

Box 297, 1455 Idylwild Drive
Fort Frances, ON P9A 3M6
Telephone: (807) 274-2796 or 1-800-668-6279
Facsimile: (807) 274-8761



Memorandum

To: ATEP Applicants

From: Sherri Oshawee, Post Secondary Program Co-ordinator sherrio@7generations.org

Date: December 1, 2011

**RE: Application Procedure – Deadline: February 1, 2012
for September 2012 start**

We welcome your interest in the Aboriginal Teacher Education Program (ATEP). Seven Generations Education Institute is pleased to offer a two-year, community-based, part-time Aboriginal Teacher Education Program accredited through Queen's University. The ATEP focuses on Aboriginal content and teaching strategies, together with the Ontario Ministry of Education curriculum expectations. This program is designed to meet the needs of adults (21+), in the education sector. This program is beneficial for those interested in capacity building in First Nation schools, reaching Aboriginal students, have strong local/community ties.

An alternating delivery schedule between Fort Frances and Kenora is being considered.(confirmed prior to start date) In-classroom sessions are offered in weekend modules of 1-2 weekends a month.

This program has two streams: Diploma and Bachelor of Education. Applicants to the Diploma in Education **must** be Aboriginal (Status, Non-status, Inuit or Metis) as per the Education Act, which supports the training of Aboriginal teachers. Diploma in Education applicants must also have a minimum entrance requirement of Grade 12 or equivalent. Applicants to the Bachelor of Education must possess an undergraduate degree upon application.

Applicants are encouraged to speak to their employers and sponsoring agencies in order to make ATEP an integral part of their 2012-2014 workloads. There is a required twelve-week practicum, split into four week blocks, one held in year one, two held in year two. Another integral part of the program is to attend the August 2014, two-week trip on-campus at Queen's University in Kingston. Students will attend and complete courses during their stay.

In addition to the education courses, there are co-requisite courses that need to be fulfilled, prior to graduation, if applicable. For more information, please refer to the enclosed co-requisite courses and descriptions. In this package you will find program information and application guide.

This aboriginal specific program once completed, will award qualifications of Diploma or a Bachelor of Education, depending upon the stream you enter and complete. Graduates of the ATEP will be trained to teach in private, public and separate school systems in the primary/junior divisions. They are also recommended to the Ontario College of Teachers to apply for the Certificate of Qualification as a teacher and to become a member of the College.

Should you have any questions or require further information contact Sherri Oshawee at (807) 274-2796 ext. 240 or sherrio@7generations.org

SGEI/Queen's ATEP Application Checklist

Deadline date for applying is February 1, 2012.

ALL DOCUMENTS MUST BE SUBMITTED by deadline. Late or Incomplete applications will not be considered.

Step 1: *SGEI Application*

- Complete and submit the enclosed Seven Generations Education Institute Application Form. Please complete and forward to Seven Generations Education Institute. P.O. Box 297, Fort Frances, ON P9A 3M6 Attention: Registrar.

Step 2: *Ontario Universities Online Application*

- Apply for the program online through the Ontario Universities Application Centre. Fee payment of \$210 to be made by credit card, cheque or money order. Applicants of Aboriginal ancestry may qualify for assistance with the application fee, ask Sherri for more information. The website is: <http://www.ouac.on.ca/teas/>

Step 3: *Official secondary school, college and/or university transcripts*

- High school transcripts can be ordered through your previous high school attended. These can be dropped off at SGEI and sent to Queen's on your behalf. College or University transcripts may be ordered through the Ontario Universities Application Centre if institute(s) is in Ontario otherwise order directly from the institute(s) and have them send directly to:

Education Registrar's Office
Faculty of Education
Queen's University
Duncan McArthur Hall, Room A112
511 Union Street
Kingston, ON
K7M 5R7

Step 4: *Aboriginal Community Support letters*

- Two letters of Aboriginal community support

These can be sent to Queen's Faculty of Education or sent/mailed to SGEI to send on your behalf

Step 5: *Personal Statement of Experience, ATE Information Form*

- Complete Personal Statement of Experience.
- Complete Aboriginal Teacher Education Information form online

To be completed online through Queen's University

Sherri is available to provide assistance and support during application process or answer any questions. Contact Sherri at 1-800-668-6279 or (807) 274-2796 ext. 240 or sherrio@7generations.org to set up an appointment.

Aboriginal Teacher Education Program – Queen’s University

Community-Based Program Track

Seven Generations Education Institute

The following program tracks are available in the Faculty of Education leading to the Bachelor of Education degree or the Diploma in Education.

Aboriginal Teacher Education

This unique program track provides an opportunity for candidates to specialize in Aboriginal education, and is intended for Aboriginal candidates.

Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Certificate of Qualification as a teacher, allowing them to teach in the Primary and Junior Divisions. Candidates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (OSSD) or equivalent are eligible to receive the Diploma in Education and the Certificate of Qualification, allowing them to teach in the Primary and Junior Divisions.

The Aboriginal Teacher Education (ATE) program track is constituted as both community-based part-time and campus-based full-time. Community-based courses are adapted to local contexts and needs, and include Aboriginal perspectives, balancing Aboriginal-specific and student-centered learning with knowledge of the teaching/learning process and research on Aboriginal education. Campus and community-based components include a course specific to Aboriginal education (FOCI 201), and practicum placements in First Nations schools. At the present time, the Diploma program is available only in the community-based option.

Admission

Application for part-time, community-based study is made through the Aboriginal Teacher Education Office, Faculty of Education, Queen’s University.

ATE has an admission policy which incorporates the following special features:

- Candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements;
- Applicants of Aboriginal ancestry who hold the Ontario Secondary School Diploma or equivalent are eligible for admission to the Primary-Junior program option leading to the Diploma in Education;
- ATE candidates may be granted prerequisite equivalencies for skills such as fluency or functionality in an Aboriginal language;
- Affirmative action is employed in the provision that candidates for the Dip.Ed. must be of Aboriginal ancestry, and candidates for the B.Ed. will ordinarily be of Aboriginal ancestry;
- Aboriginal community representatives are participants in the application screening process in recommending candidates to the program through letters of community support.

Format

Candidates in ATEP complete all components of Primary-Junior. They take FOCI 201, Aboriginal Teacher Education, and are placed in a dedicated section of PROF 195: Theory and Professional Practice. Community-based courses are adapted to include Aboriginal content. Candidates are placed in Aboriginal schools for a portion of the teaching practicum. Candidates are required to submit a current criminal records check prior to practicum placements. Candidates in the community-based program are normally expected to complete the program within two years.

Certification

Graduates are recommended to the Ontario College of Teachers to be awarded the Certificate of Qualification as a teacher and to become members of the College. Upon application to the College, candidates must submit a negative tuberculin test result or a normal chest x-ray administered during the program year or within one year prior to application to the College. Another document required for certification and College membership is a criminal record check, obtainable from a police department.

The Certificate of Qualification shows teachers’ previous academic degrees as well as the divisions in which they are qualified. The Intermediate-Senior teaching subjects are also listed.

PROGRAM OF STUDY

Primary-Junior Components - total requirements is 30 units

Curriculum 15 units

CURR 355	(3.0)	Language
CURR 383	(3.0)	Mathematics
CURR 385	(1.5)	Social Studies
CURR 387	(3.0)	Science and Technology
CURR 395	(1.5)	Health and Physical Education
2 courses to be selected from:		
CURR 389/391/393	(3.0)	Art, Drama or Music

Program Focus 3 units

FOCI 201	(3.0)	Aboriginal Teacher Education
----------	-------	------------------------------

Professional Studies 6 units

PROF 105	(1.5)	Critical Issues and Policies in First Nation Classrooms
PROF 180	(0)	School Law and Policy
PROF 195	(1.5)	Theory & Practice in Aboriginal Education
PROF 150	(3.0)	Concepts in Teaching and Learning

Practicum 6 units

PRAC 195	(6.0)	Practicum
----------	-------	-----------

Note – program components are subject to change without notice.

Co-Requisite Courses (to be completed before graduation)

- Psychology or Aboriginal Studies
 - One half credit university or college course in child development or developmental psychology. OR half credit appropriate Aboriginal Studies course which includes content in the four areas of development (Physical, Emotional, Spiritual and Intellectual) OR equivalent is also acceptable.
- Aboriginal Language
 - 30 hours of certified instruction in an aboriginal language OR documented functionality OR fluency in an Aboriginal Language
- Grade 12 Math
 - Grade 12(4U, C, M or OAC) OR one half credit university course OR one half-credit college course, preferably an enrichment course “Math for Teachers” or equivalent to prepare ATEP candidates for teaching at the Primary and Junior levels
- Academic Writing Skills
 - One half-credit university course or half-credit college course OR one secondary school 4Y or OAC English course or equivalent in academic writing skills

Course Weight and Numbering

CURR 355/3.0 Language and Literacy: Development and Practice (PJ)

Teacher candidates will be introduced to instructional practice in the language arts. The course will examine instructional principles for the teaching of the following components of literacy: phonemic awareness, phonics, fluency, vocabulary and reading comprehension, the writing process, the use of informational and narrative texts from JK to grade 8. Teacher candidates will be introduced to the Ontario literacy documents and Language curriculum.

CURR 383/3.0 Elementary Mathematics (PJ)

Designed to help beginning teachers to (i) examine how children learn mathematics; (ii) develop a positive attitude toward and an interest in mathematics; (iii) teach mathematics with problem solving as the primary focus; (iv) understand the elements of planning and assessing a comprehensive mathematics curriculum; and (v) establish a classroom environment that supports children's learning of mathematics. Models experiences that help teacher candidates to construct personal knowledge of mathematical techniques, skills and processes through meaningful opportunities to learn (including the application of information technology).

CURR 385/1.5 Social Studies (PJ)

Provides teacher candidates with the opportunity to enhance skills, attitudes and understandings to enable them to teach, learn and function as informed citizens in a culturally diverse society and world. Candidates explore ways to study communities, heritage, history, and geography, using the Ontario curriculum documents and a variety of strategies and resources.

CURR 387/3.0 Science and Technology (PJ)

Learning to teach elementary science and technology and developing a positive attitude toward these subject areas are explored through a variety of approaches including student-centred learning, problem-based learning, hands-on activities, and integrated learning experiences. Teacher candidates begin to become familiar with the science and technology curriculum mandated by the Ontario Ministry of Education through the exploration of content, skills and strategies for effective teaching, and through reflective practice.

CURR 395/1.5 Health and Physical Education (PJ)

Provides teacher candidates with the opportunity to develop understandings, skills and attitudes to effectively teach physical and health education and to help children develop active healthy lifestyles. Candidates become familiar with Ministry of Education curriculum documents and a variety of teaching/learning strategies and resources.

FOCI 201/3.0 Aboriginal Teacher Education (ATE PJ)

Prepares Aboriginal Teacher Education candidates to include Aboriginal curriculum as part of their classroom teaching. Explores Aboriginal community-based curriculum development; a review of current Aboriginal curriculum packages and other resources; curriculum planning and evaluation. An experiential learning approach with aspects of the course applied during the candidates' practice teaching rounds. Practicum experiences are explored during class sessions with such reflections providing the basis for further learning in the areas of curriculum planning and evaluation.

PRAC 195/6.0 Aboriginal Teacher Education Community-Based Practicum (PJ)

A twelve-week (minimum) practicum for candidates in the Aboriginal Teacher Education part-time, community-based program track. Candidates are placed in First Nations Federal or Provincial schools which follow Ontario curriculum guidelines.

PROF 150/3.0 Concepts in Teaching and Learning (PJ)

This course includes four modules that deal with basic issues and concepts at the Primary-Junior level in the following areas: assessment and evaluation, psychology of learning and development, philosophy of education, and social contexts of education. The social contexts module may encompass concepts from both sociology of education and history of education. Each module will involve a set of readings and an assignment or other assessment procedure. Module instructors may choose a large group presentation format, an online format, or combination of both. Teacher candidates must receive a passing grade in all four modules in order to pass the course.

PROF 195/1.5 Theory and Professional Practice in Aboriginal Education (PJ)

This course begins the process of constructing and documenting professional knowledge acquired from experience. With an emphasis on Aboriginal classroom activities and Aboriginal teaching strategies, the course provides opportunities to interpret and modify practices from one's own perspective and that of experienced teachers and fellow Aboriginal teacher candidates. Relevant educational literature, which emphasizes Aboriginal orientations and perspectives, will be utilized.

PROF 105/1.5 Critical Issues and Policies in First Nations Classrooms (PJ)

This course is an introduction to issues and policies that are critical for beginning and experienced teachers in Aboriginal education. It invites candidates to build on their experiences in classrooms and associates schools, to learn about their legal rights and responsibilities as First Nations teachers, to learn about adapting instruction for exceptional Aboriginal learners, and to learn about equity issues they will face in Provincial and First Nations schools.

PROF 180/0 School Law and Policy (PJ)

This course, obligatory for all candidates seeking an Ontario Teacher's Certificate, provides an overview of the legal aspects of teaching in Ontario. Attention is focused on the Education Act, R.S.O. 1990 and the Teaching Profession Act, R.S.O. 1990, and selected regulations supporting these statutes. Teacher candidates receive basic information about the legal duties of education personnel; the teacher's contract of employment and related job security procedures; and the purposes, structure and practices of the teacher associations in Ontario.

CURR 389/1.5 Art (PJ)

An introduction to visual art in the elementary grades. Participants come to understand that visual art is a form of personal expression and that it can be employed to increase visual perception and awareness. Through experimentation with the foundation materials of visual art, and by utilizing their various environments as sources of inspiration, participants will gain confidence in their ability to make artistic choices and to provide meaningful art experiences for their students. Topics include the elements and principles of design, colour theory, drawing, and assessment and evaluation of art.

CURR 391/1.5 Drama (PJ)

Introduces drama in the elementary grades, and encourages teachers to apply dramatic and performance skills and techniques to the presentational aspects of their teaching practice. Through a lens of story-telling, various experiential exercises help students acquire basic dramatic skills and techniques to develop strategies and approaches to foster dramatic activity and presentation in their future classrooms. Topics include drama games, story-telling and story-building, character, staging, acting, and thematic and cross-curricular integration. Work in movement, voice and creative play enhance confidence and ability to incorporate dramatic form for the classroom.

CURR 393/1.5 Music (PJ)

An introduction to music in the elementary grades. Focuses on the integrative aspects of music in the classroom and in the curriculum, and introduces effective strategies and materials. Through experiential learning, participants develop their own musical skills and confidence. Various topics relating to arts advocacy, technology and music, music in the early and middle years, instrumental and vocal music, and composition and notation will be addressed.

Tuition Fees

Tuition for ATEP Education Courses, includes year 1 & 2 at 30 units @ \$1,096.60/6 units = \$5,483.00. Tuition fees are estimated only and are subject to change. Fees for co-requisite course fees are estimated at 4 credits @ \$1200.00/credit = \$4,800.00. Texts estimated at \$600.00 for ATEP Education Courses. Texts estimated at \$500.00 for co-requisite courses.

Seven Generations Education Institute and Queen's University Aboriginal Teacher Education Program Application Guide

Outlined process for ATEP – Community-based applicants:

<http://educ.queensu.ca/atep/apply-community.html>

Step 1: SGEI Application

Seven Generations Education Institute:

1. Complete and submit SGEI Application form – deadline February 1, 2012:
 - a. Registrar
Seven Generations Education Institute
P.O. Box 297
Fort Frances, ON
P9A 3M6

Step 2: OUAC Online Application

Ontario Universities Application Centre- deadline February 1, 2012:

1. You need access to a computer, internet and printer.
2. On the Ontario Universities Application Center - The Teacher Education Application Service (TEAS) link: <http://www.ouac.on.ca/teas/> click on 2012 TEAS Online application.
3. Create a COMPASS account. You need to have an email address. Create a password that has to be at least 7 characters long, with upper & lowercase letters, numbers and include a symbol. This is your User ID and very important, it starts off as “IT....” Print off sheet and write password on there, the 9 character login assigned and password is needed for the next time to access the account.
4. Select a program by clicking on Universities, clicking on Aboriginal Teacher Education program – Community-based (program code Q14). Enter personal information. Enter address information. Enter Institutes attended, secondary and post secondary institutes. There is an option to enter information manually if not found on drop down menus. Diploma applicants who have no post secondary must enter information as follows: click on add institute, post secondary institute, enter your high school information including address in the appropriate fields as it will not be found in the drop down menu. Transcript requests can be made through the site, information is shown based upon entered information in institutes attended and if that institute’s transcript ordering services is available through OUAC. You need previous student # in order to request transcripts through the application centre. Secondary transcripts have to be sent directly to Queen’s University, Faculty of Education, Registrar. Call or set up an appointment with Sherri for assistance in completing the online application.
5. Submit application. Payment methods: Visa, cheque or money order. Credit card information can be entered online. If paying by cheque or money order, print off Remittance Payment form along with payment, made payable to Ontario Universities Application Centre and include OUAC Reference #. Application does not get processed until the OUAC receives payment. A confirmation # to verify payment if paying by credit card or internet banking will be issued. If paying by cheque or money order, you will receive a confirmation email.

6. Upon completion, you will be issued a OUAC Reference #. Keep OUAC Reference # information. It will be 6 digits that begin with the number 2012. An email containing this information will be send to the email address provided and an acknowledgement form will be sent in the mail. It is needed for Queen’s supplemental documents and to accept offers of admission given to students..
7. Complete Supplemental documentation for application.

Supplemental documentation by **February 1, 2012**

Step 3: Official Secondary and Post Secondary Transcripts

Queen’s University Faculty of Education Registrar: Deadline February 1st

- a. Ensure that official secondary transcripts are mailed to:
 - i. Education Registrar’s Office
Faculty of Education
Queen’s University
Duncan McArthur Hall, Room A112
511 Union Street
Kingston, ON
K7M 5R7
 - ii. OR send directly to SGEI or drop off at main office by January 30th
Seven Generations Education Institute
c/o Sherri Oshawee
P.O. Box 297
Fort Frances, ON
P9A 3M6
- b. Ensure that any post secondary transcripts not ordered through OUAC sends official transcripts to Education Registrar’s Office mailing address above.

Step 4: Aboriginal Community Support Letters

Queen’s University Faculty of Education Registrar: Deadline February 1st

- a. Two original letters(faxes or photocopies will not be accepted) of Aboriginal community support with signatures mailed to:
 - iii. Education Registrar’s Office
Faculty of Education
Queen’s University
Duncan McArthur Hall
511 Union Street
Kingston, ON
K7M 5R7
 - OR
 - iv. SGEI to be forwarded to ATEP(mail or drop off at SGEI Main office)

Step 5: Personal Statement of Experience and ATEP Applicant Information Form
Queen’s University Faculty of Education Registrar – Deadline February 1st

Go to this link and complete online ATEP information form:

<http://info.educ.queensu.ca/reg/ate/index.php> you will need your OUAC Reference # for this form.
 Submit online Personal Statement of Experience, 3 questions.

- a. Once you submit your OUAC-TEAS Application, you will be sent a confirmation email from Queen’s University to the email address you provided to OUAC. The email will provide you a student # and links to activate your NetID. You will need your name, student # and date of birth. Setting up your NetID will also activate your university email address.

<https://netid.queensu.ca/idm/user/registerEdit.jsp?id=%23ID%2396A2%3A44BA5CE2431%3AF22F29E6%3A5D5033680A15798E>

- b. The Aboriginal Teacher Education Personal Statement of Experience is a three page supplemental application to be submitted online through Queen’s University NetID. It is based upon three questions. The statement must be prepared in your own words without professional assistance. The statement may be single or double spaced. Create your document in Notepad which is found on your computer under Start, All programs and Accessories. Be sure to save a working copy. You will be pasting and cutting your information into the NetID PSE section. Once you have finalized your Working Copy of the PSE, please submit the documents online (through the Student Center in the [myQueen's Portal](#)) and click on the "Personal Statement of Experience" link, under "Apply for Admission" in the "Admissions" section at the lower left of the webpage.

Question 1 List up to 5 activities or jobs (paid or unpaid) that you have been involved in, including the positions held. Activities are valued equally and may include but are not limited to the arts, athletics, hobbies, volunteer, religious, social, farm, and/or household responsibilities. Sample chart below. The maximum number of words for each field in question 1 is 30 words or 200 characters with spaces.

Sample chart:

Experience	Location	Dates	Age Groups	Estimated hours	Nature of responsibilities
Daycamp Counsellor	Camp Kawartha, Kingston	July-Aug 2004	5 to 9 yrs	8 wks X 40 hrs=320 hrs	Supervised 8 campers in canoeing, archery and crafts
		July-Aug 2005		8 wks X 40 hrs=320 hrs	
				Total=640 hrs	

Question 2 [3400 characters with spaces or 500 words]: Explain what you have learned from your list of experiences that will help you as a future educator in an Aboriginal context. Use paragraphs and full sentences. This is your opportunity to demonstrate your written communication skills.

Question 3 [3400 characters with spaces or 500 words]: List, in point form, the reasons for your interest in Aboriginal Education.

Referees: On the online PSE, please provide the name and contact information of an individual not related to you (employer, supervisor, etc.) who can attest to your skills or experience in at least some of the areas you have listed. Your referee may be contacted to verify your statement.