

SPRING 2010, ISSUE TWENTY-NINE



NITEP NEWS

ACADEMIC KNOWLEDGE

CULTURALLY-BASED EDUCATION

INDIGENOUS KNOWLEDGE

Message from the NITEP Director - Mark Aquash

Oshogeeshik Indeezhnikaaz, Nimkeeg Indodem, Potawatomi/Ojibwe Anishinaabe Indaaw, Aazhwaakwaa In-doonjibah, Meegwetch Wahbonong, Shawanong, Epingishmok, Keewaydinong. Nimeegwetchandum Musqueam Ahkii.



Dr. Mark Aquash

Ahnishinah and Greetings from NITEP, the Quality Aboriginal Teacher Education Program here at the University of British Columbia (UBC). I have had a very exciting first year with UBC. There is so much activity taking place on-campus at UBC as well as off-campus in the Aboriginal community. A large urban environment like Vancouver provides a meeting place to gather and attend conferences for many Aboriginal businesses and educational pursuits from across Canada.

With such a large local Aboriginal community along with the many First Nation visitors that arrive, it is awesome to meet such a variety of people. Our young First Nations population is mobilizing and moving forward with progressive interests and ideas.

I have found that many of the successful First Nations people that I meet that are in business, education or other pursuits have many things in common. One of the major commonalities is the ability to balance mainstream society with the respect, acknowledgement and understanding of their First Nation ancestors. In essence, their success is based on their ability to walk between the mainstream and First Nation communities. They have a firm foundation in their First Nation identity and Indigenous knowledge along with the understanding of the contemporary world and academic knowledge.

This ideology is the basis for culturally-based education. This is our theme this year in NITEP. Culturally-based education addresses identity issues of First Nations citizenship and interaction with the environment. It includes: understanding the spiritual and cultural aspects that our ancestors held dearly and carried with pride; making these connections with our communities while addressing the many issues of "fitting in" with mainstream culture and creating a "balance" with the ancestors; improving one's self with academic knowledge; and improving and rebuilding communities with the economic tools that are available. This is a brief summary of the process, but one that makes the point that indicates that culturally-based education is a major undertaking.

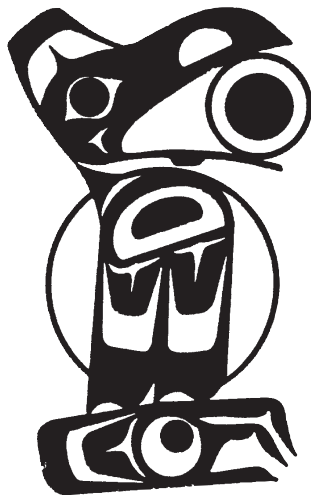
Cover

Thank you to Dr. Mark Aquash for designing the cover of the Spring 2010 NITEP News.

NITEP Locations 2009-2010

1. UBC, Vancouver (urban and on-campus)
2. Kamloops NITEP Centre
3. Duncan NITEP Centre
4. Chilliwack NITEP Centre

Acknowledgements



Duncan NITEP Centre: Jackie Agostinis, Lynda Moir
NITEP Assistant Director: Felicity Jules
NITEP On-campus Secretary: Natalie Simkin
The NewsLeader/Pictorial Production Staff
NITEP On Campus and Field Centres

Thank you to everyone who contributed articles, creative writing and photographs.

Faculty of Education - NITEP

Native Indian Teacher Education Program



NITEP Faculty and Staff
 Saylesh Wesley,
 Coordinator, Chilliwack
 Centre; Marny Point,
 Coordinator, Urban
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 Mark Aquash, Director;
 Felicity Jules, Assistant
 Director; Jackie
 Agostinis, Coordinator,
 Duncan NITEP Centre;
 Lucetta George-
 Grant, Years 3, 4, 5
 Coordinator

NITEP is a UBC Bachelor of Education Program (Elementary or Secondary) guided by an advisory council of Aboriginal educators and community members, UBC faculty, coordinator representatives, a BCTF representative, and NITEP students. NITEP builds upon Aboriginal identity and cultural heritage while preparing and challenging persons of Aboriginal ancestry to be effective educators for public, band and independent schools. Students may complete either a Bachelor of Education (Elementary) or a Bachelor of Education (Secondary).

Applicants who qualify for NITEP first complete two years of courses at one of the field centres located at Chilliwack, Duncan, Kamloops, or at an urban focus centre at UBC in Vancouver. NITEP includes similar requirements for both liberal education and pedagogical preparation for those set for elementary and secondary teaching. The course sequence, however, is different. Field centre students complete arts and/or science courses that relate to elementary or secondary school subjects, education courses, and educational field placements.

Following their work at the off-campus field centres, the students transfer to the UBC Vancouver campus to complete the remaining years of their degree requirements.

NITEP candidates are awarded the Bachelor of Education (Elementary) degree or the Bachelor of Education (Secondary) degree and apply to the British Columbia College of Teachers for a Professional Teaching Certificate when they have completed all program requirements. Candidates in the elementary option may qualify for a British Columbia Standard Teaching Certificate after completing a minimum of 128 credits with a 65% average (all practica and all courses set for Years 1- 4). To qualify for either the elementary or secondary degree, a candidate must complete all requirements within 10 years of initial registration in the program. The elementary program may be completed in 5 academic years, and the secondary program may be completed in 5 academic years plus a required summer session. However, many students in both programs choose to take courses during summer sessions.

For information please contact:
 Native Indian Teacher Education Program
 Faculty of Education
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 1985 West Mall
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For online information:
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Hello NITEP Students, Grads, Faculty, and Staff!

For those of you I haven't met yet, my name is Natalie Simkin, and I joined NITEP in January 2009 as the Program Secretary. I have to say that I am astounded at how quickly the time has gone by! I have thoroughly enjoyed my first year with NITEP and am proud to be part of such an excellent program.

I first became aware of NITEP when I was a student at the Simon Fraser University/Secwepemc Cultural Education Society Program in Kamloops. At the time, both programs operated out of the old Residential School on the Kamloops Indian Reserve. I had moved from Vancouver to attend the SFU program and didn't know anyone when the school year began. I was amazed (and a little jealous) of how the NITEP students bonded together to create a family - they attended classes together, studied together and socialized together. They were a very close-knit group and were extremely supportive of one another.

Since working with NITEP, I have seen firsthand how tremendously dedicated the faculty and staff are, and how much effort they put into fostering and maintaining the family atmosphere that is unique to NITEP. They work diligently to ensure that NITEP remains an outstanding and relevant program. I feel very fortunate to work with such a wonderful and talented group of individuals.

Of course the faculty and staff are only half of the NITEP equation. It has also been a real pleasure meeting and getting to know the students who bring such positive energy and enthusiasm to the program. It is no wonder that NITEP graduates are in such great demand.

By the time this newsletter is printed students will once again be studying for midterm exams, writing term papers, and some will be preparing to graduate and begin their teaching careers. I wish you all continued success and look forward to another year with NITEP!

Natalie Simkin



Natalie Simkin

Raven's Challenge: Shaping Education through Indigenous Knowledge Systems



Jo-ann Archibald

A few years ago, noted educator and former NITEP Director, Verna J. Kirkness, challenged educators to put education into culture instead of putting culture into education. The message in her comments implied that the predominant approach that has been used in education, and often continues today, is fitting Indigenous culture into a Western mainstream educational framework. A negative impact of this approach is that Indigenous culture becomes an “add-on”, marginalized, or fragmented; thereby losing its educational value. Another issue that surfaces with this approach is whether learning Indigenous culture has academic merit. I have heard this thinking echoed in comments such as, “If schools include culture, then students are missing out on learning academic knowledge.” To move away from these fragmented approaches and incorrect assumptions, radical changes in perspectives and educational approaches are needed in order to improve substantially the educational crisis that exists for Indigenous learners in Canadian educational systems. The challenge of putting education into culture is one such mind-shift that could transform educational philosophy and practice. Today, the discourse of Indigenous Knowledge Systems (IKS) is growing in undergraduate and graduate education. Culture is an integral part of IKS. Teacher education can play a very important role in educating future teachers about the meaning and potential of IKS to shape quality education.

So how can Indigenous Knowledge Systems shape education? Or how can education be based on IKS? These questions and the ones following can facilitate such a mind-shift: What are sources of IKS? How can ways of teaching and learning be based on IKS? Raven, in the NITEP story, goes on a journey to find the sun for the people living in darkness. He is successful and gives it to the people so that they can live a better life. Raven faced many challenges on his journey, but he did not give up. Engaging in these questions is like being a Raven, searching and never giving up. NITEP, as an Indigenous based teacher education program, has attempted to address these questions in its Indigenous education courses, cohort/field centre structure, linkages to Indigenous community members and organizations, extended family and wholistic philosophy, and using culturally based pedagogy such as storytelling, experiential activities, intergenerational interactions, and ceremony. Developing, implementing, and sustaining an Indigenous based educational approach is both a challenge and opportunity that requires vigilance, persistence, and commitment.

Raven, the trickster, gave those who lead, work, and study with and through NITEP, this challenge and opportunity of shaping education through Indigenous Knowledge Systems. There are no simple and easy answers, but the process of engaging in this challenge has exciting possibilities. Imagine an education where the sources of IKS, such as Elders, Indigenous Knowledge holders, the land/environment, and stories are teachers and sources for curriculum. Imagine an education where ways of teaching and learning are shaped by wholistic IKS heart, mind, body, and spirit interactions and assessments. Imagine an education where IKS intergenerational relationships ensure inclusivity, respect, engagement, and rigour. Raven's challenge is also for all educators. How will you approach it?

Jo-ann Archibald,

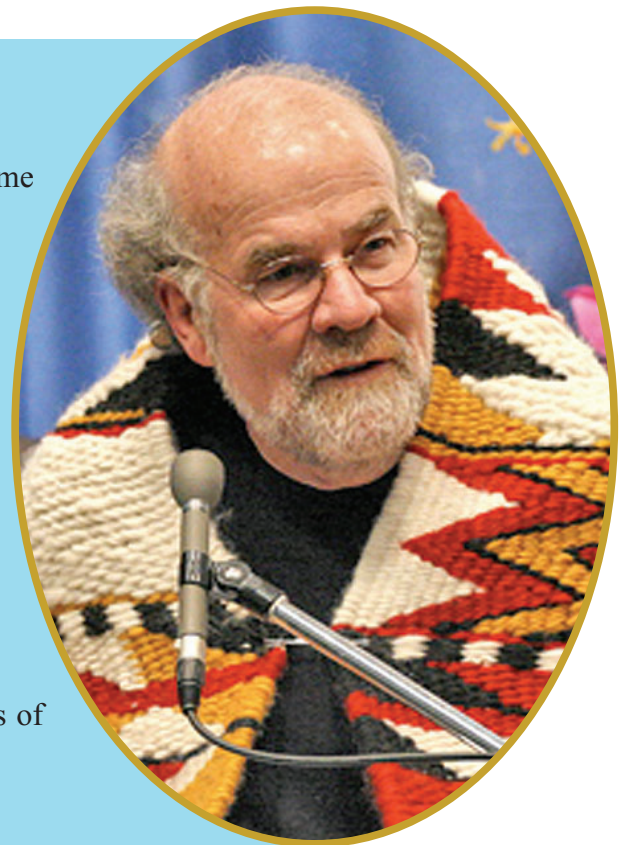
PhD, Associate Dean for Indigenous Education

Thank you, Dean Rob Tierney

Raven, Eagle, and Thunderbird have made their homes in the UBC Faculty of Education. Making a home implies that they have found a place that suits their needs, it is a place of comfort, a place where they belong. They did not do this alone, nor has it been easy. Raven, Eagle, and Thunderbird represent the Faculty of Education's Indigenous programs, student support, community engagement, research, faculty, and students. For the past 10 years, they have had a good friend and transformational leader, Dean Rob Tierney. He has ensured that Indigenous education is a priority in the Faculty of Education by providing or helping to secure financial resources to expand and establish programs; creating new faculty and leadership positions; and ensuring that Aboriginal community relationships, especially with Musqueam are honoured. On January 15, 2010, the First Nations Education Council and the office of Indigenous Education hosted a thank you event for Dean Tierney. A number of speakers shared their appreciation about Rob's support and leadership, which has ensured that Raven, Eagle, and Thunderbird belong and are an important part of the Faculty of Education. Raven represents the crest of NITEP, which is a Bachelor of Education degree program for Aboriginal people. Eagle, the symbol for Ts'`kel, represents graduate programs. The Thunderbird is a powerful supernatural being that has transformative powers and guides the process of making systemic change to improve all facets of Indigenous education and research.

Dr. Jo-ann Archibald

Associate Dean for Indigenous Education and Professor
Faculty of Education



Dean Robert Tierney
Photo credit: Sharon Hu

Awards for Aboriginal Students

We thank the people responsible for making the following bursaries and scholarships available to Aboriginal people attending U.B.C.

- 07804 Mary and James Fyfe-Smith Memorial Bursaries
- 07830 Wilson Duff Memorial Bursary
- 07890 St. Phillips Anglican Church Bursary Fund
- 07893 Jessie Manning Bursary for Native Indian Students
- 07924 Cannon Memorial Bursary

The following are primarily academic awards for which there is no application form.

- 01942 UBC Alumni NITEP Scholarship
- 01945 Amy E. Sauder Scholarship
- 01943 Robert W. Sterling Memorial Award
- 01932 Sharp Cook Family NITEP Graduation Prize

The following award is made in conjunction with NITEP.

- 07876 University Women's Club of Vancouver Bursaries for First Nations Students

Amy E. Sauder NITEP Scholarship

Scholarships to a total of \$1000 have been made possible by a bequest from the late Amy E. Sauder and contributions from the Sauder Foundation. The awards are made on the recommendation of the coordinators. Grades in courses at NITEP field centres will be considered.

Recipients:

*Shannon Taylor-Pite, Jeanette Donald,
Kendelle Weberg, Tyler Peters*

University of BC Alumni Awards

One or more scholarships totalling \$1,275 have been endowed by the UBC Alumni Association to assist students in the Native Indian Teacher Education Program. The awards are made on the recommendation of the NITEP coordinators. Grades obtained in courses at NITEP field centres will be considered.

Recipients:

Kaeleigh Hiebert, Kristi Haavisto

Rob Gray Memorial Award

This award was established by family and friends as a memorial to Rob Gray, B.A. 1986, who died tragically in 1988 while continuing studies in the Multicultural and Minority Education Diploma program.

The award is made on the recommendation of the Faculty of Education to a student specializing in Multicultural and Minority Education, who combines strong academic standing, participation in university and community affairs and personal qualities of sensitivity, empathy, and humour - qualities for which Rob Gray will be remembered.

Recipient:

Clinton Charlie

NITEP LOGO

The NITEP logo is based on a legend that comes from the Northwest Coast of BC and is found in one form or another in a number of Aboriginal cultures. The legend tells of the time when the earth was in complete darkness. Raven flew through a hole in the sky and took the sun in his beak. He then brought it back through the hole to give light to the earth.

The logo shows Raven with the sun in his beak superimposed over a circle that represents the hole in the sky. The NITEP Advisory Committee (renamed the First Nations Education Council in February 1995) thought that this would be a fitting symbol because NITEP hopes to bring the light of education to Aboriginal children in a much more effective way than has happened in the past.

The logo was designed by Phillip (Oppie) Oppenheim, a Ntla'kapmx First Nations artist.



ARE YOU LOOKING

for a career
as a teacher?
Are you
Aboriginal, Status
or Non-Status, Metis?
Are you ready to undertake
the challenge of
University Education?

THEN LOOK into NITEP

Congratulations to the NITEP Grads!



Christie Folk, Natasha Ginger, Dianna Smith, Roniann Peter, Norman Charlie

Christie Folk (Yadda Zule - Nightingale)
Tlingit and Tahltan
Concentration: Primary Education

Christie wishes to pay her respects to the Musqueam people and thank all the staff and teachers of NITEP. Christie's journey to this milestone in her life has been full of hard times and good times. She did not walk alone on her journey. Many people walked with her and at times, carried her. Christie would humbly like to honour those who have been there for her. Husband Jay, who truly loves her, unconditionally. Her rock. Thank you, Jay. Her mom, Linda. Linda: Christie wants you to know that your support and tireless help mean more to her than you'll ever know. Her Grandparents Mabel and Norman, who have always stood by her and put up with her antics over the years. Other family and friends whom she wishes she could mention. Finally, her children: Jaysson, Justin, Nick, Tyler, Maggie, and Jaycine. Wanting to be admired in their eyes is the real reason why Christie strove so hard to get to this moment.



Christie Folk
Photo credit: Janis Franklin



Dianna Smith (Pul'chxa lu clucks)
Haisla Nation (Kitamat)
Concentration: Intermediate Education

Dianna would like to thank NITEP. In addition, she would like to thank Joy and Rob for their unwavering financial support, motivation, and counsel. She thanks her sweetie, Ken, for his undying love and support. Finally, her brother, Everett, for "keeping her wheels on the road".

Dianna Smith

Congratulations to the NITEP Grads!

Norman Charlie
Gwa'sala-Nakwaxda'xw
Concentration: Primary Education

Norman thanks his partner, Jessica Johnson, for her long term patience, encouragement, and support during his years of schooling. Thanks also to Jackie Agostinis for her encouraging words and inspiration which helped Norman tremendously in completing the program. He believes he owes a lot to Jackie and the work she has done to help, not only him, but other NITEP students as well. Thanks, Jackie! Norman thanks his teacher advisor, Sharon Viera, for her model of what a passionate and enthusiastic teacher looks like. Sharon was truly instrumental in Norman's success as a student teacher.

Norman also thanks Lucetta George-Grant, Felicity Jules, and Marny Point for their support and encouragement during his time at UBC. Norman would like to thank you for your flexibility during his numerous and unannounced visits to your offices. Finally, thanks to Richard Bolivor who Norman credits as the person responsible for where he is today. Richard was Norman's high school teacher and role model who believed in Norman when others did not and who inspired Norman in becoming an educator.



Norman Charlie
Photo credit: Janis Franklin

Natasha Ginger (Natasha Chin-Chah)
Huu-ay-aht

Natasha Ginger would like to first of all thank the Creator for his guidance.

Natasha hereby dedicates her degree to her loving father and teacher Bill Ginger. He has been her strength, wisdom, and support during her journey against the wind. He helped her to never give up. Natasha wants to thank her dear mother Bobbie for her love and nurturing during these difficult years.

She wants to thank all of her family members, friends, teachers, and Elders that came across her path during these years, for they gave her much support "Kleco!" She wants to thank her sister Kiera for being so special during the hard times. Finally, Natasha wants to state that the final years towards her dream were made possible because of the pure love and unfailing support of her husband and rock, Robert Nelson.



Natasha Ginger
Photo credit: Janis Franklin

Roniann Peter
Cowichan Tribes
Concentration: Primary Education

Roniann would like to say "thank you" to her family for all the support they have given her through this long journey. These family members include her mom, sisters, partner and sons, who have all supported her in many forms, all with open hearts. She would also like to say "thank you" to the Duncan NITEP coordinator, Jackie Agostinis, who was always there whenever she needed help with anything. Her door was always open; she is a wonderful lady, and a great role model. Roniann will never forget her time shared in the Duncan NITEP centre. Roniann would also like to say "thank you" to third, fourth, and fifth year NITEP coordinator Lucetta George-Grant, for all the help she has given through the past few years. Finally, Roniann would like to say "thank you" to her fellow NITEPers, who supported each other as a second family. What a journey we shared!



Roniann Peter

Graduation Awards



Norman Charlie

Bert McKay Memorial Graduating Award

A \$550 award has been endowed by friends and colleagues in memory of Bert McKay, one of the founders of the Native Indian Teacher Education Program (NITEP) at UBC, for a graduating NITEP student who has demonstrated commitment to the growth of First Nations education and has combined good academic standings with participation in university and community activities. The award is made on the recommendation of the Faculty of Education in consultation with the NITEP committee.

Recipient:

Norman Charlie

Robert W. Sterling Memorial NITEP Award

An award has been endowed in memory of Robert W. Sterling by his family, friends and colleagues. Involved in the formation and development of the Native Indian Teacher Education Program, Robert had a career that spanned over twenty years and reflected his diverse interests and intellectual pursuits. The award and accompanying certificate is made to the student in the NITEP graduating class (spring or previous fall) who has made the greatest contribution to NITEP throughout his/her years in the program and who exemplifies Robert

Sterling's qualities of leadership.

Recipient:

Norman Charlie

Sharp Cook Family NITEP Graduation Prize

This prize is awarded annually to the student standing at the head of the NITEP class for the Bachelor of Education (Elementary) degree.

Recipient:

Norman Charlie

Joan Ryan Graduating Award

A \$550 award has been endowed by friends and colleagues in recognition of Joan Ryan, one of the founders of the Native Indian Teacher Education Program (NITEP) at UBC, for a graduating NITEP student with good academic standing who has exemplified volunteerism, persistence and perseverance in completing the Bachelor of Education degree, while demonstrating commitment to the growth of First Nations education and participating in university and community activities. The award is made on the recommendation of the Faculty of Education in consultation with the NITEP committee.

Recipient:

Roniann Peter



Roniann Peter

UBC Teacher Education - Practicum Award Winner 2008-2009: Christie Folk



Christie Folk

Christie Folk's dedication to the success of her practicum in Ms. Joanne Finnemore's grade three class at Sir Guy Carleton Elementary School in Vancouver was evident in so many aspects of her work, resulting in her being selected for the Practicum Award. Although I had offered to arrange a placement closer to her home in Langley, Christie informed me that she enjoyed the relationship she had established with her school advisor, the children and the school community, and was prepared to make the daily hour and a half drive to the school. She arrived early and stayed until she had everything arranged for the next day. This dedication and commitment in itself was so commendable. However, it was only one aspect of her outstanding commitment to her practicum.

The following statement in her final report sums up her work: "Christie's enthusiasm and passion to make this practicum an outstanding experience for both herself and the students was evident in the creative, engaging and well-facilitated, integrated lessons she presented." Her Science unit on 'Space' combined science, art, language arts, resulting in wonderful works of writing and art. Her Language Arts unit was integrated with art and resulted in the creation of poems, printed onto apple-shaped lined paper. Prior to Hallowe'en she arrived at the school with pumpkins for all of the twenty-one students in her class!

The rapport Christie had established was evident by the attentive behavior of the students, whether working on their own, in groups or listening to Christie as she captured their imaginations with her engaging reading of stories. Christie stated that one of the highlights of her practicum was the students' response to her telling the story of how 'Old Crow stole the sun, the moon and daylight'; a story, Christie told them, that had been passed on to her by her grandfather.

Within the school community, Christie, along with other teacher candidates at the school, participated in a project on recycling. This responsibility created an opportunity to work with the intermediate students.

It was a pleasure to meet Christie's family on the night of the award. It was clearly a family affair! In attendance were her parents, her husband and two children.

Christie's future students will be very fortunate as she structures her teaching to give them a holistic approach to learning, creating a template for a love for life-long learning.

Submitted by Nirmal Bawa, Faculty Advisor
Faculty of Education

Year 3



Left to right:
Joni-Rae Johnson, Tammy Jack,
Lucetta George-Grant (Coordinator),
Jacqueline Jim, Karina Harry
(missing: Trinia Pascal & Jen Anaquod)

I chose NITEP because it seemed the most relevant to my life in terms of culture and education. It seemed appealing to me to have them both taught together. In NITEP, culture and education are the focus for becoming good teachers. I not only learn about my own culture, but about many diverse cultures. I will be better able to teach if I learn about my own culture and all the diverse cultures. Culture itself is a type of education and it is important to Aboriginal people. Coming from a band school where culture and language are fully immersed has made me appreciate the amount of cultural knowledge that I do have. Having culturally-based education is important to revitalize all that has been lost to Aboriginal people in the education system. Culturally-based education also helps us future teachers to remember where we are coming from and where we are going. We are the role models for future generations.

Jacqueline Jim, Year 3
WSIKEM First Nation

Tansi, My name is Jennifer Anaquod. I am a 3rd year NITEP student. I come from the Muscowpetung Saulteaux First Nation in Saskatchewan. I have spent the last three years in NITEP, and some of the learning has been about the importance of culturally-based education. I strongly believe our youth today need to feel a sense of pride in where they are from and their culture. By bringing cultural awareness into the classroom, we allow the students to develop this sense of pride and belonging. We not only learn about our own culture but about others' cultures as well. My hope as a teacher is that I will be able to implement culturally-based education in my classroom. I want to celebrate the diversity of all the students in my class. I am looking forward to the last two years of my journey here at UBC and the knowledge I will attain to help me achieve these goals.

Jennifer Anaquod, Year 3

My name is Tammy Jack and I am from Cowichan Tribes. I attend UBC and I'm currently in the NITEP elementary option. I think that having culturally-based education in a classroom would help children identify who they are and where they come from. Including culture in a classroom would create a positive atmosphere; this could be done by showing respect to the land, and students' own traditions, history, values and language. Incorporating culture would build a keen base of cultural identity and help students be aware of their own heritages. The students would continue to grow and appreciate their culture and values. Having a balance between two worlds is a struggle for our Aboriginal children because their culture is not currently in the mainstream education system. By incorporating culture into a classroom you could have elders in the classroom once a week. This would benefit the students by hearing stories from those in the community. Elders could also assist by going on nature walks to help them learn about the plants and land around them. Children could also take some time to tell their own personal stories. This would also help children be proud of who they are and where they come from. For once they would feel like they belong.

Tammy Jack, Year 3
Cowichan

It has become very important to my family, my home community and myself to complete NITEP. In doing so I will be able to apply the knowledge and the skills I learned in a classroom. I will be able to incorporate Indigenous knowledge, traditions and values into a classroom. It is extremely important that First Nations students have the opportunity to learn culture and traditions in school because it will help them relate to their sense of belonging. These lessons help form who we grow up to be. These lessons will help us deal with our own personal issues in our day-to-day tasks and activities. I feel that by experiencing culturally-based education, the students will surely feel pride and be given the drive to

The theme of culturally-based education has been successfully adapted and implemented into many schools. The Native Indian Teacher Education Program (NITEP) is an ideal example of culturally-based education, especially since the students come from a variety of different backgrounds. Culturally-based education moves beyond cultural events and inviting community members into the classroom; for instance, many of our education classes provide us with opportunities to teach our peers about the culture we come from. Opportunities such as these allow students to reflect on their heritage and accomplishments of their family and communities. Culturally-based education reflects, validates and promotes the values, world views and languages of the community's cultures. In First Nation communities it is very important to respect and acknowledge other communities as equal, because we all come from the same creator. Culturally-based education helps define who we are as individuals and community members. Furthermore, culturally-based education can give rise to higher self-esteem and provide that sense of belonging and pride, which sometimes is lacking in the classroom. In the future I will incorporate this theme into my classroom, respecting and acknowledging the diversity within it.

Karina Harry, Year 3
Sliammon First Nation

My name is Trinia Pascal. I am from the Lil'wat Nation, which is located in Mount Currie, B.C. I was born and raised in Vancouver. I personally have seen the diversity in and out of the classroom. Diversity is not being celebrated though. If we could bring culture into the classroom in a positive way, I think that we could create more pride in the many different cultures. We need active volunteers in our school system to do this. We need people to come into our classrooms and expose our children to the diversity. If this were to happen I think that our children would 'find themselves' and also respect other cultures. This is the reason I believe that we need to bring more culturally-based education into our classrooms. KUKSTUMLHKAWK Thank You.

Trinia Pascal, Year 3

accomplish goals and be inspired to learn more. While I was in school there were some opportunities of culturally-based education, like language classes. However, I feel that there could have been many more opportunities. It has become evident that many of our languages are being lost. Thus, it is vital that the necessary steps be taken to ensure that the languages are not lost forever. We are at a point where we can make a change for the better and be able to give our children and their children an education that they deserve.

Joni-Rae Johnson, Year 3
Mowachaht/Muchalaht First Nations

Year 4

Fergie's Two Cents

Hello, I am Clinton Charlie (aka Fergie), and I am a member of the Penelakut Tribe. Currently I am in the fourth year of five in education. First of all, I would like to thank Fergie fan club president Rupert Richardson. Rupert has been answering all my emails and letters while I am doing my studies.

It is almost a common theme or saying in First Nations country: "I have no voice, I have no say" or "One vote or one person cannot make a change or difference in the community." I beg to differ. One person can make a difference in the world. When I come to think about it, as a child growing up I spent pretty much the same time with my teachers as I did with my parents.

So the teachers were almost like my parents as they planted the seed. Each individual teacher that I had over the years taught me something different; some were memorable and some I just want to forget. What the teachers taught us or shared with us has a lifelong effect on the students. So if you are one that keeps saying, "How can I make a change or difference in the community for the better?" - become a teacher come and join the Native Indian Teacher Education Program. You meet great friends at the beginning, and by the end they become your family members. First step is to get off the fence and the couch and give NITEP a call.

Oh yeah, there are the Canuck games, movie nights, club nights, and concerts.

A few scholarships and awards that I received last year:

Joe Matthias Scholarship

National Aboriginal Achievement Foundation

NITEP UBC Alumni Scholarship

First Citizens Fund Scholarship

Rob Gray Memorial Award (UBC)

"Be the change you want to see in the world."

For the people,

Clinton Charlie, Year 4

My name is Natasha Seymour. I am from Terrace in Northern BC and I come from the Tahltan and Tsimshian Nations. My transition from third year to fourth year NITEP was an exciting feat. In the beginning I felt a little anxious about going into fourth year, but I have found a lot of support being part of a cohort of 38 other teacher candidates. I thoroughly enjoy all of my courses. We have a full-time schedule, but everything we are learning in fourth year is practical and FUN! For the first two years of NITEP I was at the field centre in Kamloops, which was a great experience. I have been on the UBC Vancouver campus for a year and four months and absolutely love living here. There is definitely a lot of support available on-campus for students. For those students living at various field centres in NITEP, third and fourth year is a wonderful experience. Vancouver is an amazing city.

Medu,

Natasha Seymour, Year 4

Year 5

I have just successfully completed my long practicum at an elementary school in Vancouver. This has been the most challenging and rewarding part of NITEP, Bachelor of Education, so far. When I first began this journey, I honestly wanted to go straight to the practicum, spend time with the students, and learn hands-on. Like all things of importance, it was also what made me the most nervous. Looking back now, I am amazed how every year, every course, every friend, have all prepared me for this wonderful 3 months with such unique young students. It is true, our students teach us as much as we teach them and these recursive relationships shape us as educators. This continuum has deepened my understanding of the process of education. University is all consuming; sometimes it is difficult to see the goal when deeply immersed in the field we study. Aboriginal education has become my life; it does not begin or end with the walls of the classroom, it exists in all aspects of our lives. I feel so grateful to be here and I feel emotional that this path will soon end to meet another.

Kristi Haavisto, Year 5

Chawathil First Nation; Sto:lo/ Nlaka'pamuxw

Gratitude

I love school

You just do if you are a teacher

Want to spend my life

Learning

Sharing

Growing

I love school

I feel grateful

For my family

My friends

I do nothing alone

We are connected

Our spirits

Our minds

I feel grateful

I feel excited at the new beginnings

I feel sad to be moving on

I feel exhausted from this endurance run

I feel bored when I don't have...

10 assignments due

20 lessons to write

30 students off task (chuckle)

Reflections, reflecting, reflect

Gratitude

Singing through me

Gratitude

I am

Chilliwack Centre



Left to right: Michelle Victor, Emerald John, Jeanette Donald, Len Pierre, Sandra Andrew, Camielle Laslo, Rose Harry. Missing: Karla Kay.

Congratulations to Saylesh Wesley, Coordinator of the Chilliwack NITEP Centre, on graduating with a Master of Education degree from UBC in November 2009!

Year two “hello” from Saylesh Wesley! To clarify, this is my second year as the Chilliwack Field Centre Coordinator. I cannot believe how fast time flies when you have something great happening like our program. It still astounds me that this is where it all started for me in 1993 when I first came into the program as a first year student. Last year our theme was “Transformative Education” and how fitting a theme it was for many reasons. But I digress. Let me continue with my beginning as a student teacher in 1993. The University of the Fraser Valley was then the University-College of the Fraser Valley, and previous to that it was the Fraser Valley College. Transformation manifests however it will. We are now witness to that theme’s transformation to a new theme: Culturally-Based Education. This theme is just as open-ended as last year’s theme. It can be defined and presented however it conveys itself to each individual. Over the past three years, I have been completing my Master of Education with UBC and graduated in November of 2009. Through this process as well as working within the walls of the University of the Fraser Valley, we are constantly immersed in the notion of “Indigenizing the Academy.” In my role as the coordinator, and as a life-long learner, this is a perfect example of culturally-based education. Indigenizing the Academy, to me, means creating a learning environment that allows for Indigenous learners to thrive, become, evolve and succeed however they endeavour to. I have watched many movies and documentaries that capture the essence of what it is to be a part of the traditional and privileged individuals (usually non-Indigenous) who experience a thriving young adulthood in a higher-learning institution. This theme is particularly perfect for those of us who started when the notion of Indigenizing was not established. Many of us floundered and were

left behind or dropped out. I like to believe that something within me - my internal Divinity - kept picking me up, sitting me down to study, and offering clarity when I was trying to be a cultured young person, devoted to the teachings of my Elders. These two roles did not work together. They made no sense together. It was certainly a good example of that word, the one with two opposing forces, side-by-side, moving in the same direction... oh yes... juxtaposition; such a big word for a simple Indian like me. I had no idea what it meant until I was aware that I was living it. The academy, unintentionally perhaps, cancelled out my “being Indian,” and vice-versa. How was it that I managed to get through that period? I think possible efforts of Indigenizing were happening subtly, and culturally-based education may have been creeping into the picture, but it is now here. What a blessed idea. I am aware enough to see it before me. I am very privileged to be in the position I am in. I am part of the beginning of a new era and I invite such progress to only get brighter and clearer. With these few words, I wish this year’s theme very well.

This year’s highlights have been the establishment of the Chilliwack Field Centre classroom, a cozy home located within the UFV campus, as well as the staffing of the Chilliwack Secretary, Ms. Sherry Dewan. Sherry started in the summer of 2009 and has proven to be an asset to our centre. Her ability to organize is almost as good as her wonderful personality. We welcomed one new student to our centre and seven are completing year two. We completed the following courses in term one: EDUC 240, EPSE 317 with Dr. Liz Bredberg, and a wonderful session of LLED 336 with Nirmal Bawa. The students loved their visiting instructors’ classes. Thank you, Nirmal and Liz!

All My Relations,
See-ya-maht-see-ya

Saylesh Wesley, Coordinator



Saylesh Wesley at the November 2009 graduation with her mother, Charlotte Point, who is the Chilliwack Field Centre Elder

Chilliwack Centre Continued

What does culturally-based education mean to me? When I think of culture, I think of each individual's own unique history. It's their personal history and their family history, the country where they were born and its customs and culture. Culturally-based education means being open and sensitive, thus being aware of your own culture, but also being aware that others celebrate or practice their beliefs that may be very different from your own. It's important to be respectful of people's differences because that is what makes us unique. Culturally-based education involves an understanding of the diverse students that will be in your classroom and respecting the fact that each of us has a history that is very personal and very special.

Jeanette Donald,
Sto:lo Nation, Year 2

Culturally-based education is teaching our students about the diversity of our Indigenous people and the different cultures, and giving them an understanding of how the cultures work: spiritually, emotionally, intellectually and physically. It is about teaching the values and morals of one's culture, and giving the students a holistic view point. It is about learning who one is and where one is coming from as well as listening to the stories and legends of the people.

Camille Laslo,
Leq'a:mel First Nation, Year 2

What does culturally-based education mean to me? I believe we have to start with our own interpersonal self, which is being knowledgeable of your own family, language and culture, including your ancestors' way of life; where your path of life has been, where you are in the present and where you want your path of life to travel in the future. Therefore you're able to love, appreciate and understand yourself, and moreover, to love others. It also means to share holistic learning and teaching, which in turn is to find what is special regarding each and every student by feeding their spirit.

Tsi:toletsle!

Rose Harry,
Sto:lo Nation, Year 2

My name is Len Pierre from the Katzie First Nation in Surrey. I have been an Aboriginal Child and Youth Care worker for the last three years. I have my diploma in Child and Youth Care. I have a daughter, Illianna, who is three years old. Education has always been a passion for me. Since I was a child myself, my parents have told me I love to teach and help others. I have chosen to complete my education training with NITEP because I wanted to be a part of the program that honours Indigenous knowledge and culture through education. I am happy to finally be a part of NITEP and look forward to the coming years in education. Now that I have introduced myself, I would like to speak about culturally-based education. I believe it is a reflection and appreciation of our diverse classroom cultures. Every individual needs to feel valued and respected in regards to where they are coming from culturally. Their languages, customs, and history should be shared in the classroom environment. Through culturally-based education there will come a great sense of belonging, a sense of pride, and empowerment for each individual.

Len Pierre,
Katzie First Nation, Year 1

Aboriginal education has different meanings for many different people. There is the meaning of the education and special education for Aboriginal people. Then there is Aboriginal education that educates non-Aboriginals about Aboriginal cultural, language and the ways that people learn or need to be taught.

To me, Aboriginal education is the way that everyone learns, feels, heals and adjusts to the education system. Over the years the government has told us how we are to learn and how we are to teach. We need to adjust to the different learning techniques of the children whom we will be teaching. We need to help them understand the different values in the education system to help them succeed with their education and life. I feel that once we can adjust to the changes to Aboriginal education, then the students and general population will understand the true value of teaching Aboriginal education.

Sandra Andrew,
Boothroyd Indian Band, Year 2

What does culturally-based education mean to me? Culturally-based education means that all cultures are taken into consideration when planning a school program. I believe it's important to ensure that the instructor of the course has the up-to-date knowledge of experience in the area. As well it's important to take the students' understanding and learning into consideration and to understand that not all people learn in the same way, whether they are First Nations or not. I believe it's important to include local elders and communities and be sure to make all feel included and acknowledged. I believe it's important to make learning interesting for the students, to inspire them to want to learn!

"Mamot"

Michelle Victor,
Sts'ailes First Nation, Year 2

Culturally-based education is a big topic. It can mean a lot of things to many different people. To me, culturally-based education means: recognition of every individual's diverse identity; teaching through our family members and elders; teaching through legends, songs, stories and histories; teaching, modeling and living a healthy, positive lifestyle to portray a positive role model; teaching the language and cultures of where you are located and which territory you are in. That would be the best. Everyone absorbs information differently and everyone learns differently.

Sometimes we, as teacher candidates, need to try new and different ways to teach a new concept.

Try, Try, Try.

Emerald John,
Chawathil Nation, Year 2

Chilliwack Students



Jeanette Donald



Michelle Victor



Roseann Harry
(nee Greene)



Len Pierre



Karla Kay



Camielle Laslo



Emerald John



Sherry Dewan

Hello Everyone,

I would like to introduce myself; I am Sherry Dewan, the new NITEP Chilliwack Field Centre and Secretary to Ms. Saylesh Wesley the NITEP Chilliwack Field Centre, Coordinator. I was born in Vancouver and lived there till I was 7 years old and then my father moved the family out to Chilliwack. I then lived in Chilliwack for the next 30 years and attended Chilliwack Junior and Secondary schools and graduated and then went on to Fraser Valley College for further studies as well as BCIT. I graduated from the UCFV Office Careers Certificate course as well as completing the Legal Secretary Certificate Program and worked in the legal field for many years in Chilliwack and Abbotsford. We have since then moved to Hope, BC and have a farm there where I house and train my 3 beautiful Arabian Show horses. My daughter Alexa, 10 years old, and I show on the Canadian circuit and have won many championships over the years in the sport. It's definitely both of our passion in a very big way. My son Austin, 11 years old, has the passion for drag racing just like his father.

I was extremely happy to have been hired by UBC as a secretary for NITEP because I love working with the students and watching them grow into being our future educators for our children. Thank you for this opportunity to be a part of the UBC staff; it is truly a great honor to me and my family.

Sherry Dewan

Duncan Centre



L-R: Jaime Elliott,
Shannon Taylor-Pite,
Clark Robinson, Robyn
Humchitt, Jackie
Agostinis, Catherine Joe,
Rosa Horne, Adrienne
Harris, Lynda Moir, Cliff
Johnson
Missing: Cary-Lee Calder

Hello from the Duncan NITEP Centre!

We have nine students attending this year:

Cary-Lee Calder	Quatsino
Jaime Elliott	Quw'ut'sun
Adrienne Harris	Stz'uminus
Rosa Horne	Stz'uminus
Robyn Humchitt	Heiltsuk
Catherine Joe	Quw'ut'sun
Clifford Johnson	Kyuquot
Clark Robinson Jr.	Kitasoo/XaiXais
Shannon Taylor Pite	Kingcome Inlet/ Alert Bay/ Dzawadaineuk Yalis

Lynda Moir, our centre's secretary, continues to provide exemplary support for all of us. Thanks to Lynda for everything she does to help the centre run smoothly!

The UBC courses offered at our centre this year are: EDUC 140 and 240 with Carrie Reid; EPSE 317 with Lora-Beth Trail; LLED 336 with Nirmal Bawa; and EDUC 143 with Jackie Agostinis. It is wonderful to have Carrie and Nirmal teaching here again. They are amazing instructors, and students always enjoy their courses. We welcomed Lora-Beth as a new instructor to the centre. She shared an incredible amount of experience and knowledge with the students, and they learned a great deal in her course.

First term went well in all UBC courses. As always, guest speakers added interest and variety to our classes. Visitors to our classes from Cowichan Campus included Mavis Wyse (Elder-in-Residence), and Ruth Kroek (First Nations Student Support and Coordinator Student Services). Lillian Morton (VIU Aboriginal

Teacher Education Coordinator, Advisor and Instructor) met the students who may transfer to the VIU B.Ed program. As a NITEP grad, Lillian has a good perspective on both programs. She also shared her experiences as an NITEP student with our group, and her words of encouragement were greatly appreciated. Lucetta George-Grant visited the class to talk about her experiences in NITEP and about Years 3, 4, 5 and her role as the coordinator for students in those years.

Students love to meet with NITEP grads and find their visits inspiring. Bette Shippam from the Teacher Education Office (TEO) at UBC met with the students to inform them about TEO and the services for students on campus. The class visited AB Greenwell Elementary in Youbou as part of the EPSE 317 course and thoroughly enjoyed interacting with the staff and students there. We also met with students at Chemainus Secondary School to talk about NITEP and what it's like to be in university.

We attended the NITEP student gathering at UBC in November and took part in activities with NITEP faculty, staff and students from the other centres as well as listening to thoughts shared by the guest speaker, Eddie Benton-Benai. Thank you to Lucetta George-Grant, Marny Point and others from NITEP at UBC whose hard work made the gathering successful.

During the term, we celebrated birthdays and thanked instructors by sharing lunches with them at the end of each course. We ended first term with a Christmas lunch at Just Jake's restaurant. The NITEP Director, Dr. Mark Aquash, and his son joined the class for the lunch, gift exchange and "Indian bingo". It was a fun way to end the term together.

We look forward to a busy second term, with EDUC 240 and LLED 316 beginning in January and EDUC 143 continuing. Upcoming events include: possible field trips to different schools; a visit from Dr. Aquash to discuss the connection between culturally-based education and self-concept; another visit from Lucetta George-Grant to discuss the transition to Year 3 at UBC; and a visit from Moh Chelali, Assistant Director, Professional and Social Issues Division, BCTF, to talk about the Federation.

We will continue to discuss and think about this year's theme, Culturally-Based Education. The students are thinking about ways to bring culture into the classroom, not just in band-controlled schools but in mainstream schools. Their experiences in NITEP will give them even more knowledge and experience about how to do this since the majority of the education courses they are taking incorporate culture and Indigenous knowledge. If you are travelling through Duncan, please stop in and visit us at the centre. We'd love to see you!

Jackie Agostinis
Coordinator

Duncan Centre Continued

My name is Cary-Lee Calder Hanuse. I am a granddaughter, daughter, sister, cousin, friend, mother, wife and student. I have been married for two years to my loving husband, William Hanuse. We have four awesome children together: Gerald (16), Rivers (12), Sage (10) and Corey (7). I also have three beautiful step-daughters: Amanda, Shannon and Brittney.

I am in my second year of NITEP. I am looking forward to teaching! I love children and it is my belief that children are our ambassadors of change.

What does culturally-based education mean to me?

Culturally-based education means that the culture of the school area is honoured. It is honoured by sharing the responsibility of teaching the children with the community as a whole: Elders, chiefs, council, band staff, parents, or in an urban setting with the families of the student. I believe that if extended communities not only have rights but also responsibilities, the education will become whole. It will become what each student needs because they have their identity, beliefs and ways of seeing the world validated.

What would an ideal school that is culturally-based be like?

It would be an extension of home and family. It would be filled with life, growth, and feeling. Families aren't perfect so the school wouldn't be either, but like family, it would have a heartbeat and everyone would belong and take responsibility if something wasn't working. Everyone would contribute to successes as well as

making school improvements.

What are the advantages of culturally-based education?

The students' identities are honored - this in itself contributes to creating a healthier, stronger community. Students would be confident and open to growth. Culturally-based education would contribute to producing more successful, driven students and youth. I believe pride in identity is the key to personal growth.

What are some ways that culture can be brought into the classroom?

Teachers can incorporate Elders' teachings, language, song, dance, First Nations history, technology. Teachers can teach all subjects from a First Nations worldview with First Nations content. Teachers could bring in First Nations authors, film producers and artists. Teachers could arrange job shadowing with First Nations role models.

How would you like to see the public education system changed to be more culturally responsive?

I would like more indigenous content across all subject areas. Let's talk frankly about this country's true history. Let's STOP saying this continent was discovered! I would like all indigenous people to be validated, respected and honoured. Let's change the history books so that they tell the truth!

Cary-Lee Calder Hanuse

My name is Jaime Elliott. I am 25 years old and am a student in my first year of NITEP. I am Quw'utsun and was born and raised in Duncan. I am working towards teaching elementary level students.

What does culturally-based education mean to me?

Incorporation of the language and traditional teachings.
Family involvement/inclusion; involvement of Elders.
Connection to the ancestors and land.
Children are our future!

What are some ways of bringing culture into classrooms?

Share any knowledge of culture.
Count, sing songs, and tell stories in Hul'qumi'num.
Invite Elders who are willing to share general knowledge and teachings.
Gradually bring "tidbits" of cultural information into class each day or week. Teachers don't necessarily have to teach a whole lesson on the topic.
Assign research topics on specific areas of the culture.
Study the traditional plants used in the culture.
Teach students to respect who they are as people.
Huy'tseep'qu' to all who have helped me get where I am today.

Jaime Elliott

Poetry for Aboriginal Teachers

Music and harmonizing
Welcoming community
Encouragement
inspires, trust
Culture medicines
Symbolize balance
Visualize happiness
helpful movements
Circle symbolizes unity
Uplifting music
4 Directions keep
Connections
Multicultural family
Optimistic creativeness
Encourages equality singing
together
Holistic caring
family

Embracing our culture, identity, and traditional values by singing, dancing and stories through our language. Our community and family carry on the tradition of our elders and ancestors.

Education is learning, exploring, and expanding our minds to be positive role models for our future generation leaders.

An Aboriginal teacher will be holistic, positive, safe, secure, motivational and fun... authority.

Teaching both educational and traditional values we will inspire and be an inspiration having balance, peace, love, honour, and respect.

My name is Clark Robinson Jr. of the Kitasoo/XaiXais Nation. I am from the community of Klemtu, BC. I am in my first year of NITEP, and the reason I chose this program is because our community is in need of local teachers.

I believe that culturally-based education means inclusion. The teachers include cultures and different ethnic backgrounds in one classroom. We should have connections and a holistic culturally-based education within the education system.

I believe a school that is culturally-based would be fun and creative. The school would include identity, values and respect. It would be experiential with protocol and practices. The ideal school would be inclusive to every student who has a different cultural identity. It is important that each student would feel safe and connected to the community and nature surrounding the school.

The advantage of a culturally-based education is the school being connected as a community of its own. The identity of each individual student may be included and acknowledged, making him/her proud.

Some ways culture can be brought in to the classroom are having a culture week or month celebrating the different cultures and doing a unit including each culture the students are from. The students could share their background and identities to compare the similarities and differences.

Clark Robinson Jr.

Duncan Centre Continued

My name is Catherine Joe, and I am Quw'ut'sun. I'm in the first year of NITEP (Elementary Option).

What are some ways that culture can be brought into the classroom?

Having more traditional teachings brought in by offering more "Hul'qumi'num" daily or at least 2 or 3 times per week. We need to keep the language alive!

What are the advantages of culturally-based education?

The advantages would be that we keep our culture going, teaching our younger generations how to "be" - e.g. sharing a meal together, talking about our beliefs, etc.

We as Aboriginals want to incorporate and share our Pride, Respect, Honor, and Traditional Ways. All Salish traditions provide safety, freedom of mind, and good healthy people.

Our students are fragile as can be but we provide the hope and direction, as well as being very supportive with helping our students transform. What I want is to engage and empower our younger generations to finish school with nothing but good experiences throughout their years as students.

A favourite quote of mine: "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character." (Martin Luther King Jr.)

Catherine Joe

Yo Wiksas (Hi, how are you?). Nugwa am Malidzas. I am Shannon Taylor-Pite of Kingcome Inlet/ Alert Bay/Dzawadaineuk Yalis. I am a strong First Nations woman. I am a proud wife and the mother of two beautiful children. I am a second year student in NITEP.

I would like to contribute to having culturally based education in my future classroom. I feel it all starts with the beginning of each day. In my classroom, I would welcome each day with a simple but powerful prayer. I would like to build a strong cultural foundation in my students by sitting in a circle and checking in by orally completing the sentence, "I am ... today." They could also share in their language. We would then share a story each week of someone's culture then build a theme around it.

I feel sharing in culturally-based education has a lot of advantages, such as contributing to First Nations students' foundation and empowering them to be successful in the future. Knowing our identity is a huge part of why we are who we are, and it keeps us grounded. I would encourage each student to explore and be proud of who they are.

Shannon Taylor-Pite

Yau. My name is Robyn Humchitt (aka Tiko). I am from Bella Bella, BC and am in Year 2 of NITEP. I love every moment of this incredible journey.

Robyn Humchitt

As a teacher in training, I envision change in the western-based educational system.

My Learning Community will have wholistic balance,
Youthful elders,
active children and intuitive teachers who will challenge the compartmentalized western learning system.

Worldview is implemented, accepted and practiced by all.

Values and morals are in check.

Senses are in tune.

Cultures are accepted.

Self identity is strong!

Cultural based education may be challenging, daunting, and lots of work, but the rewards are immeasurable.

Learning comes naturally.

Confidence grows.

The students transform into Lifelong Learners.

My name is Adrienne Harris. Culturally-based education means to accept every person, no matter what! Equality defines culturally-based education, in at least every classroom. Acceptance defines culturally-based education. Involvement of elders, parents, our history, teachers and the whole school's support are important to the success of a culturally-based classroom.

Adrienne Harris

Let us learn the ways by the way we have always been learning. Let us share our culture without making faces or rude remarks. Let us! I will accept you if you accept me. Let us! Just let us!

Christmas Celebration

Cary-Lee Calder, Catherine Joe, Jamie Elliott.



Clark Robinson, Shannon Taylor Pite, Robyn Humchitt



Robyn Humchitt, Cary-Lee Calder



Jaime Elliott



Adrienne Harris, Catherine Joe



Duncan Centre group with NITEP director Dr. Mark Aquash.

Kamloops Centre



L-R: Ken McIntyre,
Noel Froste, Julie
Peters, Ali Arnouse,
Charmayne Jules,
Leah Hjorth

Weytk from Kamloops NITEP Centre

We have such a great group of diverse Aboriginal teacher candidates this year.

Year One:

Leah Hjorth
Julianne Peters

Nazko
Canim Lake Band

Nazko First Nation
Secwepmec Nation

Year Two:

Noel Froste
R. Ali Arnouse
Kendelle Weberg
Ken McIntyre
Bonnie Reber-Walsh
Charmayne Jules

Oregon Jack Creek Band
Little Shuswap Lake Band
Ta'an Kwach'an Band
Skuppa Band
Peguis Band
Adams Lake Band

Nlaka'pamux Nation
Secwepmec Nation
Yukon
Nlaka'pamux Nation
Metis
Secwepmec Nation

Other:

Nicole Meldrum
Sara Brown
Marilyn Adolph
Tanya Terbasket
Cynthia Peters

Chehalis Band
Lower Nicola Band
Xaxli'p Band
Lower Similkameen Band
T'it'q'et Band

Sto:lo Nation
Nlaka'pamux Nation
Stl'atl'imx Nation
Okanagan Nation
Stl'atl'imx Nation

We got off to a great start this year, starting with a barbeque at the Gathering House on TRU campus. I would like to welcome our first year students and welcome back the returning students. You are on an exciting educational journey.

Our student representatives this year are Kendelle Weberg and Ken McIntyre. Our representative from Kamloops Centre will travel to UBC for the First Nations Education Council (FNEC) meetings. The FNEC oversees the program. Our theme this year is Culturally-Based Education. NITEP will be arranging for guest speakers to discuss culturally-based education throughout the two terms. It is important to honor our Elders in our communities who transmit their knowledge, language and other cultural aspects to our people and others.

I would like to acknowledge and pay our respects to a great educator and leader. It is with great sadness that we have lost one of our founders of NITEP, Joe Michel. Joe has been an inspiration to many people in the Secwepmec territory and his teachings will live on. Joe was one of the first graduates from Kamloops Residential School and went on to be one of the first Aboriginal teachers in BC.

Our students would also like to acknowledge their supporters, including family and friends and their individual bands.

The courses that are being offered at this centre this year include: EPSE 317 (Development and Exceptionality in the Regular Classroom) with Patrick Walton; LLED 336 (Speech Communication for Teachers) with Nirmal Bawa; Education 143 (Seminar), and Education 240 (Issues in First Nations Education) with Karen Blain. I would like to express my gratitude to those who have come into the centre's classes throughout the year and have enhanced the theme of culturally-based education. I would also like to thank our teachers who have dedicated their time to our program and our students to make their educational journey fun and exciting.

I would like to send good wishes to all of the NITEP students; you will be making a difference!

Karen Blain
Coordinator

Kamloops Centre Continued

My name is Noel Froste. I am the father of two beautiful girls and we are expecting another child in the new year. This is my second year in NITEP and it has been busy. There is much work still ahead of me, but I plan to hold my head high and dig my heels in to accomplish this educational journey. NITEP is a culturally-based program, and I enjoy learning in a culturally-based environment. Culturally-based education is an important aspect for all learners; it goes hand-in-hand with the importance of providing learners with Aboriginal teachers. I am happy to be doing what I am doing, with all the challenges involved with university. I look forward to becoming a teacher one day.

Noel Froste

Dahooja! Si Leah Hjorth Suts'utni, Ndazkoh Carrier Dakeln nusli. Hello my name is Leah Hjorth and I am from the Nazko Carrier Nation. I am a first year NITEP student with UBC, and am also in third year in the BA program with a major in history through TRU. I recently moved to the Secwepemc territory and plan on continuing my education here then move to Vancouver to graduate at UBC. Ever since I was young, I wanted to become a teacher and because of all my mentors I had growing up, starting with my family, friends, elementary teachers, First Nation Support Worker and community, who all have given me the strength and motivation to get to where I am today. My future goal is to teach in the city then eventually bring back all of the knowledge I've learned and incorporate culture, tradition and spirituality into our school system back home. This leads me to our theme this year, which is culturally-based education. Throughout all of my education, there was hardly any history of First Nations; it wasn't until my first year at CNC that my eyes were opened to how little we are recognized. After being accepted into the NITEP and seeing that it is all culturally-based education, I realized this is exactly what we need to promote our culture.

I just hope I can help my community to become stronger and break that cycle so we can maintain our culture and traditions and live it loud so we will never have to be known only in our history books.

'Aow'et zeh
Te'onte

Leah Hjorth

Hi, my name is Bonnie Walsh. I am Métis, of Cree, Russian and Scottish ancestry. I was a First Nations Support Worker for School District #73 for seventeen years. I decided to pursue a teaching career. I have always loved children and learning. I like knowing that I can make a difference in someone's life. I know I will enjoy teaching because I have always enjoyed working as a support worker. As a teacher, I will be able to design and implement elements of First Nations culture into the curriculum. I believe that if children feel connected to their learning they will enjoy school and want to learn. Culturally-based learning provides a strong foundation for students to build their self-esteem. Students learn about values that have meaning to their families and their communities. All components of the curriculum are supplemented with culturally-based teachings. As a result, the students' learning experiences are relevant to them and their academic experiences are positive ones.

Bonnie Walsh

Weytk-Kuc! My name is Julianne Peters. I am from the Ts'qescen Community (Canim Lake), and I am Secwepemc and St'at'limc. I graduated in 2005 from Peter Skene Ogden Secondary in 100 Mile House. The following September, I began my career as a university student. I am a first year NITEP student in the secondary option. I would like to teach English and Art.

Both my parents (Angela and Mark Peters) and Kye7es (Antoinette & Elsie) are teachers. My Ki7ce (mother) teaches at the PSO and had the pleasure of teaching my siblings (Alex and Leroy). My qetse7 Mark is a kindergarten teacher who also taught my siblings and me. My Kye7es are Secwepemc teachers who have always taught us the language. My brother LeRoy also plans on joining NITEP.

These people have always supported me as well as Dorian, my boyfriend of four years. My family has been a great inspiration to me. Dory LaBoucane was a great support as well; she helped me find my initiative and got me into the program. My long-term goal is to be a teacher and also include culture in teaching. I believe education is important because it gives our future students opportunity and builds stepping-stones. I believe using culture in education would create stronger relationships within families and classrooms. I always thought I would be a teacher, now I just have to find my "Teacher Voice". Kuksteteme!

Julianne Peters

My name is Kendelle Weberg and I am in the 2nd year of NITEP. I am a student representative of the 1st and 2nd year students from the Kamloops Centre. I am truly grateful to be a part of the NITEP family and look forward to another amazing and productive year. I welcome all those students who are new to the program and hope that your school year is going well. This year so far, we have had the annual NITEP gathering down on campus, which we all looked forward to, and the first FNEC meeting of the 2009/2010 school year, which was very eventful as well. At the end of November will be our yearly Christmas gathering, which is always nice as well. Good food, great people and lovely conversation can never drive students away, especially near the holiday season. I have to mention that we all truly appreciate all of the heart that goes into planning these events, and without our wonderful coordinators, the bond within the NITEP family would be lost.

I would like to tell you what I have learned so far being in NITEP. This program has given me a new perspective on education and learning. NITEP has changed my view on what being an educator is; it is helping me become a more helpful and productive student. I believe that this program gives its students a perspective that no other teaching program does; it helps future teachers have an understanding of all types of future students, from all walks of life, and it guides students into becoming not only an excellent teacher, but also more importantly, a role model in our communities and in our social circles.

This program inspires me to do my best, as it encourages, supports, assists and CARES about me. No other program I have been in does this. NITEP wants us to succeed. NITEP wants us to get out there and do our best as teachers and as educators. NITEP shows us how to take our cultural education and our academics and use them to help ourselves and others succeed in life and education. It shows us that cultural education is key to the survival of First Nations people, and it demonstrates to us that we can have the best of both worlds and be successful. NITEP wants you to become the best person you can become. The instructors, coordinators and other students are like a family who want, just as badly as you do, to achieve your goals and dreams. I am truly grateful for this experience and will continue to do my best. I am wishing you a wonderful and productively eventful school year with lots of laughs, interesting conversation and knowledge. Good luck this year, and see you at the next NITEP gathering in fall 2010.

Kendelle Weberg

Kamloops Centre



Urban Centre



Urban Centre - Year 1

O si?em̄ t̄a si:ye?ə, ?əȳ t̄a nə ʃxʷqʷələwən t̄a ɲa sweyəl!
My friends, I feel good today! Or literally "Good are my feelings, or thoughts, this day!" I am from Musqueam, and am a NITEP grad of 2002! I am the Urban Centre Coordinator and Instructor, and I have enjoyed working at NITEP on the UBC campus which is the traditional and unceded territory of our Musqueam people.

I have had the honor of working with a wonderful group and appreciate the dedication and hard work of my fellow coordinators, committed to ensuring the quality of teacher candidates, and to nurturing and cultivating our program's values and philosophy. I am also an Adjunct Professor with the UBC/FNLG [First Nations Languages] teaching the second year traditional Musqueam language, hənq̄əmin̄əm̄ students as well as some Musqueam community members.

As I write this submission our first term is wrapping up; students are currently pouring over books and notes studying for their final exams. Then they will begin to make plans for the Christmas break, a well-deserved break! It has been a very busy term, with developing new friendships, study techniques and time management tactics, as well as supporting each other in studies and on the FNHL co-ed basketball team. And they thought they wouldn't be able to make it through the first week! We look forward to term two!

Marny Point,
Coordinator

My name is Abraham Wardman; I am of Cree, Ojibwa, and European ancestry. My father is of European descent, and my mother is of Aboriginal and European descent. I was raised by my mother and given a great gift of knowing my Aboriginal traditions as I was raised with many. I have enjoyed the educational experience through my first year in NITEP. It has been a challenge to adapt to the Vancouver setting because it is so large in size, in contrast to where I am from, Edmonton, Alberta. I have found the vast size to be a little overwhelming at first, yet the contrast of the landscape creates beautiful calming scenery. The longhouse has helped me with my transition with all the support I receive from my peers, tutors, my coordinator, and all of the staff, with the higher level of work and expectations in university.

University has been a rewarding Educational experience. This has opened my eyes to many perspectives of life, and furthered my passion for learning. NITEP has enabled me to explore my other educational interests such as anthropology, history, and political science, while I earn my Bachelor of Education. I believe a degree in education to be a great undergraduate degree that will hopefully lead me to Law.

As term 1 nears finals time, I hope my experience only remains as fun and beneficial as term 1. NITEP is a great program for Aboriginal students, and we become more of a community as time goes on, full of positive relationships.

Abraham Wardman

My name is Melanie McKenna. I have lived in Maple Ridge my whole life, in the same house, same room, and same bed. Until recently of course when I took the giant step of moving a whole hour car ride (on a good day) away from home, to reside here, on campus at UBC. This is my first year here and my first year in NITEP but my second year of university. I am in the secondary option, not only because I should not be trusted teaching children math, but also because I decided I would like to teach two specific subjects. I am passionate about teaching English and Spanish. I have always enjoyed learning about language and literature and believe that English is a subject that can be so exciting if taught the right way, something I hope to do. As for Spanish, I just really love the language, as I had the opportunity to live and attend school in Mexico for just about 3 months. I decided that it is something I would like to continue learning and eventually teaching.

I think that education is so important and look forward to continuing on in this program and eventually being a teacher!

Melanie McKenna

My Name is Justin Boehringer. I grew up in Langley BC. My family comes from the Skeetchestn band of the Shuswap Nation in the interior of British Columbia. I'm in my first year of NITEP at UBC and I love it. I chose the secondary option because I like to teach in-depth topics rather than a wide variety. I would like to teach grades 11 and 12 History and Geography. Both of these subjects have been a passion of mine since my grade 11 Socials class. I graduated from R.E. Mountain Secondary School in June 2009 and had a lot of really awesome teachers who influenced me to want to become a teacher as good as or even better than they were for me. I am currently working towards a major in History with a concentration in Geography.

Justin Boehringer

'Niit, nda wila waan? Crystal Smith di waayu.

Hello, how are you? My name is Crystal Smith. I am from the T'simshian and Haisla Nations, part of the killer whale clan, from Gitga'ata, also known as Hartley Bay. My mother is Myria Smith and my late father is Orrin Smith. I have 4 siblings, two older brothers, an older sister and a younger sister. I am 18 years old and I just graduated from Britannia Secondary in June 2009. My baby is due December 31, 2009 and I am really excited to meet him/her.

I am a first year student in the secondary option. I want to teach English and First Nations History. I was recently asked why I would like to become a teacher and not a lawyer, judge, or a police officer. Why would I settle for a career with low pay, when I can earn more money in these other jobs and still help out my communities? My answer to that I want to help our future generation. Being a lawyer, judge, and police officer wouldn't help; it would be too late in the 'game.' I want to be a teacher to help guide generations to come and influence these children in a good way. Many Aboriginal youth are being taught that the only way for them to go is down. Yet there are some of us, like here at NITEP, who have refused to believe that we are inadequate.

I would not classify myself as a teacher only; I would also call myself a good role model. By graduating from high school, then going straight into UBC, with a child forming in my tummy, and later graduating to become a teacher, I am showing every Aboriginal youth that it is POSSIBLE, that Aboriginal people can succeed and accomplish what they believe in. I want to coach basketball and soccer teams. I want to be fully involved with my community, allowing everyone to see that their dreams are possible too.

Finally I would like to encourage my fellow students to carry on and become role models in your community. As for future students, try to be open and willing to learn not just from teachers, but also from your classmates and peers. We have the ability to change our communities and make them stronger, to overpower the notion that we are inadequate and to have our culture thrive just as it did before contact. Thank you all for taking the time to read about me and I hope that all of you have a safe and powerful journey.

Crystal Smith

Chexw min wa halth tin si yi. How are you doing my friends? A little bio about me; Sewinchelwut qwa shamen sna Sewinchelwut is my ancestral name. Jaime tin sna; Jaime is my name. Yekwupsum is my village. Halth skwile te staas. It is a beautiful day. My maternal grandparents are Siyamshun Ricard and the late Keeky-ick Ann Billy. My paternal grandparents are the late David and Laura Williams. My parents are Chapquolanoth Henry and Tiaoutenaat Roberta Williams; my brother is Siyamken Matthew Williams. My partner is Fabian Peters; my children are Chenohwen Isaiah, Julia and Isabella Williams and Tyris Peters.

I have earned my grade 12 Nexw Tel't (Howe Sound) and my early childhood education certificate at the Native Education Center. I have 12 years experience working with both First Nations and non-First Nations children. I have worked in preschools and daycares. I have also worked in the elementary schools as a support worker and culture and language worker. I have had the opportunity to be a child and youth care worker and had a boys and girls group. My grandmother, in partnership with the North Vancouver outdoor school, started a First Nations Studies Program, which takes children their parents and teachers back in time to pre contact living. The program is set in Paradise Valley in the Squamish Valley in a traditional longhouse. We do time-honoured ceremonies and teach students to weave with wool and cedar, woodworking, food gathering and fishing and hunting. It is a unique and memorable experience for all.

Working with these children in various ages and stages, I realize I can be a positive role model by being a First Nations teacher in their school. I enjoy working with all children but my focus is giving our First Nations children a good start at elementary age, and to establish a positive experience to promote success and see them graduate high school and post secondary. I feel I have gone as far as I can in the positions that I have worked. I want to be the example to my children and First Nations children and to find a balance in secular education while implementing First Nations knowledge.

I am in year one in the elementary option at NITEP. My children have witnessed me graduate high school, college and now my path has lead me to UBC. We have to be the change we want to see in the education of our children.

Jaime Williams

My name is Melanie McKenna. I have lived in Maple Ridge my whole life, in the same house, same room, and same bed. Until recently of course when I took the giant step of moving a whole hour car ride (on a good day) away from home, to reside here, on campus at UBC. This is my first year here and my first year in NITEP but my second year of university. I am in the secondary option, not only because I should not be trusted teaching children math, but also because I decided I would like to teach two specific subjects. I am passionate about teaching English and Spanish. I have always enjoyed learning about language and literature and believe that English is a subject that can be so exciting if taught the right way, something I hope to do. As for Spanish, I just really love the language, as I had the opportunity to live and attend school in Mexico for just about 3 months. I decided that it is something I would like to continue learning and eventually teaching.

I think that education is so important and look forward to continuing on in this program and eventually being a teacher!

Melanie McKenna

Urban Centre - Year 2



Urban Centre Years 1 and 2:

Front, L-R: Jaime Williams, Melanie McKenna, Marny Point

Middle, L-R: Brionne Asham, Justin Boehringer, Brandon Peters, Abraham Wardman

Back, L-R: Crystal Smith, Tyler Peters, Kimberlee Stogan

Pwatisimo

A fury of moves

lightly skimming the grass

the heat & regalia create a hotter temperature

sweet sweat gleaming from my soaking body

my feathers float through my cyclone

thwap, thwap, thwap

we stop and we are done . . .

syke - it starts up again

the train of dancers, begin

again - stop . . .

thwap, thwap, thwap

Brionne Asham

My name is Kimberlee Stogan, and I am from the Musqueam Band. I am currently enrolled in the 2nd year of NITEP in the elementary option. I took the UBC/FNLG hənqəminəḿ [the traditional Musqueam language] 1ST year language class last year and I wrote a poem to honor my late great-grandfather Vincent Stogan Sr. 'Tsimlano'

nə silə təθ?
 ʔe:nθə ʔsəmlənəx^w
 ʔə niʔ cən ʔə ʔa x^wməθk^wəyəm
 ʔi cən wə silə
 ʔi cən tə sk^wulk^wəlstənəq
 ʔa Kymberlee, ʔi nə θə ʔiməθ
 ʔa silə təθ
 ʔa syaləxeʔ, ʔa nə sk^wulk^wəlstənəq
 ʔa sʔəyēʔ
 ʔi ct ʔəyāməx^w

That is my Grandfather

I am Tsimlano

I am from Musqueam

I am a grandfather

I am a teacher

That is Kimberlee, she is my

Granddaughter

He is an elder, he is my teacher

He is a sweetheart

We are good looking

One of my teachings is that as a family/community we are one heart - in NITEP we are here to support each other in our ongoing educational journey.

We are nəcəmat tə ʔx^wq^weləwən ct (we have one heart /one mind).

Kimberlee Stogan

Boozoo, Indignecause, my ancestral name in Annishinabae is Kinew, Kinew Dodam.

It's my second year at UBC in NITEP (Elementary Option); only three more years to go. Tansi, I am learning Cree this year because I do not know my native tongue. This past summer session (2009) helped me refocus for this fall term. I learned that I missed the teacher courses (NITEP's STT) you take during the fall/winter terms. Summer session helped me realize how much I like learning about being an effective, reflective teacher.

One of the nicest buildings on the UBC campus is the First Nations House of Learning (Longhouse), where a majority of First Nations students and some of the general student body gather to study. The Longhouse is a home away from home. There are so many friendly faces at the longhouse, and the staff and students make this a welcoming environment.

We have a co-ed basketball team that the Longhouse supports. Our team is one of the best teams in the league. This year we beat teams by a point spread of 10 to 25 points. There were a plenty of fun moments. For you coffee drinkers, there's a Tim Horton's a block away from the Longhouse. Timmy he's my cuz'n. Come to UBC and educate yourself - we need more professional Indigenous people. I would also like to acknowledge my tribe/band, the Peguis First Nation in Manitoba, a Cree and Ojibway speaking nation, which is helping me with funding and my transformation to become a teacher. Not only my band but also the kind words of encouragement from my family, friends, NITEP & Longhouse staff and my Sheila help me stay focused. It's an honour to know, feel and see that everybody close to you (and me) wants us to succeed in getting our education. See you next year.

Kitche, Meegwetch!!

Harold "Brionne" Asham

Hello, I'm going to talk about culturally-based education in my little write up. This new tool should be incorporated into every teacher's arsenal of teaching methods. By utilizing culturally-based education, many of the problems caused by the current westernized teaching system can be remedied. This new type of education opens students' minds to the mosaic that is created in the classroom by the students coming from all different backgrounds and cultures. It will teach students to understand, recognize, and respect the different cultures that exist throughout the world. So as a future teacher I wish to incorporate culturally-based education into my class so that children will not only respect my culture but also the cultures of their peers.

Tyler Peters

Alumni News



L-R: George Harris Sr. (dad); Iona Harris (sister); Roxanne Harris; Daniella Harris-David (sister); Sylvia Harris (mom); George Harris Jr. (brother)

I am into my 5th year as one of the Aboriginal Enhancement Agreement Coordinators for the Ministry of Education. I get to travel all over BC working with all 60 School Districts to help develop Enhancement Agreements, which are 5 year collaborative agreements between the Aboriginal communities, school districts and the Ministry of Education. These are agreements that will help our Aboriginal students do better in the public system from K - 12. As of November we have 46 signed agreements with five in the near stages of signing.

I have lived in Victoria for 4 years but am working from home in Moricetown this year; I almost forgot how to shovel snow being away from home for the 4 years. It's good to be home. I just got elected back to Band Council where I am now starting my 25th year as a Band Councillor for the Moricetown Band. I am also a board member for the First Nations Schools Association as well as the First Nations Education Council with UBC.

My son Brent is doing his 2nd year med school at UVIC and my daughter Nadine has completed her Culinary Arts Program and is now a chef in West Vancouver. My good wife is glad to have me home and I am glad that the Ministry of Education is allowing me to work from home this year. I am thankful and appreciative.

I wish all students success in their studies and hope everyone passes all their courses. Hang in there, as it is not easy to be away from home and family. Hope everyone has a wonderful 2010 and NITEP continues to develop first class teachers as our kids need good role models.

Victor Jim
(Grad 1978)

Hi, my name is Heather Shaffer. I am going into my 4th year of teaching at a band run school in Mount Currie. It is called Xit'olacw Community School. At our school, cultural teaching is really important. We have an immersion class, where the children are fully immersed in the local language of Ucwlamuits. From the kindergarten class to the high school classes, culture plays an important part of every day: speaking the language, making crafts, having an elder in the classroom, visiting important spiritual areas.

It is amazing to see how culturally alive the Mount Currie Community is, especially in the school. In the high school they have three two week sessions within the school year that emphasize a cultural aspect of Mount Currie such as fishing, beading/crafts, canning, cooking, and regalia making. Throughout the year the whole school takes part in cultural activities such as a salmon barbeque at the beginning of the school year, a pow-wow in January and Declaration Day in May.

I feel it is very important that the children not only learn about their First Nations history but realize that the culture is still present and living today. I think it gives the children pride and confidence to know where they have come from, to live in the culture and see it go into the future.

Even my son who is two speaks and understands a bit of the language that he has learned from daycare and his grandparents. The language is all they speak to him. He loves to dance, sing and drum. His dad and I do all that we can to promote these in him, by having a drum handy for him, to cheer him on as he is dancing, and to speak as much of the language as we know to him.

Heather Shaffer
(Grad 2004)

Hi, NITEPers,

I was privileged enough to be selected to run in the Olympic Torch Relay on October 30, 2009. It was on the very first day of the relay, and I was the 40th runner to run the torch! I ran in the town of Sydney and was really lucky to have started my run right in front of the Sydney Town Hall. What an exciting day that was! I had my family and friends there supporting me!

The most amazing part of this journey was that my dad ran in the Olympic Torch Relay back in 1988 for the Calgary Olympics. I was very honoured to run in my dad's footsteps!

I hope that all of you are doing great in your teaching jobs! I love my job working as the Aboriginal Teacher at Ladysmith Secondary and Cedar Community Secondary School.

I hope that everyone has a wonderful 2010!

Yours in Education,

Roxanne Harris
(Grad 2000 - 10 years!)

Since his graduation from NITEP in 1996, William G. Lindsay (Cree-Stoney) has been busy updating his education and working in post secondary education. He completed his master's degree in Arts (History) in 1998 at the University of British Columbia and completed three years of doctoral work at UBC in Educational Studies, this spread over the years 2004-2008. He worked at various colleges in British Columbia's Lower Mainland from 1997-2005, as a teacher of First Nations Studies, History, Sociology, and English. William credits his NITEP education for preparing him well to be flexible in what he could teach and he is thankful for this. He is also a published writer, and his experience in NITEP first cultivated a love for writing (all those essays!). For the last three years, William has worked at the University of British Columbia's First Nations House of Learning as the Coordinator for Aboriginal Student Services. In January 2010, he begins work as the first Director, Office for First Nations, at Simon Fraser University. William has been married for over twenty years to wife, Ruth, and since graduating has enjoyed travelling to different places in the world. He also enjoys guitar playing, a skill he first learned in a NITEP methodology course. William thus has fond memories of NITEP and of the many students he has met on his journey. He entreats current NITEP students to "keep going", to fulfill their dreams, to know that their efforts will all be worth it, and that their future journeys will take them to many exciting and unexpected places.

William G. Lindsay
(Grad 1996)

I am working at the Gwa'sala-Nakwaxda'xw school as the Student Centered Learning for Life (S.C.I.L.L.) Teacher. It is so wonderful to be back home and to be working in my community with the children. It is absolutely rewarding! I love my job and the school is such a beautiful, culturally rich, and awesome place to work. The staff here is also a great team to work with and has been tremendously supportive in my first year as a teacher. Robin (Rosborough, Grad 2003) is here at the school and her room is right beside mine. I am always running to her for help, and she is very supportive and helpful. Clear example of us NITEPers sticking together!

Norman Charlie
(Grad 2009)

Alumni News

My name is Lola Whonnock, also known as Lola Stephens here in the Nisga'a Nation. I am a graduate from NITEP.

What I remember most about my experience with NITEP are all of the wonderful people who made such an effort to see me do well. I am particularly thankful to Jackie Agostinis for making me feel so welcome in Duncan and going above and beyond in my search for accommodations. Also, thanks to Sheila TeHennepe, who made it her business to ensure that we were doing well in all aspects of our lives, not just academically. I particularly remember all of my adopted aunts and nieces that entered my life, just as I needed those helpers that I did not have within my own family. Finally, I am indebted to all of the personnel working in and around the Longhouse to make it a second home, a place for employment, a place for fundraising, a place for spiritual growth, and a launching pad for my career.

Currently, I am a grade 1 and 2 teacher in Greenville's recently renamed elementary, Alvin A. McKay or AAM Elementary. I have been teaching here since 1997, with a brief break to work towards my Master's of Education which I completed in 2002.

One of the projects that I am currently at work on relates to developing culturally relevant mathematics. This has been very insightful work, and I have enjoyed having the opportunity to meet with Cynthia Nichols from UBC and several wonderful teachers from Haida Gwaii. I feel strongly that students need to see themselves in what they are learning and to see their culture and knowledge valued for what it is: something unique, something to be proud of, and something that can help take us on to our future plans and goals.

On a personal note, I have been married to Leo Stephens since August 2000. He is from Greenville and works with computers. We have two adorable chihuahuas, and many many nieces and nephews.

Wishing you all well.

Tooyaksiy nisim,

Lola Whonnock (Grad 1997)

Dear NITEPers:

When I was in NITEP, I believed that my dream grade was 1 or 2; by some force of nature, I've become a kindergarten teacher. In May 2004, I had no idea where my teaching path was going to go. Was I going to teach on Vancouver Island? Was I going to teach in the city? Was I going to move back home? What I didn't know was that I was home and I am home.

I teach for my people, the Squamish Nation. I teach at our pre-school/kindergarten school called Xwemelch'stn. Five years ago I had no idea what the sound "xw" made or what 7's meant in my language; it was all Greek to me. But five years later, I am Squamish literate, and I love it!

I know when you are going through NITEP, many people have preconceived ideas of what NITEP is, but having completed NITEP and gained some experience, I've learned so much about myself, about my people, and about our history. I knew our histories before but I am more proud that our people are strong people and that our people have endured much pain.

Education is beginning to change. I think culturally-based education is who you are and what teachings you use in your classroom. Teach what you know. Pass on your teachings. Be honest, be truthful and teach with your heart. Teaching with your heart makes all the difference in a child's day.

If I was asked, "What did you take away from NITEP?" I would say, "Wholistic learning and teaching." I enjoy incorporating all life's elements into my classroom. I understand that our people think differently and we live differently, therefore we learn differently.

I've realized in the last year that I am extremely passionate about "Indian, Native, Aboriginal, First Nations" education. I've learned so much working with 4, 5 and 6 year olds; they teach you much about life and the natural process of learning. I know 4, 5 and 6 year olds are underestimated; they are so smart in so many different ways and they learn so quickly.

I teach kindergarten and I am discovering my passion. I want to gain more knowledge about both English and Squamish, oral language learning and early literacy skills. Who knows what the future holds? Maybe books?!

Always dream big. Always think "My dreams are never unattainable," and see where that brings you!

I am very grateful for where I am at in my career.

Thank you for listening to my story.

Leateeqwhia Daniels (Grad 2004)
Squamish Nation

Yau. My name is Sharon A. Brown. I am a proud 2006 NITEP graduate, along with Grant Alphonse. After I graduated, I returned home to Bella Bella to work in our Nursery to Grade 12 community school. I spent my first two years as a kindergarten teacher. These past two years, I have been learning with my Grade 3/4 classes.

I also work on our Health Board as a co-chair, and am now working as a part-time Support Worker at our local Heiltsuk College, where I returned to complete my educational journey in preparation for NITEP.

NITEP helped guide me to find out the history of our people, as First Nations. Despite all the trials and triumphs, we are a very strong, courageous people. We continue to learn to grow, physically, spiritually, emotionally, and mentally.

I believe that NITEP was another huge chapter in my life on my healing journey. Our NITEP graduating theme was "Journey Home", and home is where I continue working on my healing journey. Most importantly, I work for my community.

I would like to send congratulations to all who continue their educational journey, in whatever field, especially NITEP, as I believe that our children need us more than we know.

I also plan on continuing my educational journey in Educational Administration or in the counselling field within the next couple of years. I still believe in this quote that I came across while I was still a student teacher, "Life depends on many things--but mostly you." (Frank Tyger).

There are a lot of sacrifices; however, there are more dreams that keep us going on life's journey.

Best of luck to all NITEP students.

Respectfully,

Sharon Ann Brown (Grad 2006)
Heiltsuk Nation

Ten Year Journey

As of December 4th, 2009 I finally completed NITEP. My journey began in September 1999 in Duncan BC, where on the first day I walked up to the doors, tripped and fell flat on my knees. Luckily I am good at picking myself up, and that became a trend for the next 10 years of my life.

I had a successful time at the Duncan NITEP Centre. Jackie Agostinis was an amazing coordinator and I had good peers in the same class. It was a small class, and our time together was filled with some good times and some not so good times, but we completed the two years together. There are people that I met in the NITEP room that I still talk to today on a regular basis. I always think about the few that I have lost touch with and hope that they are doing well on their paths.

I moved to Vancouver for my 3rd year, and all was well. I enjoyed Years 3 and 4 of NITEP. The program was amazing and I met new friends from different cohorts and from the education program at UBC. But my personal life was dwindling and I was barely making it by. Perhaps it was a bit of ego and pride that prevented me from reaching out, because this program was designed to help aid and support students, but I didn't reach out. When I entered my 5th year I decided half way through my 13 week practicum to withdraw, to the dismay of my peers, coordinators, family and pretty much everyone else - it was shock.

I was ashamed and didn't understand the choice I had made, but I had made it. I vowed that I would never go back. I looked for work and found work within the Aboriginal community in Vancouver. I began working at a Native youth drop in centre and started building myself up there. I then moved to another position within the same organization and worked with youth on the street. Working with youth on the street ignited something in me. My selfishness was put aside, and I enjoyed helping people more so than I ever had. But I was let go from that job and I made a choice that began the rekindling of me. I decided when I lost that job, when I was fired for the first time in my life, that a quitter and someone who gets fired wasn't me. I unknowingly made a choice then to go back and finish my school but first needed to work on me. I decided to walk the red road. I found a job at Healing Our Spirit as a Hepatitis C educator and then moved to the Downtown Eastside Women's Centre and worked with homeless women on the street.

Time went by. I was healing my spirit and soul, then I looked at the time and realized that if I wanted to finish my Bachelor of Education, now would be the time to do it. The 10-year deadline to complete a degree was coming up. So I made the choice to return to the program. In a way, NITEP didn't leave me and the educator in me never left. In some way or another in the jobs I had, I was an educator, a teacher. I decided when I came back to the program that no matter what happened I would still be a teacher. But boy does it feel good to have that piece of paper!

So it took ten years of my life to complete NITEP. Now that I have that, no one can take that away from me. I made it with the help of my family, friends and educators - there are too many of you to name, but you all know who you are. If you know me, you've made an impact on my life. Ha Mi Ya!

What does the future hold? Who knows, but it'll be good. I will keep you posted.

Alison J. Stevens - Finally a NITEP GRAD!
Gitksan Nation

Remembering

JOSEPH STANLEY MICHEL
(December 3, 1929 to July 2, 2009)

ADVOCATE OF SECWPEPMC LANGUAGE & EDUCATION DEPARTED

It is with great sadness that the Shuswap Nation Tribal Council announces the passing of Joe Michel of Adams Lake Indian Band, born December 3rd, 1929.

Having recently celebrated his 57th wedding anniversary with his wife Anne, Joe is also survived by his nine children, seven of which have successfully completed their own master's degrees, along with numerous grandchildren and great-grandchildren.

Mr. Michel, one of the first high school graduates of the Kamloops Residential School in 1950, was also one of the first aboriginal people to receive their certification in teaching with a Bachelor of Education from the University of British Columbia (UBC) in 1970. He taught for many years and contributed to several education boards and committees most notably as a board member of the National Indian Brotherhood and as a founding member of the Native Teacher Education Program (NITEP) of UBC.

In 2007, Mr. Michel was honored as a recipient of the National Ab-

original Achievement Awards in the field of education.

Mr. Michel was a great advocate for Secwepemc language and education, and contributed in many ways to the Secwepemc language curriculum throughout B.C. as both a teacher and mentor.

However, his most outstanding contribution to the Secwepemc people was likely his role in the establishment and success of the Chief Atahm School, the first aboriginal language immersion school of its kind in B.C.

"We have to relearn how to learn with both feet firmly planted in both worlds," Mr. Michel once said with regards to his dedication to the reconciliation of western education with traditional aboriginal values.

"Elder Joe Michel showed us all that achieving dreams is possible," says Chief Nelson Leon of Adams Lake. "That the contribution of one man could have such a profound affect in the salvation of a language from extinction and his un-selfish commitment to his people makes him an inspiration to us all."

"On behalf of the Shuswap Nation Tribal Council, I would like to extend my deepest condolences to the family of Mr. Michel," adds Chief Wayne Christian, tribal spokesperson. "Today we have suffered a great loss."

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CAROLINE BUGGE, a member of the first NITEP graduating class (Fall, 1977) passed away on February 12, 2009.

Announcements



Congratulations to **Brody Naknakim** (Year 5) and his wife on the birth of their son, **Josiah Naknakim**, on September 8, 2009.

Congratulations to **Norman Charlie** (Grad 2009) and his partner **Jess** on the birth of their daughter, **Azaylia Quinn Charlie**, on November 22, 2009. Azaylia was 8 lbs 12 oz. **ALSO...** Congratulations to **Norman Charlie** (Grad 2009) and **Jess Johnson** on their engagement! Norman proposed to Jess on August 1, 2009 at a family barbeque.



Congratulations to **Amanda Fox** (Grad 2007) and her partner **Terence Day Chief** on the birth of their daughter, **Bella Eve**. Bella was born on May 14, 2009 and weighed 8 lbs 1oz.



Congratulations to **Heather Shaffer** (Grad 2004) and her partner **Cory** on the birth of their daughter, **Bella Jolan Smith**. Bella was born on November 8, 2009 at 8:29 am and was 9 pounds 8.3 ounces and 55 cm long.



Congratulations to **Rosa Horne** and her husband **George** on the birth of their daughter, **Jorja**. Jorja was born on November 17, 2009 and weighed 9 lbs. 8 oz.

NITEP Admission Procedures

NITEP recommends applicants for admission to the Faculty of Education. The procedure varies somewhat, but the basic steps are as follows:

1. Applicants submit the NITEP application form.
2. Applicants submit required documents:
 - a. Faculty of Education Application for Admission form and fee*
 - b. All official transcripts
 - c. Two confidential report forms
3. When all documents have been received, NITEP faculty screens the candidates. Qualified candidates are presented to the Faculty of Education. Successful candidates are notified by letter and are asked

to contact the appropriate centre coordinator. Candidates who do not meet the admission requirements at the time of their application will be encouraged to upgrade their academics.

***NOTE:** APPLICATION DEADLINE: APRIL 30, 2010

Applicants who submit all supporting documentation by June 15, 2010 will have the Faculty of Education Application fee paid by NITEP.

FINAL DOCUMENT DEADLINE: JULY 31, 2010

The applicant is responsible for paying the Faculty of Education Application fee.

NITEP Re-Admission Procedures

If you would like to return to NITEP, you need to:

1. Write a letter addressed to the NITEP Director, stating the following:
 - a) why you left NITEP
 - b) why you want to return to NITEP
 - c) what you have been doing since you left the program
2. Submit any official transcripts of college or university transfer work completed.
3. Complete a Faculty of Education Application for Re-admission Form and submit the re-application fee.
4. Submit 2 letters of reference on your behalf.

Your program will be assessed and reviewed once all official transcripts are received and all of the above re-admission steps are fulfilled. If you have any questions, please call (604) 822-5240.

***NOTE:** APPLICATION DEADLINE: APRIL 30, 2010

Applicants who submit all supporting documentation by June 15, 2010 will have the Faculty of Education Application for Re-admission fee paid by NITEP.

FINAL DOCUMENT DEADLINE: JULY 31, 2010

The applicant is responsible for paying the Faculty of Education Application for Re-admission application fee.

Frequently Asked Questions about NITEP

Elementary and Secondary Options

1. Why is there a separate program for Aboriginal people?

Aboriginal people want a teacher education program that addresses educational issues pertinent to public and band schools settings where their children attend school. These issues include curriculum, teaching methodology, testing and assessment.

Aboriginal people want a teacher education program that honours and builds upon the individual's culture.

2. What can NITEP offer to students enrolled in the basic teacher education program?

Three on-campus First Nations studies courses are open to all education students:

CUST 396d (3 credits): Curriculum Development and Evaluation

EDUC 441 (3 credits): History of First Nations Schooling

EDUC 442 (3 credits): Critical Issues in First Nations Education

3. How are the NITEP elementary option and the NITEP secondary option different from the basic 2-year elementary option and the basic secondary 12-month option?

NITEP students in both the elementary and secondary options are admitted to the Faculty of Education in the first year of university studies.

Students in the basic 2-year elementary option are admitted after completing at least 90 credits, including prerequisite coursework, or a first degree.

Students in the basic secondary 12-month option are admitted after completing a four year Bachelor of Arts or Science or its equivalent, majoring in a teachable subject.

NITEP includes the same course requirements as the basic elementary 2-year option and the basic secondary 12 month option program, but offers them in a different sequence. NITEP requires 12 credits of courses that focus on Aboriginal education theory, content and pedagogy. These courses take the place of some program electives. NITEP requires additional educational seminars and educational field

placements in three of the five academic years. The field placements give the students opportunities to observe and become involved in a variety of educational settings ranging from pre-school to adult education. In addition, the settings may focus on teaching, curriculum development, and program planning.

NITEP students in the elementary option take a combination of arts/science and education courses in each year of their degree program.

NITEP students in the secondary option take a combination of arts and education courses in four of the five years plus the required summer session of their degree program.

The first two years are offered through a regional field centre so that students can remain near their home community to maintain their family and cultural connections. The students establish their own type of extended family support at the field centre with their peers. A field centre coordinator provides advising, instructional and administrative services. The education courses are taught by locally hired instructors or UBC faculty who travel to the field centres. The arts and science courses are taken through community colleges, university-colleges, and Aboriginal post-secondary institutions.

4. How are the NITEP elementary and secondary options similar to the basic 2-year elementary option and the basic secondary 12-month option?

NITEP students take the same compulsory education courses as students in the basic 2-year basic elementary option or in the basic secondary 12-month option program.

The NITEP elementary option requires the same graduation requirements as the basic 2-year elementary option.

The NITEP secondary option requires the same program completion requirements as the basic secondary 12-month option.

NITEP graduates can seek employment in public, independent or band schools.

UBC (NITEP) Admission Requirements

1) Applicants directly from Grade 12, BC Secondary Schools:

The minimum academic qualification for admission is secondary school graduation, including the following Grade 11 and 12 courses. (Please refer to the UBC Calendar for details)

Grade 11:

- English 11
- Principles of Mathematics 11
- Civic Studies 11 or Social Studies 11
- At least one approved Science 11
- An approved Language 11 (a beginner's Language 11 does not satisfy this requirement)

Approved Grade 11 Science Courses:

Biology, Chemistry, Earth Science, Physics, Applied Physics 11 and 12 (together these courses meet both the Grade 11 Science requirement and the Physics 11 requirement)

Approved Grade 11 Language Courses:

Athapaskan 11 (with Athapaskan 12)
 American Sign Language (ASL) 11
 Arabic
 Chilcotin
 Français (Communication et Littérature)
 Français (Langue)
 French
 German
 Gitksan
 Hebrew (King David High School or Pacific Torah Institute)
 Italian
 Japanese
 Korean
 Latin
 Mandarin Chinese
 Musqueam (Taught through the UBC FNLG 101 and 102)
 Nisga'a
 Nuxalk
 Punjabi
 Russian
 Sechelt
 Shuswap
 Sm'algyax
 Spanish

Grade 12:

- English 12 or English 12 First Peoples
- Three additional approved examinable Grade 12 courses

Approved Examinable Grade 12 Courses:

Biology 12, Chemistry 12, English Literature 12, English 12, BC First Nations Studies 12, Français Langue 12 or French 12, Geography 12, Geology 12, German 12, History 12, Japanese 12, Mandarin 12, Principles of Mathematics 12, Physics 12, Punjabi 12, Spanish 12.



Approved courses offered in French will also be accepted (Français 12 is not accepted in place of English 12.)

The admission average will be calculated on English 12 or English 12 First Peoples and the three additional examinable Grade 12 courses. A minimum average of 67% is required for admission.

Note: Applicants who, because of administrative difficulties in their school or because they have a physical, sensory,

or specific learning disability, cannot present the courses as required, may be excused a specific admissions course requirement. Supporting documentation sent by the principal of the school concerned is required.

All courses must be completed by June. Summer school courses or grades obtained in supplemental examinations will not be considered.



2) Adult Basic Education (ABE) - British Columbia Adult Graduation Diploma (BCAGD):

The University recognizes the BCAGD Provincial Diploma for admission to first year of an undergraduate degree. Applicants presenting a BCAGD must be at least 19 years of age and meet the following requirements:

- *ABE Advanced Level or Grade 11 courses
- *four subjects at the ABE Provincial Level or Grade 12 including English and 3 additional subjects
- *a minimum average of 67% based on the 4 ABE Provincial or Grade 12 courses presented which must be graded. Grade 12 course results must include the provincial exam component of the course.

Please refer to the UBC calendar for more specific information on admission requirements and acceptable ABE Advanced Level or Grade 11 courses and ABE Provincial Level or Grade 12 courses.

3) Applicants from a College or University:

Applicants with an unsatisfactory standing at a college or another university will not be admitted. Applicants with prior credit from a recognized university or college will be admitted on satisfaction of the appropriate admission requirement as outlined in the UBC calendar. The minimum standing required is a "C" average (60% where 50% is a passing grade) or grade point average of 2.0 calculated on a 4-point scale. Academic standing is based on the average on all college or university courses attempted, including failures and repeated courses. Please refer to the UBC calendar for specific information.

4) Applicants seeking admission as Mature Students:

An applicant classified as "mature" is one who is a resident of BC whose formal education has been interrupted and who does not meet the normal requirements for admission but has pursued interests and activities that have contributed to an intellectual maturity that would permit acceptance to the university. The university reserves the right to determine whether or not a student can be classified as mature; the determination will not be made on the sole criterion of chronological age.

Each applicant is considered on an individual basis.

5) GED:

Applicants may be admitted to NITEP by writing the GED (General Educational Development) exam, which is referred to as the "grade 12 equivalency certificate."

The GED Tests: Writing Skills - Social Studies - Science - Readings Skills - Mathematics

The minimum standard score is 500.

Information on preparing for and writing the GED is available from any Community College or University-College.

APPLICATION DEADLINE IS APRIL 30