

LEARNING CURVES

CONTINUING EDUCATION • JOB TRAINING

FREE | VOL. 16: ISSUE 1 | WWW.LEARNING-CURVES.ORG | PUBLISHING SINCE 1999 | SPRING ISSUE 2014

STUDENT DEBT/ FREE TRADE

BY: ANNE MCDONAGH

According to a report from the Canadian Centre for Policy Alternatives titled Degrees of Uncertainty: Navigating the Changing Terrain of University Finance, “The cost of a university degree in Canada is getting steeper, with tuition and other compulsory fees expected to have quadrupled from 1990 to 2017, adjusting for inflation, students in Ontario are paying the most”. Average fees, in current dollars, have increased from \$1,464 in 1990-91 to \$6,348 in 2012-13. Estimates of student debt upon graduation vary from \$25,000 to \$50,000.

The pay off for the sacrifices students and their families make for a university education has always been a good income down the road. That is still true to some extent, but there are enough well-educated young people who cannot find a job with many of them feeling betrayed.

An increasing number of adult students (over 25) are attending university both full and part-time. The sacrifice they and their families are making and the risk they are taking is tremendous. Let's hope that they avail themselves of the financial help that is available. (see end of this article)

Besides taking on debt, students are working at part-time—some even full-time—McJobs and taking longer to finish their education. As a result of these circumstances, the milestones of their lives are put on hold, such as working in the field their education prepared them for, getting married and starting a family, buying a house, etc.

We are one of the richest countries in the world; yet it seems we cannot afford to educate our young people or adult students who are in an even more critical situation since they

CONTINUED ON 4



TO KEEP YOURSELF UP TO DATE, FOLLOW US ON TWITTER AND FACEBOOK FOR ALL THE LATEST NEWS.

TWITTER: LEARNINGCURVES1
FACEBOOK: LEARNINGCURVES-WEA

INSIDE:

- COMING HOME
- A DAY IN THE LIFE OF
- MANDARIN THROUGH MUSIC
- LANGUAGE ASSESSMENT CENTRES
- U OF T LITERARY MOOT
- PHOTO LESSON #2: SOFTWARE
- ENHANCING THE STUDENT EXPERIENCE THROUGH TECH
- LEARNING IN THE COMMUNITY MEETS CANADA READS
- ANNE TURNS 75!
- REMEMBERING JACK HENSHAW
- OLC SENIOR ACTIVATION PROGRAM
- DEAR ELCEE

ACCESS
BUSINESS COLLEGE
BE JOB READY!

LAID OFF? NO JOB? GET FUNDING!

IF YOU ARE LAID OFF, NO JOB/MATERNITY/ PATERNITY/SICKNESS LEAVE REACHBACK/OW/SA THE GRANT IS UP TO \$28,000

CALL TO FIND OUT IF YOU QUALIFY FOR SECOND CAREER FUNDING.

IT COVERS TUITION, BOOKS, TRANSPORTATION, AND BASIC LIVING ALLOWANCE.

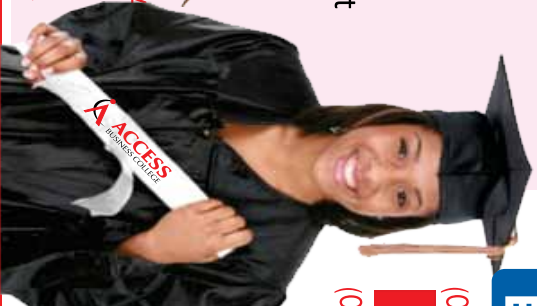
IF APPLICABLE : DAYCARE UP TO \$1,000/CHILD,
MAXIMUM \$2,000/MONTH

• WSIB - APPROVED PROVIDER • SECOND CARRER • ODSP

DIPLOMA PROGRAMS OFFERED:

- Administrative Assistants
- Banking and Financial Services (CIBC) (CSC)
- Business Administration
- Computerized Accounting & Canadian Payroll (CPA)
- Customer Service
- Food & Beverage Management
- Graphic and Web Design
- Hospitality Management
- Law Clerk PCLaw, Teview and Conveyance
- Medical Office Assistant (MOA)
- Property Administrator

NOC 1224. Property administrator is ranked with GOOD Employment opportunities in the Labour Market of Ontario.



EXAM PREPARATION COURSES

(CIBC) CANADIAN INVESTMENT FUNDS COURSE
(CSC) CANADIAN SECURITIES COURSE



CERTIFICATE COURSES

- AutoCAD
- Blue Print Reading
- Solid Work
- Technical Drafting

ENROLL NOW!

416-510-2739

CALL TODAY!

FREE PARKING

5799 Yonge St, Suite 1000, 10th Floor
Web: www.accessbuscollege.com

Email: info@accessbuscollege.com

Close to : Finch Subway • GO Transit

SUCCESS IS YOURS!

Access Business College is registered as a private career college under the Private Career Colleges Act, 2005

A DAY IN THE LIFE OF

BY LISA TRUDEL, CAREER SPECIALIST

The first stage of “Who Am I?” is the self-assessment step when you confirm your interests, values, skills, barriers, credentials and motivation. It is a crucial starting point before making a career decision. It can start with asking simple questions such as “Do I want to work in an office setting?” or “Do I want to work outside braving the changing Toronto weather?”

If you want to conduct a formal self-assessment test, career counsellors can direct you to group assessments such as “Personality Dimensions”, or to online assessments such as “Matchmaker and My Skills” at www.careercruising.com, or assessments in traditional print versions such as the Jackson Vocational Interest Inventory, the Myers Briggs Type Indicator or the “Who Am I? Inventory”.

It is important to know that completed assessments are never really complete until a Career counsellor interprets the results with you. For example, an assessment might result in stating that your occupational choice should be a farmer. What this result might really mean, is that you should be an entrepreneur, as it is less about the occupational title and more about the skills and attributes needed in the occupation.

Over 30 years ago, I completed a career assessment and the result stated that I should be a member of the clergy. I was shocked, disappointed, discouraged and frustrated. Unfortunately I did not have a Career counsellor help me interpret the results. If I had, I would have learned that I might want to consider an occupation that focuses on my interest in understanding human behavior and my enthusiasm to help others using the skills of listening, patience, and motivation. Luckily I completed another assessment five years later with the help of a Career counsellor and I was able to confidently choose a career that suited my circumstances, interests and personality.

The second stage of “What’s Out There?” is the research and decision-making step. Once you have found an occupation that interests you, and before going to University or College to gain credentials, it is essential to conduct an information interview with someone who is actually living your occupational choice. Find out what the trends are, where the work is, and if it is a regulated or un-regulated profession. The answers might shift your decision, and you might decide to go in a different direction.

For example, the occupation of Career counsellor is an unregulated profession, which means the salaries, hours of work and educational

Are you exploring careers? Do you want a career that focuses on helping others? Are you considering a career in social services or as an entrepreneur?

If you answered “yes” to these questions, you might want to consider researching the career of “Career Counsellor” or “Career Coach”.

I became a Career Counsellor over 20 years ago and sometimes students and clients have asked me about my career and what the main attributes and abilities are. More than once I have been asked to describe “a day in the life of a career counsellor”.

Before answering these questions, it is important to review the 3 basic stages of career planning which are:

WHO AM I? WHAT’S OUT THERE? HOW DO I GET THERE?

requirements are organizationally-driven and can vary dramatically depending on the sector and credentials one might have. Currently, I am a Career counsellor who works full-time in the social services sector and my standard business hours of Monday to Friday, 8:30am to 4:30pm.

In the past, I have been an Independent Career Coach, As with all entrepreneurial endeavors my hours were any time I could find work. Sometimes I worked evenings, Saturdays, and Sundays. Some weeks I had no income, and other weeks I had too much work to do. Career exploration should always include the question of “Do I want to be an employee or entrepreneur?”

This second step of researching and discovering as much as possible about a choice is

crucial. Too often, decisions are made without careful research and the result can be the lonely word “regret” due to choosing too quickly.

The third stage of “How Do I Get There?” is the promotional step. It focuses on the areas that include learning how to find work, how to target resumes and cover letters, how to successfully secure job interviews, and how to maintain a work/life balance.

As with almost all occupations, Career counsellors who are aiming for an employee-driven job usually secure job interviews through the art of networking. Career counsellors who are independents or entrepreneurs, usually find their clients through the art of networking too.

In summary, a day in the life of what I

do as a Career Specialist with the Centre for Education & Training, Employment Services, includes helping unemployed job seekers navigate toward goals by providing advice and support. I help clients with developing interview techniques, assist with editing resumes, cover letters and LinkedIn Profile Summaries, and I act as a sounding board to develop job search ideas and new approaches to building alliances and networking contacts. This might include encouraging purposeful volunteer work, using the Toronto Public Library for self-directed learning, and becoming a joiner by joining alumni associations, book clubs, online networking groups and professional associations.

The main skills I use include public speaking, listening, researching, writing, accountability, punctuality, database management and being an example of best workplace practices. The majority of my day is spent helping others create futures, clarifying their short-term and long-term goals, identifying obstacles and barriers they might not recognize, and using my passion for learning about the labour market to provide realistic guidance and direction. I strive to ease job seekers frustration and try to transform discouragement into hope and optimism.

My clients are anyone who is unemployed, job-ready, not in full-time school, and legally entitled to work in Canada. I work in downtown Toronto so the demographics of my clients are incredibly diverse.

For example, in the morning I might help a 25 year-old University graduate who has only been employed as a Barista, and then I might help a 40 year-old new immigrant who is an experienced teacher who has never worked in Canada. In the afternoon, I might help a 60 year-old business executive with a Master's degree that has just been laid off after 25 years with the same company, and then I might help a 19 year-old who has a high school diploma.

Whether you are a mature job seeker, a recent University or College graduate, or a youth with no work experience, you might want to consider finding a career coach or employment counsellor at an Employment Ontario funded career centre so you can become part of “a day in the life of a career counsellor”! Visit www.tcet.com for information on locations, hours and services.

Lisa Trudel, Career Specialist with the Centre for Education & Training can be contacted at: ltrudel@tcet.com

CENTENNIAL
COLLEGE



Want to climb the corporate ladder?

Whether you're working towards a designation or upgrading your skills,
take the right step with a Continuing Education course or program at Centennial.

Business | Computers/IT | Engineering | Media & Design | Transportation | Hospitality

In-class ~ Online

centennialcollege.ca/ce

School of Continuing Education

See where experience takes you



STUDENT DEBT/FREE TRADE

CONTINUED FROM 1

must pay the fees and support their families as well. Why are university fees so high?

One reason seems to be that Canadian values have changed in the last forty to fifty years. We have lost the sense of community that created universal health care and other social goods. Canadians used to think of government as a way of looking after each other, recognizing that we are all in this together. Now we vote in the politicians who offer us the lowest taxes and the most goodies, goodies that give us short term gains but in the end don't move society forward.

With a good chunk of tax revenue given away, there is less money in government coffers to support post secondary education properly. A lot of the blame goes to the free trade agreements which are destroying our way of life including a highly educated population.

Free trade has fit in with a narrowed vision of what government can do and has contributed to the high cost of postsecondary education. Although the free marketers, the deregulators, the "greed is good" guys promised that free trade would create jobs and a booming economy, five years after the recession, despite the government's boasts, we have not yet recovered.

Free trade has been disastrous for many ordinary Canadians. Corporations, freed from national regulations and tariffs, naturally moved from jurisdiction to jurisdiction in order to get the cheapest workers, the lowest taxes,

the least environmental protections and the most lenient health and safety regulations. The corporations that had provided good jobs to thousands of people deserted Ontario because Ontario workers could not and cannot compete with the lowest paid workers around the world. It is no wonder that manufacturing in Ontario has virtually disappeared.

What, you may be thinking, has free trade to do with the high cost of university tuition? If the citizens of Ontario are unemployed, precariously employed and poorly paid, the taxes the government collects decrease. The government then has to choose where to put its money. Quite often it is not put into education. Free trade has so cut the tax revenue of government that more and more the cost of post-secondary education has to be borne by the students themselves.

Free trade agreements have given corporations more power than governments, Taxes have become the "bête noir". In fact, big business treats government as the enemy insofar as it perceives government wasting taxpayers' dollars on frivolous luxuries like health care and education. In Ronald Reagan's immortal words, "Government is not a solution to our problem, government is the problem".

Government more interested in getting re-elected than in public policy and, let's face it, afraid of the corporations, lowers

EDUCATION LEVEL TO EMPLOYMENT RATE

EDUCATION LEVEL	UNEMPLOYMENT RATE	EMPLOYMENT RATE
Some high school	28.0 %	31.0%
High school graduate	16.0 %	56.5%
Some post secondary	14.4%	52.6%
Postsecondary certificate or diploma	9.5%	73.1%
Bachelor's degree	11.2%	69.3%
Above bachelor's degree	17.1%	67.8%

taxes especially for the already wealthy and the corporations. At the same time, it cuts back on the services it still delivers.

Instead of subsidizing post-secondary education, government makes it easy for students to borrow and that is how graduates end up with such huge debt. Today's university graduates have been mightily betrayed by successive governments, but we the citizens of Canada have made it easy for government not to invest in social goods. Even though most of us did not vote for the current government, we should be making more of a fuss about the debt burden university graduates are shouldering.

To suggest free post-secondary education would seem outlandish in the current political and economic climate; however, you should know that many countries provide free education up to university graduation. Some in the Nordic countries even offer free education to foreigners. You will remember the student uprising in Quebec and that the students were objecting to a rise in post-secondary tuition even though their fees were already lower than anywhere else in Canada. There is an answer: Quebec's

civic life follows many of the traditions of Western Europe rather than North America's; in that context, we can make sense of the student protest. In fact, North America is more the exception than the rule in the world in funding (or not) post-secondary education.

Some might say our willingness to let students go into burdensome debt is an indication of societal values; on the other hand, the fact that students are willing to go into great debt to get an education tells us that they at least value education. Those who cannot afford post-secondary education are at a great disadvantage; clearly unaffordable post-secondary education contributes to the gap between the rich and the poor. Even in these uncertain times, education is still the most important element in a person's success in life.

We value your opinion. Please let us know what you think about this article. Let us know at learningcurves@hotmail.com. The first person to give us some feedback gets a Tim Horton's Gift Certificate

If you are interested in funding for part-time students, look up this article: Ask and You May Receive! Finding the Money for Part-Time Studies by Joanne MacKay-Bennett: Spring 2013. To read this article, go to www.learning-curves.ca and click on Spring 2013

UNIVERSITY FEES ACROSS CANADA



Canada: \$2,243 to \$6,842	Man.: \$2,316 to \$4,086	N.S.: \$2,974 to \$6,969
BC: \$2,770 to \$5,639	Ont.: \$2,574 to \$8,756	P.E.I.: \$2,871 to \$6,710
Alta.: \$1,970 to \$7,431	Que.: \$1,385 to \$3,759	Nfld.: \$2,059 to \$2,655
Sask.: \$2,367 to \$7,280	N.B.: \$2,949 to \$6,527	

Source: Canadian Centre for Policy Alternatives, Statistics Canada

ASK THESE FINANCIAL SERVICE OFFICES ABOUT STUDENT FINANCIAL AID FOR PART TIME STUDENTS

COLLEGES

- George Brown College
Financial Assistance Office
416-415-5000 Ext. 2519
Try the George Brown
College Assistance Fund.
- Seneca College
Student Financial Aid Office
416-491-5050 Ext 22480
Try the FCET Student Levy Bursary
- Centennial College
Student Financial Services Office
416-289-5300
Try Continuing Education Bursary
and Part-time Day General Bursary
- Durham College
The Financial Aid and Awards Office
1- 905-721-3036
- Humber College
Financial Aid Office
416- 675-6622 North Campus Ext 4245
Try the continuing education
tuition bursary
- Sheridan College
Student Financial Aid Office
905-815-4060 Trafalgar

UNIVERSITIES

- G.Raymond Chang School
of Continuing
Education at Ryerson University
Financial Aid
416-975-5035
Also try The Continuing
Education Students' Association
of Ryerson bursaries
416-979-5193
- York University
Student Financial Services
416-736-5614-Undergraduate
- University of Toronto
Enrollment Services
416-978-2190
- University of Ontario
Institute of Technology
The Student Awards and
Financial Aid Office
1-905-721-8668
- University of Guelph Humber
Financial Services
416-798-1331 Ext 6256

COMING HOME

BY PATRICIA REID

Bill looked across the river trying to pick out a safe route across it. He was 35 years old and of stocky build. He'd been away from the main cabin for five days and he was anxious to get back home. He was very tired and upset with his five-day growth of whiskers which didn't put him in a good mood. He didn't like whiskers in the cold of winter as his breath would form ice beads in his beard and he disliked the feeling.

He never liked to have a beard but shaving equipment was the first thing he left at home. Razors were relegated to unneeded weight in his pack. He had to leave room in his pack to carry furs that he caught along the way.

He looked again across the five feet of the river. If the ice were strong enough to hold him it would save him a half hour off his trip home. Otherwise he would have to take the longer way home by back tracking along the river til he came to the beaver dam. That was the long way home, but it was also the safer way home. Again he looked across the river trying to make a decision as to what he should do. He had been constantly traveling during the five days he had been away. His snowshoes had not been of any help as he cut through the tangle of bush to cut down his mileage. The snowshoes just became caught up on the bushes and fallen trees so he now had to carry them as well.

He was tired; he was very tired on each step his legs slipped into the snow to his knees. It had been a tiring five days. But here was a short cut that presented itself to him. He knew the fast flowing river often was the last place to form solid ice which was why he studied the ice. He couldn't see any dark patches of water on the ice which gave him hope that the ice was solid enough to walk upon.

He passed back and forth trying hard to make the right decision for himself.

Finally he decided. "I'll take a chance this once. It looks good" And it would cut off at

least half an hour of gruelling walking through the snow. He didn't think he had the energy for that right now. He knew the water was very deep in the river. If he fell in, he also knew he would only have a few minutes to get out of the ice cold water or hypothermia would set in. And once he managed to get out he might have five more minutes to get a fire started.

He decided to hedge his bets. He chopped down a small sapling. It was tall enough for him to push his snowshoes and his pack over to the opposite shore. That way he would lessen the weight he carried on the ice and perhaps give him a better chance to cross the river safely. But he would take his precious thirty-thirty rifle across on his shoulders with the carrying rope. He couldn't lose it. He needed it to catch a moose to feed his family.

Once he pushed the pack and snowshoes to the other side he again studied the ice and snow on the river. Still he couldn't see a bit of dark water showing. He felt the ice was safe to hold him. Even so he took the long sapling with him hust in case he fell through the ice. It might be of help.

Slowly he started walking across the river. He had walked three of the five feet across the river when he heard the first crack of the ice and he managed to push forward just another foot until he fell into the cold water of the river. He tried to grab the ice but it wasn't strong enough to hold him. If he had been a religious man he would have sent a prayer to the skies but he didn't believe in prayer so he used his pole to help him slowly move that last foot and the safety of the shore. It seemed like a mile but it was just a foot.

In his struggle for his life the rifle slipped from his shoulder and disappeared into the river. He looked with heavy heart as it sank into the darkness of the cold river water but he knew that he had to save his own life and let the rifle go. It didn't take a lot of time to reach the shore, gather the small makings of a fire and rifle through his pack to find the matches in the waterproof container. There were many twigs and small pieces of wood to feed it. He had been lucky to find one small birch tree, and he ripped off the bark to get the fire going more quickly. Then he pulled out his set of dry clothes from his pack. They were as dry as the eider duck feathers. It was cold standing with his wet clothes on. His fire flared upwards. He stood by it and slowly

changed his wet clothes to dry. He had found in the past that it felt better to change even in the cold than to keep his wet clothes on. He tried to dry his boots a little bit but they still were wet when he put them on. They didn't seem to feel so cold with dry wool socks on his feet.

Still he couldn't help wondering where his rifle was in the river and if he could possibly get it. He searched all along the pathway he had taken over the ice, but he couldn't see his rifle at all. What a loss, he thought. He saved his own life at the cost of his rifle. How would he get his moose this year without his good old thirty-thirty rifle. He felt upset that he would not be able to get a moose to feed his family. If he had made only one mistake it was losing his rifle. He decided to walk further along the shore line. He used his small stick to push the ice inwards until more water showed.

And to his surprise he saw a fallen tree stuck in the middle of the river. There on one of the limbs was the rope. He couldn't see his rifle but he thought it must be hidden under the water. He chopped down another small sapling, cut off all the branches and left only one small part of a limb that looked like a strong hook. He made sure any movement he took was very slow and deliberate.

He worked on it for almost an hour before he successfully managed to retrieve the rifle. He was so happy to again hold the rifle in his hands although he knew he would have to clean it completely before it could be used again.

By now the darkness was slowly descending on the land and he raced the darkness

home. It took him the next half hour.

His children and wife were so happy to see him. He swooped the children up in his arms and there were hugs and kisses all around.

After supper was finished they all sat around the light of the draft from the sheet metal stove.

"Tell us a story," begged his children.

It was dark in the cabin and the shadows flickered up and down the walls.

So he started, "I almost didn't make it home today."

"Why?" the children asked

"Because I almost drown." he said.

"Why did you almost drown?" they asked.

"I was a little bit lazy," he said.

And so he told the story of crossing the river when he knew better and how he took a chance to shorten his trip home.

"Of course," he said "It actually lengthened my trip home."

And together, with the children asking questions and Bill answering their questions, a wonderful family story was made by both the listener and the teller much like one makes a huge snowball in the winter just a little at a time.

Patricia Reid is a Toronto writer and story teller.

We value your opinion. Please let us know what you think about this story. Email us at learningcurves@hotmail.ca. The first person to give us some feedback gets a Tim Horton's Gift Certificate.

Learning Curves wants your writing.

If you have written poetry or a short story, share it with us and our readers. For further information or to submit some writing, email us at learningcurves@learningcurves.com

LEARNING CURVES
CONTINUING EDUCATION • JOB TRAINING

**Articles, web content,
grant-writing, proposals, newsletters,
essays, exam preparation...
you name it, I can write or edit it.**

**FOR ALL OF YOUR WRITING &
EDITING NEEDS**

**Contact Angela Walcott for rates at
northwordpublishing@gmail.com**

NIPISSING

U N I V E R S I T Y

SCHOOL OF BUSINESS

**STUDY LOCALLY AND COMPLETE
YOUR DEGREE IN 12 MONTHS!**

**Have a Business Diploma from one of these colleges?
Get your BComm Degree from Nipissing!
All classes and tutorials at your LOCAL college campus.**

COLLEGE
CENTENNIAL


FANSHAWE COLLEGE
LAWRENCE KINLIN
SCHOOL OF BUSINESS

ALGONQUIN
COLLEGE


Sheridan
Lambton
College

 **ST. CLAIR**
COLLEGE

Apply now through the Ontario Universities' Application Centre: www.OUAC.ca
To request an information package, email cpp@nipissingu.ca
or call 1-800-655-5154 and press "7"



ONE STUDENT AT A TIME



SEAN DECORY

MANDARIN THROUGH MUSIC

While English is the current international language, rapid developments in the East suggest that knowledge of the Chinese language will become increasingly important. International relations, global commerce, cultural trends, and interpersonal dynamics are all profoundly affected.

Yet, because of the reputed difficulty of the Chinese language, many Westerners have shied away from taking Chinese language classes. Even many Chinese Canadians who grew up in Canada are mystified by that non-Romance language.

The WEA, which publishes Learning Curves and coordinates University in the Community, was delighted when Mandarin through Music approached us with its fresh approach to learning Chinese. Mandarin through Music is unprecedented in that it uses YouTube songs as a key learning tool. With YouTube, students can practice Chinese as often as they wish.

The WEA will be holding two spring sessions and two fall sessions of Mandarin through Music in its University in the Community program. University in the Community is a free educational opportunity for people with low incomes to participate in

university level classes in the Humanities.

During Mandarin through Music classes, students will be exposed to the beauty and grace of the Chinese language that has a linguistic culture of great poetic expressiveness and brilliant musicality. Studying a foreign language expands one's breadth of awareness to create a more tolerant, more involved and more empowered citizenship.

Mandarin through Music is light-hearted and appealing in its use of pop songs and their lyrics as linguistic study materials. Most of us still remember the songs our parents and early teachers used to teach us our first language. So learning Chinese in this fun way will help us remember the words, rhythms and tones of Chinese.

Mandarin through Music provides fascinating explanations of the evolution of Chinese script. Students will learn about Chinese culture at its fundamental level of language.

The classes include group singing and musical improvisation with homemade musical instruments.

Classes will be held on Wednesday April 16th and 23rd at Innis College, 6:30 - 8:30pm

For more information, or to register, please email: universityinthecommunity@gmail.com

Adult Learners' Week in Canada

CELEBRATING ADULT LEARNERS

from March 29 to April 6, 2014



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Canadian
Commission
for UNESCO

Commission
canadienne
pour l'UNESCO

LANGUAGE ASSESSMENT Centres

York / Simcoe / Durham

coordinated language assessments and referrals

Are you a newcomer or immigrant who
is interested in improving your English?

Language Training Providers in
York Region, Simcoe County and Durham Region
offer a variety of courses.

Please call to book an appointment
for a language assessment,
and to enrol in classes.

Toll Free:

1-855-330-8655

E-mail:

ysla@tcet.com

Website:

www.tcet.com/assessments



CLARS

Language Assessment Centre

SCELA

Centre d'évaluation linguistique

Funded by / Financé par :



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



Ontario

LANGUAGE ASSESSMENT CENTRES



Language assessment services provide free English language assessments for immigrants. The assessment demonstrates your level of English skill in listening, speaking, reading and writing. After the assessment, you will learn which English classes are best for you. The assessor can help you decide and tell you what you need to do to start classes. These classes will help you improve your English, meet other newcomers and learn about Canada.

Coordinated Language Assessment and Referral System (CLARS) provides free English language assessments and referrals

to classes for immigrants who are eligible for government-funded language training.

Language assessments are provided by the Centre for Education & Training on a scheduled and pre-booked basis at the CLARS Centre in Richmond Hill, as well as the Welcome Centre Immigrant Services and Language Training Providers' locations throughout York, Simcoe and Durham Regions.

To book an appointment for a language assessment, please call: 1-855-330-8655 or email us at: ysla@tcet.com



A New Start

LEARN
MORE!

Online Education

Interested in maximum flexibility with your education? Consider online education. Experience online learning while working within your own schedule without ever leaving your home or office. Chart a career path by working towards a college diploma, certificate or professional accreditation, or discover a new talent. Our virtual classrooms are open 24 hours a day, seven days a week. Courses are facilitated by an instructor who is available to answer questions, encourage discussion on course topics and provide feedback. A number of online courses are available on a monthly intake schedule.

Some of our many program areas include:

- Business Administration
- Computers
- Health and Community Services
- Justice
- Teaching and Training
- Associations

For more information, visit our website today.



CONTINUING EDUCATION

www.durhamcollege.ca/online | 905.721.2000 ext. 2667



Faculty of Education
Centre for Adult Education
and Community Outreach



*Apply now
for classes
starting in
September 2014*

BEd in Adult Education

The degree you've always wanted — your way

Our **Bachelor of Education (BEd) in Adult Education**, as a first or subsequent degree, will enhance and advance your professional knowledge and practice as you engage in the education and development of adult learners. There is also an option of taking a Certificate program that focuses on five core Adult Education courses.

The Brock advantage:

- Small class sizes
- Choice of online or on-site experiences (Saturdays) at a selection of venues close to home
- Advanced standing may be available

You'll take courses part time, online or in a classroom setting on Saturdays in various locations across the GTA. It's the fit that you're looking for to balance work, life and studies.

Best of all, you'll be part of a community of learners who share your passion for the many facets of adult education.

For information please visit brocku.ca/education/futurestudents/adulted or contact us at 905 688 5550, x5547 email: adulted@brocku.ca

Centre for Adult Education and Community Outreach
Faculty of Education Brock University St. Catharines Ontario

Seneca



TUITION-FREE ACADEMIC UPGRADING

PREPARE FOR THE GED TEST

FULL-TIME DAY PROGRAM IN VAUGHAN AND NEWMARKET

Grade 12 equivalency opens doors to college, apprenticeships and employment. Seneca's tuition-free Academic Upgrading program helps you earn your Grade 12 equivalency at your own pace.

You can begin studying full-time for your GED or Grade 12 equivalency credits for college entrance at our Vaughan and Newmarket locations.

PROGRAM ELIGIBILITY

- You must be at least 19 years of age or a mature early school leaver
- Program suitability and entrance level will be determined by assessment & interview
- ESL 6 or above (speaking)

WHAT YOU'LL STUDY

- English
- Math
- Self Direction/Self Management Skills
- Computer Skills

WHAT YOU'LL EARN

- GED preparation**
- Grade 12 Equivalency shown on Seneca Transcripts
- Seneca Certificate of Completion
- ACE Certificate if you complete English and Math plus two other ACE credits

WHERE YOU'LL GO

- Apply to any college diploma, certificate or apprenticeship program in Ontario
- Enter the workforce with updated knowledge and skills

APPLY TODAY TO BEGIN STUDYING FULL-TIME IN VAUGHAN OR NEWMARKET

VAUGHAN
Tel: 905.417.1781 x5833
1490 Major Mackenzie Drive West,
Unit D5, Vaughan ON, L6A 4H6

NEWMARKET
Tel: 905.898.4455 x228
16655 Yonge St., Unit 3
Newmarket, ON, L3X 1V6

**EMPLOYMENT
ONTARIO**

U OF T LITERARY MOOT BENEFIT FOR UNIVERSITY IN THE COMMUNITY

For Scott Fitzgerald's novel, *The Great Gatsby*, came to life on February 27th when a dedicated group of lawyers and UiC students took part in a literary moot at Innis College Town Hall. In fact, Jay Gatsby himself came to life as lawyers Christine Kilby and Patrick MacDonald pleaded the case for and against Mr. Gatsby's liability in the death of Myrtle Wilson.

One by one, characters from the novel took to the stand with the dry-witted Honourable Justice Douglas Maund presiding. Dean of U of T Law School Mayo Moran and media personality and political advisor, Ralph Benmergui, made a hilariously endearing Daisy and Tom Buchanan. Well-known mystery writer (and lawyer), Robert Rotenberg, was a remarkably convincing Nick Carraway and Professor Anthony Niblett role-played his way through Jay Gatsby's testimony like a seasoned pro. When the jury of UiC students returned their unanimous decision of not guilty, the audience let out a cheer of relief.

Thanks to the hard work of a group of young lawyers, the evening raised over \$3,000.00 for University in the Community. The exceptionally creative and committed group of law students who formed the organizing committee - Matthew Lau, Bobby Leung, Jonathon Preece and Annie Tayyab - as well as Ben Frenken - staged a fundraiser that made everyone a winner.

Grateful thanks from UiC to the organizers, to all participants and to the evening's generous sponsors, law firms Norton Rose Fulbright, Torsys and Oslers.

The WEA is the publisher of Learning Curves and the founder of University in the Community.

University in the Community offers free humanities-based courses to adults whose life circumstances have prevented them from accessing the traditional routes to higher education.

For more information: www.weacanada.ca



A relieved Jay Gatsby, played by Professor Anthony Niblett, shares a laugh with his lawyer, Patrick MacDonald and Nick (Robert Rotenberg).



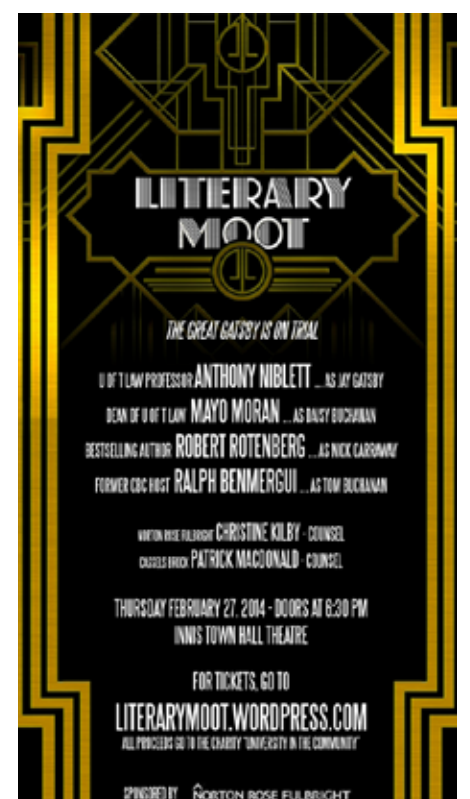
Daisy Buchanan (Dean Moran) tries to charm UiC jurors while being examined by lawyer, Christine Kilby.



Lawyer and mystery writer Robert Rotenberg with Justice Maund after the jury of UiC students declared Jay Gatsby not guilty.



Dean of U of T Law School, Mayo Moran and Ralph Benmergui, broadcaster and Executive Advisor to the President at Sheridan College, made a delightful Tom and Daisy Buchanan.



Poster for U of T Literary Moot to benefit University in the Community

LESSON 2 - PHOTO SOFTWARE

BY ANDREI SAJENIOUK

There are three different tasks you face working with photos:

- Organizing
- Fixing
- Creating Digital Artwork

The first task is the most common. It takes just a second to take a picture. After a few hours you may have 200-300 photos! So you have to preview them, eliminate redundant and bad ones, and place them into properly named folders. The good news is this task could be handled without any software more ; all the popular Operating Systems (Windows, Mac OS or Linux) have built-in utilities to preview/delete photos and create folders and subfolders. The bad news is this folders approach is kind of rigid; a photo can belong to only one particular folder at a time. Sometimes you need flexible ways to combine pictures. We call those logical combinations of photos that belong to different folders *collections* or *albums*. You do need a special software to maintain collections/albums.

The second task is also very common,

you need to rotate or crop photos, enlighten them, or remove red eyes and unwanted objects. Very often you don’t really change the photo you make it smaller in terms of the space it occupies; we call it *resizing*. For example, you resize many high-quality photos to send them as one email attachment.

Finally, the third task is the most advanced. It requires many more computer skills as well as artistic taste. Based on your pictures, you may create collages, photo albums, book covers, even Web pages. In order to create artwork, your program is supposed to support *layers*, which means you can put different photos on different layers so that they won’t affect each other. So, let’s classify some popular digital photo software in terms of organizing, fixing and artwork.

Andrei Sajeniouk is a mathematician who has worked as a programmer. For the last 15 years he has been teaching various General Interest courses such as technology, music, films for the Toronto District School Board. Andrei Sajeniouk can be reached at 647-344-4077 or computertraining@rogers.com

Program Name	Organizing	Fixing	Artwork	Price
Adobe Photoshop	No	Yes	Yes	\$700 - \$1,000 Subscription: \$30-70 per month
Adobe Bridge	Yes	No	No	Part of Adobe Suite
Adobe Photoshop Elements	Yes	Yes	Yes	\$100
Corel PaintShop	Yes	Yes	Yes	\$50
FastStone	Yes	Yes	No	Free download www.faststone.org
GIMP	No	Yes	Yes	Free download www.gimp.org

ANNE MCDONAGH EDITOR OF LEARNING CURVES CELEBRATES 75TH BIRTHDAY!

Anne has been the Editor of Learning Curves for most of its 16 years. She is also the founding coordinator of University in the Community which was launched in 2003, a university liberal arts program for low income members of the community. Rumana Kahlifa a University in the Community student is pictured with Anne, She is one the UiC students who surprised Anne with a birthday cake, cards, flowers. Anne is Vice-President of the Workers’ Educational Association and Rumana is a member of the WEA Board of Directors, the organization which is a co-founder of University in the Community and the publisher of Learning Curves. **Best wishes Anne and many many thanks for all your volunteer work for the UiC students, Learning Curves’ readers and the WEA Board of Directors.**



Anne, pictured left, cutting the cake with friends.

ENHANCING THE STUDENT EXPERIENCE THROUGH TECHNOLOGY

BY: ERIK DICKSON

Nicholas Contant stands tall as he works in his office at the Centre for Adult Education and Community Outreach (CAECO) at Brock University in St. Catharines, Ontario.

His dual computer screens are set up at eye level – accommodating the ergonomic preferences that keep the Educational Technologist for Brock’s innovative Adult Education program on his toes.

Contant was brought on board as the go-to person to develop and support the program’s online technology and educational resources.

CAECO has been a leader in online education at Brock for more than 20 years, offering a Bachelor of Education in Adult Education degree program and a Certificate in Adult Education program. Students are able to study part-time and can choose to take Adult Education courses, both core and elective, online or in classes held in community locations across Ontario.

Currently the program offers a total of 17 courses online – five Adult Education core courses and 12 Adult Education elective courses. Popular courses include “Learning for Success”, “Learning in Digital Contexts”, “Adult Learning Disabilities” and “Power, Practice and Process in Learning”. Enrolment in the degree and certificate program has grown to over 2,000 registrations a year.

Contant’s role is to maximize the full range of technology needed to support Adult Education courses. He oversees loading and updating course materials on Brock’s online Learning Management System and is adept at applying tools such as Softchalk, a content authoring software used to create professional and engaging learning content. Under the supervision of faculty member and unit Director, Dr. Sharon Abbey, he works with

staff, faculty and course facilitators to design, revise and renew educational video and audio elements that enhance online learning.

As a graduate of Brock’s Interactive Arts and Science program, Contant brings unique knowledge and skills to his job. He brings a natural ease and an intuitive sensibility to assisting others in working with technology in a digital world giving him an edge when developing online education resources that enhance the student experience.

“The ease of access to education is a big priority for our BEd in Adult Education candidates,” says Contant. “Many of our students are working professionals interested in obtaining degree credentials. The part-time, online option attracts many looking to fit their studies into already busy lives filled career, family and community activities.”

“We have a mix of students. Many are like me and have become accustomed to working with new media and technology at their fingertips. They know what they are looking for in the integration of technology and education, and they expect a rich and valuable experience.”

“At the same time, there are students who are taking online courses for the first time. It’s important to offer them the support they need to quickly gain a comfort level in the online environment. That includes ensuring our courses are accessible and guided by universal design standards. This is a never-ending task.”

Contant hopes that in the future he’ll be able to look back on having contributed to building upon CAECO’s strong track record for online programming and delivery.

“Keeping pace with technology is challenging and the job is demanding,” he says. “That’s why I like it so much. I want to keep pushing boundaries with the tools that we use to give students a dynamic online experience.”

LEARNING IN THE COMMUNITY MEETS CANADA READS

BY JANE ROZELL

On Wednesday, February 12th, 2014, members of the University in the Community excursion group (Learning in Tihe Community) attended a celebration honouring the finalists in the Canada Reads competition. It was held in the Bram & Bluma Appel Salon at the Toronto Reference Library.

By 7 o’clock, when the event began, there did not appear to be an empty seat anywhere in the large room. The theme of this year’s Canada Reads is: What is the one novel that could change Canada—the one book that all of Canada should read? The competition takes place from March 3rd to 6th and is on CBC Radio and TV and online at CBC Books. The February 12th event was a preview and celebration of the March event.

It was hosted by Gill Deacon of the CBC’S Here and Now. There were five guests, each one defending one of the competition’s five finalists. The guests spoke briefly about their choice, did a short reading from the book and gave their reason why this was the book all Canada should read.

University of Toronto Professor Yogendra Shakya chose *Cockroach* by Rawi Hage, a novel which details the plight of an immigrant in the city of Montreal. Cheri Dimaline, the First Nations writer-in-Residence at U of T, chose

Joseph Boyden’s *The Orenda*, about life at a crucial point in Canada’s aboriginal history, and Juliet Dunn, actress and jazz singer, spoke for *Half Blood Blues* by Esi Edugyan. This novel tells of the disappearance of a black blues musician in pre-war Paris at the hands of the Nazi party.

Annabel, the story of an intersex child, written by Kathleen Winter, was the choice of Dr. Morgan Holmes, sociology professor at Sir Wilfred Laurier, and The Year of the Flood, life in a world environmentally degraded, written by Margaret Atwood was the book Toronto’s former mayor David Miller chose.

During the evening, there were two interludes when Juliet Dunn, accompanied by her pianist husband sang blues songs popular in Paris in the era of Ese Edugyan’s novel.

It was a wonderful evening which concluded with a raffle for several gift packages of the five books that are the finalists for Canada Reads. I am sure that the first number called was mine but I couldn’t locate my ticket, which I had put in a safe place. Several days later, I found it deep inside my purse among several other very important things. Never mind, some other lucky person won “my” prize. I truly hope they enjoy it.



Want to go to university but haven't finished high school or community college?

YOU CAN DO IT!

The Millie Rotman Shime **Academic Bridging Program** can help you achieve your academic and career goals!



NEW
Full-Time Option

- 3 Courses/60% Course Load
- Eligibility for Financial Aid
- Achieve Full Credits Towards an Arts & Science Degree

Learn more about the part-time or full-time options at:
www.wdw.utoronto.ca/bridging



Facebook YouTube



UNIVERSITY OF TORONTO
WOODSWORTH COLLEGE



WE ARE DETERMINED TO MEET YOUR LEARNING NEEDS

If you're looking to develop a competitive edge, or are considering a career change, the School of Social & Community Services offers maximum part-time study flexibility in numerous fields, including:

<p>Human Services:</p> <ul style="list-style-type: none"> • Advanced Client-Directed Case Management • Advanced Crisis Intervention and Counselling • Behavioural Science • Child & Youth Rights Advocacy • Developmental Services Worker Diploma (Part-time Stream) • Forensic Practice • Gerontology • Managing in the VAW (Violence Against Women) Sector • Psychosocial Rehabilitation in Mental Health • Settlement Counsellor • Social Service Worker Diploma (Part-time Stream) 	<p>Criminal Justice:</p> <ul style="list-style-type: none"> • Border and Immigration Services • Child Welfare and Forensic Practice • Corrections and Forensic Practice • Criminal Intelligence Analysis • Forensic Identification Services (uniformed officers only) • Mental Health and Forensic Practice • Municipal Bylaw • Police Foundations Diploma (Online/Part-time Evening) • Private Investigation (Online) • Transformative & Restorative Justice
<p>Fire Services:</p> <ul style="list-style-type: none"> • Specialized Rescue 	

For more information on how you can go above and beyond call 416.253.1918 ext. 3484 or visit our website.

communityservices.humber.ca



HUMBER
School of Social & Community Services

WE ARE HUMBER

Adult Continuing Education Programs for the



DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Check out the following learning opportunities – Serving Durham Region

www.con-ed.ca

High School Credit (OSHAWA CAMPUS; AJAX CAMPUS)

Personal Support Worker,

ESL, Linc, Computers for ESL

Correspondence (at home learning)

Adult Upgrading - Literacy and Basic Skills (MTCU Funded)

Night school, Summer school, E-Learning, Computer Courses

Microsoft Office Specialist Training

Oshawa Campus 905 438-0570 & 905 626-6631

Re-engagement Program - 905 438-0570 Ext. 8448

Ajax Campus 905 683-7713 & 905 626-6631

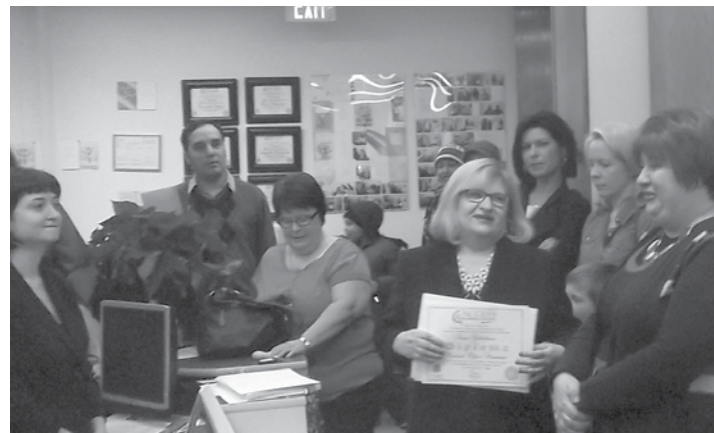
Whitby Centennial Building Campus ESL & Linc – 289 481-1226

Welcome Centre ESL & Linc - 289-481-1336

Adult Upgrading LBS Program 905 438-0570 Ext. 8444

International Languages 905 683-7713

Interest Courses - 905 683-7713



Sonia Nerses gives Medical Office Assistant Certificate to Inna at the December 22, 2013 graduation at Access Business College. Medical Office Assistant is another area where there are jobs these days. Think of the large age group of aging baby boomers in Canada to picture the job growth here in medical offices for family doctors, specialists, physiotherapists clinics, hospitals, rehabilitation centres, nursing homes, hospices and more.

PROPERTY ADMINISTRATOR AND MORE AT ACCESS BUSINESS COLLEGE

BY WENDY TERRY

Where are the jobs, is a question every one asks these days. Well, property administrator is on top of the Second Career Indicator with good employment prospects. We live in buildings, work in them, shop in them and they all need property administrators.

Recently, I was introduced to Aziz who had just finished the Property Administrator Diploma course at Access Business College. In her new job as Property Administrator, she told me her courses in MS Office, Human Resources, Property Management, Accounting, Knowledge of Contracts/Projects, Leadership and Planning and others have been really helpful.

Aziz tells me she is undertaking “responsibilities in a field that is very new to me, ... and this all happened through the help of the Ontario government (Second Career) and Access Business College administrators and teachers”

We talked on Family Day which

Aziz said was fitting as she felt very much a part of a large family at Access Business College. She noted that the ongoing support, patience and guidance helped her to navigate through the “rigors of instruction, assignments and tests... and feel that success was not a distant notion but rather a very near point..”

We wish Aziz the best and hope our readers will look into prospects in the field of property administration. Maybe pop into your building management office and ask them to show you what they do.

In property administration, other common job titles are Accommodation Officer, Government Property Manager, Property Administrator, Property Rentals Manager, Leasing Coordinator.

Typical employers include insurance and real estate agencies, operators of buildings and dwellings, property development companies, provincial and municipal governments.

TOP 5 REASONS TO ADVERTISE IN LEARNING CURVES

1. We are the only community newspaper dedicated to adult learners in Toronto and the GTA. One in every five adults participates in adult education.
2. We have over 700 distribution points including all Toronto and GTA libraries as well as schools, colleges, universities, community programs and employment resource centres, apprenticeship offices and many neighbourhood, community and recreation centres and other sites.
3. Our readers are new Canadians, youth returning to school, working and unemployed people trying to upgrade or change careers, seniors, employment counsellors, teachers, and employers.
4. Our editorial is informative and insightful - profiling programs and learners and government policy for adult learning. Our articles are posted and handed around.
5. Our rates are affordable

CALL US AT: 416-923-7872

LEARNING CURVES
CONTINUING EDUCATION • JOB TRAINING

LEARNING-CURVES.CA

MARCH BREAK

Let us have a safe
March Break and welcome
long-awaited Spring!

www.kathleenwynne.onmpp.ca



Kathleen Wynne, MPP

Member of Provincial Parliament for Don Valley West

REPRINTED FROM THE SUMMER 2012 ISSUE OF LEARNING
CURVES IN TRIBUTE TO JACK HENSHAW

Advocating for Seniors' Learning and General Interest Programs at the TDSB

In February 2003, the Toronto District School Board announced the discontinuation of General Interest courses. Clearly, they did not expect learners to organize and fight back, but fight back they did. Two seniors, Jack Henshaw and Gerry Lang, along with others, took the lead in organizing Citizens for Lifelong Learning. They organized community meetings, lobbied TDSB school trustees and provincial politicians, got media attention, and secured over five thousand signatures on a petition. Thanks to their advocacy, the program was reinstated in August 2003.

But the story doesn't end there. It has taken nine years to rebuild the program to where it was in 2003 when the program was discontinued. In the meantime, the demand for General Interest courses has grown. Three years ago, when the Board moved to deliver the calendar to every household, 6000 students could not be accommodated by the courses offered. In spite of its obvious popularity, the program was not expanded to meet the demand.

To be fair, the TDSB receives no support from the Ontario government for General Interest learning for adults. In 1986, the Ontario government cut funding support for these programs and has never reinstated even a portion of this. Even so, the TDSB has continued to support General Interest programs for the community. The Ontario government needs to do the same.

Although General Interest programs are suited for all ages, seniors make up over twenty-five per cent of the students. Newcomers, low-income adults, and seniors study a wide range of courses such as art, business, communications, computers, crafts, dance, languages, music etc. Whole program areas - liberal arts, history, cultural studies, sociology, literature, art history, music appreciation and political science - have remained untapped.

TDSB General Interest programs are well-suited for seniors. They are organized for the sake of lifelong learning, rather than for credit towards a certificate, diploma or degree. They are both accessible, since they are offered in local schools, and affordable, when compared to college and university programs.

In reality, General Interest courses are ideal for many adult learners who want to learn something new just for the sake of learning something new: newcomers, who want to move beyond English as a Second Language classes and establish friendships through shared interests; low-income earners, who want to learn something new but can't afford the fees for credit courses; or those who simply want to broaden their educational horizons and participate in a community of learners.

Given that the aging of the baby boomers means that the number of seniors will be increasing every year over the next decade, that the Board is closing underutilized schools and selling them off, and that the General Interest programs are oversubscribed, one might well ask why the program is not growing exponentially.

Jack Henshaw and Gerry Lang continue to lobby for the expansion of the program. Both Jack and Gerry currently sit on the Continuing Education Advisory Committee of the TDSB. Adult students at the TDSB are lucky to have two such dogged advocates. Jack was the Co-op Coordinator for the Engineering program at the University of Waterloo and Gerry was the Human Resources manager at the LCBO. They are exceptionally astute advocates, but at this point they are also very frustrated.

The merits of the program - keeping seniors engaged with learning and with the community, allowing newcomers to move from ESL classes into mainstream learning, opening up learning opportunities for low-income learners - have been presented over and over again. The benefits of lifelong learning to the health of older adults are now fully recognized. Research, such as that undertaken by Brock University's Community Health Sciences Professor Miya Narushima, endorses the view that for seniors, learning really is the best medicine.

So what is to be done? How can the public, seniors, newcomers, and low-income earners convince the Board to actively grow the General Interest program? First of all, you can contact your school trustee and tell him or her that you would like more General Interest programs. Let your trustee know what programs you would like, and where you would like them. Secondly, you can ask your Member of Provincial Parliament to advocate for funding for General Interest programs.

Go to www.tdsb.on.ca. Click on About Us. Look on the right side and click on Wards and Trustees. There you will find a map and contact information for all Board Trustees. Or call 416-397-3000, explain where you live and ask to speak to your trustee.

Go to www.ontario.ca. Put Legislative Assembly in the Search engine to find your MPP. Or call 416-326-1234 and ask for help in identifying your MPP.

June is Seniors' Month.

In Memory of Jack Henshaw

who passed away
February 28th, 2014

Jack's friends at CUPE4400
dedicate this page in appreciation
for his advocacy work for Seniors'
Learning and General Interest
programs at the TDSB.



Jack Henshaw received the Queen Elizabeth II Diamond Jubilee Medal on June 27, 2012. Jack was recognized for over seventeen years of advocacy for adult and seniors' education General Interest programs. Pictured with Jack is his spouse Alice Foster. The awards reception was hosted by Donna Cansfield MPP for Etobicoke Centre at St. George's Golf and Country Club. Congratulations Jack.



**"You can
count on us"**

www.cupe4400.org

LEARNING THAT MAKES A DIFFERENCE

Meet Laurie, David, Elaine, Leanne, Shuqing and Dawn – just a few of the people who have achieved inspiring success with the help of our Continuing Education courses. The skills, connections and confidence they gained made it possible for them to achieve their goals. Read their stories on our website, and see the difference you can make in your own life with George Brown College.

CHOOSE FROM EVENING, WEEKEND
AND SOME DAYTIME COURSES IN

Arts and Design
Business and Legal Studies
Communication and Languages
Emergency Management
Health Sciences and
Community Services
Hospitality and Culinary Arts
Liberal Arts and Sciences
Makeup and Esthetics
Technology and Trades

PLUS DISTANCE EDUCATION



Laurie
Social Media Marketing



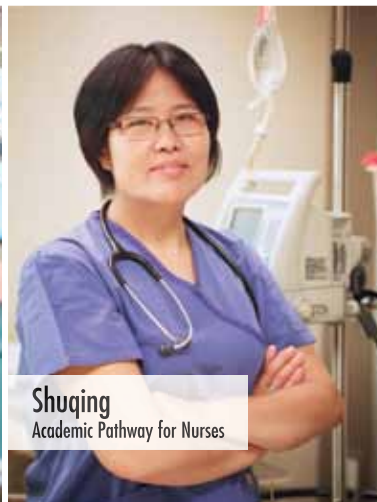
David
Millinery



Elaine
Garden Design



Leanne
Dental Hygienist (Continuing
Professional Development)



Shuqing
Academic Pathway for Nurses



Dawn
Makeup and Esthetics



coned.georgebrown.ca

Register now for spring courses!



OVERLAND LEARNING CENTRE SENIOR ACTIVATION ACTIVITY SPECIALIST PROGRAM

BY SALIMA SATANI

The Senior Activation Activity Specialist Program at Overland Learning Centre is unique. Classes are Monday to Friday. From Monday to Thursday we study the theory part of the course which includes such topics as gerontology; aging; illness and disability; resiliency in aging; craft activities and the different types of physical exercises which are useful for older adults and seniors. Students also get training in resume and job interview skills. Students are offered the opportunity to take the First Aid/ CPR training course at a discounted price.

For the Friday classes, students attend field trips to various places in the community, which deal in some way with seniors. We try to find out what activities seniors are involved in. Basically, we want to find out how seniors keep themselves active. We visit shopping malls to learn about how many seniors go to the mall and participate in mall walking/exercise programs. We also visit libraries, gardens and parks, fitness gyms, grocery stores. We make friendly visits to nursing/retirement centres, health centres/health clinics to get information on different diseases and employment resource centres to learn about job opportunities and more. The instructor helps the students realize that seniors are a very important and active part of our society.

Learning about what seniors do and where they go in order to stay active will help the students become more aware that seniors are participating in various programs which are offered by the community. For example, heading off to the mall at 8 a.m. and seeing seniors walking in the mall, having a coffee and socializing with friends or even just being by themselves is something which all students wouldn't have understood by themselves. Students can now take the initiative to create programs for seniors in malls or wherever it may be, and make senior-related activity proposals to various places in the hopes of getting a volunteer or job opportunity. The possibilities of making contacts and finding out about new programs for seniors are endless.

Students learn how to take initiative, which creates a sense of community involvement on their part. Yes, we can learn about mall walking programs through theory but the practical knowledge and actually seeing what takes place through a practical eye-opening experience is a thousand fold more valuable.

Students get weekly field trip assignments, which are completed and handed in to the instructor as soon as possible. Discussions about the outings are held each Monday. Students are learning first hand about who the older adults/seniors as well as their capabilities.

Through this practical study, students can learn directly and thus have a better understanding about their field of study. Comments about the Friday classes include, "I never knew about mall walking", "I never go to the mall this early. I never knew seniors wake up so early", "Can I make my own mall walking program for seniors?", "How much does it cost to walk in the mall?" (The answer is "FREE"). I have heard many comments about how beneficial the Friday outreach activities are. The outreach activities are very meaningful for the students and are the key to learning about senior activities. Students then take this valuable knowledge and apply it to their senior activity research projects.

Many students have done volunteer work with seniors at various senior and elderly care centres such as Better Living, Greenview Lodge and Ina Grafton Gage Home.

Students have been successful in finding jobs as Senior Activation Activity Specialists and some have gone on to a community college to improve their knowledge in the health field.

In our class our main goal is to improve the English language skills of ESL learners and assist them in finding a path in the senior health care field.

Salima Satani is an ESL Instructor and Senior Activation Instructor at Overland Learning Centre, Toronto District School Board.

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 recently returned to school under the Second Career program. I am 37 and this is my shot at having a good career. I barely made it through high school. My marks were ok but I skipped a lot of classes and didn't invest any time in homework or studying. I assumed that as a mature adult I would be a better student but I am not. I am passing but barely. My study habits are terrible! I struggle to stay focused. Getting assignments in on time is a chore. I have one more year left and I want to be successful. Any advice?
Scattered in Scarborough

Dear Scattered,

Your problem is not uncommon. I resolved today to sit at the computer to answer your question but on my way to my laptop I noticed my tap was dripping so I had to check out that issue. While in the kitchen I made myself a snack and then put away some dishes. The phone rang...and three hours later... here I am...finally. And I promise to answer your question as soon as I watch just one more episode of Breaking Bad.

It's never too late to develop good study habits. As youth we are blessed with good memory and high energy. As adults, a good memory and high energy are often replaced with multiple responsibilities and distractions. Learning to focus on the task at hand becomes a priority. Here are some tips;

1. Schedule it in: Schedule your study time as you would any other appointment. Start by making your study periods shorter but more frequent (as opposed to two hours three times a week make it 30 minutes daily). As you develop the ability to stay focussed, slowly increase the time. Set your schedule and give yourself small rewards for meeting these goals.

2. Know your Learning Style. I found it very helpful to know my learning style. As a Visual Learner I don't feel guilty about doodling anymore! I know

it helps me concentrate! Knowing your learning style will help you establish study habits that support it. You can check out your learning style at this website, www.edutopia.org/your-learning-styles.

3. Start a study group. See if other people in your program want to share the load. Getting together once a week with two or three classmates gives you an opportunity to clarify concepts you may not understand or provide for fresh perspective.

4. Find your space: At home there are distractions. The laundry needs to be done, clothes to be put away, children attended to... the phone rings and... If possible, use the library at school or near your house. Most coffee shops have WIFI if you want to bring your laptop. Try to look at this as "your time". If you cannot leave the house make a small area your space. If you need – put a "DO NOT DISTURB" sign outside the door.

5. Get expert advice! Most colleges and universities have a Student Affairs office where they offer assistance to students such as tutoring, coaching and counselling. Avail yourself of their expertise. They also want you to succeed!

Elcee



Next-Steps Employment Centres



Your next job is out there. We'll help you find it.

FREE valuable resources and services | Seven locations in the GTA | Visit or call us today!

Don Mills
Peanut Plaza
3030 Don Mills Rd.
Toronto
Tel: 416-395-5101

Downsview
3701 Chesswood Drive
Unit 100, Toronto
Tel: 416-395-9559

Riverdale
997 Gerrard St. E.
Toronto
Tel: 416-396-2313

Scarborough Rouge
91 Rylander Boulevard
Unit 102-104, Toronto
Tel: 416-396-8110
TTY: 416-396-2036

Dundas-Dixie
1225 Dundas St. East
Unit 14A, Mississauga
Tel: 905-896-2233
TTY: 905-896-1364

**Mississauga
Meadowvale**
2121 Argentia Road
Suite 102, Mississauga
Tel: 905-814-8406
TTY: 905-814-1329

Vaughan
4585 Highway 7
Units 7-9, Vaughan
Tel: 905-851-6551
TTY: 905-851-6998



- *One-on-one employment assistance and counselling*
- *Career planning and exploration*
- *Workshops on job-search specific topics*
- *Job development and placement support*
- *Exclusive job postings and resources*
- *Resume reviews and interview preparation*

Monday - Friday, 9 am - 5 pm

NextStepsEmploymentCentres

NextStepsEC



www.next-steps.ca

Operated by



**EMPLOYMENT
ONTARIO**

This Employment Ontario service is funded in part by the Government of Canada

© Copyright TDSB. Not to be used without prior permission from TDSB.

Toronto District School Board

*Community
Services*



We offer a variety of programs in the community, and **we have something for YOU!**

For more information on our programs and services, including LINC, ESU, ELT, Newcomer Services, Hairstyling Apprenticeship and much more, visit **CommunitySvc.s.tdsb.on.ca** or email **CommunitySvc.s@tdsb.on.ca**



TdsbCommunityServices



tdsb_cs

Settlement Services • Language Training • Skills Development and Upgrading • Employment Services