



University
of Victoria
Indigenous
Education

S'KEL, K'EL

Photo: Christine Webster

S'KEL, K'EL is SENĆOTEN for "News"

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In loving memory of T'łat'laḱuḱ Dr. Trish Rosborough



March 26, 1959 - August 15, 2019

Our beloved friend and colleague T'łat'laḱuḱ, Dr. Trish Rosborough inspired all of us with her humility, wisdom, strength, determination, humour, conscientiousness and of course, her kindness. Trish's deep and meaningful influence has been felt far and wide by many.

One of the most inspiring things about Trish was her kindness and how it defined everything she did. She held others up, and was so proud of the accomplishments of her students and family. She wanted to learn and revive her language in a way that was true to Kwak'wala worldview and she created teaching methods and research methods that allowed space for that. In her quiet and respectful way, she blazed trails. She walked and led in such a beautiful way, and had a generous spirit.

All of us in Indigenous Education are grateful to her family for sharing her with us. Her love of her family was at the core of all she did. She would talk about her family and all her grandchildren, and say "I am a rich woman to have so many grandchildren." Trish was married to Rob Rosborough for 44 years and together they raised five beautiful children, and one of her grandchildren. They grew a big, beautiful, loving, and resilient family. We hold them in our hearts with love and appreciation.

Gilakas'la T'łat'laḱuḱ. We have learned so much from you our dear friend, łakwala nukwantłus.
Halakas'ma'wisdła.



In loving memory of T'łat'laḱuḱ Dr. Trish Rosborough



We all miss her every day. She made each of us feel valued. Often Trish would walk in and greet Carmen in Spanish, stop by Alik's office and speak K'wakwala, then by Christine's office to exchange Nuuchah-nulth. She would meet with Onowa about the many elements of the NETOLNEW work and supported Jean-Paul's leadership within the team. She was looking forward to Edōsdi and Nirmala joining the team. She might spend time working on an article with Chuutsqa, mentoring a Master-Apprentice pair somewhere in the province, checking in with her language mentor (her Auntie Fuzzy), and then run out to prepare for Kwak'wala Circle. She made time to connect with us in some way.

Trish worked so hard, and carried light with her. One day she arrived at Kwak'wala circle, wearing gum boots. She laughed breathlessly, as she unloaded her teaching tools, and told us that she was too busy to have time to put on shoes, so she just slipped her boots on and ran out the door!

Language learning is not easy, and Trish wanted people to know that, but she was so dedicated to her language and her work. Even to her last days she was laughing about her pronunciation, and developing her skills. Every word she learned in Kwak'wala, she wanted to pass on. She was elated that her daughter was taking up the language, she felt Kwak'wala would be safe now.



Trish was humble in her work and never promoted herself, yet she was a true leader. Her influence through her teaching, her mentoring, her relationships with her colleagues, her research and her writing is vast. She touched so many, in such significant ways, and worked to gently wake the languages of this land, keeping her own language at the heart of that work. She was always careful to follow her cultural teachings, many of which came from her mother. She led by example with her wisdom and kindness. She welcomed people into the work.

In language revitalization we talk about the spheres or domains of language, (home, schools, community, and politics). Her research and teaching (as well as her work with First Peoples' Cultural Council and First Nations Education Steering Committee) created so much impact in all of those domains. The languages of these lands are coming back into all these areas, in part, because of Trish and her work. Countless undergraduate and graduate students have started learning their language under her mentorship and many have undertaken important and impactful projects in their communities, homes, and political spheres. She also made deeply impactful and positive changes to education for First Nations children and communities through her work in government, and other provincial agencies. Trish was an enormous contributor in this field and her influence is expansive and ongoing.



In loving memory of T'łat'łakut Dr. Trish Rosborough

Tahltan Prayer written by Angela Dennis: Kuji endatseh ekuhn ts'i' dēnyah. Łān dahkime tosinlah. Go' dindā edū enkanodīdēł. Dahsahasi ti'e dahdzē' eł nedesichā. Ededātseh ededātseh dindā edu t'ahdzi honun'īn. Go' konelīn dindā. Łige dzenēs lhgahtlandūt'āz.

You've gone to your Ancestors. You've made it to our real home. Go, we will not call you back, our very good friend. We loved you with our hearts. Go forward, do not look back. Walk in beauty. One day we will be back together. Nedischā.



From the Northwest Territories Dene Zhatie cohort:

"I remember her resolve to push past her comfort zone to spread her love of and for language revitalization during one of our coldest spells of winter, [in] January. Her passion for language was infectious. Mahsicho for her time and knowledge." - Cheryl Cli

"I was both shocked and saddened to hear of Trish's passing. Like so many others, Trish made an immeasurable impact to my life. She taught us a method towards learning our Dene language, and in doing so, she gifted us a path towards communicating with elders, passing on language to children, empowering cultural identity, and restoring connection to an ancestral language that colonialism tried to destroy. With her quiet strength and determination, she helped to steadfastly lead her students on our language journeys. With her gentle encouragement we began reclaiming ourselves as Indigenous speakers & teachers. Her love and passion for Indigenous languages will have a lasting impact on everyone she has ever taught. I will always be grateful for her teachings. Megha sedzée t'áh máhsi enethṭe gots'ēh meghonietq." - Dahti Tsetso

"Words can't begin to describe this radiant woman, her love, passion, dedication, and persistence to help us all wake our first languages. I once heard, "Our languages are not dying, they are sleeping and it is up to us to wake it!" Trish said that, with her gentle, yet confident voice. It was then that I realized that I was where I was supposed to be. For the first time in my life. Trish was by my side, her and Alik were in my corner, they had my back and believed in me, and that alone was enough to keep me going. I wouldn't be where I am today without Trish, her support, faith, kindness, wisdom, love, and gentleness. I have never been so blessed to have had the opportunity to learn from and work along side with Trish. Mahsi cho, gilaksla, neghonieto." - Gracyn Tanche



A Poem for Trish by Carmen Rodriguez de France

In An August Moon

The moon was full last night
With your Spirit
With your Being
You illuminated lives
Of those who seek
Ancestral voices
You were anchor
You were shore
You were ocean
Where words carried meaning
Carrying You...



Team Updates

Chair's Update

The Indigenous Education community was shocked and saddened by the sudden passing in August of our cherished colleague, friend, sister, auntie, Indigenous language advocate, T'łat'laḱuḷ Dr. Trish Rosborough. Trish was passionate about bringing Indigenous language revitalization methods and models to the communities where the language lives. I feel a good way to honour Trish's memory and scholarly contributions is to continue to do the language work in the spirit with which she approached it: make it fun, make it relevant, locate it in family and community settings, and demand excellence from ourselves and others.

I am really pleased to welcome Edōsdi and Nirmala to the team.



Welcome Edōsdi | Dr. Judy Thompson

Dzenēs hoti'e! Edōsdi ushyē. Tałsetān didene hots'ih. Tsesk'iye esdā tsehi. Tlabānotine hots'ih ja' sini. My name is Edōsdi (Judy Thompson) and I am a member of the Tahltan Nation. I'm the Language Reclamation Director for my Nation and I'm also a learner of my Tāłtān language. I've been teaching at the post-secondary level for over 25 years.

Through the University of Victoria, I completed both a PhD in Interdisciplinary Studies and a MSc in Environmental Studies. At Simon Fraser University, I completed a BSc in Kinesiology and the Professional Development Program, which led to the completion of a professional teaching certificate.

I am so excited to continue my learning, teaching, and research journey at the University of Victoria, and to continue to build relationships with the Songhees, Esquimalt and WSÁNEĆ peoples. My research interests include Indigenous language revitalization, Indigenous research methodologies, culturally-based curriculum, and Indigenous knowledge systems.

Welcome Dr. Nirmala Lall

Nirmala has decades of experience teaching and learning with multilingual, multiracial and multicultural communities from Indigenous territories across the world. She lives, learns and teaches from the position that each person and community represent a combination of individual, cultural and generational knowledge, wisdom, thought, feeling and spiritual connectedness.

Nirmala's lived experience and research inform her understanding that our positionalities and identities are intricately connected to our intentions and their associated impacts. At the core of her teaching practice is an ethic of care. Nirmala facilitates learning through the process of listening, learning/teaching with each other and learning about ourselves.



Congratulations!



STOLÇEŁ John Edward Elliott Sr. receives an Honorary Doctorate of Education (Ed.D)

We raise our hands to Tsartlip Elder STOLÇEŁ, John Elliott Sr., on receiving an Honorary Doctorate of Education from the University of Victoria at the June convocation.

STOLÇEŁ has been a language warrior for over 40 years. He first started teaching the SENĆOŦEN language to students, kindergarden to grade ten, at the ŁÁU, WELNEW Tribal School. In 1999, he cofounded FirstVoices, an online language and teaching resource. He also served as a member of the BC First Nation Education Council

sub-committee on language and continues to sit on the Advisory Committee of the First Peoples' Cultural Council, where he previously served for six years as the Director of the Board.

STOLÇEŁ has been teaching at UVic, through Indigenous Education (IED), for decades. He currently teaches adult students, in the W,SENĆOŦEN IST program, that are working on their education degree through a partnership between IED and the WŚÁNEĆ School Board.

Congratulations Christine for successfully defending her thesis in Master of Arts in Leadership

On May 28, 2019, at Royal Roads University (RRU) Christine Webster successfully defended her thesis on "*Traversing Culture and Academy*" to receive her Master of Arts in Leadership.

Christine is continuing her academic studies as a PhD student at UVic. Her interest is understanding and positively impacting the relationship between Indigenous post-secondary students and educational institutions.

We wish Christine continued success.



Summer Institute



In this photo: The Summer Institute cohort show their completed drums, with instructors Jean-Paul, Shauneen, and Carmen, as well as Salish Weave founders George and Christiane Smyth (not pictured, Chaw-win-is).

Embracing Our Responsibilities

What did you do this summer?

Jean-Paul Restoule, Carmen Rodriguez de France, Chaw-win-is Ogilvie and Shauneen Pete, along with Artist in Residence Chris Paul, facilitated the Indigenous Education Summer Institute, *Embracing Our Responsibilities*, from June 3-28, 2019. They had the opportunity to offer a deeply meaningful summer institute to a group of post-degree secondary teacher education students. Over the course of 20 days, students participated in four integrated courses that introduced them to Indigenous pedagogy, epistemology, and education.

We offered a variety of hands-on, experiential learning opportunities to our students. We visited P’KOLS (pronounced p’cawls) and Beacon Hill. We learned more about Coast Salish peoples, communities, histories and contemporary art forms. We learned from Tsartlip Elder May Sam and local artists Carey Newman and Alexis Hogan, who offered perspectives on the use of art as pedagogy and as foundation for learning. We also welcomed drama educator Phil Duchene and Ms. Angie Noel, a grade 7/8 teacher from Royal Oak Middle School, who along with four students facilitated a workshop based on the play “No Stepping Back” co-developed by Phil.



Embracing Our Responsibilities

Further, Mexican artist Fabiola Sánchez shared with us her knowledge related to traditional ways of representing Indigenous worldviews through woven textiles.

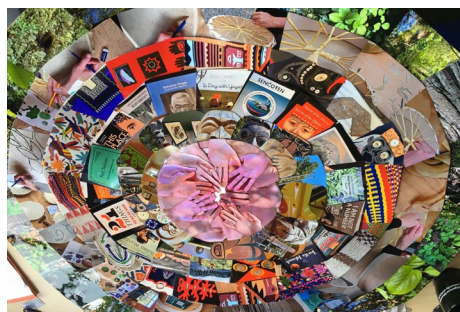
We are also thankful for special guests Sheila Karrow, Alice Meyers, Jennifer Wemigwans and Ken Elliott who shared their wisdom and experience along the way.

Living up to the theme of the Summer Institute, we also organized and attended the screening of the documentary entitled “n̓ipawistam̓asowin: We Will Stand Up” based on the tragic event that ended young Colton Boushie’s life. Difficult as it was to watch the documentary, it was a reaffirmation of the need for conviction, courage, commitment, and love – the four qualities that Senator Murray Sinclair describes when talking about Reconciliation. Now more than ever, as educators, we need to develop these qualities within ourselves, and share them with those around us.



In the CENENITEL TW TOLNEW course, we worked with Coast Salish artist, Chris Paul. We learned how to make drums and students designed each of their drums as a gift to a special someone in their life.

As we worked together, students had plenty of opportunity to reflect back on their academic experiences with one another and with members of the teaching team. Some students referred to their earlier educational experiences as a “box of colonial education” that limited their views of Indigenous peoples. For many, this was the first time in university that they had a concentrated opportunity to take up topics like colonialism and decolonization; education toward reconciliation and anti-racism. At our closing circle students referred to the four courses as a “De-Institute”.



Through our shared learning experiences on the land, in the community, and alongside Indigenous peoples – we learned to Embrace Our Responsibilities toward decolonial education, and toward building a shared future.



Jean-Paul, Carmen, Chaw-win-is and Shauneen are united in their gratitude for the financial support for this program. We could not have offered the Indigenous Education Summer Institute without the generous financial support of George and Christiane Smyth. We are indebted to their vision for the Salish Weave Collection, and for their trust in us as educators. We raise our hands to you both.

UVic Convocation



Members of the Tāltān language cohort were surrounded by family, mentors, and Tāltān leaders at their graduation. Graduates crossed the stage at Farquhar Auditorium to receive their degrees at UVic's Convocation Ceremony on June 10, 2019.



Indigenous Recognition Ceremony



Congratulations to our past and present students, pictured here at the IRC Ceremony on June 11, 2019, on their wonderful contributions and accomplishments.



Graduate Programs



In this photo: MILR cohort gather for summer intensive studies.

MILR Update

We were delighted to welcome the fourth cohort of the Master's in Indigenous Language Revitalization program back to campus for an intensive three weeks in July 2019. IED hosted a luncheon at the First People's House to start the program off in a good way.

Dr. Edōsdi Judy Thompson taught her first course in the program, as a new UVic faculty member in Indigenous Education, on "Leadership and Governance for Language Revitalization" and Dr. Wanosts'a7 Lorna Williams, Professor Emerita, returned to UVic to teach "Researching Community-Based Initiatives in Language Revitalization."

Congratulations to all the students. They have now completed their core course requirements and are about to begin the next phase of their program, which will involve developing and narrowing down research topics, and carrying out and writing about their final projects. Congratulations to Angela Eligah on receiving the SSHRC Fellowship.



In this photo: Christine Webster, Ferrin Yola Willie, Tahohtharátýe (Joe Brant), Nicki Benson, Lisa Crowshoe, Dr. Wanosts'a7 Lorna Williams (IED Professor Emerita), Jacob Manatowa-Bailey, Charlotte Ross, Thanyehténhas (Nathan Brinklow), Dr. Onowa Mclvor (IED Associate Professor)

Indigenous Language Revitalization Doctoral students by Special Arrangement

Summer 2019 marked the launch of realizing a long ago vision of Dr. Wanosts'a7 Lorna Williams who helped open pathways towards credential and degree progression in Indigenous Language Revitalization (ILR) during her time as Indigenous Education professor and Canada Research Chair at the University of Victoria.

Following several successes at the Bachelor of Education ILR and the current fourth intake in the Masters (MILR) program, Drs. Onowa Mclvor and Trish Rosborough

began planning in summer 2018 to realize Lorna's vision to extend our training and mentorship to the doctoral level.

We are grateful for support from the Deans of Graduate Studies and the Faculty of Education to bring this dream to reality. It is a wonderful gift to have this group of amazing new scholars joining our university, our department and our faculty. In July they started their courses, joined by additional incoming Indigenous and allied students from Educational Psychology & Leadership Studies (EPLS) and Curriculum & Instruction (EDCI). ekosi ay-hay Gílakas'la HÍSWKE

Indigenous Language Revitalization W̱SÁNEĆ Community Partnership



In this photo: PENÁC with W̱SÁNEĆ students as they showcase their completed art work.

Students in the W̱SENĆOFEN IST program hosted a beautiful art show in April. PENÁC Underwood taught a course in SENĆOFEN and Art Making, and the students showed their many diverse works and talent in the W̱SÁNEĆ School Board cultural building, in an impressive display. This was one of the many courses in this program that are driven by the interests of the instructors within the context of the language revitalization goals of the community. The program is generative in nature, and Indigenous Education is fortunate to work with the team of SENĆOFEN language teachers instructing the W̱SENĆOFEN IST program through the W̱SÁNEĆ School Board and UVic partnership. This fall, the newest cohort of W̱SENĆOFEN IST students embark on their second year of the program, designed to support the expansion of the SENĆOFEN LE,NONET SCUL,ÁUTW-SENĆOFEN Survival School.

The students are experiencing on-the-land contexts in their language classes (creating and learning conversations around local plants), as well as participating in their mentorship courses, where they listen and learn in immersion settings. They have also been able to participate in the immersion school contexts, taking computer classes specific to teaching and learning SENĆOFEN. This fall, they will learn about how to use international language learning outcomes to further their own language and teaching. While the number of students in this cohort is not large, their passion and dedication is always inspiring. Some of the students will choose to graduate as part of the first group to receive the Certificate in Indigenous Language proficiency in November, along the way to earning their two-year diploma.

The program administrators have a renewed dedication for the ongoing relationship between Indigenous Education and the W̱SÁNEĆ School Board and the language programming that partnership produces. The cadre of language champions involved in both the UVic Diploma program in Indigenous Language Revitalization, and more importantly, the SENĆOFEN LE,NONET SCUL,ÁUTW, have become inspirations to the province and nation on what can be accomplished in the area of community language revitalization.



Indigenous Language Revitalization

Nuučaanuł Partnership



In this photo: Nuuchaanuł students performing the dance and song they created in their courses.

The largest cohort of diploma students in Indigenous Education has been exercising their immersion muscles lately. Local Nuuchaanuł instructors and fluent elder speakers worked with the cohort, in community contexts this summer to deliver courses in the Nuuchaanuł language. Students were challenged to put down their pens and papers and listen very deeply in the traditional Nuuchaanuł way. The courses were beautifully taught and received, and brought together many parts of past courses and teachings, including the dance and song composed over two past courses. This traditional way of learning and thinking will inform students as they prepare to embark on their final pieces of the diploma program, specifically the practicum in the fall. Students will be placed in many different contexts and communities, and will have an opportunity to teach and learn in preparation for whatever lies ahead in their language revitalization journeys.

The final credit needed was delivered over the summer and now students have an opportunity to graduate with their Certificate in Indigenous Language Proficiency this November.

They will be the first cohort to do so (along with their sister W̱SENĆOŦEN IST cohort). Students will then return to complete their last courses towards their diploma through the fall and January terms.



The Nuuchaanuł program, which is a partnership between UVic, Quuquatsa Language Society and North Island College, was granted funding through the most recent Aboriginal Service Plan to complete the program in a good way. This also ensured that extra language courses could be delivered for those students who needed them.

Indigenous Language Revitalization Tāłtān Partnership



In this photo: Graduates of the Diploma in Indigenous Language Revitalization: Mary Brown, Tanya Louie, Patricia Louie, Kitty Brown, Pauline Hawkins, and Sonia Dennis

In June, the small and mighty group of Tāłtān language champions graduated with their Diploma in Indigenous Language Revitalization at UVic's beautiful convocation ceremony at the Farquhar Auditorium.

In April, the students successfully completed their final practicum and final courses in their communities, where the schools and community organizations were delighted to have their contributions and welcomed them to return to work there in the Fall.

The group of eight, along with many of their family and community leaders, then travelled all the way down from Dease Lake, Iskut and Telegraph Creek to UVic to attend their graduation ceremony and the Indigenous Recognition Ceremony. The president of the Tahltan Central Government, Chad Day, Chief of Iskut Band Council, Marie Quock, and some of the language mentors also attended the graduation to show their support of the commitment and hard work of all the students.

An enormous congratulations to all the Tāłtān graduates from all of us in Indigenous Education. It has been a pleasure to get to know you all and see you grow and achieve great things.



In Community

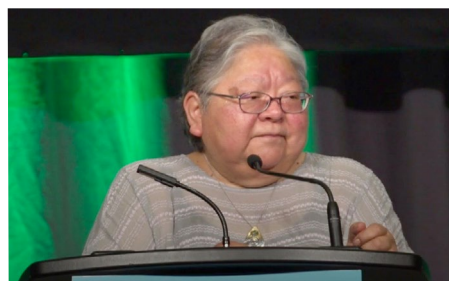


In this photo: Members of the SENĆOŦEN language program, Penawen Elliott, PENÁĆ Underwood, Joe Seward, and Indigenous Education Programs Manager Alik Marinakis

Many of Indigenous Education's faculty and staff attended the HELISET TŦE SKÁL: Let Languages Live Conference on June 24-26, 2019, hosted by the First Peoples' Cultural Council. Indigenous language keepers, experts, and advocates from around the World came together to share and learn how language revitalization is succeeding in their home communities. We heard moving words from Dr. Wanosts'a7 Lorna Williams and Dr. STOLĆEŁ John Elliott Sr. Some of IED's ILR graduates and current students presented. The Certificate in Indigenous Language Revitalization (CILR) program was represented too. It was also an opportunity for family and friends to reunite.



Dr. Edōsdi Judy Thompson and her sister, Julie Morris



Keynote speaker, Dr. Wanosts'a7 Lorna Williams, Associate Professor Emeritus, Indigenous Education, UVic



MILR student, Penawen Elliott, and BEDILR student, Katia Olsen.



Long time language teachers, Diane Matilpi and Jane Jones, visit.



Dr. STOLĆEŁ John Elliott Sr. speaks about language revitalization.



Dr. Edōsdi Judy Thompson visits with Dr. Jeannette Armstrong.

Faculty Research

NEȚOLNEW - ONE Mind, ONE People

Several research partners together with the UVIC team of the NEȚOLNEW Partnership enjoyed their time attending the HELISET TĚ SKÁL Conference on June 24-26, 2019. This international Indigenous language revitalization event was organized and co-hosted by the First Peoples' Cultural Council, another NEȚOLNEW Partner organization.



On the first day, Project lead Dr. Onowa McIvor and 5 Project Partners: Kathy Michel (Chief Atahm School), Blaire Gould (Mi'kmaw Kina'matnewey), Kahtehrón:ni Stacey (Kahnawà:ke Education Center), Callie Hill (Tsi Tyónnheht Onkwawén:na), and PENÁĆ Underwood (WŚÁNEĆ School Board) presented on building collaborative community-university research partnerships. The group shared insights on co-developing research agreements, formulating research questions based on community needs, navigating research ethics, building capacity in communities, and finding ways to move knowledge into the field.

The second day, the Partnership had strong representation at the conference: Blaire Gould and Jarrett Laughlin presented, *L'nuimk: Bringing Culture in the Classroom through a Holistic Approach to Assessment and Learning* on how their organization, Mi'kmaw Kina'matnewey, uses puppets and iPads to assess young children's language learning.

Kathy Michel shared along with Janice E. Billy about Chief Atahm school's long-standing efforts to support everyone in the community in their talk, *Building Language in all Directions*.

Kahtehrón:ni Iris Stacey, together with Kahsennénhawe Jacobs & Tsohahí:io Lauren Deom, reflected on Year 1 of implementing the Kahnawà:ke Education Center 5-year community-wide strategic plan *Skátne Enionkwaio'ten: We will work together*.

Marilyn Shirt, with Tina Wellman and Janell Stick, spoke about the use of the Miromaa dictionary database for resource creation and language learning at University nuhelot'jine thaiyots'j nistamiy-imâkanak Blue Quills (UnBQ).

PENÁĆ and Tye Swallow, together with SXEDĚELISIYE, reported on the WŚÁNEĆ School Board's Language Reclamation Story and ensuring the continued language growth of [their] L2 SENĆOĚEN teachers.

And finally, our Research Assistants Pierre Iachetti, Carolyn Belleau, and Emily Comeau together with Project Manager Barbara Jenni hosted the NEȚOLNEW Indigenous Language Learning Atlas (NILLA) table and engaged with many interested community members about the project. Overall a big success! Wela'lioq, Nyá:wen, Miiigwech, ay-hay, masi chogh, Máhsi, Kukstec kuc HÍŚWKE SIÁM, Chen kw'enmantumiyap, Ġilakas'la (thank you) for your interest in our collaborative project!



Contributors to the Newsletter

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Photo: Christine Webster



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