

UNCOUNTED ADULTS

TORONTO'S "UNDER-UTILIZED" SCHOOLS BY GRAHAM HOLLINGS



Recent news stories reporting that Toronto public schools are “under-utilized” paint a wildly inaccurate picture. The provincial formula for determining the utilization rates of our schools does not count tens of thousands of people who are attending educational programs in our schools, mostly during the regular school day. The majority of these uncounted learners are adults. As a result, many schools with supposedly low utilization rates are far less empty than the current numbers suggest. The provincial government often talks about

– or, at least, used to talk about – the ideal of “schools as community hubs”. In this context, it is ironic that it is the provincial formula (for determining school utilization rates) that makes many schools – including some great community hubs – appear under-utilized. Compounding this irony, many of the programs with uncounted participants are actually funded by the provincial government. The system seems to be working against itself. There is a lot at stake here, schools are at the heart of our communities. Losing a school, through school closures,

means a lot more than losing “a building”. Who is not counted? The following Toronto District School Board (TDSB) programs, with numbers from the 2013–2014 school year, are not captured by the current formula for determining school utilization rates:

- Adult English as a Second Language, funded by the Ontario Ministry of Citizenship & Immigration: 20,000 adult learners

CONTINUED ON 3

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

TWITTER: [LEARNINGCURVES1](#)
FACEBOOK: [LEARNINGCURVES-WEA](#)

INSIDE:

- SCHOOL UTILIZATION STATISTICS
- VALENTINES DAY GRADUATION
- FROM HOMEMAKER TO SUPERVISOR
- SPRING TERM START DATES
- FIFTY SHADES OF GREY (MATTER)
- CRITICAL THINKING
- AARON'S NEW YEARS RESOLUTION
- GET CRACKING WITH YOUR CAREER
- WANTED: ADULT ONLINE WARRIORS
- DEAR ELCEE



ACCESS

BUSINESS COLLEGE

BE JOB READY. THE BEST IS YET TO COME!



You could qualify for

PAID TRAINING

Laid Off? Sick Leave? Maternity/Paternity? Unemployed or Under Employed? E.I. or Reachback? ODSP? OW/SA?

If you are laid off, the grant is up to \$28,000.00. If applicable, Child Daycare up to \$1,000/child, maximum \$2,000/month. Call us to find out if you qualify for Training & Education Funding.

DIPLOMA PROGRAMS

- **PROPERTY ADMINISTRATOR**
- **BANKING & FINANCIAL SERVICES**
 - Canadian Securities Course (CSC)
 - Canadian Investment Funds Course (CIFIC)
- **Business Administration**
- **Computerized Accounting & Canadian Payroll**
- **Customer Service**
- **Hospitality Management**
- **Food & Beverage Management**
- **Medical Office Assistant (MOA)**
- **Administrative Assistant**
- **Graphic/Web Design**
 - Receive Adobe CS6 Suite
- **Law Clerk**
 - PC Law
 - Teraviva / Conveyancer



CALL NOW AND GET STARTED ON YOUR CAREER TODAY!

www.accessbuscollege.com
info@accessbuscollege.com

416-510-2739

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

UNCOUNTED ADULTS

CONTINUED FROM 1

• Parenting & Family Literacy Centres in 78 TDSB schools, funded by the Ministry of Education: 14,000 pre-school children plus their parents/caregivers

Adult (High School) Credit, funded by the Ministry of Education: 12,000 adult learners (over the age of 21)

Essential Skills Upgrading (Adult Literacy), funded by the Ontario Ministry of Training, Colleges, and Universities: 2,600 adult learners

General Interest/Seniors’ Daytime (fee-for-service; no external funding): 30,000 adult learners (primarily in evening courses)

Many of the 130 schools on a recent list of “under-utilized” TDSB schools – schools that are supposedly at 65%-or-less capacity – have programs that serve hundreds of uncounted learners. Here are just a few examples: John Polanyi Collegiate, near Bathurst and Lawrence, is listed at 46% capacity, with 650 students. However, the school also accommodates the Bathurst Heights Adult ESL program, a program that uses a huge separate wing of the school. If you count the adults, the school is full. Charles G Fraser Junior Public School and Alexander Muir/Gladstone Junior and

Senior School, both in downtown Toronto, accommodate both Parenting and Family Literacy Centres and Adult ESL classes. Again, the hundreds of participants in these valuable daytime programs are not counted in determining school utilization rates. Stanley Public School, near Jane and Finch, is considered half empty. In a separate wing, Stanley PS accommodates one of the few Adult ESL programs in the area. This daytime TDSB program provides a vital educational opportunity to adult learners, many of them parents, who live in the neighbourhood.

The province should start counting adult learners. The provincial formula for determining school utilization rates needs to be changed so that it accurately reflects the actual number of people using our schools. We would all like to see more “schools as community hubs”. The provincial government should be helping to realize that goal, not working against us – and against itself.

Graham Hollings is an adult educator with the Toronto District School Board

SCHOOL UTILIZATION STATISTICS

JK-12 Utilization Rate (2014)			School Name			Uncounted Programs*		
61%			Alexander Muir/Gladstone Ave Junior and Senior Public School	PTG, ADULT ESL, ILE (INT)				
49%			Avondale Alternative Secondary School		ILE			
40%			Bendale Business and Technical Institute		ESU (4+), GI			
45%			Blake Street Junior Public School		ILE, PTG			
59%			Braeburn Junior Public School*		ILE			
65%			Brock Public School		ILE (INT)			
48%			Bruce Junior Public School		PTG, ESL, ILE			
35%			Burhamthorpe Collegiate Institute		ESU (3+), ESL (4+), GI			
59%			Calico Public School		ILE			
2%			Caring and Safe School Area A (30 Barrhead, Multi-Use Centre)					
			REXDALE ADULT LNG CTR		LINC			
4%			Caring and Safe School Area C (SCAS, Adult Day School)		GI			
36%			Caring and Safe School Area D (Terraview Heights Multi-Use Centre)					
			TERRAVIEW ALC		ESL (4), ESU (4+)			
46%			Carleton Village Junior and Senior Sports and Wellness Academy		ILE, PTG			
58%			Central Technical School		GI			
51%			Charles G Fraser Junior Public School		PTG, ESL, ILE			
63%			Charles H Best Middle School* (part of an ARC 2015-16)		ILE			
59%			Chester Le Junior Public School		PTG			
62%			Cresthaven Public School		ILE			
44%			Danforth Collegiate and Technical Institute (part of an ARC, 2014-15)		GI			
59%			Dennis Avenue Community School*		PTG			
61%			Donview Middle Health and Wellness Academy		ILE			
53%			Dundas Junior Public School		PTG, ILE			
56%			Elmbank Junior Middle Academy		PTG , ILE			
45%			Emery Collegiate Institute		ESU (1), ESL (2)			
35%			Ernest Public School		ILE			
59%			Essex Junior and Senior Public School		PTG, ILE			
35%			Fairbank Memorial Community School*		PTG			
28%			Fisherville Senior Public School		ESL			
44%			Flemington Public School		PTG, ILE			
51%			General Mercer Junior Public School*		PTG, ILE			
41%			George Harvey Collegiate Institute* (part of an ARC 2015-16)		ESU (3)			
60%			George Syme Community School*		ESL, ILE			
* ADULT PROGRAMS			ILE	International Languages Education				
ESL	English as a Second Language		ILE (Int)					
ESU	Employability Skills Upgrading		LINC	Language Instruction for New Comers				
	Formerly Literacy Basic Skills		NYAD	Not Your Average Day Care				
GI	General Interest		PTG	Parent Teacher				

JK-12 Utilization Rate (2014)			School Name			Uncounted Programs*		
0%			Gooderham Adult Learning Centre (1 of 9 schools "to be considered for disposition")		ESL			
54%			Greenholme Junior Middle School		ILE			
59%			Guildwood Junior Public School*		NYAD			
60%			Henry Kelsey Senior Public School		ILE			
55%			Highland Heights Junior Public School* (part of an ARC 2015-16)		PTG			
62%			J R Wilcox Community School		PTG, ILE			
46%			John Polanyi Collegiate Institute* (part of an ARC 2015-16)		ESL (10+), ESU (1)			
			King Edward JPS (ARC 2015-16)		ILE (INT)			
25%			Kensington Community School* (part of an ARC 2015-16)		ILE(INT), ESL (2)			
50%			Lescon Public School		ILE			
			Lord Lansdowne JSPS (ARC 2015-16)		ILE (INT)			
64%			Maple Leaf Public School		PTG, ILE			
53%			Melody Village Junior School		ILE			
41%			Nelson Mandela Park Public School		PTG			
53%			Oakwood Collegiate Institute* (part of an ARC 2015-16)		ESU (1)			
56%			Parkdale Junior and Senior Public School		PTG, ILE			
64%			Pauline Johnson Junior Public School* (part of an ARC 2015-16)		ILE(INT), PTG			
64%			Pineway Public School		ILE			
51%			Queen Alexandra Middle School		ESL			
58%			Rene Gordon Health and Wellness Academy		ILE			
61%			Roden Public School		PTG, ILE			
53%			Ryerson Community School* (part of an ARC 2015-16)		ILE(INT), PTG			
32%			Scarborough Centre for Alternative Studies		GI			
21%			School of Experiential Education		ESL (3+), ESU (2+)			
64%			Sheppard Public School		PTG, ILE			
58%			Shoreham Public Sports and Wellness Academy		PTG			
56%			Silverthorn Community School*		PTG			
52%			Stanley Public School		ESL (3+ rooms)			
49%			The Elms Junior middle School*		PTG, ILE			
55%			Thistletown Collegiate Institute		ESL (3), ESU (2), GI			
55%			Twentieth Street Junior School		PTG			
48%			West End Alternative School (BICKFORD)		ESL (10+), ESU (4+), GI			
54%			West Hill Collegiate Institute* (part of an ARC 2014-15)		ESL (3)			
65%			Westview Centennial Secondary School		ESL (4)			
49%			Winston Churchill Collegiate Institute		ESL (6+), GI			
48%			Woodbine Junior High School		ILE			
41%			Yorkdale Secondary School		ESU (1)			

Seneca | SCHOOL OF WORKFORCE
SKILLS DEVELOPMENT

Your Big Break

COLLEGE OPPORTUNITIES PROGRAM

Opening the door to postsecondary education can be a challenge. If your economic situation or educational background has you at a disadvantage, the College Opportunities program may be your big break.

Earn a Seneca Certificate in just eight months then enrol directly in a Seneca diploma or degree program.

- Learn the keys to College success
- Develop essential academic skills
- Improve critical-thinking and problem-solving skills
- Earn transferable credits and study vocational courses
- Make informed career decisions
- Build your awareness of workplace diversity
- Gain valuable work experience

START AT SENECA TODAY.

Contact: 416.491.5050 ext. 22712
collegeopportunities.program@
senecacollege.ca

senecacollege.ca/fulltime/CAP.html

THAT VALENTINE'S DAY FEELING AT ACCESS BUSINESS COLLEGE



A Valentine's Graduation was held at Access Business College on February 13, 2015, fitting in with this theme, Evgeny Grishchuk husband, and wife Uliana Grishchuk graduated. Both had earned a Diploma in Banking and Financial Services. Students wore red as did Sonia, making for this colorful graduation picture.

Access Business College is a career college, a sector of adult education that offers students the benefits of small class sizes, and therefore a lot of individual attention to your learning needs and close learning relationships with your fellow students and teachers. Staff, teachers, and fellow students know you by name, not by student number. So the Valentine's Day feeling is an everyday one at Access Business College.

Career colleges are registered with the Ontario Ministry of Training, Colleges and Universities. Programs are designed to keep pace with industry requirements and labour market demands.

For instance the Banking and Financial Services program which Evgeny and Uliana graduated from would help you get a good job and the prospects for a good career in Toronto, the financial centre of Canada.

The Access Business Financial services program has a curriculum licensing agreement with the Canadian Securities Institute (CSI) to teach the Canadian Securities Course (CSC) and one with the Investment Funds Institute of Canada (IFIC), to teach the Canadian Investment Funds Course (CIFIC).

Access Business College offers other Diploma programs that have good jobs prospects such as the Property Administration Diploma. Property Administration is ranked top of the Second Career Indicator. Think of all the condos, rentals, government buildings, shopping malls who need these skills.

Second Career is an Ontario government program that helps adults go back to school. Students who attend Access Business College often receive funding support for this program and others like WSIB, OSDP.

Another Access Business College program with good job and career prospects is Medical Office Assistant – think of all the doctor's offices, medical clinics, hospitals, and nursing homes in Toronto and the projected growth in this sector given the large population of aging baby boomers.

Check out their website www.accessbuscollege.com or call 416 510.2739 for other programs.

MUNJEERA'S JOURNEY: FROM HOMEMAKER TO SUPERVISOR

BY MUNJEERA PHILLIPS-JEFFORD



Most people will remember November 4, 2008 as an historic moment when Obama was elected president of the United States. But, I will always remember it as the day I decided to go to grad school.

A few years earlier when I was off on maternity leave, I applied to Brock's Adult Education program. When I called about my file, Phyllis Stanley, then the Admissions Counsellor at Brock University and now retired, encouraged me to apply for grad school. Unsure about myself, I declined. I went back to my life without any real hopes for the future and figured someday my kids would be able to live a fulfilled life in Canada.

Then spurred on and inspired by Obamania, I called Phyllis and she informed

me that there was an upcoming meet and greet session for potential graduate students and I could visit the campus and explore any opportunities available.

As I drove into the Brock parking lot, waves of rolling mist engulfed the building. I could barely see where I was going. Inside

was an animated crowd of people talking beside tables with colorful brochures. I quietly observed the professors talking to potential students. Feeling very shy because I was presently a stay at home mom who had graduated almost 20 years ago, I did my best to make myself invisible.

Before too long though some friendly professors and administrative assistants approached me asking me questions about my aspirations. I explained that I was an ESL instructor with the Toronto District School Board working part-time, and that I wanted to continue work in immigrant services in an administrative role. They listened as I shared that my kids were growing up and I now had time to upgrade my skills and

move into a role with more responsibility.

Armed with helpful information, I drove home along the lake and thought about what I could accomplish. For the first time, it appeared that my goals were accessible. A few months later I was accepted for the Leadership in Education and Administration stream for a Master's of Education.

Much to my surprise on the first day of class, the professor walked up to me with a friendly smile and handshake and said, "Hi, I'm Joe Engemann." The people in the class were from all walks of education, from principals to new teachers. The students were helpful in showing me how to research and use an online library. We were expected to work together in groups, present readings in Powerpoint and submit papers. It was the most enjoyable learning experience I had ever had in my life: meaningful and challenging. As I took the rest of my graduate courses, it became clear that all the professors had the knowledge, skills and will to help us and they viewed us as fellow educators.

It had always been my dream to pursue the thesis route and over the next few years, I met with my academic adviser, Joe, and we had many discussions about education. My topic was promoting inclusive spaces in classrooms, schools and neighbourhoods. At first, I felt that this topic was too controversial but was encouraged to voice my thoughts. Up until that time, I had never shared my experiences as a new teacher in the 1990s. Grad school was starting to feel very therapeutic.

About two years into my research, I applied for and was offered a supervisory position at the Toronto District School Board as a LINC Program Officer. I received much support for my new role from the professors at Brock. They were

always willing to talk to me about any problems I faced as a new administrator. No matter how busy they were, they always made time for me and any issues I faced. The emotional support and advice they gave has helped me over the last three years and I am happy to say that I am now the supervisor at one of the largest LINC sites in Ontario with over 400 students and 8 service provider organizations, who in total have 40 respective staff members.

Not only was I supported professionally, but I was able to be published which was one of my long cherished academic dreams. I have also had the chance to present my research in poster form at the Mapping New Knowledges event at Brock.

Even after I graduated in October 2014, Brock has continued to provide networking opportunities for me. I facilitated a workshop at the Equity, Engagement, Learning and Teaching (EELT) event at Brock. I hope to continue to sit on the EELT committee to promote inclusivity in education. More recently I presented at the 2015 Rosa Bruno-Jofre Symposium at Queen's University. The theme was "Embracing perspectives: The value of voices, stories, and viewpoints in education." It is great to meet like-minded educators and exchange ideas. My learning continues...

Every day I try to live up to the high standards for educators set by the professors at Brock University. I was treated in a respectful manner at all times, supported in reaching my goals and viewed as someone who had valid contributions to make. If I had to sum up in one sentence what I have learned from the professors at Brock University, it would be that as educators we are held to the high standard of making the world a better place because we are all part of one race: the human race.



Faculty of Education
Centre for Adult Education and Community Outreach

BEd in Adult Education

The degree you've always wanted - your way!

Advance your professional knowledge and skills in adult teaching and learning environments.

Our students apply their degrees in many sectors – business, industry, health care, government, financial services and manufacturing – where training and development require a solid foundation in the principles and practices of adult education.

Pursue your studies at a pace that suits you - part time, online or site based in a community near you.

Apply today and begin your BEd in Adult Education in September 2015. Learn more:

brocku.ca/education/futurestudents/adulted

Phone: 905 688 5550 x5547 Email: adulted@brocku.ca



“SPRING TERM” COURSES START IN APRIL, MAY, JUNE, JULY AND AUGUST

Adults thinking of going back to school, often have the following start dates in mind: fall term: September, winter term: January, spring term: May. This picture limits your choices. The spring term start dates listed under “spring term” often run right through to August. As well, there are many courses that have continuous intake, or monthly intake throughout the year. This article will help you shop your way through the spring /summer term.

Shopping your way through the spring term’s more varied start dates used to be a lot easier when most educational providers printed calendars with schedules and descriptions of each course. You could skim their spring term listings looking first for start dates that suited your personal schedule, and then find a course that interested you. Using the website to scroll

down from program area, to course description to schedule search is way more time-consuming than the old-fashioned way, but many providers now only publish schedules on their website. What can you do?

Ask a program officer

We recommend you call the school and ask for a program officer in the area in which you are interested and ask for a listing of course start dates in the spring term. They often have a departmental list in a Word file that they can forward to you. Mind you, you will no doubt have to leave a voice mail message for the program officer. Often the other advantage of talking to a program officer is that he/she often knows of courses being offered, which you have not considered that better suits your needs or interests. Websites, despite the ability to be updated daily, are often not updated so there may be courses offered that have not been posted.

Also you could ask the program officer for printed schedules, so you can scan the start dates. These program officers are more able to influence change than the front line registration staff. For example, Ryerson University’s G. Raymond Chang School of Continuing Education first went totally online. Then responding to student feedback, it now publishes a booklet with just the course titles and schedules. You can go on line to get a course description once you have decided what course(s) suits your time and interests you.

Continuing education programs that still publish schedules in their course calendars are the School of Continuing Studies at the University of Toronto, Centennial College, Durham College.

Continuous intake courses

Courses with traditional term start dates comprise only a part of the continuing education offerings today. Many have continuous intake or monthly intake all

year round. To see a detailed summary article of these, see the Fall 2014 issue of Learning Curves article, “Going Back to School- You are Never too Late” page 7 on www.learning-curves.ca.

Spring Summer only courses

Some programs are only offered in the summer like Humber College’s Sailing and Power Boating Centre courses, Motorcycle and Scooter Riding Training, the Summer Jazz Workshop; Seneca College’s courses with the Richmond Hill Culinary Arts Centre, Seneca Outdoor Tennis Club lessons, the University of Toronto, School of Continuing Studies, Creative Writing courses; York University’s Summer Language Institute at their English Language Institute. George Brown College’s Jewellery making program, unique in the colleges, offers summer courses.

As you can see there are many ways to learn in the spring—and summer.

BUSINESS ACCOUNTING AND FINANCE

NEW!

Accounting Practitioner Certificate

Accounts Payable
Accounts Receivable
Cost Accounting

caps.sheridancollege.ca

With a lucrative job market in Canada for system-savvy and business-minded accounting practitioners, this NEW program can lead to rewarding career opportunities in the industry!

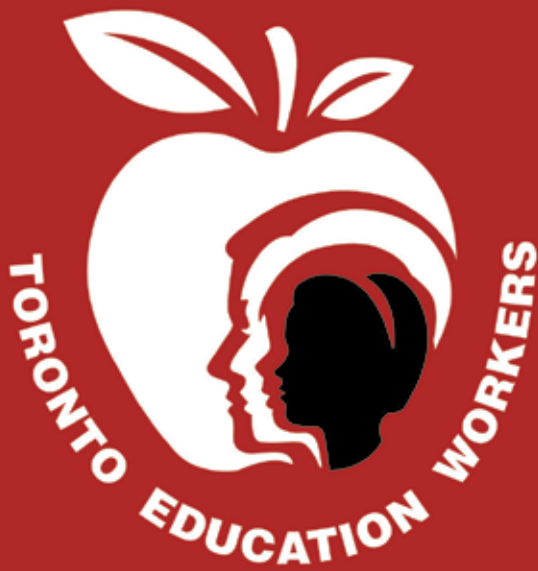
Gain a foundation in accounting concepts and principles and learn about the integrated systems used by businesses of all sizes. Become tech-savvy and job-ready with the skills you need to add value to any organization. Register at caps.sheridancollege.ca

Classes Start April 27

Monday evenings
Hazel McCallion Campus, Mississauga

Sheridan

Faculty of Continuing
and Professional Studies



Who WE ARE



EDUCATION MATTERS

Not all of our members are employees under the TDSB. Our newer members include employees who work under the Viamonde French School Board, the Bloorview School Authority, JIAS and at various early education/daycare centres across the GTA.

Toronto Education Workers (Local 4400)

is made up of approximately **12,000**

EDUCATION WORKERS

who primarily work within the TDSB (Toronto District School Board).

Under the TDSB alone, there are over

400 ^{JOB} **CLASSIFICATIONS**

and over **1,000** ^{WORK} **SITES.**

We believe in well-funded community-based education and resources for ALL ages!



FIFTY SHADES OF GREY (MATTER)

Recently, I met with a youth to help him prepare to enter a Carpentry program at a local college. During the course of our conversation he confided in me how unhappy his parents were that he was choosing to go into the Trades and that he wasn't "intelligent" enough to go to university. I asked him if he had wanted to go to university. He said that he hadn't and was happiest when he was building something. Again, he commented on not being "smart". I confided in him that just that past week, his "smart, university educated counsellor" had to pay a handyperson hundreds of dollars to do much needed fix-it jobs around her house. Relating to him the nature of the work he laughed and said "Oh, come on.. that's easy stuff" and I looked at him and said "For you!"

My kind of smart, the kind that can memorise and put a sentence together, in our current school system, is considered the best kind of smart. Had I been born in my mother's time I am sure I would have been scorned and pitied. With no ability to cook, sew, measure, chop wood or start a fire, I cannot do anything that involves hand-eye coordination.

In short, I will not be a Survivor contestant anytime soon. I am not that "kind of smart".

The standard definition of intelligence according to Webster's Dictionary is the ability to acquire and apply new knowledge or skills. The key words in this definition are "acquire" and "apply". Intelligence seems to relate more to the ability to gain information and then having the ability to put that information in its context. The best example I can think of would be teaching a child about fire. We teach a child that a fire is hot and it can burn. The information is applied when the child doesn't put his (her) hand in the fire.

The IQ (Intelligence Quotient) test has been used since the early 1900's when the French government asked Alfred Binet to develop standardised testing to help schools determine which students may need assistance. Binet himself did not believe that his tests should be used to measure a single, permanent and inborn level of intelligence. He stressed the limitations of the test, suggesting that intelligence is far too broad a concept to quantify with a single number. While, your

IQ score might be an indicator of your reasoning and problem-solving abilities they don't tell the whole story. Talent and practical abilities are not measured. You might have an average IQ score, but you might also be a great artist, musician or mechanic!

As the title suggests, in actual fact, there are many shades of grey when looking at intelligence. Howard Gardener classified intelligence into nine types; Naturalist, Musical, Mathematical, Interpersonal, Kinesthetic, Linguistic, Intrapersonal, Existential and Spatial. There is a lot of information available on the Net to help you determine which individual or combination of intelligences you may possess. There are many online tests for this. One of the ones I like to use is www.edutopia.org/multiple-intelligences-assessment.

Along with standardised IQ tests we often hear about emotional intelligence which is defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Some say that emotional intelligence is often a better predictor of future

success than a high IQ score. We all know people who do very well in a school environment but seem to have difficulty moving ahead in the work world. According to Daniel Goleman in his book, "Emotional Intelligence: Why it can matter more than IQ", it is likely that many leaders and managers have a high Emotional Intelligence Quotient or "EQ". Although EQ is hard to measure there are tests online which can give you an idea of your emotional intelligence. www.greatergood.berkeley.edu/ei_quiz is just one of the many online.

So, there you have it. Intelligence is a very, very grey area and there are many different kinds of intelligence. Can you increase your intelligence? Googling the term will give you over 73 million results. My suggestion to getting smarter? Stop googling! Read more, move more, talk more, socialise more. Number one? Stay (or become) curious. Try to learn something new every day, whether it be trying a new recipe or learning a musical instrument, don't stop learning. Before you know it you will be your own personal expert on your own fifty shades of grey (matter).

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 encouraged 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 government? There was plenty to criticize in this coalition, but the Conservative government 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 thinkers are able to keep from getting hoodwinked by either advertisers or politicians. Critical thinking is one way to see through all this duplicity thrown at us on a daily basis.

On the 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; 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 include 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 recent economic crisis 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.

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?

Barriers to Critical Thinking

- Human egocentricity, our tendency to think ourselves at the centre of the world.
- Sociocentricity, our tendency to think within the confines of our social groups.
- Self-delusion, our tendency to create pictures of the world that deceives us and others.

- Narrow-mindedness, wherein we think of ourselves as broad, deep, and in touch with reality. If only we understood, we would see ourselves as very limited.
- Fear undermines thinking, fear drives us to the lowest levels of thought, fear makes us defensive. It makes us little and petty.
- Human habits, our tendencies to go through the same old patterns of thought and behavior and be dominated by them; our inability to target our negative habits and replace them with positive habits.

Our thinking is limited by:

- mistaken notions
- ignorance,
- our limited knowledge
- stubbornness, our activated ignorance, and
- our resistance to doing the intellectual work necessary to critical thinking.

LEARN
MORE!

A New Start

Anytime • Anywhere

Are you looking to upgrade your skills, advance your career or obtain a College diploma or certificate? Online education offers a multitude of courses available via monthly intake. You can begin your new career path as soon as next month.

SOME OF YOUR CHOICES INCLUDE:

- Access
- Adult Learning
- Anatomy and Physiology
- Criminology
- Economics
- Electrical Code Levels 1 and 2
- Entrepreneurship
- Excel
- HTML Introduction
- Java Introduction
- Medical Terminology
- Nutrition Introduction
- Office Technology and Procedures
- Payroll Administration
- Project Management Introduction
- Psychology Introduction
- QuickBooks
- Security Guard Training
- Sociology Introduction
- Training and Development
- Word

For more information on all your choices, visit our website today.



CONTINUING EDUCATION

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

Adult Education Program Directory



ENGLISH & FRENCH COURSES FOR ADULT IMMIGRANTS

LINC Language Instruction for Newcomers to Canada

- Literacy
- CLB levels 18

ESL English as a Second Language

- CLB levels 18
- Academic Preparation
- TOEFL/IELTS Preparation
- Workplace Language Preparation
- Courses for Visitors

Citizenship Preparation

- CLB levels 47

FSL French as a Second Language

- CLB levels 17

LBS Literacy and Basic Skills

ELT Enhanced Language Training for ESL Instructors

Other Services

- LINC Care for Newcomer Children
- ESL Nursery Program



416-397-6600 or 416-397-6593
www.tcdsb.org/adulted
contact.adulted@tcdsb.org

Continuing Education

Continue to Learn.

centennialcollege.ca/ce

**CENTENNIAL
COLLEGE**

**See where
experience
takes you.**

AARON'S NEW YEAR RESOLUTION

A SHORT STORY BY MINA WONG *Written with permission from Aaron Siu, Toronto.*

On my street lives Aaron Siu whom I met four years ago.

When running into each other recently, we talked again about school that was always on Aaron's mind.

"This time it's for real", he announced with a straight face.

"Must be a new year resolution". I remembered his plan a year ago to upgrade math.

"More like Chinese new year resolution. Isn't that next week, February 19?" Aaron eyes sparkled.

I thought, wow, that's swell.

"Architecture, George Brown College. Computer drafting first, and then getting my math in order", Aaron added, cheeks glowing in the icy dusk.

I first saw Aaron when he was a new hire at a supermarket on my street. That afternoon, a jar of relish tumbled from its shelf, spewing green froth and glass shards everywhere.

When the loudspeaker bellowed, "Spill, aisle 5", a boy in uniform appeared with paper towel, broom, mop, bucket. Within minutes, the aisle was restored to its pre-spill order.

Wow, I thought. Fast worker.

Half an hour later, the boy and I were both walking toward the subway. "Are you new? I have never seen you before", I ventured.

"Yeah, it was my second day".

With that remark came a broad smile that had already forgotten aisle 5.

I remembered Aaron well the next time I saw him.

When asked about work, he was direct. "Good. It's okay being a cleaner, stock-clerk, and pest control assistant".

I thought, wow, multi-tasker, even though "pest control" made me a bit queasy.

Since then, we would run into each other often, especially after Aaron's move to my street where his landlady had a store, and rented out apartments and rooms on other floors of her house.

Earlier that year, when public housing down-sized his parents to a two-person unit for no longer having dependent minors, Aaron took the opportunity to live on his own.

"I'm twenty, but my brother and sister are thirteen, fourteen years older. Joe and Linda were already working and married when I was like, ten", Aaron remembered having grown up almost as a latch-key, only child.

"Mom had me when she was forty-six. She and dad have always worked in Chinatown. They don't speak much English. I used to get mad at them for calling me 'Alan' or 'Awon' because they couldn't say my name". Aaron revealed unspoken cultural gaps within the family.

"My parents didn't know I had low marks. I also had zero purpose after high school. I asked Joe how to be an auto-glass technician like him, but he said I should try something better. How could I tell him I had 50% in math and a C minus average?". He felt deep inertia even with sincere advice.

"I stared at an iPad all day at Balzac's Café.... you know, at the reference library. Then I went home and watched my parents get older every day. Whenever they asked me about college, I would make excuses -- after Christmas, after getting a job...". He harbored enormous guilt for disappointing his family.

"So, I finally applied for a job at the supermarket. With 30 hours a week at \$12 an hour, I could rent a basement room close to work". Aaron summed up how we ended up as neighbours on the same street.

Finally, after talking about school for four years, Aaron seems ready for a diploma

program in architecture that needs several years of school, beginning with upgrading his math.

He has also shared new personal information with me.

"I've been seeing counselors at George Brown. They tell me nothing is guaranteed, but I should apply anyway". He appreciated the gentle push.

His aptitude scores also show above average visual and spatial skills, as well as an excellent attention to detail.

Things may be looking up for Aaron in 2015, the Chinese Year of the Ram.

While saving for tuition and writing pre-admission math tests, Aaron learned recently that the top-floor in his house would become available. He has since persuaded the landlady to let him have it for no extra rent if he would shovel the snow.

When celebrating Chinese New Year on February 19, Aaron most certainly embraced tradition by devoting his entire day to family, including the nieces and nephews who looked up to him.

Beginning with a new apartment, Aaron's life will now have a view -- in more ways than one.

Mina Wong is a teacher of adult education and social sciences, Mina enjoys celebrating the lives and achievements of learners using their own stories.

**THE WORKERS' EDUCATIONAL
ASSOCIATION OF CANADA
PUBLISHER OF LEARNING CURVES
SUPPORTS THE STRUGGLE OF
UNIVERSITY OF TORONTO CUPE 3902
AND YORK UNIVERSITY CUPE 3903
AGAINST PRECARIOUS WORK**

WEA | **LEARNING CURVES**
CONTINUING EDUCATION • JOB TRAINING

BORDER & IMMIGRATION SERVICES

PART-TIME CERTIFICATE

This certificate program is a course of study designed to meet the needs of those wishing to pursue a career in Border Services. Career opportunities may include:

- Client Services
- Compliance Verification
- Detector Dog Services
- Intelligence
- International Operations and Investigations

Available in-class or online!

communityservices.humber.ca/ce

ONLY 5
COURSES,
IN CLASS
OR ONLINE.



HUMBER

School of Social & Community Services

WE ARE
ABOVE & BEYOND

MUNICIPAL BY-LAW

PART-TIME CERTIFICATE

Thinking of a career as a By-Law Officer?

Our 4 course Municipal By-Law Certificate covers it:

- By-Law Enforcement
- Municipal By-Laws
- Property Standards and Zoning
- Trials and Committee Presentation

Can be completed in as little as 4 months!

communityservices.humber.ca/ce

ONLY 4
IN CLASS
COURSES.



HUMBER

School of Social & Community Services

WE ARE
ABOVE & BEYOND

WE ARE READY WHEN YOU ARE CONTINUING EDUCATION

TESOL Certificate
Language Interpreter Training
ESL Classes
Languages (in-class and online)
Business Communication
Academic Upgrading (ACE)
and more

Classes are held at our North and Lakeshore Campuses and our new downtown location (Bathurst & Bloor)



HUMBER

School of Liberal Arts & Sciences

For more information:

416-675-6622 ext. 74122/74086

liberalartsce@humber.ca

A LIFE FILLED WITH DREAMS

BY LOUISE BRUFF

Looking back life's learning is processed.
 Everyone has a dream and with His grace, the gates of life are open.
 We can finish where we started yesterday
 No matter how old or young one may be, or smart
 It is never too late to learn. It is not where you start, it is how you finish.
 There is no retirement in learning; stay young, wait patiently and be fully bold.
 Refire and preserve hope of inspiration; challenge yourself.
 You may be hit with a hammer and still rise above.
 Look towards God for guidance throughout the way; you must press on and be bold.
 Remember you are only one person to carry on this dream.
 It is not failure that counts; it is how much you put in.
 Always remain focused on the bright light at the end of your tunnel.
 Let's live this dream of life.

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@hotmail.com

Priority given to previously unpublished work of new writers.



GET CRACKING WITH YOUR CAREER

BY: LISA TRUDEL

Three times in the last three months I overheard people saying:

"It's the best site!"

"The best part of going to college was learning about it."

"They won some award. I think it was for innovation or something like that".

With these verbal testimonials, my curiosity grabbed hold and by the time I heard the third mention, I finally asked "What site are you talking about". The answer is: www.talentegg.ca

The site is called "an award-winning job board and online career resource that connects employers with top students and recent graduate talent" but it can be viewed by anyone who is job searching or career planning. The site is bursting with excellent articles, career guides, and job search tips and it is easy to see why it is called "Number One in Canada".

For job seekers, it is a resource with a job board and online career information and for employers, it is a method of broadcasting recruitment messages and positioning employer brands.

TalentEgg is a leader in online campus recruitment in Canada and in 2014 "more than 3 million students and recent graduates used TalentEgg during their job hunt". It has won numerous awards including being named "National Best Business" along with

"Canada's Best Expanding Business" by the Canadian Youth Business Foundation. The verbal testimonials I overheard about winning for innovation is true, as TalentEgg was recognized by CACEE as the winner of the "Outstanding Innovation" award in 2013 and "Excellence in Student Innovation" award in 2012.

One of the many resources that sets it apart from other sites, are TalentEgg's Career Guides. For example, it offers an excellent Diversity Career Guide. Job seekers of all occupations need to know that the different factors of ethnicity, gender, age, national origin, disability, sexual orientation, education and religion, will not be a barrier to career success, so this Career Guide can be a useful way of gaining knowledge about local policies and procedures regarding diversity.

Learning about workplace diversity before going to a job interview should be part of every job seeker's employment preparation plan, and the articles on TalentEgg offer a helpful starting point to develop diversity awareness and understanding. You can read about issues including understanding about positive spaces in the workplace, how to become familiar with equitable employment, the gender gaps that still exist in the workplace and the mixed opinions about tattoos in the workplace.

Some of the articles that caught my attention immediately were on managing different ages at work, how job seekers with disabilities can overcome career obstacles and how to make diversity a valuable part of the resume.

Another top-quality Career Guide resource on TalentEgg is the Consulting Career Guide. It provides a revealing overview if you are considering a career in consulting and average consulting starting salaries. For example, it lists the most important traits if you want to work as a consultant including: problem solving, effective communication, flexibility and interpersonal skills. There are articles about the interview process for consultants, reasons to consider becoming a consultant, how to write a consulting resume and what to do to prepare for a consulting career.

One of the articles about consulting is by Meghan Greaves and is titled "Do You Have What It Takes To Be A Consultant?" She highlights that you will need to be a people person, a multi-tasker, passionate about your industry and confident in your leadership style. Greaves also notes that an essential skill for a consultant is resourcefulness since consultants need to know when to ask for advice and where to find the right information.

According to statistics, more job seekers than ever before are finding success as entrepreneurs or consultants, so considering this option might be a perfect fit for some people. If you like to solve problems, influence others and use your expertise to create innovative ideas, consulting might be part of your next career plan.

The founder of TalentEgg, Lauren Friese, is extremely innovative and used her expertise to create a resource that continues to help students, recent graduates, and all job seekers. In 2012 she was recognized by being named to the Women's Executive Network as one of Canada's Top 100 Most Powerful Women.

If you want to find out more about career resources such as TalentEgg or other job search essentials, contact the Centre for Education & Training Employment Services (www.tcet.com) and ask to speak to a career specialist. Whether you are a recent graduate or an expert in your field needing assistance with your consultant resume, a career specialist might be able to assist you with your path to career success. Get cracking with your career!

Lisa Trudel, is a career specialist with the Centre for Education & Training. She works at their Toronto Parliament Services location and can be contacted at: ltrudel@tcet.com

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

LEARNING IN THE COMMUNITY: THE JEWISH RUSSIAN COMMUNITY CENTRE

BY ELIZABETH MERCHANT



East Thornhill Synagogue JRCC

The Jewish Russian Community Centre (JRCC), which operates branches including in Toronto, Thornhill and as far away as Ottawa, serves as a support system for Russians of the Jewish faith from the former Soviet Union. It offers a number of educational, spiritual and community services.

“A variety of classes are ongoing every week,” said Rabbi Mendel Zaltzman in Administration and Development for the East Thornhill branch of the JRCC. “There are a variety of courses including prayer and the Torah, as well as lectures and courses before the holidays.”

Many programs tie in with Jewish holidays such as the Pre-Rosh Hashana event, public

Menorah lightings and the Purim Banquet and community parties. According to the mandate stated at this location’s website, “[Their] services are offered to the whole community, and they plan to offer more individual help and more programs for their local community.” If you do not see a class that you are interested in, you can suggest it! Adult education programs are offered mainly in spiritual teachings such as Chassidus, Parsha, Kabbalah and Jewish Philosophy. Classes are offered in both English and Russian

There are upcoming programs for women and fun events such as picnics and concerts and the annual BBQ. For more information, visit the JRCC’s website at www.jrcc.org.

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

St. Stephen's
Community House

Employment &
Training Centre

Want to add to your Canadian work experience?

Try Connections!

Connections is an 18-week training program assisting newcomers in securing employment.

12 weeks of in class training:
MS Office 2010 (no previous computer experience necessary),
Customer Service Excellence,
Business English &
Job Search Preparation

6 week co-op placement
with reputable organizations
in the financial, hospitality,
retail and travel industries
→ we can also help you find work
past your co-op placement

This program can help you find work if you:

- ♦ Immigrated to Canada
- ♦ Are currently receiving assistance from Ontario Works
- ♦ Speak English as a Second Language at an intermediate level
- ♦ Have a work permit valid for at least one year (if not a permanent resident or Canadian citizen)

2015 SESSIONS: April 27th August 31st

CONTACT US FOR MORE INFORMATION OR TO REGISTER

CALL: 416-925-2103 x 4000 EMAIL: connections@sschTO.ca VISIT: www.jobhouse.ca

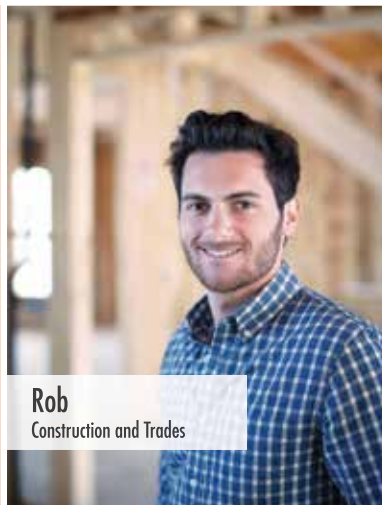
LEARNING THAT MAKES A DIFFERENCE

Meet Rob, Nadia, Candice, Coneli, Jewel and Claudia – 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



Rob
Construction and Trades



Nadia
Languages



Candice
Health Services



Coneli
Fashion Studies



Jewel
Writing and Publishing



Claudia
Esthetics



coned.georgebrown.ca

Register now for spring courses!

WANTED: ADULT ONLINE WARRIORS

JOANNE MACKAY-BENNETT

When you make the decision to go to school as an adult, you do it from a unique set of circumstances. One person may have dropped out from earlier studies in order to raise a family; another may learn that getting ahead in his or her workplace requires upgrading; still another may happily seize the opportunity to delve into a new area of study once retirement has freed up the time to do so.

Indeed, the very term, ‘continuing education,’ implies a break of some sort from the traditional, sequential path that leads from high school to post-secondary studies.

Choosing a course, registering and submitting Ontario Student Assistance Program (OSAP) forms are all generally done online but computer systems are not generally geared to accommodate the varied and unique circumstances that adult learners bring to the process of online registration.

What follows is a cautionary tale. It is based on several conversations I had with an adult student who is half-way through her coursework for an undergraduate degree. While her experience is her own, readers will no doubt recognize the blinding frustration that can take over when you happily set out to register ... and end up wanting to heave your computer out the window. We’ve all been there!

When Susanna (not her real name), decided to register for full-time study at a university this term, she was encouraged to switch her previously-accumulated credits to a university that was located closer to where she lives. Universities are often partnered with other universities or colleges and in Susanna’s case, one of her university’s partners was within a 20-minute bus ride from her home. Makes sense, right?

During her first face-to-face visit with an admissions counselor in the Fall, Susanna was assured that the transfer was possible. She was given forms to fill in and submit (either in person or online). After figuring out which courses to take, she returned for a second face-to-face visit with a counselor, hoping to expedite the registration procedure.

This time, Susanna was told that to complete her registration, she needed to go across campus where the office for her department was located. She waited in line for her turn to speak to an advisor, explained her situation, and was told that her specific program was not eligible for transfer.

Undaunted (Susanna is not easily discouraged), she decided to forget transferring and to register at her original university. She searched the list of available online courses,

selected two, applied to OSAP and sent in the requisite financial forms. All good? Not so fast!

When she went online to register, she discovered that the site with her student file had been blocked. Since there was no explanation given, other than the word, ‘ERROR’, Susanna called a student advisor to get to the bottom of the problem. She was told that the university had not received her OSAP forms. When she informed the advisor that everything required had indeed been sent in, he suggested that she try to trace the money, herself, by contacting the bank and the university. Right.

At that point, Susanna was starting to feel her blood pressure rise but she carried on. As I said, she has the courage of a warrior.

Several phone calls later, and with some much-appreciated help, the financial aid mixup was straightened out. Signing in to complete the registration process, and to finally claim victory, Susanna discovered that she was too late to register in the two courses that she had originally chosen because one of them was now full.

“Never mind!” she repeated to herself. “I’ll just register for one course.” She did that ... and then, like a recurring nightmare, the ghost of ‘OSAP past’ reappeared. Having registered for only one course, and therefore now considered a part-time rather than a full-time student, her original OSAP application was no longer valid.

Last time I saw Susanna, she was at the library making a photocopy of her OSAP application so that she could fax it in. The photocopier was flashing ‘Refill Paper Tray.’ She went downstairs and found another one. She faxed it in.

Seven Lessons Learned:

1. Start the registration process early, including OSAP applications. Complications are triply frustrating when a deadline is looming.
2. If you can arrange a face-to-face appointment, try to go with someone who has been through the process.
3. If you want to transfer credits from one post-secondary institution to another, ask up front if your program is one that allows credits to be transferred
4. When you are registering online, make sure to fill in all the boxes. Computers know two words: ‘Accept’ and ‘Reject’.
5. Go over application. Clarify anything that needs clarifying with a phone call before submitting.
6. Double-check before clicking ‘Send.’
7. Never give up. Be an online warrior.

You will always come out the winner!

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

Help! I never completed school (I left school in 1982 at grade 10) but have been considering looking into going back to get my high school diploma. It is not that its an issue for me workwise but my children are getting to an age when I don't want them to know. It just seems so confusing. I don't know where to start!
Diplomaless in Downsview

Dear Diplomaless:

Whether for career advancement, personal satisfaction or both it is always good to get that high school diploma. Many people tell me that achieving that milestone gives them a great sense of accomplishment. Our high school years can be fraught with insecurity and emotional angst while learning in mid-life is often a more pleasurable experience.

Where to start? There are many ways of going about getting your high school diploma and they will often depend on a variety of factors. Do you want to go into a classroom environment or study online? Do you plan to go to college? How much time can you invest? How much money can you invest? Whichever path you choose to take your first step should be attempting to get your transcripts from your old high school. It will tell you how many credits you have and how many you need to get. To do that contact your school board. The fee with the TDSB is 22.00.

Ok! You now have your transcripts. If you are considering getting a GED keep in mind that you will be tested at the grade 12 level on a variety of subject areas and preparation classes are offered by a variety of organisations such as the YWCA. There is also a cost involved. If you are on social assistance those costs may be covered. All GED testing in Ontario is through Independent Learning

Centre (www.ilc.org) and they have great information. You can also do individual credits online through this website.

A GED is not the only option though. You can return to school through the Adult Learning Centres throughout Toronto. Information on Adult Learning Centres can be found at www.tdsb.on.ca. Many adult learning centres combine high school credits with practical certificate programs such as carpentry and PSW.

Literacy and Basic Skills can provide more support if you left school at an earlier grade. Information on LBS programs can be found at 211toronto.ca All colleges offer Literacy and Basic Skills, now referred to as ACE (Academic Preparation). These programs are also free but there may be costs associated for books and supplies.

Don't hesitate to take advantage of one on one tutoring programs available through both Literacy organisations (211toronto.ca) or your local library.

Whichever path you choose you are making a wise choice both for yourself and your children. Good luck! Good luck.

We value your opinion. Please let us know what you think about this column. Send comments to learningcurves@hotmail.com.



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
416-395-5101

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

Riverdale
Gerrard Square *
1000 Gerrard St. E.
Upper level, Toronto
416-396-2313

** New location as of
end of Sept/2014*

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

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

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

Vaughan
4585 Highway 7
Units 7-9, Vaughan
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
www.tdsb.on.ca/communityservices or email CommunitySvc@tdsb.on.ca



TdsbCommunityServices



tdsb_cs



tdsb_cs

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