC V8W 2Y2

E: ied@uvic.ca

SUMMER 2025 TERM

Course Name: Indigenous Epistemologies

Number: IED 372

Term/Units: 202505 (Summer) 1.5 Day(s)/Time(s): MTWTF Time TBD Instructor Type: Sessional Lecturer Delivery: face-to-face

Description: An exploration of Indigenous knowledge and practices of First Nations, Métis, and Inuit people. Discussion topics include: Indigenous worldviews, frameworks, methodologies, and protocols that validate Indigenous ways of being and living, and the appreciation of the mental, spiritual, physical and emotional aspects of Indigenous knowledge.

Salary: \$6,800 - \$8,312 per section, commensurate with education and experience

Deadline to submit expressions of interest: March 25, 2025

UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments. In pursuit of our values, we seek members who will work respectfully and constructively with differences and across levels of power. We actively encourage applications from members of groups experiencing barriers to equity. Further, to address the underrepresentation of Indigenous peoples in academia, the Department of Indigenous Education practices primarily preferential hiring. Read our full equity statement here: www.uvic.ca/equitystatement

All qualified candidates are encouraged to apply, in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority. Please indicate in your application package if you are a Canadian citizen or permanent resident.

All positions are subject to minimum enrolments and budgetary approval.

Course and Program Opportunities

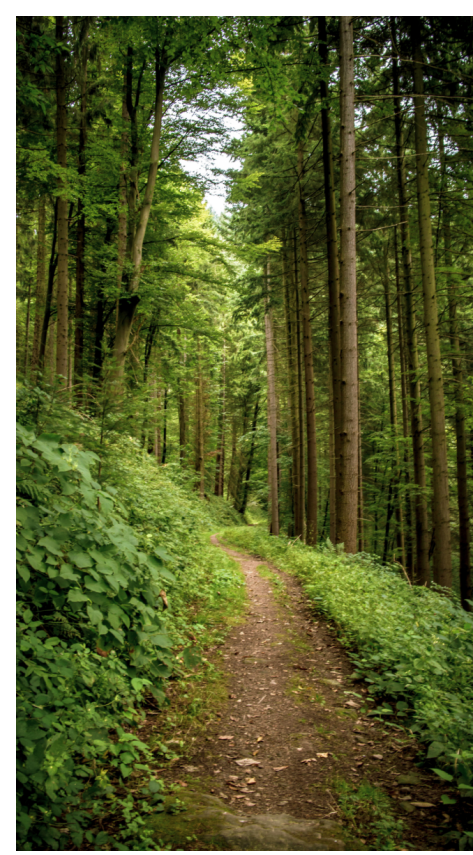
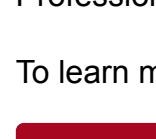
Bachelor of Education - Indigenous Post-Degree Professional Program

Registration now open for September 2025.

The post-degree professional program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational, and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures, and ways of knowing and being. The program is designed to enhance relational accountabilities with local Indigenous people and communities.

Graduates of the 20-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Professional Certificate of Qualification.

To learn more, please click on the PDPP link.



Teaching and Learning Indigenous Perspectives Electives

The Department of Indigenous Education at the University of Victoria is pleased to offer Teaching and Learning Indigenous Perspectives, a series of electives available to all students, including pre-service teachers pursuing the [TQS Category 5 and 5+ qualification upgrade](#). In-service teachers hoping to enrich their knowledge and skills in Indigenous education are also welcome.

These courses aim to give participants an opportunity to learn from and about Indigenous knowledge, and to make valuable connections to local Indigenous communities to strengthen their understanding of Indigenous peoples and societies. Indigenous Education initiatives continue to be a high priority for School Districts across the province, especially with the requirement of the BCTC Standard 9 and these courses are designed to meet this important and distinct need.

Courses offered in July 2025

IED 372 - Indigenous Epistemologies

An exploration of Indigenous knowledge and practices of First Nations, Métis, and Inuit people. Discussion topics include: Indigenous worldviews, frameworks, methodologies, and protocols that validate Indigenous ways of being and living, and the appreciation of the mental, spiritual, physical and emotional aspects of Indigenous knowledge.

IED 473 - CENENITEL TW TOLNEW: Helping each other to learn

Introduction to an Indigenous world of learning and teaching through hands-on practical activities integrated with theoretical and academic goals. Experiences in the principles of traditional Indigenous ways of teaching and learning such as mentorship and apprenticeship. Respectful practice, community engagement and personal responsibility help learners develop insight into Indigenous pedagogy while working alongside community knowledge keepers, elders and artists.

IED 476 - Foundations of Decolonization (online)

A critical exploration of the relationship between settler and colonial identities in Canada. Students examine and engage settler colonial structures to identify ways to decolonize at individual and institutional levels.

Courses are offered subject to enrollment.

The Teacher Qualification Service (TQS) recommends that all applicants apply for program pre-appraisal through their website. Upon completion of 30 eligible credits (15 UVic units, typically 10 courses), individuals seeking a category upgrade from TQS will need to submit a formal application. The final decision rests with the TQS.

[TLIP website](#)



You are receiving this news letter from:

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