



University  
of Victoria  
Indigenous  
Education

# ŚKEL,́KEL

Photo: Alik Marinakis

ŚKEL,́KEL is SENĆOŦEN for "News"

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## United Nations has declared 2019 the International Year of Indigenous Languages Chair's Comments



Boozhoo, O SIEM, ÍY SŁÁĆEL, Kla-yuu-hoo-ut, Gilakas'la, Ahniin,

It is an honour and privilege to be welcomed to the unceded territories of Lekwungen and SENĆOŦEN speaking peoples.

What a start to the year!! As you may have heard, the United Nations has declared 2019 the International Year of Indigenous Languages.

To kick it off, on January 28 & 29 UVIC was the site of an Indigenous Language Forum hosted by Dr. Onowa McIvor. The focus was on developing NILLA (NEŦOLNEW Indigenous Language Learning Atlas), an online sharing space for Indigenous communities to discuss successful language learning strategies. It's part of the first ever Indigenous-led, Indigenous-governed national project focused on language revitalization.

UVic has also been chosen as the location of one of the biggest projects of its kind for the UN International Year of Indigenous Languages—a Language Revitalization Pole designed by renowned Nuuchahnulth Master Carver, Tim Paul. Commissioned by the First Nations Education Foundation and gifted to UVic to honour its ILR programming, the pole will feature and honour ten relatives of the Nuuchahnulth people: sky, sun, moon, mountains, rivers, lakes, land, sea, wind, and stars. An eleventh relative, earthquake, will also be depicted to teach humility and remind us of the all-encompassing power of the Creator.

It has been a busy time for IED as we advised and supported the move of Siem Sietla from the old Curriculum Library space to her new home and made sure it was done 'in a good way.' I raise up my hands to all who helped to play various roles in the invitations, preparations, repairs, cleaning and readiness and all who performed roles in the ceremony. Chi-miigwec and Hych'ka especially to Charlene George whose guidance throughout the process was instrumental to properly carrying out the ceremony.

Miigwec, Kleco kleco, Gilakas'la, HÍSWKE.



# Team Updates



## Welcome Shauneen, Indigenous Resurgence Coordinator

Tansi, Dr. Shauneen Pete nitisiyhkason.

I am from Little Pine First Nation in Treaty 6 territory (SK). I am very happy to have joined the Indigenous Education team as the Indigenous Resurgence Coordinator. Before moving to Victoria, I was a full professor in the Faculty of Education at the University of Regina. I have also worked in several administrative positions including Executive Lead: Indigenousization (University of Regina), Interim President and Vice-President Academic at First Nations University of Canada. My area of specialization is the Indigenousization of Canadian higher education.



## Welcome Ewa and Megan

Ewa Czaykowska-Higgins is the Graduate Advisor for the Master's program. Her role as Grad Advisor reflects the MILR partnership between Indigenous Education and Linguistics; she provides academic advice and guidance to the MILR students.

Megan Lukaniec joined Linguistics in 2018 as an assistant professor, after completing her Ph.D. at University of California. She is a member of the the Huron-Wendat Nation in Wendake, Québec. Since September, Megan has taught two courses in the MILR program.



## Congratulations Christine!

On receiving "The Connector Award" for the President's Extraordinary Service Awards 2018-2019.

Christine has shown exceptional leadership in helping to realize the vision of the new Department of Indigenous Education at UVic. She is truly a collaborative leader, who works hard, thinks critically, maintains a focus on the student experience, and represents Indigenous community values. In her work with other units at UVic, she has become an ambassador for Indigenous values and ways of working, explaining to others why we do things the way we do. She is currently pursuing a master's degree in which she is looking at how best to serve and retain Indigenous students in a post-secondary education setting.

Her gentle way of carrying herself in the world makes those around her feel welcome all the time. We all have enormous respect and gratitude for our incredible colleague, Christine.

# Team Updates



## A Note of Gratitude and Good Wishes for Dr. Nick Claxton

All of us in the Department of Indigenous Education congratulate Xumthoult, Nick Claxton on his recent appointment as Assistant Professor in the School of Child and Youth Care. While we are saddened by his departure, we wish to thank him for his many years of service, guidance, and dedication to Indigenous Education. Nick worked as student advisor and coordinator and as instructor and faculty member for our courses. His values were always reflected in the gentle way in which he carries himself, and in the way in which he walks on the Earth following on the footsteps of his ancestors. Nick has been instrumental in the development of Indigenous Education as a department and has contributed foundationally to programming such as the MILR and summer institute

Nick, you will be missed in these hallways but we know you are only a few steps away! We raise our hands to you. JÁN U HÍ,SWĶE SIÁM



Nick, pictured above, instructing in the summer institute, participating in BEDILR orientations, working with STOLŲET and building partnerships with the WSÁNEĆ community.

# Indigenous Resurgence Coordinator Update



## IRC Update

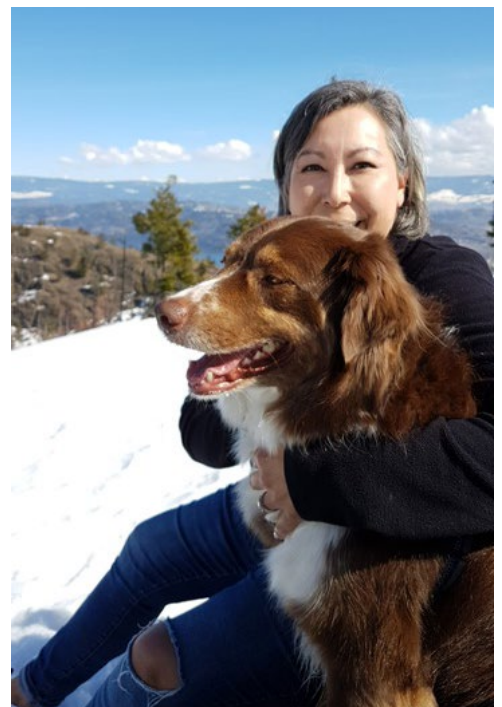
Tansi. My name is Dr. Shauneen Pete (Little Pine First Nation, Treaty 6 territory). I am honored to work as the Indigenous Resurgence Coordinator (IRC). The IRC works in the Department of Indigenous Education, in the Faculty of Education at the University of Victoria.

Since stepping into the IRC role, I've offered a series of learning opportunities for faculty/instructors and staff in the Faculty of Education. The Indigenizing our Teaching Circle offered participants an opportunity to share with colleagues some of the ways their teaching is informed by Indigenous content, relationships and pedagogy. I also offered an Indigenization Book Talk. Participants explored how Indigenization for inclusion, reconciliation and decolonization offer different pathways to support learning. Participants also joined in a four-part learning series guided by Pulling Together: A Guide for Indigenization of Post-Secondary Institutions developed by BC Campus. We are learning together!

## IED Summer Institute

Speaking of learning...planning is underway for the Department of Indigenous Education, Summer Institute on June 3-28, 2019. The Summer Institute invites pre-service teachers to learn about and from Indigenous knowledge and to make valuable connections to local Indigenous communities. The Institute offers four integrated courses: The History of Indigenous Education in Canada; Indigenous Pedagogies; Special Topics in Indigenous Education and CENENITEL TW TOLNEW: Helping each other to learn.

We are looking forward to another exciting summer institute in 2019.



# Indigenous Speaker Series

This year, as in the past, we have been fortunate to have notable guests in our Speaker Series, which occur four times in the year. We raise our hands to these amazing speakers and thank them for their gifts of time, knowledge, and grace.



## Krystal Cook

Last September, Krystal Cook shared her creative journey and worldview as a Kwakwaka'wakw poet and theatre artist. Through storytelling and poetry that celebrate and honour her rich oral traditions, Krystal transported the audience to places and spaces rich in tradition, language, and beauty. Her gentle presence and her soft yet powerful words invited us to learn some Kwak'wala words, reflect on the diversity of Indigenous languages, the strength found in community, and the importance of the gifts that children bring into the world.

## Paint the Town Red

In November, we had the opportunity to listen to Addy Elliott and Brian Yellow Wolf, two of the four members of the rap group "Paint The Town Red". They performed a cappella song entitled "Re-educate", which describes the need to do so when it refers to learning about the impact of Residential Schools, still felt through the ripple effect in intergenerational ways. Brian and Addie were generous and open, welcoming the questions from the audience and offering candid and gentle responses. One question referred to the lyrics of the song, which are a sad reminder of the abuses suffered by Indigenous children in said schools. Brian explained the song was composed in collaboration with the children at the LAU WEL NEW Tribal School who are also learning about these sad episodes in Canadian history.



Brian and Addie's presence and singing were sound reminders of how by educating ourselves and others we can work towards building a promising shared future.



## Dr. Bernard Schissel

In late January we were fortunate to have Royal Roads Professor Emeritus, Dr. Bernard Schissel, speak to the audience about his work as a sociologist and researcher. His presentation entitled "Education and Cultural Genocide: Working to Undo the Evils of the Past", offered valuable perspectives on the influence of educational policy and practice and the historical and contemporary oppression of the Indigenous Peoples of Canada. Introducing the theoretical origins of his work, Dr. Schissel invited us to reflect on the need to understand the literature of oppression in stories of individual and collective abuse. With a gentle presence and with conviction, he also discussed the role that education may serve in undoing many of the injustices of the past.

His presentation was apt for all who attended but more specifically, for our pre-service teachers who as a result of the new provincial curriculum are encouraged to become educated in these matters, and to integrate some of these understandings and theoretical frameworks into their work.

# Acknowledgements



## ALUMNI WEEK

We raise our hands to Alex and Nella Nelson on each receiving the University of Victoria's Distinguished Alumni Award.

On February 5, an awards ceremony was held at the Songhees Wellness Centre to recognize and celebrate the couple's vital contributions, along with other distinguished alumni. UVic Libraries recognized Indigenous Education Advisory Board Member, Nella Nelson (BA '76) while Alex (BA '98) was the 2019 Faculty of Education Distinguished Alumni Award recipient.

Nella, who grew up in Alert Bay, recently retired from her role as administrator for the Aboriginal Nations Education Division after working almost 40 years within the Great Victoria School District, continues as co-chair of the Indigenous Education Advisory Board. Nella made impactful changes for the schools, indigenous children, teachers, parents, and the larger community during her full, influential and successful career, and continues to influence and contribute with her wisdom.

Alex Nelson, a proud Musgamagw Dzawada'enuxw, former UVic Vike, and soccer advocate, has also made incredible impacts for Aboriginal youth in sports in BC during his long career.

He has been inducted into both the Victoria and BC Sports Halls of Fame for his work (as president) of the North American Indian Games, creation of the Aboriginal Sports and Recreation Association of BC, among many other accomplishments.

Both Nella and Alex have a talent for inspiring change through stories and through their own cultural grounding. Their speeches were inspiring and also reminded us of the important work still needing to be done. Gilakas'la and congratulations to both Nella and Alex for the inspiration and mountains you have moved and continue to move.



Mike Irvine is a recent Faculty of Education MEd grad, made famous for delivering his thesis underwater, with his specialized live-feed underwater filming technology. Mike is the co-founder of Live It, a company focused on connecting youth and schools to the living environment including the undersea ecosystems, via live-feed technology as a way to re-connect us to the natural world

On February 6, Mike Irvine and Jean-Paul Restoule spoke on connecting traditional knowledge with technology toward ecological sustainability. Despite frigid temperatures, many people were on hand to hear about the connections to be made with Indigenous Knowledge and ecological education. The event was livestreamed and is available to view as an archive on the UVic Faculty of Education facebook page.

# Acknowledgements

## The Indspire 2018 Guiding the Journey: Indigenous Educator Awards

The snow on the ground announced the presence of winter. Cold air filled the streets of Edmonton where the Indspire Conference took place in November. Inside the Conference Centre however, warmth filled our hearts as we witnessed the Guiding the Journey Educators' Award Ceremony, which recognizes educators who contribute to community-based education, and who guide and support their students' journeys by honouring the principles of Indigenous knowledges.

Our own STOLꞤꞤ, John Elliott, was awarded such recognition for his contribution to language and culture, one of the various categories of the awards. To celebrate this occasion, STOLꞤꞤ was joined by his wife Linda.



## IED Speaks First Words in SENĆOŦEN and Kwak'wala on CBC

Katia introduced herself in SENĆOŦEN and talked about her journey through the ŁÁU, WELNEŦ Elementary School and goals and responsibility for learning and teaching SENĆOŦEN. Katia spoke about her four daughters' learning as well, and how beneficial the language was to their spirits and how important it was to her own identity and self-confidence. She also chose words that were rich in meaning and represented world view, such as ĊELÁNEŦ "Birthright" but embodies connections to land, culture, oceans, water ways, histories and heritage way of being, and JIAT "give thanks" which acknowledge the territories and beautiful gifts of the land.

Trish also spoke about her very different journey and approaches to her language learning and the layers of meaning behind the words she chose to teach us in Kwak'wala. The word a'tŕi, for example can be used to mean "forest" but can also mean "behind us" because "our homes were always on the beach, always facing the water." "That story to me tells me that speaking Kwak'wala is not just about having translations of things I want to say in English but that I can understand the Kwakwaka'wakw way of seeing the world, that we come from a world where the homes face the water and the forest is behind us."

You can find the pod casts on <https://itunes.apple.com/ca/podcast/first-words>



# Master's in Indigenous Language



In this photo: Chughäla, Lorraine Allen, and Khut'äla. Photo by: Khâsha Stephen Reid.

## MILR: In the Field

The Master's in Indigenous Language Revitalization Program began in 2012 and has now has graduated three cohorts of students. Our grads are actively engaged in language work. In this newsletter we hear from Khâsha Stephen Reid.

### ***Where are you from?***

My mother is from Champagne, Yukon. My father is from Bella Bella, B.C.

### ***What community are you working with?***

I'm working in Haines Junction, Yukon.

### ***What MILR cohort were you in?***

The 2014 co-hort

### ***What ILR work have you been involved in since graduation?***

I've been entirely consumed with the immersion program. My speaking abilities have really improved. I went from a beginner high speaker to probably around an intermediate.

### ***We asked Khasha to tell us about immersion program:***

Classes are in session for Champagne and Aishihik First Nations (CAFN) citizens enrolled in CAFN's adult Dákwänjē (Southern Tutchone) language immersion program. The 10 students in the program, titled Dän K'e Kwänjē Ghäkenīdän: We Are Learning Our Language, began class on the land on September 17th. The students spent their first full week of studies at a harvest camp in order to start learning in the best possible setting and frame of mind. Dän K'e Kwänjē Ghäkenīdän is a full immersion program rooted in hands-on, experiential learning. Regular classes run from September to June each school year and the first students will graduate in 2020. The program is based in the language classroom at the Dáku Cultural Centre in Haines Junction and students will also practice the language on the land and through traditional activities. There are three land-based camps a year to keep students' language skills connected to the land. Elders Chughäla, and Hut'äla assist with the program and guide the students and two instructors; Kätk'iökw and Khâsha.

# Master's in Indigenous Language

A third of our time together is grammar based and two-thirds is project and experiential based curriculum. We adapted the ACFTFL (American council on the teaching of foreign languages) as a proficiency scale model, to our communities unique perspective and environment. With this framework in place we set forth with our students, making tweaks, additions and omissions throughout the journey.

Dän Nàkwàkhèl, Trail Breakers is the term we use to describe our adult students. The Dän Nàkwàkhèl began their journey with us at different language levels. So though they are all on the same 2 year path, some started further down the trail than others. Keeping this in mind individualized education plans have been necessary, as we were not willing to only use one mold.

The year has gone by quickly and soon our first year will be complete. The students have gone through many ups and downs during this time. With our elders guidance and loving words we have kept our students focused and engaged.

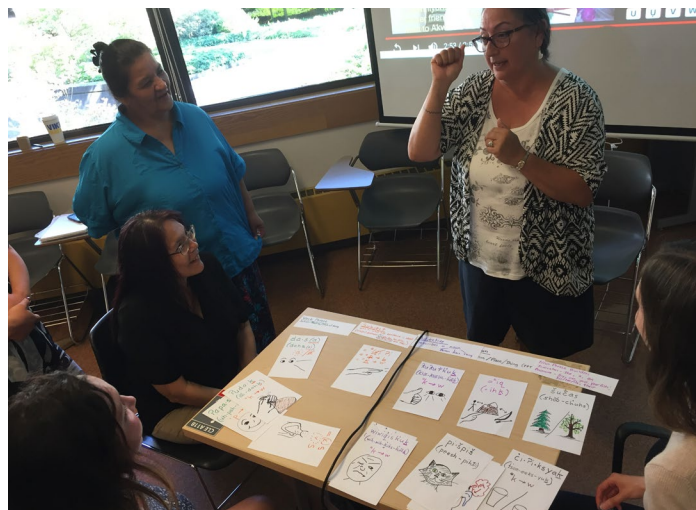
## MILR Update

The fourth cohort of the Master's in Indigenous Language Revitalization program started its course work on July 3, 2018. Classes began at the Songhees Wellness Centre, where students and faculty were welcomed and hosted by members of the Songhees community. There are 12 students in the 2018 cohort; they come from British Columbia, Saskatchewan, Ontario, Quebec, and Washington State. Languages represented by members of the cohort include Mohawk, Woodlands Cree (th-dialect), Denesųłine, Tsilhqot'in, Sm'algyax, Kwak'wala, Makah, SENĆOŦEN and Irish.

The students have completed courses in Indigenous Epistemologies, Global Contexts of Language Revitalization, Program and Curriculum Development, Applied Linguistics, Introduction to Linguistics, and Indigenous Research Methods, and have been taught by new Linguistics faculty member Dr. Megan Lukaniec, Postdoctoral Fellow Dr. Kari Chew, Indigenous Education faculty member Dr. Trish Rosborough, and Linguistics faculty member Dr. Sonya Bird.



MILR students give their group presentation on the different approaches to teaching Indigenous languages. Photo by: Sonya Bird



Maria Pascua discusses how Brian Maracle's Root Method works and how it might be implemented in a school setting. Photo by: Sonya Bird

# Indigenous Language Revitalization

## W̱SÁNEĆ Community Partnership



W̱SÁNEĆ students learning from the land, led by Dr. John Elliott, STOLÇEŁ Photos by: Marion Caldecott

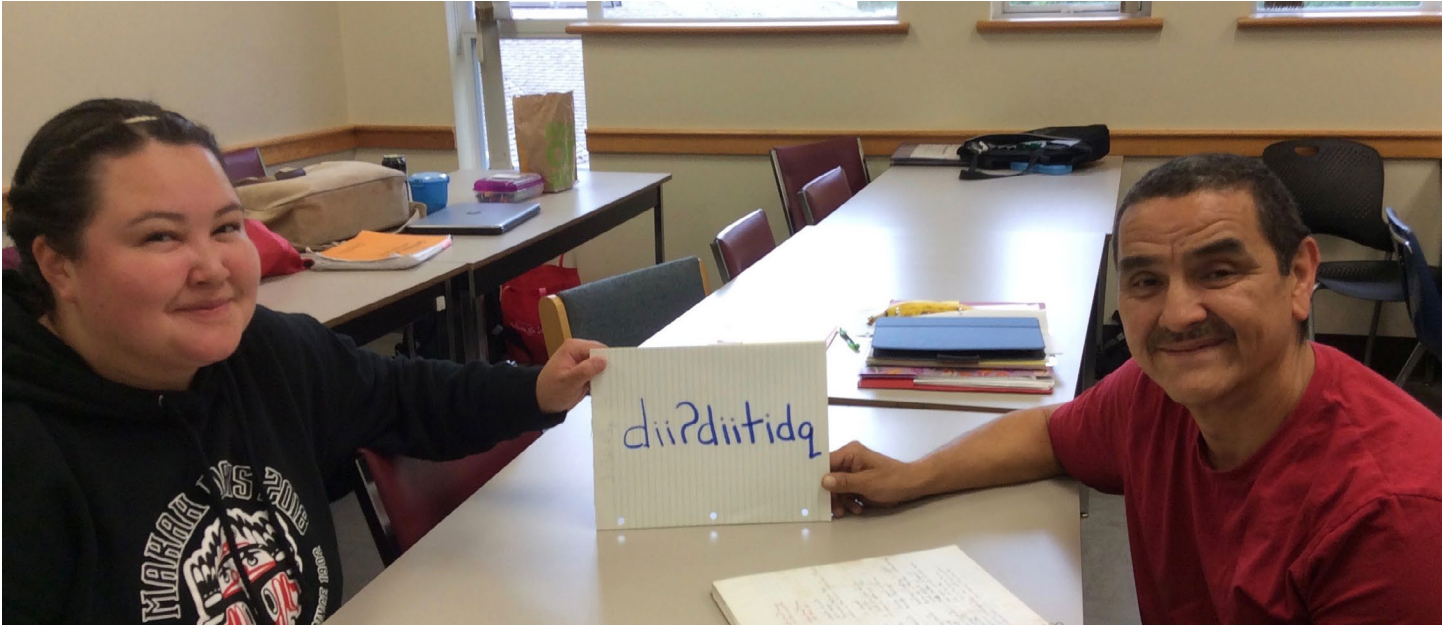
The W̱SENĆOŦEN IST program, the Diploma in Indigenous Language Revitalization, is a successful partnership with W̱SÁNEĆ School Board in T'sartlip, BC. The students have been engaging in community at the immersion school with teachers and children, with one another, as well as their instructors and mentors in classes in different ways to facilitate their learning. Program administrators and language teachers have been including learning on the land, intertwining it through their language courses, and are considering ways to bring culture and ceremony into the program more. The students have also been coming to campus one morning a week to explore what opportunities and supports the campus has to offer. Unfortunately, one student fell and hurt herself badly while on campus, and the program responded by undertaking the cultural work of a Blanketing Ceremony to support her spirit and recovery. This was led and supported by the community, partners and students. We were so very sad to see the student withdraw due to the challenges of recovery from the fall. We hope to welcome her back in the next cohort.



The language classes themselves are always a highlight, and student Megan Supernault reported on one class, (see photos) where they were learning from STOLÇEŁ, PENÁĆ and the land itself:

“One of the IED 159 class assignments is to pick a place in their ÁLENENEÇ (homeland) and share stories, teachings, and cultural purposes of the place. On this day the IED 159 class went to KELNENs ET SILE (CENTENNIAL PARK), which means Grandma’s Camp. This place was rich in resources and was a place that STOLÇEŁ’s late grandma went to, to harvest many different plants and barks, such as SÇEŦEN (cedar roots), and SLEWI (inner cedar bark), for making baskets and other things. There is so much SENĆOŦEN language learning on the ÁLENENEÇ, and being out on the land is a great way to learn about our ancestors and the way that they lived.”

# Indigenous Language Revitalization Nuu-Chah-Nulth Community Partnership



Sarah Edgar and Patrick Patterson, a teaching team in their community's school, show a sign representing their language group during one of their immersive language courses. Photo by: Trish Rosborough

The cohort of Nuu-chah-nulth learners supported by the 3-way partnership between QuuQuaatsa Language Society (QLS), UVic's Department of Indigenous Education, and North Island College begins its second year of the Diploma in Indigenous Language Revitalization this term. This community-based program runs out of North Island College campus in Port Alberni. Students come from 11 different communities to take four courses per term over intensive weekends. There is a concerted focus to engage as many Nuu-cah-nulth instructors as possible, who then do their best to support all five dialects.

With two courses every term focused on immersive language learning and direct language learning, this term also includes their first North Island College course, English 116, as well as an Nuu-Chah-nulth arts course which may result in a song for their language learning journey. QLS is actively planning for a culturally embedded and experiential summer intensive for the next term. The program is based around immersion and communicative language learning, and students hope to be the first graduates of the recently approved (and shiny new) Certificate in Indigenous Language Proficiency.



High School student and Nuu-Chah-Nulth DILR cohort member, Timmy Masso

We are grateful to the Aboriginal Service Plan funding through the provincial government for supporting this second year of delivery.

# Indigenous Language Revitalization

## Tahltan Partnership



After a harrowing summer of fires in their territories, the small cohort of students in the Tahltan Diploma in Indigenous Language Revitalization have been working hard to rebuild their communities, support their families and continue on their path of language revitalization. The students supported each other and continued to work hard at their proficiency building.

They also took some time this year to explore different cultural expressions of language in their course work, including traditional and contemporary Tahltan song and dance and visual art, as the photos included show. Currently, students are completing their final two language courses and preparing for their practicum this term. We are anticipating most placements will be in the three local schools, now that most community members have returned home post-fire. This is the final term for the Tahltan program, and students are set to graduate in the Spring convocation ceremonies.

The Department of Indigenous Education is very appreciative of the partnership with the Tahltan Central Government and the support they have provided the program and students. We congratulate the students on their language learning successes in the program

so far, and their positive and impactful contributions to the language revitalization in their communities.

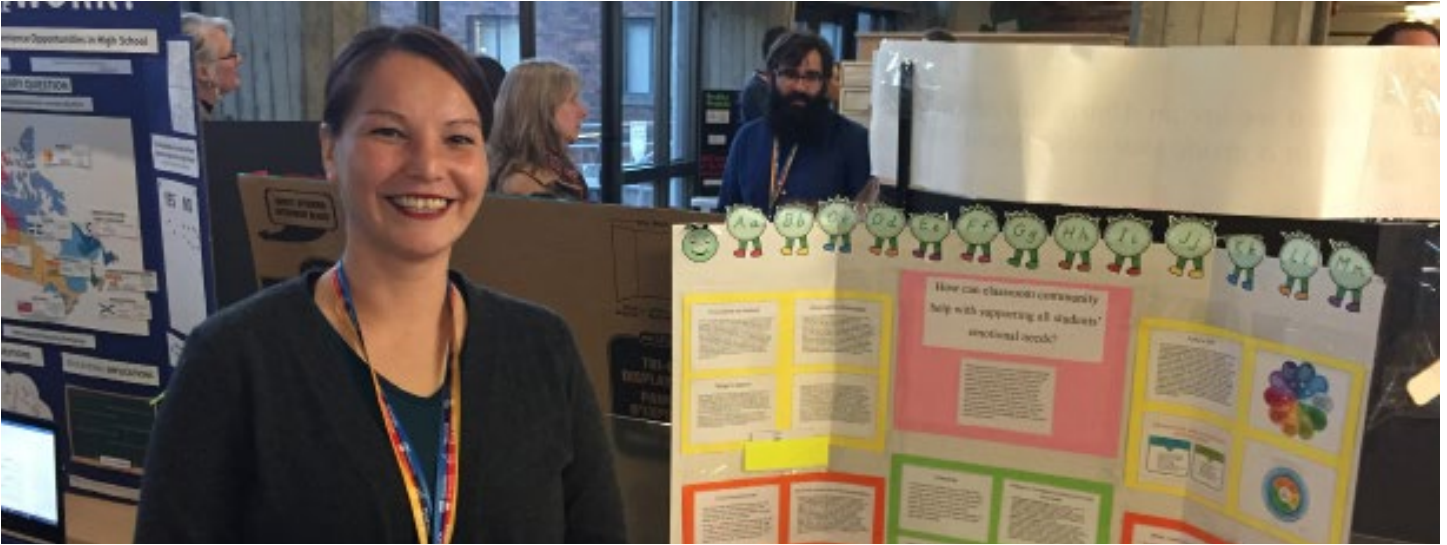


We are also grateful for the Post-Secondary Partnership Program through the federal government for funding the completion of this program, and to the Vancouver Foundation for funding the beginning of the program.

Pictured above: The Tahltan cohort prepares for a community art show, demonstrating the connections between Tahltan art, language and pedagogy in their course with Dr. Bruno de Oliveira Jayme.

Photos by: Dr. Bruno Jayme

# Indigenous Language Revitalization BEDILR Update



Terry Sapp, a BEDILR student, engages in her Gallery Walk project presentation. Photo by: Alik Marinakis

We have a small cohort of Bachelor of Education in Indigenous Language Revitalization students who are here on campus completing their coursework for their degrees through the on-campus Post-Degree Program in Teacher Education. They have all been making impacts in their own communities and participating in meaningful ways in their educational journeys: A number students are engaged in the Learning Environmental Observation project where they are connecting to their home communities and elders to discover, create and deliver lessons on environmental changes in their environments. Gracyn Tanche was accepted to the WestCAST education conference at the University of Calgary, where she presented on Residential Schools. Nick Henry is an active Campus Cousins, and Terry Sapp and Nicole Peron were both recipients of the Thomas M Hess Scholarship this year.

We always raise our hands to this group of students for balancing and overcoming life challenges and making hard choices to benefit their education and language goals. They are looking forward to their six week practicum coming up in April.



Josephine Henry presents at the Gallery Walk  
Photo by: Alik Marinakis



BEDILR student Gracyn Tanche along with Placement Coordinator, Dana Bell and other Teacher Education students from UVic at WestCAST in Calgary, AB

# Community Collaborations



## Xaxe Siem Sila Lelum (Grandmother's House)

For the past 12 years, Siem Sila, our Grandmother had dwelled in the (now defunct) Curriculum Library. In 2006, as a result of the course "Earth Fibers Weaving Stories: Learning and Teaching in an Indigenous World" where faculty, students, staff, and community members participated, Siem Sila emerged through the careful weaving of diverse fibers.

A vision of Dr. Lorna Williams, and a design created by T'Sou-ke artist Charlene George, Elder May Sam, and other knowledge keepers, the Grandmother had lived through changes, adaptations, and the visits of many students, community members, and Elders who have acknowledged her wisdom, her spirit, and her knowledge.

The relocation of our Respected Grandmother was an event filled with emotion, reverence, and respect following proper protocol and procedure. Her new home is the hallway of the MacLaurin Building where many can continue to admire her, ask for guidance, and visit her as a cherished member of our community. We are grateful to those who gave her life and gave her a new home.



# Community Collaborations



Working with provincial leaders to further the respect for local languages of BC.

## Tea with the Lieutenant Governor

The Lieutenant Governor, the Honorable Janet Austin, hosts the Department of Indigenous Education Language Program graduate, Joseph Seward, Language Program Manager, Alik Marinakis, Dr. Lorna Williams (Profesor emeritus), and Chancellor Shelagh Rogers for tea to discuss a larger plan for learning SENĆOŦEN and Lekwungen and other languages in the province. Joe will start language tutoring for Her Honour and the Chancellor of UVIC in March.



## Language Revitalization Pole

The ILR pole was commissioned and gifted to UVic by the First Nations Education Foundation in recognition of the 2019 International Year of Indigenous Languages. It will be carved, in Port Alberni, by renowned Nuu-chah-nulth artist Tim Paul. It is being received through the Legacy Art Gallery.

In the photo: Master Carver, Tim Paul, and Huu-ay-aht First Nation Program Manager, Edward Johnson Jr., with the windthrown tree in Huu-ay-aht territory on Jan. 23, 2019.

# Faculty Research

## NEȚOLNEW - One Mind, One People: SSHRC Partnership Grant

On January 28 & 29, 2019, the NEȚOLNEW Indigenous Language Research Network hosted an Indigenous Language Forum focused on developing NILLA (NEȚOLNEW Indigenous Language Learning Atlas). NILLA is an online sharing space for Indigenous communities to share their own and learn about others' successful language learning strategies within Canada ([www.nilla.ca](http://www.nilla.ca)). Over thirty invited guests from Indigenous communities and ally organizations from across Canada gathered in the Ceremonial Hall of the First Peoples' House at UVIC to "bring NILLA to life" through dialogue about Indigenous language revitalization and maintenance work.

The NILLA project prioritizes Indigenous ownership of data by providing permission-access to shared resources and Indigenous communities decide whether to participate and which language resources they wish to share. Forum participants explored these topics in small groups and provided meaningful input and suggestions to the NILLA team on the development of the online Portal.

Space was also created in the program for a dedicated Roundtable session "Creation of new speakers – Bests practices & lessons learned", fostering connections, exchange, and engagement.

Our Forum was the kick off of International Year of Indigenous Languages (<https://en.iyil2019.org/>) for the NEȚOLNEW group and set an important backdrop for our gathering. The event was supported by a SSHRC Indigenous Research Capacity and Reconciliation Connection Grant.



Attendees at the Indigenous Language Forum - Developing NILLA, hosted at UVic's First Peoples House on January 28, 2019

# IdeaFest



Planting the Future project brought together Indigenous youth, secondary students and UVic teachers-in-training to build a shared understanding of reclamation and reconciliation in a framework of food justice.

Hosted at the First Peoples House, the panel of youth answered questions about their experience working on the project. Afterwards participants enjoyed the interactive stations which featured local teas, native plants, photos and the history of the Tsartlip Nation's youth-led initiative Project Reclaim.



Stelly's Secondary School students panel participants Ari, Edna, Kirsten, Breanna, Dani, with Instructors, Tracey Murphy and Carmen Rodriguez de France at IdeaFest: Planting the Future. Photo by: Alik Marinakis

# Faculty Publications

## Indigenous Research: Theories, Practices and Relationships

In the fall, Jean-Paul's co-edited collection, *Indigenous Research: Theories, Practices, and Relationships*, was published by Canadian Scholars. This new edited collection moves beyond asking what Indigenous research is and examines how Indigenous approaches to research are carried out in practice.

Contributors share their personal experiences of conducting Indigenous research within the academy in collaboration with their communities and with guidance from Elders and other traditional knowledge keepers. Their stories are linked to current discussions and debates, and their unique journeys reflect the diversity of Indigenous languages, knowledges, and approaches to inquiry.



## IED Faculty have been busy documenting their research within a variety of publications.

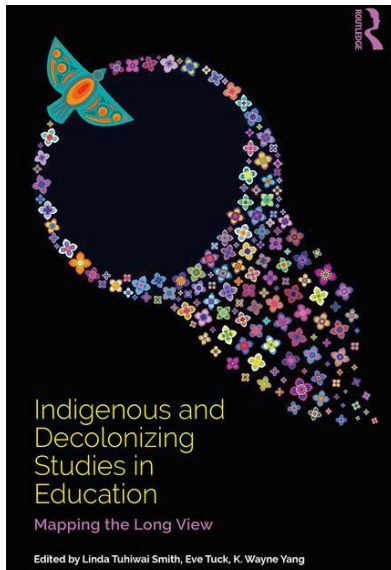


### Decolonising the University

Shauneen's latest publication is *Meschachakanis, A Coyote Narrative: Decolonising Higher Education* in Bhambra, G., Gebrial, D., & Nisancioglu, K. (Eds) *Decolonising the University*. London: Pluto Press.

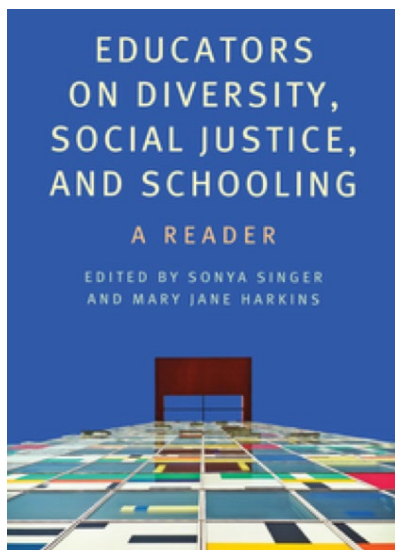
She says, "This chapter explores the decolonisation of higher education through the practice of storytelling. The chapter invites the reader to join with Coyote and the author as they engage in a reflexive conversation about leadership toward decolonisation and the challenges of institutional reform."

# Faculty Publications



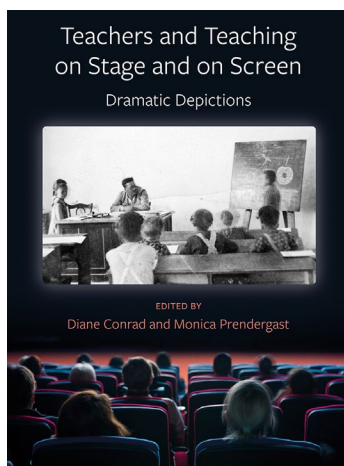
## Indigenous and Decolonizing Studies in Education

Claxton, N. & Rodriguez de France, M. C. (2018). With Roots in the Water: Revitalizing Straits Salish Reef Net Fishing as Education for Well-Being and Sustainability. In L. Smith, E. Tuck, & W. Yang (Eds.). *Indigenous and Decolonizing Studies in Education: Mapping the long view*. New York, NY: Routledge.



## Educators on Diversity, Social Justice, and Schooling

Rodríguez de France, C. & Waldron, S.W. (2018). Not 'just' but Just: A Conversation on Diversity, Social Justice, and Culturally Responsive Teaching. In S. E. Singer, & M.J. Harkins (Eds.). *Educators on Diversity, Social Justice, and Schooling: A Reader*. Toronto, Canada: Canadian Scholars.



## Teachers and Teaching on Stage and on Screen

Rodríguez de France, C. (2019). Knowing Where We Came From: An Examination of the One-act play. *Education is Our Right*. In D. Conrad & M. Prendergast (Eds.). *Teachers and Teaching on Stage and on Screen: Dramatic Depictions*. University of Chicago Press.



Photo: Aliko Marinakis



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