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CONTINUING EDUCATION • JOB TRAINING

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*The Physical Possibility of Life in the Eye of the Beholder/
La vie est belle – 2016 mixed media on wood*

Cris de Souza is an artist who also enjoys taking classes in the University in the Community programme. As we look from his perspective at the role art plays in enriching our lives, it serves as a reminder how wonderful it is to open oneself up to new ideas, to discovering a new way of looking at things. Art, like literature, poetry and music, makes us think, and elevates us above everyday life. It reconnects us with what it means to be human. Cris's passion for art inspires passion in others. Take a look at his reasons for loving art and the importance of art exhibitions to recharge your own passion for the enjoyment of art.

WHY AN ART EXHIBIT CAN BE GOOD FOR YOU

BY CRIS de SOUZA

THERAPY

People live in a stressful world. Looking and experiencing art can carry one away from this stressful world as one enters a different atmosphere. Art can be a therapeutic tool enabling us to live more fulfilled lives, thus helping us with our most intimate and ordinary dilemmas. Experiencing an exhibition of art may generate forms of meditation; suggest an education and career in the art field; generate new thoughts on the beauty of life.

MEANS OF EDUCATING THE GENERAL PUBLIC

There is a lack of art education in schools. However, art exhibits broaden our knowledge about people, cultures and the world. They democratically teach art, geography and philosophy to the public.

The sense of beauty can be sharpened and progressively refined. Visiting art exhibits is one of the best exercises in order to educate this faculty, and to learn how to appreciate "a thing of beauty" whenever and wherever we happen to meet it.

Exhibits are a great place to sparkle an interest in art and lifelong learning begins at a young age.

COMMUNITY TIES

Due to the growth and proliferation of online networking, virtual galleries and exhibits are leaving the traditional galleries and exhibits in difficulty to remain relevant. In this we see that advanced technology is removing something precious from the art world: community!

Art Exhibits enable communities to come together, to interact with each other

Art gives us an experience like nothing else can. Art exhibitions, whether in a formal gallery or part of an informal event, provide the opportunity for art to be explored. It is a chance to connect, disconnect and reconnect. Also it is a chance to understand and explore perceptions, feelings and innovative thoughts. It adds, subtracts, divides and multiplies.

Here are some reasons why I strongly feel that art exhibitions could benefit any community:

NEW EXPERIENCE

There are many who have never visited an art exhibit. Those who have may have only done so a few times.

Artists see things from a different perspective; thus art must be experienced face to face. Only from a personal experience can one truly get the true sense of its magnitude.

David Li has found the secret of teaching the complicated and rigorous practice of accounting by breaking it down to a simple and elegant format that is easy to understand. His instincts told him to discard superfluous facts and figures which overly complicate the fundamentals of accounting practice. David Li uses logical progressions supported by real-life examples with lots of step-by-step practice. This method has resulted in an approach to the fundamentals of accounting that is interesting and motivating. This article, "Keep It Simple" illustrates David's passion, not only for accounting, but his profession as a teacher.



As an accounting professional, I need to help clients file corporate tax returns every year. As we all know, the first-hand data accuracy of accounting systems is extremely important in order to file tax returns successfully without causing any potential of a future audit by CRA. In order to achieve this accuracy, I often have to educate my clients about how to set up their accounting data systems properly. Generally speaking, most of my clients are business men and women, with different backgrounds, who are very busy with little time to spend on complicated and tedious data entry procedures. It happens all the time - they forget

what I told them and bungle the data again. I found a solution by simplifying the process. I created a lot of short-cuts and set up an easy-to-understand and easy-to-use format that worked out very well for all my clients. They were all very happy to save their valuable time and I was also very excited about it. That was the moment when I came up the slogan "Keep it Simple".

I started teaching accounting courses for college students in 2010. Accounting is not only a sophisticated course full of terms and principles, but also a strict working system integrated with specially customized accounting logic (often seemingly against common sense) which is used widely by people in their daily life. Students all have different learning curves and learning habits depending on their previous educational background and work experience. A student's

previous education or work experience can sometimes help, but it can also bring incorrect perceptions which can create a learning barrier to the success of accounting studies. When this happens, the frustration grows and sometimes students will give up on this profession. Generally speaking, I face many different kinds of students. I will focus on adult students here since they are the readers of this journal.

Adult students normally come to school for career change or updating current skills. Most of them have kids at home to take care of and need to work hard to make a living. Study time for them is very limited and too many distractions make it hard for them to focus. They are often under a lot pressure from life and work already. It is really a challenge for me to



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KEEP IT SIMPLE BY DAVID LI

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WHY AN ART EXHIBIT CAN BE GOOD FOR YOU

JUST PLAIN FUN

Trying to interpret art by yourself and with others can create much enjoyment.

People thirst for fun, beauty, poetry and new experiences. Some enthusiasts may drive from all over the city just to see an art exhibit.

The artists' intentions can be illuminated by writings of outstanding critics. Reading about art can widen our knowledge and, by illuminating certain aspects of it, add another dimension to our enjoyment.

BENEFITS TO CHILDREN

There is plenty of research indicating the benefits of the unique exposure to art exhibits and museums to children.

- Children see, inquire and explore new things. Their eyes are opened to different ideas and perspectives.
- Children get memorable immersive learning experiences.
- Children have their imaginations provoked.
- Children are introduced to an unknown environment and subject matter.
- Children are offered unique and new environments for quality time with family and/or friends.
- Children get the foundation for creativity, critical thinking and connection to the world around them.
- Children and parents spend time together as a family, sharing conversations and free-flowing dialogue that often gets missed in the day-to-day life. Art is a way to communicate, explore and learn from each other.

TOLERANCE

At art exhibits, our minds fly far away and gain a better understanding of another's ideas, beliefs, values, opinions, tastes, preferences and community ties. Exhibits invoke thoughts and conversations about standards of beauty and cultures.

"Tastes differ." Works can demonstrate part of the remarkable diversity of styles and approaches characteristic of the modern and post-modern achievement in painting.

Art transcends culture and language barriers.

SEE NEW ART NOW.

If you have not discovered art... it is time you did.

You can get acquainted during the visit with innovative art work that may become famous one day or may never again come within the range of public vision, once they become private property.

Art work may lead to new discoveries and make a lasting impression. There may be imaginative exploration and free artistic invention from inner experience.

CREATIVITY.

Nothing boosts your own creativity more than visiting art exhibits. Maybe it feels like osmosis, but being around art and in the company of creative people makes YOU more creative. Art inspires us to pursue our own creative release.

An art exhibit may be a transitional point in some lives, and a positive force on our neighbourhood's culture, inspiring creativity. It ignites your creativity, imagination and innovative thinking.

EMOTIONAL INTELLIGENCE

Once you open yourself to art, you will allow this entire world of creativity to literally transform you as a human being, reconnecting you to yourself, the environment and greater values, thoughts and wisdom. art exhibits are a pathway back to wholeness and means of improving the minds of the general public.

Art has a unique capacity of connecting us to past, present and future. Art teaches us that we are something larger than ourselves – organic and inorganic, vegetable and mineral, animal and human, imaginary and real, geometric and biomorphic, natural and synthetic.

Indeed, art teaches us that we are something larger than ourselves – abstract and objective, concealed and revealed, possible and impossible, logical and illogical, realistic and fantastic, countable and uncountable, national and international, terrestrial and cosmic, local and universal.

ECONOMIC IMPACT

Whether you are aware of it or not, art has a significant impact on local and provincial economies and it shapes the very fabric of our society.

In North America, there is a surge in art appreciation and art exhibits' attendance is growing exponentially. Within ten years, Toronto will really be recognized as an art capital like New York, Paris or London. Currently we are not there but Toronto is becoming a very important city from the perspective of international art.

Let's hope that art exhibits will not disappear but may be with us a long time.

LIVING CULTURE.

An art exhibit is a special place, particularly given the disappearance of regular reporting on visual arts in Canada's national newspapers and broadcasters. Lively and intelligent conversation about culture in this country should be supported.

In an age where visual arts and cultural coverage is disappearing, an art exhibit matters now more than ever before. A conversation about art and culture should be kept alive in our city. Art is and has been one of the important human activities which has impacted positively to human happiness.

In short, art exhibits can have a huge impact. Art exhibits provide a space for reflection, meditation, inspiration, enlightenment, renewal, excitement, amazement, creativity, enjoyment, entertainment, interpretation and allow for learning experiences that may last a lifetime.

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

PRIORITIZE STUDYING WITHOUT PUTTING YOUR CAREER ON HOLD

When you already have a busy career, finding the time to earn a degree can be a big challenge. The N.O.W. Plus Degree Pathway at York University can help.

Ray Parker joined N.O.W. Plus in 2016 to pursue her Bachelor of Human Resources Management (BHRM) through the Faculty of Liberal Arts and Professional Studies while working two jobs and squeezing in volunteer work.

Ray has had a long-time passion for HR – she knew coming out of high school that it was what she wanted to do, combining her interests of business and helping people. She says she wanted to put those skills together in a field that fit with her personality and her very customer service-focused work ethic.

On the recommendation from a family friend, Ray looked into the N.O.W. Plus pathway for the Bachelor of Human Resources Management and jumped at the chance to study her passion. She was attracted to the program because of how well-rounded it is, "in the sense that it required basic knowledge of many aspects of business, including accounting principles and labour economics" which she knows will help her to be a better HR professional in the future. The ability to study at night, online and weekends gave her the flexibility to continue working to support herself; and credits from her previous study were applied to her degree at York.

Another key factor in deciding to pursue HR on the N.O.W. Plus pathway was the thorough preparation provided during the application process by Continuing Studies Advisors, "I was very impressed with the help I received when I made an appointment with the School of Continuing Studies, which definitely influenced my decision". Ray continues to receive support from the Continuing Studies Advisors during her studies.

Having gone through the process of applying and being accepted to the BHRM, Ray has some advice for others considering taking a degree through the N.O.W. Plus Pathway: "Ask questions. Use the resources available to you as a student or even if you're just thinking about the program. Advisors will take the time to answer your questions and make the transition easier for you to handle. I'm finally starting to learn that it's okay to ask questions, and using the tools available to me to make university life more manageable. I can vouch that the University is committed to helping you in any way it can".

Ray has found this support invaluable as she balances the demands of her study schedule with those of her two jobs. She works full time in a collections agency in Toronto, utilizing her knowledge of the financial and banking sectors and employing her bilingual skills dealing with lawyers and other professionals on a daily basis in both English and French. She also works



York U student, Ray Parker

part-time for a cash logistics and supply chain management company maintaining their records.

In addition to her dedication to her studies and her work, Ray says she's always looking for opportunities to volunteer. Her most recent adventure was to Rio de Janeiro for the 2016 Olympics, where she rented an apartment for a whole month during the summer. "It was my first experience travelling by myself, and although people were worried about how I'd fare, I couldn't have felt safer. I met locals and saw some of the events (even some medals for Canada), and of course enjoyed the wonderful beaches."

The decision to apply for her Rio adventure came from the fun she had volunteering for the 2015 PanAm Games in Toronto, where she even learned a bit of Portuguese in unbeknownst preparation for Rio. She says the highlight was the amazing experience of being immersed in so many cultures and languages all at once, which galvanized her interest in volunteering for Rio which in turn has motivated her to volunteer at the Olympics regularly from now on – something she highly recommends to everyone.

Another unexpected outcome of her volunteer work is the influence that it has had on her career. Ideally she'd like to couple her love for the Olympics and HR to one day work for the International Olympic Committee (IOC). With her English, French and Spanish languages skills and her Bachelor of Human Resources Management behind her, Ray will be well placed to contribute meaningfully to the global community the Olympics represents and the community outreach and enrichment activities they undertake.

If you're interested in finding out more about the BHRM or other Faculty of Liberal Arts and Professional Studies degree programs available on N.O.W. Plus, have a look at www.nowplusyork.com or email continue@yorku.ca



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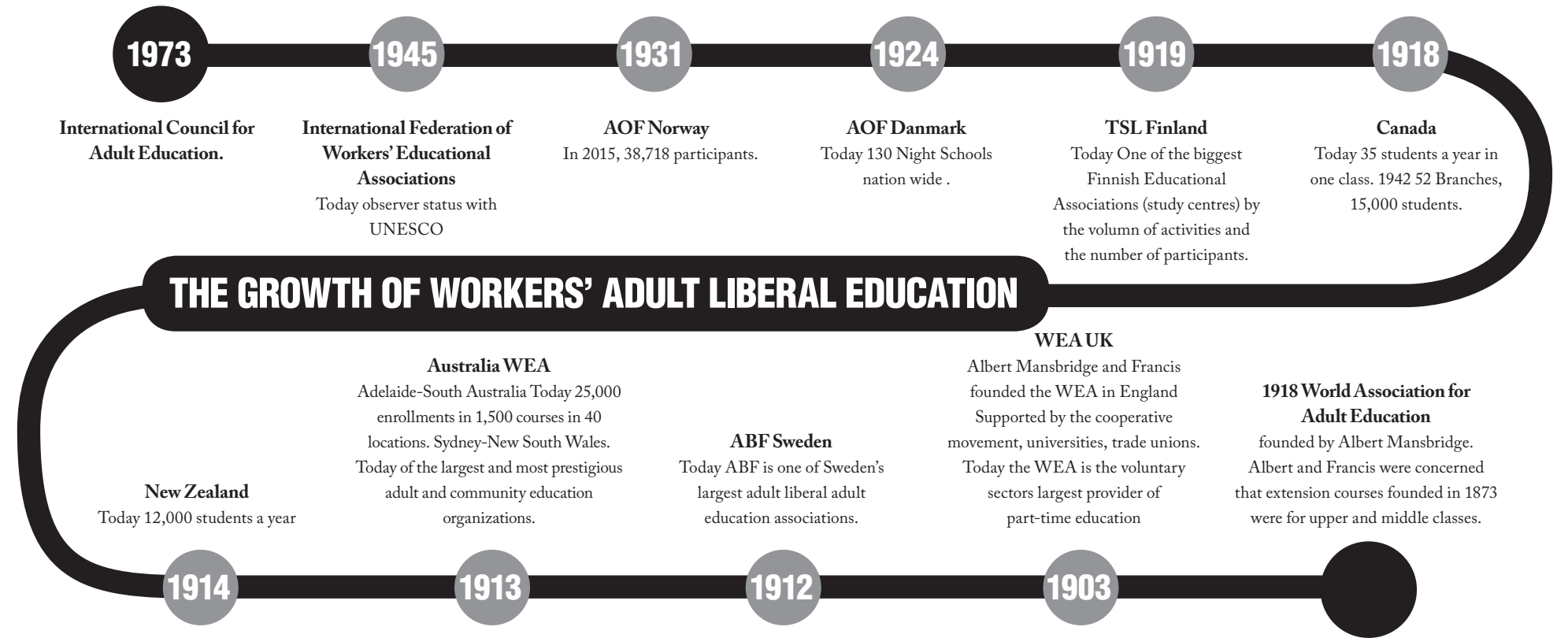
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ADULT LIBERAL EDUCATION – OTHER COUNTRIES SUPPORT THIS FOR PERSONAL/CITIZENSHIP DEVELOPMENT

WHY DOESN'T CANADA?

If a Canadian adult, not from Ontario as education is a provincial responsibility, went to live in a country like the United Kingdom, Sweden, Australia, New Zealand, Finland, Denmark, Norway, and was looking around for adult education, they would find a key provider to be the Workers' Educational Association. Many are over 100 years old, are well known major providers of what Toronto adults call general interest programs, like the TDSB Learn4 Life program or some of the Toronto Public Library's What's On program. But the WEA's also offer university like liberal arts programs, the humanities, and some political education.

Given our North American cold war mindset, the term 'workers' and political education might cause you to suspect such an organization. But then they are publically funded to do what they call adult liberal education, and they are also funded to do literacy training (reading writing, computers, math) and some skills training. They look like a community-based training centre back in Toronto but they also offer university like liberal arts courses.

Say you had moved to Sydney, at the New South Wales WEA you could chose courses in Ancient History, Film Studies, Fine Arts, Literature, Medieval History, Modern History, Philosophy and Religion, Politics and Social Sciences, Psychology, and Science – 8 session courses for about \$200. To study any of these in Ontario, you would need to be admitted to a university program, pay tuition fees of close to \$1,600, and sit with hundreds of youth focused mostly on getting a good mark. In Sydney. at the local WEA you would learn with those interested in learning for learning's sake in small group study circles organized like a tutorial- lots of time to get your questions looked at.

The Swedish WEA, (ABF) web page notes that 'Modern society is flooded with information, but to convert this information into knowledge

requires understanding, a view of he big picture, and processing." I think we would agree with this given today's political climate, a citizen's need to understand, get the big picture and process events is important. But would we pay more taxes for such an education, an "adult liberal education," as the Nordics call liberal arts learning for adults, especially for those lacking a good basic education..

If you look at the New Zealand WEA program you see "Workers' Rights in a Global Economy", and at the WEA in Scotland, "Talk Scotland Political Studies." They are political courses but ones where you can learn all aspects, and question each one, a liberal education model. You learn with a professor who has studied the big picture and is there to answer your questions, to help you understand. Not push a point of view but help you see all sides.

Canadians supported such at one time, in fact it was dominant in adult education. In 1935 Peter Sandiford, WEA tutor and Professor of Educational Psychology and Director of the Department of Educational Research in the Ontario College of Education at the University of Toronto, lead a study on Adult Education in Canada. He noted that "adult education should not be limited to cultural subjects but may properly include vocational subjects." Today we would have to turn around to say: adult education should not be limited to vocational subjects but may properly include cultural subjects.

One of Sandiford's study leaders was Drummond Wren, General Secretary of the Canadian WEA which was founded in 1918 with the support of the University of Toronto and trade unions. Wren was a WEA student, who had a Grade 7 education, a typographer He

grew to be the leader of the WEA and spread the WEA across Canada. In 1945 the WEA had 52 branches in Canada, over 15,000 students and in 1942 had over 100,000 listeners for the WEA National Labour Forum which was broadcast on the CBC from Toronto, Edmonton and Halifax. So why did liberal arts learning not continue to be part of adult education in Canada?

If you look at the chart to the top The Growth of Workers' Education you see that the WEA's continued to grow in other countries and are still a major educational provider today but in Canada today the WEA runs one class in Toronto, University in the Community.

The decline of liberal arts learning in the community for those who would have the least access to a university education, the working class, can be understood by studying how Canadians dealt with the cold war debates about capitalism, socialism, communism and comparing this to how the Swedes handled this. For one, in 1949 the Canadian Labour Congress adopted a resolution to 'cleanse' it ranks of all communist-lead affiliates in keeping with the Congress of Industrial Organizations measures taken in the USA. Then their was the RCMP (Royal Canadian Mounted Police) who kept files on Canadians leaders like Tommy Douglas, known as the founder of health care in Canada, and yes Drummond Wren. The CLC and the RCMP are were only two that felt that workers' getting a university-like education would lead to radicalism. In comparison the Swedes supported workers education. For example in 1942 they held 6,138 study circles. They wanted citizens to understand all points of view put forward by capitalism, socialism, communism - to move towards reform

models rather than radical or reactionary ones. Jenny Jansson, of Uppsala University wrote a book Manufacturing Consensus, The Making of the Swedish Reformist Working Class, where she describes how the Swedish labour organization used workers' education to resolve these debates. Jansson' was referred to me by Henry Milner, professor at the University of Montreal who wrote, Civic Literacy, How Informed Citizens Make Democracy Work. In a Chapter titled "Promoting Civic Literacy through Adult Education" he notes ... "when it comes to civic literacy, the content of what is learned as an adult is more important than that learned in school in one's youth. " True. Adults make the world today, long before their children will; they are their children's first teachers, long before kids go to school So why does Canadian adult education ignore adult liberal education, its history in Canada, its role in other countries that foster active citizenship? Could adult liberal education come back in Canada? Not as the WEA as its time has past here but in University Community partnerships that reach out to the community with liberal arts programs. See www.universityinthecommunity.ca for links to a dozen programs that have emerged in the past 15 years in Canada. They will be meeting in Toronto in May as the Summer Institute of Canadian Directors of Humanities 101 type Programs. We are committed to foster adult liberal education.

Wendy Terry, This article is a based on a presentation I gave to the WEA University in the Community class at Innis College February 1. The students did an exercise (see below) to sketch their lifelong learning path. Their notes for citizenship earning are listed.

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

CITIZENSHIP LEARNING – UNIVERSITY IN THE COMMUNITY STUDENTS REFLECT

Raymond
Being a Canadian, after being a Hong Kong British Subject

Robert
Political campaigns, Board, provincial, federal (national)
Involved in social courses
Community Café

Nenke
Worked on a variety of political campaigns local, provincial and National. Involved in municipal forums, re garbage, planning and development

Elma
Coordinator for Planetgeek.
Volunteer computing
Volunteer for several groups.

Ryan
Family history and Geneaology regarding immigration to Canada of ancestors.

Joyce
Volunteer: Early Years Centre, Special needs assistant in school lunch room, and Farmer's Market

Jane
Learned a lot about life in Chile and Ecuador- climate and poverty, dictatorship when I taught English to neighbors from those countries. My Italian neighbour taught a lot about European politics.

Leona
Church, travelling, volunteering

Dale
Volunteered at Heart and Stroke Association Leaning about Socal Justice initiatives Learning bout TRC and the United Nations Declaration of the Rights of indigenous peoples.

Lynne
Got Canadian Citizenship.

Priscila
Read local papers, The Toronto Star and Globe and mail. Attend meetings sponsored by politicians.

Julie
Attend University in the Community ever since it was held at Woodsworth College.

NEW WEB SEARCH HELP TO SCHEDULE YOUR COURSES! YES!

BY WENDY TERRY

The Spring Term has the most diverse set of start dates as courses start from late April, into May, June, July, and even August. So you need to shop around more to make sure you don't miss a good course for yourself and one offered in a good time frame.

Years ago it was common for courses to have similar Fall, Winter or Spring/Summer start dates so by scanning a print calendar with schedules included you felt that you were not missing any course offerings. Any outliers were clearly visible. But today even though educational providers do have common term start dates they have many workshops and intensive courses with mid term starts dates. Then online courses in the college have monthly and continuous intake start dates. What to do?

Similarly, what with work commitments and family commitments, then your spouse's family and work commitments and then your children's activities and finally the availability of a babysitter, you often wind up with only one night of the week you could take a class or really only a weekend day. Given all this even the course location may matter, close to home, work or even the babysitter. What to do?

When educational providers moved to websites from print calendars that had included schedules, looking for courses that fit your schedule became more time consuming. With a print calendar you could scan across the text looking for start dates, days that suited your

schedule, location circling the ones that fit. On a website you have to drill down from program to course to schedule only to find the course you want is not offered this term or on a day you could go or in a feasible location. Then you would go back up and drill down again. No. Then backup and drill down again.

Now educational providers have redesigned their search engines so you can customize your course search, by start date, by days of the week, even location. Thank You for this.

Searches by start date and days of the week.

The following is a listing of new customized search features which have been added to some educational providers' websites. .

On the George Brown College Continuing Education website on every Courses page, if you put "Courses starting in (say) February" in the search bar, you get a listing, similarly if you put "Courses offered on (say) Tuesdays" you get a listing.

Staff at George Brown told me you need only put in Feb. or Writing Feb to get a listing. You need only put in Tu to get ones offered on tht day.

Similarly with Seneca College Faculty of Continuing Education and Training website in the courses search section if you put courses staring in February in the search bar you get a listing. This page also

gives a bar to click on so you can search by day of the week and by location.

Centennial College Part-time Learning does not seem to have a search by start date function. Ask—sometimes staff has access to different search functions than students. Or we just don't know how to use their search engines, we have an outsider's view, ask an insider.

Durham College Continuing Education still prints a detailed course listing calendar with schedules, and this calendar is online. So you don't have to go pick it up. The online version is interactive so you can post a note on a course that interests you just as you would circle one in a print calendar. I could not find a way to search by start date or by day of the week so ask.

Humber College Continuing Education, Course search page in the top right corner has a search bar where if you put courses starting in February you get a listing. It is not clear that you can get a similar listing of courses offered on a day of the week. Ask a program officer.

Sheridan College Faculty of Continuing and Professional studies, Course Search page, has a Course Filter page to the right which allows you to search by the day of the week, delivery method, term, and campus. Many courses start throughout the term.

Ryerson University Continuing Education home page search bar will list courses which start in a certain month and you can also get a listing of courses running a certain day of the week.

The University of Toronto School of Continuing Studies home page gives a bar that leads to a listing for their U of T Mississauga offerings and the U of T Scarborough offerings.

See the York University story on page 2 about the their N.O. W. Plus Degree Pathway program. It is specifically designed to help adults look at their previous education and make new plans to work their schedule with those of York courses to get your degree in the most expeditious way possible.

Look at start times

Seneca College makes it clear on their Faculty of Continuing Education and Training home page that they offer early morning classes. You could take a class before work if you find you are not tired out after a day's work.

We often don't pay attention to start times but we should. If the courses are at the same location you could do two in one night as some have early starts and others late starts. Or you could do two on a Saturday or Sunday.

Get Inside information.

You can never be sure form an outsider's view that you have not missed a good course or one running on a better schedule for you. So get inside information. Take the time to talk to a Program Officer or a Career Counselor or attend an Information Session or do all three for that matter.

CONTINUED ON PAGE 10

Adult Continuing Education Programs for the



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Whitby Giffard Centre Campus ESL & Linc 905-666-1255
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HANDIWORK CLASSES AT THE TDSB

BY WENDY TERRY



Not that long ago, I ran into Nancy Campbell who teaches Home Maintenance & Renovation Beginner in the Toronto District School Board's Learn 4 Life program. I was intrigued. I had just taken back the family home in Bobcaygeon which my Mom had left me and which had been rented for over 13 years. Plan A was to fix it up and move back in. I should have taken Nancy's course first but not sure I would have enough nerve to try my own repairs.

Last Thursday, I sat in on Nancy's course at Western Technical. It was fascinating. The students were evenly divided, men and women. The courses started out just for women but the men wanted in so they opened it up. Nancy learned her home maintenance and renovation skills from her Dad. At one time, women my age assumed all men were handymen.

But with the change in generations, many of those skills never got passed down. Nancy told me about a male banker, just retired, who on the first night of her class was surprised to find that a woman was teaching the class. Clearly, the stereotype of women not being handymen persists.

Some of the students had



recently bought older houses. Jennifer, for instance, told me that even if she did not do the repairs herself, she would be better able to talk to contractors after taking the course. I agreed.

Andrew, holding a drill in the photo, has a one year old who does not want to play with a toy tool set that Nancy got for him preferring the real tools that his Dad uses.

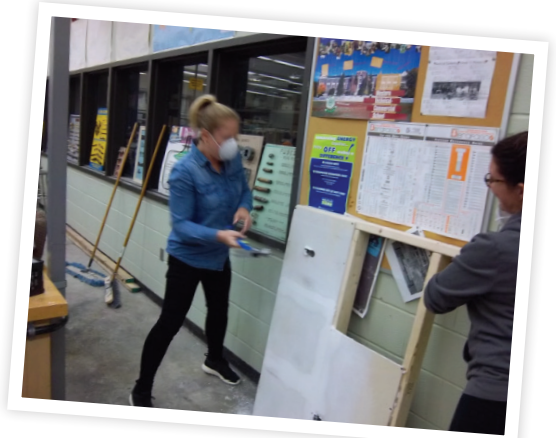
Another student, Wendy, told me that she is taking the Spring Break week off and that she and her husband, a teacher, have a project lined up for every day. I'm sure I heard her say that she hoped they

were still talking by the end of the break.

The night I sat in on the class, students were learning how to repair holes in drywall. Shallow ones were taped over and then "mudded" over. Mudding was a new word for me. Plastering over nail holes in drywall was not. Holes that had broken through the drywall had to have a wooden frame screwed onto the back side of the drywall in order for a new piece of dry wall to be inserted into the opening and screwed into the wooden frame. The screw holes and joins were then 'mudded over' and sanded smooth.

First you had to smash a hole in the drywall. That was the fun part. That is what Sara is doing in the photo.

The previous week the class had built the frame and screwed on the drywall. Sometime earlier they had learned to insert an electrical outlet.



Nancy's course runs in the Spring term starting on April 1st. Registration is open now. Under Handiwork, you'll see several other courses: Auto Maintenance, Bicycle Repair, Furniture Refinishing, Home and Cottage Construction, Home and Cottage Wiring, Small Engines like lawn mowers, Upholstery, Welding and Woodworking which has three different levels. Most of these courses are under \$200 for nine weeks with a material fee of around \$40.00 or less. There is a senior's discount, taking the course down to just over a \$100.

Not interested in becoming a handyperson? There are courses in Art, Business and Finance, Communications (Creative Writing, Memoirs, Public Speaking, Psychology, Art of Speech and Argument), Computers, Crafts, Dance, Fitness and Wellness, Food, Games and

Hobbies, Interior Design, Languages, Music, Self-Development, Sewing, Sports, and Theatre, Film and TV, Go to www.learn4life.ca to see the calendar of offerings.

For you history buffs, you might be interested to know the TDSB has been offering these types of courses to adults for over 160 years.

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

THE MYTH OF SELF-MOTIVATION: FEEDING HOPE IN TODAY'S JOB SEARCH

BY MYRA GROENEWEGEN

After publication of our last issue of Learning Curves, we were approached by one of our readers, Myra Groenewegen, and we invited her to write an article from her perspective about the job search process. The following is her article in which she shares her individual perspective of her job search experience.

What do I do? Last year I graduated from York University with honours, bought a book called *You Majored in What?* and became a job searcher. I'm more privileged than many. My parents provided for me through university and encouraged me to study what came naturally to me. Their continued financial and emotional support is invaluable to my job search now. Even so, this limbo-stage between my school days and working life isn't easy. Job searching can end spectacularly at any moment with a hot tip, good interview, or pivotal phone call, but meanwhile it's a way of life. Here is what I wish someone had told me about it earlier:

Job searchers need new routines to keep their resumes, social lives, and souls from becoming stagnant before they ever head to an employment office. Before many workers retire, they dream of pursuing their passions spontaneously, but without work structuring their lives, a surprising number can become restless and isolated. The same thing affects job searchers. Nine-to five school classes or work days might feel restrictive. However, even at worst they offer meaningful human contact and give us a framework for success with consistent accountability to help us gauge the impact and quality of our work. Defining yourself apart from work or school takes so much fortitude, precisely because these routines are missing. In fact, the job search process can actually work against rebuilding them.

"I'm a motivated person!", I remember thinking "Why do I feel tired when I'm not getting anything done? How is it that I can spend weeks perfecting an essay, or deciphering academic research jargon, but am driven to tears in less than a day by want-ad qualification lists?"

We pour care and passion into job applications. Writing to people who don't respond hurts. With endless possible job search work and few rewards for effort, it's hard not to burn out. Constructive rest easily morphs into wasted time. Job searching means presenting yourself to strangers according to their, often-ambiguous, expectations. You're seeking approval and failing repeatedly for reasons you can't always understand. The more persistently you present yourself to employers, the more you analyze yourself to seem more hireable. If you're lonely and this is how you fill your days, putting a good face on for employers starts to feel dishonest and futile and you can start to take things too personally. All that focus on self-analysis can turn to self-doubt.

When we struggle with Isolation and lack of structure, how do we take control? Social and leisure time can feed, rather than distract from job searching. Burnout and procrastination can serve as valuable alarm bells. We can take them as cues to examine and adjust our time use and methods of job search. With so many employment tasks to balance and time already being wasted, this can feel like a needless tangent, but it's the best way to hit the reset when something's

not working. It cultivates a strong spine over time, helping us adapt through the pressures of our job search and preparing us to shape-shift well again when we do find work.

Friends also matter too and not just for job networking. In spite of much-used employment lingo, there's no such thing as a self-motivated person. Other people and the lives and goals we build with them are key to even the most self-reliant person's resolve; we are all other-motivated to some extent. Interdependence with like-minded people is the current that carries us through time with urgency, directing us toward goals, often before we find our own foresight. Put forth the effort to swim with others and they can lift you up.

As I schedule my week now, I talk through my choices with a family member. Interacting over my schedule helps me refocus endless work and competing priorities into day-to-day chunks – an old lesson from managing stress in my university days and the check in is useful for seeing impending motivational slumps before they become time sinkholes. Job search can be relentlessly self-focused. Finding one or more close confidants to strategize with pulls me out of myself which can be liberating when I'm feeling immobilized by my schedule. Finding someone you can talk to about motivation and your entire time planning with, isn't comfortable for everyone and employment coaches may or may not be willing to stretch their job descriptions this far. If you feel unsure about talking to those around you the right emotional/psychological counseling can be time-effective and useful, even if you use it once or sporadically. Stakes are high when our working lives stop and we must transform them. It's worth the time to find a confidant so that you'll never have to go it alone too long. Whether professional or informal, insist that such help feels risk-free, efficient and practical. Resources listed below this article are open to anyone.

Employment centers centralize job search techniques that are immediate outcries of "hire me now!" These are high risk, high reward strategies, that monopolize time and energy quickly, but when they seem intimidating job search still needn't be an all-or-nothing game. There's something to be said for slow and steady job readiness that is less direct. Training, education and volunteering can be low-risk, effort-rewarding, and social confidence building -- an apt counter-balance to the social rejection of botched interviews, unwelcome cold-calling, and unanswered job applications. You can also tell yourself, with a combination of encouragement and cynicism, that even if job coaches exaggerate the strength of your credentials – a common worry that there's no easy way to put to rest – training and volunteering build on them and explain time gaps in your resume's work history.

I've sworn off dealing with lists of shot-in-the-dark job postings, for a while. I haven't sent out a resume in a while, but when I do

I won't feel like a caged tiger. I'm becoming more qualified and connected with courses and volunteer work and have just begun keeping an eye on employment centre events again. I plan to make this exploration stage more intense now that my endurance has been rebuilt, but I'm being more skeptical about which employment events are for me. Parts of every employment slideshow is maddeningly general information, and fancy business graphics and terminology repackaging are merely common sense. Boredom takes energy, I realize. Stats seem to indicate employers tend to hire familiar candidates from their own ranks first and they don't like to train, so maybe searching out a comfortably stimulating volunteer position will let my efforts and learning speak for itself. I'm hoping that I will be able to reach for a job I already have trained myself for without knowing it. Perhaps if I find the places and colleagues that feel right, the right job possibility will even find me.

I'm building a social life consciously for the first time in my life, training myself for rigorous volunteer museum tour-guiding and reception roles, and finding creative outlets in choir, church events, art, and community activism. I'm thinking of joining a job group for employment support, but have plenty to do if I find them less than helpful. What do I do? I'm a friend, community member, trainee, volunteer, and, like lots of you, I'm a job seeker.

Useful Resources

Remember that you can mine lots of places for work readiness resources such as volunteering and training courses without databases. Local community centers, places of worship, educational institutions, employment centers and cultural hubs like museums, community newspapers and small playhouse theatres may connect you with useful volunteer work, especially locally. Universities/colleges may offer services reserved for past students and places offering support to people of a distinguishing identity or need can offer targeted, exclusive job search and job readiness help to particular kinds of job seekers, so brainstorm about specific identity-based kinds help which you might qualify for. Here are some resources:

Mental Health resources

CAMH (Centre for Addiction and Mental Health) Alternative clinic
An extensive mental health organization, and therefore an excellent start for sifting through available resources. Website and interpreters available for clients speaking various language (416) 535-8501 and choose option 2 www.camh.ca

Helix Health Care Group

A chain of outpatient clinics in Toronto offering free initial consultation Helixhealthcaregroup.com/mental-health P: (647) 496-2428

164 Eglinton Ave. E at Redpath
Suite 400, Toronto

Stella's Place (Young Adult Mental Health)

A mental health facility and resource for people between 16 and 29 years old in Toronto offering some services geared to help with employment in particular, and a range of help including peer support groups. connect@stellasplace.ca P: (416)461-2345
18 Camden Street, Toronto Ontario

Volunteering Database Sites

Volunteer Toronto

www.volunteertoronto.ca/

A useful, well-thought out tool. This site allows you to filter results for volunteer work in Toronto. You can filter results with keyword you choose and preferred location and duration of volunteer position. You can simultaneously filter results with a category list specifying your needs or description as a volunteer and the job area in which you want experience.

Volunteer MBC (Mississauga, Brampton, and Caledon)

A site and volunteer database covering volunteering opportunities in Mississauga, Brampton, and Caledon.

www.volunteermbc.org/

Volunteer Canada

Another searchable site with a wider Canadian focus and a fun quiz to direct you to particular kinds of opportunities. <https://volunteer.ca/volunteer>

Idealist.org

This searchable site has global reach has sections for work internship and volunteer positions. It has French and Spanish sister sites. www.idealists.org

Charity village

A well-publicized database site that lets you search positions in charities, both paid and volunteer. <http://charityvillage.com/>
be sure to check with local places of worship (not just those of your own faith), provincial and federal political offices, community centers and local senior's residences for even closer local options where the same group of people meet regularly to do good

Job-gearred Courses

I tried a place called Working Skills Centre(WSC). They have 12-week accredited hands-on skills training courses geared to job searchers building hands-on skills in office reception, bookkeeping, Microsoft Office software, and medical office work. They also accept volunteers and in some cases their courses can function as volunteer training, giving you immediate skills practice.

Working Skills Group (WSC)

(416) 703-7770
55 Eglinton Ave. East, Suite 703 (near Young Street and Eglinton intersection.) www.workingskills.com

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MINDFULNESS STUDIES CERTIFICATE

Throughout the certificate students discover the histories of mindfulness, from ancient traditions to current neuroscientific research. Current applications of mindfulness are examined in psychotherapy, medical, educational and corporate settings. The certificate also explores various ethics and attitudes associated with living an awake and mindful life.

communityservices.humber.ca/ce



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Flexible online learning to build your career and contribute to the emotional health of society.

CHILDREN'S MENTAL HEALTH CERTIFICATE

Participants in this certificate program will gain the relevant knowledge and skills to effectively work with infants, children or adolescents with complicated psychiatric disorders. Courses will focus on the developmental process, on understanding psychiatric disorders and associated behaviours, on risk factors and triggers, on the identification of behaviours and symptoms, on family relationships, and on intervention and prevention strategies.

MENTAL HEALTH NURSING RN/RPN CERTIFICATE

This online program is based on the Standards for Mental Health Nursing in Canada, and will prepare the nurse (RN/RPN) with in-depth theoretical knowledge and hands on clinical practice. Upon completion, the nurse will be prepared to assess, provide interventions and advocate for mental health clients in a variety of institutional and community settings.

MENTAL HEALTH REHABILITATION CERTIFICATE

Mental health rehabilitation is an approach to service delivery that supports the recovery of people with prolonged mental illness. The program attracts people with experience in the field either as a person working towards their own recovery and/or as a provider of mental health services. Develop an understanding of the foundations of mental health rehabilitation, as well as the knowledge and skills related to integrating the approach within practice and programs. The program also provides knowledge and skills to frontline staff and service users of mental health agencies.

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WHAT YOU ABSOLUTELY NEED TO KNOW ABOUT WORKING WITH YOUNG CHILDREN AND FAMILIES BY GLORY RESSLER

If you are looking to change careers or have some international training or experience, it is a great time to consider education and employment in the early childhood education and family support sectors. However, the opportunities vary widely and require different levels of education, so it is important to understand the options and then identify your goals and plan for achieving them.

Licensed child care centres and home based child care provide services to many families who do not have friends or relatives who can provide what is known as 'informal child care'. Yet the demand still exceeds availability and quality can vary widely. A national child care strategy is being discussed and the province of Ontario has committed to increasing licensed child care by 100,000 spaces over the next five years.

New legislation now requires that elementary schools provide before/after school programs for children in kindergarten through grade six, where families indicate a need. The government of Ontario also has strategies and plans underway to transform services that support families and their children, and children with special physical and developmental, justice, or mental health needs or who are in residential care.

As a result, there are current and emerging opportunities for work in:

- Licensed Child Care Centres
- Ontario Early Years Centres and Family Support Programs
- School Boards in Parent and Family

Literacy Centres, Kindergarten Classrooms and Before/After School Programs

- Early Intervention, Special Needs, Residential and Recreation Programs

In addition to the potential employers, the types of jobs available are also varied and include: Registered Early Childhood Educators (RECEs); Early Childcare Assistants (ECAs); and Child Development, Family Support, Special Needs, and Recreation Workers. The rates of pay, hours per week, and job security tend to increase with education and experience, unionized environments, and job responsibility. Many jobs, especially at the worker and assistant levels, are part-time with split shifts and may be contract based rather than permanent.

Appropriately trained, high quality professionals are required to meet the emerging needs in licensed child care and other services. There are financial supports for Diploma, Degree and some Certificate programs available through OSAP, Second Career, and/or Early Childhood Educators Qualification Upgrade Program and Leadership Grants. There are also free government funded basic and sector specific language training programs that can be accessed by immigrants/newcomers.

New requirements have increased the need for ensuring there are sufficient Registered Early Childhood Educators (RECEs) working in a variety of programs types. A Diploma or Degree from a post-secondary program recognized by the College of Early Childhood Educators (CECE) is required in order to use the title and

to work as an RECE in Ontario. This should be researched carefully as not all Diplomas or Degrees lead to registration with the CECE. Recognized Diploma programs are all four semesters in length, but are offered in one year intensives or two year full time programs.

Assistant positions can be obtained with either an Early Childcare Assistant (ECA) Certificate or Diploma which are offered by a variety of Private Career Colleges or through direct experience in the sector (e.g., work placement, volunteering). Many ECA programs provide financial support to eligible students. However, it should be noted that Early Childcare Assistants are not eligible to register with the College of Early Childhood Educators (CECE).

Newcomers interested in becoming an ECA or RECE may need to improve their basic or sector specific language skills before pursuing a Diploma or Degree. There are free language programs available at various community agencies. Knowledge of the sector and work experience obtained through placements in these types of programs can also lead to employment in assistant or worker positions.

There is also an option to start your own unlicensed Home Based Child Care business. Anyone considering this should be aware that, in an effort to ensure child safety and quality service, advocates and associations are currently calling for all home based child cares to become part of the licensing system.

Under existing legislation the Home Based Child Care Licensing Agencies, and the providers they contract with, must follow all of the regulations. These cover areas like health and safety, program quality, nutrition, CPR/First Aid training and police reference checks. So, anyone considering the home based child care business is well-advised to ensure that they are trained and prepared to offer

safe, high quality programs that comply with legislative and municipal requirements. There are home based child care certificate programs at affordable costs available through Colleges in Toronto that can prepare you for this.

When researching available education and training programs consider:

- the type of work that you would be eligible for upon completion
- program results such, as graduate satisfaction and employment rates
- the time required to complete the program
- whether there is a work placement component
- referrals from past graduates
- the cost and available financial supports

Finally, in order to be successful, it is important to assess your needs and identify your education and employment goals. For example:

- If you want to improve your English and/or gain some Canadian experience for assistant or worker positions, consider sector specific enhanced language training programs which are free.
- If you need to earn some income before pursuing further education, or prefer to run your own home based child care, look into taking a Home Based Child Care Certificate program.
- If you want to work as an Early Childcare Assistant, investigate Diploma and Certificate programs that offer a work placement component.
- If you are ready to become an RECE and obtain your Canadian credentials, take a Diploma or Degree program that is recognized by the College of Early Childhood Educators.

With all of this in mind and a reasonable plan in place, you could be employed and engaged in rewarding and meaningful work with children and families within one year!

CONTINUED FROM PAGE 5

NEW WEB SEARCH HELP TO SCHEDULE YOUR COURSES! YES!

The web pages noted above will also lead you to these contacts and sessions.

George Brown Continuing Education puts a link to their program contacts right on their page for Courses and Programs and when you google George Brown on the Google page to the left you can click on Information Sessions which gets you right into a sessions list.

Seneca gives you an email route to contacts, you tell them your question, the right person gets back to you. If you put "Information Sessions" in the Search Bar you will get a listing.

Centennial Part-time Learning. gives you a general contact number and you should ask them about information sessions.

Durham College Continuing Education holds an Open House Day March 25th see calendar page 6 for details. They have a chat mode to ask questions on the front page of their website. On page 2 of the calendar program contacts are listed.

Humber has a general contact number. I could not see a listing on information sessions. Ask.

Sheridan's Faculty of Continuing and Professional Studies has an announcement on the home page to Book your free career consultation. This is a free 30 minutes session. Educational institutions are always talking to employers through their program advisory committee so they have good information to pass on.

Although most colleges list a general information number or list program officers you can talk to, it is not widely known that as a part-time student you can also talk to the colleges Career Counseling Office. Ask, a good session with a career counselor may change your course plans for the better.

On this same page for Sheridan there was a Student Guide Bar which leads to an Information Sessions listing. There is one listed for a General Con Ed info session on March 25th, 2017. Check that page for regular updates.

Ryerson University has Open House, see ad on the next page

Ryerson Continuing Education, the U of T School of Continuing Studies and York U's School of Continuing Studies all have general information numbers. Ask.





Contact us now to

- enquire about our accelerated ECE Diploma program starting this August, or
- attend the Mothercraft College Open House on May 29, 2017, from 5–8 p.m.

**416-483-0511 or
college@mothercraft.org**

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Thursday, March 30 | 4:30 p.m.–6:30 p.m.

380 Victoria Street, Toronto

(Entrance is at Gerrard Street; closest subway station is Dundas)

RSVP today: ryerson.ca/ce/openhouse

**Ryerson
University**

**The Chang School
of Continuing
Education**

ADULT EDUCATION PROGRAM TO BETTER SERVE STUDENTS WITH 4-YEAR DEGREES

BY NICK MAILLET

Higher level education can, at times, feel like a young person's game.

For adults who are employed full time, have kids, or other responsibilities it can be difficult to find a degree program that fits their needs and their often-busy schedules. That is where Brock University's Faculty of Education, with the assistance of the Ontario government, has decided to step in and expand the realm of adult education.

Brock University originally introduced its 3-year, online-only bachelor's degree program (the first of its kind) in 1999, and it was a success. Now, with the help of a \$330,000 grant from the government of Ontario, the University is looking to expand on that success by constructing an optional four-year program in Adult Education.

The news has already been received warmly, says Camille Rutherford, director of the Adult Ed Program.

"We have already had a very positive response to the announcement of the 4-year program as there are many adult educators that are interested pursuing further studies beyond the three-year degree," says Rutherford. "With the completion of an honours degree, learners can now consider graduate studies and begin their journey to a Masters or Doctoral degree."

Online programs differ in many significant respects from more traditional counterparts. While flexibility is certainly a valuable trait implicit in this approach to learning, there are many other subtleties which Brock's Adult Education program takes into account as an industry leader in a learning landscape

that changes and evolves rapidly.

"Fundamental to designing an online program is backwards design where one begins with the end in mind," says Rutherford. "Contrary to traditional learning opportunities that put learning ahead of teaching, one must consider the desired learning outcome that learners should be able to fulfill once they have completed the online learning experience and then design accordingly. Unlike lecture-based passive learning, online programs must utilize a variety of engaging learning strategies that will appeal to the diverse needs and interests of tech-savvy online learners."

While this is certainly an exciting development for faculty and prospective students of the upcoming 4-year offering, it is by no means the

end of the Program's evolution.

Rutherford, in her capacity as the Adult Education Program's new director, stated her vision for the program and its future, saying "The natural progression for the Adult Education program at Brock University would result in learners being able to build on their success in the undergraduate program and complete and graduate degree while continuing to employed. Being able to provide an assortment of certificates as well as undergraduate and graduate degree learning opportunities would serve to strengthen our position as a leading Adult Education program".

The fourth-year option is expected to launch in September of 2018.

For more information on the Adult Education program visit www.brocku.ca/adulted



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CONTINUED FROM PAGE 1

KEEP IT SIMPLE

keep them away from distraction and anxiety. But, looking at the bright side, these students are more mature, serious about their goals and really willing to study new knowledge to pursue their career, which is extremely important to the success of their study. To achieve the best results, I summarized the key concepts and formulas for every chapter and re-organized everything into a simple step-by-step process. I translated accounting terms into very easy-to-understand concepts. With the help of my practical accounting experiences, I have more than enough real-life examples to be used. So, I picked them out, customized them and precisely illustrated them to support the chapter key points. It turned out to be very useful. After teaching for so many years, I found most of the accounting textbooks are not very ideal for beginners. The writers put too many things into the book and use difficult terms even in the first chapter. It is always too much information for new learners and it simply scares them away. This kind of topic design make a difficult-to-learn subject even more complicated. That's why all students always say Accounting is a very difficult subject.

Simply put, I put myself in the students' shoes and re-organized learning materials and key concepts into a step-by-step learning process supported by a lot of interesting real life examples. I also realize "keep it simple" is not to sacrifice the other learning objectives and topics. I need to ensure all the topics are covered on a timely basis. To prevent boring lectures during the class, I also use jokes to get students' attention to keep them focused. Moreover, I know accounting is always about practice. Sometimes, I found that students can follow you all the time and understand every topic you taught them, but when they do the exercises and independently analyze questions, they may have trouble. Therefore, I always give them enough time to practice and explain the solutions to them in detail. For computerized accounting courses, I use a different method. As most of us are aware, the most popular accounting software on the market is Sage 50, Sage300 and Quickbooks. Almost every business uses one of them. Students always want to know how to use them proficiently so they can add these skills as a plus on their resume. However, when it comes to learning the software, some students are not very familiar with the computer since they only use MS Office to some degree or simply use computer as an internet browser. To make their life easier, I use a flowchart to help them fully understand the software interface and explain to them why every step we are doing is the most practical and efficient way to get the job done. Then, I let them do every step again from scratch by themselves. During this process, students may still have lots of questions, and I answer them in detail. It is very important to be patient! Remember, "There is no such thing as a stupid student but a teacher who failed to teach."

I always question myself if it is possible to do better to keep the students away from experiencing confusion, disappointment, stress and frustration. Wouldn't it be wonderful to provide students with a constructive learning

experience. In that way, students would always stay in a positive cycle with satisfaction, curiosity, confidence and self-motivation. I believe that when students feel happy, relaxed and excited, they can reach their maximum learning potential. Tagore says "it is very simple to be happy, but it is very difficult to be simple." I have tried very hard to keep everything simple for my students and I will continue to try to improve my teaching skills. The most touching words I received from a student after taking my class were: "David, I was wrong about accounting, it is not difficult at all, actually it is really interesting". At that moment, I was the happiest teacher in the world. I would like to thank my students here and wish them "Enjoy life and Happy Learning!"

From the students' perspectives, how to apply the "Keep it Simple" method:

- 1) Calm down. Getting nervous is a big enemy for learning anything. Preview the Chapter list and read the topic completely.**
- 2) Summarize the key topic points and questions**
- 3) Come to class, take notes, discuss with students and ask questions directly to the professor.**
- 4) Time management. No matter how busy you are, you have to make sure you have at least two or three uninterrupted hours of study time every day without any distractions since the study is progressive process. If you don't practice enough, it won't work eventually.**
- 5) Keep passionate about your subject. Always do research on line or get more knowledge from other learning resources.**
- 6) For Accounting study or Computerized Accounting, practical experience would be an asset. If possible, students can start to look for a related job opportunity as a volunteer. Once having real life work experience, it can lead to a real potential job.**

*This article was submitted (or written) by David Li, Accounting Training Specialist at Access Business College.
Call 426-510-2739 for information.*

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

OUR JOURNEY IN CANADA: CLAUDIA TABORDA AND EMILIANO INTROCASO IN CONVERSATION WITH MINA WONG *C = Claudia; E = Emiliano*

How would you describe your lives before coming to Canada?

C: In Colombia, I was a young woman with a close-knit family, good friends, and a thriving career in psychology because I aspired to help my community that was sadly criminalized by trafficking and violence.

E: I was a hardworking individual in Argentina. Having worked in my dad's photo shop since age 10, I would save money for graphic design courses, travel, and other interests.

Why did you choose Canada?

C: My mother had extended family in Toronto, and I wanted to learn English here after university. It was my priority because most research in my field was in English.

E: I always liked to travel and live in a different environment. At 15, I already wanted to immigrate to the USA but my family forbade it because of my age. But hoping to be a translator with the UN, I eventually convinced my mother to let me study English in Canada. With her support and some savings, I managed to finance this trip.

What were your first impressions of Canada?

C: I was surprised by Canada's order, organization, and the respect of law-abiding citizens for each other in a multicultural environment. I admired Canadians for being polite, helpful, and kind. I felt if everyone could live in such peace here, it was where I would call home.

E: My first important impression was everyone's kindness. I kept thinking how organized and clean Canada was, and how this was where I would want to put down roots and raise a family.

How did you shape your career paths after coming to Canada?

C: Initially planning to continue to be a psychologist, I needed to go back to school for this path. Meanwhile, after a government-funded course in Early Childhood Education, I began working with little kids. Knowing I enjoyed my work, my employer encouraged me to study at Humber College that qualified me to work in full-day kindergarten. Then through completing teacher training at Niagara University, I am now a certified teacher in Ontario.

E: After high school in Argentina with Canadian equivalencies, I earned official credentials as an interpreter. However, I also made sandwiches, served at drive-thrus, took driver's license pictures, and renewed license plate stickers. Gradually, I worked in manufacturing where Spanish was needed, and where I ended up in international trade. With further studies at Seneca College and Brock University, I am now qualified to teach international trade. To further develop leadership skills, I am completing an MBA through the University of Fredericton.

In turn, how has Canada shaped your lives since coming here?

C: Canada has definitely made me more determined to pursue my dreams. It has

also shown me the importance of inclusion that values all members for who they are. I am proud to have adopted a new language and way of life. I have come to love Canada because it has given me a family, a home, friends, and a career. I will always love Colombia, but Canada has shaped a better version of myself through all my learning and experience here.

E: I have grown to be a much better person through experiences that I would otherwise not gain had I not moved here. I have learned the importance of recognizing immigrants' traditions, but also for them to genuinely respect Canada's cultures. Now that I have lived here more than half my life, I am blessed with the privilege of raising my Canadian-born children in this beautiful country.

What have you learned throughout this journey?

C and E: That Canada is a great country. That in life there is always another opportunity, and that with consistency and hard work, anything can be accomplished.

This journey also shows us that even when we are far from our home of origin, Canada can become our true home. We also believe that no matter where people came from and how different they are, there is a place where we can all live in peace and that place is Canada.

We have also learned that when it seems hard to continue, it's possible to overcome difficulties with the support of a caring community.

Also, we think Canadian winters are long but beautiful, and that summers are truly exciting.

Most importantly, we are proud to raise our children in this country. We know we made the right choice by deciding to set roots in this beautiful place.

What was your Canadian dream?

Have you achieved it?

C: I didn't have one particular dream, but it was exciting to think about living in a country known for its beauty, peace, and quality of life. I have certainly achieved that sense of peacefulness and tranquility not only for myself but also for my family.

E: My Canadian dream was to live peacefully in a country where people would have respect and love for each other. I think that I am lucky to achieve this dream every day.

What else would you tell others about making Canada your home?

C: It has definitely been a long journey but a rewarding one. I am happy I chose Canada because I feel safe, welcome, and cared for. I have a strong sense of belonging in this country. This is definitely my children's country and I am glad they are growing up in such a multicultural environment where they learn about and celebrate everyone's uniqueness.

E: I believe I have achieved all the opportunities that I searched for. If you work hard, your dreams can come true ... can this happen anywhere else? Possibly, but I am pretty sure that there is a Canadian dream for everyone who seeks it.



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History test

Who fought to establish and protect...

- | | | |
|------------------------------|---------------------------------|---------------------------------------|
| 1) public education? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 2) child care? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 3) public health care? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 4) women's rights? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 5) unemployment insurance? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 6) maternity/parental leave? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 7) workplace safety laws? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 8) higher minimum wage? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 9) equity legislation? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |
| 10) improved Canada Pension? | <input type="checkbox"/> Unions | <input type="checkbox"/> Corporations |

Answers: 1) Unions 2) Unions 3) Unions 4) Unions 5) Unions 6) Unions 7) Unions 8) Unions 9) Unions 10) Unions

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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:

Hi! I am planning to go to University in September 2017. I want to pursue an English degree but everyone keeps telling me that it is pointless to get a degree in the Humanities because I will never get a job. I keep getting encouraged (strongly) to get something that has a guaranteed job on the "other side" like accounting. I hate math and love literature! What should I do?

Stuck in Scarborough

Dear "Stuck":

I totally get what you are saying. When I was a young girls were encouraged (strongly) to be social workers, teachers or nurses. In today's economic climate I can understand the pressure to invest your time and money into a sure path but that may not be the best option for a number of reasons. Choosing a career in the Humanities is still a viable option but there are some points to take into consideration. They include;

Do what you love – Choosing to study a subject you don't have a real interest in can have disastrous results. Completing a degree takes patience and persistence. Its very hard to stay focussed when you are not interested and difficult to be successful in a career you are not committed to.

The Humanities provides many great work skills – Studying the Humanities provides skills in writing, critical thinking and debate. People who choose to study the humanities also often graduate with higher levels of emotional intelligence. These are highly valued skills for many employers.

A Humanities degree is a great base for many careers – Teaching, public service,

law and research to name a few. While you are going through your studies you will discover many areas to specialise in.

You may have to take "contingency" work – While you are looking for your chosen career you may have to consider positions not on your chosen path. Take them and do your best while keeping your eyes on the prize!

I am going to strongly encourage you to study what you are interested in. While you are studying try to keep up to date on your technical skills and look at volunteering in a wide variety of roles. Employers highly value skills such as the ability to write well, good teamwork and a critical mind. Good references from previous jobs are worth their weight in gold! Good luck!!

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

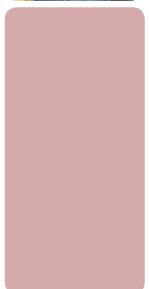
We value your opinion. Please let us know what you think about this column. Send comments to learningcurves@hotmail.com.

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