



CONSIDERING **TEACHER'S COLLEGE?**

Faculties of education vary in the selection criteria they use to choose their candidates. To make sure you are applying to the school most favourable to your education and accomplishments, we have created materials to guide you through the process. These are resources we recommend you read over before applying:

INFORMATION IN THE RESERVE COLLECTION:

Teacher Education Programs in Ontario Binder

- Information on admission requirements for Ontario Teachers Colleges

Canadian Professional Schools Admissions Requirements

- Where programs are offered across Canada, what the admission requirements are, and who to contact for specific information

United States Teacher Education Program Binder

- Information on programs in upper New York State especially geared towards students wanting accreditation in Ontario

Teacher Training Abroad Binder & Teacher's College Overseas Calendars Binder

- Information on programs overseas with emphasis on Great Britain and Australia, especially geared towards students wanting accreditation in Ontario

PEOPLE TO TALK TO:

Admissions Department – contact the individual universities for specific questions

Resource Centre Staff in the Student Success Centre– to help find information resources in our Resource Library

INFORMATION ON THE INTERNET:

Most universities have their most current information available on their websites

WEBSITES WORTH VISITING:

[OUAC Teachers Education Application Service](#)

[Ontario College of Teachers](#)

[Canadian Faculties of Education](#)

[Canadian Teachers Federation \(CTF\)](#)

[The Ontario Elementary Teachers' Federation](#)

[Ontario Secondary School Teachers' Federation](#)

[Education Canada Network](#)

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ALTERNATIVES TO **TEACHER'S COLLEGE**

The following list of alternatives to teachers college is broad and comprehensive but does not pretend to be exhaustive. Education is no longer confined to the class room as the changing world of work and developmental needs requires skilled professionals to act in numerous capacities and careers. The careers listed below encompass a wide variety of skills and education but serve an equally important task in the learning and development sector.

For ease of use, the following careers are arranged based on education level. Students should note that programs at the Master's degree level do not require a Bachelor of Education degree and are open to all those who have a Bachelor degree from a recognized institution and meet the general requirements laid out for admission.

We hope that people use this information as a starting point in clarifying and investigating the kinds of work and opportunities that interest them. Students should note that further research through educational programs may be required for some careers mentioned in the following list. If you have any questions regarding careers or further education please do not hesitate to drop by the Student Success Centre.

Bachelor's Level:

- Adult and Continuing Education and Teaching
- Educational Instructional Media Design
- Library Science
- Special Education (Aboriginal)
- Education Assistant
- Vocational Rehabilitation Counselling
- Youth Services Administration

Master's Level:

- Adult and Continuing Education and Teaching
- Emotional Disturbances Education
- Hearing Impediments Including Deafness Education
- Individuals with Specific Learning Disabilities Education
- Individuals with Vision Impairments Including Blindness Education
- Gifted and Talented Education
- Educational Assessment, Testing, and Measurement
- Educational Evaluation and Research
- Educational Leadership and Administration
- Educational Instructional and Curriculum Supervision
- Educational Instructional Media Design
- Library Science
- Youth Services Administration



College Level:

Early Childhood Education
Educational Assistant
Montessori Educator
Personal Support Worker
Social Services Worker
ESL/EFL Teacher
English in the Workplace Teacher

Post-graduate College Level:

Child and Youth Worker
Development Services Worker
Early Childhood Education (Special Needs)
TESL, TEFL program
Adult Literacy Tutor/Instructor
Adult and Continuing Education and Teaching
Autism and Behavioural Sciences/
Child and Youth Worker
Youth Recreation Leadership
Health Promotion

Online and Distance Education:

Distance Education (M.D.E.)
Career Counselling
Educational Counselling



WRITING YOUR PERSONAL STATEMENT

The writing of autobiographical information in support of applications to employment or academic opportunities could well be called a rite of passage for university students. The overall trend in application processes for academic programs is discernibly in the direction of autobiographical information being increasingly relied upon to distinguish between candidates. How this information is used still varies widely amongst programs, and even amongst different schools offering similar or identical programs. For example, experience profiles, autobiographical application forms or statements of interest are prime considerations to some schools and programs once academic credentials are met. To others, they are one factor of many, including marks, letters of reference and admission test results.

What does it take to prepare good answers to application questions? To be successful, you need to first be knowledgeable about the institution, program, and your attributes and goals. Next, you should have a good understanding of the questions (what's really being asked), have relevant experience to draw upon, good writing skills and sufficient time to prepare sincere, thoughtful and concise answers.

So where do many applicants go wrong in preparing autobiographical statements, supplementary application forms and experience profiles?

- By basing their responses on a superficial understanding of the nature and intent of the questions, together with insufficient information about the programs to which they are applying, and the careers that follow.
- By providing an exhaustive review of experience without showing its value and link to career goals.
- By failing to have a clear career goal.

The good news is that the steps to creating a fabulous application are strikingly similar to writing an essay. As in essay writing, it is essential to present your information in a logical order, provide proof to support the content, and unify points around an underlying theme. The remainder of this document should help demystify the application process. Consider attending the "How to Write your Personal Statement Workshop" at the Student Success Centre to get additional guidance on this process.

STEP ONE: UNDERSTAND THE KEY OBJECTIVES OF THE PROCESS

For the moment, let's step into the shoes of the folks who design and administer admission and selection processes, and let's imagine what their concerns must be.

Their role is very similar to those of employers, who have a real stake in the successes and outcomes of the people they hire. What characterizes an ideal applicant for a professional or graduate school program? For every admissions coordinator or team the answer is the applicant who demonstrates clear potential for completing the program and succeeding in the workplace as a graduate.

STEP TWO: DO YOUR RESEARCH

A common mistake made by applicants is beginning to write before doing the necessary research. It is easy to overlook the need for research when we begin to write about a topic as familiar as ourselves. But application processes ask us to write about particular information about ourselves in a way that is new and uncomfortable. How often do we sit down to communicate our hopes for the future and successes from our past to someone we've never met? How often do we practice doing that in writing?



There are clearly three research tasks facing an applicant:

1. The career/profession,
2. The program and school to which the application is being made,
3. Experience, qualifications, and qualities of the applicant.

RESEARCHING THE CAREER / PROFESSION

Setting aside the time to research the career/profession will help you fully understand what the necessary skills and characteristics are to be successful in the position. Furthermore, it will help clarify whether this career is a good fit with your interests, personality, values, and lifestyle expectations; thus help you with step three in the research tasks.

- Review job descriptions to determine themes in requested competencies.
- Access [Career Cruising](#) to research up-to-date, comprehensive, Canadian sources of career information
- Conduct informational interviews and make contacts in the field; for a database of contacts access [MentorLinks](#) on the Student Success Centre website.

RESEARCHING PROGRAMS & SCHOOLS

The goals of conducting program research are twofold: to gain clarity and insight into the criteria that programs will use to determine applicants' potential fit and to gain the information required to answer questions that directly measure applicants' knowledge of a program. To accomplish this task consider:

- Reviewing literature provided by the programs themselves.
- Speaking with program staff, faculty, students and grads.
- Reading alumni publications and school newspapers to find up to date information on campus issues, strategic directions, new research grants and resource allocation
- Reviewing articles and books that provide program rankings.
- Arranging a personal visit.

ASSESSING YOURSELF

This is the effort that generates most of the content of an autobiographical application form, while research into the career and the program is necessary to determine the criteria for making selections amongst this content. Completing a thorough, systematic review of past life experiences (including experiences in school, at work, and in extracurricular) pays big dividends. It provides the detailed data necessary to answer application questions and can be instrumental in developing insight into the value of these experiences as evidence of your skills, abilities, strengths and suitability to a given career and program.

Consider first constructing a detailed, comprehensive list of activities over the past five or more years, broken into sensible categories such as Education, Employment, and Other. Next, analyze each experience by writing answers for each of the following seven questions:

- Why did I choose to participate in this activity?
- What did I do?
- What did I learn?
- What did I enjoy?
- What did I contribute?
- What did other people say I did well?
- What did I accomplish, succeed at or achieve?



Of the utmost importance in assessing yourself is arriving at a career goal. However, defining a goal often seems to be the most elusive aspect of all – but it too is achievable when broken down into a series of steps involving the careful consideration of personal and career information.

STEP THREE: DEVELOP YOUR STRATEGY

Reviewing autobiographical information to develop an application strategy and determine one's qualifications is the final step before beginning to write. It is simply the step of putting together information about past experiences with knowledge of the kinds of skills, knowledge, characteristics and experiences a program considers vital to success.

A simple table is often helpful in organizing the information, for example, by listing in one column all the program criteria or requirements, and in another, all the possible experiences an applicant could use as proof of fulfilling them. Many criteria can be determined by a close reading of the application form.

Others may be more subtle and apparent only to the applicants who have taken the time and effort to do the thorough research outlined in Step Two. The purpose of a table of this kind is to first list all the possibilities in order to strategically choose amongst them for best overall effect.

To make choices about the possible experiences an applicant could include, students should consider using the 3 R's of experiences: those that are the most related (similar environments, people and tasks), the most responsible, and ideally also the most recent.

STEP FOUR: NOW YOU ARE READY TO WRITE

With research done and a sound strategy in place, it is finally time to begin the writing process. The collective experience and wisdom of many writers and reviewers of application forms suggests the following:

- When you do write, remember to be insightful – to focus on what you learned or demonstrated through a situation, rather than simply listing the details or duties involved.
- Be sure to make the links between the skills and the experiences clear by showing proof. Before you write about any experience, be sure of your purpose in including it. A simple formula to consider is: "Through _____ (an experience) I demonstrated/learned _____ (a skill, an insight) with _____ (a successful result)."
- Consider the approach of being selective, rather than comprehensive. To the reviewer of many applications, comprehensive means reading about everything, which means hard work.
- Remember to focus on the peaks of your experiences – your reader will assume you've done the preliminaries.
- Be sincere, concise and to the point. Don't over or undersell yourself.
- And above all, do answer the questions. Be sure to include, wherever possible, the situation/task, the action you took (be specific, especially if you worked in a group) and the result.
- And the bottom line: it almost goes without saying that your application must be letter perfect in grammar, spelling and style.

RESOURCES FOR APPLICATION WRITERS

- Sign up for workshops on Writing Personal Statements on [OSCARplus](#)
- If you need information about specific careers and the educational requirements to get into them, access [MentorLinks](#), [Career Cruising](#) and the Resource Centre in the Student Success Centre.
- Review print resources on writing winning personal statements



FINAL TIPS ON WRITING AN EXCELLENT APPLICATION...

- Give yourself lots of time. Start early
- Approach it like a research project on the topic of “My Qualifications”
- Research before you begin to write
- Know why you are including an experience before you begin to write about it.
- Be clear about your goals and your reasons for admission.
- Remember to be analytical rather than simply descriptive – it’s your job to identify and communicate the value of your experiences.
- Be selective. Show them your best stuff.

Be yourself. Use your own words and your own style.