



THE UNIVERSITY
OF BRITISH COLUMBIA

Faculty of Education
Indigenous Education

Indigenous Education

2020/2021





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Our commitment to Indigenous education is reflected in the appointment of an Associate Dean, Indigenous Education, as well as eight Indigenous tenure track/tenured faculty members, and five Indigenous lecturers. In 2012, the Faculty finalized a Canada Research Chair II position in Aboriginal Mental Health, Healing and Wellness, which adds to the full complement of Indigenous faculty members in Education at UBC.

educ.ubc.ca/faculty-units/indigenous-education



**ABORIGINAL
EDUCATION FOUR YEAR
FELLOWSHIP**

The Office of Indigenous Education offers a four year fellowship funding to four Indigenous Doctoral students each year.

Learn more by contacting us at indigenous.education@ubc.ca.

The Office of Indigenous Education in the Faculty of Education at UBC is committed to advancing Indigenous education priorities across the faculty, university, and within local, national and international communities.

As the Indigenous education landscape undergoes exciting policy, programmatic, and curricular shifts, our Indigenous educators, scholars, undergraduate and graduate students and allies in the faculty are responding with exciting research, teaching, and leadership. This work extends beyond classrooms and schools to consider Indigeneity at the intersections of social, ecological, linguistic, and political justice in other places, locally and internationally.

Our faculty takes great pride in our relationship with the Musqueam Nation, on whose traditional, ancestral, and unceded territory the UBC

Vancouver campus is situated. With this relationship comes responsibility, which is described by the significance of the name *ćećəwəłtən sníwstənaq* given by Musqueam to the position of Associate Dean for Indigenous Education.

The Musqueam name, *ćećəwəłtən sníwstənaq*, means that one is a helper who assists others to learn teachings. The Faculty of Education thanks the Musqueam Nation for its generosity.

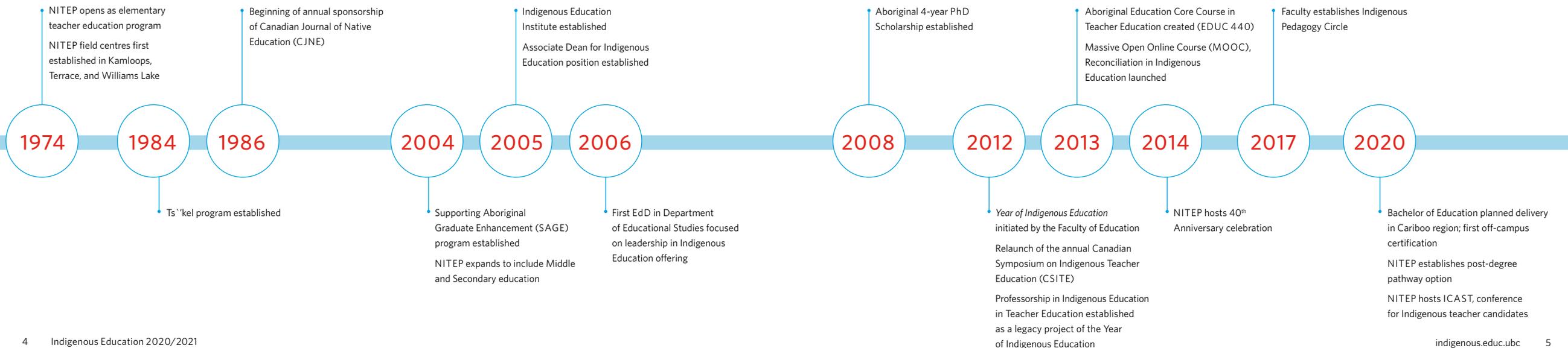
The name, *ćećəwəłtən sníwstənaq*, signifies the educational link between the UBC Faculty of Education and the Musqueam community. Through the Associate Dean for Indigenous

Education and a small operating fund, the Faculty and the Musqueam community work cooperatively on educational initiatives identified by the Musqueam people. The name carries with it the responsibility to work with others to effect positive change for Indigenous education in British Columbia, Canada, and the world. The name *ćećəwəłtən sníwstənaq* reminds us to respect and use Indigenous knowledge wisely for the benefit of the younger and future generations. The help of Elders and community members are central to the work of the Associate Dean for Indigenous Education.



Dr. Jan Hare
Associate Dean for Indigenous Education

INDIGENOUS EDUCATION THROUGHOUT THE YEARS



Undergraduate Programs



Indigenous Teacher Education Program (NITEP)

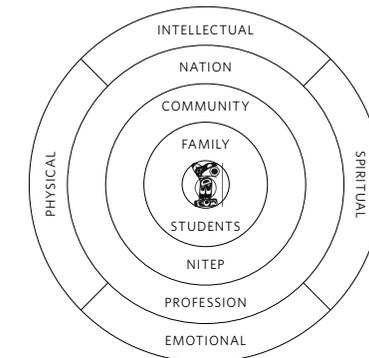
UBC's NITEP in the Faculty of Education is a leading provincial and national program that prepares educational leaders for a range of community contexts based on Indigenous ways of knowing. NITEP is a five-year concurrent Bachelor of Education Program with an Indigenous focus that builds on and honours Indigenous student identity. Students in the Elementary & Middle and Secondary Options develop the skills and academic knowledge expected of beginning educators and complete a specialization in Indigenous Education.

As a contemporary program with traditional values, NITEP truly exemplifies how Indigeneity can be interwoven with mainstream post-secondary education.

The community-based focus of the program allows for the creation and maintenance of strong relationships with local Indigenous communities where our field centres are based. Students in our field centres are able to remain close to their home communities for their first two to three years of the program before transitioning to the UBC-Vancouver campus for their final year(s).

- UBC's Indigenous Teacher Education Program is a teacher preparation program that allows teacher candidates to engage with their choice of an Elementary & Middle or Secondary option.
- NITEP is a five-year concurrent program, but many students choose to complete it in less time.
- Up to 12 credits may normally be completed during a summer session.
- Some coursework can be completed off campus as a community-based cohort. The final year of study must take place on campus.
- Applicants must self-identify as Aboriginal.

The NITEP Model



WHAT MAKES NITEP UNIQUE

NITEP is a traditional program with contemporary values that exemplifies how Indigeneity can be interwoven within mainstream post-secondary education.



WE VALUE WELLBEING

The Mental Health and Wellness Program is here to support you. NITEP Wellness Peers and the Wellness Liaison are trained to offer relevant and culturally appropriate support to help NITEP students live well and achieve success.

Indigenous Education Undergraduate Initiatives



INDIGENOUS EDUCATION BED COHORT

This Indigenous Education cohort is open to all teacher candidates who are keen to develop deeper understandings and innovative approaches that advance Indigenous educational perspectives, content, and pedagogies in teaching and learning. This thematic cohort aims to prepare teacher candidates for the changing educational landscape that prioritizes Canadian Indigenous education in the curriculum, practices, and policies of schooling, and to work respectfully with parents, Indigenous community members and organizations.

ABORIGINAL EDUCATION IN CANADA (EDUC 440)

This course is intended to provide teacher candidates with opportunities to explore how to respectfully and meaningfully integrate Aboriginal/Indigenous history, content, and world views. Students will examine the role of Indigenous knowledge and ways of knowing in Aboriginal/Indigenous societies and learn how to make use of this knowledge in their planning for the classroom, school and community. The goal is to assist all educators to make a contribution to transforming Aboriginal education in order to improve educational outcomes for Aboriginal/Indigenous learners and enhance learning for all students. This course is offered to all teacher candidates.

Graduate Programs

Grad studies extend beyond the classroom to consider the intersections of a variety of social conditions. In grad studies students have the opportunity to work with leading Indigenous scholars across departments and faculties, or become mentors through initiatives such as Supporting Aboriginal Graduate Enhancement.

Students can apply to complete a degree in any of the departments and schools listed below, but all applications must be submitted online. All required components of an application must be received by the department's Graduate Program Assistant before the file can be reviewed by the appropriate admissions committee.

- Curriculum and Pedagogy
- Educational and Counselling Psychology and Special Education
- Educational Studies
- Indigenous Education
- Language and Literacy Education

Please note that the deadline to apply to PhD programs is December 1.



Indigenous Education Graduate Level Initiatives

SUPPORTING ABORIGINAL GRADUATE ENHANCEMENT (SAGE)

SAGE is a province-wide, inter-institutional, peer-support/faculty-mentoring educational program. The program originated in the Faculty of Education and will be expanding to both campuses across the university. SAGE supports Aboriginal students to make significant educational and social change using research, Indigenous knowledge, and community-oriented approaches. Non-Aboriginal graduate students engaged in Indigenous research are also encouraged to participate in SAGE.



SAGE GOALS ARE TO:

- Increase the numbers of PhD/EdD Aboriginal and Indigenous students/graduates
- Assist all Indigenous students transitioning to master's and doctoral programs
- Develop graduates with a cultural and community consciousness to positively affect change within Indigenous communities
- Support the academic success and cultural affirmation of students by linking their academic graduate research with culturally-informed mentors
- Establish and encourage mentorship pods and cohorts across the province in post-secondary institutions
- Create network opportunities and community-building for graduate students participating within and among pods/cohorts
- Collaborate with post-secondary institutions across Canada and beyond to foster new SAGE opportunities on national and international levels.

The SAGE program operates on the principles of respect, reciprocity, relationships and responsibility.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP (EDAL) COHORTS

EDAL is a graduate program of interest to persons who seek to exercise leadership in a wide array of formal and informal educational settings. The program has been operating for over 40 years and has over 800 graduates, many of whom occupy strategic educational roles in schools, school districts, non-governmental organizations and in other community settings.

Graduates will be prepared to provide leadership as educators, administrators, and facilitators of educational change within schools and communities. They believe that this diversity enriches teaching and exposes students to both Canadian and international experiences and approaches in the field of educational leadership.

THE COHORTS INCLUDE:

- **NVIT Burnaby Cohort**
- **NVIT Merritt Cohort**
(Currently running, 2020–2021)

Scholarship

We currently have 8 tenured/tenure-track Indigenous faculty members in the Faculty of Education representing 3 of the 4 departments. We do not currently have a faculty member representing Education and Counselling Psychology. We have three 12-month lecturers in NITEP, and two lecturers at a .5 appointment. The Faculty is currently seeking to fill two Canada Research Chair (CRC) positions as part of a cluster hire in Indigenous Education in the areas of Indigenous Resurgence and Engagement (Tier 1), and Indigenous People's Well-Being (Tier 2).

The Faculty recognizes that research, knowledge creativity and mobilization, and mentoring capacity in Indigenous education extends beyond schools to consider Indigeneity at the intersections of social, ecological, cultural/linguistic, and political justice at local, national and international levels.



Research in Indigenous Education

As evident in their research area descriptions, Indigenous faculty are currently engaged in important research projects in and with Indigenous communities.

SOME CURRENT INITIATIVES ARE:

- SSHRC Funded Project
- SSHRC Funded Project
- CIHR Training Grant
- CIHR Development Grants
- CIHR Catalyst Grant
- SSHRC Funded Project



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