

LEARNING IN THE SUMMER

IN COLLEGES, UNIVERSITIES, COMMUNITY BASED PROGRAMS, CAREER COLLEGES

Well, the slush and cold are going away till next year and it has stopped being pitch black at 5:00 PM, so the thoughts of going off to school after work instead of going home, to curl up with a hot chocolate under layers of blankets may come to mind. Often when adults think about going back to school they think of starting in September but you can start in the Spring and Summer when the weather is lightening up. You could get a couple of courses done before September.

In this Spring 2016 issue there is a feature on learning in the schools in the Spring and Summer (See page 10). Colleges, universities, community based programs, career colleges and professional associations all take in students in the spring and summer months. The Spring term has the most diverse start dates – anywhere from April, May, June, July and August, so you have to look

at course schedules in more detail than you would in the Fall and Winter terms which have courses that more commonly start the first of September and January respectively. It is also more common now to find courses with continuous intake, or monthly start dates. To get an overview of past articles in Learning Curves on when to learn go to www.learning-curves.org and click on the left column on When to Learn. So, let's give you some information and advice:

COLLEGES-CONTINUING EDUCATION, PART-TIME

Colleges used to print schedules in their course calendars but now they mostly have things sometimes called "View Books" which give you an overview of programs. However, for the detail on courses and schedules you have to go online.

The problem is whereas a print calendar lets you browse, web browsers do not. You use a web browser to drill down from program to course to schedule. You don't scan across course options with schedules on a page, you have to drill down to open a window on one course option, then drill down again for the schedule. Using browsers to search in the Spring term can be challenging because the Spring term has the most varied start dates and there are less courses offered than in the Fall and Winter terms. So, you drill down more often from the course to the schedule only to find it is not offered in the Spring/Summer term. This is tedious and time consuming and you might just give up or run out of time. So, you need to start looking now in the winter for Spring Term courses by start dates.

CONTINUED ON PAGE 4

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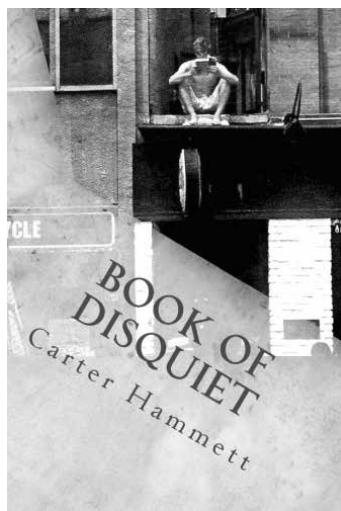
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BOOK REVIEW

**- BOOK OF DISQUIET:
DISPATCHES FROM THE DISABILITY
FRONTLINES BY CARTER HAMMETT**

Carter Hammett is clearly a man of many talents. If you check out his blog at Wordgarden you can see his wonderful photographs and get an idea of the vast number of interesting things he has written about. His credentials include a Bachelor of Community Studies degree, a diploma in journalism and a certificate in Adult Education.

What I really found engaging about his new book, “Book of Disquiet: Dispatches From the Disability Frontlines” is that it is written with compassion and sensitivity from his perspective as someone who was himself diagnosed with ADHD at age 46.

The book consists of 13 short essays on the theme of “invisible disabilities” such as learning disabilities, ADHD (Attention Deficit Hyperactivity Disorder) and dyslexia. Some of the essays such as “Rick Green: Dancing With One Leg Shorter” “The Fonz Goes to Windsor” and “Lesley Andrew: Go Big or Go Home” present motivational stories of famous people who have overcome learning

disabilities. Other essays, such as “100th Monkey Effect: The Davis Dyslexia Method” and “Coaches Corner” talk about some of the game-changing developments that have been made to help people deal with learning disabilities. “Batteries Not Included - Getting Motivated with Rick Lavoie” and “Dispatches From the Short Bus: A Talk With Jonathan Mooney” lobby for different teaching methods to include people with different types of abilities, motivating kids, more inquiry based learning.

In total, the essays present a hopeful and positive view of learning challenges. There are lots of resources for people who think and learn differently.

For further information, check out the book's web site: Book of Disquiet: Dispatches From the Disability Frontlines or go to Amazon.com where the book is readily available. Here's a link: www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=Book+of+Disquiet+Carter+Hammett

A WEBSITE FOR ANNA AND RACHEL BY MINA WONG

Anna and Rachel, both nurses from the Philippines, are trying to re-integrate into the health service field.

They both came to Toronto around the same time last year, and having met at a job fair, they rented an apartment together. So far, as internationally trained professionals, they feel not only inundated with qualifying procedures, they also find information confusing, such as the difference between [career colleges] and [community colleges]. As well, their nursing exam material has [information technology] and [information literacy] as two separate skill sets.

Last week, something caught Rachel's attention. “Look, here's a website that says it will give us help with taking courses for employment.”

Having brought home a copy of Learning Curves winter 2016 from a Scarborough community centre, Anna urged Rachel to read the newspaper with her. “They have a section on skills transfer for internationally trained people.”

Feeling encouraged by reading about people like herself on almost every page of the newspaper, Rachel visited the website (www.learning-curves.org) right away.

This week, both Rachel and Anna

have already learned a lot more from the website about transfer skills for health care professionals like themselves.

Anna made a useful observation.

“Look, Rachel, the website has a new keyword section!”

Rachel was also thinking about the keyword section. “It explains confusing words to us. For example, I didn't understand the difference between [adult learners] and [mature students]. I am an adult, and I am certainly mature, did that mean me? Why do people use these terms separately if they mean the same thing?”

Anna also found unclear information earlier that day that the key word section was able to help her with. “I know what you mean. This morning, I wondered about full-time and continuing studies diplomas, certificates, degrees and post-graduate diplomas. Do [full-time] and [continuing studies] have the same value? I just didn't know!” An on-line glossary is now featured to explain important terms, including confusing ones

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

MEDITATION

A journey
To the inner Atlantis
In which the traveler dies
Before resurrection.

A discovery
Beyond time and space
Feeling and cognition
Being and non-being.

An effortless effort
In the lap of Existence.
The cosmic Yajna
In which self is an oblation.

-Dr Satish K Kapoor

LEARNING CURVES
CONTINUING EDUCATION • JOB TRAINING

KEY WORDS FOR EDUCATION AT WWW.LEARNING-CURVES.ORG.

**When you are reading a print calendar or website
do all those education words confuse you?**

Words or phrases like Academic Bridging, Advanced Standing, ESL versus LINC versus ELT, Essential Skills, ICT Skills, Mature student status, Numeracy, OSAP, CLSP, OUAC, PLAR, Rubrics, STEM Fields, Transfer Credits, and more

Go to www.learning-curves.org Click on Key Words to find all these and more explained in easy to understand language.

This Key Words listing also links you to websites where you can get more information like OUAC Ontario University Application Centre- links you to their website.

Adult teachers, Employment Ontario Counsellors take note! This is a good resource for a class or workshop.

Also on www.learning-curves.org useful articles for adults going back to school posted from back issues of Learning Curves.

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TURN JOB SEARCH NEGATIVES TO POSITIVES

BY: LISA TRUDEL

A favourite quote by Mark Twain is: *"My life has been filled with terrible misfortunes, most of which have never happened"*. This one line summarizes what many people tend to ignore: negative thoughts, visions of horrible things happening and reasons not to do the things you want to do.

This can be especially true in job searching. It can be easy to only see the negative when no one responds to your applications or when you feel there is no sense of purpose because of being unemployed. Whether it is in your cover letter, resume, LinkedIn profile or in conversation at job interviews, a negative trait can stop a potential employer from considering you.

Yet there is a solution and a way to turn job search negatives into positives. For example, if you are overly cautious some employers might see this as a negative trait. You can change this into a positive attribute by reframing it as "careful and accurate". Here is a list of other job search negatives and positives:

Negative Trait

Overly detailed
Intense
Disorganized
Slow
Aggressive

Positive Attribute

Thorough and reliable
Focused and motivated
Creative and free thinking
Methodical and careful
Persistent and assertive

Yet *how* do you really change a negative trait into a positive attribute? The starting point is observing your negative thoughts when they occur in your mind. To help you, here are two activities to consider:

1) Keep a thought journal. If you like to write, keep a notepad with you and try writing down your negative thoughts immediately when you hear them. Beside each thought, also write down what you are doing when it appears. This can immediately stop your negative thought and it allows you to analyze your thought, notice common patterns or

limiting beliefs you should work on.

2) Elastic band technique. This might seem silly at first, yet it can be a fast way to change a behavior. Wear an elastic band around your wrist and when you have a negative thought, give the elastic band a snap. Just like writing it down in a thought journal this can stop the negative thought, and prepares you to have fewer negative thoughts in the future.

As you move forward with reframing and turning your negative thoughts into positive ones, remember that the most important conversation you have throughout the day is the one you have with yourself.

You are your own best friend and you deserve to surround yourself with positive support and motivation. Having a mind full of negative thought patterns can be common among job seekers, and unfortunately many negative thoughts involve a cognitive distortion or a prediction of the future in a negative way. This can cause serious anxiety, fear and tension.

To lessen your anxiety and develop a better stress management balance, start reframing by reminding yourself that nobody has the power to predict the future. Instead say to yourself: "I am not sure what the future will bring yet chances are high that it will be good". This replacement thought can switch you from savouring a negative moment which decreases self-confidence, to focusing on your strengths, which empowers you. When you are job searching, having strong self-confidence is essential. So the next time you hear a negative thought, reframe it by telling yourself: "I am good at what I do. My skills are impressive."

If you need help turning your job search negatives into positives, contact the Centre for Education & Training Employment Services (www.tcet.com) and ask to speak to a Career Specialist or attend a job search workshop. Learning how to reframe negative thoughts into positive ones, and improving your resume, could make the difference between changing you from a candidate to consider, to the candidate that gets the job. Try to become the job seeker who has satisfying and enjoyable fortunes, not terrible misfortunes as Mark Twain said!

This article was submitted by Lisa Trudel, Career Specialist with the Centre for Education & Training. She works at their Toronto Parliament Services location and can be contacted at: ltrudel@tcet.com

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

LEARNING IN THE SUMMER

CONTINUED FROM PAGE 1

Why is browsing more important for adults?

The ability to browse across courses and schedules is more important to adult learners than it is for youth coming out of high school. Adults have a myriad of previous education and training, work and personal experience, as well as time commitments for work or family, all to consider and accommodate. A youth is looking for that next step on a ladder of learning, is just starting to branch out and has less family commitments to juggle their time around. The adult is looking around at a matrix of opportunities, sitting on a longer history of work and learning with more career and family demands on time, so this broadens the areas of courses, schedules and modes (on-line, etc) that would interest and be suited for them.

So, what to do?

One, call the program department you are interested in and ask them if they have a list of courses by start dates for the spring/summer months. They often do. The side benefit is by talking to them about what you are interested in and what your parameters (time, cost, etc) are, they could suggest other options. They have the inside knowledge. Get them to use it to help you.

Two, you can also look at back issues of Learning Curves when we were still able to do overviews from print schedules.

The Learning Curves Summer 2012 issue was the last time we could browse calendars with schedules. So we were able to detail typical courses offered by colleges in the spring/summer months. See www.learning-curves.ca Summer 2012 issue. Even then we could not do Seneca and Humber as they had gone online. To see an overview of these two, go to www.learning-curves.ca and look for the May/June 2011 issue.

For the Summer 2013 issue, we picked one area to research: computers - and did so by calling program departments and asking for their department lists of start dates. Most colleges offer computer courses with spring and summer start dates. In our Summer 2013 issue there is an article, "Overview of Computer Courses, June, July and August". You can find this issue on the www.learning-curves.ca site or go to www.learning-curves.org click on What to Study in the left column and choose "Overview of Computer Courses, June..."

Just as some colleges have similar programs many have ones that are unique to that college and in the case of spring/summer unique to that term. In the Spring 2015 issue we noted some of these like Humber College's Sailing and Power Boat Centre; Seneca College's courses at the Richmond Hill Culinary Centre, George Brown College's Jewellery making program.

Up until 2015 we used to focus on summer courses listed in Spring Terms in our Summer issue but as it now takes longer to find these online, since 2015 we now focus on summer and spring courses in our Spring issue. The best advice we can give you, is ask the program department and ask the CE department about unique summer options like Centennial's week long summer computer programs. And start now.

Three, you can ask the colleges to do what Ryerson University's Chang School of Continuing Education does, print a simple booklet of course titles with the scheduled start dates and if you want more information like course descriptions then go on line. If data bases can be sorted alphabetically by course name or program surely they can be sorted by start date. You need to make your needs known.

Toronto colleges are George Brown, Seneca, Humber, Centennial, and GTA colleges are Sheridan and Durham.

UNIVERSITIES

When looking for options at universities, it is important to remember that there are programs you must be admitted to before you take a course, like doing a degree part-time. And there are others that have open admissions, like continuing education programs. Being admitted to a program takes time so you could start now to be ready for a class in the Fall.

For open admissions programs at the universities which are offered through their continuing education departments and which have many offerings during the Spring and Summer months see list below.

G. Raymond Chang School of Continuing Education
Ryerson University
416-979-5035 www.ryerson.ca/ce

The Chang School does the course schedule booklet.

School of Continuing Studies
University of Toronto
416.978.2400 416-978-2400
www.learn.utoronto.ca

The School of Continuing Studies prints a course calendar but you have to go on line for schedules.

The School has three campuses ,
St. George (downtown Toronto),
Mississauga and Scarborough.

School of Continuing Education
York University
416-736-5616 www.continue.yorku.ca

This school has online schedules.

See www.learning-curves.ca Summer 2012 issue Why not U? University Access for Adult Learners at Ryerson, York and U of T or go to www.learning-curves.org in the left column click on What to Study, then Universities to see the same article.

On-Line, distance education learning.

In many adult's minds, adult education is courses offered part-time at night in class and for their children it is a course offered full-time during the day in class.

All that has changed, some adults go full time at night (9 hours is full time) or in the day or a mix when unemployed. Some youth go part-time evening as well as part-time during the day to fit in a job that helps pay tuition. So equating day classes with youth and night with adults doesn't reflect today's reality.

Similarly, classes starting September, January and May are complemented by continuous intake, monthly starts, intense courses (week-long programs in the summer) courses. This Spring issue is about this need to search by start dates especially in the Spring term and even the fall. See www.learning-curves.ca for Fall 2014 issue "Going Back to school- You Are Never Too Late" for classes that start after the September start dates, or go to www.learning-curves.org and choose "When to Learn" in left column to see this article.

Now add to these change-ups, the fact that studying online, by distance education, or by e-learning but not in a class with other students at a set time has grown exponentially every year for the past decade or more. Most calendars now do not have a separate section for distance education courses but just a note as to what mode the course is offered: in class, online etc.

This growth in distance education learning means the globe is the limit for places you can take courses. For example, you could take courses from Ontario universities like Carleton in Ottawa, Brock University in St. Catharines, or Athabasca University in Alberta. One of the WEA (publisher of Learning Curves) Board members, Gerrard, did a program from a Norwegian university online and did the in-class component in Texas. Is your head hurting from too many choices to consider?

Yet there is more to consider. You have to make sure the course you do online would be accepted by the program you are doing at another university. So, you are doing a degree at York University but taking a course you want credit for at Athabasca. You need to get in writing from your home university (in this case York) that they will accept the Athabasca course towards your York program.

Another thing to consider is that some distance education courses have a common start date for all students that matches the term start date for in-class but others have a monthly start date or a continuous one. You can see why you need to start shopping a couple of months ahead of time, like now in March, for the Spring/summer term with starts from May on.

Here are some sites to help you find distance education offerings other than those offered at your home program.

The Independent Learning Centre
housed at TVOntario
High school credits by correspondence,
GED testing, continuous intake year round.
www.ilc.org
Call 416-484-2704

Ontario Learn
College credit courses Monthly intake year round
www.ontariolearn.com

Academic Upgrading
Upgrade in math, science, English,
etc. continuous intake run during
the summer months.
www.acedistacncelearning.ca
Call 416-774-2749

Canada Virtual University
Some universities are term based other
continuous intake, some even for a degree
program are open admissions.
www.cvu.uvc.ca
Call 1-780-421-2540

ONCAT and the transfer of Ontario credits
ONCAT stands for the Ontario Council
of Articulation and Transfer.
www.ontransfer.ca

Continuous Intake providers.

Numerous providers have continuous intake cultures. Here are some.

Community based programs

Often adults overlook community based programs unless they happen to be in their neighbourhood or they hear by word of mouth from a friend, ones like Skills for Change are well worth an adult learner's attention.

If you go to www.211Toronto.org and select Employment Education and Training you will get an overview.

Career Colleges

Career colleges ads are quite visible in the employment papers, but to get a comprehensive overview go the Ontario Ministry of Training Colleges and Universities site. On their Home page in the right column click on

"Career Colleges" then on the next page midway down click on "search for career college in Ontario" for a search service. Or, you can go to their association Career Colleges Ontario website www.careercollegesontario.ca and they have a search engine too.

These are small privately owned colleges that must be registered with the Ministry. They are like small businesses, their success depends on your success and your recommendation to your friends. So, like a neighbourhood business they work to customize the program to your individual needs.

PROFESSIONAL ASSOCIATIONS.

These are often overlooked by adults but there are thousands of them for every kind of work you can think of. The libraries used to keep print issues of the Directory of Associations that you could browse but alas they now use an online version. So tell the librarian what you do and she will help you find relevant associations.

These associations offer certification courses, often work in partnership with the colleges or universities to offer courses for their certification, and they offer professional development courses.

A few years back Learning Curves did a series of articles on these associations as they have job banks where jobs specific to their field are posted and quite often nowhere else and they hold events where you can network and hear about jobs that are never posted.

See www.learning-curves.org on left column, bottom, click on "Skills Transfer for Internationally Trained People" for this series of articles.

Apprenticeships

Apprenticeships are one of the best continuous intake, free, open admissions programs. You are trained on the job in a skilled trade, you are paid to learn. Trades include the following sectors: Automotive, (Automotive, Service or Painter), Construction (Carpenter, Electrician), Manufacturing (Machinist, Tool and Die Maker), Service (Hairstylist, Baker). See 2014 Summer Issue on www.learning-curves.ca for the article "Earn While You Learn" or www.learning-curves.org in the left column choose "Work & Education, the Skilled Trades" then "Earn While you Learn".

Schools, colleges have pre-apprenticeship programs as do community based programs. See Schools Spring and Summer issue in this issue. The pre-apprenticeship programs are offered in the day programs at the colleges not through part-time evening programs.

Go to www.211toronto.ca click on "Employment and Training", then click on "Apprenticeships". Or type "I want to work in the trades" in Google and it will take you to that section of the Ontario MTCU Site

Second Career Program

Again these programs are offered during the day as the Ontario government funds adults who are unemployed though this funding program. They do have continuous intake. Ask the colleges for their Second Career programs. Career Colleges also can take students who have Second Career funding.

To qualify for this funding you must be assessed by an Employment Ontario Centre. Call the Ontario MCTU hot line 1-800-387-5656 to set up an appointment with a centre near you.

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

REFLECTIONS ON MY TRANSITION FROM ONE FULL-TIME JOB TO THREE PART-TIME JOBS

BY DEBORAH VISCONTI

I am 61 years old and have worked full-time for almost 40 years. 35 of those years were spent as the legal assistant to a busy sole practitioner, just the two of us, in a small but very busy legal office. When my boss died after a brief illness in the summer of 2014, overcome with grief and fear, I felt my life had been turned upside down. I had not only lost a good friend, but I had also lost my job.

I look back on the last 40 years and see that I had become complacent, that I felt I was somehow immune to the realities of our modern economic conditions. I had bought into the 1970's notion of full-time, long-term work and felt safe and indispensable. However, nothing lasts forever, there is no certainty in this life, and I have learned that it is hugely important to be adaptable to new situations.

I was kept on by the lawyer who took over my previous boss's law practice. However, as he was a new lawyer just starting out, he couldn't offer me full-time work, only part-time for two days a week. I managed to find another part-time job, with another lawyer, also for two days a week. Then, I found a third part-time job, for one day

a week which filled out my schedule to a 5 day work week. Three part-time jobs. I feel incredibly lucky to be working 5 days a week, but it is very different to work part-time than it was to work full time.

I think the most difficult challenge for me is getting used to the way it feels to work part-time. I don't feel like I am on solid ground somehow, even though it could be argued that three jobs are more secure than one. A line from Elizabeth Bishop's poem *The Imaginary Iceberg* seems to me to describe it: "We'd rather have the iceberg than the ship." Even though the ship bounces on the waves and moves us forward, there's something about standing on the solid iceberg that is appealing. I need to work on feeling ok when things are in flux, and choose to be on the boat rather than the iceberg.

Working part-time does have its advantages. While my full-time position consumed my life, even taking over my evenings and weekends, my part-time jobs are compartmentalized. If it is Tuesday, I am focused on my Tuesday job. When Wednesday arrives, I switch mental gears

to my Wednesday job. It also means that my personal life is not encroached upon the way it was when I worked full-time, so now I can enjoy the freedom of my evenings and weekends. However, in order for these part-time positions to be successful, I have been lucky that all three lawyers are understanding, and we are all flexible around each other's schedules so I can be where I am needed, if necessary.

It is also very nice to work with a lot of different people in different environments. I know that every full-time job is different, but my full-time job was very isolating. I had very little interaction with other people and always felt a little out of step with the outside world. Now, with different perspectives, and working in different offices, I feel my skills are up-to-date with the latest technology and methods, and I feel much more aware of what is going on in the legal community. I have lots of exposure to new ideas and good learning experiences.

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

"...my part-time jobs are compartmentalized. If it is Tuesday, I am focused on my Tuesday job. When Wednesday arrives, I switch mental gears to my Wednesday job. It also means that my personal life is not encroached upon the way it was when I worked full-time..."

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



Kathleen Wynne

Member of Provincial Parliament
Don Valley West

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



kathleenwynne.onmpp.ca



WHO WE ARE!



Toronto Education Workers (Local 4400)

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

EDUCATION WORKERS

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

At the TDSB alone, there are over

400 ^{JOB} **CLASSIFICATIONS**

and over **1,000** **WORK SITES.**

EDUCATION MATTERS

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



*In the last issue of Learning Curves we asked for readers to send us poetry or short stories.
Here is a short story that we received in answer to our request.*

LAST DROP OF RAIN

Haroon R. Qureshi

Do you remember it was the same monsoon season when I brought you home? You were only fourteen years old, fond of playing with rag dolls made by your elder sister using vibrant pieces of cloth. According to you airplanes flew due to magic and a train was a chain of several buses that had iron wheels. You always loved to see rain drops falling into the river half a mile away from our house. You loved to feel rain drops on your heavenly face. Small drops of rain glued with your face like dew drops on a hanging peach and I loved to remove them with my thumbs. I used to sleep early and you used to sit all night next to the iron bar window listening to the rain drops falling on the front yard. I never appreciated rain much, it always made our movement difficult. However I liked it because of the happiness it brought to your face.

Our first child was also born during monsoon; I was walking in circles under the huge banyan tree on which you thought demons lived. I was praying for a healthy child and your life. Suddenly my mother appeared from the poorly lit room like an angel. She announced that we had been blessed with a son. I exclaimed with joy and ran to the Hujra where my father was sitting with elders of the family. Silence of the night was broken with the double barrel shots. Our neighbors and relatives also joined in. My father entertained the entire village of scattered twenty houses with green tea and gur.

Your world included only our house and your parents' house in the other village. Still you had dreams even with such a limited exposure. You wanted to educate our daughters because you thought education would provide them a chance to climb out the suffocation our culture had. You didn't want our daughters to live and die under the same roof. You wanted to see the world. You wanted to sit in the busses and trains that you had only heard of. Once I planned to take you to the city. I told you to fake fits. You were pregnant with our third child. You were such a good actor or your burning desire had made you one. My father without being extremely orthodox ordered me to take you to the city to consult a lady doctor. He insisted on a lady doctor. I assured him that it would be a lady doctor. We both walked to the main road which was almost ten miles away from our village. Despite being pregnant for four months you walked like a fox. That was the first time you saw my shop and looked impressed. On the way you bombarded me with questions of all kind. I tried to answer each and every single question of yours. You insisted to replace your burqa with a chadar that you brought with you in your bag. I first resisted then allowed you. I only wanted to see you happy. You were excited like a child in a festival.

We were pushtoons and we lived for honor and dignity. My father taught me from my childhood what honor meant. We helped the

needy in our given resources because we were well to do among other villagers. My father provided a piece of land for the graveyard. He also dug two wells for the villagers. Not a day passed by when a poor person didn't have a meal with my father. In Ramadan my father provided free iftaris to the poor and the needy. He was a God fearing man and head of the Jirga. His decisions were undisputed. Our women were not allowed to go out. None had ever seen even a single hair of our women. You always objected to that. You wanted to sit by the river while hanging your legs into the water. Once we did that when we were coming from a Basic Health Unit. It was dark and I was scared. Your love made me fearless; I parked my motor bike on a safe distance from the unmettalled road. You looked so excited. You washed your face in the river and splashed the running water with your fragile feet. Our daughter Palwasha who was with us told this to my mother. I was given the title of a baigharat by my mother. However I convinced her that the doctor had advised you to wash your legs in the river that had majestic powers to cure your heat rash. The innocent woman agreed and apologized.

We were doing well within the given resources but we worked hard to make our life as peaceful as possible. My father had some land which was irrigated by the river. I had my own puncture shop beside the main road. Every morning I had to cross the small hanging wooden bridge on my motor bike to reach the shop. Do you remember the night before we lost everything? You cooked chicken and potato gravy for us. It was raining therefore you didn't light the clay oven. Instead you made roti on tawa. After dinner we all had green tea and gur. After putting the children to sleep you came and told me that how impressed you were with education of our two sons. You wanted me to admit our daughters in the school. I promised you that I would talk to my father. You were so happy. In the morning you made breakfast for me and my father that included tea and paratha. After having breakfast my father went to hujra and I left for work. It was continuously raining for last two weeks and the river was roaring like an angry lion. It was intimidating because I never saw the river that angry. However I prayed and moved forward on the muddy unmettalled road.

In the afternoon I received a call from one of my cousins who told me that the river was flooding and water was approaching our

village. This call pulled the ground under my feet. Without closing my shop I jumped on the bike and rushed to the village. It was raining cats and dogs the road to our village was swampy and muddy. It was very difficult to ride the bike therefore I threw it aside and started running. My chapels stuck in the swampy mud, I got rid of them and started running barefooted. I went for a shortcut through the undulating land and slippery cliffs. Water was crossing the bridge up to my waist but by holding the protection railing I managed to cross the bridge. I heard some familiar voices but my ears felt ringing. Blood started clotting in my veins. Surges like vicious serpents were appearing and disappearing in seconds. I pushed myself in the raging water to reach you. Women and children were already on the rooftops and men were trying to shift their belongings on the rooftops. I was several times tossed down on my face by the furious waves. My feet were bruised, my legs were gashed, my whole body was aching, and my heart was thumping. I saw a rooftop collapsing like a castle of sand with the weight of cattle and taking people with it. Most of the men were out of village for work or other responsibilities when the flood hit therefore women who had never seen such a disaster before and were not allowed to go out didn't know what to do and what not to do.

I saw only my father dipped in water to his chest and struggling with some suitcases without any success. You were all already on the banyan tree with our two daughters and my mother. It was a wise decision as the tree was four times higher than our rooftop. I asked my father to leave the suitcases and helped him to climb up the tree but he was becoming heavier and pale. Water was rising; you and my mother were begging us to get on the tree as they could see waves of water attacking like hungry wolves from all sides. I struggled with my father and my mother also lent a hand. During this struggle the old man lost the bet of life. Maybe it was too much for him to bear. Our shrieks were lost in the sound of raging waters, thunders, and heavy rain. We didn't know what happened to our sons who were at school. My mother was a strong woman, she kept on reciting verses from the Holy Quran while keeping the head of my father in her lap on a large branch where as a child I used to sit and play with clay toys.

We saw houses around us collapsing and people being swept away like tiny ants by merciless waves. I didn't have any strength left in

my body or I didn't want to help others because my family was my prime responsibility. Our house slowly disappeared in the murky waters in front of us. All three walls that once protected the dignity of our family were collapsed. Our one cow and two goats were also gone. That night death danced in front of us. There was nothing over you and your torn shirt was exposing your shoulders. My mother passed you her chader to cover up your body. Water inside our eyes dried up because water outside was ruling.

That night our two daughters didn't ask for any food; palwasha was sitting in your lap and Gulalay in mine. We licked small drops of water stuck with the leaves to quench our thirst. Next day we ate fruit of the banyan tree. There was not a single sign of help and the wrath of the river was in full swing. On third night my mother directed me to perform namazay janaza of my father and slip the body into the rampant waters. So I did. On the fourth day, when all hope was gone, an army boat arrived to rescue us. We were all drained, exhausted, shattered and torn. I saw a soldier holding your legs to put you into the boat. That cut me deep inside like a knife. Our daughters were happy to sit in the boat and also to see the men in uniform. For a while they forgot their hunger, thirst, and misery of last few nights.

We were taken to a distant primary school which was turned into a camp for flood victims. We had to share a room with four other families. You and my mother didn't sleep due to the presence of other men. Then we men decided to sleep in the corridor to provide our women privacy. I had to line up for drinking water and food. It was extremely humiliating. I searched for our sons in different camps but failed to find them. You got affected by food poisoning and were treated by some Christian doctors who once came to visit the camp. Despite using medicines you turned into a skeleton in few days. You vomited several times a day and couldn't digest the food. You were helplessly laying down on a piece of dirty canvas that I borrowed from the soldiers. My mother had to wash you several times a day as you had diarrhea. We didn't have any spare clothes therefore you lay naked under a chader. In solitude I cried like a baby who had been lost in a jungle. I fasted everyday and prayed for you. One day I found out the address of a wealthy person who lived in the city and knew my father. When I came back with the money to take you to the hospital you had left us. Now I am sitting on your grave with our daughters in a strange village whose name I don't know waiting for the last drop of rain.

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

LEARNING IN THE COMMUNITY:

BY ELIZABETH MERCHANT

ALLIANCE FRANÇAISE, FRENCH CULTURAL CENTRE

The Alliance Française (AF) located at 24 Spadina Road in Toronto, as well as locations in Mississauga, Markham, North York and Oakville has been in Toronto since 1902! And according to their website “has grown to become the largest French language school in Canada.”

There are an array of classes for all age groups including camps, adult courses, private lessons, training programs for teachers and French immersion. You can first test yourself online and then connect with a teacher who

can then help you determine the courses that would fit your skill level and schedule. Depending on your interest and goals, there are classes for general learning where you join other language learners in small groups, classes for conversation, business French to enhance one's career and more.

More than a language school though, the AF also offers rich and diverse programming and events promoting French language and Francophone cultural diversity such as concerts, art exhibitions and lectures. There is also the

popular free movie night Thursdays with most show times at 7pm or 7:30pm, but can be earlier, so it is best to check the website under the movies link, where you can also see what is up and coming. I have had the pleasure of visiting the centre and have tuned in to some very interesting films which are introduced by a host (in French). You can also become a member of the AF which comes with many benefits including discounts and access to a plethora of documentary resources in the AF library, as well as on Culturethèque, the centre's e-library. Take a look at the

brochure at this link www.alliance-francaise.ca/en which presents an in-depth look at the centre and people in both English and French.

For more information please visit www.alliance-francaise.ca

af Alliance Française Toronto

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



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5



4

1. Angela Chaisson -
Defence - Ruby & Shiller
2. Lauren Posloski - Crown
- Norton Rose Fulbright
3. Professor Brenda
Cossman - Bianca
4. Professor Martha
Shaffer - Emilia
5. Dean Edward Iacobucci
- Justice Shakesbill
6. Professor Anthony
Niblett - Brabantio

Photo credit: Kara Dueck



3

U OF T LITERARY MOOT BENEFIT FOR UNIVERSITY IN THE COMMUNITY

BY: JANE ROZELL

On Thursday, January 21st, 2016, the annual Literary Moot Court Benefit was held in the Town Hall at Innis College. This year's event was the third time that students and professors at University of Toronto's Faculty of Law have staged a literary moot to benefit the WEA's program, University in the Community. UitC is a wonderful outreach program providing free, university-level, humanities courses to those unable to afford a formal university education. (Full disclosure: I have been a student in UitC for several years).

Many people were involved in the success of the evening. Sponsors included the University of Toronto Faculty of Law, Innis College, the Workers' Educational Association and the law firm of Norton Rose Fulbright. Alayna

Dueck, a second year law student, was the chair of the law student committee and Andrew Oliver, a WEA Board member, designed the striking poster for the fundraiser. His poster, enlarged and projected onto the wall, provided a terrific backdrop for the court room setting.

Just what exactly is a moot court? It is a law school exercise where students argue both sides of a case, as if they were in court – a mock court, in other words. These exercises can be as varied as a university class room debate and a high profile event between law students of two different universities. It can also be an extra-curricular activity such as this recent Town Hall event.

A literary moot court is slightly different from a traditional moot in that it brings to trial a character from a work of fiction and

can be a very fanciful and light-hearted exercise. This year's trial, for example, based on Shakespeare's tragedy, Othello, saw Iago, one of Shakespeare's most villainous characters, charged under Canada's Criminal Code as a 'party to the offence.' Specifically, Iago was on trial for his involvement in the demise of Othello's wife, Desdemona.

Happily, in the hands of the 'U of T Faculty of Law Players' a very dark tragedy became a humorous and light-hearted romp. Professors Martha Shaffer, Brenda Cossman and Anthony Niblett played their roles with skill and great comic effect. The Crown, represented by Ms. Lauren Posloski of Norton Rose Fulbright and the Defense, represented by Ms. Angela Chaisson of Ruby & Shiller, gave

strong and very convincing closing statements.

In the end, Iago's fate came down to Dean Edward Iacobucci, aka 'Judge Shakesbill,' who declared that, "all facts to the contrary" (and those were his own words), Iago was innocent of any wrongdoing.

The evening closed with applause and words of appreciation from Joanne Mackay-Bennett, coordinator of programs at University in the Community and Wendy Terry, President of the Workers' Educational Association of Canada, to all those who worked so hard to present this entertaining evening. Their joint efforts raised over \$4,000.00 for UitC.

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

UITC + CAMH = THOUGHT FOR FOOD

'Thought for Food' started in 2013 when University in the Community approached the Centre for Addiction and Mental Health (CAMH) with the idea of offering a food culture and healthy living class. We ran the first session of 'Thought for Food' in the Spring of 2014 and have just completed our fifth session.

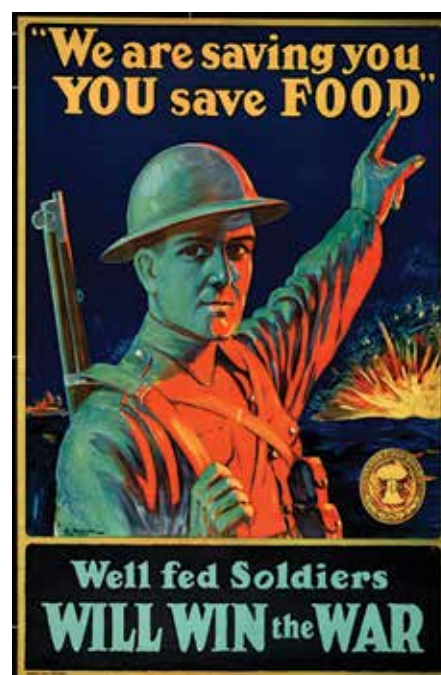
Over the past 2 ½ years, topics have run the gamut from the cultural history of food to the benefits of including mushrooms in your diet. Professor Jeffrey Pilcher (UTSC) spoke about the impact of the global marketplace on Mexican food, Professor Mourad Djebabla-Brun introduced us to his research on Canada's food effort during WW1 and Bruno Pretti (aka 'the fun guy'), showed us how, with a specially-prepared log, we could have our own supply of Shitake mushrooms.

Since Fall 2015, 'Thought for Food' has been affiliated with CAMH's Integrated Day Treatment Program. Every week, students meet

in CAMH's teaching kitchen and learn how to prepare healthy, budget-conscious meals from some of Toronto's top chefs. After each class, we sit together and savour the meal that we have helped prepare. Participants will receive a booklet of this year's inspiring tips and recipes.

It takes a special combination of ingredients and human hands to bring a recipe to life. Similarly, the success of 'Thought for Food' has been a joint, and joyful, effort. The unlimited stores of goodwill of our volunteer presenters, the spirited, positive energy of CAMH co-organizer Julianna McLeod, and the strength and unfailing interest of the participants – these are the ingredients that have made 'human connection' the true creation of each class.

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



THE EVOLUTION OF POLICING AND SECURITY IN EDUCATION

In a world plagued by strife and instability, the demand for public and private security services is growing exponentially. Whether you want to serve your community or serve your country, protect the public or help people in need, policing and protection is a respected profession with serious responsibilities. If you are looking for more than just a job and want to make a real difference in your community, you could consider a career in police services, investigation or private security.

Security has developed alongside police services to the point where many skills are interchangeable. Traditional policing has evolved to include immigration, forensics and investigative skills. Recent reports calling for the “modernizing” of the urban police forces could create a shift towards outsourcing resources which may include those currently covered by protection, security and investigation fields. Challenging and rewarding careers can be found within the civil and criminal justice systems; Correctional Services (community and institutional); Canada Border Service Agencies; immigration organizations; government

organizations; residential, commercial and industrial security agencies; airport security; the Canadian Forces; hotels, casinos, retail establishments or in new entrepreneurial opportunities that may open up in the future restructure of the policing landscape.

Where do you get the skills needed to serve your community and protect the public?

Humber's School of Social and Community Services is located in the west of Toronto on the shores of Lake Ontario. It offers a range of criminal justice programs from community and justice services to policing, security, protection and investigation. Small class sizes and state-of-the-art facilities combined with professors with industry experience help students graduate with a range of practical, problem-solving and administrative skills. These skills are geared to filling roles across an expanse of criminal justice careers. Promises the Dean, Derek Stockley, “We are dedicated to delivering more than an education - we are changing lives.”

New technologies have brought state-of-the-art simulators into the Humber classroom creating life-like situations to help students'

test and practice their skills before graduation. Students pursuing careers in policing are taught in driving simulators where instructors challenge them by programming in obstacles as students drive. Conflict resolution simulators portray on-screen characters — uncooperative or in the grip of a mental health crisis to test students negotiation and resolution skills.

For students who want to move into a career in criminal justice, Humber offers pathways and industry partnerships that provide the critical next step in potential employment. Students who are focused on policing could start with Humber's Police Foundations diploma program. Kevin Gonneau, completed the program and decided to follow the Humber pathway to a degree. “I have always dreamt of becoming a police officer. After seeing the facilities at Humber, I knew that this is where I would make that dream a reality. One of my main reasons for pursuing a degree at Humber was for future advancement in policing. I know through Humber's reputation and my experiences here, this degree will put me ahead of the pack”, says Gonneau.

Students who are interested in private and public security could start with the Protection, Security and Investigation diploma program. “The private security sector is rapidly growing,” explains Daniel Schwartz, a Program Coordinator at Humber. “Graduates of our Protection, Security and Investigation diploma program can expect to find employment in security companies where entry-level positions can move into areas such as investigations and risk management. Prep courses are also available to help graduates prepare to write the ministry exams which are mandatory for private investigators and security guards in Ontario.”

Both the Police Foundations and Protection, Security and Investigation diploma programs offer pathways for students to further their education either into the Bachelor of Applied Arts - Criminal Justice Degree Program or into the Protection, Security and Investigation: Crime Scene Investigation program.

Sound interesting? Visit communityservices.humber.ca to take the Criminal Justice Quiz and find out which program may be right for you!

WE ARE READY FOR YOU!



HUMBER
School of Social &
Community Services

Police Foundations Diploma 2-Year Diploma

Humber's two-year Police Foundations diploma program focuses on the practical law enforcement and human relations skills required to police modern, socially, ethnically and technologically diverse communities. Students will learn how to investigate criminal offences, intervene in crisis situations and model ethical and professional behaviour.

Protection, Security & Investigation 2-Year Diploma

Humber's program is designed to meet both public and private sector demand for graduates who have expertise in protection, security and investigation, as well as strong knowledge of the criminal, and civil justice systems in Canada. Graduates find work as officers in airport security, border services, corrections, immigration and private security. Curriculum includes courses to prepare students to write licensing examinations which are mandatory for private investigators and security guards in Ontario.

communityservices.humber.ca

**WE ARE
CHANGING LIVES**

TRANSFORMATION AT ACCESS BUSINESS COLLEGE

BY WENDY TERRY

One of the less talked about benefits of going back to school is the change in yourself. We talk about the skills and knowledge you gain and the self-confidence it gives you. But more than this happens.

Recently I attended a traditional Access pot luck celebration of students for three of their own who were just finishing their classes. They spoke of the change in self.

Access is one of the career colleges registered with the Ministry of Training of Colleges and Universities and is located right near Yonge Finch subway. Career colleges, like Access, given the small size of their classes, are better able to give individual attention to their students' needs and goals. There is a genuine sense of community among the students, teachers and staff.

Pamella who was finishing her course work for the Diploma in Business Administration talked about how negative she felt after being bumped from job to job, starting to blame all the ism's for her problems, - ageism, sexism, racism... Now she is helping to organize an Access College student alumni association and exudes positive vibes.

Pamella spoke of how she had benefitted from the support of her fellow students and how none of them wanted to lose this. So, she is volunteering to help create an Access Business College Alumni Association.

Perhaps, like most of us, Pamella felt overwhelmed by all the computer programs

one has to know now to work as a receptionist, accounts clerk, or administrative assistant. She gave heartfelt thanks to David, the computer teacher, whose motto is "Keep it Simple."

Then there was Chetan who was finishing his course work for the Diploma in Graphic Web Design. He was an older worker who was delving into the new world of computerized graphic design. Chetan encouraged his fellow students about their chance of finding work – he was in the process of negotiating a position for which he had just been interviewed.

Chetan also spoke of his support in helping to develop the Access Business College Alumni Association so that students could continue to help each other find work - letting their fellows know when jobs came up where they were now working, putting in a good word for them.

It used to be that graphic design work was contracted out to a professional artist. Now, almost all jobs need skills to understand the basics of web site development and maintenance including some creative work and some clear organizing structure to encourage access. Chetan thanked Issac his teacher as did all the students with an enthusiastic round of applause.

Chetan and all the students also thanked Peter who helps them with their resume, covering letters, interviews and job search.

Then there was Sharhra who had been busy helping organize the pot luck with the other students. Shahra has just finished her course work for the

Diploma in Property Administration.

She spoke about how shy and apprehensive she was when she started her classes, and how she had changed. Indeed one would never know that this confident, friendly person had been the one she described.

Property administration is an area that ranks high in labour market needs surveys. Think of all the condos going up, all those office buildings that need competent administration of a variety of computer applications. Then there are the tenants and their problems. There is no doubt Shahra, the new Shahra with her calm outgoing manner, will be able to handle any situation.

All the students thanked Margarita the receptionist who is a graduate of Access Business College and Berj, Sonia's assistant. Sonia is the manager of Access who orchestrates the Access Business College supportive atmosphere.

Pamella, Chetan, Shahra are going out to the world of work with new skills and knowledge and a personal transformation in how they feel about themselves.

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Fax: (416) 510-2709



Chetan Website Development



Shahar Property Administration



Pamella- Business Administration.

SCHOOLS TAKE IN ADULT LEARNERS IN THE SPRING AND SUMMER MONTHS AND MOST PROGRAMS ARE FREE!

School boards where children and teenagers go have a full range of courses for adults that have start dates throughout the year, including the spring and summer. Most of the programs are free except for a materials fee and a refundable text fee. They are focused on helping you find pathways to Apprenticeship (skilled trades which you learn on the job -paid while learning), College, Community, University and Work.

They have a Prior Learning Assessment and Recognition process that can get you maturity credits for previous education and work experience. This speeds up the time to earn your Ontario Secondary School Diploma (OSSD)

Schools throughout Toronto and the GTA, both public and Catholic, have **adult credit schools (high school credits) with guidance counseling services, upgrading programs (Adult Literacy Basic skills-reading, writing, mathematics, computers etc.), co-op experience programs**. These programs can help you think through what you want to do now, then gain the skills and knowledge to get you on a path that will lead you towards your goal. The adult day schools have ESL credit programs too.

Most of these are day programs so if you work nights or afternoons or are currently unemployed they are convenient for you. In addition to regular (full-time) timetables, they have early release timetables with no afternoon classes and late start timetables that have no morning classes.

They take in students four or five times a year, in quads as they call them. Fall, Winter, Spring, Summer. Some schools offer Correspondence Courses throughout the school year as well as Summer School Credit courses, remedial and accelerated courses.

There are usually two streams: one for

youth aged 18-20, and the other for adults over 21. Adult upgrading is open to ages 19 and older and has continuous intake. (LBS, Essential Skills Upgrading, are some of titles you will see for adult upgrading)

As well, there are credit courses towards a high school diploma offered at night school and by e-learning.

The key advantage that many adults cite is that even though these programs are administered by large school boards, the adult learning sites are dedicated to adult programs and are smaller compared to the campuses of larger educational institutions. Administrators and counselors may actually know your name and background so they can help you quickly as opposed to needing to ask for your student number and have you explain who you are and what you need, as often happens in larger institutions. Also, you can find their offices on these smaller sites more easily than on larger campuses. The classes are small, so individual help from the teachers is more feasible.

Most importantly, they have guidance counseling services that help you decide what you want to do. Often when going back to school, you don't know what to take when looking at post-secondary calendars and would benefit from getting some help before investing time and tuition in a program. They also help you with the often confusing application process for colleges and universities. Night school credit courses are offered in some programs to assist with improving acceptance grades for post-secondary studies.

They also offer **English as a Second Language (ESL)** and **Language Instruction for Newcomers (LINC)** courses which have continuous intake. Some offer French as a Second Language. Note: be aware that

sometimes on the websites you will get into ESL programming for children and youth. You want ESL programs for adults.

Citizenship Courses are offered for those preparing for their citizenship application.

Newcomers should ask if the Board has Enhanced Language Training programs. This program provides 8 weeks of advanced English for internationally trained workers plus an additional 8 weeks to gain Canadian work experience through an unpaid internship/mentorship.

As well, a couple of Boards offer what are called **"general interest"** courses often in the evenings, in a variety of subjects such as Art, Computers, Crafts, Dance, Food, Fitness and Wellness, Games and Hobbies, Handiwork, Languages, Music, Sewing, Sports, Theatre Film and TV, Business, Finance, Communications, and other interests. The Toronto District School Board has the most extensive programs. In fact, the topics listed above come from the TDSB Learn4 Life calendar. They have a Spring term starting in April, for which registration is now open and a summer program running in July. There is a small fee for these programs and seniors discounts.

Again, under Continuing Education you will sometimes see programs for youth like Driver Education which are not for adults but youth in the schools.

Sometimes you will see a tag for International Students or Visitors. These are not for adults who may be newcomers but students or visitors here on a visa.

The following is list of public and Catholic School Boards in Toronto and the GTA with addresses, phone numbers and website references. We have noted site specific work related

programs and co-ops such as Personal Support Worker, Office Assistant Hospitality (food Prep), Building Maintenance, Hairstyling, Childcare Assistant - practical in-demand work skills.

Call now so that you can get your life on track to a better job or higher education starting this Spring or Summer.

LEARNING IN THE PUBLIC BOARDS

Peel District School Board PDSB Mississauga
Brampton
www.peelschools.org

On the top bar click on Continuing and Adult Education.

There are three main campuses offering a wide variety of adult learning opportunities including ESL, LINC, Secondary School Credits and Literacy Basic Skills.

Mississauga Campus -100 Elm Drive West
A block south of Square One

Call 905-270-6000 - press 1 for high school credits, press 2 for ESL/LINC, press 3 for Adult Basic Literacy

Brampton Campus 7700 Hurontario Street
Unit 300 just South of Steeles on Hurontario

Call 905-270-6000 - press 1 for high school credits, press 2 for ESL/LINC, press 3 for Adult Basic Literacy

Bramalea Campus -25 King's Cross Road Unit 3
East of Bramalea Recreation Centre
Call 905-270-6000 - press 2 for ESL/LINC, press 3 for Adult Basic Literacy

CONTINUED ON PAGE 13



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- Law Clerk *PC Law / Conveyancer / Teraview* 
- Hospitality Management
- Medical Office Assistant (MOA) 
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*Funded by the Ministry of Citizenship, Immigration and International Trade and free for eligible learners.



ADULT EDUCATION FACILITATOR PROMOTES COMMUNITY OUTREACH, DIGITAL CLASSROOM LEARNING

Depending who you ask, you'll get varying responses as to what some of the most important issues for higher education are.

For Dr. Mary Gene Saudelli, a course developer in the Brock University Centre for Adult Education and Community Outreach, she'll tell you that one of them is written in the very name of the centre in which she serves: community outreach.

"Community outreach is an important aspect of 21st century learning and teaching," says Saudelli. "It feeds into civic-minded education and is vital to societal betterment. This includes global civic mindedness and envisioning ourselves as part of a global community; I believe that some form of community learning and community involvement is an integral component of higher education."

The first elective course Saudelli developed, Adult Literacy and Community Outreach, stemmed from a meeting in 2012

in which she was connected with a professor in the department of dramatic arts, Dr. Joe Norris. Although the course was in its very early stages of conceptualization, Saudelli seized the opportunity to explore ideas with Dr. Norris in several brainstorming sessions.

"Dr. Norris invited me to his class and I introduced myself and the course I was in the process of creating to the class. Throughout the semester, Dr. Norris's learners created vignettes and tableaux that were filmed and photographed," said Saudelli. "Their creativity in dramatizing the course concepts that would ultimately form part of the ADED 3P41 course content was astounding."

The tableaux and vignettes the students created and incorporated into the 3P41 course were described as some of the most interesting components of the course, garnering high praise once the course was piloted to Faculty of Education students.

"Learners informed me that they loved this compelling aspect of the

course," said Saudelli. "They were actively involved in constructing meaning in relation to the course content through the inclusion of dramatizations."

Fast forward four years from the first course she developed and Saudelli is once again challenging the ideas of community outreach in her elective courses, this time tackling adult education language learning in Canada.

After a two-year appointment as the Director of Teaching and Learning at the University of Calgary in Qatar, Saudelli is back at Brock with fresh perspectives and burgeoning ideas.

Her newest course, Adult English Language and Learning is being designed to go beyond the notion of using digital spaces as virtual dialogical avenues, making the digital classroom more than just a space to read, answer questions on a forum, and write a paper.

"I have a lot of experience with digital classrooms, mainly from my position as a

curriculum designer at Dubai Women's College, Higher Colleges of Technology," said Saudelli. "The entire program was taught using a hybrid, integrated, interdisciplinary and task-based approach to learning. The skills I developed there carried over to my return to Canada. I envision a digital classroom to be a space for creative expression, constructivist learning, and experiential activity, fostering meaning-making through critical dialogues and performance-based and learner-engaged assessment of, for and as learning."

With her belief that digital classrooms can be just as personal, creative, engaging, and supportive as traditional, in-person, classrooms, Saudelli understands that there are many ways to meet learner's needs.

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



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SCHOOLS TAKE IN ADULT LEARNERS IN THE SPRING AND SUMMER MONTHS AND MOST PROGRAMS ARE FREE!

CONTINUED FROM PAGE 10

PDSB has an English program for foreign-trained teachers.

The PDSB web site links you to the Independent Learning Centre. www.ilc.org This is the Ontario government's designated distance education provider for high school credits. ILC is also the exclusive provider of GED testing in Ontario. People who pass the General Education Development Tests earn a Ontario High School Equivalency Diploma.

York Region District School Board Vaughan, Richmond Hill, Markham
www.yrdsb.ca.
Click on Community then Continuing Education.

Dr. Betty Stephenson Centre for Learning.
36 Regatta Avenue, Richmond Hill
Call 905-884-2046

Offers high school credits, credit night school, and a Personal Support Worker program. The Personal Support Worker Program, which is accredited under the PSW Educational Program Accreditation (PEPA). This is a growing job market in the health care field. There is a \$1100 fee though. There is a nine month full time program and a 12 month part time program.

Uplands Learning Centre
8210 Yonge Street, Thornhill
(Just south of #7 on Yonge street)

Offers day, evening and weekend non-credit adult ESL and LINC classes.

Call 905-731-9557 for information about this site and many other ESL sites

Also at Uplands and other sites Adult Literacy Basic Skills programs (English, Computers and Math Upgrading)

The YRDSB webs site links you to the General Education Development Web site - www.ged.ca, an association that will help you prep for the GED test and newcomers to the Accreditation Assistance Access Centre. www.aaacentre.ca an association that will help you get credit for previous education.

Durham District School Board Ajax, Pickering, Whitby, Oshawa.
<http://ddsb.ca>

Click on Program then Continuing Education
There are three main centres where high school credits, English as a second language, literacy basic skills and computer training are offered.

E. A. Lovell Continuing Education Centre
120 Centre Street South
Beside the McLaughlin Library
Call 905-436-3211

Pickering Learning Centre
1400 Bayly Avenue
Beside Pickering GO Station
Call 905-831-3118

Computer Training Division.
2nd Floor Suite 155
Office Galleria, Oshawa Centre
419 King Street West,
Call 905-440-4505

The Computer Training program offers Certificate programs, Workshops, and Customized Training. There is a fee.

Welcome Centre Ajax
458 Fairall Street Unit 4
Ajax
905-440-4488
DDSB offers Pathway Programs for Personal Support Worker, Building Maintenance, Hospitality (food industry) and Office Assistant

Note the PSW program costs \$1000 plus other miscellaneous fees. and has full time and evening options for the program. Graduates from the PSW program are registered with the Ontario Long-Time Care Association.

Halton District School Board Oakville
www.hdsb.ca
Learning Curves delivers to Oakville which is just west of Mississauga and served by the Halton District School Board.

The Gary Allan High School
www.garyallan.ca
1330 Montclair Oakville.
Call 905-5845.7542

The Centre for Skills Development and Training
www.thecentre.on.ca
Employment Services
465 Morden Road , Oakville
Call 905-845-1157

Toronto District School Board.
www.tdsb.on.ca

This school board has remained the largest provider of adult education in the province for over 160 years. The home page banner leads you straight to their offerings by clicking on Adult Learners.

There are many centres in the following program areas: Adult Credit programs; night school and adult day school; general interest programs under Learn4Life. Then there are employment services through their Next Steps Centres. Learn English classes and Settlement services are well dispersed throughout the city.

There are two program departments Continuing Education and Community Services - don't worry about this, it has mostly to do with who funds the programs. On the home page choose Adult Learners on the bar and the icon for Community Services on the page itself. The sub pages for adult learners for the most part blend the offerings from these two departments.

Adult Credit Schools

www.adultschooltoronto.ca
There are five centres where you can earn credits to a high school diploma. Each have similar programs and some have programs unique to that Centre. Be sure to check them all out before deciding.

The programs for 18-20 year olds are called Ed Vance programs. All school Boards make a distinction between those in this age group and an older group because the Ontario government funds the one for youth at a rate equal to high school and the one for older adults at a continuing education rate which is lower.

Burnhamthorpe Learning Centre (BLC)
500 the East Mall, Etobicoke
Call 416-394-7130
www.burnhamthorpe.org
The BLC web site identifies a special education program for those with learning disabilities. BLC also has an in school training program towards a Hairstyling Apprenticeship- which you can do full time or part-time.

City Adult Learning Centre (CALC)
1 Danforth Ave. Toronto
Call 416-393-9740
www.calconline.net
The CALC PSW program is accredited by the PSW Educational Program Accreditation. The CALC Pathway to Practical Nursing is a collaboration with George Brown College's PN Diploma . There is a CanEx Co-op program that is 18 weeks full time offering in-school classes and a volunteer work placement to help you get Canadian work experience. CALC and

Centennial College have developed a collaborative Police Foundations Diploma. CALC also has a Culinary Co-op Certification program that includes a coop placement in the food service industry.

Emery Adult Learning Centre
3395 Weston Road North York
Call 416-395-3220
www.schools.tdsb.on.ca/emeryci

Emery has program streams focused on Transportation working with Centennial College, Business Studies, Cyberscience (math and science / engineering/chemistry) working in cooperation with Apotex, Advanced Credit Experience working in cooperation with York University.

Scarborough Centre For Alternative Studies (SCAS)
720 Midland Scarborough
Call 416-396-6921
www.scasonline.com

SCAS has pre- Apprenticeship programs in Hairstyling and Carpentry and Co-op programs in Accounting and Administration (office).

Yorkdale Adult Learning Centre
38 Orfus Road, North York
Call 416-395-6505
www.yorkdale.net
Yorkdale has a Canadian Experience Co-op for newcomers, a pre-apprentice Hairstyling program, a Child-Care Assistant Certificate program and a PSW Certificate program which has a relationship with George Brown College. .

Continuing Education (General Interest Courses)

www.learn4life.ca
There are many centres where courses are offered and fortunately the Spring program calendar lists courses offered by site. You can scan the calendar online and often the print version is available at the larger centres and at public libraries

Learning English

There are three program areas, ESL, and LINC Centres, Enhanced Language Training (ELT) and many centres.
www.elstoronto.ca

Or Call these sites for more information
Toronto
Bickford Centre
Call 416-393-0528

Jones Avenue Adult Centre
Call 416-393-9645

North York
Bathurst Heights Adult Learning Centre
416-395-4980
Overland Learning Centre
416-395-5080

Scarborough
Winston Churchill Collegiate
Call 396-6909

Etobicoke
Mimico Adult Learning Centre.
416-338-4300

Language Instruction for Newcomers (LINC)
Many of the centres offer child minding services.
www.linctoronto.ca

Enhanced Language Training (ELT)
www.elt4employment.ca

These ELT programs offer 8 weeks in class and a 6 week work (unpaid) work placement to gain Canadian work experience. For newcomers with an engineering, sales and marketing, information technology, or hospitality background call 416-395-3669. For newcomers with a financial services, accounting, or customer service or administration background call 416-395 8270

Essential Skills Upgrading

This program used to be called Literacy Basic Skills. This program is for English speakers who need to upgrade their skills in English, Computers and Math for further education or employment. There are three intake centres.

Etobicoke Call 416-394-3809
Toronto Call 416-393-1995
Scarborough 416-396-6904

LEARNING IN THE CATHOLIC BOARDS.

Durham Catholic District School Board - Oshawa, Whitby, Ajax-Pickering
www.con-ed.ca

There are three main centres for ESL/LINC, Literacy and Basic Skill- Adult upgrading, Child Care Assistant Certificate,

Day School Secondary School Credit, E-learning, Correspondence and Night School, as well as Summer School Day Credit and ESL and Correspondence learning

Oshawa Campus
692 King Street, East
Call 905-438-0570
For LBS-Adult Upgrading. Call 905-626-6631

Ajax Campus
458 Fairall Street Unit 7
Call 905-683-7713
For LBS Select Extension 40258

Welcome Centre
ESL & Linc Programs
458 Fairall Street (corner of Westney Road & Fairall St. Across from the Ajax Go Station)
Call 289-481.1336

Whitby Giffard Campus
1003 Giffard Street.
Call 905-666-1255

DCDSB offers of General Interest courses.in Languages (Spanish, French, Sign) , Fitness, Cooking
Call 905-683-7713

DCDSB offers a Personal Support Worker Program Call 905-438-0570 Oshawa or 905-683-7713 Ajax

DCDSB program under Pathways program describes a co-op program and one for young students with Exceptionalities - culinary skills.

York Catholic District School Board Vaughan, Richmond Hill, Markham
www.ycdsb.ca
Call 416-221-5051
Click on Adult under program.

YCDSB offers and extensive ESL program, and Computer General Interest classes.

Dufferin-Peel Catholic District School Board - Mississauga, Brampton.
www.dpcdsb.org
Under Programs and Services click on Adult Education.

CONTINUED ON PAGE 15

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SCHOOLS TAKE IN ADULT LEARNERS IN THE SPRING AND SUMMER MONTHS AND MOST PROGRAMS ARE FREE!

CONTINUED FROM PAGE 13

There are two main centres for ESL, High School credits, and a Personal Support Worker program

St. Gabriel Adult Learning Centre
Malton
3750 Brandon Gate Drive
Call 905-362-0701

Brian J. Fleming Adult Learning Centre
Lakeshore
870 Queen Street West.
Call 905-891-3034

DPCDSB offers a broad range of General Interest courses at several different sites
Call 905-891-9283

DPCDSB offers several co-op programs, Foreign Trained Professionals, Office Administration/ Customer Service, Business and Careers and Accounting.

DPCDSB offers a PSW program. Call 905-891-3034 for registration. The cost is \$1500.

Halton Catholic District School Board - Oakville.
www.hcdsb.org
Click on Programs then Adult Education/ Continuing Education.

Learning Curves delivers to Oakville which is just west of Mississauga and served by the Halton Catholic District School Board
Thomas A. Merton Adult Learning Centre.
171 Speers Road, Oakville
Call 905-849-7555

This Centre offers ESL, high school credits, and Academic Upgrading.
For Co-op programs call 905-849-7555 Ext 244.

Toronto Catholic District School Board
www.tcdsb.org
Call 416-397-6600
Under Programs and Services choose Adult Education.

This Board offers a full range of language programs, English as Second Language, Language Instruction for Newcomers, Enhanced Language Training English, upgrading in English, Math and Computers through Literacy Basic Skills or now referred to as Essential Skills. The have many sites.

The TCDS has an ESL program for health care professionals which is run in partnership with the Toronto General Hospital. Call 416-397-6959 for information.

Adult Credit

To find the TCDSB adult day school programs you need to put Monsignor Fraser College in the TCDSB search engine.

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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 am back on the job market for the first time since I was a teenager. I am now 40 years old and terrified of having to go to a job interview! Even just the thought of it makes my heart race and my hands get sweaty. Is this normal? Do you have any tips for me?

Scared in Scarborough

Dear Scared,
Don't worry. You are completely normal. Fear of job interviews is number one on most job seekers list of "Things I Hate To Do". Although I can't promise to take away the fear completely, I can offer you some tips to make you feel more confident.

1. The Interviewer may be nervous also.
Most interviewers feel the responsibility of ensuring that they hire the right person for the job. That may be small consolation for you but it helps to know that the person they hire will reflect their skills in choosing the right person.
2. Remember – you are also interviewing them. Although we often feel we really, really want this job... THINK! Do you? Is this the right company for you? Does their work culture match yours?
3. Research and then do more research.
Know everything you possibly can about the position and the company before you go into the interview. Go in prepared with some questions for them. It shows that you are interested and are prepared. Don't just do your research from the company website. Google them to see if there are any recent newspaper articles and check out their Annual Report if they have one. Make sure you know their history and their future plans.
4. Prepare for situational questions using PARR. You may have heard of PAR responses? Problem, Action, Result. I have added another R with Review. Many interview questions are framed with the phrase "Tell me about a time..." or "How would you deal with this...". Practice framing your answers with this formula. Relate what the PROBLEM was. Tell them the ACTION you took. Advise them of the RESULT.

Most interviewing guides stop there. I like to add REVIEW. You can then say "I reviewed the situation and made these changes to ensure we did not have this situation occur". It shows that you are someone who is proactive and doesn't just respond to incidents.

5. Be a good SCOUT and Be Prepared!
If your interview is on a weekday, don't practice the route on the weekend. Make sure you allow enough time to prepare for any eventualities. Remember to treat the person who greets you on arrival with the same consideration you give your interviewer. (Good eye contact!)
6. THANK THEM! After your interview send them a thank you. I recommend a blank handwritten card. Be sure to include something specific to the interview. Most people send the perfunctory email but a handwritten card stands out and shows you are someone who goes the extra mile!

I hope these tips help a little. In over twenty years of assisting job seekers I have never met anyone who isn't apprehensive about being interviewed (including me!). There are tons of websites to get tips. I like workincanada.gc.ca because it's a one-stop shop. I also recommend glassdoor.com for company research and monster.com. Good luck! Good luck!

*Dear ELCEE is written by Deborah Noel, deborahjnoel@gmail.com
Send her your questions.*

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

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416-395-9559

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Gerrard Square
1000 Gerrard St. E.
2nd Floor, Toronto
416-396-2313

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

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

**Mississauga
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Suite 102, Mississauga
905-814-8406

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