



NITEP NEWS

UBC's Indigenous Teacher Education Program

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WINTER 2014
ISSUE FORTY

40th Anniversary Edition *1974 – 2014*

NITEP NEWS

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Issue 40

40th Anniversary Edition 1974 – 2014

hands back...



hands forward...



for Indigenous Education



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

I am delighted to begin this message by acknowledging that 2014 marks the 40th anniversary of NITEP. On October 26th I had the opportunity to attend the celebration at the First Nations Longhouse, where over 250 NITEP alumni, family and friends gathered to reflect on NITEP's beginnings, its impact on education in BC, and future plans for the program.

NITEP has, and continues to, successfully demonstrate how Indigenous culture can be integrated within a mainstream post-secondary institution and professional training program. It has stayed true to the vision of the program's founders, while evolving to remain current and relevant. The field centre model that has been in place since NITEP's inception is still the cornerstone of the program, but NITEP continues to adapt to meet the needs of students in the 21st century. Some of the major changes that have taken place over the past 40 years include the addition of a Secondary option, the opening of an Urban field centre at the UBC Vancouver campus, the acceptance of an Early Childhood Education block transfer, and the implementation of flexible learning strategies including the adaptation of NITEP courses for online delivery so that the program can continue to reach students in rural and remote corners of the province.

NITEP's success is a tribute to those who worked so hard to bring their vision of a more relevant and culturally based Indigenous teacher education program from concept to reality over four decades ago, and to those who are continuing this legacy. As Dean, I offer my sincere congratulations on this significant milestone.

Dean Blye Frank
Faculty of Education



Greetings. This year is very special for NITEP. On October 23rd, 2014 we celebrated NITEP's 40th Anniversary at the UBC Longhouse. Over 250 alumni, former and current faculty/staff, students, community leaders, and friends

gathered to celebrate and witness NITEP's success in preparing Indigenous people to be effective educators and much more. This 2014-15 NITEP News highlights the 40th celebration, a new book about NITEP's history, and this year's theme of *Hands Back, Hands Forward for Indigenous Education*.

Tsimilano, the late Elder, Dr. Vincent Stogan of Musqueam taught us this teaching about *Hands Back, Hands Forward*.

When we gather to share our knowledge and discuss important work, we stand in a circle to give thanks and show our support for one another by holding hands. We hold our left palm upward to symbolize reaching back to receive help from our Ancestors and those who have walked before us. We learn to use these teachings and honour our responsibility to help those who come after us. We then extend our right palm downwards as a symbol of giving help.

The NITEP founders included the few Aboriginal teachers working in British Columbia and UBC Faculty of Education representatives who worked cooperatively to establish NITEP in 1974. These founders developed some principles, which have guided NITEP's development over the years.

NITEP has remained true to its foundational principles: facilitating access to a credentialed teacher education program (B.Ed.) for people of Indigenous ancestry; offering a good portion of its program in regional sites in BC through Field Centres; and ensuring that Indigenous culture, values, knowledge, and languages are a vibrant and meaningful part of the program. Over the years, through collective efforts and leadership, we have developed a holistic programmatic approach based on the development of the spiritual, emotional, physical, and intellectual realms in relationship to oneself, family, community, and Nation; numerous partnerships with Aboriginal communities/organizations, colleges, universities and Indigenous post-secondary institutes; and flexible learning approaches to include online courses and interactions.

Our 40-year history has been filled with various challenges such as limited student and program finances, colonial impacts on students, families, and communities, personal and institutional racism, skepticism about an Indigenous program, declining enrollments at some Field Centres, and major programmatic changes in the field of teacher education.

However, like the Raven that also guides NITEP, we find ways to deal with these challenges. We persist. We often rely on NITEP alumni and our allies for assistance. The commitment and support for NITEP from the UBC Faculty of Education is remarkable. We would not be celebrating 40 years of success if we did not have this important institutional support.

The growing numbers of NITEP alumni can be found in every part of British Columbia and beyond. There have been at least two generations of NITEP alumni from families, many of our alumni have graduate degrees, they teach and lead in public, independent, and First Nation schools, as well as in post-secondary education. Some have taken on leadership positions with the provincial government and Aboriginal organizations. We are blessed that NITEP has created a strong legacy of people committed to facilitating all students' educational success and to strengthening Indigenous Education. This Newsletter also features the current generation of NITEP students who will contribute to this legacy.

Our Ancestors would smile knowing that the teaching of *Hands Back, Hands Forward* has been and continues to be lived within NITEP.

Jo-ann Archibald | Q'um Q'um Xiiem
NITEP Director & Associate Dean
for Indigenous Education

Ey Swayel,

As I put together this edition of the NITEP News I had to wonder if it's just a coincidence that the 40th edition was the one to highlight our 40th Anniversary. It seems rather serendipitous, almost as if I had it all planned out.

I always enjoy reading through the stories from the students, alumni and staff and this year's theme of *Hands Back, Hands Forward for Indigenous Education* makes me realize how NITEP has paved the way for other teacher education and Indigenous programs.

It was so wonderful to see so many NITEP alumni and friends at the anniversary celebration in October and learn more about how NITEP came to be. I look forward to seeing what the next 40 years has to bring.

Jessica La Rochelle | Lhkwemiya
Assistant Director



NITEP NEWS - ACKNOWLEDGEMENTS

Editing Team: NITEP Assistant Director: Jessica La Rochelle | NITEP Administrative Support: Natalie Simkin

Printers: Ladysmith and Goldstream Press

Thank you to everyone who contributed articles and photographs

Faculty of Education NITEP: Traditional Values — Contemporary Program

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

NITEP is the Indigenous teacher education program at the University of British Columbia. Founded in 1974, NITEP was developed in response to the need expressed by Aboriginal people throughout the province for a more relevant and effective teacher education program. Students earn a Bachelor of Education degree (Elementary or Secondary) that builds upon Aboriginal identity and culture, while preparing and challenging them to be effective educators for First Nations, independent and public schools.

As a contemporary program with traditional values, NITEP truly exemplifies how culture can be integrated within a mainstream post-secondary institution. The First Nations Education Council, which developed and advises the program, is made up of Aboriginal educators, UBC Faculty, NITEP Coordinator representatives, a British Columbia Teacher's Federation representative, a First Nations' Schools Association representative, representatives from the field centre communities, and NITEP student representatives. NITEP also works in partnership with Aboriginal communities, organizations, and various post-secondary institutions to ensure that the program is relevant and responsive to the needs of local and provincial communities.

In addition to the Urban Centre on the UBC Vancouver campus, NITEP is also offered at field centres in Bella Bella, Duncan, and Kamloops. These centres allow students to maintain their connection to home and community while pursuing their education. NITEP Coordinators teach in the program and assist students with course planning, advising, and arranging for tutors. The cohort structure of NITEP allows students to bond and become a family as they experience the program together. Students have likened their experience to a canoe journey; the more they pull together the easier it becomes.

Over the past 40 years, 373 individuals have graduated and gone on to successful careers as teachers, administrators, provincial and federal government employees, and other highly valued positions in Aboriginal education. Many have continued their studies and have received Masters and Doctorate degrees. NITEP students and graduates are role models and agents of change and empowerment.



NITEP Team

Back Row, L-R: Karen Blain (Kamloops Coordinator), Jessica La Rochelle (Assistant Director), Natalie Simkin (Program Administrative Support), Clinton Charlie (Duncan Coordinator). **Front Row, L-R:** Linda Williams (Financial Support), Lois-Anne Hanson Arnold (Bella Bella Coordinator), Lucetta George-Grant (On-Campus Coordinator), Jo-ann Archibald (Director), Marny Point (Urban Coordinator).

It's a new year in the Teacher Education Program! We were delighted to welcome BEd candidates Kelly Hall and Dancing Water Lulua in the Elementary option and Kye Smith in the Middle Years option (the first NITEP student to enter this option). They join over 600 teacher candidates in the 12-month Bachelor of Education program and are already well underway in a very full year.



During their 4th year, NITEP teacher candidates are asked to elect someone to represent the NITEP program on the Education Students' Association executive council. This year, Kye Smith was chosen. She represents NITEP, coordinates athletics on behalf of BEd students and is the ESA Ombudsperson, a role that helps to facilitate positive resolutions for BEd student concerns.

On the administrative side, program coordinators and directors for both NITEP and the Teacher Education Office meet on a regular

basis to establish communication protocols and programmatic checkpoints to ensure a smooth transition for NITEP students as they complete their BEd degree.

Normally, Bette Shippam, TEO Program Coordinator, visits NITEP Field Centres annually to advise on and describe the flow of the BEd program to Year 1 to 3 students. This year, we did this visit virtually via Skype with NITEP's Bella Bella group. Bette attends bi-annual FNEC meetings and quarterly coordinators' meetings, and she also joins in case-conferencing and joint advising with NITEP program coordinators. Rod Brown and John Yamamoto provide practicum coordination. It's a TEO team effort!



The Teacher Education Office faculty and staff would like to recognize NITEP's 40th anniversary! Congratulations to all involved in creating and maintaining this vitally important program!



*Dr. Wendy Carr
Director of Teacher Education*

Photos L-R: Dr. Wendy Carr with Dr. Jo-ann Archibald, Lucetta George-Grant, and Marny Point, Kye Smith at her practicum school (Eagle Mountain, Coquitlam), Visit to Sk'lep school of Excellence Kamloops principal, Garry Gottfriedson and TEO program coordinator, Bette Shippam

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.





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November 7, 2014

Dr. Jo-ann Archibald
Director, NITEP
Faculty of Education
University of British Columbia
1985 West Mall, First Nations Longhouse
Vancouver, BC V6T 1Z2

Re: NITEP 40th Anniversary

Dear Dr. Archibald,

The First Nations Education Steering Committee (FNESC) would like to congratulate the Native Indian Teacher Education Program (NITEP) on its 40 years of developing Indigenous educators. NITEP's continuing commitment to developing Aboriginal teachers has a transformative impact on the educational community in British Columbia, both at the K-12 and post-secondary level.

By providing students with the opportunity to maintain family, community, and cultural connections during the course of teacher training, NITEP attracts and retains many candidates that may not have otherwise successfully completed their education. As such, NITEP plays a valuable role in increasing the number of Aboriginal educators in British Columbia. Speaking more broadly, NITEP demonstrates that there is tremendous value in ensuring that post-secondary programming adapts to the needs of Aboriginal students and communities.

Over the course of the past four decades NITEP has graduated hundreds of Aboriginal teachers. Certified Aboriginal teachers in the public education system and in First Nations schools are role models for Aboriginal youth and challenge negative stereotypes. Additionally, many of those teachers have influenced larger conversations in the broader education community through their leadership roles locally, provincially, and nationally.



First Nations Education Steering Committee Society

November 19, 2014

Dr. Jo-ann Archibald, Director
NITEP Indigenous Teacher Education Program
1985 West Mall
First Nations Longhouse
Vancouver, BC V6T 1Z2

Dear Dr. Archibald:

On behalf of the Aboriginal K-12 and Post-Secondary Education and Training Partners Tables, we are pleased to congratulate the NITEP Indigenous Teacher Education Program on 40 years of success in educating teachers in an environment that honours diverse Indigenous traditions and philosophies.

A number of our colleagues from the partners tables were able to attend your anniversary celebration on October 23rd. By all accounts, it was a very successful and inspirational event, celebrating the progress made in Aboriginal education over the past four decades and recognizing the contributions of Indigenous education leaders. That so many alumni and former faculty members returned to Vancouver for the celebration is a testament to the impact your program has had on individuals, schools, and communities.

Guided by the First Nations Education Council, NITEP faculty and staff have effectively trained hundreds of pre-service teachers, building upon and strengthening cultural heritages and identities in a program where educational issues pertinent to Indigenous education are central to program objectives. NITEP graduates are role models, transforming education for thousands of students each year within all sectors of the British Columbia K-12 system, and positively impacting families and communities across the province.

The K-12 and Post-Secondary Education and Training Partners share the common objective of increasing achievement and transitions for Aboriginal learners and recognize the critical role played by Aboriginal teachers in advancing this goal. Through its visionary programming, NITEP has supported the development of new educators, who in turn will interact with countless students over the course of their careers. Furthermore, NITEP demonstrates the potential for the systemic change necessary to ensure that post-secondary programs meet the needs of Aboriginal students.



British Columbia Teachers' Federation

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November 28, 2014

Dr. Jo-Ann Archibald
Director, NITEP
Faculty of Education
University of British Columbia
1985 West Mall, First Nations Longhouse
Vancouver, BC V6T 1Z5

Dear Dr. Archibald:

On behalf of the 41,000 members of the British Columbia Teachers' Federation, I would like to congratulate the Native Indian Teacher Education Program on its 40 year anniversary.

As a teacher education program that honours diverse Aboriginal traditions, NITEP plays an important role in increasing the number of Aboriginal teachers in our public schools. NITEP has graduated over 370 Aboriginal teachers into our schools across the province. Aboriginal teachers not only serve as important role models for all children in our classrooms, but also effect change and inspire far-reaching dialogue in and beyond the education community.

The BCTF congratulates the students, alumni, faculty, and staff of NITEP on this achievement.

Sincerely,

Jim Iker
President

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Further, we look forward to sharing the celebration of NITEP's anniversary as part of your keynote address at the 20th Annual Aboriginal Education Conference on December 5th. We believe our delegates will be inspired by your leadership and vision, and how you have advanced First Nations education over the years.

FNESC celebrates the successes of NITEP's graduates and wishes the program further success as you continue towards new milestones.

Sincerely,

Tyrone McNeil
President



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA



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24 November 2014

Dean Blye Frank
Faculty of Education
University of British Columbia

Greetings Dean Frank:

FNHL wishes to congratulate you and all of the faculty and staff, students and graduates of the Native Indian Teacher Education Program on the occasion of the Program's fortieth anniversary. For so many years NITEP has been a model of collaborative community partnership to build capacity within First Nations communities and educational opportunities that meet the needs of Aboriginal children. As your fortieth anniversary celebration so clearly demonstrated, NITEP graduates are now leaders throughout the province in Aboriginal education and other fields. NITEP has truly changed the face of leadership across the province. NITEP faculty, staff, and students all face the formidable challenge of establishing educational practices that are congruent with community practices and priorities and the needs of students while providing students with the high levels of skills and understanding that will support their further education and work wherever their paths take them. There are few responsibilities as critical to our future, and we wish NITEP every success in its continued leadership and service.

Sincerely,

Linc Kesler, PhD

Associate Professor & Director, First Nations House of Learning
Senior Advisor to the President on Aboriginal Affairs

linc.kesler@ubc.ca

cc: Jo-Ann Archibald

Once again, congratulations on this significant milestone and best wishes for continued success in the years to come.

Sincerely,

Don Avison
Chair, Aboriginal Post-Secondary
Education and Training Partners Table

Glen Hansman
Acting Chair, Aboriginal K-12 Partners Table



BC ASSEMBLY OF FIRST NATIONS

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November 14, 2014

Dr. Blye Frank
Dean, Faculty of Education
University of British Columbia
2616 - 2125 Main Mall
Vancouver, BC V5T 1Z4

Dear Dr. Frank,

RE: **Native Indian Teacher Education Program 40th Anniversary**

I would like to take this opportunity to extend my congratulations to the Faculty of Education at the University of British Columbia on the 40th Anniversary of your Native Indian Teacher Education Program (NITEP).

I regret that I was unable to attend and witness your celebration with you on October 23rd. Education opens doors for all of us and contributes to strong and healthy communities. We are in an exciting period of transition and there have never been more opportunities for educated Aboriginal people in this province. However, in order for these Aboriginal students to succeed, they need strong teachers that understand and honour Aboriginal cultures and work with our communities to promote a strong education for our children. With over 370 graduates, this program has made a significant difference in education for Aboriginal students in BC.

Congratulations again to the students, alumni, faculty, emeriti and staff of NITEP on this significant and important achievement.

Respectfully,
BRITISH COLUMBIA ASSEMBLY OF FIRST NATIONS

Jody Wilson-Raybould
Regional Chief

Bella Bella Field Centre



It is hard to believe that we are now into our third year at the Bella Bella NITEP Field Centre! This year we have ten students at the Field Centre including four second year students and six third year students. One of our students, Lily (Innes) Young, transferred to the Urban Centre for her third year, and along with Ayla Brown, who changed centres after her first year, is "blazing the trail" for her Bella Bella colleagues. All of our third year students as well as one of our second year students plan to move to Vancouver this coming summer.

A highlight of this fall term was the week students spent with Nirmal Bawa, who travelled here at the beginning of September to teach LLED 336. Nirmal's positive energy, keen observations and seasoned teachings will remain with our students and they complete their program. The Gathering of course, is always a highlight for students.

As I write this, most of our second year students are spending the day at the Bella Bella Community School, completing one of their intermittent practicum days for EDUC 244. BBCS has been very supportive of the NITEP students in Bella Bella, and I find that the students always come back to their Field Centre classes with renewed enthusiasm and purpose.

Funding is tight this year, but so far we have managed to make it all work. One of the challenges of running a Field Centre in a remote area, is access to courses and instructors. We are thankful to have in Bella Bella, a number of qualified, willing, and capable instructors, including some NITEP alumni. Most of them are employed elsewhere in the community, but are willing to instruct an elective or a UBC education course for our NITEP students. Although this often means evening and/or weekend classes, our students find it preferable to completing all of their elective courses online, a challenge even for many seasoned students. I am also thankful for NVIT's University Transfer Program as this is where our students' elective courses originate.

Lois-Anne Hanson Arnold
Bella Bella Field Centre
Coordinator



My name is Allison Reid, I am currently in my second year of NITEP attending the Field Centre in Bella Bella. I learned a lot this term in Education 141 Cultural Studies, with by far the greatest instructor ever, Pauline Waterfall. I have learned more about Heiltsuk Culture taking her course than I have in my twenty nine years of living in Bella Bella. She is an amazing, humble, brilliant professor, and she knows what she is teaching. Every day, she taught something new about Heiltsuk traditional ways, and showed over time how it has changed, and also how we are slowly regaining it. My and my fellow students' emotions were like a roller coaster ride, as we covered topics from residential school, Heiltsuk Nation's first contact, traditional knowledge, to Heiltsuk values and finally, potlatching. I am very grateful to have the opportunity to take this program in my home community, not only to be able to learn from knowledge keepers about our traditional ways, but also to have the support from family, classmates and community members.

Allison Reid
Year 2

I am a third year NITEP student who is presently attending the Bella Bella Field Centre. It has been a very rewarding experience and journey although I have fallen upon personal roadblocks. I realize that I must work towards the completion of my goal. The theme of NITEP is, "Hands Back, Hands Forward for Indigenous Education." It is an uplifting theme that represents strength and reflection. It brings me an opportunity to reflect and be ready and willing to move forward with my contribution to my life and well-being, and to the future of my three beautiful children and the children in the classrooms I will someday teach.

It is with honour that I reflect on some of my classes. The first one is Education 141, with Pauline Waterfall. This was a great first year course and it was a great way to start the NITEP program. My final paper for this course went quite well; I did a paper on the importance of working to keep our language alive. Language plays a huge part in representing who we are as a people. It identifies who we are and where we come from. I have for the most part enjoyed all of my courses, even the courses I struggled in. I share that because it showed me that I have to do my part in hands back, hands forward. Pauline Waterfall taught us that as well—that as you move forward there will be times when you fall or look back and in doing so; you gain strength to carry on.

The course I enjoyed the most my second year was Psychology 213 – Lifespan Human Development. I learned so much about teenagers that I wish I had known as my oldest two were growing up. I wrote a paper on what teenagers go through as they experience the change and it was the greatest topic as an educator, as a student, and as a MOM to learn about and present. When I did this course and I turned in my first two papers, I was terrified of getting my papers back. I worked for and received grades I was so proud of, because for me, those grades were going to make or break me! I also enjoy taking First Nations Women's Studies 205, Sociology 200, First Nation Women and Pop Culture, English 110 – College Composition. Starting year three with Nirmal Bawa teaching LLED 336 was by far one of the greatest ideas ever. She brought a wealth of information and also confidence into my learning.

It is with the support of my children, my mom and dad, family and friends that I am able to continue pursuing my goals and dreams. In closing, I truly have something new to learn every day and I look forward to learning. I have days where I worry or over analyze basically everything, but I keep going!

"Here's to the next 40 years ladies, gentlemen and educators"
Wishing you all, continued success!

Verna Wilson
Year 3



Duncan Field Centre



First of all I would like to say hello to all my friends, family, elders and NITEP family. This term has gone by quickly and in this first term our program has celebrated a very significant milestone.

I was not even born when the program was created and in this quick forty years the NITEP program has created and produced wonderful and amazing teachers.

University Cowichan Campus. We showed a residential school video that was created by Christine Welsh and my father and uncle, James and Tony Charlie, were very instrumental in the making of it. After the film, my father and uncle shared their residential school experiences and stories. There were tears pouring in the audience as this part of history has been swept and hidden from the public by the Canadian government for years. So it was good to hear this part of history and especially made it more appropriate to hear from residential school survivors.

Everything happens for a reason. It was the support of friends and family that made this elder's dream come true. All of the plants and fruit trees were planted where once stood the Kuper Island Residential School. Now our ancestors and our community members can have fresh fruit every summer. We cannot relive or change the past; but we can make it better for the future. Planting the trees was our way of giving back to the community and to honour and remember our ancestors who attended the residential schools. This is what "hands back, hands forward" means to me.

For the people,
Qum 'qem'ulk (Clinton Charlie)
Duncan Coordinator

At the end of the discussions a local elder grabbed my hand and said she had to share something with me. She noted that her late mate attended this school for most of his childhood. And while he attended this school all he ever wished for was fresh fruit, as they were given old and rotten fruit. This gave me the idea to create some t-shirts to sell and all proceeds went towards the purchasing of fruit trees, soil, and lunch for the volunteers who planted the trees. I am very proud to say a friend of mine, Mike Moroz of Cowichan high school, and his drama group did a little skit about the residential school and they donated their proceeds (\$1000 total) for the purchase of trees.



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NITEP NEWS

40th Anniversary Edition 1974 – 2014

This year's theme for NITEP is "Hands Back, Hands Forward for Indigenous Education." I can only imagine that everyone has his or her own version of this phrase. Hands forward, to me, is what we need and how we are going to get back to what our ancestors once were; independent, proud, fluent speakers, working together as one proud nation. To be honest, I do not think that we will ever get to that particular period in which our people were Nut sa maat sqwalwun (working together as one) but we can take little steps in healing our communities and moving forward.

Last year our NITEP class had the honor and privilege of hosting a one-day residential school panel forum at the Vancouver Island



Hello Everyone! My name is Erica Hamilton. I come from the Dzawada'enuxw First Nation Band, in Kingcome Inlet, B.C. I grew up in Alert Bay, B.C. Both places I hold close to my heart, but I am also feeling at home in the Cowichan Valley where I am starting my second year of NITEP!

I am blessed to be granted with this opportunity – it's been a challenge, but worth every minute! I continue holding my hands forward, trying my best to gain as much knowledge as I can to be able strive towards my future and I continue holding my hands back – to keep the connection with my family and ancestors back home.

I am very excited for my transition year – I will be sad leaving the island, but I know that I am not far away. I cannot wait to meet with the students from the other field centres where I will bond with even more NITEP Family.

Gilakas'la (Thank You)
Erica Hamilton
Year 2

Education

Education is important in life, because life is about knowledge. Indigenous education is our culture, and sharing and learning from one another.

There are many cultural traditions and teaching. It is important to learn as much as possible about culture and bring this knowledge back to our own community.

Indigenous education is learning. Learning the important information, which will make and shape us as a person, and who we want to be.

We will have a choice of what we want to know, but the key is to show Respect of the knowledge that brings us closer to our culture. In some ways, we are a part of a community that represents what culture is about.

Indigenous education can be combined with western education. Education is a very broad question. There are many cultures around the world. As a person, my goal is to learn my own culture, traditions, and teachings, but also learn other cultures in the world.

We are lucky to be surrounded by Elders, because the Elders are the key to understand what our culture is.

As students, we learn and have the opportunity to teach the younger generations. In order to learn, it is important to watch, listen, understand, and respect what is being taught.

Indigenous education can be taught by Elders, teachers, family, students, Community, friends, books and media. Knowledge is unlimited.

Tania Thomas
Year 2



Kamloops Field Centre

Wety'kp,

How exciting! NITEP celebrated 40 wonderful years this academic year. Thank you for all those that made the journey down to main campus for the celebrations.

Kamloops NITEP has some exciting events that will be happening in the New Year: we will be hosting a number of workshops for our students, launching the Elders In Residence Program, and students will also be completing their observation placement in local schools at the end of the academic year.

Kamloops NITEP is housed at Thompson Rivers University (TRU), if you are here please stop in to see us; we are at the Aboriginal Education House of Learning.

Nathan Matthew is retiring from his position at TRU as the Executive Director of Aboriginal Education. Nathan, we wish you all the best and thank you for your continued support for staff and students at our Kamloops NITEP Centre. We are welcoming Paul Michel to the Aboriginal staff as the new Executive Director of Aboriginal Education beginning December 1, 2014.

Kamloops NITEP would also like to thank Rene Spence, who is also retiring, for her dedication to Aboriginal Education and with Kamloops NITEP. She has presented to our students numerous times over the years, and contributed a wealth of knowledge. We wish you all the best.

As Coordinator for the Kamloops NITEP Centre I would like to thank all those who have supported our students while they are away from their home community. I would also like to thank all those who have supported the Centre over the 40 years by either presenting to our students or taking a student in their classrooms as an observation student.

Kamloops NITEP students have experienced campus life during our yearly trip to campus in September to attend the student gathering. We also went to the Secwepemc Museum in October as part of Cultural Studies.

It is always a joy to see students present lesson plans during the year. Kamloops NITEP FNEC student representatives this academic year are Francine Billy and Audrey Sargent. Thank you. These students will represent Kamloops at meetings at Vancouver main campus throughout their academic year.

Our students are doing great this year, and look forward to the following year.

Karen Blain
Kamloops Coordinator



Hello! My name is Breanne Stallard. I am Secwepemc from the Adams Lake Indian Band. I grew up in Paul Lake, BC and now reside in Kamloops. I study at the Kamloops field centre and am in year two of the elementary option.

I have always wanted to become a teacher. My grandmother was a fantastic teacher and the students looked up to her; that's what I am striving for.

My teaching philosophy mainly revolves around the children knowing they're in a safe, comfortable and creative environment. Firstly, teachers must build a rapport with each student. If the student knows they can come to the teacher with anything or if they're scared or have seen something that they feel isn't right, they can talk to the teacher. This ties into the children



Breanne Stallard
Year 2

being comfortable in the classroom because once the student knows and trusts the teacher then they can begin to feel express themselves in ways they probably didn't know they could. Now that's comfortable! In addition the children should recognize that they can be creative and fun in their school work. You as a teacher must set the mood and tone of the classroom. If the teachers aim for this concept then the students will love to learn and want to learn!

I also believe that culture should be implemented more into the classroom because the children need to know what land they are standing on and what traditions come with it. They deserve to know it; so teach it! Let them explore the world view of Indigenous culture in a safe, comfortable and creative environment.



Amber Swakum
Year 1

Hi, my name is Amber Swakum, I am Thompson and Shuswap. I am registered at Lower Nicola Indian Band, outside of Merritt, B.C. My Parents are Maureen Swakum and Dean Simon; my grandparents from my mother's side are Beatrice Swakum and Lawrence "Larry" Boyce, and from my father's side are Florence Simon and Steven Paul.

I am in year one of NITEP at the Kamloops field centre in the Elementary school option. I wanted to become a teacher because I have always thought it be fun to work with children and be a positive role model. To me culture means keeping tradition alive. Share what I know and pass it on, like this year's NITEP theme: *Hands Back, Hands Forward for Indigenous Education*. I know a few oral traditional stories and went to gather food throughout the summer.

My dream for Aboriginal Education is to encourage others to not only live an urban life but also traditionally; like, listening to elders tell stories, gather foods, hunting, and fishing.



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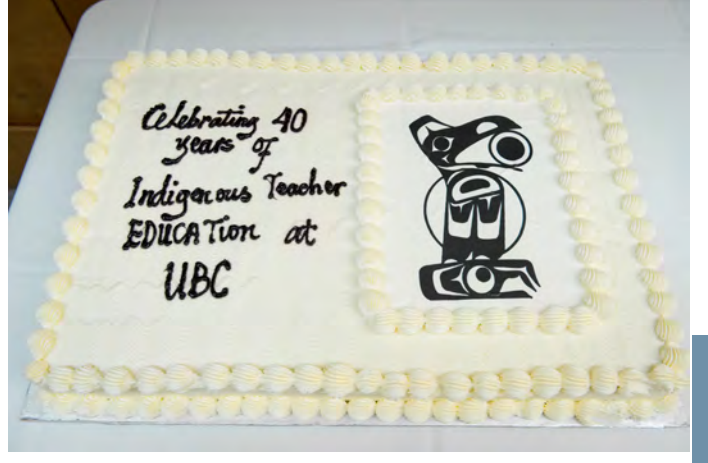
NITEP NEWS



40th Anniversary Edition 1974 - 2014



Memories



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 of the Coast Salish, Musqueam "River Grass" people. I am the Urban Program Coordinator, instructor and also a NITEP Grad, Class of 2002! Everyday is a good day, because I have the privilege of working at UBC/NITEP Urban field center, 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, hənqəmínəm, wherein I teach both UBC students, as well as some of our Musqueam community members.

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



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NITEP NEWS

This year at NITEP our theme is "Hands Back Hands Forward for Indigenous Education," this is fitting as we are always looking back to the Indigenous knowledge and ways of our elders – to educate and empower our future educators, (aka; pre-service teachers). Embracing these teaching and ways, we continue to honor diversity and allow our students to share their stories and the ways of their own home communities. By honoring, respecting and giving value to 'identity' through the course work – it allows for, and develops a deeper

40th Anniversary Edition 1974 – 2014



Hello, my name is Shaniah Hillis and I am from the Sliammon First Nation located in Powell River, B.C. I am Sliammon on my mother's side and Gitxsan on my father's side. I am in my first year of NITEP. I have decided to do the Elementary option. I chose Elementary because I enjoy working with younger children and I am more interested in teaching all subjects instead of just one.

What brought me to NITEP was hearing and reading all of the great stories of the NITEP program which got me really interested in becoming a teacher. My greatest role models would have to be my grandparents on both sides. These are the people to whom I look up to for so much. They always have those encouraging words and always teaching me life lessons and passing down traditions. My grandparents are the hardest working people I know and always tell me to follow my dreams. My dream is to be a teacher and to inspire children to follow their dreams.

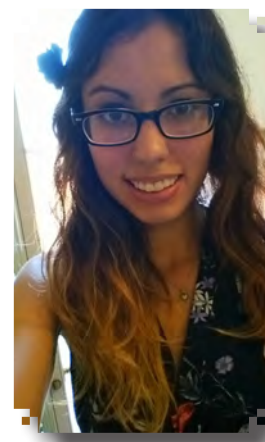
Shaniah Hillis
 Year 1

Hello, my name is Chantelle Daychief and I am from the O'Chiese First Nation.

I am 19 years old and am in my second year of university but a first year NITEP student. I transferred to UBC from the University of Alberta in Edmonton.

I choose the Elementary option because I want to become a kindergarten teacher. I love working with children. I was drawn to the NITEP program because I think it is an awesome opportunity. I am excited to be here and excited to become a teacher who will be able to teach students with an education that is based around culture. I am eager to learn more about myself, my culture and ways to bring my culture and other cultures into the classroom. I think it is very important to incorporate culture into education because it allows for people to not only understand whom they are and where they came from but also other cultures around the world.

Chantelle Daychief
 Year 1



My name is Anne Horse. I am originally from Thunderchild First Nation in Saskatchewan and transferred to Douglas First Nation in B.C. which is located at the tip of Little Harrison Lake.

I am Plains Cree and Scottish. My mother is Sylvia Horse and she is Plains Cree. My father is Keith Parkinson and he is Scottish. I have two younger siblings and one son. I am the first of my family to go to university.

I am a first year, elementary option. I taught for seven years at the reserve school in Skatin First Nation, which is located along the Lillooet river. After the first five minutes of being in the classroom with the students, it became a passion.

I completed two and a half years of ITEP in Saskatchewan at U of S. My son and I moved to B.C, in 2005 for a fresh start after both of my parents passed away. My Mother-In-Law encouraged me to continue on my oath to a career in education. She was a NITEP graduate.

My role models:

- My mom. No matter how many times life knocked her down, she always got back up with a smile on her face. I will have many challenges coming from a small reserve and living in a big city, I hope I can carry her spirit with me always.
- My grade 2 teacher could have easily given up on me, or passed me along to someone else to deal with, but she stuck it out. She even stayed with me after school to be with me one-on-one.
- My Mother-In-Law. She faced her fears of ridicule and rejection and saved a school from falling into the wrongs hands and ultimately saved it from falling into tremendous debt.

Ekosi, Hiy Hiy
 That is all, thank you!

Anne Horse
 Year 1



My name is Sara Violet Louie, I come from the Musqueam First Nation; we are known as *muthq'wey* meaning 'people of the river grass.'

I am the oldest of four, one brother, and two sisters. I am also the very proud auntie of five nephews and a very determined individual. My family is large and full of inspirations in the true spirit of generosity and teaching from the heart. My mom Wanda Louie, Auntie Cynthia, Auntie Lenora all work with children and families, also my eldest cousin Charles Louie is a family support worker, these qualities are an indication of something that comes from deep within; a sense for a real connection to humanity. The Musqueam community, the elders, youth and children have been an integral part of my choice for learning and education instilling a passion to make greater opportunities for the future generations.



I transferred from Langara College, and there I spent three years of hard work, some tears, and unforeseen challenges of all sorts. Life experiences led me to the path I am taking to become a teacher, the bonuses are I get to be creative, plan my own work day, challenge myself, students and peers to explore learning and teaching in the world we now live.

My late grandmother Bernadette Louie was the greatest teacher

I knew because whatever she needed to do she did herself. That taught me independence, for example she crocheted, knitted, beaded, and canned everything from beets, beans, cherries, pickles, peaches, tomatoes, salmon. She cooked for many years for work, families, and communities and of course me, letting me in on the secrets of her recipes. My mother Wanda Louie also taught me independence and to have a sense of humor, and what I love about her is she can make people laugh in the most difficult situations. The creative flair my mom brings to an idea and improvises it has benefitted more than I ever thought, as I always ask for her take on ideas. I watched her weave wool and cedar growing up and the practice and processes it took to get natural colors with a traditional piece of culture was a gift she let me witness and experience to become curious intriguing interest in my own identity and culture.

My best friend proved to me anything is possible if you focus, set your goals concretely and keep going no matter hard it may get, and I know I will always have a true friend. There were many others who definitely believed in me, giving me the encouragement I needed to believe in myself. To these people I owe a *Hey Ce:p kwa* for everything you do for me.

Sara Louie
Year 1

I am Crystal Asham, second year Secondary option NITEP. I am a single mother of two teenagers, Dakota 17 and Raven 14 and we live in East Vancouver. This year has been somewhat difficult for me as a student. Sometimes I find it hard to focus on what is in front of me and NITEP at UBC is not an easy program, it's a lifestyle and sometimes change is difficult.



When you come here you have to be prepared to stay home and do your work because if you don't you fall behind and if you fall behind its very difficult to come back. It takes all my courage and strength to come but I am here still. It is the end of the first term second year, I know what I am here to do; I am here to become a leader, learner, and teacher candidate, inspiring to the youth of the next generation to stand up and be somebody when sometimes it is very hard for me to do it myself. I am struggling in my courses but I am having some triumphs. As well, I appreciate all the help and support that I get from my fellow classmates within NITEP and my general Arts classes as well.

When you are here you have to remember to remain balanced, whatever that means to you. I am here and sometimes I love it and sometimes its hard to stay focused on the end goal of walking through that door and becoming all I wanted to be when I first applied to NITEP.

Crystal Asham
Year 2

My name is Dave Robinson, born in Windsor Ontario. I am Algonquin from the Timiskaming First Nation in NW Quebec.

The experiences we have as youth shape our perspective. I am in the Elementary option and would like to contribute as an educator to the early stages of education. After many trials and tribulations as an entrepreneur, it became clear to me an education was necessary to succeed. Manny Sobral "The Fighting School Teacher" now retired has been an inspiration to me. Working with the youth at the North Burnaby Boxing Club and receiving mentorship from Manny, I was inspired to teach.

I am grateful to be attending NITEP; my goals, dreams and aspirations have never been so possible. Through education we free ourselves to see.

Dave Robinson
Year 2



Boozhoo. Hello, my name is Shannon and I am Anishinaabe from the Rainy Lake region near Fort Frances Ontario, I am also Mohawk, French, and English.

My education sponsors and my band, the Couchiching First Nation, have given me an opportunity to pursue my passion of becoming a First Nations' educator.

My journey started out with a careers

exploration class in 2009 where the instructor asked me to visualize where I want to be. So I visualize myself in a classroom, I see my desk, and I see the students. I've been "seeing" this for four years now, I'm just making sure I know what I need to be a good, maybe even a great, teacher.

What makes my story special is that after getting my Associates Degree for Future Teachers from Douglas College, I was sure another path was right for me; however, I decided to check out what First Nations' education programs were at UBC; this is where I found NITEP, and this I knew was my new

path. I am currently in my second year of this program, focusing on the social sciences, and will eventually teach in middle/secondary schools, but until then I look forward to helping our first year students get the best start they can. On this journey the Creator has been, and is my greatest influence and this feeling of destiny and passion is driving me towards my goal of becoming the teacher I have always wanted to be. Miigwech.

Shannon Rehlau
Year 2

On-Campus, Years 3, 4, 5



Another year has flown by! It is amazing how fast the time goes.

This year we celebrate 40 years of NITEP. I was fortunate enough to attend the 40th Anniversary Celebration and the things that I heard that evening reminded me of all the hard work that has gone into this program over the years. There have been so many great people involved to make sure that the students' needs have always been addressed; so many people working together for a common vision. Over

the years the people change, but the vision has not. I am proud to be a part of the big picture.

One of the things I have heard over and over this year is that you cannot move forward without knowing where you are coming from. With that in mind I reflect back on my own journey. I have come to realize that in order for me to be able to move forward in my educational experience I had to first look at why it was important to me. Reflecting on my past

educational experiences has helped me to understand why I chose to be where I am. My reflections help shape where I want to be. In my heart I know that at this moment, I am where I need to be.

I am fortunate enough to work with so many amazing people. I am fortunate enough to work with all students who enter the program. Every day I learn so much from all of them. I heard once that if you enjoy your job, it's never really a job. I am finding this statement to be true.

Thinking back to when I was a NITEP student I remember my coordinators. I know that without them there were times I would not have succeeded. I can only hope that I can take what they have given me and extend my hands forward to help and support the current students.

Looking over my years with NITEP I can say that I understand that even though people come and go, their lessons always remain.

Lucetta George Grant
On-Campus Coordinator

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NITEP NEWS

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Boozhoo, my name is Claire Shannon-Akiwenzie. I am an Anishinaabe-kwe and a member of the Chippewas of Nawash unceded First Nation located in Neyaashiinigamiing, Ontario. This is my third year in the NITEP program, elementary option.

I read an article sometime ago written by Leanne Simpson and in it she spoke of the meaning of an Anishinaabe word. The meaning of this word has stuck with me and I'd like to share it with all of you. Leanne writes, "kobade is a word we use to refer to our great grandparents and our great grandchildren. It means a link in a chain between generations, between nations, between states of being, between individuals. I am a link in a chain. We are all links in a chain."

I think the reason this has always stuck with me is this: it reminds me of the inextricable connection I have to my ancestors, a connection that I didn't feel could exist academically as recently as three years ago, before coming to NITEP. This severed sense of connection was the result of an education system that has underrepresented and misrepresented Indigenous people. In school, I felt that my First Nations heritage was irrelevant and unimportant because we rarely learned about it and if we did, I was made to feel as if I should hide it, as if it were only safe to celebrate in the comfort of my own home. Any link between education and Indigeneity was seemingly non-existent. The concept of this is powerful. Children spend more time in school than at home and for those students whose links and connections to their First Nations heritage have been kinked or severed in other aspects of their life, when does one have the opportunity to recognize that this chain exists and to rejoice that they are apart of it?

NITEP has given me the tools, the knowledge, the resources and the opportunities to recognize that I come from a chain of strong, intelligent, beautiful people who deserve that recognition in all realms of society including the current construct of academia. My ancestors created a strong foundation for me and I want to ensure I create a strong foundation for future generations. One way I may accomplish this is to be the link for my grandchildren and great grandchildren that acts as a conduit for Indigenous energy and knowledge that has flowed from past, to the present and into the future.

Claire Shannon-Akiwenzie
Year 3



Echoes of our Ancestors

It is in our legend
That Raven brought light to this world
He brought light to this world because he had seen
Seen the sorrow of the people living in darkness

The only way Raven was able to get the light
Was to become part of the family
So Raven was born
Raven was born
Born in the family
Became family

Soon Raven had given the people
The stars and the moon
And through the burning of his feathers
Raven brought the sun

It is so comforting
That this story has been chosen
To represent NITEP

It is our history
That NITEP brought light to this world
Brought light into this world because NITEP had seen
Seen the sorrow of the people living in darkness

The only way NITEP was able to get the light to the people
Was to become part of the family
To become part of this colonial education
So NITEP was born
Born in this family
Became family

Soon NITEP brought the stars
Sprinkling light across the sky
Sprinkling hope
Hope for change

NITEP then brought the moon
The moon reminds us
That even in darkness
We will have light

Finally through the pains of growth
40 years of growth
NITEP brought the sun
And continues to spread the light
Continues to spread hope
Continues to spread wisdom
And will continue for 40 years and more

Crystal Smith de Molina
Year 4

NITEP Caption Contest



"Fry bread, that way!" - Janice McGillis

News from the Faculty

UBC Faculty of Education is delivering a Massive Open Online Course (MOOC), a free 6-week course that begins on January 25. Join Dr. Jan Hare, Professor of Indigenous Education, to learn about Indigenous Education through the lens of reconciliation. Participants will engage with educational leaders and resources that provide direction for how education programs and teaching practices can be modified in order to meaningfully integrate Indigenous knowledge worldviews and pedagogies in classrooms, schools and communities.

Each topic of the 6-week course is structured with: lectures, conversations with Elders and knowledge keepers; dialogues with educators and scholars that inform practice; teaching examples; and curriculum and educational resources.

Register Now: ets.educ.ubc.ca/IndEdu200x
Registration code: IndEdu200x
Course duration: January 27 – March 10, 2015



EARLY CHILDHOOD EDUCATION Supporting Indigenous infants and young children with special needs

New Online Course | Begins January 2015
pdce.educ.ubc.ca/eced425

The Course

This course provides students with an introduction to perspectives related to working with Indigenous (First Nations, Métis and Inuit) families with infants and children with special needs in Canada, and British Columbia in particular.

Students will explore Indigenous perspectives of childhood and lifespan development; Indigenous communities and colonial history; and the importance of culture and identity for the well-being of Indigenous children.

Register online pdce.educ.ubc.ca/eced425

Please visit the course website for more information, or contact us at pro-d.educ@ubc.ca.



THANK YOU FOR 40 YEARS



of working together to prepare effective Indigenous educators for quality K-12 education and more.

NITEP UBC's Indigenous Teacher Education Program
nitep.educ.ubc.ca



Alumni Corner

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NITEP NEWS

40th Anniversary Edition 1974 – 2014



I dedicate my journey to my ancestors. Without their words and knowledge I/we would not be here. Just as my ancestors have done since time immemorial, I would like to acknowledge the unceded traditional territory of the Coast Salish people. I raise my hands in honour and respect to the Musqueam, Tsleil Waututh and the Squamish First Nations people for allowing me to reside and work on their land. I would also like to extend my gratitude to the Kwantlen, Katzie and Semiahmoo

First Nations for allowing me to work on their unceded shared traditional territory. Snay kal ya (your presence has honoured me greatly or simply put, thank you).

Ever since I can remember, I was taught this protocol regarding the acknowledgement of the traditional territory or shared traditional territories. My grandparents on both sides of my parents' family instilled this teaching in me. I also witnessed this protocol put into practice many times at traditional ceremonies or community events. Other nation or nations would seek permission to come on to our yintah (land). Because the yintah is closely tied to the chief names, the house chief of that territory would welcome them. My father, Wah tah ghet, demonstrated this over and over again throughout my life.

My grandparents would always remind me of the importance of telling others who I am and where I belong. My choh', my maternal

grandmother, would always model this teaching. Choh' never demanded I do this rather she ensured I understood the importance of this protocol. I learned at a very young age the importance of letting others know who you are and where you come from.

Dini' ze', ts'akë ze', skiy ze' (male chiefs, female chiefs and their children). My name is C'tan (Many leaves) and my name known to many is Marjorie Dumont. My father's name is Wah tah ghet (Big Man). My mother's name is Wila'at (Echo in the Valley). Their names known to many are Henry and Sue Alfred. My house chief's name is Na'Moks and known to many as John Ridsdale. I belong to the Tsayu (beaver) clan of the Wet'suwet'en nation. My roots are also with the Gitksan nation.

Currently, I teach in the Surrey School District. I am blessed and honoured to be teaching and learning from the students. It was not an easy journey to get to the place I am today.

There are not enough words to describe my gratitude to the many wonderful people who have supported me. First and foremost, I would like to thank my parents, Henry and Sue Alfred, for their never-ending love and support. I am forever grateful to my husband, John Dumont, and our three beautiful children, Jeremy & his daughter Mayah, Gabriel and Alexandria for being there with me through thick and thin. As well a shout out goes to my siblings, Dolores, Rick, Les, and Tony Alfred. I send out my love and gratitude to all my family and friends. Thanks to all the people who have inspired me. NITEP has given me the courage and strength and for that, I am grateful. I am the teacher I am today because of all of you.

Marjorie Dumont
1996 Alumna

Weytk!

I would like to begin by acknowledging the fantastic work everyone who has been involved with NITEP has done for 40+ years. The 40th Anniversary celebration that was held in October in "our" house reminded me about what an amazing endeavor the founding members took on in order to provide 372 NITEPers (and counting) an opportunity to make a difference in education. Art, Verna, Jo-ann and Thelma thank you for sharing with us your memories about "steering" the university, students, communities and (most importantly) us students in the right direction.

Your passion for the program is what has made it a tremendous. A special thank you to Jo-ann, Jessica and Natalie for organizing this memorable event. Finally, thank you to Victor for agreeing to Co-Chair the First Nations Education Council with me for the next 40 years.

I look forward to continuing to hear about the amazing contributions that NITEP grads are making. Kukstememc,

DeDe DeRose
#29 NITEP Graduate



Hello!!

Rick Joe (Lil'wat) and I, Peggy Janicki (Dakelhne), are 2001 NITEP grads. Our picture was very impromptu, right after our hectic dinnertime, but I thought I'd better take it before we miss the deadline.

My daughter, Chantel Watt, just took her daughter, Layla Harris, out of the bath. Rick and I had just dashed off of Cultus Lake from War Canoe training and our son, Anthony Joe, is always happy to be silly!!!

We work in Chilliwack and Abbotsford School Districts. Rick went on to complete his Masters at UBC and I am working on completing mine from UBC as well.

Happy 40th NITEP!! keep going, never give up!!

Peggy Janicki & Rick Joe
2001 Alumni



I graduated from NITEP in 1982. Since then, I have worked as a Native Indian Cultural Enrichment Teacher at Admiral Seymour Elementary.

I have mostly worked with adults at the Native Education College in Vancouver. At NEC, I worked as an English teacher, a social studies teacher, and as an Administrative Assistant. I also developed a Native Studies curriculum for Vancouver Community College, King Edward Campus.

I have worked at Theytus Books (En'owkin Centre) as an editor from start of an author's work to completion as a published book.

In addition, I involved myself with First Nations programs in Vancouver as a member of the Board of Directors, assisting native individuals and adults. I was also the NITEP Urban Coordinator in 1995 or 1996.

I am so fortunate to have had the most success, meeting students and developing a newsletter in the 1970s in NITEP. Best wishes to all.

David Gregoire
1982 Alumnus

I was hired by the Mission School District #75 to begin teaching on September 1989. My teaching assignment was in a little country school on the outskirts of Mission called Dewdney Elementary School. I began my career as a teacher of a grade 3/4 class. My first classroom was in a portable. Through the years I have taught grades 2, 3, or 4. I consider myself very lucky to have taught the grades that I think are the “best” grades. Over the years my class ranged from 22 to the max of 24 students, except on two occasions I had a class of 16 students and this past year a class of 13 students!

While being a classroom teacher, of course, one had to do their share of extra-curricular activities, especially in a small school. One year, early in my career, I was asked to “just try” coaching the junior netball team, guess what? I was the coach for about 12 years! I also coached the junior volleyball teams, too. And because of my heritage, I also was involved in organizing the cultural days at our school. I attended the district Aboriginal education committee meetings for a number of years. I also was part of the district behavior committee. I was part of the primary and intermediate committees at our school. I did my share of being on the school base team. I attended many activities and Pro-D workshops to enhance my teaching abilities over the years. I shared my knowledge of Aboriginal culture with my students and co-workers, going as far as getting my mom to make bannock for the kindergarteners and asking my dad to come in and share his expertise on fishing (complete with nets, actual fish and of course, fish stories)! My latest accomplishment, if you would call it that, was being the TIC (Teacher in Charge) for my principal. After doing this duty for the past two years, I think I just want to remain in my classroom as a teacher! Although, it did feel good to be “in charge” of the whole school!

This June marks my 25th year of being a teacher! And I taught in the same school for the whole time! As you probably would guess, I am now teaching the kids of the students I once taught in grade 3! Oh boy!! I feel like it was just yesterday that I had my first class. I owe it all to NITEP for giving me this great opportunity to become a teacher and I will always be grateful and proud of that.

My last words, I encourage students to attend NITEP and become teachers, too!!!

Sincerely,
Alice Spinks
1989 Alumna



I chose NITEP because my grandma attended residential school and was taken from her family and unable to receive the love and nurturing ways of her family that she deserved. She grew up feeling ashamed of her culture and not proud of who she was. I always felt driven to bring back First Nations history and culture from an Aboriginal perspective into the mainstream public education system. I felt that it was important to promote our history and culture and to educate people about the truth. I also wanted to help our children and youth feel connected with Aboriginal ways of being and knowing so they feel proud of whom they are.

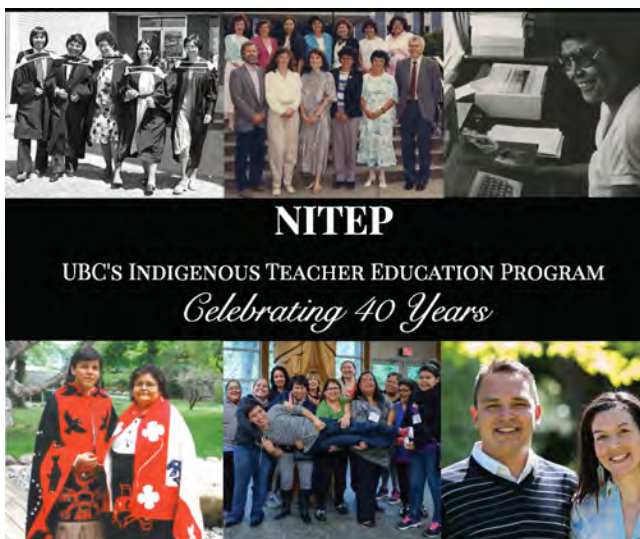
I was very inspired by my NITEP instructors, especially Shirley Sterling. It was because of her that I was able to develop my writing skills and enhance other skills and strengths. I felt supported and mentored throughout my entire 5 years. I learned a lot about my own history and culture as well as about the history of First Nations education across Canada.

I've been a teacher with the Vancouver School Board (VSB) for the last nine years. I've completed a Special Education diploma, an M.A. in Intercultural and International Communications and as of September 2013, I started to work towards a doctoral degree in the Faculty of Education's department of Curriculum and Pedagogy with a focus on outdoor environmental education.

Attending NITEP is a life-changing process. It opens up many doors and provides you with the skills and strength to walk through those open doors. I was able to learn more about my own history and culture as well as others across Canada and participate in a variety of cultural events. As a teacher, I always promote NITEP to my Aboriginal students and have provided students with the skills and confidence to apply and get into the program.

Renee Diemert
2004 Alumna

NITEP Commemorative Book On Sale Now!



NITEP – UBC's Indigenous Teacher Education Program was established in 1974, Forty years later we celebrate NITEP's success in preparing Indigenous people to be effective educators and much more. This 40th Anniversary book highlights NITEP's history, extended family, and legacy.

The NITEP 40th Anniversary commemorative book is on sale now. Can't visit the NITEP Office to get your book? Have it mailed to you for an additional \$5.

Contact us at nitep.educ@ubc.ca for more information.

Order your copy today!
payment-educ.sites.olt.ubc.ca/nitep-book-order/



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:
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 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 will be responsible for paying the Faculty of Education Application Fee.



How do I get re-admitted 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:
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 since leaving the program.
- Complete a Faculty of Education Application for Re-admission Form and submit the re-application fee.
- Submit two Confidential Reports.

If you are offered re-admission 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 re-admission.

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

APPLICATION DEADLINE IS JULY 31