



Office of Indigenous Education

Winter 2017

News, information, research and events from the Office of Indigenous Education.

Message from the Associate Dean for Indigenous Education



Greetings from the Office of Indigenous Education!

The new year has brought new changes to our Indigenous Education Office in the Faculty of Education at the University of British Columbia. I am excited at the opportunities stepping in to the positions of Associate Dean for Indigenous

Education and Director of the Indigenous Teacher Education Program (NITEP) brings. New opportunities include a NITEP field centre in the Fraser Valley, Faculty of Education commitments to the goals of Canada's Truth and Reconciliation Commission, a new teacher education cohort focused on Indigenous education, and service learning and curriculum innovations through community partnerships. As the Indigenous education landscape undergoes exciting policy, programmatic, and curriculum shifts, our Indigenous education educators, scholars, and allies in the faculty are responding with exciting research, teaching, and leadership developments. We share some of these initiatives with you in this newsletter.

I also look forward to leading the Office of Indigenous Education alongside a great team of staff. This includes Jessica La Rochelle, who will now be working as Manager for the Indigenous Education Office, as well as Assistant Director of NITEP. Jessica will be assisting with the day-to-day operations, programming, and our communications. Joining us is Dr. Alanaise Goodwill, who takes up the role of Indigenous Graduate Coordinator, and Dr. Sara Davidson, who is our Indigenous Undergraduate Coordinator and 12-Month Lecturer.

Like so many of us, I have had the great privilege of being mentored by Dr. Jo-ann Archibald, who has completed her term in the administrative roles of Associate Dean of Indigenous Education and NITEP Director. Her contributions have been many and far-reaching. We look forward to celebrating her contributions in May this year.

Miigwech (thank you),

Jan Hare

Upcoming Events

Professional Development Opportunity MOOC - Reconciliation through Indigenous Education

On January 24th, the third offering of the UBC MOOC - Reconciliation through Indigenous Education, will begin. This is a six-week non-credit online course offered by the University of British Columbia through the open education platform edX. This course has no real-time events scheduled, so it is very flexible. The course will help you envision how Indigenous histories, perspectives, worldviews, and approaches to learning can be made part of the work we do in classrooms, organizations, communities, and our everyday experiences in ways that are thoughtful and respectful.

More information: <http://pdce.educ.ubc.ca/mooc/>
Register at: <https://www.edx.org/course/reconciliation-through-indigenous-ubcx-indedu200x-1>

Strengthening Our Commitments to Reconciliation in Education: Join the Indigenous Pedagogy Circle

Thursday February 9th, 2017
12:30 p.m. to 3:00 p.m.

Sty-Wet-Tan Hall, UBC First Nations Longhouse

RSVP: indigenous.education@ubc.ca

Join us for the launch of the Indigenous Pedagogy Circle (IPC) that will support instructors, faculty, teaching assistants, and faculty associates working in the Faculty of Education to strengthen their understanding and commitments to reconciliation through their teaching practices.

15th Annual Indigenous Graduate Student Symposium

Friday, March 10th - 5:00 PM - 8:00 PM
Saturday, March 11th - 9:00 AM - 5:00 PM

SFU Harbour Centre
515 West Hastings Street, Vancouver

Registration information to be posted shortly. Visit <https://gradsage.com> for more information about Supporting Graduate Student Enhancement (SAGE) and the IGSS.



SUPPORTING ABORIGINAL
GRADUATE ENHANCEMENT

Announcements

Congratulations to Sereana Naepi – 2016 Recipient of the Patricia Dyer Award

This award has been endowed in memory of Patricia Dyer by her family, friends, and colleagues. The award is offered to a graduate student in Educational Studies who demonstrates enthusiasm for ideas and commitment to their practical application. Specifically the student is committed to building a sense of community and to ensuring equity in educational settings.

Well done, Sereana!

New MEd Cohort in Indigenous Education

Based on the success of the MEd cohort in Leadership in Indigenous Education in partnership with the Squamish Nation (SQEL), which started in September 2015, the Faculty of Education has partnered with the Nicola Valley Institute of Technology and Nlaka'pamux Nation to offer a second cohort in Educational Administration and Leadership. More information about these cohorts can be found at: <http://pdce.educ.ubc.ca/NVIT> and <http://pdce.educ.ubc.ca/SQEL>

The New Indigenous Education Cohort at UBC

This year, UBC offered teacher candidates the opportunity to enhance their engagement with Indigenous perspectives, content, and pedagogies with the introduction of the Indigenous Education cohort. This cohort is open to all teacher candidates who are keen to develop deeper understandings and innovative approaches that advance Indigenous education perspectives, content, and pedagogies in teaching and learning.

To date, teacher candidates in this cohort have visited the Lawrence Paul Yuxweluptun: Unceded Territories exhibit and the Musqueam Cultural Centre Gallery, as well as hosted a range of Elders and knowledge keepers to enrich their learning experiences.



Indigenous Education Activities

Inspired by the Calls-to-Action articulated within the Final Report of Canada's Truth and Reconciliation Commission (TRC), the Office of Indigenous Education hosted a series of events inviting conversation from faculty, staff, students, and the larger community on the theme of reconciliation and the implications for Indigenous education research, teacher education, and graduate programs. Events included:



Reconciliation in Education Dialogue: Commitments and Opportunities to Advance Indigenous Education Research and Graduate Programs. This presentation and interactive dialogue with Indigenous scholar Dr. Frank Deer took place on September 15, 2016.



Aboriginal Children's Literature Book Club – A reading of Aboriginal children's and adolescent literature followed by a book club discussion of themes and perspectives within the texts. Sessions concluded with curricular connections and ideas for teaching. Book Club themes included:

- Aboriginal Children's Lives Through a Story Walk
- Indigenous Graphic Novels
- Missing Nimama: Loss of Aboriginal Women in Canada



Stories from the Land with Roy Henry Vickers – Renowned artist Roy Henry Vickers shared stories inspired by themes of land and space followed by short activities for educators to link BC Aboriginal stories with the new curriculum redesign aimed at generating lines of inquiry and classroom learning ideas.

ReconciliACTION: Strengthening Our Commitments to Truth and Reconciliation: Engaging Teacher Candidates and School Advisors in ReconciliACTION Projects in the Classroom

Sessions will take place in November, February and May.

The reconciliACTION project is a collaboration between Indigenous Education, teacher candidates, and school advisors. It is designed to provide on-going support to teacher candidates wishing to explore themes of reconciliation in their practicum. There are three events scheduled throughout the year designed to support teacher candidates to plan for and implement activities that address the education Calls-to-Action of the Truth and Reconciliation Commission; We will end the project with a celebration and sharing of our successes and challenges.

NITEP Annual Student Gathering

On September 30, 2016, UBC's Indigenous Teacher Education Program (NITEP) students who attend on-campus and at the regional field centres, gathered for a day of orientation, professional development and reconciliation. Presentations included the Blanket Activity from the BCTF, a session on cyberbullying with PhD student Johanna Sam, and a keynote address from the President of the BCTF, Glen Hansman. The day coincided with Orange Shirt Day and the students participated in a march around campus with Indigenous students from other faculties. Below are some reflections of the day from the students:

"It was wonderful for me to learn some new things about buildings on campus and to be able to ask questions. I really felt like I was part of a new family who had something special in common with each other. I was very nervous to begin this educational journey as a mature student at UBC. After this gathering, I definitely felt much more at ease and I felt really proud to be a part of the NITEP program."

Kristene Welch
Urban, Year 1



"I really enjoy hearing about the NITEP program and all the success it has had. I really enjoy listening to the keynote speakers and all the encouraging words they have for all the students that are in the program."

Ina Williams
Lillooet, Year 2

"Every speaker was beneficial to my understanding of the "process" of operations and background administration; putting faces to names that I communicated with was important for me!"

Nadine Pascal
Lillooet, Year 1

"The student gathering was a great way to introduce us to UBC."

Susan Nelson
Lillooet, Year 1



"I thought it was great meeting our colleagues from Lillooet and the Vancouver campus.... I know all NITEP gatherings will be amazing, with great people in the same mind frame as you, teaching frame. I'm so excited to see where this journey will take us all."

Courtney Charlie
Fraser Valley, Year 1

"I felt the most important thing demonstrated at the gathering was the high level of shared experience everybody has via friends or family who went through the residential school system. Residential schools are part of Canadian history and this must be accepted to begin the healing process. I feel this was the main lesson propounded by the gathering, and I feel it was done well."

Brandon Reid
Urban, Year 1



"Throughout the gathering I feel like I gained much more knowledge about the harm done throughout residential schools and our past history... the blanket exercise really had an impact which made me realize this is another reason I want to become a teacher."

Julia Sandie
Urban, Year 1

"The blanket exercise that we did was truly eye-opening. It is a great way to visually show what has been taken away from Indigenous people by the colonizers. The student gathering was an extraordinary event filled with fun and learning"

Jared Sharp
Urban, Year 1

"I enjoyed the NITEP student gathering held in September because it gave us a chance to meet our cohort/fellow future teachers. Because of how busy everyone is, the gathering provided us with the time and space to get to know each other on personal level."

Kaiahtenhtas Thompson
Urban, Year 1



"It was great to see everyone who was also taking NITEP. It made me feel even better about my decision to become a teacher, knowing that others had shared my same interest in wanting to help our communities through teaching."

Sandy Henry
Lillooet, Year 1

"This gathering...introduced me to a very special space that is dedicated to Indigenous students. A space where I now feel comfortable and supported."

Nora Stogan
Urban, Year 1

"I'm very excited in pursuing my goals for the future with NITEP at UBC. Especially since I've already got my future set out for me being a part of the revitalization of our language and culture here at our Xet'olacw Community School."

Lindsay Thevarge
Lillooet, Year 1

Dr. Jo-ann Archibald (Q'um Q'um Xiiem), Indigenous scholar, author, and pioneer in the advancement of Indigenous education, will be retiring in June 2017. A celebration of her inspiring career will be held in May. Below is a poem that NITEP alumna Crystal Smith shared at the FNEC Alumni & Friends Gathering on November 25, 2016:

Sharing Stories

Honouring Dr. Jo-ann Archibald

by Crystal Smith, 2015 NITEP Alumna

I want to tell a story

Once long ago
There was this woman
She had a vision for change
A vision for empowerment
Little had she known
Or maybe she did
She became her vision
She became her empowerment
She became Raven

Raven is usually known for being a trickster
But this story isn't about when Raven got into trouble
....I'm sure we will hear those later
But so it became she was a trickster in a new environment

One particular popular story of Raven
Is when Raven stole the sun
So let me go there

This woman
This raven
Transformed her being
Into what the institutions wanted
She entered in and began to learn their language
Understanding their rules
Earning their trust
And little by little she began to release some light
First some stars
Followed by the moon
And finally she was able to grasp the sun and brought it to our people

Thank you Jo-ann
Thank you for leading us first with the stars
Brightening our darkness with the moon
And for giving us who follow you
The gift of a sun

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