

NITEP NEWS



NITEP

NITEP
Traditional Values
Contemporary Program
Since 1974

SPRING 2012
ISSUE THIRTY-FOUR



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CREATING CHANGE



Natasha Seymour walks through the Ceremonial Door at the First Nations House of Learning Spring 2011 Graduation, ready to create change in her community.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Greetings from Dr. Blye Frank, Dean of the Faculty of Education



The Faculty of Education at The University of British Columbia leads Canada in Indigenous teacher education training. We continue to be committed to furthering the central tenets of the university's strategic plan: Place and Promise. This plan emphasizes the engagement of "Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations."

During the upcoming 2012–2013 academic year we have plans to celebrate "The Year of Indigenous Education" to further champion the achievements and future projects of our Indigenous student body, faculty and staff. This year we also celebrate the 38th anniversary of NITEP.

To fulfill the key strategies of the June 2012 National Indigenous Education Accord, the Faculty of Education is proud to share new initiatives to prioritize Aboriginal student and faculty engagement. First and foremost, all new Bachelor of Education students will take a mandatory course entitled, "Aboriginal Education in Canada" to improve our students' knowledge in all areas of Aboriginal culture, knowledge, histories and language. In addition, innovative learning modules will provide strong and greater in-depth awareness of Aboriginal education for our new teachers. As part of our continued support for Aboriginal scholarship, we are proud to share that 12 of our faculty members identify themselves as Aboriginal.

As Dean, I offer my congratulations to Dr. Jo-ann Archibald who will present the Distinguished Lecture at the American Educational Research Association (AERA) to be held in Vancouver in April. Dr. Archibald joins a long list of distinguished scholars from our faculty whose excellent work explores the critical importance of Aboriginal engagement in education provincially, nationally and globally.

Sincerely,

Dean Frank

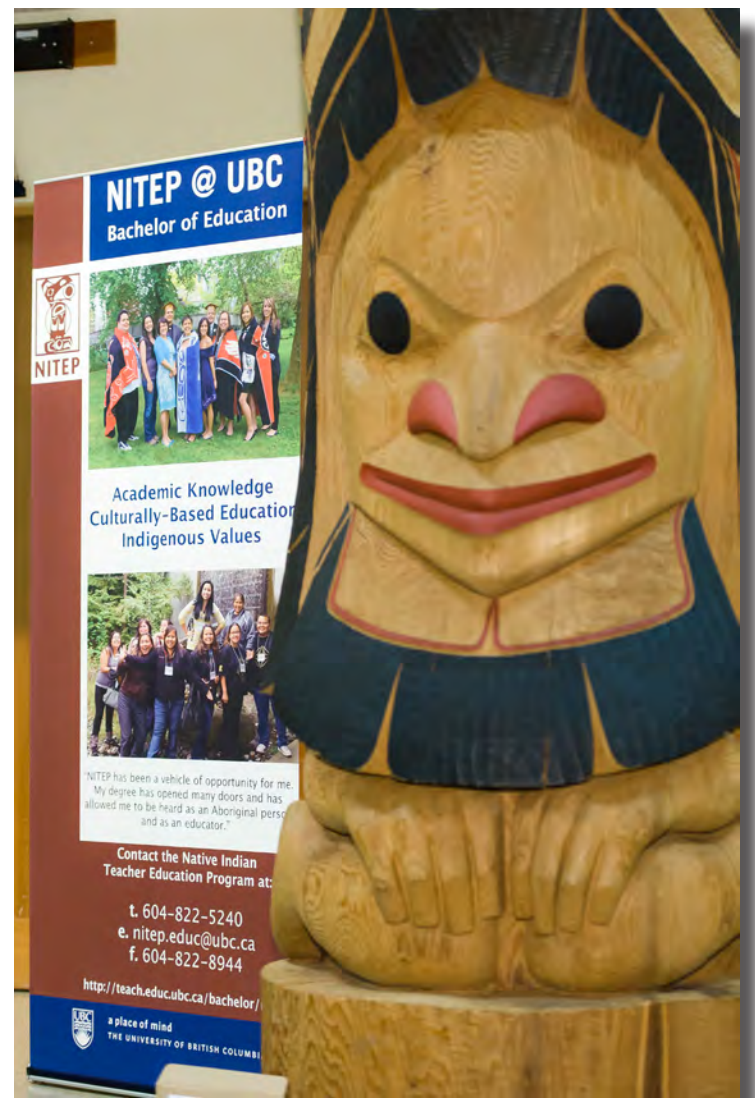


Greetings! I am from the Sto:lo – River People and the Xaxli'p First Nation (Lillooet). On September 1, 2011, I returned to NITEP as its Director. I also began my second term as Associate Dean for Indigenous Education in the UBC Faculty of Education. My journey with NITEP began in 1981 when I was a sessional lecturer at the various field centres in British Columbia. From 1983–85, I was the Chilliwack Field Centre Coordinator. In 1985, I moved to Vancouver to become the NITEP Supervisor (Director) and stayed in that role until 1992. From 2005–08, I entered the NITEP circle once more as its Director and now three years later, I enter that same circle once again. My reason for sharing my NITEP journey is that once one becomes a member of the NITEP family, that feeling of connection and responsibility is always in one's heart and mind. Many changes have occurred over the 30-year experience that I have had with NITEP specifically and Aboriginal education in general.

The NITEP theme of creating change reminds me of the story of Raven who initiated a major change or shift in the environment by bringing sun to the people who lived in darkness. The sun represents Indigenous teachers who bring together Indigenous Knowledge and other forms of knowledge that teachers' require to be effective. Creating educational change that is meaningful, of high quality, and culturally relevant and responsive is difficult and demanding. But it needs to be done if we are to make significant improvements to Aboriginal education at all levels and in all contexts.

We need to have Raven-like persistence, courage, and commitment to question what does not work and to develop many different educational strategies to bring the "sun" to places and people so that they have a better life. This NITEP Newsletter highlights many perspectives, hopes, and dreams for creating educational change in ways that would make both Elders and the Raven smile.

*Dr. Jo-ann Archibald, Q'um Q'um Xi'em
Associate Dean of Indigenous Education/NITEP Director*



NITEP LOCATIONS 2011–2012
UBC Vancouver (Urban Centre)
Kamloops Field Centre
Duncan Field Centre
Chilliwack Field Centre *relocating to Bella Bella in September 2012*

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Faculty of Education

NITEP: Traditional Values – Contemporary Program

NITEP builds upon Aboriginal identity and cultural heritage while preparing and challenging Aboriginal people to be effective educators for public, band and independent schools.

NITEP is a UBC Bachelor of Education Program guided by an advisory council of Aboriginal educators and community members, UBC Faculty, Coordinator representatives, a BC Teachers' Federation representative, and NITEP students.

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 (relocating to Bella Bella, September 2012), 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 Faculty and Staff: Marny Point, Urban Centre Coordinator; Natalie Simkin, Program Secretary; Saylesh Wesley, Chilliwack Coordinator; Jessica Jarrette, Assistant Director; Lucetta George-Grant, Years 3-5 Coordinator; Linda Williams, Financial Clerk; Dr. Jo-ann Archibald, Director; Karen Blain, Kamloops Coordinator; Sherry Dewan, Chilliwack Secretary. Not Pictured: Clinton Charlie, Duncan Coordinator.

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.



Changes are happening! This academic year is the last intake for the current B.Ed. program, including NITEP. Beginning September 2012, our Faculty will embark upon a revised Teacher Education Program that emphasizes research and inquiry, social and ecological justice and diversity, as well as increased practicum opportunities. The latter includes an enhanced practicum that encourages teacher candidates to consider a different grade and/or different school, as well as alternative settings that could include museums, early childhood settings, recreation centres, senior citizen centres, band schools, resource classrooms, correctional settings, international schools and rural/remote schools, among many other possibilities. Obtaining a B.Ed. affords graduates an opportunity for teaching certification in British Columbia, yet it also affords graduates opportunities to understand that education happens in many settings and for all ages. It is my hope that NITEP teacher candidates will be able to experience some of their practicum experiences in one or more of these enhanced practicum settings.

Perhaps more importantly, there are some changes to the NITEP program itself. These changes will assist students in completing the program in a timely manner while also dovetailing with changes to the teacher education program more broadly understood.

Details on these changes can be gained from contacting the NITEP office. I am also very excited to share that the revised program has a mandatory three-credit course on aboriginal education for all teacher candidates. This new course will assist all students in learning about the history of aboriginal education and appreciating the nature of indigenous knowledge with educational settings.

The future is about change – something the Raven has taught all of us to embrace. I wish all of you a very successful year of studying teaching and learning, and look forward to meeting you at an upcoming NITEP celebration!

Rita L. Irwin
Associate Dean, Teacher Education

Weytk Family, Friends and Fellow Educators:

It's a busy time in schools! However, what I have learned in my "short" career is that there is not a time in education that is not busy. That's what makes it the wonderful place it is. After all, schools are where change is created.

When I enrolled in the NITEP Williams Lake Field Centre in the 70's, I knew that without question, the best career choice in the world was to become a teacher. Throughout the papers, challenges of passing my math and linguistics courses, finding housing, missing my family and never having enough money I knew that at the end of it all was the most important job in the world – an opportunity to make a difference with children. Not a day has gone by that I haven't been grateful for the opportunity to be called an educator.

This fall I had the pleasure of having Jessica, Aurelia (Indigenous PhD Student), and Karen conduct an interview with four students and I in my school. I was proud and relieved to hear the students share their thoughts on what it is like to have me as their school principal. I remember hearing Chief Dan George, Dr. Verna Kirkness, Dr. Jo-ann Archibald the former co-chair, Joan Ryan and my mom speak passionately about the importance of having Aboriginal educators in schools. We, as I heard from my role models, are charged with an incredible responsibility. Our responsibility as Aboriginal educators is to rise to the high expectations that these amazing leaders set out for us in order to ensure that future generations are equipped for what lies ahead, while not losing who they are. I was relieved to hear the Aboriginal students in my school say that they believe I'm on the right path to "creating change!"

I invite all Aboriginal people who are looking for an extremely challenging and rewarding career to enroll in NITEP. I ask all the current NITEP students to persevere. Finally, I extend well wishes to all of the NITEP family of graduates and friends.

DeDe DeRose
FNEC Co-Chair



DeDe and her granddaughter Arden

NITEP has certainly changed my life for the better. I am one of the first six students to graduate from the NITEP program. The six of us graduated in 1978 from UBC: Caroline Bugge, Dorothy Chapman, Melton Charters, Ed McMillan, Doris Johnson and myself. We were the trailblazers for the many graduates that followed us to this day. During my years at NITEP I have made many lifelong friends, many I am still in touch with and others I saw during my travels throughout the Province with the Ministry of Education. The grads are doing a wonderful job of creating an educational experience that is second to none. Some of us have gone full circle as we sit on the FNEC .



Victor and his family

I have taught in Kispiox for two years and at Moricetown for some eighteen years. I have taught many students, some have started families and others have gone on to University. Due to my training with NITEP I have become a real advocate for Aboriginal students throughout the Province of B.C. My message to other educators in B.C. is to not to lower your standards because you have Aboriginal students in your classroom. We need to believe in our students and challenge them, care for them, love them and make school exciting for them.

My family has benefitted from my graduating from NITEP. Both my children know that I want them to get the best education possible and they are following in my footsteps. My oldest, Brent, can put the "Dr." in front of his name in May 2012 and my daughter has completed her Culinary Arts program and now wants to take a program working with handicapped students. A big thank you needs to go out to my good wife Gina Alfred for being very supportive of everything that I have done.

My community has also benefitted from my graduating from NITEP. I taught in their school for eighteen years and they now have a person who believes in the Witsuwet'en students. We now have many more graduating with their Dogwoods and moving on to Post Secondary. I am also the Chair for our Band Council Education Committee, where education is front and centre with the Moricetown Band Council. I keep telling our students that they can become anything they want to, I let them know that I believe in them and then they can believe in themselves and the rest will be history. NITEP, I am confident, has changed many a life for the positive and will continue well into the future. To those students wanting to become teachers, NITEP will prepare you well for a rewarding career in education, where you can mold great minds to do great things for our Nations. Thank you NITEP and all the people who have had a hand in getting all of us through the NITEP.

Victor Jim
FNEC Co-Chair

Ey Swayel, NITEPers!

As I put together this edition, I can't believe another year has come and gone, and what a year it has been! "Creating Change" has been NITEP's theme for 2011-2012 and I have had the opportunity to witness firsthand the many changes that are happening within NITEP, the Faculty of Education, and throughout UBC! The launch of the revised Teacher Education Program in September 2012 is one of the most exciting changes that will be taking place, as NITEP students will now be able to complete their program in 4 years instead of 5!

Over the past several months, I have had the opportunity to travel to each field centre to interview students, alumni, and Coordinators about their NITEP experience. They shared how they see themselves creating change on a personal level to how they are impacting Aboriginal education in Canada. Some students talked about how scared they were to leave home to come to a big university but how they found that NITEP made them feel like they never really left home at all. It was amazing to see how so many people could have such different experiences within the same program. It gave me goose bumps listening to the participants share their experiences in hopes of inspiring others to join NITEP. It made me realize how much of an impact one person can have on their community and the power of role models.

The video project was so inspiring and a pleasure to work on. I would like to thank all the students, alumni, and staff who took the time to be interviewed and share their stories. I would also like to extend a special "thank you!" to Aurelia Kinslow who did the videography. Watch for the videos on our website, facebook page, and other locations in the spring.

While creating change can be exciting, embracing change can sometimes be challenging. This is definitely the case as we close the Chilliwack field centre this June and open a new NITEP field centre at Heiltsuk College this coming September. While I look forward to meeting the Bella Bella students, faculty and staff, I am sad to say "so long for now" to Chilliwack Coordinator Saylesh Wesley and Secretary Sherry Dewan. I know our paths will cross again but I will miss working with them everyday! "Yalh yexw kwas hoy" for all of their hard work and dedication to the program over the last four years! I am thrilled to welcome the Chilliwack students to the UBC-Vancouver campus this fall as they continue their studies.

I am excited to see what changes the rest of the year will bring and to witness the change that NITEP and our students will create.

Hoychexw!

Jessica Jarrette
NITEP Assistant Director

Message from Xwi7xwa Library

Some things I get to hear as a librarian: "I had NO IDEA you could help me narrow down my topic;" "Wow, I didn't think the library had more stuff than Google Scholar;" and "You know, I've been a student here for 3 years, and didn't even know how to find a book on the shelf!"



It's truly a joy when a student leaves the library with books and articles in hand to complete their assignment. As a librarian, this is the most rewarding aspect of my job. What's a librarian's job all about, you may wonder? It's about building relationships with students to help you feel welcome in library spaces: physical ones (the building and the books), digital ones (our library catalogue, databases, and research guides), and community ones (places to work on group projects, or show your sister where your uncle's photo is in that book about your community). It's about teaching you how to navigate these spaces so that you feel confident that you can find those 5 resources that your professor asks for in your assignment, and knowing that you can ask a librarian for help when you need it.

Speaking of relationships, NITEP and Xwi7xwa have one that goes back to the 1970's when the library was housed in a classroom in the NITEP huts. We have a new facility now, but much of our collection was donated to us from NITEP. From DVDs to view in class, to language learning materials, to a salmon board game, Xwi7xwa has curriculum resources that can help you achieve your goal of bringing more Indigenous perspectives into your classroom. Our reference folks can show you how to look specifically for curriculum resources in the online catalogue, as well as help you look for those elusive peer-reviewed articles (and explain exactly what that means!).

Please feel welcome to get to know the Xwi7xwa staff, collections, and building. You can pop by with your questions during our reference hours, or make an appointment with a librarian for anything from learning the basics to your more advanced research questions. Studying at one of the field centres? No problem! You can call or Meebo to chat with us. I look forward to seeing you at Xwi7xwa!

Sarah Dupont, *Aboriginal Engagement Librarian*
sarah.dupont@ubc.ca tel: 604.822.0480

Kim Lawson, *Reference Librarian*
kim.lawson@ubc.ca tel: 604.822.4598

Photos Credit of Don Erhardt



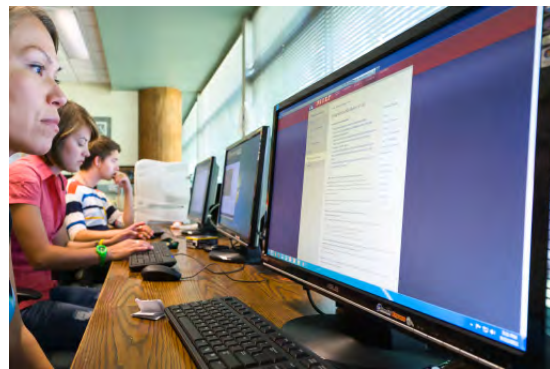
Message from the First Nations House of Learning

Over the past year the First Nations House of Learning team has continued to be inspired by the change being created all around us here at the University – from the growth we’ve seen in students as they work their way through their programs, to the societal changes being made to by faculty members, like improving health in Aboriginal communities or transforming the processes of Aboriginal rights litigation.

The First Nations House of Learning is also creating change: we’re working with other units across campus to make UBC more responsive to the needs of Aboriginal students and communities. This year, for example, we’ve worked to make it easier for students to access housing, launched a new summer camp in partnership with the Pacific Institute for Math and Science (PIMS), offered an Aboriginal student orientation, and worked to have 14 First Nations languages added to the list of approved courses for UBC Vancouver admissions requirements.



The 2011 Jumpstart Orientation Aboriginal Cohort
Photo by Thane Bonar



The Longhouse computer lab was upgraded this year and now offers Mac and PC workstations
Photo by Don Erhardt

We’ve been making changes here at the Longhouse too – to both our facilities and services. The Computer Lab has been upgraded and now features brand new PCs and Macs, including two stations equipped with video editing software. In partnership with the Faculty of Science, tutoring services have recently been expanded, with Math, Chemistry, Biology, and Physics tutors available.

Anyone who has been around the Longhouse has probably also noticed an increase in the amount of physical activity taking place: Outreach Coordinator Rynne James has launched the FNHL Sport and Social Club which takes part in intramural sports and offers other activities and events as well. We’re especially proud of our basketball team, FNHL Fusion, who took home the Nitobe cup this Fall. There’s also a new running group and Kung Fu classes available.

One of the biggest changes at the House of Learning has been the arrival of our new Associate Director Debra Martel who came to us from the Vancouver School Board where she was District Principal for Aboriginal Education. Deb brings a wealth of experience and knowledge to the House of Learning and is a great addition to our team.



Photo by Don Erhardt

The Aboriginal Community at UBC continues to grow: over the past few years the number of tenure track faculty members has almost doubled, the latest addition being Dr. Candace Kaleimamoowahinekapu Galla of the Faculty of Education. We’re also happy to report that this September UBC Vancouver admitted 117 new to UBC Aboriginal undergraduate students – up from 75 in September 2010 for an increase of 56%.



Global Indigenous Conference Organizing Committee with Dr. David Suzuki
Photo by John Sawatsky

The Longhouse continues to serve as a centre for this community, with exciting new events and initiatives happening all the time. Last April a group of students put on a hugely successful Global Indigenous Conference which included, among others, David Suzuki, Guujaw, and Klaus Quicque (an Indigenous Activist from Peru).



Chief Bobby Joseph of the Indian Residential School Survivor's Society addressing participants in the Dialogue on the Indian Residential School System.
Photo by Thane Bonar

In November we welcomed nearly 200 senior university administrators, national Aboriginal leaders, faculty members, and residential school survivors for a dialogue on the history and legacy of the Indian residential schools and the role that contemporary educational institutions can play in addressing them. The deeply moving speakers had a profound effect on

participants and it was widely viewed as a successful start to what we hope will be an ongoing dialogue at the University.

Another highlight of the year has been the residency at the Longhouse of acclaimed Native American poet, writer, and performer Joy Harjo.

During her stay in January and February, Joy engaged with students, faculty, staff, and the wider Vancouver community through a range of activities. A truly inspiring artist, we are grateful for the time she spent with us and the wisdom that she passed on.

This is just a small sample of what has been happening over the past year, to learn more, visit the Aboriginal Portal at <http://aboriginal.ubc.ca>. We also hope that you will like us on Facebook at www.facebook.com/thelonghouse and follow us on twitter @UBCLonghouse.

If there are changes that you'd like to see at the Longhouse, or anywhere at the University, we would like to hear about it. Send an email to Rick at fnhl.coor@ubc.ca or come by the Longhouse to talk to us.



Participants in the Aboriginal Jump Start Orientation took part in academic and cultural activities
Photo by Thane Bonar

ARE YOU LOOKING...

for a career as a teacher?

Are you Aboriginal, Inuit, or Métis?

Are you ready to undertake the challenge of University Education?

THEN LOOK into NITEP!



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.



CHILLIWACK FIELD CENTRE



L-R: Sherry Dewan (Secretary), Carlene Quock, Kye Smith, Francis Pierre, Elena Kenworthy, Saylesh Wesley (Coordinator)



Ey Swayel NITEP,

My name is Saylesh Wesley and I am the current Chilliwack Field Centre Coordinator. Over the past four years in this role, I have witnessed how we have transformed culturally-based education by sharing our stories and creating change. As much of a phenomenal accomplishment this has been, I know full well that this cycle must continue. While NITEP truly marks an education that offers potential Indigenous teachers an education that is not only enriched by such a pertinent program, it also provides a sound experience that maintains a certain spirit that would make our ancestors proud. The Chilliwack Field Centre re-opened in the summer of 2008, and now it will relocate to Bella Bella. There is no doubt that the Stó:lō nation will miss this catalyst of change, but it certainly embraced, fostered, and infused it with the local ways of knowing. The nation also sends it off with much respect and gratitude and prays it takes the same blessings to Bella Bella.

In this final entry as Coordinator, I bid you all farewell, but not goodbye. As a NITEP alumna, my love for this "family" will endure. It has truly been my pleasure to work with a team that transforms with grace and strength, and to all of them I say with my hands raised, "Ey siyam tel siyaye." Not only did I have the opportunity to return home to NITEP, I literally took NITEP home with me out to Chilliwack. Now that is a full-circle experience.

I will continue on with my life-long learning, wherever and however that may look, with one hand forward and one hand back.

Kwas Hoy,

See-maht-see-ya
Saylesh Wesley
Chilliwack Coordinator

As time passes we realize it goes way too fast and if there is something we can do to make positive change in a kind way, then let's get it done today!

Hello NITEP Family,

My name is Sherry Dewan and I am the NITEP Chilliwack Field Centre Secretary. As it's now going into my third year at the Chilliwack Field Centre I realize what a truly great honor it has been to be a part of such an instructive UBC program. All of the components of the program are such great building blocks for our future educators and our spirits.

To be able to work and assist with the students has been such a rewarding experience and to grow a relationship with each of them has been equally the same. Our students are so determined and such strong individuals that I know, in the next few years, they will flourish into the most unsurpassed culturally traditional educators.

With the guidance of our Elder-in-Residence, Charlotte Point, it has been a true blessing each and everyday to listen to her guidance and mentoring our NITEP cohort.

As this will be my last entry into this newspaper, I want to express my gratitude to UBC and NITEP for educating me and the fellow NITEP students and staff & faculty to realize the true meaning of our being here.... TO BE AND DO THE BEST WE CAN! My colleague and friend, Ms. Saylesh Wesley has helped our students and myself mold into realizing who we are and our purpose to help others achieve an educational standard for future generations. Thank you.

Sherry Lynn Dewan
Chilliwack Field Centre Secretary



Hi Everyone,

My name is Carlene Quock. I am currently in second year of NITEP. As I sit here and reflect back on my first year I can see how much I have transitioned as a school teacher candidate. I feel that I have grown so much as a person, as a mother, as a spouse and as a student. This change was brought upon me in face of challenge.



My first year was challenging. It was a year that was also about finding out how much I wanted to be successful and what it took to attain it. One of the most important discoveries that I became aware of during my education journey was the impact that we as educators have on society. We have so much influence on the generations to come - but we can't do it alone. "It takes a community to raise a child" is a philosophy of many First Nations people. This is so right on so many levels but the most important part of this quote is that society as a whole has to be all of our responsibility; only then will there be true change. Education is important. Educators are important. Aboriginal educators are important. Together as a community we can bring about change. Real change. Education is transition as we are life-long learners.

Carlene Quock
Year 2

CREATING CHANGE. When I read those two words together, I find myself thinking about growth. I will use a line I wrote in a paper I am currently writing: "This brings to mind that teaching: learning is a life long process. Without learning there is no growth and without growth, one cannot truly live."

Growth is change. Change is growth. These two aspects of life are relative and either cannot exist without the other.

That is my understanding. If creating change is our goal as NITEP students, then how can we do this exactly?

Creation is a very powerful word. It is a word of responsibility. The Creator made/crafted us and this land we walk on and we were given a great responsibility as caretakers.

With that in mind and as teachers of our children—our future leaders—it is our responsibility to ensure they have the knowledge they need to continue our journey as Indigenous people; and while navigating colonial corporations and technologies. As indigenous people and teachers, we need to pause and take a breath. The world is moving by so quickly and we are forgetting what it is we are trying to accomplish. Growth takes time, therefore change takes time. A teacher encourages growth. A teacher encourages change. With this knowledge we are learning as NITEP students, we are already beginning to take the steps towards creating change.

Let us learn, let us grow and let us change. With that said, in Sto:lō territory, I am Kwelaxtelot. Back East, I am Wijiunmiguunukwe. My English name is Karla. I am happy to be back within NITEP and I look forward to this journey we are on together.

Karla Kay
Year 2



CHILLIWACK FIELD CENTRE



My name is Elena Kenworthy and I am from the Katzie First Nation, which is located in Pitt Meadows, BC. I have two daughters, Jae-Lynn who is three years old and Jada-Lee who is one. Having children and going to school has been a challenge but it is something that can be done. I am thankful for the support of my family and friends to help me create change in my life for the better.

I am currently attending my first year of NITEP at the Chilliwack Field Centre. This is my first year of any post-secondary schooling and it hasn't been easy. I am very grateful for the NITEP staff because they are so supportive. They have made university very welcoming.

Education has been a part of my life for many years, not through the school system but through my community. Throughout high school I volunteered and worked for my community during the summer. We ran a program for the kids, which prepare the students for their next year of schooling. I was also a child/youth worker for one year in my community. Being able to work for my community has really inspired me to become a teacher. I want to contribute to the success of our children's lives. I want to see them succeed in life and "GO THE DISTANCE". When I become a teacher I want the children to feel comfortable with who they are as aboriginal people. I hope that when I do become a teacher our society will be different and that I will continue making a difference for the sake of our people.

*Elena Kenworthy
Year 1*

Hello, Seqwania tel skwix

My name is Charlotte Point, I've had the privilege of being the Chilliwack NITEP Elder for the past few years. I was born Sto:lo of the Steqoye, Wolf People of Swamath tribe. As a child I was raised seeped in the tradition with much history, culture, stories and spirituality. With most of my career working in education, I feel very comfortable offering my time and knowledge to the students in the NITEP program.

Many hours filled with intense discussions, frustrations regarding time, budgeting, family issues and of course, academic fulfillments with the students having enriched my life and, I hope theirs also. We had times of tears, laughter and real youthful exuberance; as well I'll always cherish these memories.

With our time at NITEP coming to a close, I appreciated this opportunity to be involved in the program and have only the best wishes for its future.

Many thanks,

*Charlotte Point
Chilliwack NITEP Elder*

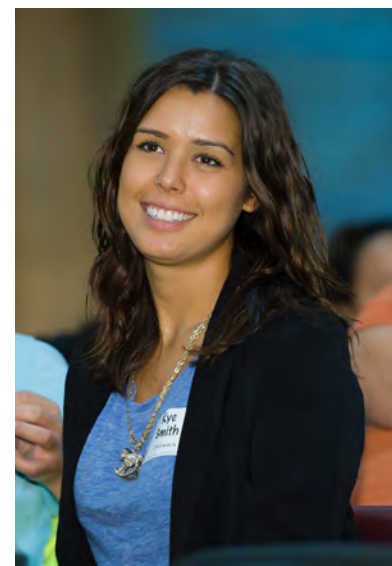


I am Kye Smith of the Chukchi Nation. I am in my second year at the Chilliwack Field Centre and I hope to be a middle years science teacher. My first year as a NITEP student was challenging both academically and personally. Through the obstacles I've overcome, it has renewed and strengthened my desire to become an indigenous educator and refocused me on my journey to that goal.

Create Change.

If you asked any educator today their opinion of our current educational system the answer would be unanimous, we are working with a broken system, a system where students with diverse cultural backgrounds are left feeling alienated by the system. This feeling of alienation keeps students from being able to see themselves in the educational and academic settings and restricts the successes of these students. As an Indigenous educator it is clear there are still cracks in our system. The change that I wish to create as a NITEP student, and one day a NITEP graduate, would be that students at all levels receive the same culturally inclusive curriculum that I have received as a NITEP student. Knowledge is empowerment. The lack of cultural knowledge for students of any background is a fault in our system that we must stop. The perpetuation of the systemic oppression of our cultural minority groups, especially indigenous people, continues to be alive and well. It is our responsibility as Indigenous educators to create necessary change.

*Kye Smith
Year 2*



DUNCAN FIELD CENTRE



Greetings friends and relatives,

Hello from the NITEP Duncan campus, I am Clinton Charlie and I am a proud member of the Penelakut tribe. My parents are James and Lexi Charlie. My mother Lexi is also a NITEP grad and she completed the program in 1998. I am the Interim Duncan Coordinator and am often referred to as the new “Jackie”. Yes, yes I too miss Jackie Agostinis and I wish her all of the best in the future.

Over the past few months it has been quite an adventure and experience working with our students and staff. I would like to thank the students and staff for their continued patience and support. In the New

Year we lost (and the Urban Centre gained) a student who transferred back to UBC-Vancouver. At the same time we had one student return in 2012, so I would like to welcome back Rosa Horne.

Every member of the NITEP family has been very supportive and tolerant with me over the past few months and I thank them all for their continued support. The students and I are getting settled in our brand new campus and classrooms. It is quite a big adjustment; at the former campus we had our very own NITEP room and now we are bouncing around from room to room. The important thing is that we are preparing our teacher candidates to become teachers and role models in their own communities. Just like my apprentice Rupert Richardson noted in his graduation speech, **“We are powerful people, so let’s do powerful things”** We can achieve this by giving our teacher candidates support, guidance, experience and the proper tools to become an ideal teacher. We all learn through trial and error and what is good about NITEP is that we are a family and very supportive of one another.

This is why it is vital that we prepare the NITEP teacher candidates to the fullest. And we can help prepare them by bringing in speakers, specific readings and assignments, resource people, school visits, Lucetta George-Grant and most importantly Elders to give the students support, guidance and valuable teachings.

As each individual learns differently, it is important for the students to learn from various teaching styles. The teacher candidates have the luxury of having a number of instructors this year as EDUC 140 and 240 are being taught by Carrie Reid, EDUC 362d, offered at our campus for the first time, is being taught by Stephanie Stephens. Nirmal Bawa is still teaching LLED 336 and I am currently teaching EDUC 143 and EDUC 344. From each of these instructors the students will learn valuable teaching techniques and gain wealth of information from discussions and lectures.

It is pretty safe to say that we all want to become teachers for the same reason. As we all want positive change within our own communities and a better change for our people. One day at a time we can achieve this by becoming certified teachers. There is no better way to achieve this by entering the NITEP program, so shoot me an email: clinton.charlie@ubc.ca, I will send you an application package. As my hero Gandhi noted: **“Be the change you want to see in the world.”**

I attended my convocation in November, walked across the stage and received my Native Indian Teacher Education Program degree. It was one of the proudest moments in my lifetime as I checked one thing off of my bucket list. It was more memorable to have my family and parents in the crowd at the Chan Center. Five years of being a starving student, papers, mid-terms, readings and finals at the end it was all worth it. Honestly, I would not have achieved this without the support of family and friends, so I raise my hands to them and say thank you.

If you are ever in town stop by for a spot of tea, or if your community is hosting an event and want NITEP to set up an information booth give us a call.

For the people,

*Clinton Charlie
Duncan Coordinator*



Back L-R: Lucetta George-Grant (Interim Coordinator), Patti McMullan, Anderson Peter, Shannon Pite, Diana James
Front L-R: Kelly Hall, Catherine Joe, Tara Thorne, Adrienne Harris



My name is Adrienne Harris and I would like to introduce baby Adrienne Peter to the NITEP family. She was born June 27th, 2011 and she is my fourth baby. I am currently in my third year secondary option.

Unfortunately, my plan to teach math has switched to History and English. I found that the fast pace of math is not for me although it has not stopped me. I still take math

classes so I can reach my goal one day; I plan to tutor math in my community. I am lucky to have Anderson Peter by my side. He is the father of my children and is also in his third year secondary option. I find that when both parents are in school there are many sacrifices, that I know will be worth it when we graduate from NITEP. I am excited to go to UBC for our final year. We are currently working on our academic credits and are almost there.

NITEP has changed my life in many inspirational ways in and out of the classroom. My kids are now talking about becoming teachers. Changing my life and becoming a teacher is changing my own children’s goals in career choices; they are setting their standards as high as I am and that makes me a proud mother. NITEP creates change for me and our people and I am proud to be a part of this change.

By being a role model, by becoming a teacher, we will raise the Aboriginal graduation success rates in British Columbia. One of our goals is to help save our language by teaching it in the classroom.

Hy`ch`qa

*Adrienne Harris & Anderson Peter
Year 3*

Gilakasla! Nugwa’am Malidzas tlu Tlilinux. Welcome! I am Shannon Taylor Pite. I am Namgis and Dzawada’enuxw First Nations. I have been wanting to go to school for my degree for sometime. I feel that NITEP has been amazing and I would like to give back to this program eventually. I want to recruit students and let them know how supportive NITEP has been.

I am in my third year here at NITEP. It has been a whirlwind. I did not want to go to Vancouver to go to school. I was freaked out about it. As time went on I realized I needed to do this. I am moving to Vancouver to get my teaching degree. I will be walking through those doors at the Longhouse. I envision this when need be. I was in a rut and it has taken me four months to get grounded. I am back and full of confidence! I am back. I am committed and I look forward to what my future will bring me.

All my relations,

*Shannon Pite
Year 3*



DUNCAN FIELD CENTRE

Hello my name is Catherine Joe, I come from Quw'utsun Territory where I was born and raised.

I am in Year Three this year at the Duncan Field Center, and I find that NITEP is shaping out who I am as a person; it has changed me for the better. I have learned many different cultural perspectives during my time as part of the NITEP family, as well as learning the many prosperous perspectives of my cohort and Instructors.

NITEP has changed my family. I think that the bonds of family are even greater within my family. My mother has pushed me throughout my schooling, she is now helping me pursue post-secondary, I have a very supportive spouse, and when I see the eyes of my children sparkle and light up, I realize how very grateful I am to be where I am today. I am often away from my children, partner, and family but everyone understands that I am pursuing a career to help create change. My family has been the backbone to my success, it is for them and because of them I am able to keep moving forward to make a difference.

Within Quw'utsun there are NITEP graduates who are working and making the change for our community, my goal is to help create change for the Quw'utsun community as well. I want to bring forth my outgoing personality with my presence; knowledge shared with me from my family, friends, cohort, instructors as well as a student learning yet, to pass on to the following generations that I will strive to help for the better.

NITEP has created change within me, my family, and my community, pursuing for a goal of life-long learning.

Huy tseep q'u,

Catherine Joe
Year 3



I chose NITEP not really knowing who I am. But once I began the program, it made me question about myself; about who I am and where I want to go... During this journey, I realized a few different things that I feel are important to me; I want to make a difference in Aboriginal education. I want to give back to my community in a good way that will help other Aboriginal students succeed through the education system. I value education and I believe that it is an important milestone in everyone's lives. I can remember how difficult it was for me to go through elementary school, and I want to help others. There was not much support for Aboriginal students when I went to school, so I want to do my best in being a support.

Another thing; culture is important to who you are. I feel that culture is important in helping our children identify who they are. I believe that culture is a key in helping Aboriginal students succeed in not only education but life itself. I am one of the many people who have been effected by the assimilation process of colonization. I have grown up seeing many forms of abuse and how it has effected many people in my community. This has affected me, but knowing that I have a wonderful family that loves me has helped shape me who I am today. I have also realized that there are so many other people who have been effected as well and I am not alone. I have learned through a close friend (Tammy) during a heated conversation with a lady that commented on how Native people have it so easy because they have free education. This lady didn't understand why there aren't more Native people taking advantage of free education. I have to say, Tammy handled the situation nicely by simply

explaining that our people all have been effected due to assimilation and that everyone has been effected in many ways. This moment has taught me that there are many people who do not understand who we are, where we come from and all assume they know what they are talking about. It has made me think about where First Nation people are in the category of education. Aboriginal students seems to always be compared to other groups and have ranked low on the educational bar. But, we as a group should not look at this comparison in a way that discourages us. We need to look at it in a way to see how far we have come. Aboriginal people have come far and we all need to be proud of that. The process of healing may take some time, but I feel that 'in order to heal we as First Nation people need to to move forward'. Others may say that "We need to heal in order to move forward" but I believe that education is a way that can help us move forward as way of strengthening ourselves with education in one hand and culture in the other.

Knowing that the world does not realize how different everyone is effected, is frustrating, but it also lets me know that it is important that our children know who they are, where they come from and where they are going. My struggles and pain do not shape who I am but, it has given me strength on who I want to become. I now know that I can become the person who I see myself as.

A PERSON HAS THE ABILITY TO BECOME THE PERSON WHO THEY SEE THEMSELVES AS

I think it is important to teach our children the ability to make choices and the ability to change. You see, just because I have been affected by the colonization process doesn't mean I will become an alcoholic or poor person. I don't identify myself this way. I acknowledge that my story has struggles, and I have realized that I can use them in a way to give me strength. As Aboriginal Educators, we have the ability to encourage children who they want to be. We can help them figure out what they want to become and where they want to go. It is important for Aboriginal students to have that help, and support. I want to provide my students with an environment that will encourage them to explore who they are, and to give them a chance to express what they want without any worry about what others think of them. I will help them grow in a way to be proud of who they are; by supporting their search in finding their identity through culture, by celebrating the small milestones and keeping track of how far they have come.

Thank you,

Tara Thorne
Year 3





MORIES



KAMLOOPS FIELD CENTRE



Weytk,

I am Karen Blain – Sto:lo, Shuswap and Thompson ancestry. I am the Coordinator for the Kamloops Centre. My parents are Stan and Bessie Blain. My mom is from Chehalis Band and my dad is from Ashcroft Band.

NITEP's theme this year is "Creating Change," that is imbedded within all of our courses throughout the year. This year has brought about a major change within NITEP – hence the theme. It is an exciting year because we will be implementing the revised Teacher Education Program, which allows students to complete NITEP in 4 years instead of 5!

Kamloops has an amazing group of students this year, I admire their dedication to their studies. They will be great teachers. Kamloops NITEP students are:



Back L-R: Kimberly Siwallace, Erin Mitchell, Ticwtkwa Nelson, Ken McIntyre, Middle L-R: Karen Blain (Coordinator), Marissa Squakin, Nicole Meldrum, Jacqueline Merritt Front L-R: Kenthen Thomas, Bonnie Reber-Walsh, Charmayne Jules, Zelkwa7 (Ticwtkwa's daughter), Noel Froste

Year 3 / 4 Academic year

Ken McIntyre
(Rhea)Ali Arnouse
Bonnie Reber-Walsh
Charmayne Jules
Leah Hjorth
Julianne Peters

Skuppa Band
Little Shuswap Band
Métis
Adams Lake Band
Nazko Band
Canim Lake Band

Year 2

Marissa Squakin
Kimberley Siwallace
Erin Mitchell
Ticwtkwa Nelson

Upper Similkameen
Nuxalk – Bella Coola
Haida Gwaii – Old Masset Band
Mount Currie Band

Year 1

Kenthen Thomas
Jacqueline Merritt

Neskonlith Band
Xeni Gwetin

With the Memorandum of Understanding between TRU and UBC, students have the option to enter into the BEd Program at TRU if they fulfill the academic requirements. We have two former NITEP students who will be graduating from the TRU Bachelor of Education Program this year. Congratulations to Marilyn Adolph and Kendelle Weberg, we look forward to your upcoming graduation ceremonies!

Kamloops NITEP students take part in a number of activities at TRU including the First Friends Feast, welcoming students back at to school at the Gathering Place, "House 5," International week, and Aboriginal week. Thank you Marissa for representing NITEP in the First Nations Student Association at TRU. Marissa keeps us informed about this very exciting week. Kamloops NITEP attended the NITEP Student Gathering at UBC-Vancouver in September. Our students want to fundraise to visit UBC-Vancouver again at the end of the school year.

Our student representatives this year are Kimberley Siwallace and Jacqueline Merritt. These students will attend the FNEC (First Nations Education Council) meeting at UBC-Vancouver. Thank you Kimberley and Jackie for a job well done.

We have had a number of guest speakers this year and I would like to thank you from the bottom of my heart. Deborah Wilson-Green, Bella Morris, Tod and Rhona Tomma (Bowe), Mike Arnouse, Rene Spence, Bette Shippam and Garry Gottfriedson. Thank you for sharing about Aboriginal Education. Each presentation has been very captivating and a great learning experience.

Our students learned about traditional education and the importance of ceremonies, special needs, changes in First Nations education in public and band run schools, teaching perspectives, traveling and being immersed into a different culture and adaption of curricula, stories and meaning from elders, and lesson planning.

We look forward to hosting Dr. Blye Frank, Dean of the Faculty of Education at UBC, Dr. Jo-ann Archibald, Associate Dean of Indigenous Education and NITEP Director, and Jessica Jarrette, NITEP Assistant Director on March 15th, 2012. Lucetta George-Grant the On-Campus Coordinator will be coming by the end of this term.

Students are looking forward to their education observational placements in the local schools. In September 2012, Kamloops NITEP will be extending courses over to NVIT in Merritt, courses that will be offered in September are: EDUC 244 and EDUC 140. Courses offered in January 2013 are: EDUC 244, and EDUC 141. EXCITING!

*Karen Blain
Kamloops Coordinator*

Hunlith, sid sezanestih, Jacqueline Merritt setsedinh (Hello, how are you? I'm doing fine my name is Jacqueline Merritt).

I am from Xeni Gwetin (Nemah Valley, B.C.) and come from the Tshilqot'in (Chilcotin) First Nations aka River People. I grew up on the reserve most my life and it definitely gave me the persuasion to become a teacher to enhance the learning and cultural experience in the classrooms. This is my first year in NITEP and going to Post-secondary at Thompson Rivers University in Kamloops. It definitely has been a great cultural and education learning experience for myself. Having the opportunity to take pride in my control and to learn education techniques that I can share with my students. My family and community have been such an inspiration in my choice of career, the positive feedback and confidence they give me is overwhelming!

Knowing that I can take my teaching and bring it back to my community helps me know that I have chosen the right career to make positive changes in our future generation. Sechanlagash, thank you for your time.

All my relations.

*Jacqueline Merritt
Year 1*

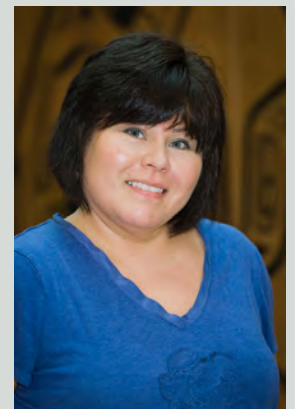


Hello everyone, Happy New Year! I am very excited to say that I am in my fourth year of the NITEP Program.

I have had a wonderful journey so far and I am sure that this semester will be just as good. I have found my little niche, I love anthropology. This semester I have four courses that are all about First Nations issues and they are so interesting. I hope everyone has a great year.

Best wishes,

*Bonnie Walsh
Year 4*



KAMLOOPS FIELD CENTRE

Weytkp, my name is Kenthen Thomas. My Grandparents are Mark and Mary Thomas, Herbie and Susan Johnny. I am a Secwepemc Native from Salmon Arm, born in Kamloops raised in Kamloops, so going to Kamloops NITEP Field Centre is like returning home.

I am currently a full time student, the path to get here started with theatre with Simon Fraser University's "Dream Weaver Theatre", "Secwepemc Theatre" and finally "Senklip Native Theatre". Performing in approximately 20 plays, the path and the realization of the culture began with the theatre experience. After performing with the Theatre companies, I started and completed a diploma in Human Services from Grant MacEwan College. With this diploma, I worked as a youth worker for the Boys and Girls Club of Kamloops, Neskonlith Indian Band and then Sookinchoot Youth Center in Vernon.

Afterwards I took on construction as a break from youth work, followed shortly thereafter by CP Rail as a train conductor out of Revelstoke, British Columbia. Upon being laid off, I enrolled and got accepted into NITEP. Thus, here I sit today writing this article. I took on education and teaching as an extension of the youth work. While I enjoyed youth work, teaching seemed like the next logical step. Plus, I also want to make my friends, family and son proud of me. But most of all I would like to make myself proud and it's those supports of my friends and family that keep me going.

As for changes I think I'll make? I'm not sure if I care to place that much importance on myself quite yet, I think I'll just remain and contain the focus on my studies for now. As for changes in Aboriginal education, I've seen many, I've seen many more graduates, I see more youth getting involved, I see a lot of positivity but I also see where more can be done. Before I finish, I'd like to thank certain people for their continued support, Phyllis, Gerry Thomas, Susep, Rhonda Soulle, Linda, Edna Billy, RWZ, Lou Thomas and Iris Jules.



Kukstemc,

Kenthen Thomas
Year 1



My name is Peptwina, but my English name is Marissa Squakin, my family is from the Okanagan territory and I am a member of the Upper Similkameen Indian Band. Currently, I am in my second year of the Native Indian Teacher Education Program (NITEP), although it is my fourth year attending Thompson Rivers University (TRU), in pursuit of a career as a Secondary Teacher of Sciences and Spanish.

There are many reasons why I have chosen this profession, but the most prominent one is that teaching allows me to not only be a role model to others but also to combine my passions of teaching, working with youth, and the advancement of Aboriginal people. Over my years as a post-secondary student I have seen, as well as taken part in, many changes in Aboriginal education—on the Post-Secondary level. Still the reality there that there are more advancements to be made hang in the air.

Thus, in the past year—through my involvement in various Aboriginal/First Nations groups such as the: Aboriginal Awareness Week and Powwow Committees, First Nations Student Society (FNSS), Aboriginal Mentoring Program, and Peer Tutoring—I have begun taking on a more active role in the changes and promotion for success of Aboriginal education. In these groups not only do we work towards improving the experience of Aboriginal students at TRU but we also extend our efforts to include creating a more uniform understanding of Aboriginal people and culture among the non-Aboriginal community and faculty at TRU.

You may be amazed at the number of extra-curricular groups I take part in, further more you may wonder how I balance everything—school, relax time, and my groups. My answer is my family, friends, and my boyfriend—whom lives in Alberta, yes long distance relationships are daunting but with the right person it is worth it. Without them to bring me back to earth after a week packed full of meetings, proposals, and homework I don't think I would survive. They remind me why I do what I do, I work hard not only because I have high expectations of myself but because I look at my nieces and nephews and I see the future I would like to help build for them. I work hard in the expectation that my hard work will provide.

So thank you for taking the time to read the words I have to share, I wish you all the best in your studies, work, and life. I hope that I was able to inspire you to continue to strive no matter what it is for because the only thing that matters is whether what you are striving for is important to you.

Marissa Squakin
Year 2



URBAN FIELD CENTRE



O si?em tə si:yeyə, ʔəy tə nə ʃxʷqʷələwən tə na sweyəl!

My friends, I feel good today! or literally
 “Good are my feelings, or thoughts, this day!”

I am the Urban Program Coordinator, an Instructor and also a NITEP grad – Class of 2002! I am happy to be working with our future Aboriginal TEACHERS!! I work at the Urban field centre, which is located on UBC campus, and sits on the traditional and unceded territory of the Musqueam people, of which I am so glad to be a member of.

I have a wonderful job! Working at NITEP is like – well just being with good friends everyday. We have a wonderful staff, committed to ensuring the quality of our program and students/pre-service teachers and their learning. Our mission is to nurture and cultivate the NITEP values and philosophy; best of which is the entire staff understands that our students’ success is top priority!

I am also an Adjunct Professor with the UBC/FNLG [First Nations Languages] teaching the second year Salish Intermediate – the traditional Musqueam language; hənqəminəm, teaching UBC students as well as some Musqueam community members.

It is a wonderful day today – it’s Groundhog Day, and he saw his shadow! So according to folklore, it means we will have an early spring! We are looking forward to the change of seasons, and like the changing of seasons – we, at NITEP are committed to creating change in Aboriginal education! Envisioning that every Aboriginal grade school student will receive and engage in a relevant, honorable education and at the highest quality and our NITEP students understand that they will be apart of that change.

As I write this submission, the First Nations House of Learning social space is buzzing with students prepping for Midterms; students are currently poring over books and notes studying for their tests. It was a very busy term with, developing new friendships, study techniques and time management strategies, as well as, supporting each other in all of their studies – but the students have done a great job and I am sure they will have continued success!

Marny Point
 Urban Coordinator



Back L-R: Rusty Jaques, Johnson Wilson, Lois Vader
 Front L-R: Landon Gregg, Raven McCallum, Amanda Reid, Marny Point (Coordinator)



My name is Raven McCallum. I am from the Haida Nation and in my first year at the University of British Columbia, Bachelor of Education with the NITEP group. I first knew that NITEP was going to be my future when I saw an advertisement in the newspaper, at the time I had not completed my grade twelve – but I was immediately motivated to go back to school and graduate with high grades. I followed through with my goals and was accepted into NITEP! I was the first person in my family to graduate, let alone attend a Post Secondary school – UBC! I take pride in being a role model. As a role model I have the opportunity to make a difference in someone’s life. Being a part of this process has been the most rewarding experience I have ever had.

Raven McCallum
 Year 1

I am Landon Gregg, from the Nak’azdli Band in Fort St. James, B.C.



NITEP has given me many changes, going from high school straight in to University was a huge change in my life, as it forced me to be more independent in my studies. Moving from Fort St. James to a residence on campus was also a huge change – because I was leaving my family to live on my own with other students. Leaving home was also difficult; I left my community and reservation both of which were the only places I ever lived!

Regardless of these changes, I am proud and happy to be where I am today! I hope to go back to my home community to teach and create change there for my people by the way of education. I can’t wait for what the future holds!

Musi,

Landon Gregg
 Year 2

My name is Amanda Reid and I am from the Heiltsuk Nation – up north in Bella Bella.

I have yet to venture to my community, but it is my goal that I will teach there one day! I am in my second year in the NITEP program and so far I love it! I have chosen the secondary option, I am not sure of my Major, either History or Geography. I want to teach in Secondary, or high school because of the circumstances – thinking back to my own life experiences in high school. I may not enjoy the academic side of school – all the homework and whatnot, but the social aspect has been great.

Here at NITEP, there is never a wasted day, there is always something to do, from the NITEP luncheons with the on campus group to the Seminar Kung-Fu sessions. For me personally ‘creating change’ begins with the self, and since coming to NITEP I have grown a lot. I have learned to love my culture which will one day reflect back to my community, helping in anyway I can. As for my family they are very proud of me – they understand that I am ‘creating change’ for my future, my community and myself.

Amanda Reid
 Year 2



My name is Lois Vader from Sechelt, B.C. I am in my second year of the NITEP program and am thoroughly enjoying my learning experience. I feel so privileged to be a part of a Program, which has always been so welcoming and friendly, on such a big campus as UBC.

I am looking forward to actively getting into the ‘teacher’ part of the program, but also really just enjoying the wide variety of arts elective courses required

for our undergraduate degree. I am a mature student having already completed a career in the Health field for the greater part of my adult life. If you are contemplating a second career path/change (or even your first) I just want to let you know----don’t hesitate applying to NITEP. It will be one of the best decisions you’ll have ever made and will change your life forever.

Lois Vader
 Year 2



At first NITEP wasn’t in my interests, but when I had a chance to see my brother Brody Naknakim go through it and see the changes it has made in his character it made me think. I am now currently in my second year of the NITEP and have seen the opportunities that can come from it. As for the changes that it has brought me, it has inspired me to make a difference in the education world for Aboriginal people and my own community. At the moment I have the full intention of teaching my own language at the end of this journey. I would love to

suggest to any youngsters out there to be encouraged to make a difference for the future generations to come as well. Have a great day.

Todd Naknakim
 Year 2

ON CAMPUS – YEARS 3, 4, 5



Another year has flown by! So much has happened and so many changes.

I would like to say that it's great to have Jo-ann Archibald back working with NITEP, but on the other hand Jan Hare moves on. To Jan I would like to say, "Thank you! Thank you for all your hard work and for hearing what we had to say. It was a great experience to get to work with you."

I would also like to welcome Clinton Charlie to the Duncan Centre. I know that you will do great things there and Cowichan is lucky to have you, but you know that already.

We open a new field centre! Bella Bella I'm looking forward to visiting Bella Bella and meeting the students. I'm excited to see where the next few years will bring us. I am sad that the opening of one centre means that another will be shut down. I want to take this time to say to Saylesh, "it's been great. I value the time we have spent together and sad that this part of our journey is over. I can only hope that our paths continue to cross."

I am excited about the next few months. We are less than four months away from another graduation. We will have another group of graduates who will go out there and Create Change. Graduation is always bittersweet for me, I am happy that the students have completed their programs and will be off to teach, but I am sad to see them leave UBC. Lucky for us that for each group that leaves another steps up to take their place, which creates new friendships, new memories, and new family.

To the staff here at NITEP, Jessica, Natalie, Linda, Marny, Karen, Clinton, Saylesh, and Jo-ann, thanks for making this a great place to be. I can honestly say that I am still excited about my job and the people I work with.

To the students, "there is a light at the end of the tunnel!" You are "Creating Change," just by being here and doing the work that you do. It is only the beginning of a great journey.

Lucetta George-Grant
Years 3, 4, 5 Coordinator



Back L-R: Jennifer Garcia-Pinero, Justin Boehringer, Joni-Rae Johnson
Front L-R: NAME, Dana Drugan, Crystal Smith (with daughter, Ruby), Melanie McKenna, Lucetta George-Grant (Coordinator)



Throughout my three years at UBC I have been witness to many changes at the university. However, the recent rearranging of the education and NITEP program is by far one of the most exciting. I feel as though the revised program gives students the tools they need to be successful at creating change. I am confident that the courses I have taken within NITEP and the education courses I will continue to take within my 4th and 5th year will assist in molding me into a strong and influential role model. With the support of my education I hope to be able to assist young people in discovering the changes that need to be made

in order to create a better future and to show them that it is exciting to be a part of creating change. I especially hope to evoke this excitement within the minds of young First Nations students while at the same time supporting them on their own path to a powerful and successful education.

Melanie McKenna
Year 3

Hello, my name is Darla Smith. I am a 3rd year student at the UBC Urban campus. I have just returned to NITEP this school year. One focus of the program is to create change. Change can only happen if one is willing to accept it. I have spent the last three years working as a Teachers Aid for Cowichan Tribes. In those three years I have had the opportunity to work with quite a few NITEP grads: Joyce Rodriguez, Georgina Crocker, Sharon Thorne, Nora Antoine, just to name a few. While working with youth – teenagers specifically, I noticed that whatever circumstances our students faced, it was our small staff that was able to work with students to keep them on track. We encouraged goals, regular attendance, and self-belief in the eyes of student who did not have the opportunity in public school to do these types of things.

When I first started my job, there was a student who didn't like going to school. For whatever reason, the following school year this student decided they wanted to stay in school and successfully completed their school year. YAY! Success. But just one student isn't enough ;)

It may not seem big to some people, but to see a student go from no attendance to being eager to get to school daily instilled a belief in me that all First Nations teachers serve a purpose.

It was a small group of no more than 12 students that helped me change and learn that we worked together to create a positive change for all of us, educationally. As hard as it was for me to leave them, they encouraged me just as much change in me, as I did for them.

By returning to university, while raising my children, I have opened a door for our students' future so they know that they can do anything they put their minds to. In reality we are all teachers in many different ways. To my fellow classmates past and present it has been great learning how we can create a change for our youth. NITEP opens doors to some who may not have even desired to be a teacher and are totally awesome teachers. For others it is a family affair as "Ferg" (aka Clinton Charlie) calls it.

I am happy to be back into classes full swing and I cannot wait to see what the world has in store for me upon completion.

Darla Smith
Year 3



Welcome to the newest NITEP baby!

On February 3, 2012 Crystal Smith gave birth to Isaias Fraser Molina Smith.



A Red Fall

Mother Nature painting its fall picture
Orange leaves decorate the branches
Brown clutters the ground
Red spreading across the world canvas

Bodies lay all over
Children suffering and crying
People starving and crying for help
The War falling deeper into debt

Borrowing lives for
Stealing lives for
Taking lives for
Lives for

Life for what?
With so much hurt being spread
So little power being held by dirty hands
What to live for...

Live for change
Changing the present
Helping the future
Taking matters into our own hands
Giving power to our voices

Crystal Smith de Molina
Year 3



Congratulations to the NITEP Grads!



Clinton Charlie
Suzanne Collison
Roxanne Edgars
Fiona LaPorte
Denise McLaughlin
Brody Naknakim
Victoria Rafeighi
Rupert Richardson
Reginald Sam
Natasha Seymour



ALUMNI CORNER

The Transformational Power of Love



Upon arrival at one of the schools I work at, I sit in the car doing the Love and Peace Breath, then ask that our Creator's love and light surround me and permeate the school I am about to enter. My part-time work as the District Aboriginal Student Success Counsellor on the Sunshine Coast involves counseling at three high schools and several Alternative schools; sometimes I work at elementary schools if there is a spiritual or cultural need. At times it would be easy to feel overwhelmed, but holding the students, staff and schools in the Light aids enormously in knowing they are being helped on such vast levels. The power of Unconditional Love is magnificent, miraculous, and life changing. We never know what can happen at a spiritual level to help students move forward when we provide this kind of support.

My first challenge was being faced with my own past, as I had endured a troubled youth at our local high school. I knew I would be helped to transcend my feelings and rise above them with spiritual help. Besides my teaching degree from NITEP, I received my Progressive Counselling Diploma at a meditation centre in the UK. NITEP was a healing journey for me, helping to let go of the cultural self-hatred taught at residential school, and to embrace our time honored teachings and history. Progressive Counselling is a spiritually based form of counseling, in which every word comes from the heart, through the eyes, the voice, and the counsellor's whole presence, healing at the very core of spirit.

As a counselor, there is a great responsibility with every word spoken, so intuition is essential to discern the needs of each individual. It involves putting the ego aside so only love and wisdom come through. Hence, the foundation of meditation, which develops intuition and connects us to the Unconditional Love that is a part of all of life. Counselling youth can be complex because most haven't learned to go beyond themselves. They have less power and choice in their lives, which for some can be quite dire. As a counselor, I help them to see that there are reasons for the way people are, and help them understand that they have a lot of choice in how they react to something.

Many teachers and staff comment on how helpless they feel when dealing with troubled youth. They wish they had millions of dollars to meet every need. Clearly, we cannot do that, but we can do something even better. We can hold them in the Light under our Creator's wing of protection and trust that their needs will be met to the

highest benefit of their spirit's progress. Yes, we need to do our part offering practical help, but we also need to uphold spiritual principles and keep ourselves balanced, so that our own true self is developing and progressing. Above and beyond, we can only provide the spiritual support if we're willing to undertake the journey ourselves.

*Noelle Hanuse, (aka Lorna)
BEd, (UBC NITEP, 1988) MEd (SFU, 2003), Dip PC, Dip NspH, DipYoga, (SRMHC, UK 1998- Present)*

Dear NITEP & FNHL community--Past present future

Thank you for helping me to open my heart...
to embrace my cultural teachings
Thank you for challenging my mind to question
history...to change my mind
Thank you for introducing me to your incredible
community...dear family of friends
Thank you for teaching education as a process...
our balance our life

I am grateful for all I have learned as I walk, swim,
run, sing and drum; continue my life long learning
surrounded by amazing children and inspiring
educators. I am grateful to be working as an
Aboriginal Education Support Teacher with School
District No. 46 (Sunshine Coast).

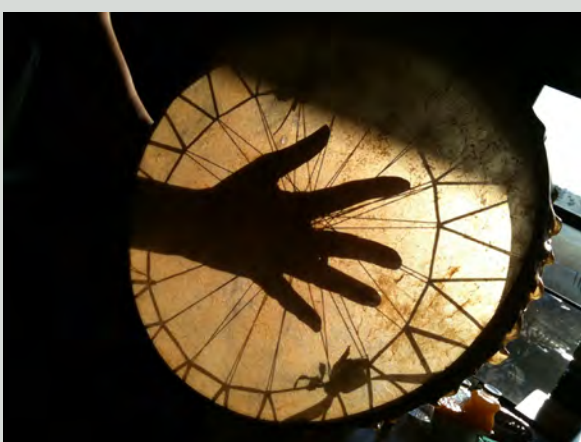
To all our students everywhere...congratulations...
I am proud of you all!!!!!!

Change: looking in each child's eye

Travelling around this circle
Cycling round & round
Education runs deep
Ways of knowing deeper
Visions seeping in & out
Our cultures
Sweetly colliding
Further into our stories
Facing breath to breath
Our lessons learned unlearning
Laugh lines deepen
Transcending lines
Unveiling truths in
Each child's sparkling eye

With gratitude,

*Kristi Haavisto
Stó:ló, Chawathil First Nation
Nlaka'pamux
NITEP Grad 2010*



"We are at point in time where teams are recognized as a critical component of every enterprise – the predominant unit for decision making and getting things done... Working in teams is the norm in a learning organization." (Senge) As I begin to think about theories of change, I found it quite fitting to share this quote because it fits in every level of my learning. After reading Peter Senge, Michael Fullan, Patrick Lencione and Robert Quinn it is very obvious that in order to create change you need trust, dialogue, inspiration, shared values, shared goals, accountability, sustainability, and the willingness to act...and act NOW!

As a member of the Network of Performance Based Schools, a participant in the Island Leadership Coalition, and recently a participant in the Quality of Teaching, I have come to realize that not only do you need a vision, goals, and an action plan that is attainable and measurable but more importantly you need dialogue that is deep and meaningful.

William Isaacs says that "If everybody got the idea that there's a different way to talk and think together, the seed of a very new kind of interaction could begin to sprout." I appreciate how he addresses culture in that we need to "return to the community," in a way that is honest and effective. To date, it seems as though there is an assumption that we know how to do this. Lencione talks of trust by saying that in building trust you need to be vulnerable and that it is a process that must be nurtured over time.

It is through my vision, strength, integrity and passion that I continue to work on building trust to forge new relationships to help others break out of their comfort zone to enter a new mindset.

A mindset that honours diversity, celebrates stories, extends learning, encourages working collaboratively, celebrates even the small successes, allows time to reflect and gives everyone a voice.

Who wouldn't want that? I guess that is how I fit into this creating change. I'm here, I'm now and I'm ready to guide, foster, facilitate, encourage, empower and assist anyone who is willing.

"Schools must enquire deeper into their own practices, explore new ways to motivate their learners, make use of learning styles, introduce multiple intelligences, integrate learning, and teach thinking, and in the process discover the passion and moral purpose that makes teaching exciting and effective. It is what teachers think, what teachers do, and what teachers are at the level of the classroom that ultimately shapes the kind of learning that young people get." (Michael Fullan)

We need to have educators who have the courage to act and the persistence to keep on acting. I remember hearing once before that a great teacher, takes a hand, opens a mind and touches a heart! My auntie Deb would say, in creating change you need to "Sagaayt Hakaleism, work together, Hagwil Yaan, walk slowly, and Haawks, BELIEVE!"

Stephanie Stephens



ALUMNI CORNER



My name is Jennifer Garcia Pinero (Sebastian). I am from the Gitxsan Nation, House of Delgamukw, Granddaughter of Sadie Mowatt (Ax gii ii), and daughter of Lucille Stoney (Widajaya). I am a proud mother of three sons, Tyler (19), Nathan (18), and Joshua (15). I am in my 5th and final year of the NITEP program. My sons have always inspired me in completing my goal of becoming a teacher. I can proudly state that I am a tobacco, drug and alcohol free role model. Change is natural for all of us as we move through our lives. As the rivers flow through all our nations and change the landscape.... Together we can change or inspire the lives of our young First Nations peoples...

My first memory of wanting to become a teacher was while playing with my cousins– Becky, Ann, and Vic. They would come over to our grandmother’s home to play school. I had my classroom set up on the patio with little chairs and desks and all! I loved creating math sheets and spelling tests! My favorite part of playing teacher was marking their work. My mom, NITEP Grad 1986, while away at UBC put the seed of desire of being a teacher in my heart.

I am honoured to have learned many important life skills in the NITEP program. NITEP helped me find my inner voice! I now am able to put together a speech and speak in feasts, school assemblies, and huge family gatherings. I was honored to have had my earlier practicum with Gwen Point – NITEP grad and wife of The Honourable Steven Point, OBC– Lieutenant Governor of BC. Through the NITEP program you meet and create a network of strong First Nations people throughout BC and beyond. Thanks to NITEP and all those who I have learned under I was well prepared for my first teaching experience!

I know that I am where I am today thanks to the many, many people who took the time to give me love and encouragement! My grandparents raised and taught me my culture while my mother was in NITEP at UBC. They tried to teach my language but I think I was daydreaming of my future at the time. Thank you to my aunts: Isabel, Naida, Bonnie, Stella, and uncles. Thank you to all of my extended family who I always appreciated their smiles and support! The people in the community who gave me advice, encouragement and smiles: Bev Percival, Fran Azak, Gwen Simms, Velma Sutherland, Roy Sakata, and Francis, Jeanette Wright, Jennifer Sampare, Cynthia Williams, Heather Williams, Peggy U, Mertle Gurtson, Shirley H, Sharon M, Isabel M, Flora for her mentor teaching me in my first years at Gitsegukla Elementary School, Marge Dumont (NITEP Grad) for support and role modeling, Dr. Jane Smith (UBC Doctorate Grad) role model and classroom mentor, Charlotte Lindford– literacy and community outreach mentor. The teachers that inspired me: Mr. Hutteman – “Jennifer, you should go into computers! You’re so smart!” Mr. Badgero always was kind and he made science fun and engaging; Mr. Sanka showed me that I am an A+ student! Mr. Reid, Mr. Underhill, and Mr. Erickson thank you as well. Great thanks to my supportive partner, Gabriel.



Jennifer with her sons

I started NITEP at the age of eighteen with my son Tyler and pregnant with my second son. I had Nathan in the second part of my first year of NITEP in Chilliwack. I returned to my home community after the second year of NITEP. I returned to NITEP for third year at UBC in 1994 on campus. I took a break again in my fifth year. I am sharing this with you because everyone has different paths. And hopefully sharing that it took me a bit longer and a different route – can inspire you to make changes in your life and that attaining a higher education is possible! When away from NITEP I continued my education in the NWCC or Substitute teaching in the Coast Mountain School District. I worked with C. Lindford in a Literacy Outreach project. I also completed a SFU Education program. I attained my Teaching Certificate from the BCCT in 2006. I was a teacher in the beautiful community of Gitsegukla. I taught my Grade 3/4/5 class for three years! I was so excited! I worked hard fundraising with parents and the community and filled my students’ time with lots of literacy and exciting field trips to enhance experiences! I look forward to being a classroom again and having the opportunity in making positive influences in students’ lives!



Jennifer with her grandmother, mother, and sons at family naming feast

Since 1995, I have been aware of many new changes at the University of British Columbia. I see that Professors are assisting to the success of students. There are discussion groups that help students be more accountable to read the material for class. The professors I have now are helping their students do well! I am now able to study!

Questions we can ask ourselves: How can I bring honor to my family and community? Do I need to make changes? What small changes can I start to make today that will assist me in achieving goals in my life?

When you put a smile on your students’ face it is worth all that extra work! Inspire as many students as you can! When I worked in Hazelton Secondary High School I fundraised to increase student literacy with a reward program for more reading! I organized a trip to inspire students that were considered average students– I used to be an average student and here I am at UBC. I knew that if they saw other First Nations in the Universities and Colleges that perhaps they could imagine themselves out there too! With positive attitudes, hard work and dedication teachers have the power to change lives by encouraging dreams or inspiring dreams! This May, I will be fulfilling my lifelong dream by walking through the Cedar Door at the UBC Longhouse. As thanks to my Gitxsan nation and to my family I will pursue careers in Education that I will inspire others make changes in their lives!

Jennifer Garcia-Pinero
Year 5



My mother, Lucille Stoney, is a NITEP graduate of 1986. My mother Lucille worked one year with the local Gitxanmax band run nursery school. On May 14th, 1987, my brother, another future teacher was born! From 1987 to present day she has worked for the Coast Mountain School District as the Kindergarten teacher. Today I see children she taught approaching her and introducing their children – “this will be your Kindergarten teacher!” My mother was fortunate to have a great cohort of NITEP peer students! She remembers how helpful other NITEPers were with her twin daughters that were born in her third year of NITEP. Everyone helped her with the newborn babies. Even professors were walking up and down the halls with the twins. She is especially thankful for Gayle Hughes Beddard (NITEP Grad 1985) and Kathy Robinson(NITEP grad 1985). Lucille remembers studying, going to classes, and taking her exams while carrying and feeding her twins.

Before NITEP, my mother had secretarial/ accounting certificates. She made a change in her life to pick herself up and move to Vancouver to attend UBC to become a teacher. Lucille is a proud mother of four grown children and three grandsons. My mother was able to instill a value of education in her children: Tamara Stoney holds a Physical Education Diploma, Bachelors of Arts Degree, Bachelors of Education Degree; Michelle Stoney holds a Physical Education Diploma and will complete her Bachelor of Fine Arts Degree at Emily Carr this year; Alexander Stoney is also working on a Bachelors of Education Degree; I am working on graduating this May with my Bachelors of Education Degree and plan to continue my studies in a Master’s Degree Program. As you can clearly see when you make a change in your life and pursue a higher education you are being a strong leader and role model for future generations in your family and your community.

Submitted by Jennifer Garcia-Pinero on behalf of Lucille Stoney



Jennifer and her siblings



How do I apply to NITEP?



Applicants submit the NITEP application package.

- NITEP Application Form
- Faculty of Education Application Form and fee*
- All official transcripts (high school and post-secondary)
- Two Confidential Reports

Submit to:

Native Indian Teacher Education Program (NITEP)
Faculty of Education, University of British Columbia
1985 West Mall
Vancouver, BC V6T 1Z2

Email: nitep.educ@ubc.ca
Fax: 604.822.8944

or to the NITEP Field Centre Coordinator in your area.

When all documents have been received, NITEP faculty screen 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:

Applicants to NITEP do not have to provide a certificate of Indian Status, Inuit or Metis Card. We require only Aboriginal self-identification.

*Applicants who apply by April 30 and submit all supporting documentation by June 15 will have the Faculty of Education fee paid by NITEP. Applicants who do not meet the June 15 deadline must provide all documentation by July 30 and be responsible for paying the Faculty of Education Application Fee.



NITEP Frequently Asked Questions



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 school 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. How are the NITEP elementary option and the NITEP Secondary option different from the post-baccalaureate Elementary and 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 12-month Elementary option are admitted after completing a four year Bachelor or Arts or Science degree or equivalent, including specific prerequisite credits. Students in the post-baccalaureate Secondary 12-month option are admitted after completing a 4-year Bachelor of Arts or Science degree or equivalent, majoring in a teachable subject.

NITEP includes the same course requirements as the post-baccalaureate Elementary/Secondary 12-month option, but offers them in a different sequence. NITEP requires 18 credits of courses that focus on Aboriginal education theory, content and pedagogy. These courses take the place of some program electives.

With the launch of the revised Teacher Education program in September 2012, students can now complete NITEP in four years instead of five. NITEP requires additional education seminars and field placements in three of the four 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/science and education courses in each year plus the required summer session of their degree program.

The first two to three 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.



How do I get readmitted to NITEP?



Sometimes interruptions to programs are necessary. If you would like to return to NITEP, you need to:

- Write a letter addressed to the NITEP Director, stating the following:
 - why you left NITEP
 - why you want to return to NITEP
 - what you have been doing since you left the program

Submit to:

Native Indian Teacher Education Program (NITEP)
Faculty of Education, University of British Columbia
1985 West Mall
Vancouver, BC V6T 1Z2

Email: nitep.educ@ubc.ca
Fax: 604.822.8944

- Submit any official transcripts of college or university transfer work completed.
- Complete a Faculty of Education Application for Readmission Form and submit the re-application fee.
- Submit two Confidential Reports.

If you are offered readmission to the NITEP program, you will be asked to submit documentation and payment for a new criminal record check. Information regarding this check will be sent with offers of readmission.

Your program will be assessed and reviewed once all official transcripts are received and all of the above readmission steps are fulfilled. If you have any questions, please call 604.822.5240.

3. How are the NITEP Elementary and Secondary options similar to the post-baccalaureate Elementary/Secondary 12-month option?

NITEP students take the same compulsory education courses as students in the post-baccalaureate 12-month Elementary/Secondary option program and must meet the same graduation requirements.

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

4. Do I have to provide a certificate of Indian Status, Inuit or Metis card to apply for the NITEP program?

Applicants do not have to provide a certificate of Indian Status, Inuit or Metis card. Aboriginal self-identification is sufficient. NITEP recommends applicants for admission to the Faculty of Education.





NITEP ADMISSION REQUIREMENTS

<http://teach.educ.ubc.ca/bachelor/nitep/admissions.php>



1. Applicants directly from Grade 12, BC Secondary Schools

The minimum academic qualifications for admission is secondary school graduation, including the following Grade 11 and 12 courses:

Grade 11:

English 11

Mathematics 11 (Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12)

Civic or Social Studies 11 (OR First Nations Studies 12)

At least one approved Science 11 (see website for details)

An approved Language 11 (a beginner's Language 11 does not satisfy this requirement, see website for details)

Grade 12:

English 12 or English 12 First Peoples (including provincial exam)

Three additional examinable Grade 12 courses:

BC First Nations Studies 12

Biology 12

Chemistry 12

English 12

English Literature 12

Français Langue 12 or French 12

Geography 12

Geology 12

German 12

History 12

Japanese 12

Mandarin 12

Principles of Mathematics 12 or Pre-Calculus 12

Physics 12

Punjabi 12

Spanish 12

Minimum GPA requirement of 70% based on English 12, or English 12 First Peoples (including provincial exam), and the 3 additional approved examinable Grade 12 courses

Notes:

Minimum final grade of 70% in either English 11 or 12, or English 12 First Peoples, including provincial examination, is required.

Applicants who cannot present the courses required because of administrative difficulties in their school or because they have a physical, sensory, or specific learning disability may be excused a specific course requirement. Supporting documentation sent by the principal of your school is required.

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

For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average.

Please refer to the NITEP website and UBC Calendar for specific information.

2. Applicants from Adult Basic Education (ABE) – British Columbia Adult Graduation Diploma (BCAGD) Provincial Diploma

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

Four ABE Advanced Level or Grade 11 courses, including English; Algebraic Mathematics (ABE) or Principles of Mathematics 11; one Science 11; and one of Social Science (ABE), Social Studies 11, Civic Studies 11, Language 11, or First Nations 12

Four subjects at the ABE Provincial Level or Grade 12 including English and three additional subjects, including English, or English 12 First Peoples, and three additional subjects chosen from Biology, Chemistry, Physics, Mathematics (ABE) or Principles of Mathematics 12, Computer Science (ABE), Geology, Geography, History, English Literature, and Languages

Minimum GPA requirement of 70% based on 4 ABE Provincial or Grade 12 courses including English 12, or English 12 First Peoples

Minimum requirement of 70% in either English 11 or 12, including provincial examination. For applicants who complete ABE Provincial Level courses, but do not complete the BC Adult Graduation Diploma (BCAGD), the admission average will be calculated on ABE Provincial Level English, or English 12, or English 12 First Peoples, and three other ABE Provincial Level or Grade 12 courses, each of which must be graded.

3. Applicants transferring from a College or University

Minimum GPA requirement of "C" average (60% where 50% is a passing grade) or grade point average of 2.0 calculated on a 4-point scale based on 24 credits of university-transferrable courses completed, including all failures and repeated courses. Applicants presenting fewer than 24 credits are evaluated on the basis of both final secondary school grades and the partial post-secondary studies completed. For applicants presenting more than 24 transferable credits, the admission average is based on the average of the most recently completed transferable credits (to a maximum of 30 credits) of college or university courses attempted, including failures and repeated courses.

Please refer to the UBC Calendar for more specific information.

4. Applicants seeking admission as Mature Students

In seeking to admit the best and brightest students, the University recognizes evidence of academic potential in a range of achievements and life experiences. It recognizes that those who have achieved excellence, pursued interests and activities with dedication, determination and discipline, or overcome significant hardships may have the intellectual maturity required to contribute to and benefit from degree and diploma studies at the University.

Individuals who see themselves in the above statement and who have been outside of full-time formal education for at least four years are encouraged to submit an application and supporting documents for consideration.

The University reserves the right to determine whether or not an applicant can be classified as mature. Applicants to programs with pre-requisite subjects are normally required to complete these prior to admission to the program.

Preparing For NITEP:

We suggest to all applicants who have not graduated from high school or have not taken university transfer courses at a college or university college that they complete Adult Basic Education (ABE).



APPLICATION DEADLINE IS APRIL 30