

SIMON FRASER UNIVERSITY

MEMORANDUM

S.78-74

To Senate

From Senate Committee on Undergraduate
Studies

Subject Native Teacher Education Program
- North Okanagan

Date 78/05/19

Action taken by the Senate Committee on Undergraduate Studies at its meeting of 9 May 1978, gives rise to the following motions:

MOTION 1

That Senate approve, and recommend to the Board of Governors, the offering of the Native Indian Teacher Education Program in the North Okanagan.

MOTION 2

That the Faculty of Education be authorized to offer the program subsequently in other locations given administrative approval and the allocation of funds.

MOTION 3

That the designation of Education 405-15 be changed to Education 408-8 and 409-7 when appropriate and that the Registrar be requested to establish a procedure for administration of the division of the Education 405-15 semester.

Note: Credit for the two-semester offering would be granted only upon completion of both sections.

At its meeting of 15 May 1978, SUAB received for information the report on the community based Native Teacher Education Program in Mount Currie. That program was initiated in July, 1975 after approval by Senate and by the joint Board of Teacher Education. The program has been directed by Dr. June Wyatt of the Faculty of Education and has included the offering of eight Arts courses in addition to, the Professional Development program and other education courses. The program has:

1. Provided for the offering in the Mount Currie community of the Professional Development program and the additional course work necessary for certification,

2. Permitted the use of different criteria for admission to Simon Fraser University and to the Professional Development Program, and
3. Provided for the development of standard teaching skills as well as special skills appropriate to the native community (language and culture programs).

Of the seventeen students admitted to the program, all have completed the PDP, eleven now have teaching credentials and the remaining six will qualify for credentials on successful completion of eight semester hours of course work undertaken in the current semester. This completion rate is truly impressive.

Student achievement has compared favorably with that of students on campus although instructors judged that Mount Currie students in general, had to invest more time and energy to achieve the same grades as campus students. The program director has observed that "intensive attention to individual student development has clearly been a critical factor in the students' academic achievement. Growth in the area has been impressive and fully warrants (the efforts made)."

All program participants are employed in the district and the Mount Currie Education Advisory Board intends to submit a proposal to the DIA and SFU to train another six teachers. In addition to teaching, graduates of the Mount Currie program will be serving as school administrators, preparing curriculum materials and continuing university studies while on leave (two this year). Dr. Wyatt has concluded that the objectives of the community based Teacher Education Program at Mount Currie are being met. The goal of creating a short term program which would serve as the impetus for on-going development on the part of the native community is being realized. The commitment to assist in the development of new curriculum materials has been fulfilled. The commitment to prepare teachers for certification will be fulfilled with the continued offering of courses in the community through 1980-2.

The Mount Currie program has provided an opportunity for others besides the seventeen who enrolled to obtain teacher certification. Twelve other members of the community have obtained admission to the University and enrolled in courses for credit. Others have audited courses or participated in curriculum development activities.

When Senate approved the community-based program in Mount Currie it established the requirement that the Faculty of Education return to Senate for approval before mounting the program in other communities. Senate minutes record that a report could be made directly to Senate without the requirement that it go to Senate Committees. The Faculty of Education has chosen

to report program outcomes to SCUS and SUAB as well as to Senate. The Mount Currie program has been an outstanding success and it is on that basis that SCUS recommends the offering of the program in the North Okanagan and subsequent offering without the requirement of further approval by Senate.



D.R. Birch

/csg

SIMON FRASER UNIVERSITY

MEMORANDUM

To Harry Evans
Registrar

From J. W. George Ivany
Dean
Faculty of Education

Subject

Date May 3, 1978

The Faculty of Education in its referendum of May 3, 1978 approved the following motion:

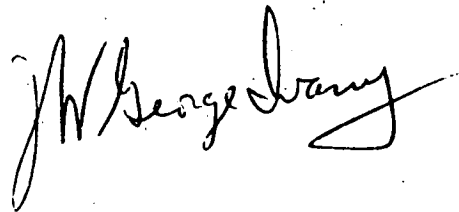
That the Faculty of Education approve and recommends to Senate the proposal for a North Okanagan Native Teacher Education Program as described in the attached document of December 15, 1977 by Dr. June Wyatt.

Please include this item on the agenda for the next meeting of the Senate Committee on Undergraduate Studies.

For your information, together with the proposal for a North Okanagan Native Teacher Education Program which forms a part of the above motion, I am including the following:

A report on the Mt. Currie Community Teacher Education Program by A. Richard King (June, 1976)

A progress report on the Mt. Currie Community Based Native Indian Teacher Education Program by Dr. June Wyatt (February, 1978)



SK:ma

PROPOSAL FOR A NORTH OKANAGAN NATIVE TEACHER EDUCATION PROGRAM

June Wyatt
December 15, 1977

INTRODUCTION

This proposal is a response to a need expressed by the Spallumcheen and Vernon bands for a native teacher education program centered in Enderby. I have been in contact with band representatives, potential students and representatives of the local provincial schools (a list of individuals is appended). This proposal is a synthesis of their views and mine. It focusses on program goals and philosophy as well as on the practicalities of implementation.

GOALS AND PHILOSOPHY

Some of the specifics of the proposed program are unique responses to the North Okanagan setting. The general goals and overall outline of the program follow quite closely the model set by the Mt. Currie Community Based Native Teacher Education Program. The shared premises are:

1. That a key to successful educational experiences for native children is the development of Indian control of their education and an aspect of this control is the development of native teaching expertise.
2. That such expertise can best be developed in the home community and
3. That identification of potential expertise does not necessitate relying solely on standard criteria for University entrance. Evidence from research and several native teacher training programs throughout Canada and the United States support the validity of these premises.

RATIONALE

1. While the number of native Indian teachers in training in B.C. has increased in the last three years (90 students in the U.B.C. program and seventeen in the S.F.U. Mt. Currie program) native people are still not proportionally represented in the teaching force in B.C. The nearest U.B.C. NITEP centre is in Kamloops and is already operating at capacity.
2. The drop out rate of native students in provincial schools is about 90% from grades 1 to 12. Native teachers could help offset this by providing liaison with native communities, positive models for students to identify with and resources for developing curriculum of interest to native students.
3. The demand for native teachers will increase now that bands have been given authority by the Department of Indian Affairs and Northern Development to take control of their own educational systems.

4. Indian people are presenting a case for special programs because of inadequate and inappropriate educational opportunities to date. Economic, cultural and political factors have mitigated against the provision of equal educational opportunities. It is now necessary to create special programs in order to offset these inequities.

GENERAL PROGRAM GOALS

The shared general program goals are to provide:

1. the same quality and quantity of course work and practice teaching as in the P.D.P.
2. additional academic course work in order to qualify students first for a teaching license and then for a standard certificate.
3. 1 and 2 (above) in the North Okanagan area.
4. for the adaptation of academic course work and the P.D.P. to the North Okanagan (specifically Enderby) setting without affecting the quality of the standard program.
5. for entry for individuals who have demonstrated, in classroom settings, or in work experiences related to teaching, potential for becoming teachers, but who may not possess the usual university and P.D.P. entrance requirements (specifically: direct entry to P.D.P. without usual 60 unit academic prerequisite).
6. continuous involvement of native people from the North Okanagan in the planning and implementation of the program.

PROPOSALS FOR IMPLEMENTATION IN ENDERBY

The specific design of the proposed program follows salient features of the Mt. Currie program and the P.D.P. external programs. Of primary concern to North Okanagan native residents is local accessibility and local involvement. They have approached me (in particular) and the S.F.U. Faculty of Education because we have given clear evidence at Mt. Currie and in external programs in Salmon Arm and Vernon that we are committed to and capable of delivering this type of program.

Each of the bands (Spallumcheen, Okanagan and possibly Salmon Arm and Westbank) wishing to participate is quite small (average population 200-300). Projections are that there will be three to five individuals from each band eligible for and interested in the program. The specific proposals for implementation which follow reflect the desire to maximize local accessibility and involvement even though it is not possible to justify developing separate programs for each individual band. In this regard it is extremely important to note that the initiative for pooling resources came from band members themselves. The involvement of several bands has direct implications for practicum placements, sequencing of P.D.P. components and the job description of the faculty associate who will shoulder a major responsibility in coordinating the program.

LOCATION AND ORGANIZATION OF PDP COMPONENTS

1. Practicum Placements: 401 and 405 placements would be made in provincial schools close to the respective bands

Salmon Arm band	-----	Salmon Arm Public Schools
Spallumcheen band	-----	Enderby Public Schools
Okanagan band	-----	Vernon Public Schools
Westbank band	-----	Westbank Public Schools

Contacts made by native home school coordinators and the brief teacher and the experience of Spallumcheen students in Enderby schools indicate the receptivity of local schools to accepting native student teachers and working cooperatively with the local bands. Supervision will be done by the faculty associate who will travel to each school.

2. 402 workshops and seminars will be held at a central location. Students from the communities listed above will travel to this centre. The Spallumcheen band has offered facilities for this as well as for full semester courses.

3. PDP - Sequencing of Components

- a. 401 and 402 will follow the pattern used in a number of external program sites:

Week 1 - in schools Week 2 - at centre
Weeks 3 & 4 - in schools Weeks 5 & 6 at centre
Weeks 7 & 8 - in schools Weeks 10 - 12 - at centre

- b. 405 will be spread over 2 semesters. During each semester the student teachers will spend alternate two week periods in practicum placements and alternate two week periods at the centre enrolled in academic course work (2 courses) per semester. The rationale for splitting 405 in this way is that it will provide a longer period of contact with the classroom setting and aid in insuring relevancy and applicability of course work.

- c. The overall pattern of 401-402, 404 and 405 will be:

Semester I Fall

401/402 as outlined in 3 above.

Semester II Spring

405 (8 units) (2 weeks in 2 weeks out) The weeks out will be spent in

Eng. 010-3 Writing

Educ. 472-4 Designs for Learning: English & Language Arts

4.

Semester III Summer

404

- Eng. 101-3 Introduction to Fiction
- Educ. 240-3 Social Issues in Education
- Educ. 483-8 Curriculum Studies

Semester IV Fall

405 (7 units) (2 weeks in 2 weeks out) The weeks out will be spent in:

- Educ. 475-4 Designs for Learning: Mathematics
- Educ. 474-4 Designs for Learning: Social Studies

At this point students will be eligible for licenses.

Semester V, VI, VII - students will complete 15 units per semester in order to complete minimum requirements for a Standard Certificate. The selection of Education courses and courses from other Faculties to be determined.

Semesters VIII, IX, X - students will complete 15 units per semester in order to complete the usual requirements for a standard certificate. The selection of Education courses and courses from other Faculties to be determined.

4. Delivery of Services

- a. Semesters I-V (until licensing is complete) all programming to be handled by Simon Fraser University.
- b. Semesters V to X There are two options:
 - 1. programming to be handled jointly by Okanagan College and S.F.U.
 - 2. programming to be handled solely by S.F.U.

(Okanagan College cannot provide Education courses.)

The determination of which is more appropriate rests on a number of factors--accessibility, coordination, financing and the possible role of Interior University Programming Board. In any event a commitment on the part of the University to delivering programming for semesters I-V would be necessary before considering the involvement of Okanagan College.

5. Liaison with Other External Programs (Salmon Arm, Vernon)

The presence of external programs in Salmon Arm and Enderby will greatly facilitate the delivery of services to the proposed North Okanagan program; Enderby can be one more "stop on the circuit." The Enderby group should remain distinct (as opposed to joining other PDP

students for workshops). It will provide students with a support group they can easily relate to and will allow for a high degree of individualization in programming and tutoring in specific skill areas. Opportunities for visits among Salmon Arm, Vernon and Enderby students will be welcomed but an effort must be made not to place native Indian students in direct competition with other Student teachers who have already had two or more years of university work.

6. Student Selection

Students should be selected jointly by representatives of the Faculty of Education and of their respective bands. Heavy emphasis will be given to recommendations by community members and to documented work experiences related to or in teaching (e.g. teacher aides.) Academic records will be taken into consideration but will not be used to discount any candidate. Prospective students are being counselled to spend time working as teacher aides in order to get an idea of whether they think they might like teaching and to provide the admissions panel with some indication of their aptitudes (see attachments i, ii and iii).

7. Staffing

One full time Faculty Associate preferably with experience in native community education and teaching experience in primary-intermediate. Individual should also be able to provide tutoring for academic subjects and preferably have sufficient expertise in a curriculum area to teach a design for learning course.

8. "Native Studies"

A critical component in preparing native teachers is to provide them with skills necessary to develop curriculum relating to traditional and contemporary native culture. Experience at Mt. Currie indicates this can be most effectively done by providing opportunities for this in each curriculum course that is taught rather than by teaching a single curriculum course in native studies. Arts courses in English, Psychology, History should also be adapted so that issues of concern in native communities form a significant part of the course of study.

9. Student Financing

Status Indian students are eligible for tutoring and living allowances from the Department of Indian Affairs.

10. Second Intake

It seems reasonable to project a second intake. The greatest energy expenditure is in setting up the initial program. Once logistics have been dealt with and if a sufficient number of students are eligible it would be advisable to have a second intake.

I strongly recommend a first year intake no greater than 10. (Eight would be ideal). In the second year this would allow another intake of 7 - 8 without requiring additional staff.

DR. WYATT AND THE MT. CURRIE COMMUNITY TEACHER EDUCATION PROGRAM

Introduction

This report is prepared in response to a request from the Dean, Faculty of Education, Simon Fraser University, for an assessment of the role of Dr. June Wyatt as a scholar, practitioner and innovator in relation to development of the Mt. Currie Community Based Teacher Education Program. Dr. Wyatt is a faculty member of Simon Fraser University, an anthropologist and educator with specific interests in acculturation and native Indian educational developments. Mt. Currie is a British Columbia Indian Reserve in a valley immediately northwest of Lillooet Lake. It is linked to Howe Sound and Vancouver by a good highway; the nearest other town is Pemberton, five miles northwest. I am an associate professor in the Faculty of Education at the University of Victoria; my colleague and consultant in this assessment is Mavis Windsor, a member of the Heiltsuk Cultural Education Centre, Bella Bella, B.C. (selected by the Board of Directors of that organization in response to my request for consultation assistance--a request made because the Bella Bella band has made extensive use of the Mt. Currie model in its own recent educational developments). When I use the pronoun, 'we,' it is in reference to Ms. Windsor and myself. This report will be shared with her prior to submission. However, I assume full responsibility for opinions and judgments expressed herein, and absolve her from any responsibility for possible error or value implications.

Neither Ms. Windsor nor I had been to Mt. Currie prior to a two-day visit we made from May 26-28, 1976. However, both of us had considerable prior information about the general nature of educational developments in that community -- information derived both from our personal associations and from documents provided by Dr. Wyatt and others. Our visit to Mt. Currie was coordinated by Simon Fraser Faculty Associate, Gordon Turner, who arranged interviews with the school administrator, members of the School Board

and student teachers, as well as visits to classrooms in operation and observation at a staff meeting of all teachers and student teachers.

Documentation provided by Dr. Wyatt includes:

"The Mount Currie Community School," October, 1974, jointly authored by Dr. Wyatt and her research associate, Iris Yuzdepski -- an assessment of the first year of operation as an independent school under the newly promulgated contract arrangement with Department of Indian Affairs and Northern Development; released under authority of Mt. Currie Band Resolution dated 22 November, 1974.

Proposal to the Mt. Currie Education Advisory Committee and outlines for two courses initially offered on the reserve by Dr. Wyatt: Educ 441 and Educ 240 ("Cultural Differences" and "Social issues in Education," respectively) during summer and fall, 1974.

Proposal to Simon Fraser University (Faculty of Education and Senate) for a community based native Indian teacher education program authored by Dr. Wyatt in collaboration with the Mt. Currie Education Advisory Board.

"Documentation of activities in Mt. Currie program planning, December, 1974 - June, 1975," (but, actually, covering time period to March, 1976) prepared by Wyatt for the Associate Vice-President, Academic, Simon Fraser University.

"Program description: Mount Currie Community Based Native Teacher Education Program - Simon Fraser University," March, 1976, by Dr. June Wyatt.

An untitled, descriptive-analytic paper in manuscript form, approximately 8,000 words, dealing with significant choices and decisions made by the Mt. Currie community during the recent educational developments; submitted to Phi Delta Kappa, Spring, 1976.

Additionally, I have spent several hours of informal discussion with Dr. Wyatt about the development and her role in it.

The Mt. Currie - Simon Fraser University teacher training program has been developed during a time of major change in patterns of schooling for native Indian peoples in British Columbia (King, 1975). All manifestations of this change, from minute to extreme, reflect cumulative frustrations of native people at the inappropriate and dysfunctional schooling which has prevailed for them and their children during the past century.

Despite many different kinds of efforts, by federal and provincial governments to 'solve problems' of how to provide effective schooling, negative outcomes prevail for native students in dismayingly similar statistics of poor reported performance, age-grade retardation, failure and withdrawal from school.

Among needs most frequently cited, has been desirability of more involvement of native adults and students in planning and implementation of school education -- especially a need for more native teachers. Verbalizing such 'needs' is much simpler than satisfying them; most efforts to involve native adults at school planning or decision-making levels have been tokens of observation or advisory roles; few native students have achieved qualification for entry into conventional student teaching; of those who have, only a tiny fraction have considered a future as teacher to be desirable -- or even credible.

One of the fine old men of anthropology, Sol Tax, is credited with initially observing that the white man has done everything for Indians except give them the luxury of making their own mistakes. This theme has reappeared in numerous manifestations of criticism in the twenty-five years since Tax spoke it: paternalistic government bureaucracy; oppressive, monolithic school patterns geared to technosociety and melting pot ethos; the "Indian industry," comprised of "experts" whose careers are dependent on solving Indian problems (and who must, therefore, continually create new problem definitions and needs); economic vested interests; cultural genocide, all are sub sets of the perceived reasons for not allowing native people to be different from and still a part of the dominant society.

Among the most dramatic changes in this period of rapid change has been emergence of a pattern whereby government provides funding, but otherwise relinquishes hierarchical control of schooling, on a 'contract' basis to local native groups. First of this pattern was a United States agreement with a Navajo Nation organization, DINE, to operate Rough Rock Demonstration School at Chinle, Arizona. Begun in mid-1960's, Rough Rock rapidly became viable and salient throughout the continent as a model. (Erickson, 1969) Canada's

Northwest Territories incorporated a variation of the idea into their operation in early 1970's and the pattern officially became feasible throughout Canada in 1974. (Actually, order to Treasury Board was made in 1973, but development of guidelines and implementation lead time inhibited operation before 1974). As yet, very few Canadian native groups have assumed complete control of their own school operations under this agreement. Mt. Currie was the first native Indian group in British Columbia to assume such control.

The Mt. Currie band made the decision and implemented it almost literally as soon as it became possible to do so despite contrary advice and, to say the least, less than enthusiastic support from local federal or provincial government officials. In a sense, it was a desperation move, based more on an assumption that they could not possibly do worse and thus must do better than upon any clearly defined plans for school operation or curriculum change. Their basic plan from the beginning has been first to acquire full decision-making responsibility for the school, then as rapidly as possible to train and employ teachers from their own community to work in the school, and, as it becomes feasible, to modify the curriculum in efforts to make the totality of K-12 school experience more relevant to perceived needs of Mt. Currie community students.

It is important to this assessment to have the above priority framework in mind -- particularly to realize that the basic plan priorities were set by the Mt. Currie School Board before any involvement with Simon Fraser University. (I shall refer to the policy making group as the "Board" although they have operated under various titles since the beginning -- see Wyatt documentation). Only after these decisions were made and the first step achieved -- full operating responsibility -- was the Dean of SFU Faculty of Education approached with a request for assistance in implementing a teacher training program to begin moving toward the second objective which assumes an ideal outcome to be 100% staffing of the school with Mt. Currie community teachers.

Major constraints in moving toward that objective were that most

eligible prospects for such training (people initially employed as teacher aides or resource persons) have family obligations which inhibit or prevent leaving home for on-campus university study; further, most of them have less formal schooling than is usually required for university entrance. Board members say they approached Simon Fraser University because, of all British Columbia universities, it has a reputation for the most extensive 'external' (off-campus) program plus a reputation for 'flexibility'.

One sees in retrospect a high-risk challenge to the university. Despite their reputation for 'flexibility', their operations are geared to normative public schools operating within governmental frameworks, not to a completely new kind of 'independent' school with which they had no role in formulation of basic definitions. After the fact, the university was asked to enter an already defined situation and provide a program for achieving the second priority objective: training Mt. Currie people to become 'qualified' in regular provincial terms as well as to work in the specific innovative school. The vaguely defined population available consisted of academically unprepared people, many of whom were uncertain about their own ability or desire to function even as teacher aides, much less as teachers. A prudent administrator might well have declined such an invitation.

On the contrary, the Dean of Simon Fraser University's Faculty of Education requested Dr. June Wyatt to assume responsibility for assessing the Mt. Currie operation and implementing a program to conform with needs expressed and discovered. By stipulation among both Board and University, such a program also was expected to conform to the basic norms of SFU teacher training so that any credits or certificates earned as a result will be equivalent of comparable achievement by regular SFU students.

From this point on, essential details are contained in Wyatt's documentation. We reflect information and impressions derived from our observations and interviews at Mt. Currie which confirm all substantive details of that documentation and, further, lead us to the conclusion that Dr. Wyatt has been the key person responsible for development of a most remarkable dynamic in this program.

The title, "Mt. Currie Teacher Training Program," obscures the new levels of self-awareness among all involved, the attitudinal changes, the identity affirmations, the assurance of potential. In addition to her regular duties, Wyatt has spent many hours, days, months in arriving at genuine understandings of the situation and people involved. She, herself, taught three initial courses on the reserve which, all informants agree, were largely responsible for generating among student teachers (then teacher aides) a first realization of their own capabilities to function at a respectable academic level. She then followed through on every detail of proposal, approval and implementation of the program as it became ultimately defined.

Undoubtedly most important in this total effort has been Dr. Wyatt's unique mode of operation which has satisfied Board members, school and student teachers that they are controlling decision makers in the whole process. We asked several leading questions during our interviews with the Board attempting to determine instances where the Board or others had 'rejected' or modified a plan put forward from the university or by Wyatt. We were gently, but emphatically, corrected in our erroneous assumption that this kind of operation had occurred. The Board described their process as being one in which they defined what was wanted, Dr. Wyatt provided descriptions of choices, constraints, etc.' the Board then decided what was to be done and Dr. Wyatt saw to it that it happened. Thus, they asserted, there has never been occasion for the Board to 'accept' or 'reject' an external idea since the plan from beginning has been theirs. Although the first program proposal was authored by Wyatt for presentation to the university, it was, by Board members' account, generated essentially by them. This pattern has prevailed through each step of implementation, including each specific course and choices of instructors. In response to a question, Board members say that Wyatt was not essential to the program development in the sense that if Dr. Wyatt had not existed the program never would have happened. ("We knew what we wanted & we'd have found somebody, somewhere....") This was immediately

followed, however, by an assertion that, once Wyatt was involved, her participation at every stage was consistently appropriate and absolutely essential to continuation. For several minutes we heard specific instances cited to demonstrate how thorough, dependable, omniscient, yet non-directive Wyatt has been in providing information and exploring choices both formally and informally with Board members and others. One member summed it up: "Without her, we'd have to go back to scratch and start all over. We don't really think of her as a 'professor'. It's hard to think of her that way; she's more like family...."

Student teachers expressed similar positive feelings about the program and university people involved. A few of the students have been 'out' to secondary school, college or university but had found such experiences less than gratifying and had quit prior to any program completion. A majority has not had even that much formal school experience. All present members began as teacher aides or resource persons; none began with a serious idea of becoming a teacher.

"..I had no idea what to do with my life. I was just staying home, taking care of the kids, not doing much. My life was just drifting along nowhere. So when there was this job as teacher aide, I thought it might be something good to do...."

"...After I finished (secondary) school in Vancouver, I sure didn't want to stay around there. But I never thought of being a teacher. I wanted to be home and then there was this job as aide and I thought it might be something to do for a while. Then when I got into it and began taking the courses and all, I got really excited. Being a teacher is really gratifying...."

"..I was working as resource person, mostly showing kids bead work. I never thought of being a regular teacher -- it's fifteen years since I was even near school and even then I never learned all that much. Mostly it was June (Wyatt) in her classes who got me thinking about being a teacherNow, I know I can do it...."

In reference to the academic courses provided on reserve by Simon Fraser University, students were uniformly positive

both about the direct usefulness of information provided and about their own growing realization of capability to function within a university course framework, given appropriate environmental context.

"...I took some of this at (community college) and I didn't like it at all. Like this psychology... I didn't understand much; it was all a bunch of talk and reading about theory that didn't have much meaning. And it was a big lecture class. I dropped it. Here, I find it's different. So much is really relevant to what we're doing in school or in the community...we can see these things. And I have more time to read....I really enjoy it...."

"...Doing the courses here where I'm comfortable makes all the difference. I didn't like the college at all. I know I'd never make it if I had to be out in that hassle...."

"...At first I was kinda worried about 'university' courses. But we meet with June and the teacher and go over what it's all about and then it all seems to fit in with what we're doing. Sometimes I have to plug along one word at a time in the books -- but I'm getting there...."

Despite our leading questions about possible modifications or criticisms of some of the program components, students consistently asserted that the experiences, time sequences, course content and total program operation are optimal. A few comments emerged about desire for more knowledge relating to what to do when children have troubles in school with subjects like mathematics or reading, but there is a concurrent assumption that this will be forthcoming in future courses or workshops.

Perhaps most significant in all this is the credibility factor. Among members of the first two groups of student teachers the ideas of university study in general as well as becoming a qualified teacher were all but incredible three years ago. Now these same people are completely confident of their abilities to complete the qualification requirements and to function as 'regular' teachers. Further, with these people as models, a new group of teacher aides is working, some about to assume student-teacher status, all operating with assumptions that university course and professional qualification achievement are reasonable aspirations.

(In my opinion, the importance of this factor cannot be over-emphasized. Lack of credibility underlies most of the current criticisms of schools, universities, social scientists; much of what is glibly referred to as 'drop-out' syndrome -- a term which places onus on the individual -- is more aptly described as a rational retreat from incredible situations. Many of the problems of social scientists and educational researchers stem from their failure to achieve credibility for themselves as humans or their ideas as relevant to any known reality.)

Some unique relationships among Board, teachers and student teachers undoubtedly contribute to the positive ethos of this program. Despite having exercised fate control power in initial employment of aides, subsequent selection of student teacher candidates and ultimate employment of teachers, Board communications appear to be so open and well shared as to cause student teachers to feel that they are active participants in all relevant program decisions. Thus they reflect a feeling that this is 'their' program -- an assurance comparable to that reflected by the Board concerning the entire operation since assumption of control. This is attributed to the usual patterns of decision making in the community plus Dr. Wyatt's many hours of patient assistance in exploring all dimensions of every situation and in identification of highly appropriate university resource people for providing the direct university input.

The Dean's Outline

The above introduction and summary of data derived from our stay in Mt. Currie serve as base for responding directly to the questions implicit in the outline provided by Dean Ellis in his letter, May 10, 1976. I shall follow the outline in a narrative paragraph form. A considerable amount of the information referred to is contained above or in documentation provided and generally verified by our observations. (e.g., 'sequence of events...') I'll make no further reference to them.

As part of the background of the program, the socio-political context of education in Canada and British Columbia makes this Mount Currie development (and the few others of similar nature now under way) of more significance than simply local community school

growth. Reactions against large school operations based on efficiency, predictability and measured productivity from planned 'delivery systems' of skill and content are generating increased emphasis on 'alternative' patterns, community schools and the concept of 'devolution' (Aoki, 1974). There is a growing realization that societal needs of humans can be served by schools and probably transcend in importance the individual needs for achievement, mobility, etc., which have tended to prevail in our schools over recent decades. Thus the pattern of local community control, while of unique significance to native Indian peoples who have so long been denied access to power, is one that is susceptible of implementation on a much wider scale than among native peoples or even minority ethnic groups in general. Historically, our schools have developed on monolithic, centralized patterns of common definitions for all. As pressures for change grow, the native school patterns now emerging may well become models for much more extensive change in common schooling.

Comparison with development of other university programs is difficult. While I don't know all other programs, I know of some and know of none which have combined full operation within the school community with response to community definition. The University of Alberta cooperated for several years with Government of the Northwest Territories in implementation of a native teacher training program based in Fort Smith, but including some required attendance at Edmonton campus. The relationship did not last long. The University of New Mexico has been operating a totally reserve based program for teacher training during the past two years; but, to avoid uncertainties of planning, communication, etc., the university maintains complete control of the program. It is more of a small extension of campus afield than a part of overall developmental program.

Conceptually, operating the program in local community rather than on campus seems a highly important factor in establishing the credibility referred to above. As long as students do not feel deprived of some important identity factor or resource associated with campus living, community implementation of program

seems to have maximum potential for making the university a living force in society as opposed to the conventional ivory tower elitist image. (Mt. Currie students asserted that they felt full identity as "Simon Fraser University students" without any need for living any part of the time on campus.) Opening the program to students who lack formal academic qualifications is commendable, even courageous, but hardly innovative. Throughout North America universities have been experiencing significant success in relaxing such requirements for 'high-risk' students who demonstrate commitment and general competence. There is really everything to gain and little to lose in such a program, particularly when it is based upon demonstrated performance in a regular work situation and consensus selection process from within the community. Every Mt. Currie person with whom we spoke involved in this program has asserted the absolute necessity of beginning with classroom experience and offering the classes in the community. Some members of the non-education classes offered have been other than student teachers -- community persons who take the courses for intrinsic values only. In one case this has amounted to a majority of the class. This was cited by several informants as an unexpected, but further positive indication of the pervasive change taking place; most of those people had never before thought of doing university studies.

I pursued the rationale of such offerings with the Board members and school administrator, using the English composition course as an example. From a 'logical', external perspective, there appears to be little justification for a relatively high cost, university level course in composition for this general population. Secondary schools or community colleges conceivably could and should be able to offer the service, even as community based adult education, as effectively and at a more reasonable cost. Nobody denied the should assertion nor the desirability of more appropriate local schooling. The importance of this course, I was told, lies in the quality of teaching and performance of students. Most students had encountered particular problems with English composition as they had gone to regular school. In this course they had realized

for the first time what "...good teaching could be..." They had learned that "ordinary people" could learn effectively the principles of good English composition. There was agreement that, ultimately, this kind of learning should be a function of lower levels of schooling but that the patterns of instruction in those schools had to change before it would happen and that they now had a new awareness of criteria to apply to teaching and learning in their own schools for the future. As well, successful achievement in these courses is credited for awakening new levels of awareness of potential and aspirations for future achievement. Not least in importance is the model factor provided for present secondary students who perceive community adults in roles as successful students.

As to organizational plan and implementation, there remains little to be said. Mt. Currie 'non-professionals' and students clearly think it is their program; Simon Fraser University has given approval to the program proposal and courses offered so they may be assumed to fit that university's official criteria. The overwhelmingly positive reactions of involved people at all levels is powerful evidence of effective implementation. (I have never before, at any level of secondary or post-secondary schooling, encountered a group of students who did not have some kind of critical comments or complaints or at least small gripes when given the opportunity to voice them informally.) Effectiveness at this level and to date must be ranked as remarkably high. How this will become manifested over time remains to be seen. In one sense, the future developments may be seen as a test of the validity of Simon Fraser University's philosophy and basic program models since student performance in the program and environmental factors for applications of knowledge acquired seem near optimal. External political and economic factors may be ultimate determinants of long-range development. Increased levels of support will be required to implement the full school development plan; within the not-too-distant future, available job situations within the school program -- even at most optimistic projection -- will be filled and program needs will become re-defined as in-service teacher training and general education.

Assuming at least continuation of present external support policies the internal relationships, quality of communication and levels of awareness are such as to indicate a positive prediction for future developments. The people involved -- community and university -- have given a great deal of thought to future directions as well as to present program development. The thinking seems to reflect directly the model provided by Wyatt in her role as applied social scientist coordinating the program so far. That is, within the underlying commitment to self-determination, most future prospects are viewed in a model of options and alternatives: IF this, then that...; if not, then another premise begins another dialectic. The band is prepared to see its development continue as a completely localized program; they are equally prepared to see themselves as a model and center for a broad regional development, or for manifestations between these extremes. There is an encouraging absence of rhetoric and ideology accompanying the deep assurance of ability to cope.

The basic principles are indeed of interest and potentially applicable outside of Mt. Currie. (In the week following our visit, a Hopi group from United States was due to spend some time at Mt. Currie; one problem they have already encountered and will find continuing is that of hosting the numerous visitors who seek more first-hand information.) The basic model of self-determination will be a consistent message Mt. Currie people convey to others; the model of their teacher training program and their goal of 100% local teachers for their schools will be defended by them as theirs, but not necessarily proposed for all. It contrasts sharply with other models where emphasis has been placed on major curriculum change and materials production. Such contrasts will be valuable to other groups as they develop their own self-determination plans. To provide judgment as to whether the program as such is "better or poorer than what is going on elsewhere" would require a level of omniscience one hesitates to assume. To assert that the developmental dynamic has been and is near-ideal is another matter and I now feel no hesitation in making such assertion. This is an

innovation of which any academic person (or university) can be abundantly proud. (It is perhaps a timely coincidence that our assessment comes about almost concurrently with the British Columbia Department of Education Winegard report on "The provision of University Degree Programmes in the interior of British Columbia," in which Simon Fraser's external program is cited briefly but the Mt. Currie model is overlooked. At university and provincial government levels, the innovative model will surely receive much consideration soon.)

June Wyatt's role in relating her scholarly knowledge with innovative practice has been described as that of "culture broker", an apt enough term to those familiar with the definitive literature about that term. I think more specifically she has provided what will become a significant model of how an applied anthropologist can serve both the discipline and a client population. Serious questions of role and ethics have plagued the discipline in recent years. Applied anthropology has been charged with being an exploitive, paternalistic support to colonial efforts at remediating perceived deficiencies in "underdeveloped" peoples (assuming that all people want, or should want to be as we are). Laura Thompson has written recently about the "colonial yoke" and the need for emergence of a new definition for an applied anthropologist's role:

"...in the postcolonial world two crucial questions arise regarding application of a multi-disciplinary ethnographic approach and its factually based findings to contemporary social problems. First, how can a client community's situation be formulated to foster and use the problem-solving and culture-changing assets of its members? Second, if a client group is accepted as the decision maker and active agent of change, what should be the role of the applied anthropologist?

According to the present clinical approach, it is suggested that, on the basis of professional training and eye-witness experience, an applied anthropologist may aid a client group as consultant by defining the group's practical options in local, regional, national and global context. Using understanding of group behaviour in the context of its on-going life situation, a clinical anthropologist may predict, within certain limitations, the probable effect that the selection of each option would have on the client community were it

to be selected and implemented by the membership. Choice of a preferred alternative and its enactment, however, should remain the prerogative and responsibility of the client." (Thompson, 1976, p. 6)

This might well have been written to describe Wyatt's role rather than as a general prescription for disciplinary role changes. A unique subtlety might be suggested in that she has, in fact, worked with two "client" groups -- the band and the university.

Thus the 'culture broker' designation takes on expanded meaning. One day Wyatt will be able to provide more of her own description and analysis of this process and social science will be the richer for her contribution. Ethical considerations inhibit such "scholarly production" at present.

A major aspect of "colonial yoke" anthropology was the production of ethnography and ethnology for academic uses. Anthropologists typically spoke only to each other as peers, using their informants as sources of knowledge with which the scholars could achieve status in their own society. A residue of bitterness at this kind of exploitation has led to suspicion and downright hostility toward anthropologists and other social scientists in recent years. A great many of the traditional social scientists are simply finding it impossible to work as they previously were accustomed. Oppressed peoples are demanding that their needs be paramount, that their definitions of role prevail, that the anthropologist -- or other social scientist -- be able to provide them with a service other than theorizing; in short, that he be able to DO something useful or else stay away from them.

Once the useful development is achieved, it will be possible for the scholars to write about what they have done. It is imperative to the new role that such writing be done only when and as the client group considers it appropriate. (In this instance, one notes a Band Council Resolution provides Wyatt with authority to distribute the 1974 report done jointly with Yuzdowski; also, formal approval was obtained by Wyatt for preparation of the paper submitted to Phi Delta Kappan in 1976.) A pattern is emerging

which will lead to ultimate financial and vested interests in such production being retained by the client group. There is considerable evidence that this kind of development is not a "know-nothing" rejection of intellectualism or social science but, rather, a determination that available rewards be more equitably distributed.

The new role for the applied social scientist requires thorough grounding in disciplinary and methodological theory, plus a highly sensitive empathy for field relationships, plus a level of commitment to sharing in the human enterprise that transcends need for immediate other reward gratifications. It is this latter attribute that is too often lacking among scholars and that has been nicely demonstrated by Dr. June Wyatt, along with her more obvious demonstration of the other attributes.

* * *

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PROGRESS REPORT : THE MT. CURRIE COMMUNITY BASED NATIVE
INDIAN TEACHER EDUCATION PROGRAM

February 14, 1978
Dr. June Wyatt
Faculty of Education

INTRODUCTION

The Mt. Currie Community Based Native Indian Teacher Education Program, in operation since July 1975, was designed to prepare native Indians from Mt. Currie to complete requirements for provincial teacher certification. The proposal for this program, accepted by Senate and the Joint Board of Teacher Education:

- 1) provided for the delivery to the Mt. Currie community of P.D.P. and additional course work necessary for certification.
- 2) allowed the application of alternative admissions criteria to S.F.U. and the P.D.P.
- 3) roughly outlined a plan of study which would allow for development of standard teaching competencies as well as special ones appropriate to the native community setting (language and culture programs).

This report records

- 1) student progress toward provincial licensing and certification
- 2) academic achievement of students
 - (a) academic background
 - (b) performance in S.F.U. courses
- 3) student teaching performance
- 4) program of study: selection of courses; design of courses
- 5) staffing - a) instructors
- b) faculty associate
- 6) CURRICULUM DEVELOPMENT - current status, current projects
- 7) OTHER DEVELOPMENTS
- 8) SCHOOL STAFFING - Projection of Needs
- 9) SPECIAL FINANCING

1) Student Progress Towards Provincial Licensing and Certification:

Each of the 17 students admitted to the program has completed the P.D.P. Four have standard certificates (P.D.P. plus 45 units of course work) and seven have licenses (P.D.P. plus 15 units of course work). Six will complete licenses after taking 8 units of summer course work in 78-2. The differential rate of credential completion is accounted for in part by the fact that there were 3 intakes - one in '75 (8 students), one in January '76 (2 students) and one in September '76 (7 students) and in part by the varied academic backgrounds of students (some entered with university transfer credit) (See table 1 for summary). All who have completed licenses are working towards certificates and all but one with certificates are working

2.

toward SFU degree completion. Each student enrolled in the program worked continuously in a program of academic and professional studies. Only one has discontinued for any significant length of time. (This student completed her standard certificate and discontinued for medical reasons).

In order for the 5 students now working towards licenses to complete standard certification it will be necessary to provide 4 courses per year for the next 2 years (78-3 to 80-2, see section 6 below).

Students in the Mt. Currie program will require this length of time to complete credentials because they are not full time students. Each is employed as a full-time teacher at the Mt. Currie community school. Their work schedules allow them to take 1 course per semester in fall and spring and two in summer.

A proposal for financial support for courses has been submitted to Continuing Studies.

2) Academic Achievement

- a) Three of the students entering the program had university transfer credit, an additional 7 had completed grade 12. The remainder (7) had not completed grade 12. All but 3 of the entrants qualified for mature student entry to the university. Special arrangements were made to admit these. None of the entrants had the normally required 60 units for entry to P.D.P. These students began their professional program with PDP; course work for credentialing was taken concurrently with and after completion of PDP.

Because of a complex of economic, social and cultural factors it was difficult to tell at the outset what the students' potential for academic achievement was. Even those who had completed university work had done so with difficulty. Students unanimously identified a need for improving their composition skills. Because of these difficulties students were required to demonstrate competence in and commitment to teaching prior to entering the program. They did this by serving as supervised fulltime teacher aides for a semester prior to entry.

The intent of locating the program in Mt. Currie was to minimize factors which would interfere with academic success. The intent of starting directly with the PDP and practice teaching was to maximize factors which would contribute to academic success.

b) Performance in S.F.U. Courses

Students were instructed and evaluated by S.F.U. faculty. Grade point averages are recorded in Table II. In general the more mature students (age and experience) and those who had done university work performed at a higher level than the rest. An outstanding exception was a

special entry student (under 23) who had not completed secondary school and rapidly began to get A's and B's in her courses (in addition she completed grade 12 math by correspondence).

I interviewed all instructors to ascertain their views of students' academic ability. All evaluated the students according to the same criteria used on campus. Instructors from The Faculty of Arts and Education were unanimous that the Mt. Currie students in general had to put in more time and effort to achieve the same grades as campus students. Corollary to this was that the instructors found that they needed to give more individual attention and provide greater direction than they did on campus. (Note: This was not true for all Mt. Currie students). In one or two courses students actually produced more in the way of projects than was ordinarily the case. All instructors commented that the small class sizes enabled them to provide the necessary extra attention. In addition the Faculty Associate who resided full time in Mt. Currie provided tutoring. A general response of faculty was that the lead-in or warm up periods to workshops and the introductory sections to courses took longer than usual.

It is no surprise that many of the students academic abilities were weak. We did not anticipate that simply locating the program in the community would ameliorate this condition. Intensive attention to individual student development has clearly been a critical factor in the students academic achievement. Growth in this area has been impressive and fully warrants, in the opinion of instructors and students, the lower FTE's generated by Mt. Currie courses than others in the university.

3) Student Teaching Performance

Student teaching in the PDP is evaluated by faculty and school associates four times during the course of the program. Narrative evaluations describe the students strengths and weaknesses and record recommendations for improvement. No grades are given; students either pass or are withdrawn from the program. All Mt. Currie students passed. Conveying an overall profile of their teaching is difficult because of variety in individual styles and performance and because this data must be pulled out of over 100 pages of written evaluations which follow no standard format. (These are the Appraisal Forms filed for every student in P.D.P.). All students were passed by their school and faculty associates, but this says little about individual differences - strengths and weaknesses or overall patterns which might distinguish this particular group of student teachers from any other; on campus or in another external program. In an effort to organize the evaluation data I interviewed all associates and asked them to describe student teacher performance according to 4 dimensions: subject matter competence, relations with students, lesson planning and organization and classroom presentation (see questionnaire pp. iii - v). The following summary is a simplified version of the results of these interviews. Most significant is that all students showed marked growth during the course of their practice and were generally responsive to suggestions for improvement. Three students received scholarships, two of these were PDP open scholarships.

Subject matter competence - this was judged to be one of the weakest areas for most students. On a scale of 1 to 5 (1 low, 5 high) only six or seven students rated a 5 at semester's end. Three or four rated a 2, the rest rated a 3 or 4. Difficulties in this area of teaching were clearly related to difficulties in academic courses: relative inexperience in identifying and searching out resource materials, and in organizing and preparing written materials. These problems were exacerbated by inadequate library resources. The basic library for external programs was provided at Mt. Currie but these tended to be general educational texts rather than particular sets of curriculum materials. In addition the Mt. Currie school itself was poorly stocked. Unlike other external programs students could not turn to the local district or school resource center. Several trips to S.F.U. facilities were arranged but these were inadequate to meet needs.

The development of subject matter competence in L'il'wat (the native language) was in almost all cases outstanding. All students learned to write and read the language and some are now preparing curriculum materials. (see section 6 - curriculum development).

Relations with Students - Almost all student teachers rated 5's. In addition school associates noted that student teachers showed a high degree of personal commitment to students as individuals. This went far beyond classroom interactions to involvement with students in after school activities and a responsiveness to students emotional needs based on sensitivity to personal and family circumstances.

The interview protocol does not raise the issues of discipline and classroom management. Information was however, gathered on this dimension. Student teachers experienced the same general range of problems as most beginners. The fact that they were native did not necessarily imbue them with a "natural" authority and in many cases they encountered a great deal of frustration dealing with extreme discipline problems. (Students who had long histories of erratic attendance etc.) Without delving into the reasons for these problems it is important to note the student teachers "hung in" where a number of highly experienced non-native professionals from outside the community could not. In many instances native student teachers could be unyielding with students where non-natives would have hesitated for fear of accusations of racism or severe parental disapproval. (Note: Board Policy forbids the use of physical punishment).

Lesson Planning & Organization

The majority of students rated '4's and a few rated 5's. By the end of P.D.P. students were capable in short term lesson planning (planning for one or two weeks at a time). Long term unit planning extending over several months was pointed to as an area in which all students needed to improve their skills.

Classroom Presentation

After an initial lack of self confidence on the part of some, student teachers rated in the 4's and 5's in their classroom presentations. A number

of student teachers had to make substantial changes in their use of their voices. Many spoke quite softly and could not be heard by an entire class.

Questioning strategies were a central focus of a number of workshops and student teachers easily learned to present material and questions which were varied and called for increasingly sophisticated responses from students.

4) Program of Study - 2 main principles were used in the design and selection of courses. a) That all courses would focus on the development of standard academic and professional teaching competencies. b) that in all appropriate instances course content - whether in education, arts, science etc. would draw on local resources and experiences. Curriculum design courses from Education in the areas of Social Studies, Language Arts, Environmental Education etc. not only drew on local resources but required students to produce their own curriculum units focusing on local issues and materials.

The program of study did not include a Native Studies component per se, nor was there a single curriculum course in native studies, rather native culture and history were integrated into each course offered and were balanced with standard course content.

The following outline of courses gives an overview of the program.

1974-2	EDUC 441-4	Cultural Differences in Education	J. Wyatt
1974-3	EDUC 240-3	Social Issues in Education	J. Wyatt
1975-1	EDUC 471-4	Curriculum Development: Theory and Practice	J. Wyatt

These courses were offered before the teacher training program began and enrolled only those students (4) eligible for university entry without special arrangements. The 441 was also offered on a non-credit basis and enrolled all of the teacher aides from the Mt. Currie school as well as a number of students enrolled in regular on campus SFU programs.

1975-2	ENGL 010-3	Writing	R. Miki
	EDUC 490-2	Directed Study: Classroom Applications of Composition Skills. This supplemented 010 Student teachers designed lessons for their own students.	R. Miki
	LING 100-3	COMMUNICATION & LANGUAGE using L' i/'wat as a primary example.	J. Van Eyck

1975-3	EDUC 402-7	(credit for 401 was granted on basis of previous teaching experience.)	G. Turner
1976-1	EDUC 405-7		G. Turner
	ENGL 102-3	Intro to Poetry	L. Kearns
	EDUC 491-2	Directed Study - Classrooms Applications of ENG 102	
	LING 230-3	Amerindian I (L'i'l Wat)	J. Van Eyck
1976-2	EDUC 405-7		G. Snively
	EDUC 484-8	Curriculum Studies	B. Alexander
	PSYC 101-3	Introductory Psychology	G. Turner
	ENGL 010-3		G. Turner
1976-3	EDUC 473-4	Designs for Learning Reading	G. Turner
1977-1	EDUC 475-4	Designs for Learning: Math	G. Snively
1977-2	EDUC 452-4	Environmental Education	
	and 462-4		
1977-3	LING 230-3	Amerindian I	J. Van Eyck
	LING 100-3	Communication & Language	J. Van Eyck
	EDUC 494-4	Directed Study: Approaches to Teaching L'i'l Wat)	J. Van Eyck

NOTE: in 1976-2 EDUC 484-8 CURRICULUM STUDIES served a dual purpose. The first group of students enrolled in 484. The second group enrolled in Educ. 402-7. There was a single instructor for both groups and assignments were similar but less complex for the 402 students. (See calendar descriptions of 402 and 484 which indicate similarity in course content).

Course Selection

The Ministry of Educ. requires 6 units of English for certification and the Mt. Currie School Board required enrollment in linguistics courses as a condition of employment.

(ENGL.010, LING 100 have been offered twice to accommodate the second intake of students).

Aside from these requirements courses were selected by student consensus. The weighting was very heavily towards education courses because of their immediate relevance to professional goals. There is a notable absence of courses in a large number of disciplines. This will be ameliorated to some extent in coming semesters. Course offerings will be broadened to include Geography, Women's studies, Canadian Studies and Designs for Learning Natural Science. Because each course must serve all students, selection is naturally weighted towards "general interest" courses. Students wishing to specialize will have to enroll in individual programs on campus. Two plan to do so this fall. While the bulk of courses is in Education and there is little specialization as yet, this will develop as students proceed toward degree completion (all are enrolled in a B.G.S. program). It is encouraging that 2 students have decided to enroll on campus next year. It indicates a willingness to

become involved in an environment which several years ago was considered threatening. Half a dozen others are also interested in coming to the S.F.U. campus but are unable to because of family obligations. *

Course Outcomes

These are summarized in part by the grades on Table II. In addition there are projects which students produced. An outstanding group project resulting from the Environmental Education course is appended. It proposes a plan for a new community school at Mt. Currie. (see brochure labelled Xit'olacw.)

5) Staffing

a) Instructors

Appointments were made on the basis of recommendations by Department Chairmen Program Directors (F of E) and interviews by members of the Mt. Currie Education Board and students in the program. Instructors travelled weekly to Mt. Currie and in the case of summer courses resided full time in the community.

b) Faculty Associate

Appointed in the same way as instructors. The individual employed had an M.A. degree and 7 years of experience (in elementary, intermediate, and university teaching). The associate has been employed for 3 years and his job description has changed during this period.

75-76

- 1 - supervised placement and practice teaching of 9 student teachers.
- 2 - liason with school associates, program director, school board, and PDP staff on campus.
- 3 - organization of 402 workshops.
- 4 - tutoring student teachers in course work.
- 5 - assisted in organizing course selection.

76-77

- 1 - supervision of 8 student teachers and continuation of above duties (with exception of 402)
- 2 - instructor for EDUC 473 and 475

77-78

- 1 - employed part time by S.F.U., part time by Department of Indian Affairs (D.I.A.) as curriculum consultant and liason in delivery of in-service course work.

* Note that S.F.U. courses offered in Mt. Currie have attracted individuals in the community other than student teachers. Twelve individuals have gained admittance to S.F.U. and have enrolled in one or more of the courses offered at Mt. Currie. A number of these individuals work in the band administrative offices as welfare and social work aides.

6) CURRICULUM DEVELOPMENTa) Current Status

The development of L'il'wat linguistic and cultural materials has been of focus of all curriculum courses. It became clear during these courses that they needed to be supplemented by a more comprehensive effort.

The basis of the Mt. Currie project is to prepare professionals well versed in teaching about both cultures and in both languages. The teacher preparation program did a great deal in this direction but intensive work is still needed to develop native curriculum.

Provided as an appendix to this report are sample materials from the Mt. Currie Curriculum Project launched in September 1977. Funds for this project come partially from DIA (\$55,000 for salaries) and partially from S.F.U. (1/2 Faculty Associate Salary). DIA funding fell far short of the request submitted. Proposals are being submitted to DIA for next year. No new proposals are being submitted to SFU. Our commitment to curriculum development has been and will continue to be fulfilled through Faculty of Education courses and by virtue of the fact that the two native school staff members working on the Curriculum Development Project were trained through the S.F.U. program.

b) Current ProjectsI. Lorna Williams

1. Intermediate L'il'wat Language Lesson package
2. L'il'wat word list (for intermediate and high school).
3. Transcription from tape of available L'il'wat stories and legends.
4. Develop listening post materials for grade 6 (include stories and questions plus math., spelling and Indian language)
5. Working with Martina Pierre in developing a L'il'wat language study unit on deer hunting (High school).
6. Prepare and contribute materials for The Fish Line (Children's Magazine)
7. Translating labels of classroom parts.

II. Marie Joseph

1. Develop a series of L'il'wat language booklets for primary grades (e.g. counting, farm animals).
2. Primary grades L'il'wat language outline with basic word lists and associated activities.
3. Develop more fully the sulyalesta song and booklets.
4. Develop a L'il'wat language unit on Birds for primary grades.
5. Prepare materials for The Fish Line (Children's Magazine)

III. Gordon Turner

1. Work with Marie Joseph in compiling the Primary grades L'il'wat language outline.
2. Complete the science picture card and questions unit (already begun) for primary grades.
3. Develop a L'il'wat language puzzlebook.
4. Create a fishcamp story reflecting a young girl's experience (to complement the boy's story already completed).
5. With Frank Rivers and Burt Williams - compile a social studies resource booklet for use in Ts'zil High School.
6. With Martina Pierre and Connie Wallace - outline of Ts'zil High School English program using native or native-related materials.
7. Prepare the Li'l'wat language primer developed by Jan Van Eyk for printing in multiple copies.
8. Negotiate the publication of the Wild Man Stories.
9. Develop a Ts'zil Board of Education public relations booklet (pictures of staff, philosophy of school, programmes).

IV. Ongoing Projects of Curriculum Team

1. The collection and editing of local materials, stories, picture files, legends to be compiled into a Mount Currie Reader.
2. To create film strips and slide-sound sequences to reflect the experience of Mount Currie people, their history, their stories, and their legends.
3. The continued production of The Fish Line. Mount Currie Children's Magazine is paramount.
4. Audio tape elders of the community in regard to the past.

Approach

To develop materials to be used immediately in the classroom in Mount Currie.

7. Other Developments

In the summer of 1977 several of the teachers were successful in securing funds from DIA for Day Care facilities and staff. Two new buildings have been added to the school complex and school staff as well as other community members are participating in the operation of the Day Care Centre.

8. SCHOOL STAFFING - PROJECTION OF NEEDS

The Mt. Currie Education Advisory Board intends to submit a proposal to DIA and S.F.U. to train another six teachers. They will request that DIA provide the funding and S.F.U. the program. The projected need for additional teachers is based on the following.

- a. one of the teachers trained in the program is taking over as the school administrator.
- b. two of the teachers are working full time preparing curriculum materials.
- c. one is able to work only part time for medical reasons.

- d. two will be taking one year leaves next year to attend university.
(the Board is prepared to provide two leaves per year).
- e. school enrollment has increased over the last three years and is continuing to do so.

9. SPECIAL FINANCING

The financing of the Mt. Currie Program has the same basic costs as external programs.

Additional costs are:

1. Stipends; travel and accommodation for instructors teaching courses.
Six (3 and 4 unit courses). Four courses were taught by a Faculty Associate as part of contract.
2. Faculty associate - 1/2 load, supplemented in 2nd year by teaching two courses.
3. 1/2 salary for one year for curriculum consultant.
4. Travel for Program Director over 4 year period.

Rough Estimate of Special Financing (over 4 year period)

Salaries (Instructors)	\$12,000
Travel (Instructors & Program Director)	\$12,000

CONCLUSIONS

The objectives of the community based teacher education program at Mt. Currie are being met. The goal of creating a short term program which would serve as the impetus for on-going development on the part of the native community is being realized.

The university commitment to prepare teachers for certification will be fulfilled if Continuing Studies and Education are able to provide funding for courses through 1980-2. The commitment to assist in the development of native curriculum materials is in my judgment fulfilled. The Curriculum Development Project is well under way and it is clearly time for DIA to take over fiscal responsibility.

When the Mt. Currie Education Advisory Board submits a proposal for another intake of student teachers I recommend that S.F.U. provide the program and D.I.A. the financing.

TABLE 1TEACHING CREDENTIALS OF MT. CURRIE STUDENTS

<u>Credential</u>	<u>Date of Completion</u>	<u>*Total Academic Credits to Date</u>
Standard	August 76	62
"	" "	71
"	December 77	62
"	" "	65
License	August 77	50
"	" "	47
"	" "	47
"	" "	47
"	December 77	41
"	" "	41
"	" "	51
	Licenses to be completed by end of 78-2	21
		25
		25
		25
		27
		25
	Took most courses but not enrolled in P.D.P.	58

* Note: (This includes credit for 404 courses and for courses taken in 77-3 but not 401, 402 and 405.)

TABLE II

G.P.A.'S OF MT. CURRIE STUDENTS

<u># of hours of credit</u> ¹	<u>Cum. G.P.A.</u> ²
71	3.86
62	3.65
62	3.47
58	
51	3.13
50	3.07
47	3.23
47	2.28
47	1.70
41	2.45
41	2.37
21	3.17
25	2.74
25	2.42
25	2.21
25	2.16
21	2.00

9 students between 3.17 & 3.86
4 " " 2.39 & 2.74
4 " " 2.00 & 2.28
1 " at 1.70 on academic probation

¹ This includes credit for 404 courses and courses taken in 77-3

² For all courses in which grades were given 77-3 grades were not available in the Faculty of Education files at time of preparation of this report.

STUDENT-TEACHER EVALUATION

BY

SCHOOL ASSOCIATE/FACULTY ASSOCIATE

Name of Student-Teacher :

School:

As part of the evaluation of the SFU Professional Development Program (PDP), you are requested to indicate your opinion of your student-teacher's performance on the four dimensions of teaching which follow.

Your response will be strictly confidential. The identity of the student-teacher will be known only to the evaluation team. Your responses will be used in assessing the program as a whole and not individual students.

Please circle the number that represents your opinion of the student-teacher. Three of the five ratings for each dimension are described by words and phrases printed to the left of the numbers. The intermediate numbers may also be used for the expression of your opinions.

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Subject Matter Competence	Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain and illustrate concepts and relationships.	5
	Adequate understanding; most interpretations and explanations are clear.	4 3
	Knowledge of subject is limited; does not give clear explanations and illustrations.	2
		1
<hr/>		
Relations with Students	Excellent rapport; feeling of goodwill prevails; very interested in students; easily approached; students are challenged yet individuality is respected.	5
	Adequate rapport; shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor.	4
	Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.	2 1

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Lesson Planning and Organization	Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related.	5
	Usually well prepared, purposes are usually clear; presentations are fairly well organized.	4 3
	Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained.	2 1
Classroom Presentation	Enthusiastic and stimulating; raises thought-provoking questions; discussions are lively; pleasing manner, free from annoying distractions.	5
	Encourages student participation; objectionable mannerisms are not serious or numerous; asks some good questions.	4 3
	Asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.	2 1