



AIMING FOR SUCCESS

BY C. ELIZABETH MERCHANT

As a person who firmly believes that one should always be striving for personal growth, I share my “aiming for success” story, in the hopes that I can inspire other older adults to keep reaching for their educational goals.

What started me on my educational journey and the pursuit to better myself, was taking an assessment of where I am currently (in an unfulfilling job that just pays the bills) and where I could see myself in the future. Because I loved school and often desired to learn something new, I took classes here and there, but it wasn’t until the last few years that I started to consider what might click for me in terms of a career. Sometimes, it takes trial and error, or experimenting to figure out what to do with one’s life direction, and it took me a long time.

Then in 2015, something finally clicked; from the first class I took in the part-time Certificate Counselling Program at George Brown College, I was hooked. Fast forward to now and I have just completed the second last class of the program.

What led me to counselling/social work studies? My love of people, combined with my helping nature. I began exploring careers where I could be of assistance in some way, and where

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LINKING CAREER CRISIS WITH SPIRITUALITY



JOHN SENDIM WITH
SONNY WONG (M.ED., RP)

We don’t have a choice how crisis comes into our lives. Sometimes, we see it coming and we can prepare for it, while other times, we are just thrown into it by surprise. One common type of crisis, which is often not talked about, is career crisis. Career crisis can be events, such as: a new graduate transiting from school to work, a professional who experienced reorganization and displacement in the labour market, denial of a well-deserved promotion, or retirement as a new life stage. These external conditions of transition can provoke fears leading to problematic self-dialogues thereby intensifying the crisis. What if we challenge the career crisis? Could it be viewed as an adventuresome

opportunity leading us to an enlightened path?

This article is co-written with my friend who is a student in Spiritual Care and Psychotherapy in Buddhist Studies from the University of Toronto. A career crisis can be looked at as a spiritual concern/struggle. According to Dr. Christina M. Puchalsk spirituality is “a dynamic and intrinsic aspect of our humanity through which persons seek ultimate meaning, purpose, transcendence, and experience relationship – to self, family, others, community, society, nature and the significant or sacred.” Many years ago, when one found meaningful employment – it was described as a true vocational calling. These individuals are energized as they perform

work. They feel that they are contributing to a greater good. Moreover, their sense of productivity in the labor market, the status of the occupation/organization they belong to, professional/personal relationships along with their income power help solidify their self-identity. If you don’t believe us, think of a time when you went to a party and you encounter the question: “What kind of work do you do?” And when one is unemployed – the sense of self is challenged because others have difficulties locating where they fit within the social context.

Job seekers have reported that their peers/

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AIMING FOR SUCCESS

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I could use my ability to instantly build rapport with others, while making a difference at the same time. I longed for meaningful work. But studying at a later time in life is not without its challenges. In between time for family and the full time job, there were many late nights of research for assignments and the race to finish by due dates. Of course, there were times that I didn't feel like making it to class after a long day at work, but I pushed on because I knew what I needed to do. Fortunately, my family is supportive, especially my teen-aged kids; my son even urged me not to stop there, but to even strive for a Masters in Social work- Now that's encouragement to aim high!

In addition, on top of an already busy schedule, I somehow even manage to squeeze time in for volunteering, which I absolutely love to do. As a Tutor and Mentor, I lent some time to both The Toronto Public Library Tutoring program and St. Alban's Boys' and Girls' Club, and to further develop my skills, I recently joined the mentoring program with the Toronto Children's Aid Society. I truly love the mentor/helper role. My work is worth it if I can shine a light of encouragement on someone's doubts, or bring a smile to a face, young or old, and this is what I want to be able to do in my career. With my sights set on eventually earning the Social

Service Worker Diploma through Seneca College, after completing the certificate program, I know I have quite a long road ahead of me, but with perseverance, continued belief in myself and the refusal to let age stop me, anything is possible.

Elizabeth, who strongly believes in the power of a positive mindset, lives with her family and two cats in Toronto. When she is not in the classroom, her other interests are teaching herself French, watching documentaries, story-writing, and setting ambitious goals for herself. She is working on her first young adult novel.



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REVIVE YOUR THIRD AGE THROUGH ART

BY CRIS DE SOUZA



The years of retirement should be a golden period. It means, one will be dignified, having a decent lifestyle, enjoying the fruits of their labour, families and friends.

However, some seniors are mostly concerned with financial security. It is surely important, but so is good health. In our stressful age of addiction to telephone, television and computer, good health more than ever includes mental health.

Our brains naturally age and certain types of memory progressively deteriorate. It is important to have a good memory.

Thad A. Polk, professor at the University of Michigan, wrote, "We remember visual and spatial information much better than verbal information. In fact, there's evidence that our long-term memory system was designed to remember information about the locations of visual objects." Therefore, I suggest that we should dedicate more of our time to the visual arts. Polk also showed in his book, *The Learning Brain*, how aging affects learning and scientifically proven techniques to learn and remember more efficiently.

Samuel Beckett, an Irish writer, had a great passion for paintings. As a student and later as a lecturer, he visited the National Gallery of Ireland, which collection had a profound effect

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PREFERRED WORKING ENVIRONMENT

BY CARTER HAMMETT



In my personal experience working with people with invisible disabilities, I find environment is especially important. During career planning I find it's an area that many people fail to take into consideration.

The question is simple. What's your preference? Many employers described their workplaces as "fast-paced" but that doesn't jive if you start your day in the afternoon or your medication makes you drowsy.

Preferred Working Environment

"With an invisible disability (epilepsy, diabetes), it is important to be mindful of what self-care regimens need to be upheld (e.g. regular mealtimes, adequate sleep, medication dosages); and what working conditions can aggravate your condition (e.g. overnight work, irregular hours, heights or high altitudes), says Denise Feltham of DICE Assessments. "This is particularly important when applying for "safety sensitive" positions (e.g. air traffic controller, bus driver, machinist) where there is a risk of injury to yourself or others. In terms of workplace communication, you may experience prejudice by coworkers who misjudge your access to accommodations as preferential treatment given that you show no outward signs of a disability. If the position is not safety sensitive, a deciding factor in whether or not to disclose is the degree to which your condition affects the duties of the job you are applying for."

Work environments can generally be divided into four areas: location, physical conditions, hours of work and yes, your colleagues.

The first question is where do you want to work? How far are you willing to travel? Consider how much time you're willing to

travel back and forth. Shortly after graduating college years ago, I was offered a job in a small non-profit that helped people with disabilities. I lived in Toronto but the job was in Richmond Hill, in York Region, just north of the city. A decision had to be made. Do I settle on someplace smaller where I'll have opportunities to bring my creativity and ideas to the workplace, or consider a larger place in the city that might be more structured?

I opted for small. And for the next four years, I travelled back and forth, 90 minutes each way. For a time it was worth it because I got to implement all kinds of ideas some of them successful, so me not, with the blessing of a supportive supervisor.

After several years however, the novelty wore off, and travelling 60 hours a month to and from work lost its appeal. Still, a lot of experience had been accumulated, skills developed and this improved my employability.

There's many variables to consider here. Are you a parent want perhaps want your work to be close to services like hospitals and shopping? Do you perhaps need to work from home as an accommodation?

The next question to consider is what kind of physical conditions are important to you? Is the environment busy? Cold? Hot? Safe? Is it noisy? If you have auditory processing issues, perhaps you might need a quiet place in the office. Do you like a busy environment? Do you value privacy or shared spaces?

Next, what are the requirements of the job? Is there a lot of bending? Lifting? Are you standing for long periods of time? Are you sitting at a desk all day? Are you required to balance on a ladder or engage in climbing? What accommodations might be required under circumstances like this?

Following this, you should be considering work hours? Is the job full-time or part time? Are you required to work shifts? Weekends? Holidays? Are you required to travel? Some people with mental health issues feel they can't function very well because of the sedative qualities created by their meds. Likewise, some folks with epilepsy are required to

take medication at specific times and so a dependable time frame is important to them. On the other hand, some people living with ADHD however, might thrive in an environment where shift work is required.

Your colleagues are also an important consideration. What kind of people do you want to work with? Do you prefer to work with folks who are creative? Helpful? By the book? Liberal or conservative? If you want to enter a helping profession, what kind of community would you like to work with? Don't forget your colleagues are also part of the people you serve. "Inside and outside customers"

Agile Work Environments

During the last decade, agile work environments have been gaining a lot of traction. Simply put, an agile work environment is about optimizing the use of space by adopting a non-assigned seating model.

It means transitioning from dedicated workstations for each employee to shared spaces that workers use on an as-needed basis. Pundits suggest that as much as 60 percent of traditional office space goes unused on any given day, the agile work environment provides the means for an organization to optimize the utilization of workplace and significantly reduce cost.

Many companies are moving to activity-based working (ABW) at the same time as they implement the agile work environment. ABW gives people the freedom to choose the type of space they want to work in based upon the

type of work they need to do that day. ABW spaces are designed for efficiency, productivity and collaboration. The current thinking is that these spaces are catalysts for creative thinking and stimulating ideas because they provide comfortable areas for people to interact.

This idea sounds great in theory, but again, may not be conducive to the needs of people with invisible disabilities, especially if cognitive processing is expected to be quick. It could have quite the opposite impact on productivity.

Think carefully about these variables and add them to your list of considerations when mapping out your career.

Carter Hammett is currently the manager of employment services with Epilepsy Toronto.



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ADAPT OR ABANDON

BY LISA TRUDEL

My workday consists of assisting unemployed jobseekers prepare for employment. Whether discussing resume applicant tracking systems, or providing advice about LinkedIn Profiles, there is often a common theme among everyone: the decision to abandon career dreams cultivated as a youth, or to adapt to present circumstances.

Many newcomers encounter this theme when struggling to find employment, however, many 10th generation Canadians such as myself have lived through this career crossroads or turning point moment too.

I am originally from Vancouver, B.C. and when I graduated from High School in the early 1970's my dream was to fly away on a jet plane to Hollywood to become the world's most famous actress and screenwriter. I didn't get very far. I travelled by transit across the city and studied acting at Studio 58, Western Canada's prestigious Theatre School at Langara College. After graduating with a Diploma in Theatre Arts, I was ready to take on show business. However, I only knew about the "show" not the "business". I eventually abandoned my dream, moved to Toronto at age 31 and kept my public speaking talents hidden away. I could not adapt. I could only stumble around in misery and shame. My income came from pounding the keys of a typewriter as a secretary.

Then I had my turning point moment. It was when I heard the words "transferable skills" for the very first time. I also discovered that volunteer work could be a bridge to a new career ambition. It was a vision that was new, refreshing and reinvigorating. I adapted. I became a volunteer workshop facilitator and continuing education teacher by using my transferable communication skills to write lesson plans and speak in front of classroom

audiences. For 10+ years in the evenings, I studied Career Counselling, Adult Education, and Life Skills Coaching. Eventually I became a Career Coach. My story of adapting instead of abandoning, is told to inspire and reassure those who are at a turning point or career crossroads.

If you are aiming for what you studied in school or what you once had, consider the advice in the Canadian Immigrant Magazine one of Canada's best published resources for newcomers and for all jobseekers. (www.canadianimmigrant.ca) Suggestions include developing social media skills, finding local resources, and considering volunteering.

In the current issue, there is an informative article about Generation Z the most ambitious generation in history. These are people born between 1995 and 2010, and many are already in the workforce. This generation has grown up using multiple social media platforms so now even for the most basic receptionist or office position, examples of job postings state: "Seeking receptionist with social media Ninja skills" and "Extensive experience with Facebook, Twitter, Instagram and Pinterest". Thus, keeping pace with technology is more important than ever before.

In addition to keeping current with social media and database communication, here are 6 points to assist with your employment preparation if you are adapting to a new occupation, or if you are aiming for your original career goal:

1) Get Organized: gather all your identification documents including your Work Permit or Permanent Residency info, and your Social Insurance Number. To legally work in Canada these documents are usually requested. If you don't have a resume, you will require one, so write out

all of your education and work experience. If you want someone to assist you with revising your resume, the more information about your professional story the better.

2) Gain Canadian Credentials: you might already have credentials suited to your original career goal, however, this does not always help you get a job. Canadian employers can have difficulty determining if foreign credentials meet their requirements so find out if your education is equivalent to Canadian education standards. Whether you are a newcomer or Canadian-born, you might have to return to school to gain new credentials either during the day or in the evenings like I did, in order to adapt to a new occupation.

3) Learn How to Research: read newspapers such as Learning Curves and magazines such as Canadian Immigrant, and add another vital research method: talking with others. By speaking with others you can find out the real truth about occupations and how to navigate your path to employment success. Researching also involves learning how employers screen candidates. For example, do they use an applicant tracking scanner system that searches for key words in cover letters and resumes? Or do they only use LinkedIn? Or do they only hire internal employees? Every company uses something different and all candidate screening is organizationally-driven.

4) Improve your networking contacts: Becoming a joiner isn't for everyone especially if you are an introvert. The power of two is often more fun, so find an extraverted friend and attend events and meetups together. One of the most useful groups I joined was Toastmasters International a non-profit educational organization that teaches public speaking and leadership skills

that was started more than 93 years ago.

5) Consider volunteering: I would not have become a Career Coach without volunteering and I seldom meet a successful Canadian who does not give back to the community in some way. One of the great things about Canada is that work experience is respected whether paid or unpaid, and one of the great things about 2018 is that volunteer work can be traditional or virtual.

6) Apply for work: many jobseekers do this first; however, there is only one chance to make a good first impression. So before going to a job interview get organized, be proud of your credentials, feel confident about the employer research you have done, recognize that you have lots of networking contacts to support you, be ready with a targeted resume and memorable LinkedIn Profile, and be prepared to discuss how your recent volunteer experience connects to the job you are aiming for.

The decision to either abandon youthful career dreams, or to adapt to present circumstances and rebuild your professional identity will be different for every jobseeker. There are no right answers. There are only turning points.

This article was submitted by Lisa Trudel, Career Specialist with the Centre for Education & Training. She works at their Parliament Employment Services location in the Cabbagetown district of downtown Toronto. If you want to find out if you meet the criteria for one-to-one career coaching, she can be contacted at: ltrudel@tcet.com

THE PRESENCE

BY LUIS DE ESTORES

I've always thought that the space we live are like pictures where the walls carry embedded memories. This, I think, is most especially true to my new home, a small house in downtown Montreal, where it stood for more than a century. I have lived in it for about a year now, a small period of time, where it bore witness to the many lives that lived in it. My name is Jean Luc, and since graduating college, I've worked in a nearby bank. It is a beautiful house, that I intend to make my beautiful home. With the help of an inheritance from my grandmother, I have worked and saved enough money for a downpayment for a mortgage. All is well, and I am proud of my new place. The floor squeaks sometimes, as expected from an old house, and the kitchen windows open to the morning sunshine, a perfect spot for breakfasts.

Yet, weeks after I moved in, I started feeling a strange "presence". I could never fully explain what the "presence" is like, but maybe perhaps a feeling of

being watched, and you wouldn't know exactly by whom or where. It was just there, waiting, observing, and cautious.

"So you come to me for help?" the old man said in French with an indistinguishable accent, and definitely not Quebecois. There, I also noticed his white shirt, typical of his vocation.

"Oui." I told him, staring at his blue eyes, tired from age, "and I was told to come to you."

"Please sit, and tell me more."

I felt it in the kitchen the first time. It felt weird finding the cupboard doors open, when I knew I kept them closed. Then, on sleepless nights, I've felt it the hallway, the basement, and worst, in my bedroom. Actually, after a few months of building courage, I've managed to ask an old friend, Yvette, for a date, and we have been seeing each other on a regular basis since. It is a serious romantic relationship that I intended to pursue.

Yet, there is this incident that happened one strange night. I've invited her to my house, made us dinner, and tried to get close to her at the living room. Sitting

beside her, I was aiming to kiss her. I think she was responsive. Well, not until we heard a crash in the dining room.

"What was that?" she ask.

"I... I don't know..." I said, with me standing up, surprised. We looked at the dining room, and there we see the broken plates on the floor, but there was nobody there. Nothing, but we knew what to suspect.

"That was creepy." she said looking a bit scared, "but anyways, maybe I should leave for the night. It seems you have work to do, and I have to be at work early tomorrow." I saw her the following week at her apartment, where she made us a good dinner. She never mentioned that incident, and I did get my first romantic kiss from her.

As weeks went on, similar incidents happened, and last night was the worst.

"What happened?" the old man asked.

It was around midnight, when I felt "it" in my bedroom. I never fully saw it, but only for a very short period and from the corner of my eye. I stood, determined to confront it. I walked into the hallway, and from there, I could clearly hear scratching sounds. The

scratching became louder and louder as I walked towards the end of the hallway. The sound was coming from... the ceiling!

I took out a flashlight, and went towards the hidden ladder to my attic. I have never been to the attic since I moved in. A strong smell greeted me – a putrid, musty smell. And there, I saw eyes staring at me - three sets of eyes!

"Trois?" the old man ask.

"Yes, three." I said, "The hair at the back of my neck raised, and I got really scared, ran into my bedroom, and locked the doors."

The old man looked into me as he spoke. "Do not worry. I can help you. As you know, I've been doing this for many years. I must come to your house right away." I was desperate, so I answered him "Yes, today if possible. I really need to get rid of those racoons and your business had been recommended for pest control."

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

LINKING CAREER CRISIS WITH SPIRITUALITY

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professionals suggest that they engage in tasks, such as: creating an online profile, attending job search networking events and/or conducting informational interviews – to reclaim their career identity. In times of crisis, teaching or telling people what to do may not be the most useful first step. Instead people want to be listened to or heard without words being said, they want to be understood and have validated that what they are going through is difficult. This is a time where working on our spirit can reconnect our deepest self with something enduring beyond the self for strength and renewal.

The key is switching the focus from career crisis to a spiritual crisis then, as Robert Gerzon mentions, attending to our spiritual life enables us to access inner resources of strength, keeping us energized with hope and faith. Attending to the spiritual aspect of our life allows us to tackle the career crisis we are facing. We develop our spirituality – the core essence of our being that allows us to get through the emotional and psychological difficulties. It may be during this period that we may find a solution which has nothing to do with the crisis at all and that can fuel our spiritual practice.

This can be any form of spiritual practice – prayer, meditation, communing with beauty, nature, spiritual support groups, creative expression, journaling, simple acts of kindness and also reconciliation with self and/or others. These spiritual practices can provide you with comfort in coping with the struggles. Finally, through practices such as meditation, clarity arises and a sense of peace comes from within us. The self-awareness and spiritual development brings one into a clearer path that, when working with a professional, will allow for further exploration of our vocational calling visions.

Remember, a career crisis is not something to “get-over” but to uncover or rediscover the underlining spiritual concern. When one experiences a career crisis – the inability to utilize his/her problem-solving skills to find resolution is hindered for them. Would people suggest someone who has lost a loved one or who has ended a marriage or been diagnosed with an illness to get over it? People would most likely suggest ways to get through those types of crises. If you are not working with a Certified Counsellor or a Registered Psychotherapist, how can one better cope with their present career crisis? Having a spiritual teacher/mentor or community can help one tap into ways of coping through the present career crisis. The first step is to eliminate the word “confident” – and try replacing it with words like “comfort” “curiosity” and “clarity”.

Comfort: “A house is a home when it shelters the body and comforts the soul.” Phillip Moffitt. What is it I need today which will give me comfort in coping with this career crisis? By asking this question – you can search for steps to deal with your struggles. You may book an appointment with your financial advisor to go over your finances. You may determine that it is not work you need to focus on but your own well-being. You may discover that you want to reconnect with your old friends to talk about good memories to lift your spirits. If you do not come up with an action it may be that you need to be inactive for a while – that is an action in itself – rest and allow your emotions to catch up with the reality. You may begin to recognize that you need to put yourself first and that you have been taking care of others for a bit too long.

Curiosity: “In the beginner’s mind there are many possibilities, but in the expert’s there are few.” – Shunryu Suzuki. Engaging in positive self-talk involves reclaiming your sense of curiosity. Let me ask you...when did you stop asking, “let’s see what happens if...?” Many people who are experiencing career crises are less likely to find solutions because they believe that the solution is dependent on the problem. Increase your curiosity by asking yourself: What if the solution has nothing to do with the problem? Try it, you may find that the intensity of the problem is lessened for a few moments.

Clarity: “More important than the quest for certainty is the quest for clarity.” – Francois Gautier. Ask yourself, “since the intensity of my problem is less – how can I maintain these moments and make them last longer?” Take your curiosity to the next level during your clarity moments and allow yourself to wonder. For example, you may say: “I wonder what would happen if I took a small step and make a small decision?” I wonder if I had a cheerleader what would my cheerleader say I could do?” The key is engaging in positive self-dialogue during this transitional stage. And take comfort in knowing that everything has an expiration date...and this crisis can bring new beginnings.

Sonny Wong (MEd, RP) is a Registered Psychotherapist who specializes in healthy career identity development.

John Sendim (MPS candidate) is a student in Spiritual Care and Psychotherapy in Buddhist Studies from University of Toronto – Emmanuel College.

THE IMPORTANCE OF SELF-DETERMINATION

Mugi Lu in conversation with Mina Wong.

When I first met Mugi last year, she was working at a Chinese supermarket. As we got to know each other, Mugi told me she would soon start evening English classes.

How did you come to Canada all by yourself?

I was a farmer in southern China, but a cousin in Ontario asked if I could be part of her small business. The next thing I knew, I came to Windsor as a tourist and ran a Chinese grocery store with cousin Yu and her husband, Lin.

They were both 32 and I was 29. We worked hard, made money, and dreamed of bigger things. Yu and Lin wanted better incomes, children, house, car. I wanted an education and city life.

How did you decide to move to Toronto?

I had no idea I would end up in a huge city. I lived in a village in China all my life and only visited big cities a few times. Windsor was very big when I first arrived.

Once our store was doing well without needing all of us all the time, Yu and I visited Toronto one weekend and I just wanted to move here. After many phone calls to supermarkets with [Help Wanted] ads, one of them thought I had enough experience as a cashier trainee. Yu also thought it would be good for me to get a work permit in Toronto.

She also wanted me to live in a safe neighborhood even if it was farther away from work. My employer knew someone needing a fourth person to share an apartment, so within a week, I took the subway and bus to Finch and Victoria Park to live with three single women my age, all supermarket employees.

It's great that people have been helpful. How has life been in Toronto?

It's challenging because I never studied English in China. But I am reading more product labels. I listen when people speak English, and soon, I can talk with customers in short sentences if I understand what they are saying.

Being a cashier is representing the store. If I smile or scowl, it has a huge impact on customers. My folks back home seem surprised by my job. They thought I would always be a farmer. They're stunned I am studying English. Now my sister wants to send her son here to learn English, too.

But my life here is also a problem for my family back home.

If you're happy in Toronto, what problems can your life create for your family?

For one, we are not as close. I'm now someone who left for selfish reasons. When I tell them I want an education, they advise me to find a husband instead.

My parents are traditional. They hoped for boys and named my sister Mu for “girl” because she didn't deserve an elaborate name. As their second girl, my name was simply “Mugi” in our village dialect for “small girl”.

My folks don't understand I am managing a full-time job and evening classes and rent and expenses in a big city. I haven't told them our farm back home makes more a month than I earn in three months.

My parents also believe success means finding a rich husband and having sons. They don't value a woman's education. Mother keeps saying, “Why tough it out on your own when you can find a good provider”, but I prefer to make my own decisions.

Now that you have been studying English for a year, how do you like that experience?

It's great. It's not like my village school where education wasn't important to farm kids. I finished Grade 8 and then farmed full-time.

At the adult school here, students set goals for themselves. My first English teacher was supportive, but she wanted me to make my own decisions. She said, “Don't give up, make mistakes, find ways to improve yourself.”

My second teacher was also nice and encouraged me to think in English even if only words or phrases. “Don't be afraid to make mistakes. Learning from mistakes is a wonderful gift”, he said.

These teachers gave me high marks for trying, but they also thought I was ready for higher levels. In Level 3, I'm reading more, writing more, and in class, I am listening and speaking more.

What are your goals now that you have decided to stay in Canada?

I will finish all my English classes, and then a high school diploma to become an apprentice. I like machinery and can make tools for electricians or engineers.

Everything will be fine if I don't think I'm just a girl unworthy of a name. If I succeed, my whole family will do better. I can bring over my nephew and help him see the world differently.

Thank you for writing my story. It helps me think only about good things for the future.

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

REVIVE YOUR THIRD AGE THROUGH ART

BY CRIS DE SOUZA

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on his formation as an art lover and critic. His capacity for attention to visual art was notorious and he was never short of an informed insightful opinion. Beckett revealed the same quality in other great European galleries and associated with painters and individuals involved in the art world. Having compared works seen in different galleries, often years or decades apart, one may conclude he had a photographic memory.

Like most people, I do not have a photographic memory. But I can remember Turner's reproductions that I saw as a teenager on the covers of the old Reader's Digests. It was a pleasure to see them face to face years ago.

Regardless of the power of your memory, a healthy brain is desirable. Anyone who shows abnormal memory or cognitive dysfunction should visit a doctor. Physicians can examine and test someone and diagnose, for instance, dementia; or the fearful and mysterious Alzheimer's disease, which has originated countless and fruitless scientific efforts.

Doctor Denise C. Park, a professor at the University of Texas at Dallas, wrote, "Alzheimer's is a progressive brain disease characterized by increasing forgetfulness and confusion, eventually resulting in loss of independence and ultimately, loss of self. (...) At present, however, there are no effective treatments

to prevent or slow Alzheimer's disease."

Yaakov Stern of Columbia University proposed that a lifetime of intellectual work in high-status jobs and high levels of education create a kind of "reserve" that protects performance as one becomes cognitively frail or develop early Alzheimer's.

If that is the secret of the disease's black box, any art lover will be tempted to say, "Try art"! Indeed, try art education, therapy and creation. Visit art exhibits. Talk, interpret and discuss art. Volunteer, learn and teach. Keep active and try all. (If you decide to sell your productions - for instance ceramics, painting or handicraft - you may or may not be successful. If yes, even the best market specialist will not be able to convince you that art is helpless.)

Both individuals and scientists have tried so many steps or methods for brain improvement, including diets, botanicals, drugs, teas, chocolate, games, music, physical activities and others. Why not the visual arts? They can improve your mind and life as you age.

There are various forms of brain training and some can include art. This may result in benefits to general memory function or improved performance in everyday life. Susan Luckman of the University of Southern Australia has written that research found that craft is good for your

health, with emotional and cognitive benefits.

Curiosity has secrets. For instance, if you see the same picture or sculpture more than once, you can look for something you had not noticed before - a new tree, a new meaning, a new shape, a new symbol, a new detail and so on.

Georgia O'Keeffe, in her later years, stated, "I decided to start anew, to strip away what I had been taught." Clint Eastwood, who is 88, said, "I'd like to be a bigger and more knowledgeable person ten years from now than I am today. I think that, for all of us, as we grow older, we must discipline ourselves to continue expanding, broadening, learning, keeping our minds active and open."

If you are a senior, you should never be lonely or feel neglected. There are ways you can socialize more, integrate better with your community and relax more. Involving yourself with art can help you improve your brain and have a brilliant life.

Cris de Souza is a Toronto artist.

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



Adult Continuing Education Programs for the



DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Check out the following learning opportunities – Serving Durham Region

www.con-ed.ca

High School Credit (OSHAWA CAMPUS; AJAX CAMPUS)
Personal Support Worker,
ESL, Linc, Computers for ESL
Correspondence (at home learning)
Adult Upgrading - Literacy and Basic Skills (MTCU Funded)
Night school, Summer school, E-Learning, Computer Courses
Microsoft Office Specialist Training

Oshawa Campus 905-438-0570 & 905-626-6631
Re-engagement Program Oshawa 905-438-0570 Ext. 57157
Ajax Campus 905-683-7713 & 905-626-6631
Whitby Giffard Centre Campus ESL & Linc 905-666-1255
Welcome Centre ESL & Linc 289-481-1336
Adult Upgrading LBS Program 905-438-0570 Ext. 57156
International Languages 906-683-7713
Interest Courses 905-683-7713

TOP 5 REASONS TO ADVERTISE IN LEARNING CURVES

1. We are the only community newspaper dedicated to adult learners in Toronto and the GTA. One in every five adults participates in adult education.
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3. Our readers are new Canadians, youth returning to school, working and unemployed people trying to upgrade or change careers, seniors, employment counsellors, teachers, and employers.
4. Our editorial is informative and insightful - profiling programs and learners and government policy for adult learning. Our articles are posted and handed around.
5. Our rates are affordable

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communityservices.humber.ca/ce



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**Pick something that
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**Ryerson
University**

**The Chang School
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Education**

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To learn more, visit ryerson.ca/ce
or call us at 416.979.5035

SHAKEEL GRADUATES AS DAUGHTERS LOOK ON WITH PRIDE

It is always a pleasure to see someone move progressively towards attaining their life goals while it is disheartening at times when one journey ends as we progress towards its end. Shakeel was a great example of how we can look forward to a great future even though everything may not be settled right now.

On the day of his graduation, Friday July 27th, his two lovely daughters, the elder, a student at the University of Toronto and the younger, an 11th grader were present and they had happiness and admiration all over their faces. It's indeed a magnificent set of events when children have an opportunity to participate at their parent's graduation, when it is the other way around for the majority of us. The look on Shakeel's face said it all.

He was also full of praise for his wife who has supported him through thick and thin, especially in last few months of their lives which had been a testing period while he went back to school at Access Business College to earn a certificate.

The girls arrived with a beautiful white cake which Shakeel cut with lot of admiration from all the onlookers who were none other than their father's friends, teachers and well

wishers. The girls also spoke very well while congratulating their father and other graduates. His daughters for sure will remember this day for their whole life and cherish it forever.

Sonia, of Access Business College was all praise for Shakeel and said that he came as a student, behaved as a student and studied as a student. She congratulated him and his family. Her words making worthy hearing for all the students present.

The teachers, Peter, Alia and Chris also congratulated the graduates along with the staff and co-students.

Shakeel in thanks was truly a symbol of integrity, honesty, humility and reminded everyone of the fact that hardwork pays and quality education is the only way of going from unemployment to employment.

We congratulate Shakeel on the new position that he secured for himself and we also congratulate the employer for hiring a person as efficient and diligent as Shakeel.

Within every person like Shakeel lies an achiever, we only need to find it and make it free to soar.

Access Business College 416 510 2739



Don't miss our Information Session!

Wednesday, August 29
7-9 p.m.
Hazel McCallion Campus
(Mississauga), Room B222

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PROGRAM ELIGIBILITY

- You must be at least 19 years of age or a mature early school leaver
- Program suitability and entrance level will be determined by assessment & interview
- ESL 7 or above (speaking, listening, reading and writing)

WHAT YOU'LL STUDY

- | | |
|-------------------|---|
| • English | • Self Direction/Self Management Skills |
| • Math | |
| • Computer Skills | • Biology/Chemistry |

WHAT YOU'LL EARN

- Grade 12 equivalency shown on Seneca Transcripts
- ACE Certificate if you complete English and Math plus two other ACE credits

WHERE YOU'LL GO

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APPLY NOW

North York — Yorkgate Campus
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senecacollege.ca/fulltime/AUC.html

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At Athabasca University, we provide a flexible path to your higher education goals.

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What's New?

Educational institutions are constantly developing new courses to help their students stay up to date and often they work in partnership with a professional group or industry.

It is possible to see what courses are new on some web sites. You can always ask the department or the CE Division itself what's new.

We took a look. Try it yourself.

Ryerson Chang School

under News and Events
New course and Information Session.

CZEN 420 The Business of Cannabis
And
September 7th On line information
session for Data Analytics and Fast Track
STEM Programs and Certificates.

George Brown (has a complete listing)
New courses (a few listed below)

GNRL 9286 Researching and
Writing Family Histories
COMP 9706 Information Security
Governance and Risk Management
COMP 9707 Cyber Security and
Information Protection

Seneca
New partnership

Huawei Certification Training
First Authorized Learning Partner(HALP)
training Certificate in North America

Huawei Technologies Company is a
Chinese multinational networking
and telecommunications equipment
and service company

Humber
I could not find a new courses listing. (see below)

Durham College
New Certificates

Cannabis Industry Specialization
Social Media Certificate

Sheridan
New courses

Social Media Marketing 350
Sheridan and IAB (Interactive

Advertising Bureau of Canada)
Partnership

Fundamentals of Tax Preparation
This course is designated for regular
people not tax specialists
T! filing for individuals and self
employed business owners.

Centennial
I could not find a new courses listing.

SCANNING COURSE LISTINGS

Most web sites have a complete course
and program listing by scanning these
some newer ones may catch your eye.

Ryerson Certificate Listings
Aboriginal Knowledge and
Experiences. Dist. Ed.

Coded New:
Advanced International Trade Management
Entering Foreign Markets Dist. Ed.
Foundations of International
Management Dist. Ed.

Seneca Credentials
Sustainable Local Food Seneca Certificate
Sustainable Planning and
Development Certificate
Working with Individuals with
Autism Spectrum Disorder (Children)
Recognition of Achievement
Working with Individuals with Autism
Spectrum Disorder (Adults and Adolescents)
Recognition of Achievement

Humber Course Listing
GAL003 Citizen of the World- online
ACDC107 Client Directed Case
Management Community Mental Health
CYBE003 Cyber Attacks Online
CYBE003 Cyber Defense On line
PALL011 End of Life – Intro to Palliative Care.

Centennial Programs
(organized by course number not alphabetically)

7046 Microsoft Office Application Support
7165 Criminal Psychology and Behavior
7172 Retirement Communities Management

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



Y2P (YOUTH TO POST-SECONDARY) PROGRAM

FREE COLLEGE PREPARATION FOR YOUTH 18–30

Thinking about a college program, an apprenticeship, or finding a job but don't have your OSSD? The Y2P Program allows you to earn OSSD equivalent credits without going back to high school.

The Y2P program offers:

- Classes in the heart of the Jane Finch community
- Daycare and transportation allowances for eligible students
- Afternoon and evening classes
- Creative, interactive teaching methods including digital media and computer-based learning
- Mentoring and tutoring

In just 8 months you can:

- Develop essential academic skills
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- Explore various careers and postsecondary programs
- Improve critical thinking, problem solving and personal management skills

* additional assessments may be required

Apply now. Space is limited.

Call for appointment:

416.491.5050 ext. 44762

irene.demian1@senecacollege.ca

Youth to Postsecondary is supported by The Catherine and Maxwell Meighen Foundation and Emma-Christina Michael and Daniel Michael.

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See where experience takes you.



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Explore the possibilities with Continuing Education at George Brown College

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

CHOOSE FROM EVENING, WEEKEND AND SOME DAYTIME COURSES IN

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

Enjoy flexibility and convenience through our in-class, online and other distance learning options.



coned.georgebrown.ca
Register now for fall courses!

SCHOOLS OFFERING CONTINUOUS INTAKE

BY WENDY TERRY

Ah, the kids have been in their new classes for a week. You have caught up on the pile of work that greeted you on your return from holidays. You make a cup of tea and your mind turns to what classes will you take this fall.

A couple of weeks post-Labour Day, you call a college only to find out you have missed the registration for Fall term classes. You are despondent. Don't be!

First of all, you may not be too late. Most college courses start anywhere from Saturday September 8th through the following week.

General Interest courses at the schools, the TDSB Learn4Life program, have later start dates. September 15th is the first start date and they extend through the following week. They have work-related courses such as those under Business and Finance, Communications, and Computers.

If you are too late, there are continuous intake courses throughout the academic terms for many adult education providers.

In general, college distance education courses have monthly intake, community programs and career colleges have continuous intake, ESL/LNC programs often offered by schools and community groups have continuous intake, Literacy Basic Skills programs found at colleges, schools and community groups also have continuous intake. We will go through these, giving you contact information.

Call the Department –best advice

As a general rule, you should always call the department for the courses you are interested in and ask if they have courses starting mid-term since you are too late for the fall registration. In some colleges, programs have started to offer intensive courses, starting mid-term, two nights a week.

You used to be able to scan/browse a print calendar listing courses with a class schedule to find outliers from the Fall start dates but now you have to go on line to browse. But browsing is not scanning as you have to drill down from program area, to course, to schedule. Often you find that the course you want has a start date that doesn't work for you. Then, you go back up to look for another course, drill down to the schedule again, and again the time or date won't work. And so on! That's why our advice is always to call the department. They often have a list of courses organized by start date

Now let's look at where you are most likely to find continuous intake courses.

COLLEGES

www.ontariolearn.com.

When you see a list of academic terms and modes of offering a course on a college Continuing Education website you will see Online. All the colleges co-operate to offer online courses through "Ontario Learn."

Course listings on the "Ontario Learn" website, have monthly start dates. So, if you missed the September in-class mode, you

can register for the October online one.

When you click on the course you want on the "Ontario Learn" site, you will see which colleges offer it. It may be the college you originally wanted to attend but missed the start date for or it could be another one.

If you are working towards a Certificate though Continuing Education, just make sure that your home college will accept the course you take through "Ontario Learn" as a credit towards your program at another college. Do this before you register!

UNIVERSITIES

www.cvu.uvc.ca

Canadian universities that belong to the Canadian Virtual University consortium often have continuous start dates. Athabasca University is one and is a member of the Canadian Virtual University. See page 4 for ad.

Many universities are not members of this consortium but have continuous intake and your home university will grant you credit. Make sure you confirm with your home university first! See Carleton University ad page 2.

No Toronto university belongs to the Canadian Virtual University consortium but Toronto universities do have distance education offerings. Ask the department where you have been studying, if they have on-line courses.

If you are registered for a program at a Toronto University – Ryerson University, York University, University of Toronto – just make sure they will accept the credit from another university towards your program.

It is important to understand that each of the Toronto Universities has several entry points. See www.learning-curves.ca Fall 2016 issue page 7. "Where are the Doors at Toronto Universities?"

There are part-time undergraduate degrees for which you must be admitted before you take courses. Then there are Continuing Education courses which have open admissions. In open admissions you earn credits until you have completed all that are required for a specific Certificate. At that point, you apply for the Certificate.

Both areas – under graduate and continuing education programs – should accept credits from the Canadian Virtual University consortium. Again, remember that before you must make sure your home program will accept the credit. If you are registered for a program at a Toronto university, just make sure they will accept a credit from another one.

The Chang School at Ryerson University (416-979-5035) prints a small booklet with only course names and start dates. This is invaluable. Some courses have start dates throughout the term. See ad on page 8

York University's School of Continuing Studies (416-736-5616) has a focused number of courses so browsing through and down into their website takes less time.

The University of Toronto School of

Continuing Studies (416-978-2400) has a wide range of courses but they do not publish class schedules in their calendar so you would need to drill down or just call the department. They do have courses with start dates throughout the term.

The U of T School of Continuing Studies has three campuses: a St. George campus (downtown Toronto), a Mississauga campus and a Scarborough campus.

Northeastern University, new to Toronto, offers courses on a continuous intake basis. They refer to them as rolling intake courses.

HIGH SCHOOL

www.ilc.org

The Adult Day Schools at the Toronto Board of Education and the Toronto Catholic board of Education and similar ones in the Peel, York and Durham regions (GTA schools), have a fixed term schedule but the Independent Learning Centre offers high school credit courses on continuous intake basis. ILC courses are free. They can be done on line.

The Independent Learning Centre, part of TV Ontario, is the Ontario Ministry of Education's designated partner in distance education. ILC offers a full range of accredited courses from grades 9-12.

LITERACY BASIC SKILLS

If you want to brush up on basic skills but not work towards a high school diploma, Literacy Basic Skills programs may be the right one for you, (writing, computers, science math) These courses are free and they have continuous intake.

Upgrading courses can be found at many adult education providers. In Colleges, you will find them under Liberal Arts not under Continuing Education. Why? Liberal Arts is where the entrance courses for Colleges are offered. To get a College Degree/Diploma in any area, you must also take some Liberal Arts courses so this department serves all the others. In the colleges, they are often just called Academic Upgrading. See Seneca ad on page 18

The colleges have distance education options for LBS programs www.acedistanceeducation.ca

LBS courses are not in the universities though they do have Academic Upgrading programs See Fall 2016 Learning Curves. page 7: "Where Are the Doors at Toronto Universities?"

Schools have Literacy Basic Skills programs (sometimes called Essential Skills). At the Toronto District school Board they are offered through Community Education. See ad on back page bottom banner.

Community programs like PTP offer LBS classes. See ad page 4. See Community programs later in this article.

ESL/LINC

Most of these programs have continuous intake. To find them, visit the Canadian Language Assessment Centre for your region. In Toronto it is the YMCA and their four centres. Call 416-925-5462. These Centres have lists of ESL and LINC programs offered at schools, colleges, and community associations.

They can tell you about programs you may never have heard. like Higher Level Language Training (HLLT), an umbrella term for two federally-funded language programs. Occupation Specific Language Training (OSLT) and Enhanced Language Training (ELT). Their provincial equivalent is called Specialized Language Training. Most of these have a work placement after in class session- Canadian work experience. See www.learning-curves.ca Winter 2013 issue front page "New! Second Language Assessment now Centralized: Who What Where and When."

CAREER COLLEGES

Most Career College have continuous intake. You can get a comprehensive listing of career colleges registered with the Ontario Ministry of Training Colleges and Universities. On their home page click on "find a school", then click on "go to private colleges."

The problem is transferring credits to a home program at a community college. Few accept Career College credits. This is an issue between private versus public providers. Not helpful to adult students this.

The "ONTransfer" site is helpful to adults but only if you are transferring credits between Ontario Colleges and Universities. www.Ontransfer.ca

"ONTransfer" is a service provided by the Ontario Council of Articulation and Transfer (ONCAT) to connect current and prospective students to transfer opportunities.

There is another note of caution some courses offered at night though College Continuing Education /Part time programs are not equivalent to day school credit courses. Usually it will say if a CE course is equivalent to a day school course. "ONTransfer" evaluates full time credit offerings to other full-time credit offerings. CE offerings, unless they have a full time equivalent, have yet to be evaluated by "ONTransfer"

You will see is a tab marked "How Can We Help?" Choose "Find a Transfer Policy Advisor" at each college or university. Call them and get their advice.

COMMUNITY ASSOCIATIONS.

Most community association programs have continuous intake. The most comprehensive listing of community association programs can be found by googling 211 Toronto Select "Employment and Training." Another option is to click on "Newcomers" or "Community Programs"

CONTINUED ON NEXT PAGE

CONTINUED FROM PREVIOUS**PROFESSIONAL ASSOCIATIONS-**

Overlooked gold mines for learning and jobs opportunities.

These associations are often overlooked for courses. They offer courses - general professional ones but also ones that are specific for a particular profession. They are often continuous intake, They also offer courses in partnership with Colleges and Universities You do not have to be a fully accredited member to join a professional association so you can be a student member or a newcomer recertifying. (There are exceptions like the Ontario Medical Association where you have to be a licensed doctor). Their job banks allow an employer who wants a certain skill set to post a job in that association's job bank before they will post to a more general job site. And when you go to their events you are networking with those who know of jobs not yet posted in your field.

In the Feb March 2010 edition of Learning Curves, we made a chart of all the colleges and universities listing the Professional Associations they are affiliated with.

See www.learning-curves.ca in his edition page 10. "Professional Associations who have learning partnerships with Continuing Education Departments in Colleges and Universities."

This is worth looking at.

Some of these associations were: Canadian Institute of Bookkeeping; Canadian Institute of Payroll, Forum for International Trade Training, Human Resource Professionals of Ontario, Association of Production and Inventory Control, Canadian Information Processing Society, Medical Secretaries Association, Purchasing Management Association of Canada.

The information in this chart was compiled from reading CE calendars in 2010 but as the CE calendars have moved on line these listing seem to have been dropped. Colleges and universities still have partnerships but they are not as visible. Ask your program area if they have professional association partnerships.

Finding these professional associations has become more challenging. There used to be a printed Associations Directory for Canada in every library and they may still have the old ones but now this Directory is online You could scan in a certain professional area in the print version but to find an association best for you, now you have to drill down on a web site. Tell a librarian that you are trying to find a professional association related to your area of interest and let them help. Librarians are better than google.

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

DON'T WAIT TILL AFTER LABOUR DAY TO REGISTER FOR THE FALL TERM CLASSES.

If you wait, the class may be full or cancelled for the lack of a few more registrations.

Registrations for the Fall Term 2017 start in July and some in August

Information Sessions for the 2017-2018 year are held in August

Call to find out dates now!



Learning Curves is changing. We are hard at work behind the scenes creating an even better website experience for our readers!

The learning-curves.org site is being UPDATED, so you can find recent articles as well as older ones under subject headings. Not only will you be able to enjoy Learning Curves in print and online, you'll have even more ways to enjoy it on the go as the new site will be more mobile friendly.

You'll have free access to all of our content, updated frequently, with access to the archives as well.

Stay tuned for the new site. We will be updating the progress on our twitter feed in the coming weeks.

Would you like to post an ad on one of the .org site's page?

Email us at learningcurves@hotmail.com

Would you like to scan back issues of Learning Curves?

you'll find everything in one place.

WWW.LEARNING-CURVES.ORG

UNIVERSITY IN THE COMMUNITY: COME LEARN WITH US!

As regular readers of Learning Curves will already know, adult education programs are as varied as the interests of the people who sign up for them. University in the Community (UitC) is a small, free-of-charge, adult education program consisting of 10 weeks of lectures held at the University of Toronto.

Are you wondering whether UitC for you?

Read on and find out!

What exactly is University in the Community?

UitC is exactly what its name implies: university education in community. It is a tutorial-based program that the Workers' Educational Association, the publisher of this newspaper, initiated in 2003. UitC provides access to university-level education for adult learners who love to read, think and ask questions. Our students are people who, due

to life circumstances, would have difficulty paying tuition fees or meeting university admission requirements. If you have always wanted to go to university but thought that it was out of your reach, UitC is for you.

Where and when is UitC held?

Classes are held on Wednesday evenings over a period of 10 weeks (SEPTEMBER 26 – NOVEMBER 28) from 6:30 pm – 8:30 pm at Innis College, on the St. George campus of the University of Toronto. The college is located one block south of St. George and Bloor (Bloor line, St. George subway stop). Our classroom is accessible.

Who can register?

In order to participate in discussion, an intermediate level of English language comprehension is advised. Most of our students have completed secondary education. Some face personal barriers or may have been unable to complete post-secondary studies

due to life circumstances. To a person, all of our students are passionate about learning.

What is the topic of the Fall 2018 lecture series?

This Fall, our topic is "Human Rights and the City." What do we as city-residents have a right to? Do urban "citizens" have a human right to their city? How can we ensure that individual experience is reflected in our collective life as Torontonians?

Who teaches the classes?

UitC is fortunate to be supported by the University of Toronto, Senior College and Innis College. Classes are taught by university professors and by subject experts.

How much does UitC cost?

There is no charge to attend UitC.

How many students are in the class?

In order to facilitate discussion, registration is limited to no more than 30 students.

Is homework required?

Weekly reading is required.

Will I be able to get a university credit for a UitC course?

UitC is unable to offer university credits. Students who regularly attend the 10-week session will receive a UitC graduation certificate.

How can I find out more?

Please get in touch with us! We'd love to tell you more! By phone: 416 923-7872. By email: universityinthecommunity@gmail.com

Time to Register for Fall 2018 Classes

Human Rights and the City

Wednesday evenings, 6:30 - 8:30 pm, September 26th - November 28th

Location: Innis College, 2 Sussex Ave. (St. George subway stop)

Free, liberal arts courses for people who...

- have experienced barriers achieving educational goals
- are passionate about learning
- can meet weekly for 10 weeks
- have intermediate English literacy skills



UNIVERSITY
IN THE
COMMUNITY

Please get in touch!

email: universityinthecommunity@gmail.com | www.universityinthecommunity.ca | 416-923-7872

OCTOBER 22ND IS E-DAY FOR MUNICIPAL ELECTIONS *ASK ABOUT ADULT EDUCATION ISSUES BEFORE YOU VOTE!*

Before we talk about Municipal Elections and Adult Education, let's look at Municipal elections in general and then the upcoming one in 2018 which is different.

MUNICIPAL ELECTIONS-THREE VOTES

Municipal elections are the most complex because you vote for 3 positions: a Mayor for your city, a Councillor for your ward, and a School Trustee for your ward. There are no declared political party affiliations for all these candidates to help guide your decision. You vote for the individual.

In the provincial and federal elections, you vote for a Member of Provincial Parliament MPP, and a Member of Parliament MP whose party affiliation is noted on the ballot. The leader of the party who wins the most ridings becomes Premier (provincial) or Prime Minister (federal). You do not vote for the Premier or Prime Minister. You vote for them only if you are living in the riding they are running to be the MPP or MP. Canadians only vote directly for the Mayor of their city.

Municipal Elections 2018? Confusing!

This year, the Municipal elections are more confusing as Bill 5, which reduced the City of Toronto Councillors from 47 to 25, was passed last week by the Ontario Legislature. We were just getting used to the City of Toronto change which had added four more Councillors. Now the Province has reduced the Councillors by 22. This happened after nominations for Councillors had closed.

So nominations start all over again and end September 14 for 25 Councillors. – the new wards geographically match the Federal election riding areas.

On Monday August 20th the city of Toronto voted 27-15 to legally challenge the Ontario government's Bill 5 which reduced the wards to 25. Apparently, this challenge will be heard in court on August 31st at the same time as Rocco Achampong's challenge. He is a municipal candidate for Ward 13 who filed an individual challenge earlier. Several others have now done so.

In spite of these pending challenges, city clerks are now reorganizing voting lists to go from 47 to 25 wards.

But what if Toronto wins their challenge to Bill 5? Do we go back to 47 Councillors? Does the timing for the Toronto election get delayed so that voting lists can be reorganized again to the original 47 wards?

Call 311 after September 14 to find out who is running in your ward. Tell them where you live.

Hopefully, by then they will be able to tell you what ward you are in!

Confused? *Aren't we all?*

MUNICIPAL ELECTIONS – ADULT EDUCATION

Well, never mind all this 2018 confusion, as adult students you should ask whomever is



running in your wards about Adult Education

Some will tell you that Municipal government has little to do with Adult Education, that it is under the management of the Province for the most part (schools, colleges, universities), or the federal government if it relates to training. But they would be wrong!

By understanding how Municipal government impacts Adult Education, you will be able to query your Councillor, or your School Board Trustee and, in the process, you can educate them. Often, they will tell you they do not have any control over adult education but they do. How? Let's see!

COUNCILLORS - ADULT EDUCATION.

Municipal governments, have library committees which Councillors sit on and, as an adult student, you use the public libraries. Many adults attend the libraries' "What's On?" events. Councillors also sit on the Parks and Recreation Committees. These centres run both Arts and Recreation programs for adults. See "Toronto Fun" program guide.

Municipal governments fund community associations though specific programs. Some offer adult education programs. "Skills for Change", St Stephen's Community House, and Thorncliffe Neighbourhood Office are just a few of the community associations that get funding from multiple sources and who offer adult education programs. These associations have multiple sources of funding: Federal, if they run employment services; Provincial, if they run programs like Literacy Basic Skills; and Municipal for youth programs. Your Councillor should know how the associations in their ward, which Toronto funds, help you learn and improve your skills.

Tell your Councillor where you learn – the library, Rec Centre arts programs, or a community association. Ask them if they will support adult education at these sites. Tell them what would help you.

SCHOOLS ADULT ED – SCHOOL TRUSTEES

TORONTO

School Trustees oversee school programs that adults attend: Adult Day School programs where you can earn a high school diploma, ESL programs and LINC programs where you learn English (back to these two in a moment). At the Toronto District School Board (TDSB), there are Learn4 Life programs run by Continuing Education. These are general interest courses but some courses are work skills related. Then there is Community Education at the TDSB which runs Employment Ontario Centres where you apply for second Career funding (training for laid-off workers) as well as other adult education programs. See "Next Steps" ad on the back page (bottom) of this issue of Learning Curves.

Continuing Education offers self-financed programs "Learn4Life" from student fees. These General Interest courses used to be funded by the provincial government up until the mid 1980's at all school boards throughout the province. When this funding was cut (\$6 an hour), only some Boards continued the programs on a user pay basis.

LINC programs are funded by the Federal government through a provincial agreement and, in the TDSB, they are offered through Community Education. ESL programs are funded by the provincial government and offered in the TDSB through Continuing Education. The idea is Continuing Education offers programs with standard accepted provincial funding and Community Education applies for grant-based programs from federal and provincial governments.

Adult Day School programs are offered by the Continuing Education department at the TDSB and funded by the provincial government. Literacy Basic Skills programs are offered by the Community Education Department and funded by the provincial government.

A lot of TDSB school trustee candidates may not understand there are two silos of administration for adult education. By telling them which program under which

department you take, you will educate them. If they get elected they will have learned how it works for adults from you.

Ask if they will support adult education and tell them what changes would help you.

One more thing. There are four school Boards in Toronto: the Toronto District School Board, the Toronto Catholic District School Board, the Toronto French School Board and Toronto Catholic French School Board. All are run by elected trustees.

The Toronto Catholic School Board has a good range of Adult Education programs.

So how do you know which Board to vote for? When you go to vote, the polling clerk will ask you which Board you support.

If you have kids in school, ask their school which Board they come under. If you are the only one in your family as an adult going to school, ask your school which Board your program comes under. Then call 311 to see who your School Trustee candidates are.

School Boards in the Greater Toronto Area

Other school boards in the GTA have a different organization for adult education of only one adult education department.

Now, I have just described Toronto but Learning Curves is delivered in Peel Region (the cities of Mississauga and Brampton), York Region (the cities of Vaughan, Richmond Hill, Thornhill, Markham), Durham Region (cities of Pickering, Ajax, Whitby and Oshawa) and Halton Region, (city of Oakville). Note: I have just named the cities where we deliver Learning Curves, not all the ones in these regions. These cities have a Mayor, Councillors and School Trustees for the various school boards and an elected Head of Regional Council for the Regions.

At least this was so in Peel and York Regions until Bill 5 was passed. Now, they will have appointed ones. Maybe.

To be clear in these regions you elect a Mayor and Councilors for your city but the School Board is for the region.

You would elect a school trustee for the Peel District School Board or the Dufferin- Peel Catholic District School Board; the York Region School Board, the York Region Catholic District School Board; the Durham School Board or the Durham Catholic District School Board; and, finally the Halton District School Board or the Halton Catholic District School Board.

Speak up for Adult Education in the Municipal Elections.

Take the time to make your Municipal politicians (Mayor, Councillors, Trustees) understand how your adult education program is part of their mandate. Tell them what you would like to see more of. Ask if they support adult education.

During an election is the time when they reach out to you and listen. Let them know what they could do to help you and other adult learners!

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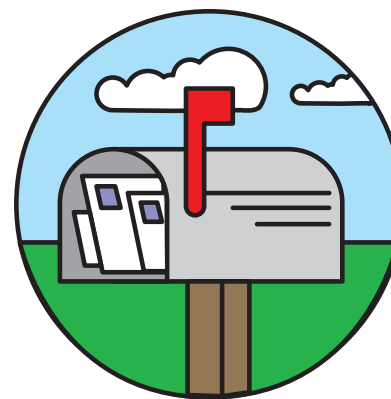
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Dear Elcee

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 moving to Toronto to attend college. I am going to have to work part-time to supplement my OSAP and savings. I am 19 and my prior work experience has been primarily babysitting and working in fast-food. Do you have any hints or tips for finding work in the big city?

Firstyear FREDa

Hi FREDa,
Welcome to Toronto! It is one of the best cities in the world. I remember those days of going to school and having to find part-time work. Throughout my college days I remember doing this every September and May as I would go back and forth to College. Here are a few tips;

1. Focus your job search close to your home or school. School and work is a difficult balance. You don't want to be adding massive travel time to this mix.
2. Make sure your resume is current and has your most recent contact information. You would be surprised how often people don't check to make sure their phone number is their current one.
3. Obvious choices are Retail, Fast Food and Service. There are pro's and con's to both. While retail may be more abundant and have flexible hours it may not be close to your home. Retail is also minimum wage and you may be bound by the limited hours and the temptation to shop there. You have previous work experience in Fast Food so that may be your best bet but the downside can be later hours and it can take a physical toll. The service industry, primarily waitering offers flexible hours and extra money (tips) but late hours and is also physically tiring.

5. Use social media to let people know you are looking. Have a look through your Facebook and Instagram. Ensure that these accounts are "appropriate" for any future employer to have a look through. It sometimes happens that people will lose job offers because the person they represent in their cover letter and resume is not the person they see on Facebook. Also don't forget to subscribe to the usual job search feeds such as indeed.com.

6. Think outside the box; thanks to having done volunteer work as a teen and having my CPR / First Aid I worked in the non-profit sector in group homes and shelters throughout College. You don't always get the pick of shifts initially and I did a lot of overnight awake shifts but I also got to catch up on school reading and BONUS ... spent a lot of Saturdays taking my clients to bowling and movies.

Working during college may be difficult but will definitely give you an edge upon graduation. The people you meet during your school years will also be your future references and mentors. Treat every job as though this is your dream job. Apply the same work ethic to a minimum wage job as you would to your future job as a CEO! Good luck.

*Dear ELCEE is written by Deborah Noel,
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Send her your questions.*

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

4. Check out your on-campus jobs office. Most campus' offer a space for job searching and staff to help you find work. Some of this work can be right on campus and can be administrative. I worked at my university library and in one of their offices. I know people who started working part-time for their college campus and are still working there today.

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