

November 2025

UVic MILR Graduate Appointed to UNESCO Global Task Force for Indigenous Languages



Pictured above: Tipiziwin Tolman.

The Department of Indigenous Education congratulates Tipiziwin Tolman, a graduate of our Master of Education in Indigenous Language Revitalization (MILR) program, on her appointment to the UNESCO Global Task Force for Making a Decade of Action for Indigenous Languages (IDIL 2022–2032).

A member of the Standing Rock Sioux Tribe and descendant of the Spirit Lake Dakota, Tipiziwin (Sihasapa & Hunkpapia Lakota; Wichiyena & Tzaptanpa Dakota) will serve on the Ad-hoc Group for Indigenous Language Transmission and Resilience Building. Her work focuses on Lakota and Dakota language pedagogy, literacy, and intergenerational teachings from her great-grandparents' winter count. Her MILR project examined the process and significance of sharing her paternal great-grandparents' winter count "key" booklet with her community, employing wise practices rooted in Lakota and Dakota worldview.

Currently a doctoral candidate at Washington State University, Tipiziwin has led community-based language initiatives, including exchanges between Dakota, Lakota, and Maori language communities.

"I'm honored to contribute to this global effort," said Tipiziwin. "Our languages carry the wisdom and lifeways of our people. This work ensures future generations inherit the strength of our ancestors' voices."

The Secretariat of the International Decade of Indigenous Languages, Audrey-Maude Perreault, expressed enthusiasm for Tolman's appointment: "Tipiziwin Tolman's expertise, experience, and commitment to advancing the objectives of the Global Action Plan of IDIL2022–2032 will make an invaluable contribution to the work of the group. We are confident that her participation will enrich the collective efforts to safeguard, support, and promote Indigenous languages worldwide."

Her appointment reflects the growing global impact of UVic's Indigenous Language Revitalization program and our graduates' leadership in language resurgence.

Announcement

I-PDPP Update



Pictured above: IED PDPP students in IED 302 class.

Building Connections: IED students prepare for first practicum

The IED post-degree cohort has now entered the final stage of their first term and has had a strong start to this twenty-month program. The Wednesday *Community and Cultural Connection* Sessions have been very well received, with positive feedback from students. As we approach the end of the term, planning is now underway for the second term and the cohort's first six-week practicum.

We are making excellent progress in securing practicum placements, which are set to begin on March 2, 2026. Following visits to numerous local schools, we are pleased to report that most placements for the IED PDPP candidates have been arranged. We extend our sincere gratitude to the local districts, schools, and educators whose collaboration and commitment make these opportunities possible. Their ongoing support is essential to the success of this program and to the professional growth of our candidates.

Further north, placement efforts for the Bachelor of Education in Indigenous Language Revitalization (BEDILR) candidates in the Stz'uminus Language Program are also progressing well. Once again, we acknowledge the invaluable partnership of local school districts and schools, whose engagement continues to play a vital role in creating meaningful practicum experiences for our students.

Indigenous Language Programs



Pictured above: Betty-Anne Johnson, Director, Post-Secondary Engagements & Partnerships, Indigenous Policy & Engagement at the Ministry of Post-Secondary Education & Future Skills, Gina-Mae, Hul'q'umi'num' Lead, Stz'uminus Education Society, Josephine Louie, Education Director, Stz'uminus Education Society, and Aiki Mannakis, Indigenous Language Programs Manager, Indigenous Education, UVic

Celebrating Growth, Partnerships, & Community-Led Language Revitalization at Indigenous Education, UVic

Indigenous Education (IED) continues to advance its commitment to Indigenous language revitalization through strong partnerships with local Nations and communities. The 2025–2026 academic year marks several exciting milestones and new program developments in undergraduate Indigenous language programming.

1. First BA in Indigenous Language Proficiency (SENCŌTEN) Graduates

In partnership with WSÁNEĆ College, IED is proud to celebrate the first-ever graduates of the *Bachelor of Arts in Indigenous Language Proficiency (SENCŌTEN)* at the November 2025 Convocation.

2. Continuing the W,SENCŌTEN,IST Diploma in Indigenous Language Revitalization

The *community-based W,SENCŌTEN,IST Diploma in Indigenous Language Revitalization* enters its second year, marking the fifth SENCŌTEN cohort offered in collaboration with the WSÁNEĆ community. This program ladders directly into the BA in Indigenous Language Proficiency (SENCŌTEN).

3. New Community-Based Teacher Education Program (TEP) in WSÁNEĆ

The WSÁNEĆ community recently received Ministry of Education funding to collaborate with IED in developing a community-based Teacher Education Program (TEP) tailored to local needs — further strengthening pathways in SENCŌTEN education.

4. New Certificate in Indigenous Language Proficiency (ʔayʔajuθəm)

A new *Certificate in Indigenous Language Proficiency in ʔayʔajuθəm* has launched in partnership with the Tl'a'amin Nation, delivered through a blended model that combines online learning with in-person weekend intensives. This inaugural cohort includes 51 learners.

5. Continuing the Bakwamkala/Kwak'wala Diploma in Indigenous Language Revitalization

Now in its second year, the *Diploma in Indigenous Language Revitalization* continues in partnership with the Kwikwasiwiniw-Haxwa'ini First Nation and the Nawalakw Healing Society. Delivered primarily online, the program includes an in-person summer session in Gwayasdams, Alert Bay.

6. First Fully Online Diploma in Indigenous Language Revitalization

For the first time, UVic is offering a fully online cohort of the *Diploma in Indigenous Language Revitalization*, welcoming Indigenous learners from across B.C. and Canada. This program ladders into the *Bachelor of Education in Indigenous Language Revitalization*.

7. Certificate in Indigenous Language Proficiency (Hul'q'umi'num')

In partnership with Stz'uminus College, IED has launched a *Certificate in Indigenous Language Proficiency (Hul'q'umi'num')*, supported by new Ministry of Education funding. Learners in this cohort will continue into the *Diploma* and ultimately the *Bachelor of Education in Indigenous Language Revitalization*.

8. Continuing Bachelor of Education (Hul'q'umi'num') in Stz'uminus

The current *Teacher Education Program (TEP)* cohort in Stz'uminus has entered Year 4 of their *Bachelor of Education in Indigenous Language Revitalization*, continuing the strong partnership between UVic and Stz'uminus Education.

9. New Partnership with Mowachaht/Muchalaht First Nation

A new partnership with the Mowachaht/Muchalaht First Nation has been established to deliver *Bachelor of Education in Indigenous Language Revitalization* programming. This follows the Nation's successful bid for community-based TEP funding through the Ministry. Students are currently completing their *Certificate in Indigenous Language Revitalization* through UVic's Division of Continuing Studies.

These programs reflect UVic's ongoing commitment to community-driven, land-based, and language-centered education—supporting Indigenous language revitalization through respectful partnerships, academic innovation, and shared leadership.



Pictured above: Dr. Meredith Lemon (instructor), Tulcuimlaht (Kimmy), S'em Naomi, SULIQUYE' (Buffy), Owshehmye' (Shawna), Elder C'tasia, Mason (4-legged one), Wushqunaa (Candice), SE'BA'E'QOXYE (Sierra), Bunny (4-legged one). Absent: Qwa'uilaat (Elizabeth), Thiluluvit (Krista), S'em Janesta.

Learning from the Land: IED 403 Visits Petroglyph Park

On September 18, Stz'uminus BEDILR students in IED 403: Indigenous-Focused Science Methods with Dr. Meredith Lemon joined Snuneymuxw Elder C'tasia (Geraldine Manson) and former instructor Dr. Alice Meyers for a field visit to Petroglyph Park in Nanaimo.

Building on an (optional) summer visit to the petroglyphs on Gabriola Island, this experience invited students to reflect on the connections between the two sites, the stories shared, and the importance of learning from the ancestors on the land. A highlight of the day was the time spent listening to and learning from Elder Geraldine.

Following the visit, the group gathered in a nearby park to share lunch, discuss their experiences and insights, and explore C'tasia's book, *Snuneymuxw History Written in Places and Spaces*, which they were graciously gifted. It was a beautiful day of outdoor learning, reflection, and strengthening the bonds among this inspiring group of soon-to-be teachers.

Huy ch q'u, C'tasia and Alice!



1st photo: S'em Naomi & SULIQUYE' (Buffy) enjoying a through the park; 2nd photo: Elder C'tasia (Geraldine Manson) & Dr. Alice Meyers.



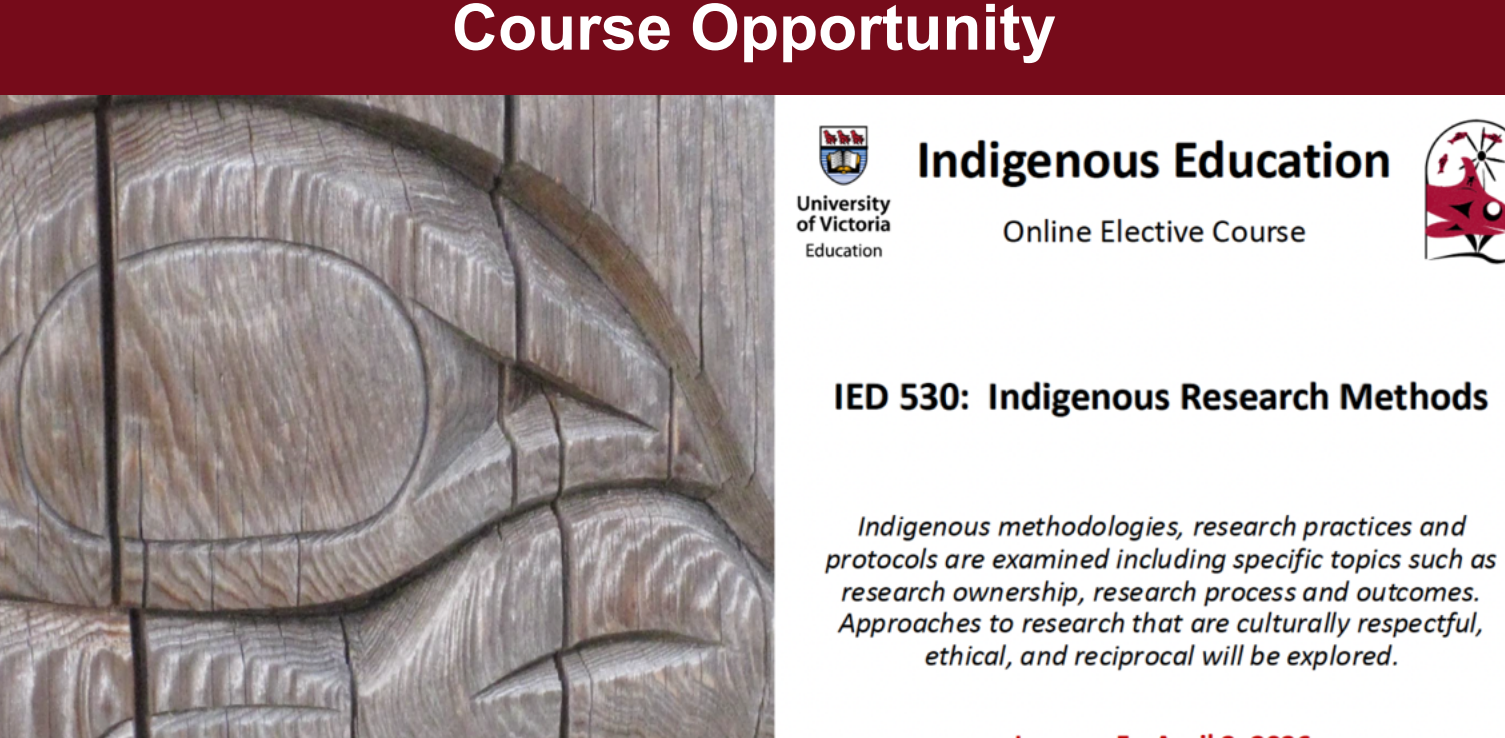
Pictured above: Instructor Brett Easterbrook is excited to be teaching IED 158: Indigenous Language Mentorship in the Stz'uminus CILP program.

Stz'uminus CILP Program Launches Second Cohort

In September, the Stz'uminus Certificate in Language Proficiency (CILP) launched its second cohort of learners in partnership with UVic. Building on the success of the first program, this new cohort marks another important step in the revitalization and continuation of the Hul'q'umi'num language within the community.

The program provides opportunities for community members to strengthen their language proficiency, cultural connections, and develop teaching and leadership skills that will support long-term language sustainability.

We are very excited to welcome this new group of dedicated language learners and look forward to the many ways they will continue to carry and share their language and knowledge in the years ahead.



1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

In Community



1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.

1st photo: Some of CILP's daily oral language practices; 2nd photo: Different strategies for teaching and learning stories.