

LEARNING CURVES

CONTINUING EDUCATION • JOB TRAINING

FREE | VOL. 15: ISSUE 3 | WWW.LEARNING-CURVES.ORG | PUBLISHING SINCE 1999 | FALL ISSUE 2013

LEARNING FOR FREE

BY JOANNE MACKAY-BENNETT

As counterintuitive as it may sound, one of the advantages of living in a big city like Toronto is the number of the absolutely FREE educational and cultural opportunities that are available. Often, the hardest part is deciding what to attend. Here's our list of how to access some of what's on offer now and throughout the year. GRATIS! FREE! NO CHARGE!

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www.torontopubliclibraries.ca/print-pubs
No question, the Toronto Public Library (TPL) is a superb place to start when you are looking for free classes. For hundreds of programs, classes, and events, September–December 2013, use their website or pick up

a print edition of **What's On** at your local public library branch. All you need is a library card.

www.torontopubliclibraries.ca/museum-arts-passes

The Museum + Arts Pass is another reason that the TPL is a go-to resource. This pass allows access for two adults and up to five children to museums, galleries, the Toronto Zoo, etc. for one week. You can pick one up at most library branches on Saturdays, 9 am. Passes are distributed on a first-come, first-served basis.

www.icc-icc/en/cap

The Institute for Canadian Citizenship's Cultural Access Pass gives free access for

one year to more than 1,000 Canadian treasures (galleries museums, cultural sites across Canada) for new Canadian citizens.

www.neighbourhoodcentres.ca

A list of all non-profit, multi-service neighbourhood organizations. Neighbourhood centres promote and build community: health and wellness, social gatherings, literacy, settlement services and access to government programs.

www.211toronto.ca

For specific information on community programs in your neighbourhood.

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BACK TO SCHOOL?

BY WENDY TERRY

Going back to school for adults can be a confusing process; there is no one like the high school guidance counselor, in a learning information centre near you, to help you understand all the different options. This situation is even more confusing for adults when they compare themselves to regular high school students, who move up an educational ladder with their peers have comparable educational backgrounds. Adult students, on the other hand, have worked and learned for years in many different fields and often in different countries bringing unique needs to their search. It is like walking down a path and at the end of it finding yourself alone standing in the middle of a universe of learning options orbiting around you.

In each issue of Learning Curves we try to help you find your way through several individual sectors and in the fall issue we try to give you an overview of your choices. Each year we have done it in a slightly different

way. You can find back issues of Learning Curves on www.learning-curves.ca and back articles on www.learning-curves.org. We have referred you to many of these articles in the resource list following this article.

Ask, ask and ask again.

Before you begin your search for the right training or educational opportunity, take a look at the basic information in this article, which will give you a framework for your questions. Then ask your questions—and ask, and ask again!

First of all, ask to speak to a program advisor, and ask opened-ended questions. For instance, instead of saying “I would like to know about the PSW course”, say “I’m a single mom and a foreign-trained nurse, and I am thinking about taking this PSW course. Could you advise me?” In this way, a program advisor has enough background about you to be able to tell you about other options they may know of. You

may then learn about a bridging program that will help you to become a registered nurse again or about financial assistance for training for those who have a low income.

Secondly, always ask about funding assistance not only from the program officer but also at the financial assistance office. There is assistance for adults going part-time as well as full-time.

Third, go to several educational providers and ask your questions. Adult education is a market place. Whatever college you enroll in will get money to educate you from your tuition and from government funding so they may not suggest you check out other educational providers. Think about it! If you were buying a car, would a Ford sales person send you off to a General Motors show room. Take notes, get names, phone numbers and emails so you can get back and clarify options as you shop around. Sketch out on a calendar, deadlines for applying or information

sessions so you don’t miss key dates.

Start where you are, not where you left off.

Often Canadian-born adults assume they have to get back on the educational ladder where they got off when they left school and started working; newcomers often assume they have to get back on the educational ladder and begin again in Canada even though they have a university degree from their country or a skilled trade license. These are incorrect assumptions.

The schools, colleges, universities, career colleges, community-based training programs, professional association training programs, government apprenticeship offices* will consider your previous education and work experience. In fact, for newcomers, educators are much better at this assessment than Canadian employers.

You need to understand terms like

CONTINUED ON 7

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CRITICAL THINKING FOR LIFE AND WORK

BY ANNE MCDONAGH

A few years ago when I was teaching Communications at one of the Community Colleges in Toronto, I asked the students in my business class what the purpose of advertising was. To my dismay, they said with one voice, "To educate the public." No doubt their business teachers and textbooks encourage this fantasy. However, if they had submitted this idea to some critical thinking, the answer might have been quite different. "To create a need among consumers? To sell a product? To make money? To fool the public?" Any of these would have been more accurate than the original answer.

Critical thinking is an essential skill and it should be our constant companion as consumers and as citizens. We need to protect ourselves from the false promises of advertisers and the spin of politicians. What is more, seeing through the lies of advertisers and politicians is necessary if we want to preserve our way of life as a free and democratic society. Critical thinking is our weapon, but we must learn how to use it.

Critical thinking is not just seeing what is wrong with statements made by advertisers or politicians. It is a way of thinking that does not come naturally to us. Among other qualities, critical thinking requires us to be reasonable and logical, unbiased and tolerant, well-informed and open to new ideas. A critical thinker considers the credibility of sources, examines assumptions and evidence. A critical thinker can develop and defend a logical opinion, devise convincing hypotheses and draw clearly reasoned, sound conclusions.

The absence of critical thinking among many people should be of concern to all of us who care about the world we live in. The lack of civil discourse and unashamed ignorance and bigotry of the Tea Party movement in the United States is an extreme example of the lack of critical thinking.

We Canadians are not a whole lot better. Remember the coalition formed by the Liberals and NDP with support from the Bloc which might have defeated the Harper government? There was plenty to criticize in this coalition, but Mr. Harper and his caucus claimed it was anti-democratic, which it was not, but many of us fell for it. We Canadians don't care enough about how we are governed to know a coalition government is quite common, democratic and legal in parliamentary democracies as is the case right now in Great Britain. In their push to lower civil discourse in Canada, the Tories continue to refer disparagingly to the Liberals and the NDP as the Coalition. This is a small example of how we are led astray if we do not intentionally pay attention to what our politicians are doing and saying and if we do not care enough about how we are governed.

And we are all victims, usually without realizing it, of advertising. The cost of sneakers is outrageous—especially as many are made by cheap labour in Asian sweatshops—but we pay the price because of the brand name. Ads appeal to our desire for status, for romance, for success, for all sorts of things that have nothing to do with the product.

Advertisers and politicians use buzz words to manipulate us. As a critical thinker your lie-detecting radar should go on high alert when you hear politicians talking about "hard working families" when they talk about services they may or may not have performed for ordinary people, like giving \$100 dollars a month to families instead of the far more useful universal daycare; or accusing their opponents of being "tax and spend" advocates; or "our brave men and women in uniform" whenever doubts about war or the military are raised.

Critical thinking is one way to see through all this duplicity

thrown at us on a daily basis.

On a whole critical thinking is a skill more likely to be developed by a Liberal Arts education than by a professional, vocational or technical program which emphasizes training in practical skills as, for example, engineering, dentistry, various technology programs etc. According to Wikipedia "the term Liberal Arts denotes a curriculum that imparts general knowledge and develops the student's rational thought and intellectual capabilities. The contemporary Liberal Arts program includes the study of literature, languages, philosophy, history, mathematics, and science."

In Liberal Arts courses, students learn and practise many skills. For example, the writing of essays, a large component of any Liberal Arts program, requires you to think clearly and write correctly. You have to develop hypotheses, defend your ideas and draw conclusions. Similarly, in tutorials you are expected to present and defend your well-researched information in a clear and logical manner.

Good scientists learn to be logical and impartial in their pursuits—both integral aspects of critical thinking. The Scientific Method, which has been largely responsible for our understanding of the natural world and is the hallmark of our civilization, is the ultimate example of critical thinking.

In the study of philosophy, you have to free your mind of preconceived ideas. One of the most important components of philosophy is ethics. The topic is approached logically and impartially. You examine many schools of thought regarding what is moral or ethical, i.e., what constitutes a good life. (The CEOs and other executives of the corporations that caused the economic crisis of the last few years might benefit from a course in ethics.)

History gives students perspective on

their own culture. They learn that their own society is just one of many that have flourished and fallen. This perspective develops tolerance for differences, a quality necessary in our globalized world and an appetite for innovation, a quality necessary for our economy to survive. The study of languages and literature creates an appreciation of other cultures much as the study of history does.

There are other reasons to cultivate skills in critical thinking apart from protecting ourselves from the manipulations of advertisers and politicians. Now more than ever, critical thinking is increasingly valued in the workplace. The value of employees who are fair, ethical, tolerant, well-informed, can think on their feet, and can see the likely long-term effects of a policy are incalculable.

Some advice: If you are taking a skills training program such as medicine, dentistry, some aspect of computer technology, engineering etc., you will probably be required to take one or more general interest courses. Let your choice be one where you must engage in critical thinking.

SIDEBAR

Consider these five steps of critical thinking

- What am I being asked to believe or accept? What is the hypothesis?
- What evidence is available to support the assertion? Is it reliable and valid?
- Are there alternative ways of interpreting the evidence?
- What additional evidence would help to evaluate the alternatives?
- What conclusions are most reasonable based on the evidence and the number of alternative explanations?

TELL YOUR NURSING FRIENDS OR RELATIVES BACK HOME!

Tell your friends or relatives back home that they can now attend Canadian workshops and the Canadian Nursing Exam Preparatory course offered by the Canadian Centre for Advanced Training (CCACT) in Dubai, India, Malaysia, Sri Lanka and the Philippines.

Jean Robles as founder of CCACT along with the professional teaching and nursing staff of CCACT have over 15 years experience in the Philippines and 24 years in Canada as the owners and operators of a Private Career College and over 30 years of Canadian nursing experience. Mrs. Robles reports that CCACT is building on their experience in South

Asia and in Canada to bring education to nurses from many different countries.

"We believe that now is the time to present our vision and passion worldwide to reach prospective new immigrants to Canada prior to their arrival in our country. By offering training within their home country the new immigrants will obtain the skills and knowledge expected from Canadian employers and thus enhances their career opportunities"

Nurses are one of the largest professional groups worldwide. In Canada nursing is projected to be a high growth employment given the increase in the aging population. There will be an increased

need for medical care delivered at home, in hospitals or nursing homes by nurses.

All workshops offered by CCACT are taught by Canadian Registered and Experienced Nurses. Workshops can assist you in advancing your nursing career with in your home country, in Canada and around the world.

"We are prepared to bring educational courses to nurses that will range from upgrading of basic nursing skills to advanced theoretical and practical courses for nurses of all professional levels and educational backgrounds."

Some of the nursing workshops are: OSCE practical assessment prep

course; Patient communication

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Infection Control; Nursing Skills-
IV Therapy; Wound care, Stroke
Management; Oxygenation management;
Assessment Skills for Nurses; Psycho-
Geriatric Care; Alzheimer's Disease &
Dementia; Basic ECG Interpretation

CCACT also provides over 100 online (CEU) Continuing Education Units for Canadian Registered Nurses! Tell your friend or relative to email Jeanelle Robles at: info@theccact.com

LEARNING CURVES –FIFTEEN YEARS AND GOING STRONG

BY WENDY TERRY

The 2013 fall issue of Learning Curves is our 15th back to school issue and we are congratulating ourselves. If you enjoy reading Learning Curves or find it helpful, please send us a message at learningcurves@hotmail.com. We would love to hear from you. Perhaps, tell us about an article that helped you go back to school.

There are many opportunities for adults to go back to school but these opportunities are often confusing. Our mission is to help adults go back to school by lessening the confusion. Also, we are interested in your learning path as an adult and if we can help you better. If you are a teacher or employment counselor, who uses Learning Curves, let us know how it helps. We will get back to you and will also publish some of your responses in our 2013 winter issue.

If you would like to find a back issue go to www.learningcurves.ca or to find back articles, go to www.learning-curves.org. This 2013 back to school issue is our 83rd issue. We started in January 1999 with a four page issue, a 5,000 copy run and 90 sites in Toronto; for the fall 2013 issue we have a twenty pager, a 22,000 run and over 750 sites which span the GTA from Oshawa through Toronto to Oakville and up in York Region. These sites are targeted to where adults, who might be thinking about going back to school, gather, such as employment centres, settlement services, educational programs, libraries, social assistance office and so on.

Learning Curves is published by the Worker's Educational Association of Canada, a registered charity, founded in Canada in 1918. Before Learning Curves, the WEA ran the Adult Learning Line, from 1985 to 1997, a phone information service, which also did outreach workshops for adults going back to school. To learn about the WEA before this time we recommend Jeff Taylor's book, *Union Learning*. To learn about the WEA in other countries, go to www.ifwea.org. At one time the WEA ran liberal arts courses all across Canada training and educating in co-operation with universities and trade unions.

In 2003 the WEA founded and has since run University in the Community, UiC, in partnership with colleges at the University of Toronto and social service agencies. UiC is a liberal arts program for those who would otherwise not be able to go to university. UiC just celebrated its tenth anniversary at Innis College on April 24th, 2013.

Learning Curves and UiC run on what I call a "community mission" model—lots of volunteer work and very little money. In fact, this has been true for all WEA projects over its whole 95-year history in Canada. Today for Learning Curves we want to thank our long time editor Anne McDonagh. It is our in-depth, useful, interesting editorial which draws

readers. We want to thank Andrew Oliver, our design person who has been with us for well over ten years, first as a George Brown student, He works magic, taking the ads we email, the stories we send and puts them together to form an attractive paper.

For many years Bryan Wright helped us sell ads bringing his professional knowledge of advertising to our volunteer enthusiasm. Today, to pat myself on the back, I sell ads, write articles and deliver Learning Curves recently with the help of Joanne MacKay Bennett, one of readers who asked if she could help. Another reader, Salman Ahmad, suggested the new design for the front page, colour coded swatches for each new term's issue. The delivery gets done in a timely manner thanks to Mark Bosworth and a bevy of volunteers which include some who have delivered Learning Curves from day one like Susan Stone, Ana Paredes, Paul Willis.

Today our regular writers include, Lisa Trudel, Deborah Noel, Heather Junke, Carter Hammett, Joanne MacKay Bennett, Anne McDonagh, and myself. For the past couple of years Angela Walcott has done our copy editing so there are no more "oh darns" when looking at the published paper.

We owe thanks to Asif of Crescan for our Website; he volunteered to set up www.weacanada.ca which is now updated regularly by Rickie Yang another volunteer. Sarah McDonagh, a CGA, does our bookkeeping as a volunteer, and Rick Terry does our audit. Thank You. Then there is Karen Ferguson, the executive director for WEA from 1990 to 2000, who recently set up our www.learning-curves.org website so readers could access back stories easily and the WEA can now sell ads on this site. Karen was also the first editor for Learning Curves. We want to thank Rod Noel, a past-president of WEA, who suggested the name, Learning Curves. Without the commitment of these people and many other writers, salespersons and delivery volunteers over the years we would not be here today.

Then there are our loyal advertisers without whose financial support nothing would get published. They include all the colleges, universities and school boards and many community groups and career colleges that serve adults going back to school in Toronto and the GTA. As well, thanks to many universities and colleges who serve the Toronto and GTA market through Distance Education. We want to mention Ryerson University specifically as they were our first advertiser in our January 1999 issue and they are still with us in this our 83rd issue. Thank you to all these educational providers who change peoples lives for the better every day by helping adults go back to school. We would finally like to thank

Saint Luke's United Church, from whom we rent a small affordable office since 1999 and their supportive staff. Thank you for your support of Learning Curves.

The WEA Board of Directors deserves a vote of thanks for unfailing patience as we constantly juggle meeting dates around publication dates.

I have often said that Learning Curves has an issue by issue existence. So I won't say here's to another 15 years, but here's to our next issue, the 84th, the 2013 winter issue coming out in November.



Kathleen Wynne, MPP
Don Valley West

Best wishes to
all adult students
for the 2013-14
school year!



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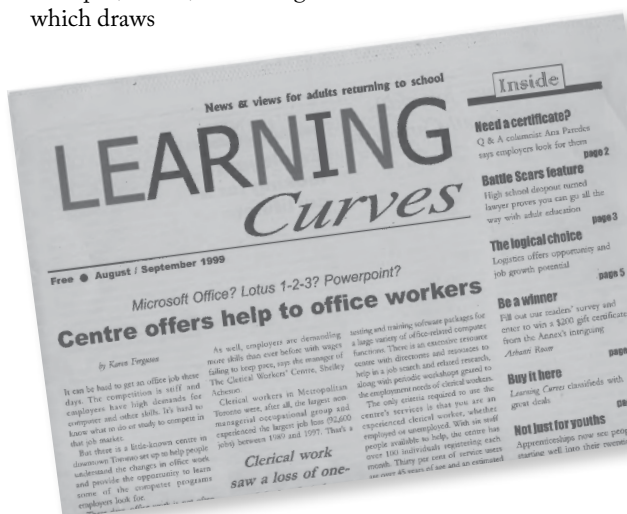
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SPRINGBOARD TO CANADIAN EXPERIENCE: YORK UNIVERSITY'S BRIDGING PROGRAM FOR INTERNATIONALLY-EDUCATED PROFESSIONALS

BY JOANNE MACKAY-BENNETT

Newcomers to Canada can be forgiven if they think that Canadian educators and employers seem to work at cross-purposes. While universities stress the importance of fulfilling academic requirements, employers often look for that less definable qualification, 'Canadian experience.'

The reality is that many recent immigrants to Canada arrive with a stellar resume. A more shadowy side of that reality is that people can end up in 'survival jobs' because they cannot meet the often slippery requirement of Canadian experience.

York University's Bridging Program for Internationally-Educated Professionals (www.makemore.info.yorku.ca) goes a long way towards making a newcomer's entry into the Canadian marketplace a successful one. The program focuses on high demand areas of employment: Business, IT and HR. Once accepted, students benefit from personalized attention as they progress through the certificate program.

Professor Art Noordeh, Faculty Lead for the Bridging Program for IEP's, makes it

clear that the York program is not for everyone. Applicants are required to be a permanent resident, landed immigrant, or Canadian Citizen; be living in Canada for no more than 5 years; have a recognized non-Canadian Bachelor's degree in Business, HR, or IT; have approximately 3 years of professional work experience outside Canada. They must also possess a good command of the English language.

In order to ensure a match between your profile and the Bridging Program's mandate, Noordeh strongly recommends that students attend an information session before applying. Be sure to check the website for upcoming Fall information session dates.

Success in the program is maximized by the provision of a 10 week pre-qualifying session that leads to the 4 core components

of the program: Foundation Skills (3 courses) and Specialized Skills (5 courses). Assuming that students enroll in at least 4 courses per semester, they can graduate in 4 semesters.

Thanks to a hefty subsidization by the Ontario government and York University, fees for the program are kept low. Although there is a registration fee of \$100.00, both the prequalifying session and the 9 foundation credits are fully covered. Fees for the 15 specialized skills credits reflect usual rates. Although the program is not eligible for OSAP funding, students may be able to apply for up to \$5,000.00 to cover a combination of tuition and textbook costs through the Ontario Bridging Participant Assistance Program (OBPA).

Recognizing the innumerable skills that internationally-educated professionals bring to our economy, York University's Bridging Program for IEP's gives students the opportunity to become 'fluent' in both the language and social skills of business, to become accustomed to an array of new management styles, and to obtain employment that is commensurate with their qualifications. York students, future employers, and Ontario's economy all benefit.

For course description, fees, contact info, FAQ's visit: www.makemore.info.yorku.ca
In person: 4700 Keele Street, Program requirements, Technology Enhanced Learning Building, Room 2005
Telephone: 416 736-5620

THE JOY OF TEACHING ADULTS BROCK GRADUATES EXCEL IN ADULT EDUCATION

BY HEATHER JUNKE

Four months after graduating with a BEd in Adult Education through Brock University, Barbara O'Gorman found herself standing at the front of a classroom teaching an Institute of Law Clerk ("ILCO") Real Estate Law course at Seneca College. It was her first time teaching at the post-secondary level.

Was she nervous? A bit. Was she prepared? Most definitely — and that, she says, makes all the difference.

As a teacher, O'Gorman combines her career of many years as a senior law clerk in Toronto with the new knowledge and educational practices that she gained by spending years completing her Adult Education degree part time through Brock's Centre for Adult Education and Community Outreach.

"Some of the students were surprised to learn that I was teaching the class for the first time," she says. "I know that I wouldn't have made such a comfortable and successful transition had I not had my BEd in Adult Education. I'm using so much of what I learned through the program. It's helping me prepare for the classes and it's helping me be an effective and caring teacher."

O'Gorman hasn't looked back since that first course. Her college work has expanded with opportunities to

continue at Seneca College teaching an ILCO Probate and Estate course and an ILCO Corporate Law Course at Conestoga College. She has also been accepted to begin an online master's degree in Higher Adult Lifelong Learning Education ("HALE") at Michigan State starting September of 2013.

"I am enjoying my work here during the day at the law firm, and the teaching opportunities have been extraordinary," she says. "My first student survey was exceptional, and most of the students thus far have advised me that they had never had a teacher before who teaches the way I do. My goal is to be the kind of teacher who can inspire someone to do more with his or her life."

Here are three key pieces of advice that O'Gorman shares with other adult educators, especially those such as herself who are in the early stages of a teaching career.

- Be prepared

"Brock's program emphasized the importance of planning your classes. I prepare an agenda so that I know what I need to cover, and how much time I can spend on the different areas of the course from week to week. I believe that if you are well-prepared you will win the confidence of students from the start.

They love having handouts and work ready for them when they arrive, and they see that you are ready to begin the lesson.

- Be engaging

"I want students to be involved and to participate. The Brock program demonstrated to me the value of working with a learning partner, and, working in groups. I bring that approach to the class because it creates a welcoming and open environment for students to learn."

- Be respectful

"I understand the demands on adult learners. I want to provide them with the support that they need to succeed. If I touch just that one student who needs to work harder, it provides me with such great satisfaction to see the improvement over time because, knowing you care about them, they want to do something for you."

O'Gorman also offers these thoughts on teaching: "Teaching is not always about teaching the top students. It is also about helping all students to understand how they can learn. One student pointed this out to me by telling me at the end of the term that on the second night of class I helped her to understand how she could learn.

"This reminded me about the saying I used to hear when growing up. You can give a man a fish, and, you feed him for a day;

however, if you teach a man to fish then you feed him for a lifetime. This to me is what teaching is all about — providing that safe, trusting environment to enable students to want to learn and gain new knowledge.

"I am finding that my students who took that first course with me followed me on to the next course, and, at the end of a term would ask, "What course are you teaching next?" I thought it only happened at Seneca College, but I am having the same experience at Conestoga College. I always find familiar faces in the classroom."

Barbara O'Gorman is a senior law clerk with the Toronto firm of Thomson, Rogers, Personal Injury Lawyers.

Brock University is located in St. Catharines, Ontario. The Centre for Adult Education and Community Outreach offers a Bachelor of Education in Adult Education degree program and a Certificate in Adult Education program in online delivery and site-based delivery at venues across Ontario including the GTA.

Find out more by visiting <http://brocku.ca/education/futurestudents/adulted>

BACK TO SCHOOL?

CONTINUED FROM 2

open admissions, transfer credit, prior learning assessment, mature student, and prerequisite course or equivalent.

Courses listed under part-time (evening) or continuing education for the most part have open admissions. That is, you do not have to go through an admission process producing high school transcripts or other records. You pay, you go. If you can't handle the course work, it is your money that is lost. Even if they list prerequisites, (courses you should do before) it is most often followed by the phrase or "equivalent." For example, let's say you worked in accounting for many years, here or abroad, and you want to do a Canadian Tax Course which lists ACC 101 and ACC 201 as prerequisites or equivalent; your work experience is "the equivalent".

Mature student admission does not refer to your age, only that you do not have a high school diploma from here or from abroad but given your life and work experience you can be admitted to a course or a program.

At universities you can transfer a course credit from a previous university program to your current program—yes even overseas credits. At colleges, career colleges and professional associations who train their members, apprenticeships (skilled trade learning on the job) you can apply for prior learning assessment and recognition which recognizes prior learning through previous courses, work experience, even volunteer experience.

Ask those open-ended questions so the counselors can understand your background before they give you advice.

Educational Laddering

In some countries, colleges and universities are quite separate; however, in Canada, there are many partnered programs between universities and colleges. In partnered programs you can do two years at a college to earn a diploma, and then do two years at university to earn a degree. After you earn a university degree you can do a post-diploma program specializing

in a specific career such as a law clerk at a College. Unfortunately, it is harder to transfer credits from community based training or career college training to public community colleges, but you can ask for challenge exams to prove you know the course content.

To help you get on an educational ladder, there are bridging programs at universities, and others specifically for newcomers. There are academic upgrading programs at the colleges (no tuition even). There are also adult day schools where adults can earn high school credits and talk to a career counselor (just like your kids do in high school to help decide what to study). There are, of course, ESL and LINC classes. Many of these programs will test your language math or science skills to see where you need to start.

* See Going back to School as An Adult for a description of each of these educational providers. Fall 2012

Learning Curves Online Resource Articles www.learning-curves.ca

Going Back To School Overviews

Fall 2012, page 2 Going Back to School as an Adult

Other Overviews

September 2011 page 2
Neighbourhood Learning
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English for Newcomers

Going to College or University Full-time

Summer 2013 front page Changing it Up: Going Back to School Full Time.

Going to University

Summer 2012 front page Why Not U? University Access for Adult Learners at Ryerson, York, and U of T.

Finding the Money for Part-time Studies

Spring 2013 front page Ask and you May Receive Finding the Money for Part-Time Studies. (with a resource list of financial services offices)

March April 2011 front page Grants For Apprenticeships (with the recent changes in immigration policy there should be more financial support now, ask!)

December 2010 page 5 Funding Options are Abundant for Career College Students.

December 2010 page 6 The Best Government Arts Grants.

September 2010 front page Second Career Now More Accessible

Distance Education

Winter 2012 page 15 Going Ahead with Distance Ed.

Summer 2012 page 12 Learning in the Summer by Distance Ed (note these opportunities available year round too)

School Board Programs

Spring 2013 page 10 Preparatory for the General Education Development Test

Spring 2012 page 10
Learning in the GTA

December 2011 page 4 Adult Day Schools in Toronto

December 2011 page 10 What is the Toronto District School Board's LBS Program?

Training in Specific Fields

Health

Winter 2012 page 10 Personal Support Worker: A Career in Healthcare

Winter 2011 page 10 Looking for Job Security? Train in the Medical Field!

Creative Work

December 2010 page 1 Is the Real You an Artist (accompanied by program lists in the colleges)

December 2010 page 2 Some Creative Courses at the Colleges.

December 2010 page 13 Humber

Part-Time Writing Courses Do On-line.

Union Management

May June 2010 page 8 Learning Through Unions

International China

September 2010 front page Learn How to Work with China

Interest Learning

December 2010 page 2 Courses for Creative Shelf Expression at the TDSB.

Summer 2012 page 7 Learning Options for Seniors.

Liberal Arts Courses

Summer 2012 page 5 Courses About Aboriginal Canadians.

March April 2011 page 5
Finding Liberal Arts Courses

March April 2011 page 7 Stop Telling General Arts Students They Are Not Going To Find a Job.

Learning Opportunities through Professional Associations

February March 2010 front page Learning Through Professional Associations. (includes links to five sector specific professional associations in previous issues)

February March 2010 page 6 Professional Associations Who Have Learning Partnerships with Continuing Education Departments in Colleges and Universities.

Language Training

December 2011 page 12 Occupation Specific Language Training for Newcomer (OSLT) and College Entry Programs for all Adults.

Learning Problems (like dyslexia)

Fall 2012 page 13 ADHD In The Workplace.

QUOTATIONS ON EDUCATION

"The mind is not a vessel to be filled, but a fire to be kindled."
— *Plutarch*

"Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilised by education: they grow there, firm as weeds among stones."
— *Charlotte Brontë, Jane Eyre*

"Live as if you were to die tomorrow. Learn as if you were to live forever."
— *Mahatma Gandhi*

"I have never let my schooling interfere with my education."
— *Mark Twain*

"You can never be overdressed or overeducated."
— *Oscar Wilde*

"Education is the most powerful weapon which you can use to change the world."
— *Nelson Mandela*

"The past has no power over the present moment."
— *Eckhart Tolle*

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Newmarket, ON, L3X 1V6

**EMPLOYMENT
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ACCESS BUSINESS COLLEGE CHANGES LOCATION BUT NOT ITS HEART

Access Business College has moved to just north of Finch on Yonge Street. Not only is the new location closer to central public transit both for Toronto and York Region and Go (Finch Station) but it has almost most doubled the space.

On a recent visit, I was given a tour by Sonia Nerses. I could see that the computer rooms and class rooms were more spacious and the new lunch and coffee area for the students was great.

What has not changed, is the quality of the instructors and staff. Sonia as usual was preoccupied with getting accreditation for one of her students just as I have seen her work hard to secure funding for others. A former student was on reception, a former student was doing stats for the government, instructors were working quietly and individually with students. The students were intent on their computer screens learning the latest programs for their field.

Access Business College is a member of the Career College Ontario sector (see story on page ????) and like all these small private colleges very focused on their students getting jobs. These colleges have an 84.3% success rate.

Sonia is always helping Learning Curves with stories on where the jobs are. In our Summer 2013 issue it was Learn How To Start a Career in the Financial Services Industry (page 15.) In our Spring 2013 (page 15) issue it was Property Administration.

Banks are very large labour markets which hire thousands every year. Similarly with health care, in our Winter 2012 issue (page 15) Sonia filled me in on the job market for Medical Office Assistant, another large labour market. Access has certification programs in all these areas and more.

More important, as my colleague Joanne MacKay-Bennett said, after attending the graduation in June of 2012, it is a small business college with a big heart.

See Fall 2012 pg. 9 for Joanne's story

Access Business College changed locations and I'm sure has brought that big heart along.

Access Business College
5799 Yonge Street Suite 1000
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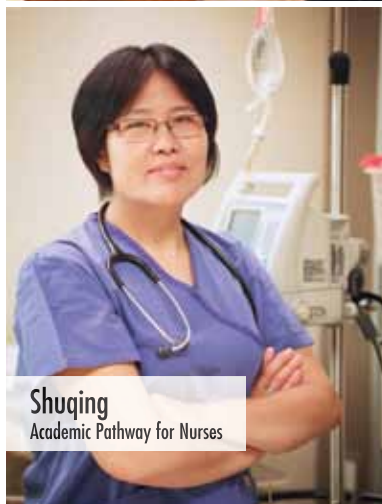
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THE ABC’S OF NETWORKING

BY LISA TRUDEL

No matter what your occupation or your age, if you are a job-seeker you have probably heard the word “networking” many times. Talk to any Job Coach and you will be encouraged to put your job search energy into networking instead of only answering job ads. But what exactly is networking?

The definition can be complex and multi-layered. The short answer is that networking is the act of exchanging information with people who can help you professionally, building alliances, sharing with others and connecting with decision-makers.

The longer answer can be found by breaking the definition of networking into 26 points or reviewing the ABC’s in a new way:

- A = Attend networking events as often as you can. The more events you go to, the more people you will meet.
- B = Business cards. Have an adequate supply on hand. You only need your name, occupational title, email address and phone number written on it.
- C = Contact all leads with confidence. You never know which one will produce results.
- D = Dress appropriately for networking events. You never know who you will meet.
- E = Email address. Always have your name in your email address. Confusing email addresses can equal communication-confusion for a potential employer and you might not be contacted only because of a poorly selected email address.
- F = Facebook. Consider creating a personal fan page.
- G = Goals: know your goals before you start networking. For example, if you join “Toastmasters International”, know why you are joining. Is it to improve your public speaking skills or to meet new contacts? Or both?
- H = Honesty. Don’t create stories you cannot back up.
- I = Information Interviews. These research meetings can develop into useful ways of becoming familiar with various jobs, workplaces and people. Be prepared and treat each meeting with the same professionalism as a job interview.
- J = Join. By joining groups, professional associations, alumni associations, book clubs, cultural associations or online networking groups you might increase your chances of connecting with others. Isolation and solo job searching can be an extremely difficult road to career success.
- K = Keep focused. Know where you are going and choose your targets. Employers are often more interested in interviewing job seekers who know what they want and what they can contribute.
- L = Use www.linkedin.com and other social media sites to keep connected. Statistics have proven that even to secure a job interview, potential employers will Google you to see if you have an online presence.
- M = Mentorship. Having a mentor offers more than having a role-model. Mentors can assist with referrals and can help you make decisions as you navigate your career.
- N = Network before you need to. Statistics prove that many employers prefer to hire candidates who are employed; not people who are unemployed.
- O = Open-ended questions. When attending a networking event, be sure to ask open-ended questions.
- P = Participate in local opportunities. For example www.enterprisetoronto.com is a one-stop source for entrepreneurs and offers free events in addition to business research assistance.
- Q = Quickly end conversations that are not uplifting and positive experiences. Your networking time is valuable so try not to waste it.
- R = Relax when attending networking events. Other people might be as nervous as you are, so take a deep breath, go over to someone and introduce yourself. You might also want to attend networking events with someone. It is always more fun to have a buddy-system and to have a friend to de-brief with after the event.
- S = Share information that you think will benefit others in your network. Sharing can be a way of developing an image of resourcefulness or becoming the go-to person others might want to connect with.
- T = Treat everyone with respect. Appreciating differences, becoming comfortable with diversity and learning the expectations of employers are part of networking and working in the Canadian workforce. For example, how does your boss or volunteer supervisor, value time management, self-reliance and teamwork? Many people who lose jobs lose them not because they cannot do the work but because they do not fit the workplace culture.
- U = Use the public library. For example, the Toronto Reference Library offers workshops on job search, social media, research skills, personal financial planning, entrepreneurship, how to launch your business online, how to create a business plan, and even basic computer training.
- V = Volunteer selectively and with purpose. Whether it is traditional or virtual, volunteering can be a successful way to improve skills and gain new references. Visit: www.charityvillage.com or www.volunteertoronto.ca for local listings. Volunteering might not connect you to a job, but volunteer participation can look impressive on your LinkedIn Profile and possibly connect you to people who might open interview doors for you.
- W = Write articles or blogs or letters to the editors for local newspapers and magazines. If you like to write there are many publications you can contribute to. You might also want to consider “warm writing” which is following up with a new networking contact via email.
- X = X-ray vision. Develop x-ray vision by targeting companies you want to work for, finding someone who currently works for the company, and then cultivate a relationship with that individual. If an opportunity exists, you might be one of the first to know. It is often about whom you know, not what you know.
- Y = Year by year, plan your networking strategies. Reviewing the reasons why you are building alliances and what events you are attending, can help keep you focused on the occupational path you are targeting. For example, if you are interested in finding employment in the sector of literacy and writing, you might want to attend the “Word on the Street National Book & Magazine Festival” which will be presented at Queens Park on September 22, 2013.
- Z = Zealously nurture your contacts. Keep in touch with everyone who has helped you. Networking is building alliances, connecting professionally with others and is part of every successful job search.

This article was contributed by Lisa Trudel, Career Specialist. She can be contacted at: careerstepsforsuccess@yahoo.ca

CAREER COLLEGE SPECIALIZES IN CISCO TRAINING

IPGenius WinGenius Institute of Technology is a new private career college in Mississauga entirely focused on technology, especially network technology. It is a Cisco training centre as well as a college, and since Cisco dominates the network industry, having Cisco training and certification makes any graduate immediately employable. IPGenius offers two diploma programs: Network Administration and System Administration. Each program is 6 months long. Teaching staff, who have real work experience in networking, pay close attention to the progress of each of the 12 students. (There are no more than twelve students per class.) Besides the diploma programs, the non-vocational Cisco certifications are the following:

- CCNA: Cisco Certified Network Associate, five classes on Saturdays
- CCNP: Cisco Certified Network Professional three modules and four classes per module
- CCIE: Cisco Certified Internetwork Expert. There are two tracks to choose from for CCIE certification: Routing & Switching (R&S) and Voice.
- CCIE Routing and Switching seven modules, 10 months OR 12 months
- CCIE Voice Bootcamp, 12 modules, 10 months.
- CCIE is the most prestigious certification for networking experts in the industry. Less than one percent of networking professionals worldwide are CCIE certified, making those who have CCIE certification extremely competitive in the job market. They are deployed into the most technically

challenging network assignments. CCIE certification has established a reputation of leading the networking industry in deep technical networking knowledge. IPGenius has the most up-to-date equipment as well as instructors with up-to-date experience. The instructors and administrators go the extra mile for their students. For instance, if a student feels that he/she is not in the right course or dissatisfied in some way, IPGenius will give a full refund even after completion of 40 percent of the course. This policy is only for non-vocational courses. Most of the students stay and are encouraged and supported until they pass their exam. IPGenius offers promotions for those interested in beginning their Cisco training and certification. IPGenius provides promotions because of the belief that

potential students and internet working professionals should not experience barriers to their training, and the college wants to contribute to their success. Various promotions are offered each month. Our current promotions include a free iPad mini when a student signs up for CCIE voice. If you are considering becoming a student at IPGenius, please do not hesitate to inquire about our current promotions and how they can contribute to your training. IPGenius is located at 100 Matheson Blvd E , Unit # 102. Mississauga, ON L4Z 2G7 (905) 488-0234. www.ipgenius.com www.ipgwin.com

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Whitby Centennial Building Campus ESL & Linc – 289 481-1226

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HOW THE MEDIA WORKS: THE PROCESS OF COMMUNICATING

Designed by Dr. Donald Gillies, Professor emeritus in communication and culture at Ryerson University, the course will host a number of media experts who will deliver lectures followed by what are sure to be lively discussions.

Date: Wednesdays, October 2, 2013 – December 11, 2013

Time: 6:15pm to 8:45pm

Place: Innis College, 2 Sussex Avenue, University of Toronto

For more information, please contact:
universityinthecommunity@gmail.com

RYERSON, YORK PARTNERSHIP GIVES EDUCATION STUDENTS ACADEMIC BOOST

In April 2013, the School of Early Childhood Studies at Ryerson University and Faculty of Education at York University announced their intention to offer a concurrent bachelor of arts (BA) in early childhood studies and bachelor of education (BEd) available to first-year Ryerson students starting this fall. The program – the first of its kind in Canada – prepares students to have a thorough knowledge of education from preschool to age 12.

“These students will become leaders prepared to make a real difference in the lives of children and their families because of their in-depth knowledge of early childhood development and their extensive placement experience,” says Usha George, dean of Ryerson’s Faculty of Community Services. “Graduates of this concurrent program will be sought-after educators in the province’s public school system.”

says Alice Pitt, vice-provost academic at York and former dean of the Faculty of Education. “Some students have in the past earned early childhood education diplomas prior to earning bachelor degrees, but this new program will kick it up a notch, creating a formal collaboration that is bound to push research, professional development and educational policy in completely new and positive directions.”

First-year students enrolled in Ryerson’s BA in Early Childhood Studies degree program can apply during the winter semester for the BEd at York with concurrent courses beginning as early as the student’s second year. Graduates will earn two credentials (BA-ECS/BEd) through the five-year program, qualifying them to teach at the kindergarten, primary and junior levels. The program will be housed on the Ryerson campus with York faculty teaching courses on-site.

This joint program will also enhance career options for students as the province moves to complete its full-day kindergarten program by 2014, enabling graduates to work as early childhood educators or as teachers in a collaboratively planned, play-based learning environment.

“In Toronto and other urban settings, we need graduates from our program who can work with diverse student populations, their families and communities,” says Rachel Langford, director of Ryerson’s School of Early Childhood Studies. “The program will teach them to be ready to take on work in inclusive settings and understanding how schools fit broadly in communities.”

Ryerson’s four-year early childhood studies degree program is known for preparing early childhood educators who are well-versed in the theory and application of child development, play-based curriculum instructional methods, special education and assessment in teaching young children in a variety of settings.

York University’s Bachelor of Education infuses its program with a combination of theory and practice, providing students the philosophical and social foundations of education, professional rights and responsibilities, theories of communication and human development, planning and pedagogy and curriculum development in an interdisciplinary environment.

This is good news for students of early childhood education and for the children who will benefit from well-educated care givers.

“We’ve developed a program that will create a new kind of professional with a powerful view of early learning that cuts across both care and education needs – a step that will support the Ontario government’s commitment to full-day kindergarten,”

LEARNING FOR FREE

BY JOANNE MCKAY

CONTINUED FROM 1

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www.ago.net

The Art Gallery of Ontario has free entry to their general collection on Wednesday nights, 6:00 -8:30 pm for adults; Tuesdays after 3:00 pm for high school students.

www.rom.on.ca

Take a walk through history. Royal Ontario Museum's Free Walking Tours are held on Wednesdays at 6pm, Sundays at 2pm, until October 20th.

LECTURE SERIES

University in the Community. Free humanities classes for adults whose access to university has been limited. Classes taught by scholars and practitioners.

Topic: How Do the Media Work?

Where: Innis College, 2 Sussex Ave. U of T

When: Wednesdays, October 2nd -

December 4th 6:15 - 8:30pm

Register? Yes.

Contact: universityinthecommunity@gmail.com

Royal Canadian Institute Lecture Series

Founded in 1849, RCI is Canada's oldest surviving scientific society.

Where: McLeod Auditorium, Medical Sciences Building, U of T, 1 King's College Circle

When: Sundays, 3:00 – 4:00 pm,

October-April

Register? No

Contact:

royalcanadianinstitute@sympatico.ca

Bioethics Seminar Series

Where: Joint Centre for Bioethics. Check website for details

When: Wednesdays, 4:10 -5:30pm,

September- May

Register? No

Special note: 14th Annual Alloway Lecture, Dr. Stephen G. Post

'Hope in Caring for the Deeply Forgetful: The Ethics of Enduring Selfhood.'

Wednesday, September 11th, 4pm, 18th floor auditorium, Mt. Sinai Hospital University Ave. Toronto

Contact: www.jointcentreforbioethics.ca

Hamilton Association Lectures

8 lectures on a topic related to the Canadian north and/or the spirit of exploration.

Where: Room 1A1 Ewart Angus Centre, Mc Master University, Hamilton

When: Saturdays, 8:00 pm – 9:15pm, September -April

Register? No

Special Note: On January 11th, Nicolas Peissel will speak about his navigation of the NW Passage aboard Bezlehub, a 4.9 motorized fiberglass sailboat.

Contact: www.haalsa.org/lectures.htm

FESTIVALS

Toronto International Film Festival:

Sept 5th- Sept. 15th

FREE screenings by directors

Brocka, Marker, Resnais, Lewis,

Rossellini, Ozu. Who knew?

Where: TIFF Bell Lightbox, 350 King St. W.

When: September 6th @ 12:15pm, 7th

@ 12:45pm, 8th @ 9:45 am, 9th @ 12 noon,

10th@ 5:15 pm 11th @ 4:00pm

Register? No but arrive early.

Contact: www.tiff.net/thefestival/filmprogramming/schedule/

The Word on the Street

A festival of reading: books, mags, small presses, authors, literacy.

Where: Outdoors, Queen's Park Circle

When: Sunday, September 22nd,

11am- 6 pm

Register? No

Contact: www.thewordonthestreet.ca

Toronto Science Festival:

Life in the Universe

Where: Downtown, various locations

When: September 27th 28th 29th

Register? Online tickets required

for all events, even the free ones.

Special Note: Sept. 28th Sky Observing and Telescopic Clinic with Royal

Astronomical Society of Canada outside

Convocation Hall, U of T, 9:30 pm

Sept. 29th Panel discussion: The

Search for Extra Terrestrial Intelligence,

Innis Town Hall, 12:30 pm

Contact: www.tsf.utoronto.ca/program/

Nuit Blanche

112 art projects on view for night owls, early birds and the artcurious.

When: October 5th, 6:51 pm to sunrise

Where: Various

Register? No

Not to be missed: Installation of Ai

Weiwei's sculpture, Forever Bicycles, at

Toronto City Hall. How many bikes? 3,144!

Contact: www.scotiabanknuitblanche.ca

Harvest Festival

Where: Todmorden Mills, Pottery Road

When: October 6th, 12:00 - 4:00pm

Register? No

Contact: 416 396-2819

ART and PHOTOGRAPHY

Art Talks

Art historian Yi Gu talks about

the work of Ai Weiwei

Where: Concourse, North York Central

Library, 5120 Yonge Street

When: September 17th 7pm

Register? Yes.

Contact: 416 395-5639

U of T Art Centre 17th annual Janet E.

Hutchinson Lecture: Katherine Lochnan,

AGO Curator of Prints and Drawings,

“Exhibitionism: The Art of Curating”

Where: University College, Room 140,

15 King's College Circle

When: September 19th 4:30 pm

(arrive early)

Register? No

Contact: www.utac.utoronto.ca/events-mainmenu-98

Ryerson Image Centre: Noontime

Collection Talks

Where: 33 Gould St.

When: September 19th October 17th

November 14th 12 noon – 1 pm

Register? No.

Contact: www.ryerson.ca/ric/lectures/uplectures.html

OCAD Gallery Exhibition Tour:

Vladimir Spicanovic, Dean, Faculty of Art

Where: 230 Richmond St. W

When: September 25th 6:30 pm

Register? No

Contact: www.ocadu.ca/onsite

Art Classes

Saturday Storefront Art Classes. 4-6

week small classes for artists of all ages.

Where: Arts Etobicoke,

4893A Dundas St. W. (5 minutes from

Islington subway station)

When: Saturday afternoons, all year

Register? Yes

Contact: 416 622-8737

www.artsetobicoke.com

MUSIC

Summer Music in the Garden

Where: Toronto Music Garden,

475 Queen's Quay W. (between

Bathurst and Spadina)

When: Thursdays at 7pm, Sundays @ 4pm,

to September 15th 1 hour performances

Contact: 416 973-4000

U of T Faculty of Music Tuesday

Performance Class for Singers

Where: Faculty of Music, Walter Hall, 80 Queen's Park

When: Tuesdays, starting

September 17th at 12 noon

Register? No

Contact:

www.music.utoronto.ca/events.htm

FILM

Cinema Politica Danforth

Where: Centre of Gravity,

1300 Gerrard St. E.

When: First Friday of every month

Register? No

Contact: danforth@cinemapolitica.org

Free Friday Night Films: Innis College

Cinema Studies Student Union

Where: Town Hall, Innis College,

2 Sussex Ave

When: Friday nights, 7 pm Fall-Spring

Register: Yes

Contact: www.cinssu.ca 416 978-7434

POETRY

Art Bar Poetry Series

Where: The Black Swan Tavern, 2nd floor,

154 Danforth Ave. (Broadview subway station)

When: Tuesdays, 8pm

Register? No

Contact: www.artbar.org/calendar.html

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LOOKING FOR CHILD CARE?

Some of you will be scrambling to find child care as you get ready to go back to school. And 'scrambling' is the right word. According to the Canadian Child Care Federation and the CBC's Marketplace only 20% of Canada's children from 0 to 5 years of age can be accommodated in a licensed child care centre. Canada is a rich, western country that could afford universal, regulated child care if it were a priority. Why is it not a priority? We regulate a great many activities. In Ontario the profession (Early Childhood Educator) is regulated but there is no coherent system of regulated child care services.

Why are the businesses that look after our most precious possessions allowed to operate without a license and no effective regulation? Yet 80% of us have to leave our children with people we may or may not know, people who may care well for our children or may not. As we have seen in recent weeks a two-year old died in an unlicensed early child care centre where over twenty children were "looked after" when only five were legally allowed. Where were the regulators?

The move to all-day kindergarten should have helped free up space in licensed child care centres as the older children went to kindergarten instead of to child care centres, but this has not happened

effectively because there are no additional subsidies for parents so that space can be affordable and accessible. And although the "seamless day" from child care to kindergarten to afterschool child care has not materialized in Toronto, it has elsewhere and it can be done. Surely the government, the TDSB and the child care providers will not leave things as they are.

If you are hunting for a safe child care centre, here are some tips:

1. Ask neighbours and friends if they know of a good caregiver. (You may be looking at care provided in someone's home)
2. Visit the child care provider and listen to your own intuition. Ask yourself if you would feel comfortable leaving your child with this person
3. Find out if there are ground rules for the children and for the parents.
4. Can you visit? And how often?
5. What qualifications does the staff have?
6. Is the place clean and safe?
7. Where do the children rest?
8. Does the child care provide nutritious food?
9. Is there a stimulating program or do the children sit in front of the TV most of the time?
10. Do the workers seem to be knowledgeable, kind and loving?

CAREER COLLEGES ONTARIO HAVE A NEW NAME

The Ontario Association of Career Colleges is now called Career Colleges Ontario. This association represents private career colleges like the ones advertising in this issue, Access Business College, Durham Business and Computer College, IPGenius. The great advantage of these colleges is that they are small. You won't get lost trying to find your room; they know your name so you don't have to go by your student number; you receive individualized instruction.

Many newcomers will be familiar with such privately run career colleges as in many countries there are no public resources to fund an infrastructure of public colleges, so teachers set up their own schools. In Ontario and Canada there are many career colleges which often have advertisements in employment newspapers because they are focused on job skills.

On their website is a June 2012 study titled the Impact of Ontario Career Colleges which was undertaken by Higher Education

Strategy Resources. This is a broad sector study and there are some interesting findings. In August 2011 there were 62,500 students enrolled on career colleges in Ontario. The post-graduate employment rate is 83.4%. The student to staff ratio is 8:1

The website home page has a section just for students. One area leads to help with a college search. Finding all the career colleges is a bit of challenge as there are hundreds in Ontario. They are a great resource for shopping around.

There is also a new initiative, an alumni portal: students who have graduated from a career college can now join an alumni association, network with each other and get group discounts.

Check out CCO.



Career Colleges Ontario

DEAR ELCEE



Dear Elcee is a feature in every issue of Learning Curves. Send your questions about education, training, careers, jobs to: Elcee

**The WEA of Canada
157 Carlton Street, Suite 205
Toronto, On M5A 2K2**

Dear Elcee

I can't believe it but I am going back to school for the first time in over thirty years. I am going back to college for a year to upgrade my skills. Will I be the oldest person in the college? (I am 45) I don't know how to prepare for this or what to expect. I know how to use a computer for the Internet and basic typing but will that be enough?

Help!

Nervous in North York

Dear Nervous

First things first! What a great decision you have made. I always say that learning is a gift you give yourself.

As for your question: Will be the oldest person in the college. Not by a long shot. The number of "midlifers" returning to school is growing by leaps and bounds. A 2007 report from the American Council on Education (ACE) and the Metlife Foundation shows increasing numbers of older adults going back to college, seeking new careers or starting new businesses, and fulfilling lifelong dreams. In fact, older adults are becoming the majority of new learners.

How do you prepare beyond buying pens and paper? That wasn't what you were asking I am sure. There is no one way to prepare emotionally for this big a step. Some advice I can give you would include;

Try to become familiar with the geography of the school. Where is your class? Where can you get coffee or go take a break? Where are the libraries and the cafeteria? It's hard enough to be stressed about getting your homework done than to add on the stress of finding your next classroom.

What about supports? Is there a school counselor on site who can assist with the adjustment to returning to school? Is there a student association? What about online support groups for older adults returning to school. Make sure you create a "team" of people

who support you in this venture.

Get used to new patterns. Most people's workday ends at 5 p.m., but you will have homework in addition to class time. Schedule time to complete assignments and required reading. Ensure that you allow time to relax and get in a full night's sleep. Being on a learning curve is exciting but the increased anxiety may lead to a few sleepless nights.

What can you expect? School is a different ball game than when you last attended. Classes may be larger. You will find that computers have changed the face of learning in many ways. You may be asked to join a learning group online. Your classmates will communicate via email and text messaging. Learning may be more "team" or "group" focused and, possibly, more hands on than it was when you last attended. You will be expected to be responsible for your own time keeping and learning plans.

Finally, have realistic expectations. You may not have the energy level and memory capacity you had at twenty but you will find that your ability to prioritize and discipline yourself much greater. There is a whole lot of truth in the term "older and wiser".

Elcee



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