



University
of Victoria
Indigenous
Education

SKEL, KÉL



Photo: Aiki Marinakis

SKEL, KÉL is SENĆOTEN for “News”

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Dr. Onowa Mclvor receives the prestigious President’s Chair Award



The Department of Indigenous Education is very pleased that Dr. Onowa Mclvor was unanimously recommended for appointment as President’s Chair. The position began on August 1, 2020 and will be held for the next 5 years until 2025.

The President’s Chair Award recognizes and celebrates UVic’s most outstanding faculty. The selection committee said, “It is clear that Dr. Mclvor is a remarkable scholar with a track record for excellence, and she has already contributed immensely to UVic in a culturally-grounded and important way. Her appointment as President’s Chair will further her nationally recognized and critical research, teaching and community-university engagement initiatives in support of UVic’s Strategic Framework, especially with respect to Indigenous education, language revitalization, and reconciliation.”

Congratulations Onowa on this prestigious position!



Chair's Update



Chair's Update

Boozhoo, O SIEM, ÍY SÇÁCEL, Kla-yuu-hoo-ut, Çilakas'la, Dženēs hoti'e, Ahniin,

In the midst of a global pandemic, I could not be more proud of how our Indigenous Education family has embraced the challenges of staying connected while physically apart.

It is difficult to experience loss in this context, which became pronounced as the one year anniversary of Trish's passing was felt in August. We also lost treasured language teachers and old ones who were part of our programming. Several faculty and staff experienced health challenges in their families or suffered alone through difficult death anniversaries. And many of our students have had trying times too. COVID has made it difficult to be together to support one another and work through trauma.

These past few months have not been easy but our IED team has been incredibly inspiring to me. In June, our Indigenous Summer Institute went online for the first time in its 10-year history and was a great success. In July, we welcomed 15 new Indigenous language revitalization graduate students and launched Teaching and Learning Indigenous Perspectives, an integrated 10 course set designed to help in-service teachers more fully and confidently integrate Indigenous perspectives in their work.

I'm pleased to confirm that our Indigenized BEDILR was approved by UVic senate and BCTC in the spring and we welcomed a new cohort this September, contributing to the urgent need for more Indigenous teachers. Although we could not gather in person to celebrate their achievements, we raise our hands to our recent graduates – including the largest single language cohort to complete our Diploma in Indigenous Language Revitalization.

For such a small department, IED is making an impact. As you read through this newsletter, I hope you will be inspired by all we have achieved together.

Miigwec, Kleco kleco, Çilakas'la, HÍSWKE, Mēduh

Jean-Paul Restoule

Team Updates

Thank you Nirmala Lall

With sadness, we say farewell to Nirmala Lall who completed her term faculty position this summer.

Nirmala was a wonderful support to students and a contributor to the Indigenous language programs during her time in IED. After four years of contributing to the Bachelor of Education, Diploma and Certificate programs in Indigenous language community deliveries, her impact will be felt for many years to come. We hope that her path will lead her back to teaching with us again soon.



COVID-19 Research: How Indigenous Language work has been impacted by the pandemic

In May, Onowa Mclvor, Kari Chew, Kahtehrón:ni Stacey, Melpetkwe Matthew, Aliko Marinakis, and Barbara Jenni received COVID-19 Emergency funding through the Faculty of Education to research how Indigenous language work has been impacted by the pandemic.

Indigenous language learning and revitalization work is necessarily relational and often territorially-based. The pandemic crisis that hit in March of 2020 had the potential to silence our important work when face-to-face learning and teaching were halted immediately for the safety of our speakers, learners, and communities at large. While language workers took a moment to catch their breath amongst the rapid changes and the new and real dangers in their midst, what Indigenous peoples do and have always done in the face of danger and adversity is adapt.

Indigenous communities quickly began to create digital and other visual resources in the languages for teaching community members about the dangers of the new virus as well as protective measures. These early responses showed that just like the water, our languages always find a way. Using available tools, platforms, and virtual opportunities, learners, speakers, and teachers found ways to safely propel the precious language work forward and not let it fall away in this time of crisis.

Over the past few months, our research team has been gathering an understanding of the responses to this situation. We looked through social media channels, which have been a prominent source of shared responses from individuals, communities, and organizations, and we also did a short survey distributed via social media.

The outcomes of this process will bring understanding of solutions that could be shared more broadly and which are working to address the challenges, potentially sparking collaborations and connections amongst and between Indigenous language communities.

We are now interviewing key contributors to discuss the effects these shifts have had on the language work, asking questions about shifts to approaches, including the philosophic compromises individuals and groups have had to make around modes of learning and teaching.

Resurgence Activities



Time for reflection, adaption, and rest

by Shauneen Pete, Indigenous Resurgence Coordinator

Following a very busy winter season with numerous resurgence events, we found ourselves suddenly working at home. The university, like organizations throughout the province and nation, responded to the COVID-19 pandemic by closing the campus to in person activity. We moved swiftly toward online courses; and we began what has become the long wait for things to return to normal.

We are called to be still for a while, and certainly for much longer than we originally expected. This time of retreat from the world gave many of us the much-needed time we needed for reflection, adaptation and rest. In response to our new-found time, my partner, Darcy and I, along with our dog Badger, began to walk from our home in Langford toward Sooke. Each day we walked 4-6 km along the Galloping Goose, eventually making our way to the Sooke Potholes. With each step, we found ourselves

reclaiming connection: with one another, and with land. For me, connection to land became the focus of my resurgence work. I began to see the multitude of details of the landscape, the plants, trees and waterways. I listened deeply; and wondered how do we replicate deep listening in our teaching work? That work had to be land-based.

Those long walks in the spring have informed my thinking about teaching. As I began to design my courses for summer, our colleague Christine shared with me an activity: go into the forest, or a park or beach, somewhere you can sit quietly and safely for a period of time. Notice your surroundings. In your journal complete the sentence, I see... Then, read the statements aloud. Then re-read them, but change I see to I am...notice how things shift inside you. I invited our learners to participate in this activity. I asked them to articulate their feelings and to explore the shift in perspective through poetry or drawing. They named the experience as transformative. They understood, some perhaps for the first time, what it means to say – we are all related. Land, water, plants, the trees...butterfly, ladybug, eagle and us too, we are all connected. That realization reminds us to live differently with one another. We need to let go of our tendency toward having power over one another and choose instead love. We are reminded of simpler things – making tea, conversation, reflection and gratitude. At the end of the activity, students were invited to offer a gift of thanks to land for the teaching.

We are answering the call to stillness through connection to land and one another. We now understand that there is no returning to our old dominant ideas of normal. We must reclaim those old teachings about only taking what you need and the lessons in how to give back to the land and one another. We can make the choice to let go of greed, competition and individualism. We have this time to do differently for the sake of all of us living in this shared land – because this too will lead toward our resurgence.

Graduate Programs

PhD by SPARR Update

This summer, the PhD students who began in June 2019, completed their final coursework, with *Indigenous Research Methods* with Dr. Onowa Mclvor. The students are now beginning the next stage of their PhD journey, reading for and writing candidacy papers, in preparation for their dissertation work. For our students and faculty, it has been a challenging time to do coursework online when so many have also been supporting family members and community. We raise our hands to all the students, faculty, and staff who have worked so hard to keep going. We wish everyone all the best as we continue to learn and teach online in the fall.



In this picture: Jacob's wolf cap had cohort in smiles & laughter.

Our PhD students were recognized for their ILR research contributions. Congratulations to:

Simon Bird	UVic Graduate Entrance Scholarship
Thotharatye Brant	SSHRC Doctoral Award
Nathan Brinklow	SSHRC Doctoral Award
Lisa Crowshoe	Dean's Award for Indigenous Students
Jacob Manatowa-Bailey	UVic Graduate Awards
Charlotte Ross	MITACS funding
Gina Salazar	BC Graduate Scholarship
Ferrin Willie	Irving K. Barber Scholarship

These students are all making exceptional contributions to the work of language reclamation in community and we are very happy that their work is being recognized. We are also honoured to have them taking their journeys with us. We raise our hands to all of you.

MILR Update

In July 2020, we welcomed 15 new graduate students to study Indigenous language revitalization in IED. They began with a July intensive course, 13 in the Master's and Graduate Certificate programs, and 2 new students who are undertaking PhD level work. The students come from across Canada; we are also excited to welcome students from the Dakotas.

Due to COVID-19 restrictions on teaching in person, the first course *Program Design and Curriculum Development for ILR* was taught online by Dr. Kari Chew. Dr. Chew recently completed her time as a Postdoctoral Fellow as part of the NETOLNEW Research Partnership at UVic, and is starting an Assistant Professor position at the University of Oklahoma. We are very grateful to Kari for starting off the new programs in a good way and for setting an example for teaching online in the program. We wish her all the best in her new position.

Congratulations to

Graduates in the Master's of



Maria Pascua is a Makah Tribal member from the Parker family in Neah Bay, WA. She works in the Makah Language Program (MLP) of the Makah Cultural & Research Center and teaches Makah levels I, II and III and occasional Weaving and Cultural Arts classes at the Neah Bay High School, and teaches adult language classes. Since 1978 Maria has worked in various capacities for the MLP: research and transcription, team teaching with Makah Elders Speakers, participating in a Master Apprentices Program, curriculum development and teaching. Her M.Ed. project was *Using Q^wi-q^wi-dičča^q 'Makah' in our community: A dialogue approach for adult learners.*

Shekon sewakwe:kon! Kahentehtha ionkiats, wakathahion:ni, Ahkwesahsne nitewake:non tanon Kanien'keha:ka wakehwentsio:ten! Hello, my name is Angela Elijah, I am from the Wolf Clan from Ahkwesahsne and I am from the Mohawk Nation. I feel very fortunate to be teaching Kanien'keha (Mohawk language). I am thankful to the amazing MILR program and teaching staff for all of the hard work that went into offering this unique program. A huge niawenhko:wa to everyone, past, present and future, who have been a part of the language journey at UVic. Great respect and admiration for all of the hard work and energy put forth so our languages continue to flourish for those whose faces are still in the ground!



What happens in our society when our Indigenous Languages are not considered a crucial role in our lives and what am I doing to reverse the shift to reclaim our languages? I had to learn first and foremost, to own my story as a scholar and then I went on a journey of language reclamation. It was one that left me shaking to my core. I learned through the support and shared experience with my cohort and professors to stand solidly in my story. I learned the importance of sharing the richness of our Indigenous language and culture. To understand the discomfort of our shared history in Canada is part of the growth and the birthplace of change.
- Danita Lewis

Graduates from the Indigenous

Bachelor of Education, Indigenous Language Revitalization (BEDILR)



Cheryl Cli
Katia Olson
Nicole Perron
Terry Sapp
Gracyn Tanche

Certificate in Indigenous Language Proficiency (CILP)

Justina M. Seymour

our Graduates

Indigenous Language Revitalization

My name is Odelia Dennis. I have been working on my Master's Project for a few years. I am very glad to have completed it this year in 2020. I think the quarantine has helped me. I had a very good support committee especially near the end and near the finish line. I had some self-doubts, but I was able to push through them with the help of my supervisor and committee member. I'm looking forward to continuing my work with the fluent speakers on creating new words in our language. I would like to look at other areas of research for future work, including learning the Tl̓ego'in dialect of the Tāktān language.



The MILR program was an amazing experience. Having the opportunity to be out on the land of the Nations who live there, as well as going through the program with an awesome cohort, made it so that the whole 2 years were reenergizing and reinvigorating to continue working at strengthening our languages. The professors who worked with us were awesome, and I'm grateful to have had the opportunity to learn from them through the program, as well as during my final project.

ʔaaʔa - čuu (Hello, Hey...)

ʔuklaasiš ʔiikuusiinpašič. (I am called ʔiikuusiinpašič.)

ʔiihatis ʔuhʔiš nučat ʔuhʔiš king georgeaqsup. (I am a woman from Ehattesaht, Nuchatlaht and England)

mamaaʔnii ʔiimti Victoria Christine Wells. (My very English Name is Victoria Christine Wells.)

I am grateful to the ancestors who have left this pathway and ancient knowledge, the aunties and uncles who help me today, and the young ones yet to come. Now that this phase of the academic journey is done it is time to continue to build forward momentum for our own knowledge systems. čuuč.



Education Language Programs

Diploma in Indigenous Language Revitalization (DILR)

Celina Darryl Ann Charleson

Hinatinyis Brittany Cote

Sarah Joan Edgar

Grace Mabel George

Linsey Crystal Dawn Haggard

Donna Marie Jack

Christina Mary Louise John

Florence John

Marie Lavoie

Randi-Leigh MacNutt

Beverly Cheryl Martin

Timothy Andrew William Masso

Angeline R. Miller

Patrick Earl Patterson

Della Preston

Marilyn Rita Short

Therese Smith

Jeneva Alicia Rachel Touchie

Verena Colleen Joy Wilhelmson



Undergraduate Update

In the past the undergraduate ILR programs in Indigenous Education have purposely stayed away from online learning and teaching due to a philosophy that language learning is relational and tied to the land and community, and so needed to be taught face-to-face. This philosophy, and the concern for the safety of the elderly speakers and language mentors, led to us postponing some programming. However, the need to keep working towards language revitalization hasn't stopped. This need from language champions, students, schools, and communities has caused us to rethink and re-design some of our courses and programs, and so as we launch and shift some of our programs online, we expect the fall to be busier than ever.

We want to acknowledge that the cycle of life and journeys to and from the spirit world continue whatever the world climate. There were a number of impactful losses in our community partnerships during the past months, and a tragic loss of one of our students as well. We continue to send our sympathies and prayers to her family. We want to honour and respect the Nuu-chah-nulth traditions and cohort by acknowledging their loss and send prayers for her safe journey to where she can speak her language to the ancestors. This was an enormous blow to her cohort, family and community. There was the gift of four new little lives born to our students as well. Three of those babies arrived within weeks of each other and added celebration to the WSENĆOŦEN IST program. We offer our students our sincere congratulations and look forward to hearing more little voices speaking SENĆOŦEN.

Quuquatsa Language Society (QLS) Partnership Update

These past months included hardship, with the loss of a cohort member, shifting to online learning and then the completion of the program in a context where no one is allowed to gather to celebrate.

However, the successes are also great with 19 students completing of the Diploma in Indigenous Language Revitalization in June at UVic and in their communities – the largest single language cohort IED has seen graduate with this credential. With ceremonies postponed due to the pandemic, the QLS and the IED office created videos, sent cards and gifts and showed the graduates how proud everyone is of their wonderful achievements. Congratulations to all the students of the Diploma in Indigenous Language Revitalization for the Nuu-chah-nulth language on their great achievement.



IED is proud to announce that one of our Nuu-chah-nulth students, Tim Masso, (pictured above) is starring in the Vancouver Island Film Festival selection *ʔiihtuup (Whale)*, about a young boy struggling to find his place in his new life after losing his father and moving to live with his grandparents in the city. Other roles in the film were played by IED alumni: hinatinyis (Brittany Johnson), Grace George, and Moira Curry. We are excited to see the new spaces and avenues that language warriors are taking up.

Updates

Pirurvik Centre Partnership Update

After a successful launch of two cohorts of language learners in Iqaluit in January 2020, the pandemic seriously disrupted the spring offerings in our partnership with the Pirurvik Centre in Nunavut in March. Courses were cancelled, and the Certificate in Indigenous Language Proficiency program was postponed. However, the instructors and program organizers decided to rise to the challenge this summer, pivot, and launch some more courses this fall to complete the two cohorts that started. With two on-the land courses in August (allowed due to small numbers of students in social distancing contexts on the tundra), and no cases of COVID-19 in Nunavut at the time, the other courses will be online in the fall and continue to be delivered in Inuktitut. We hope to start a new cohort of Aurniarvik program learners towards achieving their Certificate in Indigenous Language Proficiency in January 2021, if all goes as planned.



W̱SÁNEĆ Partnership Update

Our upcoming intake for the newest W̱SENĆOFEN IST program cohort will be postponed for a year as the result of the pandemic. The administrative partners through the W̱SÁNEĆ school board and UVic wanted to ensure the safety of the mentors and students, and also did not want to undermine the methodology and intention of the program to be as land-based and mentorship-based as possible. We look forward to starting our next intake process in January 2021 for a fall 2021 start.

However, while the decision was being made to postpone the new intake, the current W̱SENĆOFEN IST program cohort and instructors were managing to shift their courses and learning online. They completed their Diploma in Indigenous Language Revitalization course work at the end of June. Congratulations to the students for their accomplishments, and an enormous thanks to the instructors for successfully pivoting and offering the completion of the courses online.

BEDILR Update

IED is excited to welcome a new cohort of 25 this fall to an adapted BEDILR that will focus more on Indigenous perspectives and knowledge with greater autonomy within the Faculty of Education. A number of graduates from the recent diploma cohorts who have just completed will join learners from across BC to start their transition and course work in September.

The BEDILR this fall includes students from five different language groups around the province. Students and instructors were welcomed in a brief online orientation on September 9. We are appreciative of the several departments on campus, with whom we work, for their support of our planning and vision.

Earlier this year, there were five graduates from the Bachelor of Education Program, and we offer our heartfelt congratulations to the students who completed their programs and those who we had the honour to recommend for Teacher Certification through the Ministry of Education.

Summer Initiatives



IED Summer Institute Celebrates 10 years

Congratulations and expressions of gratitude to the participants of IED's Indigenous Summer Institute (IED 473 cohort pictured left) for their patience with us as we navigated the uncharted territory of offering these experiences online for the first time since the inception of the Institute in 2010. This was an opportunity to be creative and engage with each other in ways that allowed us to advance our knowledge. Our theme this year was "Learning to Transform" alluding

not only to the need to adapt to change but as importantly, to know as educators we are learning to transform ourselves and the world.

Throughout the 10 years, we have received support from diverse organizations and individuals such as George and Christiane Smyth through The Salish Weave Collection. It has been humbling to witness the change in attitude, disposition, and engagement of the students who have chosen this Institute as part of their learning journey. It is reassuring to know that all of them have become champions in their own right, helping to change the world one classroom at a time.

Teaching & Learning Indigenous Perspectives Launches in July 2020

IED offered a second iteration of the "Teaching and Learning Indigenous Perspectives" program (IED 473 cohort pictured right) designed exclusively to meet the distinct need in the schools where Indigenous education initiatives continue to be a high priority. The program is a meaningfully integrated bundle of 10 courses offered over 13 months with a focus on Indigenous knowledge, epistemology, pedagogy and education to better prepare educators



to work successfully naturalizing Indigenous perspectives within their work. The courses are offered in concert with each other resulting in an immersive experience in Indigenous learning, teaching and knowledge where in-service teachers will gain valuable experience and make meaningful connections.

This time, the courses will be offered fully online; we will take this as an opportunity rather than as a challenge, and collaboratively find creative ways to establish relationships, and create community. We successfully facilitated the first 3 courses in July, with Artist-in-Residence Chris Paul with support from The Salish Weave Collection.

In Community

One Song, Interrupted...

Our commitment to work in partnership with and in community continued despite the arrival of COVID-19 in mid-March. One project involved the work that Carmen was doing at Oaklands Elementary School in collaboration with Jon Epworth (a local musician/producer, pictured right with the students), a group of Grade 5 students and their teacher Deanna Ritchie, as well as the advice of renowned artist Carey Newman. The project entitled “*One Song At A Time*” engaged the students in the exploration of abstract concepts such as reconciliation, resurgence, equity, fairness, reciprocity, and compassion, among many others with the purpose of starting conversations at an early age about Indigenous worldviews, culture, and socio-historical injustices. Though limited by the pandemic, the project’s outcomes in the form of spoken word, and a brief song, served as examples of ways in which music can be a vehicle for understanding our divided past, and for working towards creating a shared future. Carmen acknowledges a grant from the Learning and Teaching Support and Innovation division to support this project.



Indigenous Speakers Series:

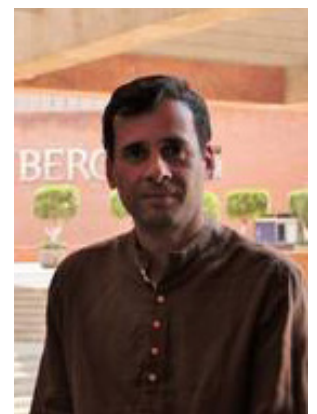
God’s Lake

On February 24th, a group of four representatives (pictured left) of the play entitled “*God’s Lake*” talked about their participation on the piece set in the location of the same name in northeastern Manitoba.

A unique performance based on verbatim quotes from interviews and conversations with relatives and friends of a murdered young Indigenous woman, the presentation provoked questions from the audience who gathered at the Ceremonial Hall of the First People’s House. Gratitude is extended to playwright Francesca Albright for coordinating the visit along with Carmen Rodriguez de France.

Coordination of Lansdowne Scholar for the Latin American Studies (LAS) Program

As a member of the Advisory Committee of the Latin American Studies Program, Carmen was responsible for coordinating the visit of Dr. Diego Juárez (pictured right), professor at the Universidad Iberoamericana in México City. Dr Juárez offered two lectures related to his area of expertise: Rural Education in México and Latin America. Given the growing interest of these topics, the sessions were well attended, and new collaborations ensued. One of them is reflected in the recently awarded Jamie Cassels Undergraduate Research Award (JCURA) for 2020-2021 to LAS student Justin Ethier who will be working under Carmen’s supervision in the new academic year.



Contributors to the Newsletter

Pam Bevan
Ewa Czaykowska-Higgins
Odelia Dennis
Angela Elgah
Kahentókon Hemlock
Barbara Jennit
Danita Lewis
Onowa McIvor
Aiki Marinakis
Maria Pascua
Shauneen Pete
Jean-Paul Restoule
Carmen Rodriguez de France
Christine Webster
Victoria Wells

Photography: Aiki Marinakis



**University
of Victoria**
Indigenous
Education

INDIGENOUS EDUCATION
Faculty of Education
PO Box 1700 STN CSC
Victoria, BC, Canada
V8W 2Y2

Phone: 250-721-7826
Email: ied@uvic.ca
Web: <https://www.uvic.ca/education/indigenous>