

NITEP NEWS

SPRING 2011
ISSUE THIRTY-ONE

- Academic Knowledge
- Culturally-Based Education
- Indigenous Values

 Find us on
Facebook



NITEP

SHARING OUR STORIES



NITEP students share their stories
at the NITEP Gathering held at the
First Nations Longhouse on
September 23, 2010



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

MESSAGE FROM THE NITEP DIRECTOR DR. MARK AQUASH

Oshogeeshik Indeezhnikaaz, Nimkeeg Indodem, Potawatomi/Ojibwe Anishinaabe Indaaw, Aazhwaak-waa Indoonjibah, Meegwetch Wahbonong, Shawanong, Epingishmok, Keewaydinong. Nimeegwetchandum Musqueam Ahkii.

Ahnishinah and greetings from NITEP, the Quality Aboriginal Teacher Education Program here at the University of British Columbia (UBC). This year, our annual newspaper and program are focusing on the theme of “Sharing Our Stories”. I find this to be appropriate as we are currently in mid-winter. I was taught from my people (Anishinaabe) that the telling of specific stories is most appropriate during the winter when the snow is on the ground. However, storytelling also occurs all year around, but there are specific stories that are told only during the winter. The reason for this is that some stories are connected to the understanding that winter is a time that the spiritual beings are resting and the earth is under a blanket of snow.

My favorite stories explain “why things are the way they are,” as well as some of our spiritual teachings. Many of these teachings are explained through stories of a “being” that is both of our physical world and of the spiritual world. This “being” is referred to by the name of *Wenaboozhoo*, *Menaboozho*, or *Nanabush*. I have found that each community in Anishinaabe country has a different name and it is not limited to these. I have grown up using the name of *Wenaboozhoo*. *Wenaboozhoo* is the being that named the creation and brought the Anishinaabe language. Anishinaabe acknowledge *Wenaboozhoo* by greeting each other and saying “Boozhoo”. The Bigfoot, or what the Anishinaabe refer to as *BahGwuhjInnNeeNee*, also has many stories.

This person is known as a Wildman or Bushman and is comparable to the Sasquatch stories.

A wide range of knowledge that can be practical, spiritual or even just entertaining is addressed in many stories. There are many “beings” that have different names and diverse origins across the North American continent. Many are referred to as Raven, Coyote, or *Iktomi* (Spider) and take on several roles including that of a trickster. Many of us can relate to our own personal experiences in life when we hear these stories. I find that using terms like “character” and “mythology” take the seriousness and the respect away from the stories. This is the difficulty with using English when the story comes from the context of a spiritual language.



I certainly enjoy many of our traditional stories that have been handed down from generation to generation. Through our current technology including books, audio and video, there is now much wider access. As I have “surfed the net” looking for traditional stories and narratives from American Indian Tribes and First Nation communities, I have found a wide range of accessible and usable resources on the internet. The traditional stories now reach a wider audience and our global society. There are also Aboriginal and American Indian newspapers and magazines that are accessible on the Internet. The short videos provided by these sites certainly complement our story-telling traditions. Our young people and future generations are utilizing this new technology in their education and everyday lives. Even though there are many new ways to access traditional stories, I will always cherish my memories of sitting in a circle, listening to Anishinaabe teachers share stories of *Wenaboozhoo*.

Mark Aquash, NITEP Director

ACKNOWLEDGEMENTS

NITEP Assistant Director: Jessica Jarrette
NITEP Secretary: Natalie Simkin
The NewsLeader/Pictorial Production Staff
NITEP On Campus and Field Centres

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

NITEP LOCATIONS 2010 – 2011

UBC Vancouver (Urban Centre)
Kamloops Field Centre
Duncan Field Centre
Chilliwack Field Centre



Visit our website for more information:
<http://teach.educ.ubc.ca/bachelor/nitep/>

PLEASE NOTE: PERMISSION FROM NITEP IS REQUIRED TO REPRINT ARTICLES OR PHOTOGRAPHS FROM THIS NEWSLETTER.

Faculty of Education

NITEP – Quality Aboriginal Teacher Education

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

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).



NITEP Faculty and Staff: Jessica Jarrette, Assistant Director; Linda Williams, Financial Clerk; Karen Blain, Coordinator, Kamloops; Stephanie Stephens, Interim Coordinator, Duncan; Saylesh Wesley, Coordinator, Chilliwack; Lucetta George-Grant, Coordinator, Years 3-5, Dr. Mark Aquash, Director; Marny Point, Coordinator, Urban Centre; Natalie Simkin, Program Secretary

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

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



ARE YOU LOOKING...

for a career as a teacher?

**Are you Aboriginal, Status, Non-Status,
or Métis?**

**Are you ready to undertake the
challenge of
University Education?**

THEN LOOK into NITEP!

Message from the Associate Dean of Teacher Education



Welcome to another academic year and all of the excitement that comes with new learning and making new friends. Congratulations are in order for every student starting and continuing this year. You are destined for an exciting career in teaching!

NITEP is stronger as a result of the work of many people including the instructors at each field centre as well as the family members who work behind the scenes helping all of us do our best. Thank you to each of you for your time and commitment to our students and our program. I also want to thank Dr. Jan Hare, our Acting Associate Dean of Indigenous Education, for her work, energy and dedication to advancing First Nations education during Dr. Jo-ann Archibald's study leave year.

Moreover, I want to thank Dr. Mark Aquash for his work with NITEP. Together, all of you are creating a vital community that stretches well beyond the program and into First Nations communities, families, and schools. It is through your hope, stories, vision and commitment that will change First Nations education now and in the future.

I wish everyone a wonderful year of teaching and learning!

Rita L. Irwin
Associate Dean of Teacher Education

Message from the FNEC Co-Chair

This year's theme of "Sharing Our Stories" leaves me with so much to "share." I have had the honour of being the co-chair of the First Nations Education Council (FNEC) since the mid-1990's. I currently share this position with my life-long friend and former study mate, Victor Jim (known in the 70's as "Jictor Vim"). Victor is a graduate from the first graduating class of the NITEP and I am a graduate of 1981.

Thank goodness for the incredible foresight of the great leaders who took into consideration the advice from the Indian Control of Indian Education document and decided that there needed to be an Bachelor of Education program for Aboriginal people in BC. Educators like the late Joan Ryan, who worked tirelessly her entire life to improve education for Aboriginal learners. I had the good fortune to serve with Joan as co-chair of FNEC at UBC for many years. Not an advisory meeting went by without Joan asking each student representative for their opinion about how the NITEP was being offered and then ensuring that their concerns were addressed. She was an amazing women who left a lasting impression on me as an educator and a person.

My career as an educator began in 1976. I was working as a secretary bookkeeper in the Cariboo Friendship Centre after graduating from high school. My aspirations at that time were to compete in rodeo and to work to support my "sport." Thankfully, I was recruited to the NITEP Williams Lake Field Centre by the late Liz Robertson, Coordinator. Life in the Williams Lake Centre was sheltered and our class close. Life at UBC was nothing like it.

The army hut behind the Scarfe building (long before the First Nations House of Learning) became the safety haven for those of us who had never been to the city. Backgammon, pot luck dinners, card games, dances and the occasional visit to the library to study became our life. Thank goodness for the "hut" because it helped address my homesickness.

I'm grateful for having amazing people influence and support me in my career. Gail Bedard, Felicity Jules, Verna Kirkness, Jo-ann Archibald, Deanna Nyce, Trish Rosborough, Susan Kelly and Deb Jeffrey, to name a few.

Who else can count these women as their role models, confidants and friends? I am also grateful for the leadership provided for me by my school superintendents: Marvin Scott, the late Dale Fiddick, Tarry Grieve, Ross Dickson,



DeDe with her dog, Freckles
DeDe shaves her head to support Elementary School Student.

Terry Sullivan, Louise Burgart and Betty Boulton. They are leaders with clear visions for educational change. Sometimes when I am frustrated because change for First Nations Education is taking too long, I am reminded of these people, their good work and especially their tireless contributions to public education.

My parents, Len and Cecilia DeRose deserve the most acknowledgement, however, because without their love, support and work ethic I would not have taken the opportunities and risks that I have. I'm grateful that my parents taught me about hard work and never giving up. Their modelling and the guidance of my role models have helped me face many challenges as a Secwepemc woman, student, teacher, principal, BCCT councillor, member of TRU's BEd Advisory, co-chair of FNEC, parent to Matt and Ty and, since November, Kye7e to Arden!

Now, after being an educator since 1981 – 30 years! – I have countless stories to share. The hugs, homemade cards and dandelion bouquets never get old. I especially enjoy return visits from former students. I always keep in mind our predecessors and the sacrifices they made so that I could be an educator. Not a day goes by when I am not grateful for having the honour to work in the best career, with the best people, lead by the best people, and, especially, for educating the most important people – children. It is, after all, the most important career there is. Every morning when I come in from walking my dogs, I drink from my coffee cup that says "Life is Good!" because it is!

DeDe DeRose, FNEC Co-Chair



Hello NITEPers!

My name is Jessica Jarrette, I am Sto:lo and Trinidadian. I was raised in Chehalis by a wonderful and supportive family. I completed high school in Agassiz and came here to UBC to complete my Bachelor of Arts Degree with a major in Sociology and minor in English Literature.

Message from the NITEP Assistant Director

I have always been passionate about Aboriginal Education and wanted to be a part of something that would contribute towards the health and well-being of the Aboriginal community. NITEP has given me that opportunity. Education is the key to our future as strong people. Whether we are students, instructors, leaders, community members, youth, or Elders, we all have something to learn and something to teach to others; that is our challenge. It is our responsibility to rise to that challenge and realize our potential.

I joined NITEP as the Assistant Director in September 2010 and have been enjoying every moment of this exciting learning experience. I feel so honoured to be a part of this amazing program and witness the knowledge and culture that is shared and passed down to our future teachers.

I want to thank my family for always supporting me and helping me strive to reach my potential. I hope that by sharing a bit of my story, I have inspired others to share their experience and know that they too have something worth sharing.

I want to thank all the faculty, staff, and students in NITEP, the Teacher Education Office, Indigenous Education, and the Faculty of Education for making me feel so welcome and allowing me to continue my educational journey with them.

E'swa Siyaye (Yours in Friendship)

Jessica Jarrette, NITEP Assistant Director

Thank You, Felicity Jules!

This past June, NITEP bid thank you and farewell to long-serving Assistant Director Felicity Jules.

Due to her extensive and dedicated history with the program as both a student and staff member, for many, Felicity was synonymous with the NITEP. Following her graduation from the program in 1981, Felicity spent the next several years teaching in Port Alberni, Bella Coola, and Kamloops. After completing her Master of Education in Educational Administration degree from the Ts'kel program at UBC in 1987, she joined the NITEP staff as the Second Year Coordinator. Felicity served as the Program Coordinator before becoming the NITEP Assistant Director in 1992.

Over the past 23 years, Felicity worked tirelessly to promote the program and was an outspoken advocate for NITEP students. The NITEP faculty, staff and students join with the Faculty of Education, Teacher Education Office, and Indigenous Education in wishing Felicity every success in her future endeavours.



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'kaptx First Nations artist.



Message from the Director of the First Nations House of Learning

Greetings on behalf of the First Nations House of Learning (FNHL). FNHL coordinates strategic planning for Aboriginal programs and initiatives at UBC and manages student services and programming at the Longhouse. We are located right next to NITEP in the Longhouse.

For the last few years, we've been working with a broad range of people across campus and in Aboriginal communities on the development of UBC's Aboriginal Strategic Plan, which we hope provides a solid university-wide framework for many programs, including NITEP.

We've recently developed an Aboriginal Web Portal for UBC Vancouver where you can find videos, stories, and other information about the Strategic Plan and many other programs, initiatives, and services for Aboriginal students and communities at UBC. You can see it at aboriginal.ubc.ca. Be sure to visit the Faculty Page to see some of the people who are working here now, and let us know what you think of the site. And congratulations to NITEP on another year!

Linc Kesler
 Director, First Nations House of Learning
 Senior Advisor to the President on Aboriginal Affairs



CONGRATULATIONS TO THE NITEP GRADS!



My name is Asia Cormier. I am one of the first two secondary NITEP grads and I graduated in November of 2010. After graduation I moved back to my hometown, Nanaimo B.C., to pursue my teaching career in English and social studies. I am now a teacher-on-call for School District #68 Nanaimo/Ladysmith and loving every second of it. UBC was a great university to attend and I wouldn't take back a second of it. I met so many amazing people and had so many amazing life changing experiences. Go Thunderbirds!!

Gelakasla! I am one of the first two secondary NITEP grads. I would like to take this time to thank the advisors I had during my NITEP journey. I was given a lot of valuable advice during my challenges in this adventure. I would like to thank Jackie Agostinis my advisor at the Duncan Centre and Lucetta George-Grant for years 3-5 at the UBC Campus. Many of my teachers that influenced my direction and steps taken as a teacher-in-training. Thanks to the Cape Mudge Band Council and Education Committee for the tremendous support. I would also like to thank the "NITEP FOR LIFE" brothers from the land of the Kwakwaka'wakw, Norman and Rupert we were and still are good friends. I also thank the Creator for my beautiful wife Alison and son Josiah for their encouragement in the toughest times.



Right now I am a teacher-on-call for Vancouver Island in two districts and doing various short-term contracts for Aboriginal organizations. I have made the next step and my hope is that many more students will follow to offer their talents in Aboriginal Education and in the Education field in general.

Thank you for your time my NITEP family and friends,
 Gelakasla,
Brody Naknakim
khumkwedalath

Congratulations to the 2010 Grads!

Asia Cormier

Kristi Haavisto

Brody Naknakim

Alison Stevens

AWARDS FOR ABORIGINAL STUDENTS

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

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

The following award is made in conjunction with NITEP:
 07876 University Women's Club of Vancouver Bursaries for First Nations Students

Amy E. Sauder NITEP Scholarship

Scholarships to a total of \$1000 have been made possible by a bequest from the late Amy E. Sauder and contributions from the Sauder Foundation. The awards are made on the recommendation of the NITEP Coordinators.

Grades in courses at NITEP field centres will be considered.

University of BC Alumni Awards

One or more scholarships totalling \$1,275 have been endowed by the UBC Alumni Association to assist students in the Native Indian Teacher Education Program. The awards are made on the recommendation of the NITEP Coordinators.

Grades obtained in courses at NITEP field centres will be considered.

2009 – 2010 Recipients:

Reginald Sam
Suzanne Collison
Roxanne Edgars
Rupert Richardson

2009 – 2010 Recipients:

Adrienne Harris
Clark Robinson
Justin Boehringer
Camielle Laslo

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

07804 Mary and James Fyfe-Smith Memorial Bursaries

07830 Wilson Duff Memorial Bursary

07890 St. Phillips Anglican Church Bursary Fund

07893 Jessie Manning Bursary for Native Indian Students

07924 Cannon Memorial Bursary

Rob Gray Memorial Award

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

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

2009 – 2010 Recipient:

Reginald Sam

CHILLIWACK CENTRE



L-R: Carlene Quock, Zorana Edwards, Bernadette Williams, Kye Smith, Saylesh Wesley (Coordinator)
Not Pictured: Len Pierre, Jeanette Donald, Roseanne Harry, Emerald John, Camielle Laslo



Saylesh Wesley, MEd
Coordinator, Chilliwack Field Centre
NITEP Alumna 1999

2010 is complete, and now 2011 is upon us. I can't believe how quickly the time has gone by over the past few years in my role as the Chilliwack Field Centre Coordinator. My name is Saylesh Wesley and I am a NITEP grad from the class of 1999. Since last year's printing of the NITEP News, many events have transpired. We have a new class of five year 1's, one year 2, and three year 3's. It is always exciting to welcome a new group of students given the fact that they contribute to their unique cohort programming that varies from group to group. I say this because in "Sharing Our Stories" it is amazing to compare, contrast and juxtapose each cohort as they are admitted and as they progress. When I reflect back on one of the previous yearly NITEP themes of "Transformative Education," the shifting group dynamic and personality of each newly admitted student demonstrated that theme well. Each and every individual will have their own teaching style and philosophy, and their personal evolution unfolds according to their own vision. In sharing our stories, our lived experiences demonstrate wonderful diversity as well as striking similarities. Our perspectives also play an important role in how those stories interpret themselves. When we come across new stories we can ask ourselves those fitting teacher-like questions: Who is telling it? Who is listening? How do they apply to that geographic region? Etc.

In sharing some of my story, I continue to celebrate my completion of a Masters of Education Degree. Self-esteem has been an issue of mine that always required boosting. This accomplishment gave me the courage, and even the audacity to challenge a Ph.D. I'm a new doctoral student with the Gender, Sexuality and Women's Studies Department at SFU, so not only have I crossed faculties (from Education to GSWS) I'm daring to take on such a prestigious level of study. Although I can only commit to completing one term at a time with this degree, I am absolutely grateful to those who have supported me in this endeavor, and I am grateful to my own spirit for guiding me to this point. I guess that's a good example of self-esteem, no? If it doesn't come across that way, I must clarify, that is my intention in this sharing of mine.

Just to make mention of some key individuals in Chilliwack's continuous family additions, I would like to acknowledge Dianna Kay. She is also a NITEP grad and this past year she was hired on to teach EDCP 362d. The year 3 students worked hard in her class with many enriching resources meaningful to Dianna. Dr. Martha Dow taught Educational Studies 314 to our year 1 / 2 students. Her class was also thoroughly fostered a glance into a world many educators only gain by many years of teaching experience. The students continue to rave about her teaching style and grace. Thank you Dianna and Martha!

And finally, we miss you Jackie! But we do love having Stephanie on board. We can reflect on Jackie's stories, but certainly look forward to hearing Stephanie's. And I can't finish this contribution until I acknowledge Jessica Jarrette, our new Assistant Director. Again, we do miss you Felicity and hope only wonderful things for you and your new story. Jessica, we love how your story is telling itself now, and NITEP certainly benefits from some of these transformations.

Saylesh Wesley, Chilliwack Coordinator

CHILLIWACK CENTRE CONTINUED

Hello, my name is Sherry Dewan and I am the Secretary for the NITEP Chilliwack Field Centre and joined NITEP in July 2009 to assist Ms. Saylesh Wesley, Coordinator.

It has been a pleasure to watch the NITEP students grow into our children's future educators, thus far. The experience and teachings I have received in this position with NITEP have been very uplifting and encouraging not to mention the very special instructors, faculty, students and the friendships that have been made. I now have personally taught my family many things I have learned through being involved with NITEP. It has opened our eyes and broadened our horizons to know we are all a part of the inspiring family of NITEP and our future culturally-taught teachers.

It is such a wonderful concept of knowing our children will live aware of their roots and history of our nation and what we have done to make it a more culturally based society. Our children now and in the future will learn how to expand and discover their spirits and show love and gratification for who they are, who they have graciously met and who they aspire to become. Hopefully, the next proud NITEP graduates of the future for generations to come.

Thank you for allowing me to have this time with UBC and NITEP, which has been a true pleasure to work, grow and learn with you all and I wish you all great success in all your endeavors and look forward to more time with you all now and in the prospective future.

Sherry Dewan, Chilliwack Secretary



I am originally from a village called Iskut, situated in the traditional Tahltan territory of Northern BC. I am from Tahltan and Tiingit descent; I come from the wolf phratry of the house of SImgal ta'da. My first year of NITEP has been busy but rewarding! My family has adjusted quite nicely, I have learned tons of new information in various subjects, and have met some very nice people. I feel grateful that I had the opportunity to work with some great instructors that made my first year of university a pleasant experience.

I feel very fortunate to have a program like NITEP; it allows us to adjust to university life at a slower pace at one of the three NITEP field centres. This was a big move for me, in all aspects of my life, which required me to move a great distance from my family and friends; NITEP proved to be like a family to me and it brings a comfortable attribute to university life that I look forward to every week at our seminars and classes. I believe that the most important element to being a future NITEP educator is the integration of culture and belonging.

My choice to become a mother has motivated my choice to become an educator. I feel that I am making a difference in the eyes of the young, Aboriginal men that I am raising and I want them to have a strong, Aboriginal role model in their lives. Furthermore, one of the many experiences that reaffirmed my choice in becoming an educator came when I was helping a struggling, bright young lady with math.

She was working with fractions; I always believed that I was not good in this specific subject, but the more I worked with her I realized my belief was wrong, I was good at what I did. When she finally grasped the concept, the look on her face of understanding and pride catapulted my dream to become an educator. I knew that this is what I was meant to do with my life.

As a First Nations person I always keep in mind that one day I will be an Elder and I want to be an Elder who knows what she's talking about; culturally, spiritually and academically.

Carlene Quock, Year 1



Chilliwack NITEP Elder-in-Residence
Charlotte Point

CHILLIWACK CENTRE CONTINUED

I am Kye Smith and am a year one student at the NITEP Chilliwack field centre. I was born in Vancouver and raised in Chilliwack and am Yuit Eskimo on my mother's side.

My first year in NITEP has been exciting and busy and the support I've received from all levels of the NITEP program has been amazing.

To me, Culturally Based Education is empowering our students to embrace their own unique qualities and help students feel recognized in our curriculum. By allowing students to find themselves in our curriculum they're able to see themselves in the school community, at any level; elementary, secondary and post-secondary.

Culturally based education means reinforcing and even recultivating the cultural component of our students lives to make them strong life learners.

*Kye Smith, Year 1
Chukchi Nation*



Hey everyone, my name is Zorana Edwards and I am from Canim Lake, BC and am currently living in Seabird Island. I have a son whose name is Dante and he is three years old.

This is my first year in the NITEP program and I have really enjoyed this year with NITEP. I have found it hard at times but yet have had much success with learning and observing in my courses. What I really like is the support that my classmates have given throughout the year and also having Saylesh to help me understand everything.

I have wanted to be a teacher for most of my life. I was a Teacher Assistant last year in Seabird Island Community School. I enjoyed teaching and watching the children begin to understand that work they would receive from me would let me know that I was helping them further their education.

To be a NITEP teacher would be the greatest honour and accomplishment I have made in this lifetime.

Zorana Edwards, Year 1

Hello,
my name is
Roseanne, I am from
Chilliwack and a member of the
Sto:Lo Nation. I am in my third year of
NITEP and it has been extraordinary ride for
me. NITEP means to regain balance, strength
and equality to our people. It is to complete the
circle of our people to go back to our old ways.

We are not forgetting our past but we are learning
from it to better our path for our future generations.

I feel truly blessed to be a part of NITEP and look
forward to my fourth year.

Roseanne (Rose) Harry, Year 3



CHILLIWACK CENTRE CONTINUED

My name is Len Pierre from the Katzie First Nation in Surrey British Columbia. I am attending my second year of studies with NITEP at the Chilliwack Field Centre.

For the last seven years I have been involved in education as a youth care worker in the Surrey District and now as Councillor and Educational Director for my Nation. Throughout my journey I have learned many wonderful elements to become an educator; from teachers, principles, support staff, elders, deans, professors, doctors and most of all the students.

While I continue to enhance my knowledge of this important work, I am impressed to remember that my greatest teacher is my four year old daughter Illianna.

Len Pierre, Year 2



I am from Sumas First Nation which is in my Sto:Lo Territory. I am in my third year of the NITEP program. This year has been the most academically challenging. I've also had some recent personal challenges to overcome, but the support from my "NITEP sisters" at the Chilliwack field centre, has been absolutely invaluable. Being enrolled in the NITEP program has been one of the most positive experiences I've had. It was with great trepidation that I decided to return to school after 20 years in the work force and I am so happy with the decision that I've made.

The NITEP program has meant huge personal growth and has forced me to push myself out of my comfort zone in areas like delivering presentations. I have made life-long friendships that are special to me.

Being in the NITEP program itself has helped me reconnect with my culture because I am constantly learning from my NITEP classmates' experiences and the stories that they share.

Jeanette Donald, Year 3



I am from Leq'a:mel First Nation. My mother is Sto:lo and my father is Hungarian. My third year at NITEP has been very busy with the 300 level courses. This year has been full of lots of reading and writing papers.

I am proud to be a part of NITEP. I have gained a lot of confidence and self-esteem to speak in front of people. The program has great indigenous course content that makes one want to learn more. This is my eighth year working for the public schools as an aboriginal support worker and this has inspired me to become a teacher. I really enjoy working with students and witnessing them succeed.

Camielle Laslo, Year 3

Ey swayel mek wat. Good day everyone my name is Emerald John from Chawathil First Nation. This is my third year in NITEP and these three years have just flown by. It has been busy, busy, busy but Fun! I love being at school broadening my mind and meeting new people. It is a great experience and I am awaiting the move to the UBC campus, anxiously.

NITEP is such a great program and it is awesome to have courses that relate to the different cultural aspects in our worlds.

I am both nervous and very excited about becoming a new teacher, but I know this program is nurturing, shaping and inspiring us to be the future native teachers and the future role models, to future generations.... :)

Emerald John, Year 3



DUNCAN CENTRE



Back, L-R: Anderson Peter, Kelly Hall, Jamie Elliott, Christina Harris, Patti McMullen, Catherine Joe, Clifford Johnson, Stephanie Stephens (Coordinator)
Front, L-R Clayton Qwulshemut, Adrienne Harris, Clark Robinson



Stephanie Stephens, MEd
Coordinator, Duncan Field Centre
NITEP Alumna 2000

Hello from the VIU Cowichan Campus! Ten years ago I recall quite clearly, standing outside of Sty-wet-tan Hall waiting for my name to be announced to walk through the infamous door, showing to the world that I was a proudly graduating from UBC with a Bachelor of Education. As my heart pounded through my chest I remembered saying to myself, be in the moment, breathe, enjoy, you did it, and don't forget to smile! I recall all the late nights of cramming, the flash cards, the trips to the cafeteria for food, receiving my grades back and the roller coaster of emotions. I was thankful for so many things that sunny day; my family, my friends and my new learning. I was so excited for future! I can't believe it has been ten years! Since then I have taught in band run independent and public schools at all levels. Recently I have graduated from the Vancouver Island University with my Masters of Education in Educational Leadership.



Stephanie Stephens receiving her Masters of Education with Chancellor and Grand Chief, Shawn Atleo and President, Ralph Nilson, Vancouver Island University 2010

This year's theme of 'Sharing Our Stories' has been one that has allowed me to celebrate, reflect and be thankful for everyone that has crossed my learning journey. From beautiful Bella Bella, to the mountains of Chehalis, across the ocean to the Ditidaht Community and through the back roads to Nanaimo, I have been blessed to meet amazing people who have not only welcomed me into their community but have opened their hearts and shared their culture, stories and their ways of knowing. I am truly grateful and appreciate their spirit of wanting to share their stories.

As an educator they have taught me the importance of staying true to my integrity and the importance of remembering who I am and where I come from. It is through their stories that I am able to continue to create localized curriculum that honors, celebrates and respects the needs of Aboriginal learners, ensuring student success.

The theme 'Sharing Our Stories,' I believe is core to Aboriginal learning and that it is the vehicle for the

transmission of culture, knowledge, language and traditions for the future generations. In order to create greater awareness and collaboration between communities, schools and the government we need to share our stories, we need to celebrate what has worked, what hasn't and talk about what we need to do next in order to achieve student success. It is through dialogue, active listening, and honoring what everyone brings to the table that we will be able to have life long learning that includes systems that are holistic, high quality and culturally-based.

Recently, I had the honour of meeting Dr. E. Richard Atleo. Did you know that he was the first First Nations person to graduate from UBC with his doctorate? Dr. Atleo says, "Education is Life. Our ancient ancestors understood that life is not possible without learning, without the acquisition of knowledge and medicinal powers." Thank you for sharing, Dr. Atleo.



"Education is Life."
- Dr. E. Richard Atleo

Education has been my life. My stories have made me who I am today. It is through sharing stories that creates a sense of belonging, regardless of race, gender or age. Sharing stories opens up doors, creates positive atmospheres, builds deeper relationships and teaches people how to really listen.

When we listen, really listen, with an open heart and open mind, we are able to make meaning and make connections, then we are able to create change.

By sharing our stories we are exploring how to bring our ways and our knowledge into schools. The NITEP students have had several opportunities to hear stories from a variety of people and are now being encouraged to tell their personal stories. Through this experience it has provided a safe space for them to have their true voices come out. They have great stories!

My advice, "Don't ever be scared to share your stories, it is who you are. Your lessons in life have brought you to where you are for a reason. Let your voice be heard, you are leader who can bring change, if you believe. Be a risk taker, in the face of adversity as Ghandi would say, "Be the change you wish to see in the world."

Stephanie Stephens, Duncan Coordinator

DUNCAN CENTRE CONTINUED



Hello, my name is Christina Harris, I am from the Chemainus First Nations band and I am also in my first year of NITEP. It is an honour to be able to have the chance to get my education through VIU and UBC.

I will remember my first year here in the program because I was blessed with my son, Glen Andrew Tom Jr. on October 25, 2010. The class made me feel like part of the NITEP family by hosting a baby shower for me and my son. It was so special because it was the first baby shower for me, and my first son. Now he has five sisters to watch over him.

We are now halfway through the NITEP academic year and I am feeling a lot of things that I never noticed before: I see myself forming into a future teacher and by looking at the big picture I can see how I got there.

I got there with all the help from my family and the new family that we created in our classroom, where we gather to talk, laugh and help one another in the bad and good times. I never looked at myself going out to be anything because I have a family of my own. Now I see that my mother and baby brother have inspired me to make goals for the future and become the role model that I saw when I was growing up.

I feel like there is going to be more happiness in the future because of all the teachings and stories that are getting introduced with every student in our classroom who are from up and down the Island. With all the stories and experiences that are shared with each other; are all in some way part of learning how to be good listeners, respectful, honorable, just as well as being sincere to one another; this is to be a good teacher.

Christina Harris, Year 1



“Sharing our Stories” is to talk about success and share personal influences. Being the voice of my Elders, I respect their wisdom and knowledge. Growing up with my Nan, who is Nuu-chah-nulth, which means “all along the mountains and the sea”, I spent the days of my childhood and youth having fun with her and all the educators.

Our lives are stories that are being told, as we share our stories of our past, and we share the present with gifts from our role models, elders, and the Creator.

I am in my second year of NITEP and I’ve been sailing since March 17, 1981.

I come from an isolated community called Kyuquot, “Place of many winds”, northwest of Vancouver Island. A place where my backyard is the mountains and my kitchen is the ocean. I am Too Toach, which means “an athlete,” named by my grandfather Sam Johnson of the Mowachaht Nation. I am the eldest son of Lavigne Jack and Josephine Johnson. I am the first sibling to graduate from high school and have accomplished a lot, yet I set another level of objectives to check off while I attend University.

I am an Artist who sings my family songs of entertainment, prayer, paddle, as well of painting cultural knowledge. Leadership and observation from my athletic training days were a rehearsal that have provided me with protection and grace in the days now. I rehearse, release, and reveal the strength training mode to be strong for my brothers and sister, as a teacher in training with UBC.

Cliff Johnson, Kyuquot, Year 2



Greetings from Duncan NITEP centre, my name is Jaime Elliott. I am from the Cowichan Tribes Band here in Duncan. I was born and raised here in my hometown. Close knit communities are important to me and being in this program has really broadened my aspect of the idea of family. You can have families of many shapes and forms and that is what this program is; a group of supporters who will stand by you at any time of need. The only thing is that you have to be willing to ask for help and also be willing to give of yourself. I feel this is a major part of being a teacher.

What have I learned being in NITEP:

I have learned ways to balance both the academic and cultural worlds, while attending school. Coming into the program I already knew that being a teacher carries great responsibilities, but the program really emphasized the importance and impact a teacher can have.

Outside resources, such as websites, or fellow faculty members will be very useful when in the teaching field. Teaching comes from all types of experiences and does not always have to be exactly what is on the course outline. Flexibility is a very good characteristic to have.

Having, or forming bonds with fellow NITEPers and also with the instructors helps with the journey of being a teacher-in-training. Classmates not only become friends but they will be great resources for the future.

I am really enjoying the program and strongly recommend it to anyone who has not already decided on which career path they want to embark. There have been so many great life lessons taught and learned within the two academic years I have been enrolled in NITEP.

I would like to thank all of the UBC, VIU and NITEP faculty who have made this program possible. I totally feel that I am on the road I am supposed to be on, for I have spent most of my life being in school, so it only fits that I should enter the educational field.

Huy'tseep 'qu
(thank you (plural) in the Hul'qumi'num Language of the Cowichan people)

Jamie Elliot, Year 2

DUNCAN CENTRE CONTINUED

NITEP: A Personal Journey

The most challenging part of this journey for me was the decision to actually apply to the program. With many family commitments and a strong moral obligation to serve my children's needs first, I waited many years until I felt I could balance both home and school life. It was the right decision. I am in the right place at the right time.



My name is Patricia McMullen. I was born Patricia Milton in Vancouver, B.C. to Jenny Milton and Ernst Baltruschat. My natural mother was from the Cree Nation in Fort McMurray, Alberta and my natural father was from Germany. They gave me up for adoption at birth and I was raised by my two loving parents, Betty and Gerry Bach. Although I was raised in an English speaking, caucasian, middle class environment, my heart and spirit have always had their root strength in Native spiritual beliefs, practises and wisdom. My dream is to bring the strengths of both cultures into a learning environment.

My experiences thus far (I am in my first year), have been both enlightening and heartwarming. It has been like a piece of my life puzzle that has finally been found is in the process of being put in place. The cultural studies, the comraderie, and the connection with the elders and their wisdom in NITEP has filled a void in my life. It has been without a doubt, one of the most supportive educational programs I have experienced. I am looking forward to the many learning experiences offered by this program.

Patricia McMullen, Year 1

Good day!

My name is Adrienne Harris, I am from Stzuminus First Nation on Vancouver Island. I am 27 years old and was born in Ladysmith, B.C. I have three children and one on the way. In my first year of NITEP I had a baby girl 9 lbs 11 oz. I am due in July so I will update NITEP News with the information of my second NITEP baby.

In my personal story I will share how I came to be enrolled in NITEP and some of my learning experiences. I had my first daughter when I was 16 years old, she is now 11 years old. I did not graduate. I made it to grade 10-11 and ended up dropping out of senior alternate to successfully complete my Pharmacy Technician/Business Administration diploma at Sprott-Shaw University College in Victoria B.C. I then ended up back at home on Stzuminus reserve where, at 25 years old, I returned to school for upgrading.

In the UCEP (University College Education Preparation) class I found joy in helping my classmates complete our math assignments. They encouraged me and nicknamed me "Teacher" because of my eagerness to see them through Math. My greatest inspiration is my sta'lus (husband) who introduced me to NITEP. Anderson completed his first year of NITEP and returned with me in our second year. So, we can now travel this path together, which I am very grateful for. Also, Anderson talked his sister, Christina Harris, into joining us. She is in her first year. I believe the three of us will do great things for our community by working together as teacher-students.

Even though I did not graduate from high school, I entered University with strong motivation and support. I am now, even more, a very strong supporter of high school graduation and want to teach secondary school math.

Adrienne Harris, Year 2



DUNCAN HOLIDAY POTLUCK



KAMLOOPS CENTRE



Julianne Peters, Karen Blain (Coordinator), Ken McIntyre, Charmayne Jules, Kendelle Weberg, Marilyn Adolph, Kimberly Siwallace, Erin Mitchell, Tickwtkwa Nelson & daughter Zelkwa7, Larry Fenton, Marrissa Squakin



Karen Blain
Coordinator, Kamloops Field Centre
NITEP Alumna

Weytk from Kamloops NITEP!

“Sharing Our Stories” is our NITEP theme. This theme is integrated throughout our seminars and our academic courses. Stories are an integral part of Aboriginal culture. Stories are gifts that teach and inform us, they give us knowledge and inspiration and teachings to be passed on down to the next generation. Kamloops NITEP is proud to introduce our students to you. We have 15 students here on campus:

Year One

Larry Fenton	Pavilion	Lil’wat Nation
Marrisa Squakin	Hedley	Upper Similkameen
Ticwtkwa Nelson	Mount Currie	Lil’wat Nation
Erin Mitchell	Old Masset	Haida Nation
Kimberley Siwallace	Bella Coola	Nuxalk Nation

Year Two

Juli Peters	Canim Lake	Secwepmec Nation
Leah Hjorth	Nazko	Nazko First Nation

Year Three

Ali Arnouse	Little Shuswap Band	Secwepmec Nation
Noel Froste	Oregon Jack Creek Band	Nlaka’pamux Nation
Ken McIntyre	Skuppa Band	Nlaka’pamux Nation
Bonnie Reber-Walsh	Peguis Band (Manitoba)	Metis
Nicole Meldrum	Sts’a’les Band	Sto:lo

NITEP Students entering into the B. Ed at TRU

Year One – Professional Year		
Kendell Weberg	Ta’an Kwach’an Band	Yukon
Marilyn Adolph	Xaxli’p Band	Stl’atl’imx Nation
Tanya Terbasket	Lower Similkameen Band	Okanagan Nation

Good luck to these students this academic year!

We got off to a great start this academic year with a BBQ at the Gathering House at TRU campus. I would like to welcome our first year students to Kamloops Campus and welcome back our returning students. Within this academic year we will be having different guest speakers, Elder Jimmy Jack and Bella Morris have shared their stories with us. Kamloops NITEPers enjoyed the trip down to UBC at the beginning of the academic year. We are planning to have a Kamloops NITEP reunion this year. We are looking for email, addresses and phone numbers of those who have graced Kamloops NITEP. It will be great to reconnect with friends at this reunion.

Our students are excited about the four year program that will be implemented in September 2012. This has been in the planning for quite some time through CREATE. Students will be still graduating at a level five. This is an exciting change for students and education. I think that it will be good for students’ funding agencies also.

NITEP would like to wish Lisa Christy good luck on her new position as a Life Skills Coach with TRU, it has been great having you as part of our team, and you have been a great inspiration and help to our NITEP students. I would like to welcome Suzy Christy as our new NITEP secretary; yes, she is Lisa’s sister. Both are TRU grads. Welcome Suzy!



KAMLOOPS CENTRE CONTINUED

Our student representatives this year are Erin Mitchell and Kimberley Siwallace. Our student reps travel to UBC for the First Nations Education Council Meetings and represent Kamloops NITEP. Along with this our student reps promote NITEP at various career fairs.

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

I am a NITEP grad. My parents are Stan and Bessie Blain (my dad is from Ashcroft Band and my Mom is from Chehalis Band). My post secondary experience first started at the Chilliwack Centre and then at the Kamloops Centre. The experience at Vancouver Campus was an experience all in itself. Sure, I was scared to go to campus, but that is what we had to do. Lasting friendships grew with NITEP students and other faculties. There were times when I just wanted to pack it in, but my NITEP coordinator said to all of the students, “whatever you do, don’t quit”.

So when the feeling of being overwhelmed set in I always thought about what she said and looked at the long term goals that I had for myself and my children. My parents Stan and Bessie Blain were always there to support me. I remember calling my dad to get his viewpoint on a few things. He was my sounding board and he gave me a different perspective on various issues relating to Aboriginal History. There were my children, Katherine, Ashley and Scott Commodore, my sisters, brothers (11 of them). I was doing this for my children. I completed my BEd on Vancouver Campus.

I have continued on to my Masters of Education in Curriculum and Instruction, one more course to go. Yeah! Then I’ll have to think about my Doctorate.

Teaching is a life-long learning experience and a wonderful profession. I strongly encourage those who are thinking about teaching to apply to NITEP. I love coordinating the Kamloops field centre, the students are awesome, each year new ones arrive and we get to know each other. Within our education classes, students present on their culture.

Kamloops is a multicultural classroom of Aboriginal educators.

Karen Blain, Kamloops Coordinator



NITEP M



MEMORIES



KAMLOOPS CENTRE CONTINUED

Hello Everyone!

I am Suzy Christy and am the secretary for NITEP Kamloops. I am a recent graduate of the Bachelor of Social Work Program from Thompson Rivers University. I was born in Kamloops and have lived on Shuswap Territory my whole life, as has my family for three generations before me. My Aboriginal ancestry is from the Lytton area in which my family owned and operated 19 Mile Creek Ranch.

I have been with NITEP since August of 2010 and enjoy the position very much.

Suzy Christy, Kamloops Field Centre Secretary



I am currently enrolled in the NITEP program with hopes of becoming a secondary teacher in a small rural community, although I am also throwing around the idea of pursuing a Master's degree.

I am from the Haida Old Masset Band, which is located on the northern tip of Haida Gwaii, although I was born off reserve in Terrace. I am part of the Raven Clan, which is a title passed down in a matrilineal manner. Growing up off reserve with little contact with my "birth" culture has really made me strive to regain the knowledge that I have gone so long without. So I can't stress enough about the importance of "Sharing Stories", and how crucial it is to pass learned knowledge down through the generations.

By the simple act of Sharing Our Stories, we are, in fact, securing the influence and importance of our culture in the future. In such uncertain and ever changing times, passing down years and years of understanding, insight and experience of our ancestors and elders is the grounding experience we need to keep healthy balanced lifestyle.

Erin Mitchell, Year 1

Weytk! Julianne Rae Peters ren skwest! Secwepemc – Ken re Ts7'escen (my name is Juli Peters. I am a Shuswap from Canim Lake). I grew up in Canim Lake until I was 12 and moved to Kelowna, where I stayed until I was 16. I moved home to graduate in 2005 with my childhood friends and family.

When I think of the positive enriching experiences I think of people – like Jennifer Reid (grade 5/6 at Eliza Archie Memorial School), Sophie Zonnis (Grade 8 English), and of course, my parents Angela & Mark Peters – Oddy & Kye7es (grandmothers) Antoinette & Elsie Archie. These names are only a few that have made a great impact in my life; inspiring me to become a teacher.

I have enjoyed the teaching experiences I've had. I look at high school students and identify with ALL the quirky students! My goal is to one day be that teacher that students remember.

NITEP has also shown me the importance of bringing back traditional methods of teaching – I believe it will not only bring back a sense of identity as a First Nations person, but simply as a person – traditional teachings will bring back our interactions with nature and with other human beings. "Sharing Our Stories" is sharing the past with the future.

Juli Peters, Year 2

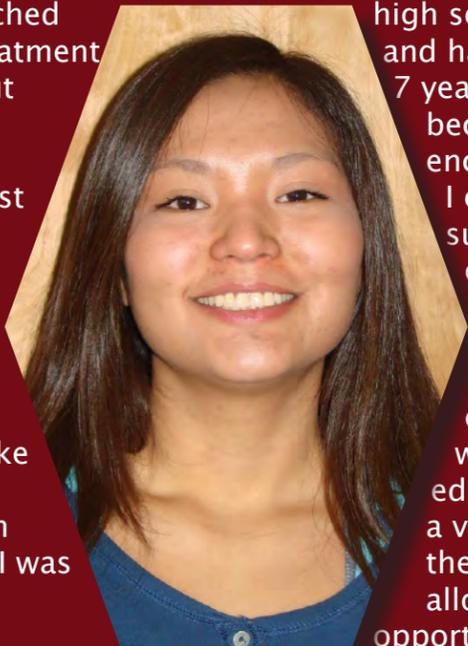


KAMLOOPS CENTRE CONTINUED

"The Okanagan Valley where we rallied and roamed," these are the lyrics of an Aboriginal rap group called *The 7th Generation* and for me they ring true—along with many of their other lyrics that details the life of youth on the 'rez'.

In Okanagan my name is Peptwina, meaning "wise woman," it is a name that my grandmother gave me when I was born and it is a name I am proud to carry; In English my name is Marissa Squakin, but even my English name cannot escape my Native roots as my last name means the wings of the eagle. The meaning of this, I am told, comes from the valley I was raised in that was known as the valley of the eagles, the gorgeous Similkameen. My hometown is a small – yet not completely remote – area full of mountainsides, fresh water, green fields, and wildlife. Growing up in this small place with its mountainous extensions was a paradise of which I would venture through for hours on end, or at least until someone would realize I was missing and come searching for me. I was your typical little bush child running around in the hills, playing Indians and cowboys – the Indians always won, and refusing to sit down to take a bath.

My family could have been painted as your stereotypical lower middle-class Native family influenced greatly by alcohol but still instilling the values, traditions and language of my First Nations people. After losing my dad to alcohol my family life changed in a major way, for the better. By the time I had reached high school my mom had gotten treatment and has been sober for about 7 years. By this time school priority, I was achieve the best given the grasp every available.



Because of chance to many things like music participation in sports – since I was at home I was more

and has been encouraged to I could and support to opportunity

my older siblings. I still had my high school rebellion stage and there were still hidden family problems – for many years I battled with depression but it wasn't apparent to my family or teachers because I was so involved with my schooling, sports and music that it never occurred to everyone that I could be so unhappy with life. Even with my depression I succeeded and continued on to the program I am now in.

When I came to University I didn't know what type of career I wanted to enter, I still thought it was a better option than staying in my small town scraping for work. Many of my friends who decided to go to University tried it for a year and found it wasn't for them but they still say the experience was fun– I'm sure they were referring to the new friends they made and the parties they went to. I spent 2 years in the Bachelor of Arts program just taking classes that interested me like social work, chemistry, psychology, poetry, and more before I transferred into NITEP.

For me "Sharing My Story" with others is important because although I would prefer to keep some of the struggles I went through to myself, sometimes we need to remember that sharing our struggles can create a sense of belonging for others.

*Peptwina, (wise woman)
Marissa Squakin, Year 1*



Hello my name is Ticwtkwa Nelson. I am from Lil'wat, Mt. Currie, B.C. Lil'wat is part of 11 bands in the Lower Stl'atl'imx Territories. I was raised on my grandparents' ranch where I was introduced to my first horse. I graduated High School in Billings Montana, went to a Senior College in Wyoming then transferred to Rocky Mountain College for the Equine Science Program. Rodeo and horses are a major part of my life, I barrel raced and competed in breakaway roping at many Indian Rodeos in Canada and the USA.

I look forward to graduating with my UBC NITEP degree.

Ticwtkwa Nelson, Year 1

Hi, everyone. I hope your year is going well so far. I am really enjoying my courses right now. I am taking three anthropology courses. I took an anthropology course last semester and now I am hooked. Most of my anthropology courses are about First Nations, history, government, relocations, contemporary implications of colonization, the stereotypes that were created, maintained and repeated through scholarship, etc. Very interesting classes, I highly recommend taking some anthropology courses.

I am in my third year of UBC NITEP and still loving it!! I look forward to all that the future holds for us, and wish you all the very best.

Bonnie Walsh, Year 3



KAMLOOPS CENTRE CONTINUED



URBAN CENTRE



Marny Point BEd, MET
Coordinator, Urban Centre
NITEP Alumna

Landon Gregg, Johnson Wilson, Justin Boehringer, Tyler Peters, Robyn Humchitt, Amanda Reid, Melanie McKenna, Tanya Agecoutay, Brionne Asham, Lois Vader, Crystal Smith with daughter Ruby, Marny Point (Coordinator)

My name is Marny Point; I am very honoured to say that I am a member of the Musqueam Indian Band, and the NITEP Urban Program Coordinator.

At the Urban center we have been busy with acclimating ourselves to campus life! In year one and two, students take a lot of introductory courses, developing an interest in their future teachable subject. This path isn't easy, it takes a lot of dedication and commitment to studies, but I am happy to say this brilliant urban cohort has had a very successful first term!!

At NITEP we learn the importance of "balance," walking in these two worlds; holding true to who we are while learning who we can become, and how we will weave our story! "šx^wəyem"; the story, weavings, life-experience, footsteps, identity & reality, being life long learners, our teachings, balance and always remembering the stories of our Grandfathers. These stories speak to us, confirm in us, that our people have dwelt on this land, fished in these waters, and walked these paths for thousands of years. We are taught from generation to generation, through stories, the treasures of our culture and our traditional ways of knowing and learning. Like the weavings of our səyeləx^wə; old people, these weavings identify where we originated. They stand for beauty, warmth and protection from the 'outside' – as do our stories.

Holding to the ways of our elders, we are weaving a new story, while walking down these paved sidewalks of campus, and long for those good ol' bare foot paths of old ... yes we walk in two worlds – academia and cultural, but always remembering the need to weave those traditional stories, teachings and cultural ways into the non-aboriginal component of our life, understanding that we must constantly draw wisdom from the ways of our grandparents and connect with 'WHO' we are – in order to succeed in this part of society. As Chief Dan George said in his Confederation Lament; "We must take our place in society through education."

Let us always remember the stories of our past and aspire for a greater future ... how? ... By sharing our stories and by TEACHING!

Marny Point, Urban Coordinator



URBAN CENTRE CONTINUED

My name is Melanie McKenna. I am in my second year in the NITEP program.

I chose the secondary option because I have a passion for English and Spanish. I also believe that as a secondary teacher you are able to leave a lasting impression and help students create a path for their future.

I am enjoying being part of the small community that is NITEP as well as the large community of UBC!

Melanie McKenna, Year 2



My name is Crystal Smith. I am 20 years old and in my second year of NITEP. I am from the Tsimshian, Haisla, and the Heiltsuk Nation. I have a daughter named Ruby Molina Smith and she is 1 year old. My mom is from Hartley Bay but we have lived here in Vancouver for almost seven years now.

I graduated from Britannia Secondary, and I believe that those teachers are the reason why I have decided to enter Education. I enjoy teaching and I love the opportunities that NITEP has to offer.

Crystal Smith, Year 2



It's been a long road to NITEP despite the many obstacles I've faced. I'm very happy to have met the challenges in my earlier school years and for the search for a better direction in my life. Coming from a large family has helped me immensely, because I'm able to see how the others have failed and succeeded in their lives. A lot of my cousins my age are settling down to get married and raise families. But I, however, want to follow my dream to become a teacher.

Finding NITEP was a godsend because the staff and students have all helped me in my journey to independence. If there's any words of advice I have for other students, it is to stay strong and never give up. Some of the last words my grandmother said to me before she died were "make us proud," and I thank the Great Spirit for giving me the strength and intelligence to continue my studies at NITEP. To complete the 5 year program would be ideal, furthermore education is the key to unlock the door and escape welfare, poverty, etc.

To walk through the door of success is my goal and to keep going wherever my degree takes me and wherever I am needed. I'll apply myself as a teacher so that I can help others who have hope, to become successful and to encourage them to find their dream jobs. Also, I'd like to congratulate all the people that developed this program and for revising it to make it more culturally sensitive to the needs of First Nations students.

Someday, there will be more teachers from the First Nation tribes who will be educated and able to teach the students who feel alienated in public education.

All my relations,

Tanya Agecoutay, Year 2

I came into NITEP after already having had a career in the Health Services Industry first as an LPN in Southwestern Ontario and then as a CHR in my hometown community of Sechelt. I was hesitant about teaching as it wasn't even remotely on my radar as a career choice. However I was approached by a member of the school district where I lived and was told there was a shortage of First Nations teachers and was asked if I would consider becoming one. I looked at my options and two factors came to mind.

The first one was the amount of time for training: to get my Degree in Nursing at UVic would have taken 4 yrs. plus 1 yr of dialysis training at St. Paul's Hospital in Vancouver = 5 yrs; 5 yrs at NITEP with a Bachelor's Degree in Education. The huge deciding factor for me was that with a degree in Education seniority would not be an issue with respect to holidays and time off...it's already built into the profession.

The second factor was whether or not I would like being an educator and more importantly was I a good candidate for it. NITEP and the First Nations House of Learning has support services that are built into the program to help achieve success. Services such as a free computer lab with printing services; free tutoring services for math and English; free student luncheons every Tuesday; student studying areas with peer support. Now that I'm in the program I am glad of the decision.

Lois Vader, Year 1



YEARS 3, 4, 5 ON CAMPUS



Lucetta George-Grant
Year 3, 4, 5 Coordinator
NITEP Alumna



Where to start? 2010–2011, what a busy time; a time filled with so many different lessons and emotions. I look back at this last year and know that I am truly grateful for who I am and where I am. NITEP has not only provided me with the tools to be a teacher, but also has provided me with so many friendships that can only be described as ‘phenomenal.’

Our theme this year is, “Sharing Our Stories,” and I think back over the years and know that I am extremely thankful for the stories that I have to tell because of NITEP. Through NITEP I have met many great people. People who have become best friends and in some cases, family. I know that without these people in my life there is a lot that I would not have gotten through. I think back to the time when I first started NITEP and would wonder to myself, “Am I doing the right thing?” “Should I be here?” I now know that the answer to both those questions is, “Yes!”

I love my job and I love that I still have a NITEP connection. Each year in September we have new students who remind me of myself and also of the class I started with. Some of us were not too sure what we were doing, and some of us knew exactly where we were going. It is exciting to watch the growth and the changes in the students. By May graduation comes and brings on new emotions. I am sad to see students leave us, but happy to know that we have that many more Aboriginal teachers out there to make a difference.

The students are not the only ones who come and go, so do the staff. This year we said good-bye to Felicity Jules. I am thankful for the time I got to spend with her here. Once again, NITEP has provided me with a life-long friend.

Some of us are creatures of habit and do not like change. We want things to remain the same and do not respond well when changes happen. So, it was going to be hard for someone to come in and fill Felicity’s shoes. Well it’s been done! Welcome to Jessica Jarrette, the new Assistant Director. Jessica has come in to a situation, which had to be difficult, and has managed to shine. I am thankful for her and appreciate all that she brings to NITEP. I look forward to many more years of working with her.

Duncan had a temporary change. We were sad that Jackie was gone for a bit and couldn’t imagine what Duncan would do without her, but we were blessed with someone who came with her own very special qualities. Stephanie Stephens joined the NITEP team as the Duncan Coordinator. I personally love having her around. I love the energy and enthusiasm she has to share with all of us. I am thankful that she considered a job with NITEP. She has reminded me of why I am here. Her positive attitude is contagious.

On campus I cannot help but be thankful for the people I work with here. I wish to take this time to say, thank you. Thank you to Natalie who has a smile on her face everyday and manages to take notes in our meetings and understand what we don’t understand. Thank You Linda, your job here does not go unnoticed. I appreciate all that you do for me and I value your input. Thank you to Marny. There are no words to express what you mean to me. Everyday I watch you and am reminded that although we struggle there is a lot of good in the world.

I am lucky enough to travel to the field centres and there I have the privilege of working with some great people. Thank you to Karen and Saylesh for your work. Thank you for your calm and caring ways. I am happy that our paths have crossed and look forward to the years ahead.

I could go on forever thanking people that I’ve met through NITEP. These are just a few examples of where my stories come from. By coming to NITEP I’ve opened up the doors to a whole new world. Everyday I come to work not realizing that I am creating another chapter in my story. It’s a story that has many beginnings. It’s also a story I’d be happy to share with anyone.

Lucetta George-Grant, Year 3, 4, 5 Coordinator

YEARS 3, 4, 5 ON CAMPUS

Hello, my name is Tyler Peters and I am from the Sliammon First Nation. I would like to begin by discussing NITEP. I was a little hesitant to apply to the program at first. It was intimidating to think about leaving my small community for the large campus of UBC. The decision to leave my family and friends for school was not easy, but it is one that I will never regret.

It did not take long for me to realize that NITEP immerses you in a strong and supportive network of friends, mentors, and peers. I felt comfortable with my cohort almost immediately and have made some life-long friends. I know that I have grown as a person during my time in NITEP and have gained skills that will benefit me for the rest of my life. Upon graduation I plan on returning to Sliammon and having a positive influence on my community and its future generations.

This is only part of my story, and there is much more that has yet to be written. I encourage everyone who reads this to regret nothing and live for the moment. After all, do you not want the story of your life to be an interesting one?

Tyler Peters, Year 3



I am often baffled at the ignorance, and the misconceptions of Aboriginal people. The Canadian public, and many other people usually have an inaccurate idea of Aboriginality. We face discrimination, marginalization, and exploitation. Aboriginality is only embraced to give Canada an exotic look.

The sad but true facts are all too evident, when one looks at the statistics of Aboriginal people. Native women and men make a large proportion of the sex worker population, make up well over 50% of the incarceration rates in many prisons. We also make up a huge percentage of the newly reported HIV infection cases, while we only make up 3.3% of the overall Canadian population. Our graduation rates continue to struggle.

The media and the government often don't cover the injustices that face First Nations people, it took well over 60 women going missing on the Downtown East Side before anything was done. The story was covered in a callous way, speaking of the women as numbers, and sensationalizing the fact that a large proportion of these women were sex workers. In doing this they perpetuated the stereotypes, and gave permission to the rest of the world to view Native women as disposable. Recently many sled dogs were slaughtered in Whistler, and the media, the public, and several organizations are outraged. While I am shocked, and disheartened at this event, I don't ever recall this kind of sympathy for the fallen Native and non-Native sisters of the Downtown East Side.

The public views these stories every day, and hearing the stories about all the "free" stuff that Native bands are afforded. The uneducated public thinks we as Aboriginal people are privileged, and live a life of luxury, yet we still can't pull ourselves out of our current "slump" The public does not ever ask why or how. The legacy of residential school has left Aboriginal civilization in ruins, and we are left to rebuild ourselves from cultural and literal genocide plagued with cutbacks, and oppressive policy. These realities are unknown to much of the public.

I believe that Native studies and cultural sensitivity has to be implemented in ALL schools starting from elementary. We have to educate our children on the realities and current situation that face Native people in order for children to have an understanding of Aboriginal culture. I hope that through education and understanding, the misconceived resentments over Aboriginal privilege will cease. I believe that exposing Aboriginal children to positive forms of First Nations media will have a positive effect on self identity and Indigenous pride. We must teach our children the beauty of Aboriginality and our history, pre-contact, colonial, and post colonial. I believe that education is the key to helping society understand, and become more sensitive to Aboriginal issues.

Brandon Peters, Year 3



Hello Everyone,

My name is Kymberlee Stogan. I am in my third year of NITEP from the Musqueam Indian Band. Third year has been a struggle for me. I was ready to take some time off from school, I was having troubles writing papers and putting the time into studying. I know that many other people have felt this way or may feel this way at some point in their academic journey. But my message is not to give up. You're almost there! Use the resources around you, whether it be just talking to a friend/family member or your NITEP coordinator. Once these five years of studies are complete imagine the possibilities out there for us.

"When you come to the end of your rope, tie a knot and hang on" Jane Addams.

Kymberlee Stogan, Year 3

YEARS 3, 4, 5 ON CAMPUS CONTINUED

Hello my name is Natasha Seymour, I come from the Tahltan and Tsimshian Nations in Northern, BC. I am currently 5th year NITEP, in my last year as a student teacher candidate. I completed years 1 and 2 at the Kamloops field center. NITEP has transformed my life. The quality of my life has changed for the better. My identity as a First Nation's person has transformed being in NITEP. Since pursuing my degree, I have grown intellectually, spiritually, and emotionally.

For me, I knew I wanted to be a teacher in Grade 2. I always wanted to be a First Nations role model for my family, friends, and community. Being a UBC student, I have had many great opportunities and experiences.

In summer session 2010 I earned the last of my academic credits participating in the Pangnirtung Summer Bush School Program with the University of Manitoba. I spent five weeks in an isolated community in Nunavut on Baffin Island. This is an experiential program where you are immersed in the Inuit language and culture. Their traditional culture is very much alive and thriving. I camped in a tent for five weeks, hiked, worked seal skin, went seal hunting, participated in volunteer work within the community, and much more. I feel this program is for anyone looking for a challenge and it is a great learning experience.

In fall 2010, I completed my final practicum in the B.Ed program and participated in an International Practicum. I spent 9 weeks at Florence Nightingale Elementary in Vancouver, and 4 weeks at Madison Colegio Bilingue School in Monterrey, Mexico. I taught Grade 1 in both schools. I was placed in a private school in Monterrey. My intention for the international practicum was to expose myself to a foreign and diverse culture outside of my comfort zone—and that is what I accomplished. After the initial culture shock, I was able to familiarize myself with the school and was placed with an excellent teacher. I learned valuable skills from her and the students I taught. The greatest challenge I found was the language barrier. Although I was at an English-speaking school, everyone else in Monterrey spoke Spanish. What helped me the most was to have an open-mind to learn a new way of doing things. Monterrey is a beautiful city, I made some amazing friends, and am grateful for the little personalities I got to meet and connect with in Grade 1B. Overall, this was an eye-opening, transforming experience that has enriched my life as a university student and my future teaching career.

For those new to NITEP, welcome! I hope you enjoy your five years in the program. For those anticipating a teaching career, this is a wonderful program that has inspired an exponential amount of growth in my life.

Natasha Seymour, Year 5



YEARS 3, 4, 5 ON CAMPUS CONTINUED

Fergie's Two Cents



Well, the Ducks are having a party with all of this rain, the Premier ran for the hills after introducing the HST and his criminal offence in Hawaii. And hello to all of my fans, friends, relatives and BEDARD in Year 4. Also, I would like to thank Fergie Fan Club president Rupert Richardson for answering all of my e-mails and letters while I am away doing my long practicum.

Can you believe, I cannot believe it, I'm in year five of five, wow. This is the time I would like to thank everyone for their support, so I would like to thank myself first. Honestly I would not be here if it was not for my supportive and loving family, so I raise my hands to them for everything. Further I would like to thank the NITEP staff for all of their hard work and the meetings at the Pit JK. These five years have flown by and each day has been a learning experience and very memorable. I would recommend this program to any individual who wants to make a positive change in their community.

As teachers we get to spend lots of time with our youth, who make up a majority of the population. We can change the way youth think, we can slowly break down the Residential and government walls which have divided our people for too long.

There is no better way to educate and train our youth than by becoming a teacher. You can achieve this in the NITEP. You leave your home for a short time with an excellent degree and a NITEP family that you will have for the rest of your life. So the next time you go to a parent-teacher interview or see a teacher, give him or her an apple and a hug. One day and one step at a time we can get our people working together as one proud nation. I am going to miss UBC and all of the new friends that I have met along the way, but we will meet again. Furthermore, I would like to thank Neil and Zeta for their kind support over the last couple of years, they both made it easier for me and my family during my studies.

For the People,

*Fergie (AKA) Clinton Charlie, Year 5
Future NITEP on Campus worker*

Hello, my name is Reginald Sam and I am in 5th year NITEP, elementary option. I am currently in my last semester of study and am very excited to graduate. As I look back and "reflect" on my UBC NITEP experience, I think of the connections made with great classmates from across Canada and think of how the program wouldn't be the same without them. I feel that NITEP Staff and Advisors, including the Faculty of Education are very supportive in making sure that you are accommodated. I feel that it is important to remember that relationships you build from NITEP, the Faculty of Education, and School Advisors should be respectful and positive in order to have a positive experience while pursuing your B.Ed.

Although it is exciting to graduate, I am nervous because of the new milestone I am providing myself and to think of how I am going to use my newly accomplished career. I am moving back home to the Tseshaht territory in Port Alberni, British Columbia. I am very excited about getting back to family and culture that I have been missing for the past 5 years. I would never trade my decision to enroll in NITEP and I encourage anyone out there with a passion to teach and to help in your communities to apply.

Your in Education,

Reginald Sam

NITEP BABIES



ALUMNI CORNER

Are you a NITEP Alum?

Would you like to be featured in our next edition of NITEP News?

Contact us at nitep@interchange.ubc.ca

My name is Tim Harris and I'm from Stzuminus First Nation. I graduated from NITEP in 2007. Since graduating, I have been teaching grade 6-7 at the Penelakut Elementary School.

I have recently been promoted to my new position as principal of the school. In the last month I have been learning about policies/procedures: personnel policy, roles and responsibilities, public relations, and budgets. So far I am enjoying my new position and am thankful to have the opportunity to work with such wonderful staff/students. I plan on being here for the long term and I look forward to growing as a principal.

I feel I can do a great job and keep moving the school forward. Although, I'm going to miss my grade 6-7 students, I feel I can do better things as the school principal.

Thank you for the opportunity to add to the NITEP News. I look forward to my next visit to UBC and sure miss the campus life. I want to thank many people for my successes. Starting with Jackie Agostinis, Felicity Jules, Jo-ann Archibald, Cathy Harris, all of my profs and classmates Amanda Fox and Brianna Holden, to name a few. Thank you.

Tim Harris



Tim Harris with daughter,
Danya-Lee



Sheila Maracle with her partner Brionne
Asham and daughter Alora

Sago! My name is Sheila Maracle and I am a NITEP Grad from way back...1996! I was part of the first urban class of NITEP students right here at UBC! What fun we all had! We learned to make bannock in my first NITEP class. We had to role play that we were grade four students and our instructor was the teacher. I think I may have started a bit of naughtiness with throwing flour at my fellow NITEP peers, and I barely knew them at that point!

As you well know, your NITEP peers quickly become your family and you make friendships that last for decades to come :) I still feel wonderful everytime I return to the Longhouse. Many an all-nighter was spent in the computer lab finishing a paper, and that was when there were only two computers and one printer! Today, you all are very lucky to have more technology and tutorial staff at the Longhouse to help you succeed.

And now it is 2011! Happy New Year! I am currently on maternity leave from my 14 year teaching career with the Vancouver School Board, and enjoying every second with my 5-month old Alora! She is a bundle of energy and delight!

I feel pretty blessed having also completed my Masters of Education degree last June. Walking across the Chan Centre stage with my fellow Masters grads in November was just awesome! Now, I look forward to cheering for my partner Brionne, when he will also walk across that same stage with his NITEP Degree in 2013. Lucky Alora; two teachers for parents! LOL!

I wish all the best to all current NITEP students, and Aboriginal Grad and Doctoral students! May the Creator bless your studying, researching, and writing. Your creativity and hard work are gifts to us all!

Nyaweh!
Sheila Maracle, Mohawk from Six Nations and Tyendinaga
NITEP Grad 1996, Masters of Education 2010
District Resource Teacher for Aboriginal Education,
Vancouver Board of Education
New Mommie! Woowoo!

ALUMNI CORNER CONTINUED



Siyamtelot (Shirley D. Leon) was recognized by the Pope in November 2008, awarded the *Bene Merenti Papal Medal* for her work on reconciliation between Aboriginal people and the Catholic Church.

A great big greeting to all colleagues and friends. I graduated from NITEP in 1987 as a “mature” student. I have kept in touch with a few of my classmates since then as well as others who have become friends. So what have I done since 1987? It is difficult to summarize all that one does in life which will motivate the readers to note that the NITEP program is a great program for so many reasons or to motivate our youth to get serious about professional careers. I am sad to say that we have not progressed very much in the area of taking control of our lives within a “self-governance” structure. We are still stuck in the box of federal bureaucratic needs with programs and activities to band aid organizational necessities.

I freelanced for a year contracting to Bands and Tribal Councils. A colleague, Thelma Thevarge, and I designed and implemented a workshop to inspire individuals to recognize their potential, to identify goals in life, especially career goals and to go for it. Then I got the job as manager of

the Coqualeetza Cultural Education Centre up to 2007, when I retired.

Many opportunities continued as the manager of Coqualeetza in facilitating life long learning, providing resources, making referrals and just getting to know many, many brothers and sisters. Of course my favourite activity was continuing to work with the Elders in documenting the history and culture of the Stó:lō and developing curricula materials for schools.

In the latter years of my employment it became very evident that a Centre such as Coqualeetza is vital to the education of our children, to those who grew up in foster homes or were adopted and to those who are in professional studies such as education, nursing, governance, anthropology, law and so on. The Centre has a library, archives, photo collection and people which provides for culturally relevant research.

Elders and personnel are readily available for advice or consultation.

I have been so blessed in life with five independent children and eight grandchildren along with friends across Canada. I am proud to say that three of my adult grandchildren have achieved a life of “choices” by getting the right education to fit their career choices. Two of the grandchildren participated in the 2010 Olympics as Torch Bearers and are actively involved in high level sports and therefore have chosen to live drug and alcohol free.

Some of you have probably met my granddaughter, Sica (Jessica Jarrette), who is the Assistant Director of NITEP now. She has and is still reaching out into the world to broaden her horizon and to live an active, fulfilled, happy life. This is what I have dedicated my life to – supporting, facilitating and witnessing successful, fulfilled and happy First Nation individuals,

My retirement is busy with visiting, supporting families in grief and as a lay genealogist. I love attending family gatherings where family trees are documented and stories are told about life experiences. Ron Bacon, Daphne Morand and I work the together most often and we share our work with high school students and individuals who grew up in foster homes or were adopted. It is so sad to learn about youth who do not know anything about their family history. It is gratifying to be able to share what we have learned and documented with others. Life is good.

Siyamtelot (Shirley D. Leon)

Hello NITEP Family,

I am Roxanne Harris, NITEP Alumni from the class of 2000! Amazing how time flies!

My daughter Jasmine is 12 years old now, my little NITEP baby!! She was born as I went into my fourth year of NITEP. Seven years later I had my second daughter Chelsea, she is 5 years old now! Being a mother to my girls is the best gift and my most important role!

Since graduating in 2000, I have worked at Stu”ate Lelum Secondary school, which is the Independent School owned and operated by Stz’uminus First Nation. It was a pleasure to work there for six years!

I had an opportunity to move the Nanaimo/Ladysmith School district and worked as the Aboriginal Teacher at the following schools: John Barsby Community Secondary School, Nanaimo District Secondary School, North Oyster Elementary School, Cedar Community Secondary School and Ladysmith Secondary School.

Today, I am working full-time at Ladysmith Secondary School (Nanaimo – Ladysmith School District) as the Aboriginal Teacher. I work both in the classroom and do advising as well. It is nice to be back in the halls of the high school that I graduated from, a full circle moment for sure!

In September 2009, I began the journey towards getting my Masters in Educational Leadership at Vancouver Island University. It is amazing how moving forward with your education enriches and transforms the way that one thinks! I have genuinely appreciated every step of my journey thus far! I am looking forward to graduation from my Master’s program in June 2011! Leadership... my next step!

It was a pleasure to share a small part of my journey with you all! Keep moving forward and remember that education is a life-long journey...learn something new everyday!

Hy’cep’ca (Thank you all)
Roxanne Harris, Aboriginal Teacher
Ladysmith Secondary School



ALUMNI CORNER CONTINUED

Yau, my is Joann Green and I am from the Heiltsuk Nation in Bella Bella, located on the central coast of British Columbia. It is a small fishing village nestled on a small island and mid point between Prince Rupert and Port Hardy. I am of Heiltsuk descent am a strong Heiltsuk woman/leader, I am a mother of three beautiful children and have three grandsons who are my models for growth and change, and my inspiration! I graduated from NITEP/UBC in May of 2000 and relocated to my home town right after graduation.

Sharing our stories can mean different things depending on who is willing to share. My idea of what it means comes from many perspectives. First of all, I am happy to share my thoughts about being a graduate from NITEP. I went back to school as a second time learner (and often refer to myself as a late bloomer) as I waited until my children were grown up and on their own. In 1996, I decided to go back to complete my Bachelor's degree in Education as I was a new grandmother with two beautiful grandsons and felt that I could provide them with more opportunities and demonstrate to them the importance of having a good education.

I moved to Duncan to complete a two year term there and was very fortunate to have my husband fully support me as I worked towards getting my degree. When I decided to return to complete my post secondary education I made the commitment to complete the program by May of 2000. Attending the Duncan centre was a wonderful experience as Jackie Agostinis was very supportive and open to assisting students in any way she could. There I met many other students and developed life long friendships.

In September of 1998 we packed up our family again and moved to Vancouver so that I could attend the UBC campus to complete the final two years of my studies. That was a huge change and culture shock! We lived in the east end and commuted to and from UBC on a daily basis. It was a challenge then as I was one of very few mature students in the NITEP program; I found that many students in the Education programs came right out of high school. Despite the challenges, I always appreciated that NITEP had a support system in place for students and that we were given the opportunity to take many First Nations courses. There were times I found it very difficult, some days I left home 6:30 in the morning and would not get home until 10 at night.



What made my educational journey in NITEP unique for me as an Aboriginal learner, was that we had the opportunity to participate in two graduation ceremonies and the NITEP ceremony held a lot of meaning as all of our families could attend. I appreciate the support my family gave me. My brother Ron was an incredible source of strength and support as he often called me to see how I was managing school and also sent care packages filled with our traditional food. My husband Richard cheered me on when I felt I had no energy left to do anything as I spent hours and hours studying and preparing assignments.

The post secondary education opened the door to many other opportunities as I found myself involved in much more than just teaching. I became involved in our local governance and held a seat on our tribal council twice and both times held a two year term. This was a great learning experience and set it as a long term goal when I was attending Malaspina College, as my paternal grandmother and my father both served on tribal council during their lifetime. I also became involved in many other community events and joined boards or committees to support various organizations.

Today I am employed as the Executive Director of our local community college. I have been employed with the college for over 17 years. During this time, I worked alongside Pauline Waterfall and she became one of my many mentors and teachers. Through her teachings and wonderful support, I gained knowledge about our culture/language and heritage. She esteemed many with her genuine caring ways and touched many lives as she was the founder of the local college. In 2003 she began to mentor me into the Executive position and recently retired in June of 2010. One thing that I will always remember of Pauli's teachings is this, if we can get one student through then we've succeeded. We build on what knowledge our adult learners have and instill in them their Heiltsuk pride and open many doors for change and opportunity for them.

My message to the new students, stay committed to your studies, find the support you need, believe in yourself and set high standards for your success! Once you become a qualified educator you will find that the time is still not your own, especially if you are doing the work for the benefit of your people! Aikee cla nuwga...I feel good inside... God Bless.

Joann Green

“NITEP has been a vehicle of opportunity for me. My degree has opened so many doors and has allowed me to be heard as an Aboriginal person and as an educator.”

1991 NITEP Grad

CREATIVE CORNER

ATTENTION CLASS, Udoux, Maux, Num!!!! (3,2,1)

I PINE FOR THE DAYS OF OLD...

AS i SELF-REFLECT, PROPAGATE, NAVIGATE, assimilate?...EMANCIPATE...
where do i see myself,
An igor-tistical maniac with low self-esteem... is this what it's come to?
Were we all always like this?
I pine for the days of old,
Being held by Nutupsta (granny's Indian name), told my Smayusta (in
Nuxalk your creation story), this is YOUR creation story!
What is my identity, where is my place, how do i get back to where i
need to go?

I PINE FOR THE DAYS OF OLD...

Our long history of empowered peoples, listening to stories that tell
where you're from, how you got there, as Sninuk sits crying on the
rock...that's what granny told me
Will this lead me back to find myself, within myself, or is that just igor
talking again?
Nobody knows Igor better than me, few people know "MY" friend igor,
BUT...everyone's met him...oh you have all met him alright. i think this
may be him talking now...STOP IT igor!

I PINE FOR THE DAYS OF OLD...

Think pair share, eyes looking, ears listening, ALLIGATOR SNAP!!
Were we always like this?
Ungwax da-begwanuma...?(who is that man?), Yo Gwalaux (hi, you're my
reason for living), Nugwa um Lupat! (My name is Rupert)
I pine for the days of old
As this gaze upon makes me wonder... will igor ever let me go...precious
Well, i find myself in this institutional prison,
Do i really have to lose myself to find myself?
i heard once..."for god so loved the world that he gave his one and only
begotten son..."
Granny, being raised by the 'old woman'
Where must i go, what must i do...

IT'S A FULL TIME JOB BEING INDIAN!

were we always like this?
I pine for the days old...
Attention class, Udoux,Maux, Num (3,2,1)

Rupert Richardson, Year 5

It flows with remembrance of my ancestors
This cannot be allowed
It should be blonde
I must dye

I watch this imposter in the mirror
An imposter I need to be
Everything saying that I have to be
That there is no future for me
Unless I am them
European ways spread all over
In all institutions

Colonization calls for my change
So I braid my long dark hair, Ready to cut
Ready to dye
The final change
But I can't
Scissors surround my braided hair
My hands resisting

I drop the scissors
And rivers burst through my eyes
My body crumbles
The rivers that flow down my face
Uncover my true color, my identity
The mirror now shows who I am
And I ask

Why should I change?
This is my land
These are my people
Curricula should change for us
Policies should change for our people

Crystal Smith, Year 2



*Crystal Smith
Year 2*

brings out the colours in everyone

NITEP CAPTION CONTEST

The following picture appeared in the last edition of NITEP News. Here are some of the best captions!



Vivian Campbell: "What? Who me? I didn't do it, it was like that when I got here"

Luke Mathison: "What's everybody looking at??"

Dakota: "Who do you think I am?" & "Who's that baby?"

Tia: "A hula hula here and a hula hula there..."

Kyle Grant: "Damn Paparazzi" & "I'm confused what is that baby doing...posing?"

Ryanne James: "The dog ate my homework" & "my hands are tied"

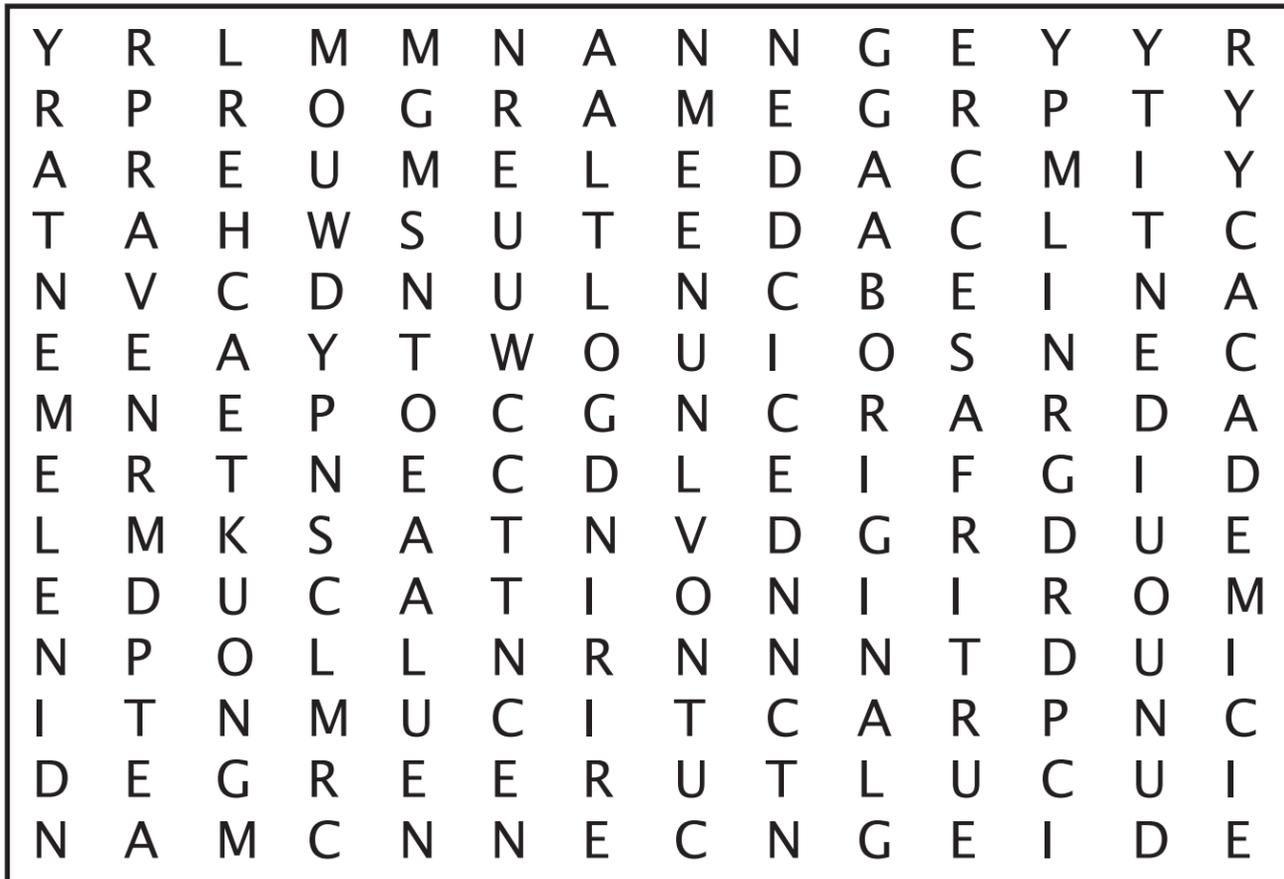
Rupert Richardson: "Don't hate the playa...hate the game" & "Who's your daddy?"

And for the next edition...send in your captions!



STUDY BREAK

NITEP WORD SEARCH

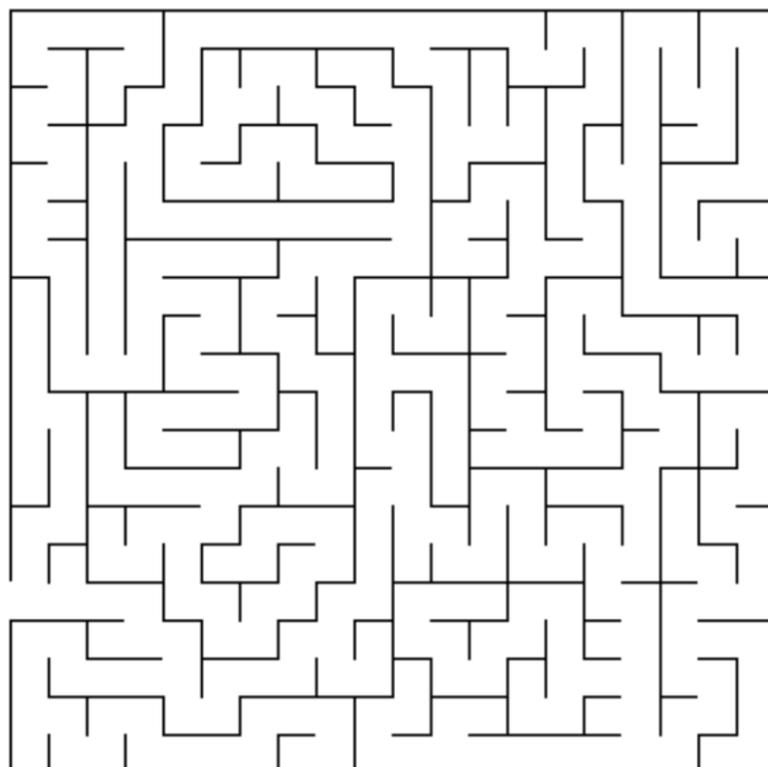


ABORIGINAL
CURRICULUM
ELEMENTARY
INDIGENOUS
PRACTICUM
SECONDARY

ACADEMIC
DEGREE
FIELD CENTRE
KNOWLEDGE
PROGRAM
TEACHER

CULTURE
EDUCATION
IDENTITY
NITEP
RAVEN
UNIVERSITY

Raven is lost! Help Raven get to NITEP



NITEP



NITEP ADMISSION PROCEDURES

NITEP recommends applicants for admission to the Faculty of Education.

1. Applicants submit the NITEP application form.
2. Applicants submit required documents:
 - a. Faculty of Education Application for Admission form and fee*
 - b. All official transcripts (high school and post-secondary)
 - c. Two confidential report forms
3. 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.

APPLICATION DEADLINE: APRIL 30

DOCUMENT DEADLINES:

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

NITEP RE-ADMISSION PROCEDURES

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

1. Write a letter addressed to the NITEP Director, stating the following:
 - a. Why you left NITEP
 - b. Why you want to return to NITEP
 - c. What you have been doing since you left the program.
2. Submit any official transcripts of college or university transfer work completed since leaving NITEP.
3. Complete a Faculty of Education Application for Readmission Form and submit the re-application fee.
4. Submit two confidential report forms.

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: APRIL 30

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

FINAL DOCUMENT DEADLINE: JULY 31

The applicant is responsible for paying the Faculty of Education Application Fee

NITEP FREQUENTLY ASKED QUESTIONS

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

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

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

2. What can NITEP offer to teacher candidates enrolled in the basic Teacher Education program?

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

- EDCP 362D (3-credits): Curriculum Development and Evaluation
- EDUC 441 (3-credits): History of First Nations Schooling
- EDUC 442 (3-credits): Critical Issues in First Nations Education

3. How are the NITEP Elementary option and the NITEP Secondary option different from the basic 2-Year Elementary option and the basic Secondary 12-Month option?

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

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

Students in the basic Secondary 12-Month option are admitted after completing a four year Bachelor of Arts or Science or its equivalent, majoring in a teachable subject. NITEP includes the same course requirements as the basic Elementary 2-Year option and the basic Secondary 12-Month option, but offers them in a different sequence. NITEP requires 18-credits of courses that focus on Aboriginal education theory, content and pedagogy. These courses take the place of some program electives.

NITEP requires additional educational seminars and educational field placements in 3 of the 5 academic years. The field placements give the students opportunities to observe and become involved in a variety of educational settings ranging from pre-school to adult education. In addition, the settings may focus on teaching, curriculum development, and program planning. NITEP students in the elementary option take a combination of arts/science and education courses in each year of their degree program.

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

The first 2-3 years are offered through a regional field centre so that students can remain near their home community to maintain their family and cultural connections. The students establish their own type of extended family support at the field centre with their peers. A field centre coordinator provides advising, instructional and administrative services. The education courses are taught by locally hired instructors or UBC faculty who travel to the field centres. The arts and science courses are taken through community colleges, university-colleges, and Aboriginal post-secondary institutions.

4. How are the NITEP Elementary and Secondary options similar to the basic 2-Year Elementary option and the basic Secondary 12-Month option?

NITEP students take the same compulsory education courses as students in the basic 2-Year Elementary option or in the basic 12-Month Secondary option program.

Both the NITEP Elementary and Secondary options require the same graduation requirements as the basic 2-Year Elementary option and basic Secondary 12-Month Option, respectively.

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

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

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



NITEP ADMISSION REQUIREMENTS



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

1. Applicants directly from Grade 12, BC Secondary Schools

The minimum academic qualifications for admission is secondary school graduation, including the following Grade 11 and 12 courses (please refer to our website and the UBC Calendar for details):

Grade 11:

- * English 11
- * Principles of Mathematics 11
- * Civic or Social Studies 11 (OR First Nations Studies 12)
- * At least one approved Science 11 (see website for details)
- * An approved Language 11 (a beginner's Language 11 does not satisfy this requirement)

Grade 12:

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

Examinable Grade 12 Courses:

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

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

The admission average will be calculated based on English 12, or English 12 First Peoples, and the three additional approved examinable Grade 12 courses or the equivalent.

A minimum average of 67% is required for admission. However, due to a limited enrolment, a higher average is required in most programs.

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

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

Beginning in 2009, applicants will only be required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average.

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

The University recognizes the ABE Provincial Diploma for admission to the first year of an undergraduate program.

*ABE Advanced Level or Grade 11 courses
four subjects at the ABE Provincial Level or Grade 12 including English and three additional subjects

* a minimum average of C+ or 67% based on the 4 ABE Provincial or Grade 12 courses presented which must be graded. Grade 12 course results must include the provincial exam component of the course.

3. Applicants transferring from a College or University

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

4. Applicants seeking admission as Mature Students

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

Each applicant is considered on an individual basis.

5. General Educational Development (GED)

Applicants may be admitted to NITEP by writing the GED exam, which is referred to as the "Grade 12 Equivalency Certificate."

The GED tests:

- *Writing Skills
- *Social Studies
- *Science
- *Reading Skills
- *Mathematics

Information on preparing for and writing the GED is available from any community college or university-college.

APPLICATION DEADLINE IS APRIL 30