

NITEP NEWS



NITEP

NITEP
Traditional Values
Contemporary Program
Since 1974

SPRING 2013
ISSUE THIRTY-SIX

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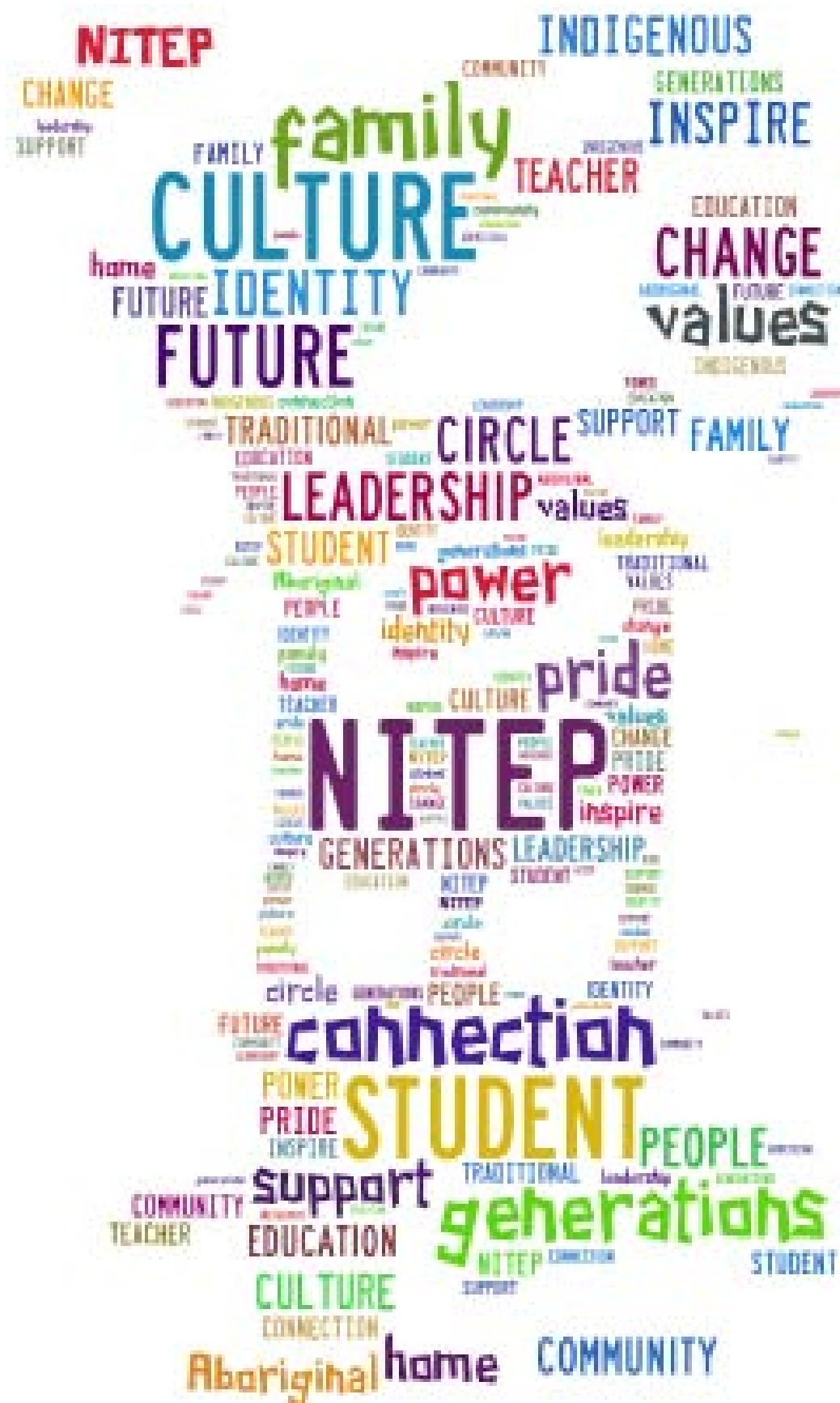
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The Year of...

INDIGENOUS EDUCATION



Hands Back...Hands Forward



Raven Wordle created
through Tagxedo.com

“The Power of Indigenous Education”



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



2012-13 continues to be an exciting year in the Faculty of Education. Our "Year of Indigenous Education", with its numerous initiatives, reflects and contributes to the Faculty of Education's Strategic Plan and to UBC's Place and Promise commitment to Student Learning, Research Excellence and Community Engagement.

Beginning in the Fall of 2012, all undergraduate teacher candidates in the Teacher Education Program are required to take the core course: **Aboriginal Education in Canada.**

Eleven Aboriginal doctoral students graduated from the Faculty of Education this year – the largest number to graduate from an education faculty in any Canadian university in one year. In total, 43 Aboriginal doctoral students have graduated from the education faculty during the past 20 years.

In September 2012, Heiltsuk College and the Faculty of Education's Native Indian Teacher Education Program (NITEP) partnered to offer arts/science and education courses for the next four years (2012-2016). The new field centre allows students to remain in their home community of Bella Bella for years 1-3 of their study and transition to the UBC Vancouver campus for their final year to complete their Bachelor of Education Degree.

On April 13, 2013, Celebrating Indigenous Education and the Arts will be held at the UBC Chan Centre from 7:30 – 10:00 pm. The program will highlight Indigenous education successes through the talents of Indigenous performers and visual artists. I hope you will join us.

As Dean, I offer my congratulations to the students, staff and faculty of NITEP and to Dr. Jo-ann Archibald, Associate Dean of Indigenous Education in the Faculty.

Sincerely,

*Dr. Blye Frank
Dean, Faculty of Education*

The Power of Indigenous Education



Greetings from NITEP. The 2013 theme of the NITEP News is The Power of Indigenous Education. Our Newsletter and programmatic theme for this academic year is inspired by the Faculty of Education's 2012-13 initiative, The Year of Indigenous Education (YIE, see - www.yie.educ.ubc.ca). The purpose of the YIE is to create dialogue, share insights, and develop individual and cooperative action to accelerate the success of Indigenous education. Various speaker series, symposia, and projects have been held and will continue to be offered until the end of August 2013. Many Faculty of Education offices, departments, programs, and research centres are sponsoring these activities that are open to students, educators, and community members throughout British Columbia. NITEP is pleased to sponsor a speaker series featuring NITEP Alumni and Friends at the Field Centres, as well as a National Indigenous Teacher Education Symposium, which are highlighted in this Newsletter.

I am very proud to be associated with NITEP and to have had a long history with this Indigenous teacher education program. I often say that when I visit any community in British Columbia, I will find a NITEP graduate working there. Most importantly, NITEP graduates often are leaders in various educational settings. They are classroom teachers, resource teachers, school principals, school counselors, school district Aboriginal principals, post-secondary and Ministry of Education coordinators and managers, deans, now a superintendent, and more.

Their commitment and impact demonstrate the power of Indigenous education to create systemic policy and program changes, engage parents/family and community, and build on Indigenous knowledge, culture, and values in meaningful ways. NITEP graduates are using their teacher education and Indigenous knowledge in powerful ways. The NITEP founders would be proud of the accomplishments of the NITEP alumni. But, they and the Raven that guides the NITEP vision would urge us all to do more in order to realize the power of Indigenous education. The growing Indigenous children and youth population and the increased need to have better relationships between Indigenous and non-Indigenous peoples are compelling reasons to ensure that NITEP and Faculties of Education continue to prepare effective educators who will make substantial contributions to education in general and to Indigenous education, in particular. We are at an exciting juncture in time, where we must be 'idle no more', where we can move forward, to realize the potential and power of Indigenous education. NITEP will continue to take on this transformative educational challenge. Will you?

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



The Faculty of Education is on the move with major revisions to the BEd program. The NITEP BEd has also made related changes by revising some of the First Nations courses to provide a stronger developmental sequence of content over time. All in all, we are excited by the changes and look forward to hearing student and faculty perceptions of the first year of the program. The major changes to the program include foci on:

- inquiry: providing our students with a stronger professional understanding of what it means to be an active inquirer into teaching and learning;
- social and ecological justice and diversity: our classrooms have changed and teachers with a range of diverse learners all of the tie, and they need to be aware of their responsibility to society by advocating for equity and fairness;
- curriculum, pedagogy and assessment - UBC has disciplinary specialists and we remain at the forefront of education by providing specialist courses in all subject areas and in assessment;
- languages, literacies and culture: recognizing the intersection and language and culture in today's learning environments; and
- enhanced field experiences: we have enlarged our in-school field experiences or practicum but more exciting, we have created a mandatory enhanced practicum or community engagement field experience. The latter includes a

range of possibilities where learning happens including museums, recreation centres, childcare sites, religious schools, private schools, international settings, rural settings, band schools, libraries, correctional educational settings, and so much more (for more detailed information please see <http://teach.educ.ubc.ca/resources/faculty-staff/create/schedules.html>).

Amidst these foci is a new course for all students on indigenous perspectives. This is a brand new course developed by Dr. Jan Hare in consultation with many faculty, students and community members. We are very excited about this course and have already heard many fine reports from the first semester. NITEP, as well, has seen a series of refinements to courses, to the number of required credits and to the inclusion of community engaged field experiences.

I invite you to find out more about the changes to our programs by contacting the Teacher Education Office or the NITEP Program Coordinator. We are very excited about these changes and look forward to working even more closely with schools and communities in the years ahead.

*Dr. Rita Irwin
Associate Dean of Teacher Education*

NITEP NEWS - ACKNOWLEDGEMENTS

NITEP Assistant Director: Jessica La Rochelle | NITEP Secretary: Natalie Simkin | Ladysmith Press | NITEP On Campus and Field Centres
Thank you to everyone who contributed articles, creative writing and photographs

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Faculty of Education

NITEP: Traditional Values – Contemporary Program

UBC-Vancouver | Bella Bella | Duncan | Kamloops-Merritt

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 in Bella Bella, Duncan, Kamloops, and UBC-Vancouver. NITEP includes similar requirements for both liberal education and pedagogical preparation for those set for elementary and secondary teaching. The course sequence, however, is different. Field centre students complete arts and/or science courses that relate to elementary or secondary school subjects, education courses, and educational field placements.



Following their work at the off-campus field centres, the students transfer to the UBC Vancouver campus to complete the remaining years of their degree requirements. NITEP candidates are awarded the Bachelor of Education (Elementary) degree or the Bachelor of Education (Secondary) degree and apply to the Teacher Regulation Branch (TRB) Professional Teaching Certificate when they have completed all program requirements. To qualify for either the elementary or secondary degree, a candidate must complete all requirements within 10 years of initial registration in the program.

This is an exciting year for NITEP with the establishment of our new field centre in Bella Bella for the next four years. I am looking forward to visiting with the students and community along with the Dean later this year. The Faculty of Education is also celebrating "The Year of Indigenous Education" which goes right along with NITEP's theme of "The Power of Indigenous Education." This year has been full of events highlighting Indigenous scholars and community members from the launch at the First Nations Longhouse on October 11, 2012 to the various NITEP Alumni Speaker Series at UBC-Vancouver and our field centres. Please visit the YIE website at www.yie.educ.ubc.ca for more information about these fantastic events. I hope to see you at one of them.

When I think of the power of Indigenous education, I think of my grandmother. She graduated from NITEP in 1987. I remember having a community celebration and my cousins and I presented her with a Garfield stuffed toy, he

was wearing a graduation cap and holding a diploma. We were so proud of our grandma for completing her degree. We understood the importance of education, even at that young age, because we realized that even though we had to give up time with our Gram while she completed her studies, she was doing it for us. To show us how education can give us the power to make a difference. She kept the tradition going by presenting each of us with our own stuffed animal when we graduated from high school. I still see that Garfield up on her shelf when I go home to visit her and my Grandpa and it reminds me that I can do anything I choose, because my Elders paved the way for me.

This year has also been wonderful for me personally as I got married in late July. I am really enjoying being a newlywed and look forward to what the rest of the year brings.

Jessica La Rochelle (Jarrette)
NITEP Assistant Director



2012-13 marks the first year of the revised teacher education program at UBC. One of the most exciting changes in the B. Ed program is the institution of the 3 week Community-Based Field Experience (EDUC 430), which provides our teacher candidates with an opportunity to experience education outside of the traditional four walls of the public school system. Teacher candidates have the chance to take these three weeks in an alternate education setting, in independent schools, or in community-based programs. This has also been a particularly valuable way to introduce our teacher candidates to the vast number of aboriginal schools and programs that are running throughout the province. Examples of placements we have made this year include:

- Vancouver Coastal Health – Aboriginal Health Strategic Initiatives
- Sts'ailes Community School – Sts'ailes Education Department, Sts'ailes Band
- Rosie Seymour Elementary School – Canoe Creek Band
- Nisga'a Elementary/Secondary – Gitlaxdaamiks
- Ditidaht Community School – Port Alberni
- Bill Reid Centre for Northwest Coast Art

Our goal is to increase the overall presence of indigenous-based placements in future years. Suggestions of community partners eager to take part in this innovative experience are welcome.

For more information on the Community-Based Field Experience, please contact Josée Lebel (josee.lebel@ubc.ca).



News from Xwi7xwa Library



Xwi7xwa Library is celebrating our twentieth anniversary this year! We share the same birthday as the Longhouse at UBC Vancouver: May 25, 1993.

As you might already know, Xwi7xwa has deep roots in the NITEP program. Much of our original collection started with the donated materials from the NITEP library that used to be in the NITEP huts. We are celebrating how much we have grown and are looking forward to asking ourselves and the community, "What is next?" We hope you will join in the celebrations with us! To kick start the celebrations, we are letting you know that Xwi7xwa is one of the stops on the Year of Indigenous Education Walkabout tour and we hope that you will visit us virtually

or in person. Festivities are being planned for April; look for more information in the coming months at xwi7xwa.library.ubc.ca.

As part of our celebrations, we are thrilled to be getting to spend some time with those of you at



the field centers before you arrive at the Vancouver campus. In December, Reference Librarian Kim Lawson visited the Bella Bella field centre.

Aboriginal Engagement Librarian, Sarah Dupont, will be accompanying Jessica La Rochelle in February to the Kamloops centre and to the Duncan centre in March. Welcoming you to the library resources you can access before



you arrive is very important to us, because we can work with you to further develop your skills to use the tools available to you.

Want to know more? Check out the Aboriginal Education research guide at <http://guides.library.ubc.ca/abeduc>, our Facebook page at www.facebook.com/xwi7xwa, or you can contact Sarah at sarah.dupont@ubc.ca or at 604.822.0480.

Photos credit of: Sarah Dupont, Xwi7xwa Library, Jessica Woolman. Wordle Courtesy of Tagxedo.com



News from the First Nations House of Learning

Last year marked the 25th year of the First Nations House of Learning, a milestone we will be celebrating this April along with the 20th anniversary of the Longhouse. While there have been many changes in that time, our primary focus remains the experience of First Nations, Métis, and Inuit students. We continually reassess and adjust our services to meet the needs of today's Aboriginal student.



FNHL Fusion basketball team - Nitobe Cup Champions. Photo by Thane Bonar.

This year saw a new partnership with the Writing Center to provide tutoring at the Longhouse and we offer biology, chemistry and math tutors for the growing number of Aboriginal students in the sciences. The Longhouse continues to be a hub for the Aboriginal community with a wide range of social, cultural,

and academic events including the weekly student lunch and information sessions, which bring together over 100 students every Tuesday. Students, staff, and faculty have been getting into better shape through our various teams and activities, including the running group, Nitobe Cup-winning basketball team, and weekly Kung-Fu classes.

We've also been working on changes to make the transition from high school or college easier for students. This year saw the launch of two new Aboriginal major entrance scholarships worth \$20,000 over four years and even more awards will be offered next year. In September we launched the UBC-Langara Aboriginal Transfer Program to provide students with a clear pathway from college to university with admission and scholarship guarantees. We continue to deliver a range of outreach programs for Aboriginal children and youth including CEDAR, Bridge Through Sport, and Emerging Aboriginal Scholars.

Emerging Aboriginal Scholars Program Participant. Photo by Thane Bonar



Graduates at the 2012 Longhouse Graduation Celebration. Photo by Don Erhardt.

celebrated the largest cohort of Aboriginal MD graduates in the history of UBC, with twelve First Nations and Métis students graduating. In another record, this year eleven Aboriginal doctoral students graduated from the Faculty of Education.

The University's complement of Indigenous Faculty members continues to grow with the addition this year of Daniel Justice in First Nations Studies, Shelly Johnson in Social Work, and Cash Ahenakew in Educational Studies.

In late January we hosted an Idle No More teach-in here at the First Nations Longhouse at which the wider community learned more about the issues surrounding the movement from indigenous experts from across the university.



Emerging Aboriginal Scholars Program participant working at the Aboriginal Fisheries Research Unit. Photo by Thane Bonar.

Next September the Truth and Reconciliation Commission will hold its final west coast event. Leading up to this, over the past two years the House of Learning has held a number of dialogues, presentations, and other events related to the Indian residential school system. In recognition of this historic moment, and to enable the university community to engage meaningfully in the final event, UBC has suspended classes on September 20th, 2013. Over the coming months there will be many opportunities for students, faculty, staff, and community to come together to learn, exchange ideas, and explore the role that we can all play in addressing this history and its effects. We hope that you will join us.

The Year of...

INDIGENOUS EDUCATION



In celebration of the Year of Indigenous Education, the Faculty of Education, Office of Indigenous Education and NITEP held a number of events to highlight alumni and create opportunities for dialogue, share insights, and develop individual and cooperative actions to accelerate the success of Indigenous Education. Below are a few highlights. For more information, visit: <http://yie.educ.ubc.ca/schedule/>



Mandy Jimmi and Mona Jules at Kamloops
NITEP Alumni Speaker Series - Oct 15



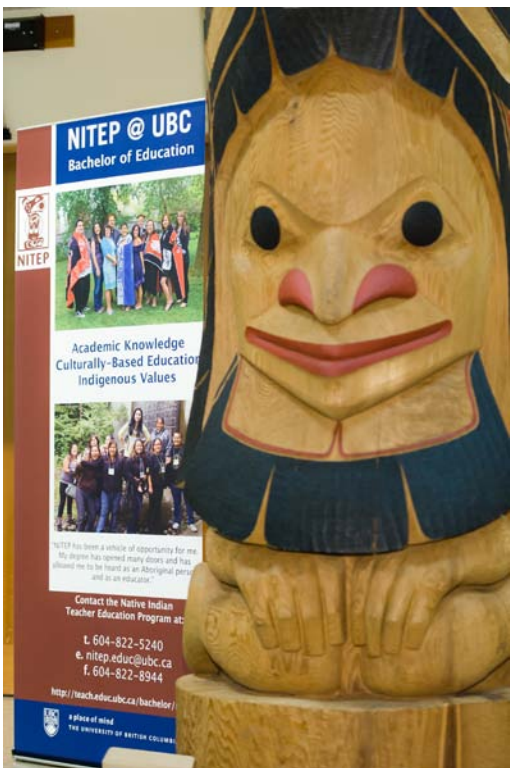
NITEP Alumna Renee Diemert
NITEP Alumni Speaker Series - Nov 26



NITEP Alumnus John Chenoweth and
Bella Bella Field Centre Students
Bella Bella NITEP Alumni Speaker Series - Jan 24



Vonnie Hutchingson and Fiona LaPorte
NITEP Alumni & Friends Speaker Series - Jan 28



National Indigenous Teacher Education Symposium
March 15

★ Chan Centre Gathering - April 13 ★

Celebrating Indigenous Education & Arts

On 13 April 2013, a first time gathering, Celebrating Indigenous Education and Arts, will be held at the UBC Chan Centre. This evening event will highlight Indigenous education successes from across BC, and the talents of Indigenous performers & visual artists. It is time to recognize and witness the transformative power of bringing Indigenous education and arts together. This celebration is part of the UBC Faculty of Education's Year of Indigenous Education. The Office of Indigenous Education is pleased to work with Full Circle – First Nations Performance Society and the UBC Chan Centre in organizing this special event.

Tickets are now on sale. For more information, visit:
<http://yie.educ.ubc.ca/gathering/>

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.



BELLA BELLA FIELD CENTRE



**Back Row L-R: Mercedes (Lily) Innes, Flora Andy, Lois-Anne Hanson Arnold (Coordinator), Ayla Brown, Lori Humchitt, Dawn Wilson
Front Row L-R: Verna Wilson, Jessie Tite, Jackie Windsor**

Hello from the Bella Bella NITEP Field Centre. My name is Lois-Anne Hanson Arnold and I am the Bella Bella NITEP Coordinator. I came from Calgary, Alberta to Bella Bella over 10 years ago now. My parents (both deceased), are Marvin and Madeline Hanson. They were both first generation Canadian born. Both of my Dad's parents emigrated as children (with their parents) from Sweden in the late 1800s, and settled in central Alberta with other Swedes in a farming community near Camrose, where I was eventually born. These lands are part of the traditional territory of the Ermineskin Cree Nation. Sad to say, I was not aware of this, or many important First Nations issues until my move to

Bella Bella. I am thankful for the opportunity to grow and learn and to be a small part of the Heiltsuk Nation moving forward.

The NITEP Bella Bella Centre is being run in conjunction with Heiltsuk College, which is an IAHLA Institute. An MOU was established between Heiltsuk College and NVIT, and the arts and science courses that are part of the NITEP program are being run through NVIT's University Transfer Department. We have been fortunate to secure local instructors for all courses to date, so that everything is classroom taught.

We began this fall with nine NITEP students and have had eight since mid-September. All students successfully completed the first term. We are developing a good working relationship with the local Band School, Bella Bella Community School. (There are six NITEP graduates teaching at this school!). Most students completed their initial five non-consecutive observation days (EDUC 244) at BBCS, and are looking forward to returning for a full week prior to the end of this academic term.

We have had a number of visitors to our NITEP Centre including Lucetta George-Grant, Dr. Jo-ann Archibald and John Chenoweth (NVIT). John is a NITEP grad and is Dean of Community Education and Applied Programs. In addition to being responsible for the University Transfer courses students are taking at the NITEP Centre, he graciously agreed to speak at our NITEP Alumni Speaker Series. We look forward to a visit from Dr. Blye Frank, Dean of the Faculty of Education at UBC, in early March.

The Bella Bella NITEP students are working hard and a number can be observed in our NITEP classroom well into the evening hours. They have been supporting each other academically and personally. They are a great group of students!

*Lois-Anne Hanson Arnold
Bella Bella NITEP Coordinator*

Hello from rainy Bella Bella!

I feel very fortunate that our community of Bella Bella – Heiltsuk Nation has a NITEP Field Centre. I'm a mature student who just turned 42 this past December and my blended family consists of seven children. My three younger children are aged five, three and almost two; so it didn't make sense to pack up my family and head to the city to begin my educational journey. I always knew that I wanted to complete a degree but I knew the timing was bad, and with three little ones it wasn't a good move for us. Thank goodness the NITEP Field Centre came to Bella Bella, I am very grateful! I can stay at home surrounded by my family and especially my parents, and even better for my girls they can grow up around their grandparents!

The NITEP Centre has been very accommodating and with the schedule I am able to work part-time and study full-time. I work for the Hailika'as Heiltsuk Health Center as the Program Manager/Team Leader for our programs for children under the age of six. I'm grateful to my employer for being so accommodating as well. It has been a juggling act at times, well most of the time – but I feel that it is a sacrifice that I can make now, that will have rewards in the end. I want to show my older children (including step children), that anything is possible and when you put your mind to something you can accomplish it.

Thank you to Joann Green, the Executive Director of Heiltsuk College, in her pursuit of this. Thank you UBC – NITEP and Heiltsuk College for this wonderful opportunity to study at home! Thank you to Lois-Anne Hanson Arnold, our Coordinator and all of our instructors, and especially my fellow students for working together to make this happen!

*Dawn Wilson
Year 1*



NITEP starting a field centre in Bella Bella has been a very welcome opportunity for me. I was my biggest obstacle in taking the first step to pursue my Bachelor of Education. Now, every day is a new day to continue with my studies and learning. Sometimes what I am learning is difficult, but that is the time to challenge yourself and ask questions.

We have had visits from John Chenoweth from NVIT, and Lucetta Grant-George from and Dr. Jo-ann Archibald from UBC. Lucetta's visit was very inspiring. She told the students that each of us is here for a reason, and, "Don't ever let anyone tell you differently". John Chenoweth shared with us that the educational level of the Aboriginal population in Canada is lower than that of other ethnicities in Canada, so if I continue with my studies I will make my family, my community and myself proud and will also help to change this situation. Dr. Jo-ann Archibald told us that there are now close to 400 NITEP graduates! She also told us that she looks forward to seeing the first Bella Bella NITEP class graduate.



I had a very successful first semester and have thoroughly enjoyed getting to know my classmates. The first semester instructors were a great addition to our NITEP class, as are our second term instructors. It is all a learning process and on an "off day", I am able to give thanks for the strength and motivation to keep going. I want to thank my supportive, encouraging family - especially my 3 children (Lori, Richard and Travis) for their love, encouragement, support and patience. It means the world to me, and has given me a much needed push on days when I have been tired and a little overwhelmed.

*Verna Wilson
Year 1*

DUNCAN FIELD CENTRE



Kii-te-daas a, aloha, shalom, hola, iich' o' uy' ul, hello friends and relatives. It is Clinton Charlie here and first of all I would like to thank the Creator and our ancestors who have paved the road for us. With this being said, it is important for us to complete what our ancestors started. We can achieve this by working together as one proud nation. This is how our ancestors have survived since time immemorial; by working together and passing on everyday teachings from generation to generation. Each individual was born with a gift and each family had their role within the community. If we can learn to work together as a community and a nation, we can move forward. You can achieve this by becoming a certified teacher

last 160 years our traditional forms of education have had some obstacles along the way as the Canadian government and missionaries wanted to abolish and assimilate the First Nation. These government tactics and attempts to oppress our rich culture, heritage, language and rights must end now and it starts with finding a balance in both worlds through education.

We will not forget the history of our people, and we cannot change or relive the past. One thing we can do is to make it better for the future. This is where "Uncle Fergie" needs you (yes the Americans have Uncle Sam and we have Fergie). Our communities need more First Nation teachers, language and cultural teachers, councilors and positive role models for our youth. We can achieve this by changing our ways of thinking and moving in the right direction. This is one of the many reasons why I entered the teaching profession. I want to see our communities become healthy and independent, and for our community members to have pride in who they are and where they come from.

If there is a community, cultural or sporting event in your territory you would like us to attend, or if you are interested in a presentation about NITEP, we would love to come and speak to your community members. Call us or visit our website or facebook page to make arrangements.

For the people,

*Clinton Charlie (aka Fergie)
Duncan Coordinator*

in the Native Indian Teacher Education Program. In only four short years, with hard work and determination, you can fulfill your dreams of working with our First Nation youth inside and outside the classroom. One step at a time, we can make and achieve positive change in the classroom and in each community.

What is the "Power of Indigenous Education"? To me, it is the everyday teachings that we receive from our elders, parents, families and community members. We learn through songs, dances, stories, speeches, watching and listening. Over the



Hello my name is Catherine Joe. I come from the Cowichan Territory on Vancouver Island, born and raised here; I am a mother of four beautiful children, have a supportive partner Andrew and I have completed Year Three successfully.

This year's theme of what it is to be Aboriginal; a Year that will be marked in history, we made a movement in the "IDLE NO MORE" and what that has brought on for us and our future generations, this is the time to take into what our ancestors have done for us and what we will do for the next generations, standing as one; Aboriginal.

In my eyes I am thankful every day to be alive and be an Aboriginal person, I have endured many trials in my path through education and I think that as an Aboriginal one thing that makes us strong is how we carry ourselves, we can get knocked to our lowest but it takes so much strength to get back up and keep moving forward, our past we cannot change our future is what we can; I am here as a NITEP Student, we all walk a path together in this program as another family that I am thankful to have.

I will say that although this is a short time out of our daily lives, our families, the outside world, once you're there and complete the NITEP Program you will forever be grateful to have been a part of this journey, never give up, you will always be surrounded by the ones that are encouraging you to complete this!

*Catherine Joe
Year 3*

Yo! My name is Shannon Pite, I am from Kingcome and Alert Bay. My First Nations names are Malidzas and Tilinux. I am proud to be Indigenous. For all the Indigenous people, the time is now. We as First Nations people need to follow through with confidence in who we are, Nugwa'am I am. We as First Nations have our own personal gifts, we are intelligent in different ways, and we all have something to offer the non-native world. We have to take responsibility to educate ourselves on First Nations issues and in turn educate those who are ignorant. We need to remind ourselves that yes, we are all lifelong learners and lifelong teachers.

We have to remain proactive, we need to learn our languages, we need to get educated in the non-native world, we can also get educated on the internet at home... we all know how to use google. Be proactive take one hour a day to learn one thing. Take some time out today and learn what Bill C-45 is... learn about the Royal Proclamation the next day, and learn about the treaties of the past. Educate yourselves in any way you can.

I took a year off school, I am in third year NITEP, I was not grounded last year. I have two small children ages six and three. I needed to take a break so, I could plant my feet on the ground again. I struggled with believing in myself and my demons. Am I good enough, am I smart enough, will I fail.? Well... if I remain idle... then am I not failing already...

This has been a year of reflection, and I am reminded by tiny eyes that have been watching my every move. My daughter she is my life, she is my teacher, she looks at me and says mommy when I grow up, I want to be a teacher. I told her, that is awesome daughter, you can be whoever you want to be. She is amazing, she holds me accountable when I do wrong. She gives me the drive to return. I am committed and pledge to her and all of you that I will be returning to school in the fall.

School isn't hard it is time consuming and needs commitment. The TIME IS NOW! Let us as First Nations get up, get educated and be proactive. Let us all make that pledge, Gilakas-la! Much love and prayers!

*Shannon Pite
Year 3*



I would like to start out by saying congratulations to all my fellow NITEPers whom have/are completing their final year. I envy you all. It is the Year of Indigenous Education as we all know, and that brings great self-satisfaction to know that we as a group are taking steps towards helping our youth for future generations, and to make every year about Indigenous education for years to come (even though it may not be celebrated that year).

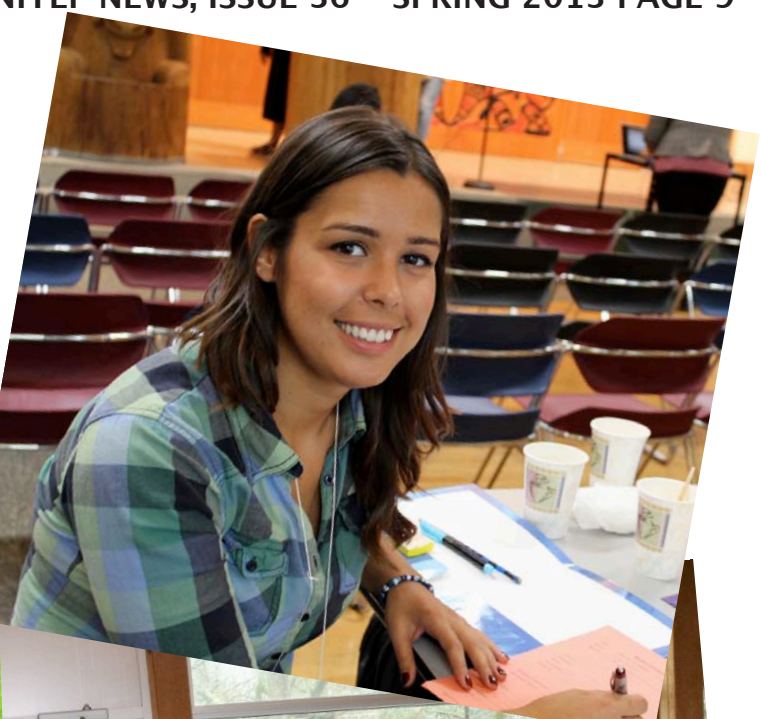
I am just a first year student but cannot wait for the day I get to teach a classroom full of young, sassy children in History 101, but most importantly I cannot wait to learn from that classroom full of eager-to-learn young adults with more knowledge than given credit for because I will never stop learning or forget the value and importance of learning.

"Any fool can know. The point is to understand." –Albert Einstein

*Ryan Gonzales
Year 1*



MORIES



KAMLOOPS–MERRITT FIELD CENTRE



L-R: Larissa Blank (Secretary), Sasha Matheson, Dancing Water Lulua, Karen Blain (Coordinator), Kenthen Thomas, Kelli Lacerte, Evan Hall

My name is Karen Blain and I am the Kamloops-Merritt NITEP Coordinator. I am a member of Sts'ailes Band, formerly Chehalis, of the Sto:lo territory. My parents are Stan and Bessie (Leon) Blain. My roots are from Sts'ailes and Ashcroft bands. I am a UBC NITEP Grad of 1998. I am very much tied to my community of Sts'ailes. NITEP is like a community, we are one big

family, and education binds us together. We support one another throughout the program and beyond. This is what I love about NITEP.

All of our NITEP students have their own strength and story that they bring to each NITEP class. It is through getting to know each other and sharing that makes each NITEP cohort strong. Each student lends support to others when needed.

NITEP is a leader in Aboriginal Education. Our program strength comes from the development and changes of the courses and the sense of community within our students. I have always been told that it is important to have a good sense of where we come from and who we are so that we can teach this to our students. This is our inner strength. We need good Aboriginal teachers and mentors for our children.

At the NITEP Student Gathering in September, keynote speaker Garry Gottfriedson honored us with his experience and knowledge of Aboriginal Education. Garry is from the Tk'emlups Indian Band and Principal of Ske'lep School of Excellence. We thoroughly enjoyed listening to his story of his journey through education. Garry spoke of the

importance of knowing who you are, the importance of knowing your culture and language.

We also have had a number of guests that have visited our class throughout the year. Kamloops NITEP would like to thank Julie Peters, 3rd year academic student, as well as Bella Morris for discussing lesson plans.

The Kamloops NITEP Alumni Speakers Series featured well-known language speakers and instructors of Indigenous languages of Secwepemctsin: Mona Jules and Nl̓?kepmxcin: Mandy Jimmie (NITEP Grad). These two dynamic speakers highlighted the importance of language, Aboriginal teachers within the school system and preserving our languages. Thank you Mona and Mandy.

John Chenoweth, NVIT Dean of Community Education & Applied Programs and NITEP grad will be featured at the next speaker series on March 13, 2013 at TRU. Everyone is invited, please contact Larissa @ 250-828-5227.

Please stop in and see us at Kamloops Centre any time. We look forward to visitors.



Hi, I am Kelli Lacerte, Nlaka'pamux / Carrier; I belong to the Coldwater Indian Band near Merritt BC. I am currently embarking on my first year of NITEP at (TRU) Thompson

Rivers University in Kamloops and taking several courses at (NVIT) Nicola Valley Institute of Technology in Merritt. Education is an incredible tool to obtain, which I believe it is important to expand our knowledge in the diversity of Aboriginal Culture's in obtaining holistic teaching methods. I believe that if we can work together with the current school system and implementing Aboriginal teachings it may be more successful and a much richer educational system within our communities.

It is important in passing the knowledge of the Aboriginal Culture and history that has been practiced and taught within these territories. I feel it is necessary, that not only Aboriginal but, non-Aboriginal people alike should be

educated and informed of this. Furthermore, it is very important to provide the Aboriginal perspective of this knowledge of the Culture and History.

It is essential to be aware of your cultural background which will help preserve the knowledge of traditional practices. I believe that being involved in cultural activities such as: singing, drumming, dancing, hunting, fishing, berry picking, making crafts, practicing ceremonies and connecting with nature are good attributes in following positive cultural practices. Many who practice their culture tend to create a more positive and grounded identity.

As an Aboriginal in today's society we have to be knowledgeable both in today's western ways of living and knowledgeable in our traditional ways. In the school system in the teaching methods that is in the curriculum is different from Aboriginal way of teaching. In today's way of teaching in the western world often the content is the main goal of education. In Aboriginal culture we are taught the oral tradition as well as learning through visual and hands-on examples of who we are and the world around us.

*Kelli Lacerte
Year 1*

Weyt-k xwexweytep! Ren skewkst Qwyilc Séwellkwe Lulua. Te Texelc ren st7é7kwen. Ren ki7ce Nancy Sandy ell ren qé7tse Robert Sandy. Len kyé7e Anastasia Sandy ell len xpé7e Frank Sandy lu7. Len kyé7e Agnes Howse el len xpé7e Magnus Howse lu7.

Hello everyone, my name is Dancing Water Lulua. I am from Williams Lake. My mom is Nancy Sandy and my dad is Bob Sandy. My late grandma is Anastasia Sandy and my late grandpa is Frank Sandy. My late grandma is Agnes Howse and my late grandpa is Magnus Howse.

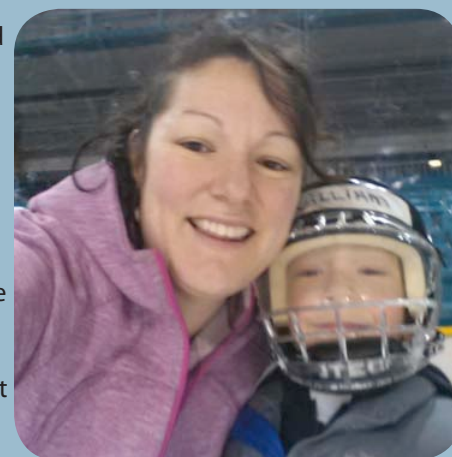
This is how I have been taught to introduce myself. It is ingrained in me to let people know who I am and where I come from and how we are connected. I am Shuswap, Cree, & Scottish. My father named me after six months of careful deliberation. I have three siblings and many nieces and nephews.

I am a first year student in NITEP. The Power of Indigenous Education began for me as a young adult. I grew up in cities and urban areas not realizing where I have come from. When I moved home, married, and

had my son I began my journey to understanding Indigenous education.

My vision for Indigenous education begins at birth; it is integrated seamlessly from the home to the classroom and focuses on cooperation not competition. As a teacher I hope to be a part of sharing a rich heritage and culture with students from all back grounds and come to a realization that we are all interconnected.

*Kukstéc-kuc
(Thank you everyone)
Dancing Water Lulua
Year 1*



My name is Sasha Matheson. I am Gitanmaax from Hazelton, BC. I am Lax Gibu, Wolf, clan. I am twenty-one years old, and am a first year student in NITEP. NITEP focuses on keeping our culture intertwined with knowledge, and as often as possible we introduce something new to each other from either our own culture or generally

based around our people as a whole.

I admit my ties to my heritage aren't as strong as I'd like them to be. I wish to change how little I know

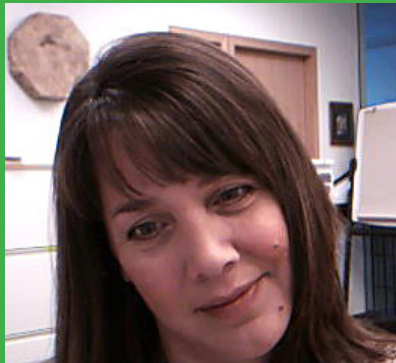
about myself, and grow to learn as much as I can. This program will help me succeed, my goals will be met. I also wish to impart some knowledge on my future children, nieces, nephews, and cousins. Family is important, and it is also important they remember who we are, and not feel ashamed, or forget that we are First Nations.

Some of our people have forgotten who we are, or do not wish to remember. Some of us have very little to no knowledge about how to sing, dance, carve, draw, make masks, play drums, hunt, smoke fish, or make Indian Ice Cream. Some people do not know about Ooligan grease, and what it is used for. Few modern day children speak much of the language, if any of it. I don't speak it, except a few phrases, and my last link to learn how passed away last spring, my great aunt. I believe the Indigenous Knowledge concept will greatly benefit myself and others, we can connect

better with each other, and with our birthright. We deserve to have as much Indigenous Knowledge as we can get, to learn about what has slowly been dribbling away for centuries.

We obviously can remember enough to keep our heritage alive, but it just isn't enough sometimes. We need more households to remember, and I think that by introducing the Indigenous learning enough of us can take home enough knowledge to effect our lifestyles and begin to impart our re-found knowledge on others. I feel better each time I learn something about where I come from, like an empty slot had been filled a little more. And I imagine those who come after us are going to need to know what we do, and what those who have come before us knew, and it'll do something for them too.

*Sasha Matheson
Year 1*



Hello! My name is Larissa Blank and I am the Divisional Secretary for Aboriginal Education at Thompson Rivers University (TRU) which began in June of 2012. My position is shared by NITEP Kamloops Centre and Aboriginal Education at TRU.

I am a member of the Tk'emlúps te Secwepemc (formerly known as the Kamloops Indian Band) and I am a proud member of the Jules family. I have a long history of working in Aboriginal Education, as I was previously employed for 10 years with the Simon Fraser University – Kamloops Program until its doors closed in 2010.

I have completed my Bachelor of General Studies Degree in Aboriginal Administration and Leadership, with a Minor in First Nations Studies from Simon Fraser University in 2008. I am a very proud mother of two children, my son now 16 and my daughter 11. I'm also very proud to continue in the field of Aboriginal Education, as it has been very rewarding for me to witness students accomplish their goals and dreams. I'm located in the House of Learning, if you are on campus, please stop by and say hello!

Wishing you all the best in 2013.

*Larissa Blank
Kamloops Field Centre Secretary*



Weytkp, my name is Kenthen Thomas. I am a Secwepemc Native from Salmon Arm, BC. My grannies and poppas are Vera Johnny and Dr. Mary Thomas; Herbie Johnny and Mark Thomas. All are deceased and from Salmon Arm. My parents are Phyllis and Gerry Thomas from Salmon arm that have born eight siblings for myself, three of whom are deceased. I have one pride and joy and his name is Susep Soulle from Chase BC, he is the pride of my life.

Now the question of "What is the power of Indigenous education?" Well for me the first thing that pops out is, culture, this is the essence of Indigenous peoples. The ability to hold onto a culture that is different from any other culture near or far, of course there are many similarities but the sameness ends in the way they are taught or practiced or held, the beliefs that range from tribe to tribe to nation. So that's what intrigues me about the term "Indigenous education." I believe that the power of the culture

that is instilled in us from generation to generation is a great power that most do not realize they possess.

The next word that pops into my mind is "closeness". This term in a First Nation's aspect, at least from what I have witnessed, been a part of, and experienced, has been a valuable teaching tool all of my life. From the gentle stroking of a baby's head to soothe them when they are upset, to the caressing of the dearly departed as we say our farewells; the touch and closeness that is in between these two points is such a great teaching tool. We spend our times cramped up in a tent on hunting and fishing trips to learn the old ways, but at the same time we see nature at work and the physics of the earth at play. We learn from our cousins, sometimes we make mistakes but we learn from them too. If one has ever grown up in a big family or on a reserve they will understand the term closeness and while at times it may seem to close for comfort they cannot deny that this effect had many forms of an educational impact.

*Kenthen Thomas
Year 2*

URBAN FIELD CENTRE



Back Row L-R: Owen Bedard, Luke Mack, Anne Jackart
Front Row L-R: Marny Point (Coordinator), Ashley Robertson, Claire Shannon Akiwenzie, Raven McCallum

I am the Urban Program Coordinator, an instructor and NITEP alum. Everyday is a good day, because I have the privilege of working with our future Indigenous Teachers! Here at UBC/NITEP's Urban field centre, which sits on the traditional and unceded territory of the Musqueam people. I am also an Adjunct Professor with the UBC/FNLG [First Nations Languages] teaching the 200 level of the Coast Salish traditional Musqueam language,

O si?em tə si:yeyə, ?əy tə nə ʒxʷqʷələwən tə na sweyəl!

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

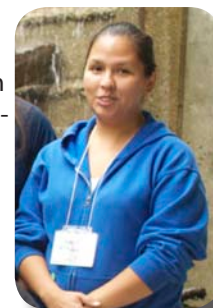
hənqəminəm, where I teach both UBC students and some of our Musqueam community members.

At UBC we are celebrating, the Year of Indigenous Education, and at NITEP our theme is: The Power of Indigenous Education, it is fitting that these link together, because as UBC showcases Indigenous scholars, leaders and educators it allows NITEP to continue to link pathways for future educators through role modeling, mentoring and other examples. NITEP allows students, (aka; pre-service teachers), the opportunity to explore and build upon cultural identity and heritage. By honouring, respecting and giving value to 'identity' through the course work – it allows for, and develops a deeper understanding in both Indigenous social and educational issues, as we must know our past, so we can become the powerful leaders of tomorrow.

We, at NITEP are committed to creating change in Indigenous education! Envisioning that every 'grade-school' student has the right to receive and engage in a relevant, honorable education, delivered at the highest quality, best of all – our NITEP students understand that they will be a part of that change.

*Marny Point
Urban Coordinator*

Hi, my name is Keshia. I am from Bella Coola, BC and I am Nuxalkmc. I am in my first year of NITEP - Secondary Option.



I joined NITEP because I like how it is based around enhancing First Nations learning. My goals once I achieve my degree would be working in my hometown and working with the local school to enhance and integrate Cultural teaching with the current education systems.

I am hoping to have the chance to encourage future generations by showing that education can be fun and meaningful, as well as creating a sense of cultural pride and acceptance.

*Keshia Schooner
Year 1*



My name is Scott Roberts and my home territory is Campbell River.

This is my first year in the elementary option of the NITEP program. I joined NITEP because it is a great avenue towards a teaching degree.

The teachers and staff of the NITEP program are very supportive and care about their students. After I earn my degree, I would like to affect future generations by sharing my knowledge and encouraging all children to do their best and make the most out of their lives, they have so much ahead of them and can do anything, I want them to recognize that.

*Scott Roberts
Year 1*



My name is Owen Bedard. I am half Haida and half Tsimshian. I was born up north in Prince Rupert, but I've spent all my life growing up down in Vancouver.

I am currently a first year student in the NITEP program, in the secondary option. I joined NITEP because this program allows me to get in touch with my cultural side, especially because I spent my life growing up in the city and I haven't really been around my culture. When

I get my degree I want to teach my students about First Nations culture and our history and I want to entwine First Nations content with whatever I'm teaching.

When I become a teacher I want to get the students engaged in learning and do my best to help them with their education. I want to impact future generations by teaching them the importance of their culture and to embrace their culture.

*Owen Bedard
Year 1*



My name is Luke Mack, and my traditional name is Qwinaw. I am Nuxalkmc - which is located in Bella Coola, BC.

I am in my first year in the Elementary option, I plan on teaching in grades 5 – 7 and maybe a in a high school class or two.

I applied to NITEP after four years working as a Teacher's Assistant. I was an uncertified teacher for a month, and it was then that I realized that I wanted to become a teacher. I learned the duties and responsibilities of being a teacher and stepped out of my role as a TA. Also, it became clear that I liked to help and teach people any way I could. With the encouragement of some co-workers, I applied to NITEP.

After I complete my program, I would like to go out into the world and gain experience, then eventually, find work in my community later in my career. I believe, with a degree in my hand, I can work anywhere I choose.

I want to show the students that anything is possible. That you will not know until you ask. I want to teach that if you put your mind to your goal and discipline yourself, anything can be achieved. Sometimes it may take a long time; sometimes it might happen at the snap of your fingers. Just keep plugging away at your goal.

Luke Mack
Year 1



I am Anne Marie Jackart, (Birth name Anthoula Athanasia Oxouzidis) Ditidaht from the Nuuchahnulth Territory, West Coast of Vancouver Island, and also of Greek heritage.

2008, when I began meeting my biological family that I saw what being Indigenous was. I had spent 29 years of my life trying to be something else, and was treading off the red road into treacherous territory. The care I received from my adopted parents was loving and supportive, it is through them that I believe, I have the ability to be successful in school. Being re-united with a persevering Grandmother, I saw the need of a future Educator in the region. The youth of the village are eager, and full of life. Grandmother is the Matriarch, and teaches all she can. I see much of who I want to be through her.

As a First Year NITEP student, Elementary option, I am excited to be at University, especially attending UBC! I had been looking for a program for a few years, and when NITEP was brought to my attention, it was a perfect fit! My Grandmother, in Bamfield BC, inspired me to continue my studies. She is 74 years old, and has been taking classes to learn her language again, as well as working towards a Masters in Education. All from a little remote village that doesn't have cell phone service!

In 1980, I was adopted into a family of British Descent. The effects of the residential school experience, on my biological mother, Deborah, were not having the life skills to raise children. She has since passed on, but her legacy lives within me, and my 5 siblings. It wasn't until

The Nuuchahnulth Tribal Council has invested in this goal of mine, but not without challenging me. The passion I have for keeping the awareness of self is what drives me. Cultures, no matter which one, have a place in this world. The short time I have been at UBC, and all that I am learning presently, has already benefitted a few of my vast family. I have come to be the source of inspiration for my older sister, Maria. She will attend University this coming fall, working towards a Criminology degree. My brothers have a glint in their eyes, as they see what can be accomplished. The spirit within is idle no more. We are a people with strong convictions, and purpose.

Anne Jackart
Year 1



Ahnee. Hello, my name is Claire Shannon-Akiwenzie. I am Irish and Anishinaabe from the Chippewas of Nawash First Nation in Cape Croker, Ontario. I am in my first year in the elementary option.

I applied for NITEP after wondering for years "what to do when I grow up". I was constantly changing my mind- should I be a marine biologist, a doctor, or maybe a journalist? Then it dawned on me, being a teacher would give me the opportunity to fulfill all of these ambitions. I could be a marine biologist by taking students on a field trip to the Vancouver Aquarium or to the local beach where I can teach them about the importance of protecting our oceans and wild life. I could be a doctor by teaching students to eat right and exercise regularly. I could even live my dream of being a journalist by assigning a project where students could go out and document things about their surroundings. This could encourage their ability to read, write and create a connection with their community. The possibilities with being a teacher seem virtually endless and through the NITEP program, you can go anywhere.

And that's exactly what I plan to do. Once I've completed my degree, I would love to travel to either Hawaii or New Zealand. I find the culture of these Indigenous people, like our own Aboriginal people, incredibly beautiful and interesting. I would also like to discover how different Indigenous groups are fighting to preserve their traditions and language through their education system so that one day I may return and apply these tools and experiences to influence our education system that'll be beneficial for First Nations people.

The greatest thing I look forward to about becoming a teacher is the opportunity to impact future generations. I want to inspire lifelong learning and, most of all, give students the confidence and tools to become anything they want.

Claire Shannon-Akiwenzie
Year 1

ON CAMPUS – YEARS 3, 4, 5



Here we are in 2013! The Year of Indigenous Education. I can't help but think how great that is. I think about how far we have come in education over the years that this is even possible.

We say our final good bye to the 5-Year program and hello to a brand new 4-year program. The last of the students for the 5-year program are approaching their end date and graduation. In May of this year we will have more qualified Indigenous teachers out there working. Then, just a few short months later (in August) we will graduate the next class. It is an exciting time here.

One of the benefits of my job is that I get to visit the field centres. This year I get to add Bella Bella to my list of places to visit. It is great to go there and see the students hard at work. There is also an added bonus for me because we have NITEP grads already in the community. NITEP has always said that once you are in NITEP you are family. This is very true in my case. Because of my NITEP experience I have family in Bella Bella. I am forever grateful for the connections made in this community and I am happy when I get to go there. I am looking forward to the next few years there.

I watch the students in methods classes and I hear the stories of things they do in the class and it brings back my NITEP memories like they were yesterday. Not much has changed. Lots of hard work, but still done with lots of laughter, tears, and encouragement from fellow students. What would we do without the connections made?

My message to the students, hang in there, there is an end in sight.

My message to the people I work with. Thank you once again for making this a great place to be. Thank you for all that you do for the students. It is your hard work, your belief, and your dedication to this program that make it what it is.

Lucetta George-Grant
Year 3, 4, 5 Coordinator



I am Kelly Hall, a Cowichan Tribes member.

I am currently enrolled into my third year of NITEP. My experience in Vancouver is different from home, however with the support of my family, friends, partner (Josh Williams), and my feline Lynx has made my journey easier.

I've journeyed to Vancouver to gain knowledge and power as a First Nations woman. I want to work for my ancestors and people to become a strong healthy role model, I believe I can do this by becoming a First Nations teacher.

I aspire to become a strong political First Nation leader like Nora Antoine, Lydia Hwitsum and Chief Spence. I believe NITEP will educate me and give me the tools towards understanding the power of Indigenous Education.

Kelly Hall
Year 3



NITEP's theme this year is "The Power of Indigenous Education" which just so happens to have happening within it a movement called "Idle No More" (INM).

The INM Movement has underlying issues that speak directly to the importance of the NITEP program: Aboriginal teachers teaching from an Aboriginal perspective. A lot of the underlying criticisms which have surfaced against the INM Movement, and Aboriginal people, comes from an uneducated, ignorant knowledge of the true history of Aboriginal peoples in Canada. As NITEP grads our specialty will be from an Aboriginal perspective and we will be able to go into the school district and teach our history and answer questions to the best of our ability. Our very presence will have a positive impact especially to Aboriginal students within the schools.

I can't think of a more powerful message for the "Power of Indigenous Education" than a NITEP grad as it is what we have been trained to do: First Nations specialty.

Lois Vader
Year 3



Hello, my name is Tanya Terbasket. I am a member from the Lower Similkameen Indian Band located in Keremeos, B.C. I am in my fifth and final year of NITEP. I will miss my friends and teachers when I graduate in May 2013.

I would like to take a moment to thank my family, friends, and teachers (Karen Blain, Mary Brooks) who helped me on my life long

journey. I am so grateful to finish my last year with a wonderful Social Diversity Cohort. I look forward to utilizing the information that I learned from the program.

I will cherish every moment spent during this educational journey and look forward to continue to experience what I am passionate about. I will never forget this experience and forever grateful for those who shared this journey with me.

Thank you! All My Relations,

Tanya Terbasket
Year 5



Hadi,

My name is Landon Gregg. I am a third year student in NITEP from Fort St. James, BC. Going through this program has shown me many things not only in academics but also being a leader and role model for our young people.

The program theme for the year, The Power of Indigenous Education, has made me think about how to be a good educator. I believe NITEP has given me the tools, such as curriculum development and public speaking, to become a great educator, and it has given me the knowledge that a learning environment that fosters strong, informed and critical thinking students. Musi.

Landon Gregg
Year 3

CREATIVE CORNER

Keeping your culture
advancing holistically
Western views: education, society structure
being positively involved in your community
Working together.....
Using both techniques in teaching
Using each others knowledge
Create unity
Learning to live in both worlds
Successfully

Kelli Lacerte

Ours
Mountains resonate with songs of long ago,
Rivers pound with drumbeats.
The ground below remembers the dances,
My home recalls what I do not.
It's hard to remember what has been left behind,
But I want to be a part of it.
Though it will never die,
It's heartbeat is faint,
Life needs to be breathed into it again.
Old ways must be learned,
To keep our souls alive.

Sasha Matheson

It is a Mockery

Construction is the destruction of life
Cold lifeless buildings built
To the advancement of death
And the fall of life

Built high enough to reach for the sky
Yet they fail to recognize our land
Designed to look beautiful
To hide the ugliness they hold

It is a mockery of true beauty
Sitting in places of old growth trees
Blocking the warmth of sunlight
Robbing the life out of the soil underneath
Construction of death
Destruction of life

This is why we resist
We want a life for our child
They need the land
And the land needs them

Witnessing the true beauty

Watching cedars pines and maple trees
Listening to rivers waterfalls and oceans
Feeling a cool breeze on a hot summer day
Receiving nourishment for our bodies

Witnessing true beauty

This is why we resist
We want a life for our child
They need the land
And the land needs them

Crystal Smith de Molina

ABC's Rap Song

Let's sing a song, ABC
all the way through Z,
feel free to join me you little busy bee

A, B, C, come on, sing with me, unless you really have to pee
D, E, F, only 20 letters left, giving us a little mo~tive
G, H, I, Come on, give it a try while you're reaching for the sky

Practice once, practice twice - smooth like Vanilla Ice, ice, ice
Listen once, listen twice, sounding really nice, nice, nice
J, K, L, Learning letters help you spell
M, N, O, Let it flow, make a show, grab some play ~ dough
P, Q, R, Dropping beats like a star, little super star

Practice once, practice twice smooth like Vanilla Ice, ice, ice
Listen once, listen twice, sounding really nice, nice, nice

S, T, U, This is something new to do,
Make them say 'aaahh' ... then make them say 'oohh'
V, W, X, Give me props while I flex, stand up now you're next

Y and Z, Now we know this is simple, super E-Z.

Practice once, practice twice smooth like Vanilla Ice, ice, ice
Listen once, listen twice, sounding really nice, nice, nice

Say the letters sing the song ... take your time, it's not that long.

Luke Mack

NITEP Caption Contest

Best Captions

“My toes are so cute!”
- Rebecca Silver

“Wait, wait, wait--WHAT?”
- Jackie Windsor

“Ok....the chicken dance goes like this.....” - Rick Joe

“Ok stop, please, you’re making me blush! Thank you all.” - Sonia Woods



Thanks for your submissions! Keep your eyes peeled for the next contest!



Tanisi,

My name is Jennifer Anaquod and I am from Muscowpetung Saulteaux First Nation in Saskatchewan. I graduated from NITEP in May 2012. I have been putting my degree to use in many ways. I am currently the E.C.E methodology instructor at Native Education College. During this last year I have also been working towards applying to the M.Ed program in Administration and Curriculum Pedagogy and Leadership at U.B.C and have spent some time researching how personal story is a huge part of place-based education. The following is an excerpt for a paper I wrote for Dr. Marker’s EDST 508A class:

I was 9 years old and standing beside my Kookum in her tiny kitchen, I could just see out the window into the back garden. We were not allowed in the kitchen ever, so this was a very special day. “Listen carefully”, Kookum said quietly to me. I was listening even though it was hot and I wanted to fidget, I knew she was about to teach me how to make bannock. I had to remember the ingredients carefully, Kookum’s bannock was the very best and I was going to go home and make it for my mom and dad. I waited patiently for her to tell me the ingredients and instead she looked at me and said “I am going to tell you the story of how I learned to make bannock”. I was disappointed I didn’t want to hear about how to make bannock, I wanted to make bannock.

Kookum slowly started measuring out the ingredients and shared with me how when she was a little girl her mom taught her how to make bannock. That she was told it was never what you put in your bread but the stories that went along with it that were important. That Kookum Jane had told her one day she would share the same story with her children and grandchildren and she would share with them the same words. We worked all afternoon at making bannock, Kookum told me that my recipe would change over time as different people ate my bread and made suggestions. “Dela likes fluffy bread, so always make it fluffier when she is coming”, she told me. This was the best day I had ever spent with Kookum; she usually didn’t have time for us as children so every moment was exciting, even though she never did tell me the recipe. As we were cleaning up she looked at me and said, “Remember Jennie, one day you will teach your own children how to make bread and you will share this same story and teach them it’s not about the bread but about the stories it creates. The stories are always the most important part”.

*Jennifer Anaquod
NITEP Alumna 2012*



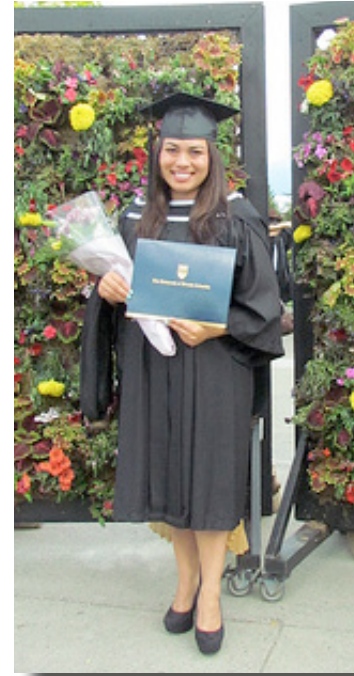
Congratulations, DeDe DeRose!

In June 2012, DeDe was appointed as the first Superintendent of Aboriginal Achievement and since August has and will continue to work with FNEESC and other education partners “to identify priorities that can best support improvements to aboriginal achievement. This will include work within school districts and could also include the redesign and development of ministry curriculum and assessment programs,” according to a FNEESC release.

DeDe is Secwepemc and a member of the Esketemc First Nation. She graduated from NITEP in 1981. She has been a teacher and a principal and an educator for over 30 years.

Photo and information courtesy of FNEESC and The Vancouver Sun.

Congratulations to the NITEP Grads!



Jennifer Anaquod
Jessica Bedard
Sara Brown
Karina Harry
Jacqueline Jim
Denise McLaughlin
Jennifer Sebastian
(Garcia-Pinero)



Remembering our Elder, Rose Point



Rose was an inspiration to generations and will not be forgotten by those of us who have been touched by her kindness, strength, and wisdom.

Rose has been an important part of the UBC Community for many years and will be greatly missed by all of us. At every opportunity she spoke of the importance of education and inspired countless young people to reach their goals. She provided her guidance to many committees and boards both at UBC and in the wider community and shared her teachings with children and youth through her involvement with many UBC summer camps. She taught us all to be proud of who we are and to support each other.

-Thane Bonar, on behalf of the First Nations House of Learning
Photo credits: FNHL, Marny Point



How do I apply to NITEP?



Applicants submit the NITEP application package.

- a. NITEP Application Form
- b. Faculty of Education Application Form and fee*
- c. All official transcripts (high school and post-secondary)
- d. 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 submit all required documents by March 15 will have the Faculty of Education fee paid by NITEP. Applicants who do not meet the March 15 deadline must provide all documentation by July 31 and be responsible for paying the Faculty of Education Application Fee.



How do I get readmitted to NITEP?



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

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

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

2. Submit any official transcripts of college or university transfer work completed.
3. Complete a Faculty of Education Application for Readmission Form and submit the re-application fee.
4. 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.

APPLICATION DEADLINE IS JULY 31