

# CHOICES

## INDIGENOUS EDUCATION

FALL • 2019 •

**RECORD NUMBERS OF INDIGENOUS STUDENTS CHOOSE BROCK**

**GETTING SET ON A GOOD PATH FOR SUCCESS IN COLLEGE**

**STUDENTS SHINE AT THE SKILLS ONTARIO COMPETITION**

***FIRST VP OF INDIGENOUS ENGAGEMENT...* AMOS KEY JR.**

# MPP Bouma Here For You

**Our mission is to ensure our young people can develop the skills they need to succeed in the classroom, and in the jobs of the future.**

As students get back to class, our historic investments in public education ensure students have the tools and resources they need to succeed. This includes:

- Ensuring that mental health is a key component of our modern curriculum and providing \$27.5M in funding to support the critical linkage between mental health and well-being and student success.
- Preparing students for success by equipping them with skills they need, with an emphasis on encouraging girls and young women to participate in the skilled trades and STEM.
- Making financial literacy a key part of our revised math curriculum and a major component of the new grade 10 careers course.
- Every student in Ontario deserves the best education possible, and our government will always stand up to support the next generation to ensure they benefit from an inclusive, safe, and richer academic experience.



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We want to feature your education success story.

Contact us if you would like to be in future editions, have an article to submit or an event to promote.

Submitted manuscripts accepted but may not be returned. Only authors of selected materials will be contacted. No portion of the magazine, including advertisements, pictures or editorial content may be reproduced without permission.

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# & Content

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Cover photo: Amos Key, Jr.  
(Photo by Hannah James, University of Toronto)

## She:koh Welcome to Choices

Choices is all about aboriginal youth, their future and giving them career path choices.

Whether they are from the north or south, east or west, aboriginal youth and young adults want to improve not just their lives, but the lives of their families and friends.

Our magazine is geared to support our youth and features

choices along their educational path that we hope will help them make their decisions for a brighter future.

With the aboriginal population the fastest growing in the country, Turtle Island News Publications is reaching out to our youth in numbers that no other publications have.

We firmly believe in our youth. They are indeed tomorrow's leaders who will make choices today that will set the

## PUBLISHER'S

## Letter

future of our nations and their energy is exhilarating.

Their caring for their communities and people is touching. They truly want a better tomorrow.

We hope that with the help of Choices, and our educational partners and corporation supporters our youth will be able to plan their path to a brighter future for themselves and our extended communities.

So welcome to Choices, a new frontier for, and with aboriginal youth!



# FIND YOUR FUTURE AT BROCK UNIVERSITY

PhD student Josh Manitowabi, from Wikwemikong First Nation on Manitoulin Island, and economics graduate Jessica Bomberry, from Six Nations of the Grand River, are perfect examples of the rich culture of Brock University.

The Brock campus includes hundreds of Indigenous students from across Canada, who come for an excellent education in an

inclusive environment with academic and cultural supports for Indigenous students.

To learn how Brock can open doors for your future, contact Sandra Wong ([swong2@brocku.ca](mailto:swong2@brocku.ca)) or Arlene Bannister ([abannister@brocku.ca](mailto:abannister@brocku.ca)) in our Aboriginal Student Services office.

Come and be part of a great experience.

Discover the Brock experience.

[brocku.ca](http://brocku.ca)

**Brock**  
University

# More Indigenous students are choosing Brock University

**B**rock University, a leading post-secondary institution located on the traditional territory of the Haudenosaunee and Anishinaabe peoples, is committed to inclusivity and reconciliation.

But it also has a growing reputation for academic excellence, a great student experience, and graduates

who find careers.

Located in St. Catharines, Ont., Brock is the choice for more and more people – including record numbers of Indigenous students. This fall, more than 230 Indigenous students from across Canada enrolled at Brock.

People choose Brock for many reasons, including its range of 120 different de-

gree programs across many disciplines. But there are other attractions, including:

- *a modern campus situated along the forest of the Niagara Escarpment*
- *Brock is home to 13 Canada Research Chairs*
- *top 5 among Ontario universities for 3M Awards for Teaching Excellence*
- *Maclean's ranks Brock #3*

*in its category, across Canada, for student experience*

- *Ontario government data shows that, two years after graduation, Brock grads have an employment rate of over 96 per cent – that's above the average of provincial universities.*

Brock's office of Aboriginal Student Services helps In-  
*(Continued on page 6)*



(Continued from page 5)  
Indigenous students make the transition to the Brock community by providing cultural and academic support in a welcoming and inclusive environment.

Brock's efforts to create and expand a diverse and welcoming learning community can be seen in a number of major steps the university has taken.

In 2015, Brock made some history of its own when it appointed Cree artist and filmmaker Shirley Cheechoo as the first Indigenous woman to ever hold the university's prestigious role of Chancellor.

Last year, Brock adopted a new strategic plan for the entire university that is built on four main priorities. One of those priorities is a com-

mitment to foster a culture of inclusivity, accessibility, reconciliation and decolonization.

And this spring, Brock appointed Amos Key Jr., a member of the Mohawk nation, as the university's first-ever Vice-Provost, Indigenous.

"I would like Brock to become a centre of excellence for Indigenous education and Indigenous applied re-

search provincially, nationally and even internationally," Key said. "We all want to decolonize education and to Indigenize the academy. That is why I am so glad to be joining the team at Brock University to begin having those conversations."



## Want to be part of Choices?

- Contact us and we'll help you promote your post secondary related product or service.
- Have an experience you'd like to share as an Aboriginal student or graduate we'd love to hear from you.  
519.445-0868 or [Troy@theturtleislandnews.ca](mailto:Troy@theturtleislandnews.ca)



Since 2004, Indspire has provided over **\$115 million** in financial support to more than **37,500** First Nations, Inuit and Métis students.

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**Application deadlines:**  
February 1, August 1 and November 1

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# Six Nations' Amos Key Jr. BECOMES BROCK UNIVERSITIES FIRST VP of Indigenous Engagement

**S**ix Nations' Amos Key Jr has joined the staff at Brock University becoming the University's first Vice-Provost, Indigenous Engagement.

The University has described the appointment as a major step in its institutional growth and development.

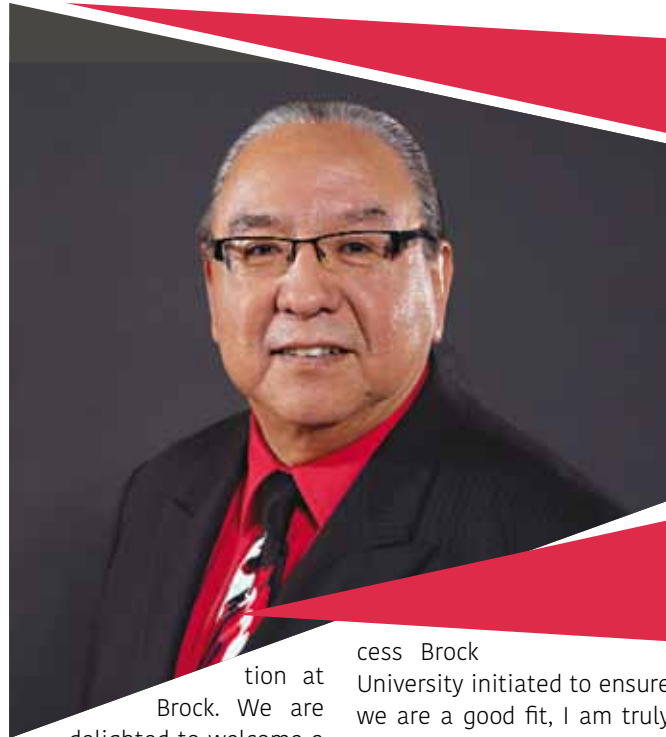
The new senior position will support Brock's Indigenous education, its community engagement and partnership initiatives.

Key, was an assistant professor at the University of Toronto's Centre for Indigenous Studies. His new position began July 1.

Following a year-long international search, Key was unanimously recommended by the search committee, which included students, faculty and staff from across the University and Indigenous communities, the University said.

Brock President Gervan Fearon said the University is establishing this senior position to advance and lead Brock's goal to strengthen relationships of trust with Indigenous communities and partners across all sectors and activities of the University.

"Last year, our Senate and Board of Trustees approved an Institutional Strategic Plan that set a new focus for Brock, based on four key priorities," said Fearon. "These priorities include fostering a culture of inclusivity, accessibility, reconciliation and



tion at Brock. We are delighted to welcome a new Vice-Provost to advance the realization of this priority."

Key, a member of the Mohawk Nation, studied sociology (Western University), photographic arts (Ryerson University) and television and communication arts (Mohawk College). He has been the First Nations Language Director for 25 years at the Woodland Cultural Centre in Brantford, and has also served in a wide variety of positions with organizations in a career characterized by helping develop Indigenous initiatives in education, the arts, communications media and intergovernmental affairs.

He said he is honoured to be joining "the Brock University family."

"After the rigour and pro-

cess Brock University initiated to ensure we are a good fit, I am truly grateful," he said. "And I am excited with the opportunity to bring and share my Indigenous lens and philosophy to Brock at this time in my career. I hope to work with colleagues to embed and put into practice the spirit of some of the 46 articles of the United Nations Declaration on the Rights of Indigenous Peoples, and many of the Calls to Action from the Truth and Reconciliation Commission, and not just those that call to academia.

"I also want to 'shine a light' on the unique Indigenous ideologies – or as we say, Indigeneity – of the Indigenous Civilizations of Ontario. Brock has a tremendous opportunity to dialogue and discuss these historic truths in a safe, collegial and respectable environment,

and take a leadership role not only in reconciliation but in 'reconcili-action' to respond to these truths.

"Brock is situated right in the centre of Haudenosaunee and Anishnaabe Territories (Dish with One Spoon Covenant), which is also home to many new Indigenous Peoples, including the Metis and Inuit and their communities. These civilizations and communities are important strategic partners, giving us at Brock an amazing opportunity and coveted profile in this province and within Indigenous Academia."

Greg Finn, the University's Interim Provost and Vice-President Academic, chaired the advisory committee which oversaw the candidate search. He said the process itself was defined by inclusion and collaboration.

"The position itself was recommended over two years ago with consultation from the Indigenous Education Advisory Committee, the Aboriginal Education Council, the Two-Row, One Dish, One Spoon Council, the Tecumseh Centre as well as Indigenous students, staff and faculty," said Finn.

"Obviously it was important that all relevant partners have a say in defining this important chapter of the University's evolution. I am pleased to welcome Amos Key as Brock's inaugural Vice-Provost, Indigenous Engagement."

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**SOCIAL SERVICE  
WORKER GRADUATE.**

**FUTURE  
READY.**



Mohawk College is committed to educational success and broadening the understanding of Indigenous communities and culture.

Learn more about student services and programs.

[mohawkcollege.ca/IESS](https://mohawkcollege.ca/IESS)

 **MOHAWK**  
COLLEGE





## adventure, growth and a kickstart to college

**A** group of students explored Canada's Indigenous culture over the summer, while developing their academic and leadership skills - starting them down the road to a postsecondary education.

For two weeks, nine students participated in the Pathfinder program at Mohawk College, a summer program encouraging Indigenous students to learn more about post-secondary education and their Indigenous heritage. The students spent their first week in Hamilton at Mohawk's Fennell Campus, participating in a number of cultural activities. They then flew to Vancouver for a week, meeting with local Elders, knowledge keepers and facilitators.

"I had so many positive experiences," said Caroline Hill, a participating student. "I got to fly on a plane for the first time and explore Vancouver. I never thought I would do this in

my life and I'm so grateful that I got to do this with this group of people. I loved learning about the different Indigenous cultures in Squamish and surrounding areas. I loved hearing their traditional stories and teachings and seeing parallels to our own. Another great experience was just being at Mohawk College for the first week because I now feel comfortable navigating the campus by myself this fall."

Activities in British Columbia included a visit to the Squamish Lil'Wat Cultural Centre for silver-smithing, cedar weaving, self-reflection through art, and a wrapping ceremony with Elders from Squamish First Nation. The students returned to Mohawk College for two days, completing assignments and reflecting on the experience. In the process, they earned a college credit in Indigenous Wholistic Practices.

"I'm a very shy person



but I was able to make some amazing friends who I'm attending Mohawk with this fall," said Hill. "Growing up, I wasn't super involved in my culture but after attending Pathfinder, I feel comfortable and safe in learning more about my culture and myself."

Pathfinder connects students to the college campus and familiarizes them with the college community, with student mentors and Indigenous Education and Students Services.

It sets them on a good path for success in college.

# Creating a future through education

TORONTO - Investing in education is critical to fostering strong and healthy Aboriginal communities. However, while successful education completion is on the rise among Aboriginal peoples, a gap still remains compared with the rest of Canada. According to Statistics Canada's 2011 National Household Survey, 22.81

per cent of Aboriginal peoples aged 25 to 64 reported high school as their highest level of education (up from 21 per cent in 2006) and almost one-half (48.4 per cent) completed post-secondary qualification, up from 44 per cent in the 2006 Census. These results compare with 89 per cent of Canada's non-Aboriginal population holding at least a high school diploma, and 64 per cent attaining post-secondary qualification.

To help grow Aboriginal peoples' educational and workforce participation, and ultimately strengthen Canada's competitiveness and

economic prosperity, this gap must close faster. That is why supporting innovative programs which help students achieve their goals remains a priority for RBC.

With the right resources and knowledge, overcoming educational barriers and challenges is not only possible, but can be repeated successfully from coast to coast to coast.

"I have seen firsthand the difference education can make," says Chinyere Eni, national director, Aboriginal Markets, RBC. "Through grants and donations towards after-school programs, extracur-

ricular activities and financial literacy awareness programs, RBC has been able to promote and support youth education in Indigenous communities across Canada. These are the stepping stones that support the proactive engagement of Indigenous youth in not only education but also in community."

RBC believes education is a cornerstone to helping shape the future for today's Aboriginal youth.

*The RBC Aboriginal Partnership Report is available online at: [www.rbcroyalbank.com/commercial/aboriginal](http://www.rbcroyalbank.com/commercial/aboriginal).*



## You'll **FEEL AT HOME** at **GEORGIAN COLLEGE**

**We offer dedicated support services to help you succeed.**

Indigenous Resource Centres at our Barrie, Midland, Orillia and Owen Sound campuses offer a culturally supportive environment and a true home-away-from-home experience. Here you will find:

- Visiting Elder program
- Niwijiagan (peer mentor) program
- Getsijig (counsellor)
- Indigenous student advisors
- Study spaces, social areas and computers
- Feasts, cultural teachings and craft nights

### CONTACT US

Ashley Lacourciere, Community Liaison Officer | Indigenous Services  
705.728.1968, ext. 1317  
[ashley.lacourciere@georgiancollege.ca](mailto:ashley.lacourciere@georgiancollege.ca)

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- Indigenous Community and Social Development (two years)
- General Arts and Science – Shki-Miikan (New Road) (one year)



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**Windsor Law**

University of Windsor

**DREAM. LEARN.  
ACHEIVE.**

[www.uwindsor.ca/law](http://www.uwindsor.ca/law)

**Some law schools care about social justice. WE LIVE IT.**

Windsor Law sits on the traditional territory of the Three Fires Confederacy comprised of the Odawa, Ojibway and Potawatomi.

# Windsor Law Indigenizes Canadian & American Dual JD Program

In their ongoing commitment to enhancing Indigenous voices and scholarship in the legal profession, Faculty of Law members at the University of Windsor continue to act in response to the Truth and Reconciliation Commission of Canada. Windsor Law, which sits on the traditional territory of the Three Fires Confederacy, comprised of the Ojibway, the Odawa, and the Potawatomi introduced a mandatory Indigenous Legal Orders course to first-year single JD students in 2018. This year, Windsor Law will also make the course mandatory for first-year Dual JD students.

The Canadian and American Dual JD program offers a rigorous curriculum designed to immerse students in two legal cultures. Because of Windsor Law's proximity to an International Border between the US and Canada, the University of Windsor Faculty of Law (Windsor, Ontario) in partnership with the University of Detroit Mercy School of

Law (Detroit, Michigan) offer an integrated curriculum which allows students to earn both a Canadian JD and American JD simultaneously.

"Windsor Law's curriculum is continually enhanced to incorporate Indigenous teaching material, case examples and scholarship into law courses," says Michelle Nahdee, Indigenous Legal Studies Coordinator at Windsor Law.

Sylvia McAdam, Assistant Professor at Windsor Law, continues: "In an era of Truth and Reconciliation as well as 'Nation to Nation' dialogue, Indigenous peoples are rebuilding their nationhood and dismantling colonialism. Nêhiyaw (Cree) laws and other Indigenous laws are the foundation to rebuilding and it's an exciting time to rebuild and revitalize inherent original instructions."

The knowledge of Windsor Law Indigenous faculty members has allowed the school to offer a range of law courses related to Indigenous peoples, to In-

digenize the curriculum material and to improve the experience for Indigenous students. Their diverse backgrounds allow for teaching of comparative Indigenous Law drawing from legal traditions of the Anishinaabe, Cree, and Haudenosaunee peoples.

In addition to learning about Indigenous culture and legal traditions in the classroom, students, faculty and staff are able to participate in an Anishinaabe Law camp hosted on Walpole Island First Nation to learn about Indigenous Legal Orders from Teachers, Knowledge Keepers, local Elders and Residential School Survivors. Windsor Law students can also participate in Indigenous Moots and join the Shkawbewisag Student Law Society: a student group that organizes several activities throughout the year including Indigenous panels, pow wows, round dances and walk-outs.

Throughout the year, Windsor Law regularly welcomes visiting Indigenous scholars through the In-



igenous Scholars Lecture Series, Elder-in-Residence program, conferences, orientation and convocation events.

Are you interested in pursuing a legal education that transcends borders? The application deadline for our Canadian & American Dual JD Program is May 1st. Windsor Law is home to a vibrant community of Indigenous students, faculty, and staff and warmly welcomes applications from prospective Indigenous students and scholars.

For more information about the single JD program, the Dual JD program, the graduate LLM program or integrated program options including MBA/JD and MSW/JD visit [www.uwindsor.ca/law](http://www.uwindsor.ca/law) or contact the Indigenous Legal Studies Coordinator at 519-253-3000 ext. 2983.

## Want to be part of Choices?

- Contact us and we'll help you promote your post secondary related product or service.
- Have an experience you'd like to share as an Aboriginal student or graduate we'd love to hear from you.

519.445-0868 or [Troy@theturtleislandnews.ca](mailto:Troy@theturtleislandnews.ca)

**CENTENNIAL  
COLLEGE**

# **OPEN HOUSE**

**December 1, 2019  
10 am - 2 pm**

Progress Campus – 941 Progress Avenue, Toronto

Tour our innovative learning spaces.  
Meet your future peers.  
Discover your new career.

**[centennialcollege.ca/open-house](http://centennialcollege.ca/open-house)**

**See where experience takes you.**

# Centennial students shine at the Skills Ontario Competition



**H**aving the lowest unemployment rate in 40 years sounds like great economic news, but the hard reality is Canadian companies are struggling to find talented people with the right skills to fill their jobs.

Skilled trade workers such as auto technicians, electricians and welders have consistently ranked among the five hardest roles to fill in Canada for the past 10 years, due to an aging population that has seen many tradespeople retire out of their fields. So where will the next generation of skilled workers come from?

Organizations such as Centennial College are working hard to raise awareness of the great careers available in the trades. One way is by participating in the Skills Ontario Competition that takes

place annually at the Toronto Congress Centre in May.

This year's Olympics-style showcase drew more than 30,000 spectators to watch skills contests in everything from culinary arts to robotics. Student competitors from high schools, colleges and universities showed off their skills in a controlled environment, such as working on identical autobody panels that need to be refinished.

Some 47 Centennial students were put to the test in 26 distinct categories. The hard work and preparation paid off, as Team Centennial collected a total of 16 medals at the awards ceremony on Wednesday, May 9.

The five gold medals were in Automotive Painting, Automotive Service, Outdoor Power Equipment, IT and Network Support, and Truck

and Coach. The seven silver medals were in Autobody, Automation and Control, Coding, Computer Aided Manufacturing, Heavy Equipment, Refrigeration and Web Design. The four bronze medals were for Aesthetics, Baking, Refrigeration, and IT and Network Support.

In addition to the amazing number of medals earned by its students, Centennial was also awarded the College of Distinction trophy for overall achievement at the event. This is the second consecutive year that Centennial has won the honour.

Gold medalists were automatically eligible to represent Ontario at the Skills Canada National Competition on May 28-29 in Halifax, Nova Scotia. Team Centennial mounted a strong showing there, bringing home two

gold and one silver medal.

Catherine Mathewson collected a gold medal for her outstanding performance in the Car Painting category. Jake Seaward did the same in the Outdoor Powered Equipment category, which involves repairing snowmobiles, marine engines and other powersports equipment. Auto Service Technician student Thomas Phan earned a silver medal for his demonstrated expertise in vehicle repair.

Skills competitions go a long way in raising the profile of the trades and demonstrating to young people just how rewarding these careers can be, especially when major employers such as Magna, Ontario Power Generation and ArcelorMittal are watching from the sidelines!  
[www.centennialcollege.ca](http://www.centennialcollege.ca)



# School of Indigenous and Canadian Studies

CARLETON UNIVERSITY

The interdisciplinary **Indigenous Studies Program** at Carleton University in Ottawa engages both Indigenous and non-Indigenous students through a decolonial lens, blending traditional academic instruction with Indigenous-led approaches to teaching. By providing students with an in-depth understanding of the historical and contemporary experiences of Indigenous peoples in North America and the world, the program aims to build a community of students who will lead Canada's efforts to grapple with the complex history of relations between Indigenous peoples and Canada.



In our unique program, four main thematic areas enrich student learning:

1) Indigenous peoplehood studies; 2) Indigenous ways of knowing and epistemologies; 3) history of Indigenous-Settler relations and colonization; and 4) Indigenous recovery, vitalization and reclamation, and decolonization. Fourth-year students have the option to work with elders or a community organization in a capstone project.

Enter our [High School Essay Contest](#) for a chance to **win \$500.00!!**  
Deadline to submit is October 31<sup>st</sup>; winners announced November 29<sup>th</sup>.

**Want more information?**

Email: [sics@carleton.ca](mailto:sics@carleton.ca) or visit our website: [www.carleton.ca/sics](http://www.carleton.ca/sics)

# The Carleton Advantage

*Inspiring students to become vital participants and astute critical thinkers*

**T**he School of Indigenous and Canadian Studies' Indigenous Studies program helps students understand and explain the challenges faced by Indigenous peoples, Canadians, and other groups. The School inspires students to become vital participants and astute critical thinkers in Canada's liberal democracy. The primary goal of our program is to provide a comprehensive education – refining research and problem-solving skills – that allows for engagement in a rapidly changing academic, professional and community-orientated work environment.

## The Capital Advantage

Our program greatly benefits from its location in the capital and the extensive networks that exist between our faculty and professionals who work in local Indigenous organizations. Within the federal government, we work with departments like Indigenous Services Canada



and Crown-Indigenous Relations and Northern Affairs Canada. In addition, there are the national Aboriginal organizations like the Assembly of First Nations and the Metis National Council as well as a wide array of educational, health and other civil organizations that recognize the need to consult, employ and build bridges with Indigenous peoples and communities.

## Admission Requirements

To be admitted into the Indigenous Studies program, you must have the Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4 U/M courses. Your 4 U/M courses must include 4U English (or Anglais).

For more info. visit:  
[www.carleton.ca/sics](http://www.carleton.ca/sics) or  
Email: [sics@carleton.ca](mailto:sics@carleton.ca)

I chose to take a minor in Indigenous Studies because I was interested in disciplines like history, political science, and anthropology from the perspective of Indigenous peoples in Canada. I really enjoyed and appreciated taking Introduction to Indigenous Studies (INDG 1000) that was part of it because it was grounded Haudenosaunee ways of thinking and being, and it helped my identity as a Haudenosaunee woman. The program is also beneficial to non-Indigenous peers- some of whom are people of colour who could identify similarities in their peoples'/religious oppression. It provided the space for mainstream Canadians to stop and reflect on the knowledge they grew up with, and to ask questions to learn from the perspective of Indigenous peoples (whether professor or willing student).

*3rd year B.A. student*

## Tips to help you manage their money at school

(NC) Sending your children off to college comes with its own set of challenges. Have you considered their credit card literacy? **Here are some tips to help them:**

Start with a clean slate. Once your child is old enough to have their own credit card, it may be best for them to first check their own credit report to confirm there is no fraudulent or incorrect information on their file. Visit the

websites for Equifax Canada or TransUnion Canada to find out how to obtain a free credit report.

Make sure they open a bank account. Having a chequing and/or savings account and keeping them in good standing is an important step. They should be made aware that certain negative activity like writing a cheque without the funds to cover it may end up reflected in their credit bu-

reau report.

Review credit card options. It's important to find a credit card that suits your child's lifestyle and spending habits. A good start is applying for a no-annual-fee credit card with a loyalty rewards program. Not having the burden of an annual fee on their credit card makes life that much easier. Pay bills on time. Knowing how interest works and how to avoid pay-

ing it is a staple. No one likes having to pay extra when they don't need to. Get and keep a steady job. Employment history is one of the most important factors that financial institutions look at when determining whether to lend you money, like through a credit card. Having a part-time job throughout the school year or during the summers is a great start. -NC-





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- ◀ Indigenous Studies
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- ◀ Media, Design and Dramatic Arts
- ◀ Sport and Recreation
- ◀ Trades and Technology
- + 11 Skills Apprenticeships

MORE THAN  
1000

Indigenous students per year attend Canadore College



We represent students from many Nations including Ojibway, OjiCree, Cree, Algonquin, Métis, Mohawk, and Inuit



5,000+  
Indigenous Alumni



Leaders in Indigenous Education





## STUDY.

- Small class sizes
- Unique programs, renowned both Nationally and Internationally
- Hands-on learning
- Over 200 plus Pathway opportunities (Diploma to Post Graduate)

## STAY.

- Excellent opportunities in employment throughout the North
- Strong, vibrant, and growing economies
- Nature at your doorstep

## PLAY.

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- Urban Life
- Cottage Life

For all Indigenous learners, Northern offers a range of support and activities specifically designed with you in mind. We invite you to complement your worldview and traditional practices with a Northern College education.

### You have access to:

- Indigenous advisors
- Permanent Tipi located at Timmins campus
- Indigenous Cultural Week
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- Free academic upgrading with financial support for childcare and travel
- Traditional and cultural events, guest speakers, seminars, and sharing and healing circles
- Indigenous student lounges
- Elders on campus
- Summer orientation
- OSAP, bursaries, and emergency loans

For more information on admission requirement and enrollment, call 705-235-7222 or visit [northerncollege.ca](http://northerncollege.ca)



# Doing things differently, that's the Northern college experience.

## Welcome to the Northern Experience.

**W**e do things differently up North. We offer the best education possible, rooted in student centric values. Our unique learning environment and experiences ensure you receive a memorable college experience that delivers the skillset you need to succeed long after graduation.

We offer the latest in

educational technology and learning practices for both distance and in classroom learners, placing heavy focus on hands on teaching techniques that best prepare you for your chosen field. Our tight knit campuses offer a warm and inclusive learning experience that provides close relationships with our faculty, your peers and our college support staff.

As Northerners we believe in a close-knit sense of community, an open door policy

and an investment in our neighbours. Our wide array of student supports and large community presence means Northern College can serve as a gateway to success for our students. Life in northeastern Ontario is a unique experience that's not only worth the trip, but worth staying for, either throughout your studies, or after graduation.

At Northern College, we believe there is beauty in balance. A stressful semester

of studies should be countered with a healthy dose of R&R. Now, we're no doctors, but we do know how to have fun. The northeast and our campus communities are packed full of ways to unwind, whether it's a weekend spent in the great outdoors, or taking in some great live music, local culture and history.

To learn more about how you can study, stay and play with us, please visit [northerncollege.ca](http://northerncollege.ca).



# Grand River Post Secondary Education Office



## Education Assistance

P.O BOX 339, 2160 4th Line Road, Ohsweken, ON, NoA 1M0

Telephone: 519-445-2219

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Fax 519-445-4296

Email: [info@grpseo.org](mailto:info@grpseo.org)

*Continued Success at GRPSEO: Let's Take a Look!*

Total Number of Confirmed Six Nations  
Post Secondary Graduates since 1992/93 → **2,665**

### 2017/2018 Achievements

- 1029 Applications were received.
- 723 Applications were approved
- 306 Applications were not approved
- 671 Were full time students
  - 52 Were part time students
- 36% Students live on reserve full time
- 64% Students live off reserve full time

### Other Sources of Funding

Funding is limited and there is no guarantee for approval. However, do not forget about the alternative sources of funding that are available which include:

- Indspire
- Dreamcatcher Fund
- Canlearn
- Ontario Student Assistance Program (OSAP)



## EDUCATION: A PATH TO TOMORROW

### Important GRPSEO Dates

**MUST APPLY ON LINE! NO EXCEPTIONS FOR LATE APPLICATIONS!**

**Feb 1: Application Deadline for Summer semester.** Fall Marks/Progress Reports due for all continuing students. Levels 3 & 4 (Master or Ph.D students) provide Letter of Good Academic Standing. Winter course registration/timetable and detailed tuition fees due.

**May 1: Application Deadline for Fall/Winter semester(s).** Winter Marks/Progress Reports due for all continuing students. Levels 3 & 4 (Master or Ph.D students) provide Letter of Good Academic Standing. Summer course registration/timetable and detailed tuition fees due.

12:05 am MAY 2nd to 9am JULY 1st

The ON-LINE APPLICATION IS NOT AVAILABLE

**Aug 1: Official Transcripts** are due from students funded for any of the three previous application periods (Summer/Fall/Winter). **Community Service Activity forms** are due for 1<sup>st</sup> time funded students (funded for any of the 3 previous application periods - Summer/Fall/Winter) For all APPROVED Fall applications—any documentation that was requested by the Funding Advisor to be submitted by August 1, (as outlined in the "Check List of Required Documentation" form provided to the applicant), and not received by this deadline date will result in CANCELLATION of the approved application and loss of funding.

**Oct 1: Application Deadline for Winter semester.** Summer Marks/Progress Reports due for all continuing students. Levels 3 & 4 (Master or Ph.D. students) provide Letter of Good Academic Standing. Fall course registration/timetable and detailed tuition fees due.

### Dates to Remember

- Sept 1 Back to Regular Office Hours: 8:30am to 4:30pm
- Sept 13 Office Closed: Staff Appreciation Day
- Oct 31 Deadline to Submit Graduate Photos for Publication
- Nov 8 Fall Semester Contact required from all students (check with your Post Secondary Funding Advisor)
- Nov 11 Office Closed: Observance of Remembrance Day
- Nov 28 Office Closed—Staff Planning
- Nov 29 Office Closed—Staff Planning
- Dec Graduate Promotion/Graduate Photo Publication
- Dec 23 Office Closed
- 2020**
- Jan 2 Office Reopens
- Feb 19 Office Closed: Observance of Family Day
- Mar 6 Winter Semester Contact required from all students (Check with your Post Secondary Funding Advisor)
- Apr 10 Office Closed observance of Good Friday
- Apr 13 Office Closed Observance of Easter Monday
- May 18 Office Closed Observance of Victoria Day
- June 1 Summer Office Hours: 8 am to 4 pm
- June 22 Office Closed: Observance of Solidarity Day

Please check the local newspapers, our website at [www.grpseo.org](http://www.grpseo.org), Facebook or give us a call at (519) 445-2219 for more information

[www.grpseo.org](http://www.grpseo.org) / LIKE US on Facebook or Follow us on Twitter

# Aiming to be an Ontario qualified educator...

## Trent University is for you

**T**he Indigenous Bachelor of Education at Trent University is a five-year concurrent degree program designed for Indigenous learners who are aiming to be Ontario-qualified educators. The program prepares students to teach in urban, rural, First Nation Métis Inuit (FNMI), Public, and Catholic educational settings and supports them in developing a deep understanding of Indigenous cultures, knowledges, and languages. An emphasis on Indigenous ways of knowing and learning is central throughout the five years

of the program, which includes a series of core courses that build these understandings while considering how they apply to educational contexts such as schooling, learning from the land, and learning from Elders. The program also equips students with essential content knowledge and skills related to subjects taught in Ontario schools at the Primary/Junior (kindergarten to grade 6) and Intermediate/Senior (grades 7-12) levels, particularly in the two final professional years of the program.

Our program model is

based upon the four dimensions of the medicine circle: physical, emotional, mental and spiritual. We aim to build good relationships between the land, the university and our students. As such, there are many pathways into our Indigenous Bachelor of Education program for those who want to become educators.

Successful graduates will receive a Bachelor of Education degree and may also qualify for a General Bachelor of Arts or Bachelor of Science degree. Applicants to the Bachelor of Education - Indigenous

program must meet secondary school admission requirements (ENG4U and five additional U or M courses), self-identify as having Indigenous ancestry (First Nations, Métis, or Inuit) using the Equity Admission Form. Applicants who have attended a postsecondary institution may qualify for advanced standing in the program. Transfer credits will be evaluated on an individual basis.

To learn more about your pathway into the program, please visit [trentu.ca/education/indigenous](http://trentu.ca/education/indigenous).



# New VIU blog tells the student experience story

## Find out what's going on at Vancouver Island University.

NANAIMO, BC - Curious about what being a student at Vancouver Island University is like? Wondering how to pay for school, where to go for help with essay writing or how to take advantage of all of the extra-curricular activities available on campus?

Check out the VIU Blog for helpful tips and tricks to make university life easier, courtesy of VIU students who have already experienced it and are eager to share their knowledge. From how to

pay for university, to what to do if you're struggling, to finding your tribe, students who have walked the same halls and taken the same courses pass on their best advice.

"It can feel a little daunting being a post-secondary student when considering the bills," writes Creative Writing student Raymond Wade. "Fortunately, there are plenty of resources and approaches that can help you get through school without breaking the bank."

"The biggest hurdle to overcome at university is to ask for help. If your professors know you, they can reach out and support you," advises First Nations

Studies student Sheldon Scow, in a column about surviving post-secondary as an Indigenous student. "It's better for them to know you're struggling than for them to not know and wonder why you're not showing up. I know. I've lived it."

The VIU Blog aims to answer all the little questions students and prospective students frequently ask - and some of the big ones as well. For example, in a column about figuring out what to do when you grow up, three VIU experts share advice to help students navigate this path.

"Expose yourself to experiences - you can't consider what you don't

know," suggests VIU Psychology Professor Dr. Lindsay McCunn. "Go on volunteer opportunities, ride along with the police and hang out in an elementary school class as an aide. Be proactive and put yourself in the environment you think you want to be exposed to day in and day out. Usually, you will succeed in a setting you feel more comfortable in."

Check out these articles and many more on the VIU Blog page. Fill out the subscribe link at the bottom of the page to receive these stories straight to your inbox!

*Permalink:* <https://news.viu.ca/new-viu-blog-tells-student-experience-story>





# SUCCESSFUL CAREERS START IN YOUR COMMUNITY

Since 1999, NAIT has delivered its world-class programs to First Nations, Metis and Inuit students throughout Canada.

We are committed to building a respectful and collaborative relationship with Indigenous communities by facilitating learner success through training and professional development programs.

Through partnerships with Indigenous communities and industry, we can design, develop and deliver customized training programs.

- Academic upgrading and bridging programs
- Accounting
- Alternative Energy Training
- Computer courses and certificates
- Culinary
- Employability skills
- Leadership and Project Management
- Office Administration
- Medical First Responder/Health
- Trades

[nait.ca/aboriginalinitiatives](https://nait.ca/aboriginalinitiatives)

**WE  
ARE** ESSENTIAL  
TO ALBERTA



# INDIGENOUS BACHELOR OF EDUCATION

♦ ♦ ♦ ♦

[trentu.ca/education/indigenous](http://trentu.ca/education/indigenous)



TRENT UNIVERSITY

SCHOOL OF EDUCATION