

ONTARIO PROSPECTS

2010



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This 17th edition of *Ontario Prospects* is produced by the Student Success/Learning to 18 branches of the Ministry of Education, under the direction of David Euale and Richard Franz.



Section Who you are

High 5

- 1 Keep on learning.**
Strive for continuous personal improvement. Stay motivated by learning new skills and developing new talents.
- 2 Focus on the journey.**
Recognize that your career journey will be lifelong. Appreciate each and every experience along the way.
- 3 Follow your heart.**
Pursue your passion to find fulfillment. Discover ways to match your interests with career opportunities.
- 4 Team up with others.**
Rely on the support of your family, your mentors, and your peers. Make your career success a team effort.
- 5 Be open to change.**
Recognize that the world around you is constantly changing. Stay open to that change and remain alert to new opportunities.

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STUDENT SUCCESS/LEARNING TO 18

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This publication is dedicated to the students, educators, counsellors, and employers who inspire us all.

One Day at a Time

The biggest challenge for me in attending school was not fitting in. Being Native American, African American, and two-spirited adds even more pressure on me. At times, school was the last thing on my mind. In the high school I attended before Sudbury Secondary School, I felt that teachers, staff, and students discriminated against me, so in Grade 9, when I was 13, I started to skip school and got in with the wrong crowd. The first week of school, my best friend and I skipped classes and hung around town. The school kept calling, and my mom was getting mad at me and we would get into fights. I would leave home or she would kick me out. After about three hours, she would call the police and say her child was missing. That made me even more mad, so I would take off again. I would worry about where I was going to stay for the night, where was I going to find money to eat, and about the police. I did not want to run into them.

Then, my best friend and I split and that made me feel sad, mad, and alone, so I turned to drugs and alcohol. I was always messed up on different drugs and would steal from the liquor store. I was depressed because my mom didn't accept me for who I was, didn't accept the way I dressed. So I did what I wanted, smoked what I wanted, went where I wanted, and saw who I wanted. One night my mom had me charged, and I was sent to jail. After my release, I was kicked out of school for not attending and was out for six months. I felt like a low-life and had no life, and decided that I needed to smarten up.

My jail experience made me want to attend school, so I applied to Sudbury Secondary School. I started there in my Grade 10 year and received a warm welcome. The school is so diverse

and so accepting of people of any background and orientation, and it made me feel normal. A counsellor there helped me deal with my anger issues and improve my relationship with my mom.

Ms. Recollet, my Aboriginal support worker in the school, helped me transfer and adjust to the new school smoothly. She helped me with just about anything, as did my teachers, Ms. Melville and Ms. Leclair. Right now, I'd rather go to school



than deal with drama at home or other issues in life. Other activities that help me, as a First Nation student, are presentations, Native Awareness Day, and the dance troupe, and the school has a Native room where I can hang out during lunch or a spare. Being involved with my culture and dance is the one thing my mother kept encouraging me to do, and I still am to this day. I am a fancy dancer and a hoop dancer, and I feel this keeps me grounded.

My advice for educators is to give students support, make them feel comfortable, stop nagging them, and remember that they may be facing more than just a late assignment or a missed day. Let students know about postsecondary options, opportunities after graduating, and financial support such as band funding. To gain a better understanding of Aboriginal cultures, teachers, educators, and support staff should attend workshops, which could be during professional development days and maybe at staff meetings. Teachers and educators could also attend a powwow.

My advice for all students is to get to know all races and be open-minded. Learn, love, and accept your culture and language. Join a team or get involved in a sport in school that helps with meeting new people and keeps you out of trouble. To engage my community, I give Native dance performances for high schools and elementary schools. I am in the N'Swakamok Dance Troupe and sit on a youth leadership group at my high school.

I'm trying to finish school and have quit using drugs. I found it a waste of time. I take life one day at a time.

Teshenna Dancy

STUDENT SUCCESS

Ontario's Student Success programs let you build on your strengths and interests as you explore new ways to earn high school credits. Three unique Student Success programs are designed to help you prepare for life beyond high school: the Specialist High Skills Majors (SHSMs), dual credits, and cooperative education.

SHSMs allow you to focus your learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). The possible sectors include health and wellness, horticulture and landscaping, construction, business, energy, and aviation and aerospace, among many others. You learn in a real work environment, as well as in school, taking 8 to 10 courses (toward the 30 needed for graduation) in your selected major. At graduation, you receive your OSSD with an SHSM seal and an SHSM record that documents the credits, certifications, and other

components of the SHSM that you have completed. This SHSM record will be very valuable for you when applying for a job, an apprenticeship, or postsecondary education.

Dual credit programs allow you to earn high school credits toward graduation and either a college diploma or apprenticeship certification. These programs are geared to students facing challenges in graduating who may thrive on learning opportunities outside of high school and want to benefit from a college experience.

Cooperative education programs allow you to gain hands-on work experience while earning credits, including two compulsory credits, toward your diploma. You have an opportunity to test different career options in sectors that interest you and to build on your skills. Co-op helps all students, whether you are heading to university, college, apprenticeship, or the workplace.

To learn more about Student Success, contact your guidance office and visit the Student Success program website at www.ontario.ca/studentsuccess.

In 2008, kids throughout Canada contacted Kids Help Phone more than 2.2 million times on the phone and online. Kids Help Phone is a national charity dedicated to the well-being of children and youth. Whatever the problem, from abuse to neglect to the death of a parent, Kids Help Phone is there – providing help and hope through its professional phone and Web-based counselling services, in both English and French, 24 hours a day, 365 days a year. It is a safe place for youth to reach in times of need – today, tonight, and tomorrow.

1 800 668 6868
Kids Help Phone
 kidshelpphone.ca

Kids know that when they call or post questions, professional counsellors can help make sense of what's going on in their lives and identify options for making positive changes. One caller said her favourite thing about our service is “that you can say what you want ... without being judged. You can get advice that makes you feel that at least someone out there cares.”

In partnership with the Ontario Ministry of Education, Kids Help Phone created a “Bullying Prevention” section on its website at www.kidshelpphone.ca. This self-serve information section is for kids who may be too shy to contact a counsellor. There are age-appropriate tip sheets, bullying definitions, videos, and comics online, which educators can download to use as

teaching aids. There is also a “Letter Builder” section, where kids can write and print a letter to a trusted adult about a bullying situation.

Spreading the word about Kids Help Phone and its services is essential to helping the organization succeed. Our Student Ambassador Program helps make this happen. Student Ambassadors are high school youth volunteers who help raise awareness and funds for Kids Help Phone within their schools and communities. The program helps more than 3,000 Student Ambassadors across the country develop their leadership skills and confidence through training in team building, public speaking, and fundraising. Every year, these students help thousands of other children and youth become more familiar with Kids Help Phone. **Lauren**, a Kids Help Phone Student

Ambassador, describes her experience: “Volunteering with Kids Help Phone has been such a great experience. Being a Student Ambassador has taught me not only leadership and public-speaking skills, but also the importance of giving back to your community.”

As a charity, Kids Help Phone relies on the support of community-based volunteers and individual and corporate donors to ensure that the counselling, information, and referral services for kids can continue to operate 24 hours a day, 365 days a year.

Virginia Middleton, Coordinator, Public Relations, Kids Help Phone



HAVE YOUR SAY ABOUT YOUR EDUCATION

Help make your school a place where all students feel welcome and empowered. Develop as leaders and co-create a vision for Student Voice in your own school and community. Share your ideas, collaborate with students from across Ontario, and get funding to lead projects at your school. Find out how at ONTARIO.CA/SPEAKUP.



Section 2

What you need

ARE YOU READY FOR WORK?

What new workers need to know about job safety

WHAT IS THE OCCUPATIONAL HEALTH AND SAFETY ACT?

The Occupational Health and Safety Act (OHSA) is an Ontario law that sets out requirements for health and safety in the workplace.

The OHSA was made to keep workers from getting hurt or sick on the job. It tells you what your employer, your supervisor, you, and other workers have to do to make the job safe.

By law your employer and supervisor must make sure your workplace is safe, and you and other workers must follow all safety rules. In many workplaces there is a health and safety committee that meets regularly to deal with health and safety issues. It has members who are workers and some who are management.

IS YOUR JOB COVERED BY THE OHSA?

Almost all workers in Ontario are covered by the OHSA, but there are some exceptions. For example, if you work in your own home or as a nanny in someone else's home, you are not covered.

Workers in federal workplaces are covered under federal health and safety legislation.

If you aren't sure what law covers your job, you can call the Ministry of Labour to find out or check on the Web at www.WorkSmartOntario.gov.on.ca.

Ask about safety right from the start

WHAT TO ASK AT A JOB INTERVIEW

It's a good idea to ask questions about safety when you go for a job interview. It's hard to do when you're nervous, but you need to hear the answers to find out if the employer cares about your safety. Some questions to ask are:

- Will I get job safety training? When will I get it? (It has to be before you do the work.)

- Will I be working with any chemicals? If I'm working with any chemicals, will I get training before I start to use the chemicals?
- Is there any safety gear, like safety glasses, that I'll have to wear? Do I have to buy the gear or will you give it to me?
- Will I receive training so I know how to wear the safety gear properly and make sure it's in good condition?
- Will I be told about emergency procedures, what to do if I get hurt, etc.?

WHAT TO DO ON YOUR FIRST DAY OR WHEN ASSIGNED A NEW TASK

The most important thing is to ask questions. There is no such thing as a dumb question, especially when you're asking how to do a job that you've never done before. Ask until you're out of questions to make sure you understand clearly the task that needs to be done and how to do it safely.

WHAT TO DO IF YOU DON'T THINK YOUR WORK IS SAFE

The OHSA says that if you see something at work that you don't think is safe, you must tell your supervisor. Do it right away.

If you have talked to your supervisor and still think something is unsafe, you may have certain rights under the OHSA to refuse to do that work until the issue has been resolved.

The OHSA says your supervisor must try to resolve the problem before you start working again. In cases in which the supervisor says it's safe and you still feel it is not, you may still have a right to refuse to work, and a Ministry of Labour inspector must be called to investigate and decide if it's safe for you to go back to work.

CAN YOU BE FIRED FOR REFUSING TO WORK OR ASKING ABOUT SAFETY?

It is against the law for your employer to punish or fire you for refusing work that you think is unsafe or for expressing a concern about a safety issue.

If you feel you have been punished (e.g., were sent home without pay, had your hours drastically cut, were fired), you can report it to the Ministry of Labour.

The ministry will guide you either to your union (if there is one) or to the Ontario Labour Relations Board.

WHAT TO DO IF YOU ARE INJURED AT WORK

Get first aid right away and tell your supervisor too. Make sure someone tells your supervisor if you can't.

Get medical help. Also, your employer may need to file a notice of the injury with the Workplace Safety & Insurance Board (WSIB) as soon as possible. You might be eligible to receive benefits from the WSIB for any time you miss from work because you got hurt.

What are the minimum ages for working in Ontario?

You can't do some jobs in Ontario if you aren't old enough. There are minimum age rules for different kinds of workplaces.

14 years old

You must be 14 or older to work in offices, stores, arenas, or restaurant serving areas.

15 years old

You must be 15 or older to work in most factories, as well as restaurant kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses.

16 years old

You must be 16 or older to do construction work or work in a logging operation, in a mining plant, or at a surface mine (except at the working face, where you must be at least 18).

18 years old

You must be 18 or older to work in an underground mine or at the working face of a surface mine or to work doing window cleaning.

If you aren't sure about the minimum age for a workplace, you can call the Ministry of Labour at 1-800-268-8013 to find out.

WHERE TO GET HELP

Look for the phone number for the Ministry of Labour office nearest to your workplace in the government listings in your telephone book or call 1-800-268-8013.

Call the WSIB at 1-800-387-0750 if you have questions about getting paid if you are hurt at work.

TO LEARN MORE ABOUT THE RULES AT WORK

www.WorkSmartOntario.gov.on.ca
www.labour.gov.on.ca
www.youngworker.ca

Build, Fix, Design, Create

The best way to inspire youth to consider careers in the skilled trades and technologies is to provide them with the opportunity to try one. Skills Canada–Ontario is a not-for-profit organization whose mandate is to promote such careers as viable, first-choice career options for young people.

Since 1989, through its dynamic programs and the promotion of careers in the skilled trades and technologies, Skills Canada–Ontario has cultivated student awareness of them and connected students with opportunities that will enable them to succeed in the “real world.” By equipping industry with the skilled employees it needs to succeed, the organization also ensures that Ontario remains competitive in the global marketplace.

Each year over 600,000 students participate in the interactive and informative programs that Skills Canada–Ontario offers:

Ontario Technological Skills Competition – This cornerstone event is a series of contests in over 60 skill areas that range from carpentry to culinary arts, webpage design to welding. The competition is designed to put to the test over 1,600 Ontario students in Grades 4 to 12, college, and apprenticeships. Students compete for a gold medal in a 6-hour contest that tests both theoretical knowledge and hands-on abilities. Most gold-medal winners advance to a national, 12-hour contest, leading to the possibility of competing in a 21-hour, four-day WorldSkills Competition. This annual three-day event is held in Waterloo in May.

Cardboard Boat Races – It’s amazing to witness a team of students build a boat with cardboard, glue, and duct tape, and then watch as they race their boats across the pool to the finish line. This program, offered to both elementary and secondary school students, demonstrates the importance of studying science, math, and technology in a fun, practical, and interactive manner. The Championship Cardboard Boat Race is held each February for the secondary school–level medallists from each of the host locations.

Cardboard Boat Video Challenge – This event is an opportunity for both elementary and high school students to act as television reporting crews covering the Cardboard Boat Races. Industry professionals assess the competitors’ video submissions.



Skills Work!® What’s Out There? opportunities in the skilled trades and technologies in-school presentation program – For over 12 years, the What’s Out There? program has been introducing students to the diverse world of trades and technologies, through an interactive and informative PowerPoint presentation delivered by knowledgeable liaison officers. This outreach program has an impact on the lives of over 100,000 students from Grades 7 to 12 every year. Currently, over 2,000 schools in Ontario are affiliated with Skills Canada–Ontario through this presentation program.

Skills Work!® for Women networking dinners – This award-winning program was designed to introduce young women in high school, who are interested in the skilled trades and technologies, to female mentors who are currently working or studying in a related career field. The young women leave the program feeling empowered and informed about a variety of career choices available to them, many of them in areas in which traditionally women have not worked. This program is offered to female students in Grades 9 to 12 in various communities throughout Ontario.

For more information, contact the program manager, Alain Robineau, at alainr@skillscanada.com or visit the Skills Canada–Ontario website at www.skillsontario.com.

Dan Van Holst, a graduate of Conestoga College’s automotive service technician program, believes that problem solving and thinking outside the box are essential skills for success in his field.

In high school, Dan took automotive courses, as well as welding, machining, and other trade-related courses. He excelled in the auto shop and received an honours award for auto service. He based his career choice on the skills he gained in the classroom and on being introduced to the career at an early age. He is a third-generation automotive service technician and works with his father in the family-operated auto service business, which specializes in classic British cars.

“The thing I like most about what I do is fixing problems and knowing that the repairs are done right,” says Dan. He recommends that students consider a career in the skilled trades. “Statistics Canada estimates that by 2020, there will be a skilled trades shortage of about one million workers. Demand for them will increase.”

Dan plans to stay in the trade and perhaps teach one day at a college. He competed in the Automobile Technology Contest at the 2009 WorldSkills Competition in Calgary, where he was awarded a Medallion of Excellence. Congratulations, Dan!



Career Cruising

Do you have a portfolio on Career Cruising – www.careercruising.com – the online career resource? **Andrew Daabous** does! Learn about how it has helped him plan his high school courses and beyond.

“I’ve used Career Cruising since I started high school,” says Andrew. “The information on the website helped me make my decisions for the upcoming year, but also decisions for years down the road.”

“Going into Grade 10, for example, I could see where my current courses would take me over the years I’d spend in high school, as well as after high school. It was good to see my future laid out for me, and the nice thing was that I could see the control I had over it by my course selections.”

“The Career Matchmaker tool came in handy this year in Grade 12. I wasn’t sure what I wanted to do after university, but the self-assessments on Career Cruising helped me see where my interests lay. It also provided a lot of information about the types of jobs in particular fields, which helped me narrow down even further the types of jobs I might be interested in.”

“Overall I find Career Cruising to be an excellent resource for students of any age who wish to have a better idea of the career paths they take in the future.”

If you attend a publicly funded elementary, middle, or secondary school in Ontario, you can access Career Cruising too! Contact your guidance department or e-mail info@careercruising.com to find out how.



[Take Our Kids to Work Day]

Guidance counsellors across the country help organize Take Our Kids to Work Day, which is in the first week of November. In the Rainbow District School Board, all Grade 9 students participated in a safety workshop hosted by the Industrial Accident Prevention Association. Despite the threat of H1N1 and a major strike in Sudbury, 90 students from Lockerby Composite School visited workplaces that day. Here are some of their comments:

Aaron: “I would not be interested in this job because of the large amount of work and how much of it is on the computer. I learned how to fill out a T4 slip and how much people lose to taxes.”

Ryan: “I would not be interested in this job. I don’t like hospitals.”

Bennette: “We met with a lot of important people, just in the Community Development department. There is a lot more to it than I thought. For example, the manager of Leisure Services has four managers under him, and then all the employees under them.”

Malcolm: “The one thing I learned is that teaching is a very hard job, because you have to deal with a lot of annoying kids.”

Meg: “My mom works at Red Lobster in food prep, getting the food ready for the cook. I would be interested in that job because it is hands-on and kind of fun. I learned from my experience that working is a big responsibility, because things have to be done on time. You make sure you do your work with care. I have a new perspective on my mom, because I didn’t think her work was hard. I am very grateful that she let me come with her to work and taught me what she does there.”

One student went to the Toronto Stock Exchange, where she witnessed billions of dollars changing hands. She got to press the button for the bell that starts the day’s trading. The market went up 200 points right away, and the CEO said she brought good luck!

A student welded with his dad, and another shadowed a vice-principal and suspended a student! **Sarah** witnessed three orthopedic surgeries! **Kory** visited a veterinarian and got to spend time with animals. **Kuris** did some filing for the government. **Josh** went to his old elementary school and recruited for Lockerby. **Trista** went to the rehabilitation centre at the hospital and observed kids getting treatment.

Robert had a different experience.

“I went to work with my dad, who is currently unemployed. His job entails sitting on the couch all day and doing nothing. He is very well trained and has been in this line of work since February, when Xtrata laid off 700 people.”

He had a very busy work schedule set up for us that day. First we went to the arena and played shinny for an hour and a half with some of his fellow laid-off employees. Then we returned home to put together an oral report on how the game went – by talking about it while eating lunch. He then let me go off and study the science of Grand Theft Auto 4 [a video game] in my room. After completing my research, I discussed it with my father. That ended our workday.”

I e-mailed Robert, thanked him for being so honest, and assured him that he and his family are not alone, and that the best support he could give his family was to stay optimistic, do his best in school, and share with them supports that are available in the community. I provided information on the company’s worker support centre and the local YMCA’s employment and career services, which provide resources on job-search skills and résumé writing, and help with applying to companies seeking workers with the kind of job skills Robert’s father has.

Robert replied by e-mail that night: “Thanks for the info, but when I came home from school today, my dad said he got a call from Xtrata and is going back to work tomorrow.”

So ends a regular day in school.

Marlene Rantala, Program Leader, Student Services, Lockerby Composite School

Section 3 Where you can go

WORKING WITH CHILDREN

The Family Studies Department at St. Thomas Aquinas Secondary School has introduced a work experience component to the Grade 12 parenting and human development course. At their weekly placements in elementary schools and daycare centres, students in this workplace destination course have the opportunity to gain valuable experience working with children.

Students attend their placements once a week for 11 weeks. This arrangement allows students who cannot commit to a full semester of co-op placement the opportunity to gain work experience. Students assist

teachers in their classrooms, as well as participate in reading programs at the elementary schools. Feedback from host teachers has been overwhelmingly positive, and the students in work placements are enthusiastic about their experiences:

"The advantage of working with children is that you'll be the one that they will look up to."

"It's a great way to try out what it's like to work with kids."

"When we are on our placements, we need to learn how to be responsible. We also get to see how children learn."

"It feels good to be able to help little kids learn something new."

"This placement has made me decide that I really want to work with children."

"Because of this placement, I am going to sign up for co-op next semester, so I can do this every day."

"The teacher really appreciates my help. It feels good that I can help the class."



Online Learning

With the Internet fast becoming the top means of communication and source of information, it is no surprise that online learning is very popular. For almost two years, I took full-time online courses. Basically, I was doing all my schoolwork from my computer at home. The only times I ever had to leave my house for educational purposes was to go on field trips and to write my mid-term and final exams at high schools in my area.

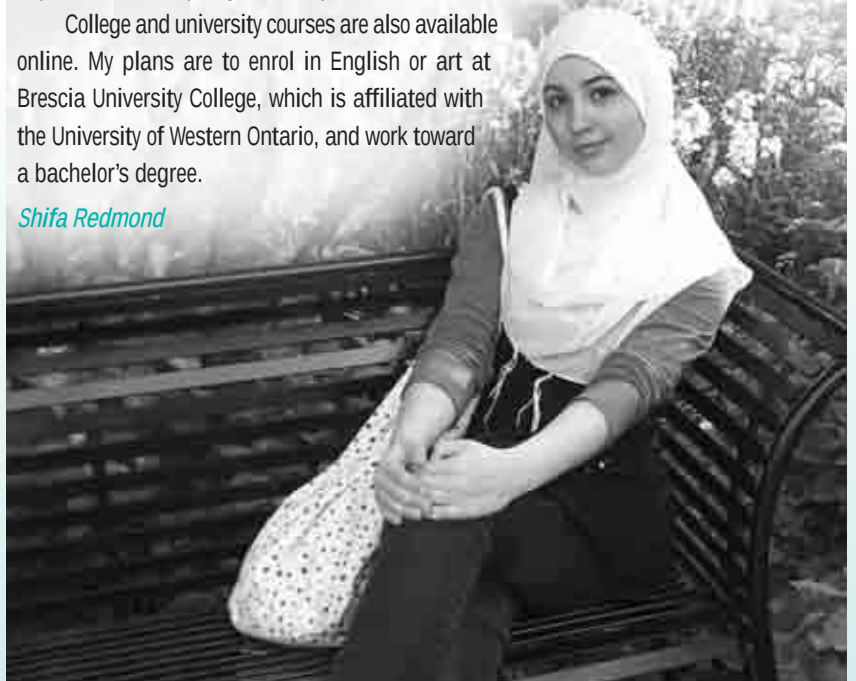
I could work at any pace, as long as I handed in the required assignments (modules) on time. Anyone can study online, as long as he or she is motivated and organized and can avoid procrastinating. Because online courses involve very little supervision, it is somewhat difficult to force yourself to work when there is so much else to do.

Work is assigned a little differently online than at a normal school. The entire course is divided into 20 modules, all of which you have to complete before a certain date. The modules include a lesson section and a section where there are lists of assignments related to the module's lesson. The teacher lets you know which assignments you need to hand in.

Because the courses are online, getting instant help from the teacher is sometimes difficult. Teachers may have chat sessions, when they answer questions for participating students, and teachers also answer questions through e-mails. Sometimes, it is just easier to look up the answer to a question on the Internet. E-learning is ideal for students who can manage their time, motivate themselves, and get their work done with minimal supervision. Plus, you get to sleep in.

College and university courses are also available online. My plans are to enrol in English or art at Brescia University College, which is affiliated with the University of Western Ontario, and work toward a bachelor's degree.

Shifa Redmond



Ophthalmology Co-op

Unbelievable, unimaginable, and incredible are only a few words that describe my experience in the cooperative education program, which I used to think was designed for students who are struggling to obtain their high school credits. In my placement, I shadowed an ophthalmologist (eye specialist) in both the operating room and ambulatory care unit at the Chatham-Kent Health Alliance. I also enjoyed the time I spent in both the Chatham and Sarnia clinics.

I was in the doctor's office two days a week and the operating room (OR) three days, where I observed many intriguing cases, as well as several emergency procedures. I have truly seen the life of an eye surgeon, from cataract surgery to the removal of an eye to oculoplastic procedures, such as eyelid surgery, skin cancer removal, and orbital reconstruction.

In the OR, I was responsible for connecting the heart rate monitor to and placing the blood pressure cuff on the patient, and opening packages of sterile instruments. Most importantly, I learned about procedures by observing directly beside the doctor. My level of interest did not stop in the ophthalmology OR.



photo courtesy of Chatham This Week

I also witnessed orthopedic surgery, such as a total knee replacement; general surgery, including an appendectomy; ear, nose, and throat surgery, such as a tympanoplasty; and obstetric and gynecological procedures, including a Caesarean section. This past summer, after my co-op placement, I was hired to work in the doctor's office full-time.

As Dale Carnegie said, "People rarely succeed unless they have fun in what they are doing." My advice is to make goals

early in life so that you may become more engaged in what you enjoy. In the end, it does not matter what you do, where you live, or how much money you make. What matters is that you enjoy going to work so that you love life each and every day. The co-op program is truly a wonderful program that allows students to experience real-life workplace situations in which they are required to apply the knowledge they learned in their classroom. I am indebted to this cooperative program, Dr. Christopher M. Anjema, and all the staff who have truly made my experience both educating and unique.

From this life-changing experience, I aspire to become an ophthalmologist like Dr. Anjema. He is the image of what every physician should be — remarkable with patients and co-workers. I plan to complete a four-year Bachelor of Science program in kinesiology, apply to the four-year medical school program, and then do my five-year residency in ophthalmology. My co-op experience was invaluable, and I am thankful to the school board for offering me this exceptional opportunity.

Caleb Smith

Seep and Sara Are ACE!

The Alternative Cooperative Experiential (ACE) Program at St. Joseph Secondary School in Mississauga is a graduation program for Grade 12 students who are at risk of not completing the requirements for their Ontario Secondary School Diploma. The program offers 20 students, who are lacking credits and experiencing difficulty with mainstream school, an alternative way to earn credits and an opportunity to graduate with their peers. The program is unique in combining interdisciplinary projects with cooperative education.

Seep Gulzar is one of the recent successes in the program. Previously, she spent most of high school skipping classes and was constantly in trouble at home and school. This year, she has made a remarkable turnaround, with near perfect attendance, a wonderful co-op position that she loves in an elementary school, and exceptional grades. Seep attributes her success to a greater understanding of her own responsibility in her education and a "desire to make my parents proud of me."

Sara Tippet hated school. She found the work boring or too stressful and spent most of her time skipping classes and getting into trouble. "In the past, it was just easier to go off with my friends, rather than stress out in class. The ACE Program has given me the chance to move at my own pace, and the teachers have helped me take responsibility for my own education. I'm looking forward to graduating this year, and it couldn't have happened without this program." Sara enjoys the hands-on aspects of the program and the flexibility that was not available in previous years. The in-class assignments and her co-op placement in animal grooming have focused her attention on finishing high school and applying to college next year.

In the ACE Program, students gain valuable work experience and acquire work-related skills, and some even begin a trade. The program has many exciting components, including CPR/first aid training, a seven-day Outward Bound experience, and community outreach.

Brendan McDowell, teacher, Alternative Cooperative Experiential Program
St. Joseph Secondary School





Follow Your Passion

Daniel Chudy is a great example of how following your passion can land you your “dream job.” Daniel is an instructor at Centennial College who teaches autobody repair techniques and automotive painting. His passion has always been cars. “I love the sense of accomplishment and the feeling of pride you get when you can see the results of your hard work,” says Daniel. “I could have done anything, but I love working on cars, and somehow I have always returned to it. As an instructor, now I get to share my experience and mentor the students in my classes.”

Daniel was a student in the autobody damage repair program at Centennial College in 2005 when he won a silver medal at the Skills Canada–Ontario Competition. The year he graduated (2006), he won gold at both the Skills Canada–Ontario and Skills Canada competitions. He worked in an autobody repair facility in Oakwood for five years, where he gained experience, knowledge, and the skills of the trade, and completed his apprenticeship

in autobody and collision damage in 2006, and in automotive painting in 2007.

Through a series of events, Daniel was offered the opportunity to fill in at Centennial College on a temporary basis for an autobody instructor. The school was impressed with his teaching skills and eventually offered him a contract position. He is now a full-time permanent instructor at Centennial. As an instructor, Daniel has trained gold medal–winning students for the Skills Canada–Ontario and Skills Canada competitions in both autobody repair and automotive painting. Watching his students achieve great things is very satisfying for him. He loves his career and sees the vast array of career opportunities available to his students after graduation, including work in collision damage estimating and repair, and automotive painting and restoration, as well as at paint, appraisal, and truck/coach and aircraft companies. By following his passion, Daniel has achieved great things, and he is now helping others do the same.

A Winning Formula

Proper training, appropriate tools, the ability to sell oneself, and a very willing attitude on the part of the employer, the Marco Corporation, constituted a winning formula for **Sarah Hargraves** and **Tony Fraser**, who enrolled in the Skills Training Education Program (STEP) at W. Ross Macdonald School for the Visually Impaired and Deafblind.

“I had two initial concerns about participating in the program,” explains Cathy Overeem, the distribution manager at the Marco Corporation. “The first was that, in our warehouse, pedestrians and forklifts share some common pathways. Also, skids could be potential tripping hazards. Without yet having met the two participants and understanding their abilities and limitations, these issues were significant for me, as safety for everyone is our top priority.”

As well as having a structured and secure work station, Tony and Sarah wore fluorescent vests at all times while in the warehouse to increase their visibility to their fellow workers.

Cathy explains the job these students had and the expectations they needed to meet: “The students were given a practical real-life work experience in packing orders in a warehouse, filling orders, and loading trucks. Expectations were also set for the students. Once they learned a specific job and were able to perform the assigned tasks, they were then given the quota

that they needed to achieve. This was the expectation for anyone doing the job and not a quota set just for them.”

“I was always proud of myself when I made quota,” says Sarah. “It was difficult at first, but I just worked harder to figure out how to do the job better.”

Tony’s goal was “to prove that, if given the chance, I [as a visually impaired person] could work as well as someone else. We just need to be able to show them [employers] what we can do,” he says.

Cathy is very positive about her experience with these students. “They showed up every day determined to do a good job ... We assigned them jobs appropriate to their strengths, and the students learned that they needed to ask questions to ensure that they were doing the job correctly.”

But getting a foot in the door of that first job remains a huge challenge for people who are visually impaired. We at the STEP program hope to overcome that challenge with continued training and information sharing, as well as a lot of courage and support from community partners such as the Marco Corporation.

Shelley Conliffe, STEP teacher, W. Ross Macdonald School for the Visually Impaired and Deafblind



Gigendaasoo'ow-Wido'win — Gaining Knowledge Through Teaching One Another

The Aboriginal Alternative Education Program (AAEP) at Queen Elizabeth District High School (QEDHS) is in its fifth year. Credit accumulation has been increasing annually in regular, equivalency, and cooperative education courses. Students have received credits based on assessment of their prior knowledge and their experiential and cooperative learning, allowing them to accumulate credits more quickly.

The program goals include enhancing students' self-esteem and self-confidence, promoting literacy and numeracy skills, acknowledging cultural diversity, establishing connections with the community, and preparing students for postsecondary and career pathways. The program allows students to excel at their own pace, providing them an educational opportunity while they balance family and other socio-economic responsibilities.

AAEP has engaged students by addressing basic needs; providing first aid certification, introductory fire fighting and driver's education; offering college and workplace field trips; fostering community-school connections; providing cooperative education and peer and teacher one-on-one tutoring; and covering cross-curricular outcomes.

Thanks to the Ontario Ministry of Education, the Keewatin-Patricia District School Board, and QEDHS our goal is to ensure that students have every opportunity for success. This year, five students graduated from the AAEP with an Ontario Secondary School Diploma.

Stephen Hicks, Coordinator/instructor



Mike



AAEP Graduates

Ryan: *"The AAEP program was a great aid to me in finishing off the credits that I needed to graduate. I was able to balance my job while still working on assignments when I found time. I am greatly appreciative of the course, as now I can focus on other goals such as college and a career."*

Ryan is presently enrolled at a college in Winnipeg, taking pre-trade courses and looking toward a future in carpentry.

Lauren graduated from the AAEP in June 2009, completing most of her high school credits through the program. She is currently enrolled in a culinary program at a college in Thunder Bay.

Mike: *"I began attending the AAEP three years ago. When I started, I had seven credits. I enjoyed the structural system of the program, in which the work was done at your own individual pace. The faster you did the work, the quicker you earned the credits. The classroom was also a great setting — you could drop in, use a computer, ask for help, and have a cup of coffee, without really being bothered. Overall, the AAEP was a good experience for me. The reading, writing, and research skills I have learned will help set the stage for my postsecondary education. I would like to thank Queen Elizabeth District High School and Mr. Hicks for giving me the opportunity to succeed."*



Tasha



Tasha: *"I graduated from the AAEP in June 2009, after completing over 90 percent of my high school credits through the program. I am currently employed as a data entry clerk and seeking a career in Aboriginal social services. I would like to thank Mr. Hicks and Mr. Bruetsch for all their help and support. A huge thanks to the AAEP, without which I would not have been able to work full-time and attend school. It allowed me to concentrate on both."*

Current AAEP Students

Cynthia: *"This program is wonderful because it empowers young people and enables them to learn to become independent. It is also very helpful to young mothers like me. I hope this avenue of education is always available for people who find conventional methods challenging."*

Elissa: *"I like the fact that we get to work at our own pace, and I don't feel so stressed to reach a deadline. The program is much more laid back and fits me perfectly."*

Ronald: *"The AAEP has helped me at so many levels. It gives me more time to think and to finish my assignments without rushing."*

Jeremy: *"[In the AAEP,] I can learn at my own pace and work at my own pace."*



Ryan

Two Credits and a Memorial Cup Ring

When **George Grant Junior** (JR) started volunteering for the Windsor Spitfires in the Ontario Hockey League (OHL), he never imagined what a ride he was in for. A Grade 11 student at Holy Names Catholic High School in Windsor, JR first started with the Spitfires as a volunteer dressing room assistant and worked his way up to assistant to the head equipment manager.

The Spitfires have become known as a first-class organization since two former National Hockey League (NHL) players, Warren Rychel and Bob Boughner, and their business partner, Peter Dobrich, purchased the team in 2006. The OHL is part of the Canadian Hockey League, the main supplier of amateur players to the NHL.

JR had co-op on his timetable during the second semester of Grade 11 and was interested in learning more about what being a full-time equipment manager for a hockey team entails. The Spitfires staff was happy to bring him on board. As professional minor league teams continue to grow throughout the southern United States, equipment manager is definitely a niche occupation that requires a certain set of job skills gained only by hands-on experience. Co-op helped provide this opportunity for JR.

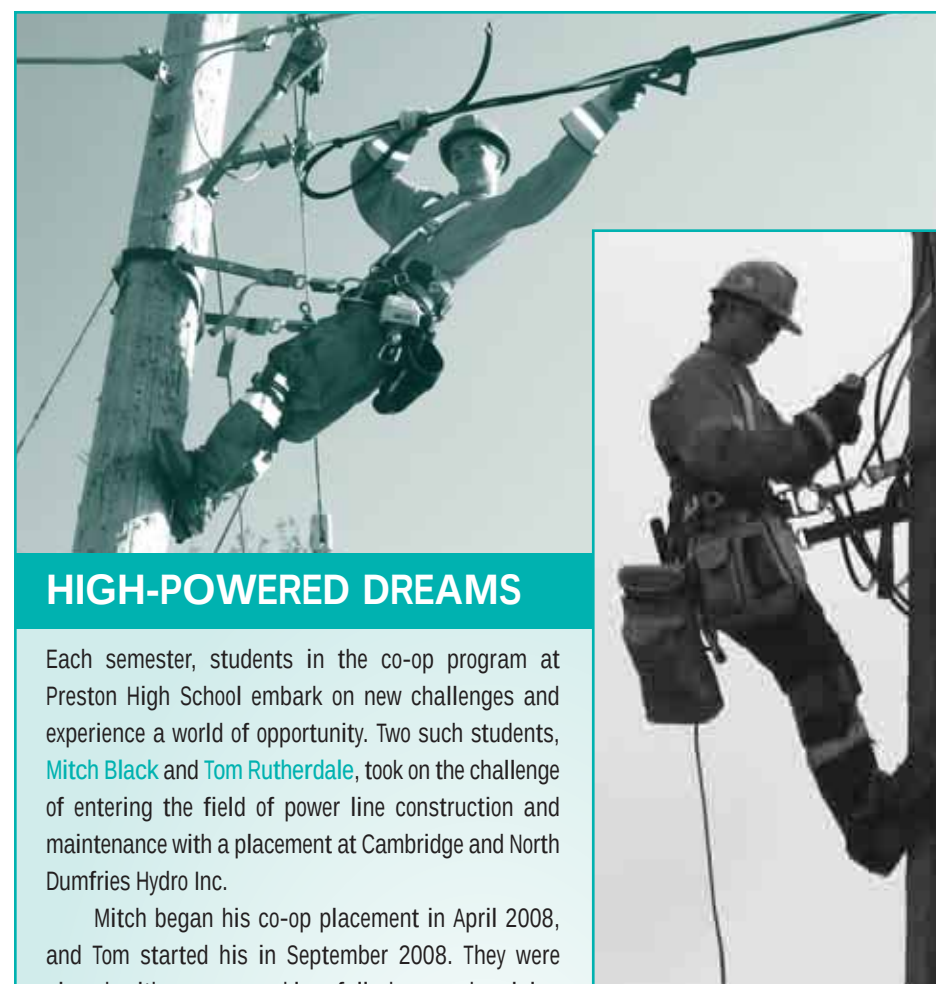
When the Spitfires brought in Tyson Tatomir as the new equipment manager, JR's familiarity with the job enabled him to help ease Tyson's transition. During the semester, JR received all necessary training to allow him to be on the bench during the games and tend to the players' equipment needs.

His main duties included making sure the players had the proper equipment, drying their gloves during intermissions, preparing the dressing room with supplies, and assisting with multiple loads of laundry after each game and practice. JR also learned how to sharpen skates to the OHL standard and made sure that he knew or was learning most of the responsibilities of Tyson's job.

The Spitfires had a dream season and JR was part of it. At the end of the OHL playoffs, he was on the ice for the team picture when the Spitfires won the league championship. He also accompanied the team to the MasterCard Memorial Cup Championship in Rimouski. The Memorial Cup is one of the oldest amateur sports trophies in Canada and signifies Canadian junior hockey supremacy.

After 10 days of competition in Rimouski, which began with an 0-2 start for the favoured Spitfires, the team won its first ever Memorial Cup. The countless hours that the staff had put in behind the scenes had paid off.

Jim Kittl, co-op teacher



HIGH-POWERED DREAMS

Each semester, students in the co-op program at Preston High School embark on new challenges and experience a world of opportunity. Two such students, **Mitch Black** and **Tom Rutherford**, took on the challenge of entering the field of power line construction and maintenance with a placement at Cambridge and North Dumfries Hydro Inc.

Mitch began his co-op placement in April 2008, and Tom started his in September 2008. They were placed with crews, working full days and gaining invaluable experience in the trade. This placement gave the students an understanding of the risk and need for care when working with high-voltage power lines in inclement weather. While working as part of a team and gaining experience with the tools and equipment required in this field, these students were able to reaffirm their career aspirations.

Before Mitch and Tom had co-op placements at Cambridge and North Dumfries Hydro Inc., it had been many years since the company had hired an apprentice. Recognizing the need to train and mentor more young people in the trade while building its own workforce, the company offered an apprenticeship to Mitch after his successful completion of his co-op placement, summer work term, and a physical fitness test. Mitch says, "The co-op program gave me the opportunity to decide what I wanted to do with my future."

Just two months later, Tom applied for an apprenticeship with Waterloo North Hydro. The company received over 200 résumés for just two apprenticeships! Tom worked tirelessly, polishing his résumé and improving his interview skills and practical work experience, and, just before Christmas, he was offered the apprenticeship. These are just two more examples of co-op success stories!

"I think co-op is a great program to have in high school," says Tom, "because it gives students direct exposure to the field that they think they may be interested in. There is no comparison between learning about a job through a job description at school, and being on the job to get first-hand experience.

"Through the co-op program, I had the chance to participate in the normal tasks that powerline technicians perform. It was helpful to see whether I was suited to the job conditions, hours, and tasks before applying for a position in that field. I ended up liking it a lot and, through the people I met on the job and with the experience I gained throughout the term, I applied for a position at a local utility company and was accepted as a first-year apprentice. It's a great career, and I owe it to the high school co-op program."



photo courtesy of Rogers Sportsnet

The Last Straw

Durham Alternative Secondary School (DASS) provides a wide variety of programs designed to re-engage and support youth whose education has been interrupted. Students earn high school credits in an alternative environment, which provides smaller teacher–student ratios, a more flexible schedule, and greater behavioral and academic support than other schools.

The idea to create a book of student writings was developed in September 2008 as a SpeakUp project. Female at-risk students were asked to write about the circumstances that led them to an alternative secondary school. Their stories, poems, and digital images were compiled to produce *The Last Straw*. Authors' names do not appear in the book.

Success for students at DASS is not always defined by a high school diploma. Participating in the SpeakUp project had a cathartic and healing effect on many students. It inspired some to finally address mental health issues (e.g., bipolar and eating disorders), while others gained the courage to repair relationships or let go of past hurts.

These are some excerpts from the book:

“It took me a few years to come back to reality, but I finally made it. My life is still a puzzle I am trying to put back together. I know that it will work out fine eventually. Until then, I have to keep my head up, and move

up, not down. I now know that there are second chances and hope for everyone.”

“It was hard for me to tell my story, but once I did I was able to let it all go.”

“I definitely hope that others can get something out of my story. Life is better once you try harder.”

Documenting these personal stories in a published book was a powerful and validating experience for both the students and their teachers. In June 2009, DASS principal Anne Marie Laginski praised *The Last Straw* in her graduation address. The pride and feeling of accomplishment were overwhelming for the graduating writers. They finally realized that by sharing their personal accounts of triumph over adversity, their stories will live on and will continue to inspire others.

Sue Pidlubny and *Mary Beamer*, Durham Alternative Secondary School teachers



Forging a Nontraditional Path

Katherine Pennett's interest in the auto service industry dates back to visits to an auto shop in Sudbury where her mother worked as a secretary. Those visits piqued Katherine's interest in the industry. She has returned to Chelmsford Valley District Composite School for a fifth year to begin an apprenticeship as an auto service technician. What makes Katherine special is that she is a woman on a career path that few other women choose.

Katherine had her first experience in the field at Belanger Ford, where she was a part-time cooperative education student in the 2008/09 school year. Currently working at Canadian Tire on a full-day co-op placement, she is registered in the Ontario Youth Apprenticeship Program through the Rainbow District School Board.

Obtaining her Level 1 certificate in the next few months is Katherine's immediate goal. She then plans to continue on until she completes her apprenticeship. Katherine's dedication and excellent work ethic have resulted in the offer of a part-time job at her placement. Having chosen a career in a field in which few women work makes her a role model for other students.

Women are under-represented in many of the skilled trades. Katherine's example will help people realize the many opportunities that exist for women in the trades.



THEATRE CO-OP

Kyle Orzech is a graduate of the drama program at Cawthra Park Secondary School, part of the board's Regional Arts program. He was ready to move forward with postsecondary plans but was not sure what to study. In his Grade 12+ year, Kyle registered for co-op and got a placement at the Tarragon Theatre in Toronto. Andrew

Lamb, the educational coordinator at the theatre, gave Kyle experience with marketing, research, study guides, and writing. The Toronto theatre scene opened up for Kyle.

“It was late September when I took the position as Tarragon Theatre's education/outreach co-op student. I remember stepping into the office on my first day and seeing the pictures of past co-op students whose shoes I was to fill. Now, intimidation has transformed into gratification. The time I spent there was unbelievable! I couldn't have anticipated the amount of knowledge I would gain in this position in such a short time. I learned about so many aspects of the theatre and the business and truly feel confident in my decision to pursue a career in this field. The experience was exciting and exposed me to production efforts, administrative initiatives, directors, stage managers, casts and crews, education prospects, and a lot more. This was a choice in my life that I will never regret.”

After his co-op involvement, Kyle participated in Tarragon's Spring Training Project, performing in the One Act Play Festival and at LuminaTO. He has now postponed his formal postsecondary education to play the role of young David in the musical *My Mother's Lesbian Jewish Wiccan Wedding*. Congratulations, Kyle!



Students Greet Royalty

On November 5, 2009, 23 students and their teachers from the Hamilton-Wentworth District School Board's Specialist High Skills Major (SHSM) in construction, Building Careers from the Ground Up, stood beaming in front of their newly finished project. They had worked diligently during the previous six weeks to complete the 11-by-6-metre addition that now houses the viewing gallery for the restored rescue boat from the HMCS *Haida*.

None of the students who participated in the experiential learning construction program had any idea that they would be working around a valuable national historic artifact or that a special dignitary would mark the opening. Yet here they were, on a blustery day, smiling, in new sweatshirts and hardhats supplied by the Ontario Youth Apprenticeship Program, and ready to shake hands with the Prince of Wales and the Duchess of Cornwall.

As the prince walked up the ramp, he spoke to and congratulated each of the teachers and students. For them the moment was a very proud one. Prince Charles extended his visit for the express purpose of meeting and speaking with each of the young apprentices. On this rainy November day, these students experienced not only the satisfaction of a job well done, but also the connection to the larger Hamilton community and our national heritage. The day was one of celebration, remembrance, and gratitude for these students and their teachers.

Mike Marino and *Paul Cheeseman*, teachers

“We’re proud of these students and the excellence of the program teachers. They go beyond the call every single day with all of their students. The students completed this project and the very next week started a work experience with the Hamilton Waterfront Trust. Currently, the students are contributing to building a storage area for a Zamboni for a new skating rink to be built at our city’s waterfront as part of a revitalization effort. Talk about legacy opportunities!”

Gail Cipriani, SHSM Implementation, Hamilton-Wentworth District School Board



Photo courtesy of *The Hamilton Spectator*

One Special October Day

I never thought I was going to make it through high school. After all, I had been in three different alternative programs in just two years. Do the math – nothing was working. Luckily, a friend referred me to the Native Learning Centre (NLC). I didn’t have high hopes when I first started there on October 31, 2008. I wasn’t too sure that this program was going to help me either, but it did the magic and guided me to accomplish my educational dreams.

The NLC helped me in many ways. While I was there, I learned more about my Aboriginal culture and community and, most important, myself, especially my strengths and weaknesses. Also, I learned how Aboriginal students have a lot of similarities, particularly the struggle to cope with and overcome the damage of abuse and neglect. This program has helped not only me, but also my family members and many other students I’ve met since arriving at the NLC.

Native Child and Family Services of Toronto operates the NLC in partnership with the Toronto District School Board’s Jarvis Collegiate Institute. If it wasn’t for the NLC’s supportive, caring, and compassionate environment, I don’t think I would be close to graduating. I’d like to thank the dedicated staff and teachers at the NLC. The past year has made a huge difference in my life.

Jennifer Garrison



Colin’s Hero

Sixteen-year-old poet *Colin Quin* was recognized in the off-reserve senior category of the James Bartleman Aboriginal Youth Creative Writing Award for his poem “Dad.” Colin explains that his poem is very close to his heart.

“The poem was probably the hardest thing that I have ever written. It is an explanation of a man’s difficulties and greatness. I remember as a child when my father would work all day and come home after a 16-hour shift and just collapse on the bed. He worked every day in a factory, building a business and supporting his family for 20 years. That is my ideal of heroism – working hard to support a family and still being a father. I said in my poem that every great man can have his faults, but they seem to be forgotten when looking at everything else a man has done. This poem took me a great deal of effort to write, and I am very proud of it.”

The award is given each year to Aboriginal students for their creative writing talent. Creative pieces may include, but are not limited to, short stories, poems, essays, plays, or songs and must be original work that the student has created. An independent selection committee reviews the submissions and selects award recipients. Each recipient receives a certificate and a cash award of \$2,500. The deadline for submissions is May 31 each year. For more information, visit the Ministry of Citizenship and Immigration’s award website at www.citizenship.gov.on.ca/english/honours/bartleman.



OPS Learn and Work Program

The Ontario Public Service (OPS) Learn and Work Program is a specialized cooperative education program that re-engages youth aged 16 to 19, who are from selected priority communities.

The program provides students with the opportunity to earn credits towards their high school diploma and obtain paid work experience in the OPS and/or related agencies.



Ariel Clemerson-Reiser: “The OPS Learn and Work Program has really helped me. I’ve gained confidence and now know that I have the ability to work a nine-to-five job, which I never thought I’d have the persistence or attention span to do. I worked at the Essex Land Registry and Harmony In Action in Windsor.”

Darryl Scott: “The OPS Learn and Work Program is the most wonderful opportunity I have had in my life. During first semester, I was placed at the Ministry of Community and Social Services in Assistance for Children with Severe Disabilities, in Windsor. I did not know what to expect, but my doubts disappeared the first day I worked there. I was welcomed and greeted there as if I were a real employee.”



Alannah Wigle: “The OPS Learn and Work Program is a great way for anyone who has had some kind of problem in school to get on the right path. I would recommend it to everyone who is a hard worker and wants to do something with his or her life, because it has done so much to help me get back on track.”

Kaleigh Matthews: “One year ago, before I heard about the OPS Learn and Work program, I didn’t know what I was going to do with my life. I was 19 years old, still had not finished high school, and had no serious work experience that would aid me in the direction of my future career. Then I had my first interview at JL Forster Secondary School with Deb McAiney. That is when my future began. This program changed my life. I would not be where I am today if not for this wonderful program and the superb teacher I had.”



Jeremy Bickerstaff: “This program has allowed me and my son to live a comfortable and happy life. My whole family is so proud of how far I’ve come. In June of 2008, I received my high school diploma. I am now working for a computer firm, Sutherland, which is sponsoring me to attend St. Clair College and obtain my computer technician certificate. I didn’t know what to do to save myself, and I took a chance — the OPS Learn and Work Program. It saved my life.”



Nellely Sanabria: “To me, the OPS Learn and Work Program is a new beginning, a chance to make something of myself and create a better future for my family. If this program did not exist, completing my Grade 12 diploma would have been a lot harder and taken much longer. Now, not only am I a few months from getting it, but I also had the chance to experience working with the Ontario Provincial Police in Tecumseh. This was a big step forward for me and has changed my career path towards law and security administration.”

Rebecca Whitehead: “Everything has become so much easier for me since I went back to school. My relationship with my parents has improved, and I enjoy my life a lot more. Being happier seems to have rubbed off on my daughter. It’s nice to know that I am accomplishing something, and finishing school will be my biggest reward.”



Katrina Brunelle: “With the support of this program, I have gained valuable work skills that have helped me demonstrate my potential as a professional and grow as an individual. The OPS Learn and Work Program has been a positive experience that has helped me achieve my goals in many ways, especially that of being able to help myself.”

Sarah Williams: “I believe that an opportunity like this happens once in a lifetime. I also believe that the success rate of students who have previously dropped out of school will grow. This program has changed not only my life, but also that of others close to me.”



Stephan Rene deCotret: “I respect the money I earn a lot more than I used to, and I am now in the process of saving up to invest in a motorcycle. After that, I plan to move to Edmonton to further my experience in the world of work. I believe that to live is to work, and if you can’t work, then you’re not going to have much of a life. I think we need to be productive and help others with what little time we have in this world.”



Tiffany Bauer: “My confidence is soaring, and I have learned that I am fully capable of accomplishing my goals. With this new sense of self-esteem, I feel ready to go to college and enter the workforce. I am extremely appreciative of the OPS Learn and Work Program and grateful to everyone who has made it possible for me to finish school.”

Samira Medunjanin: “I have benefited in many ways from this experience. Now I will be able to graduate this June and continue my education at St. Clair College in September. I hope that this program continues so that other students can have the opportunity to change their life and find the right path.”



Angel Bickerstaff: “My teacher, Ms. McAiney, has motivated me and encouraged me to do my best. She is the best teacher I’ve had and a great supporter. She really communicates with and helps students. I am grateful to her and the OPS Learn and Work Program!”

Angelica: “The program has made me think more highly of myself, because I can see myself going somewhere. I’m going to graduate and get my high school diploma, and continue on to postsecondary. I wake up early every morning happy and ready to go to work.”



Azzadaine Jones-Rennie: “The OPS Learn and Work Program has affected my life in a major way. At first, I thought it was just a program for people who were doing really well in school and didn’t need a lot of credits to graduate. But it is much more. The program is a way not only to get your credits, but also to get an early start on your college career.”

Donnavon Duong: “Having a phenomenal teacher is just one of the greatest things we can have in life. Another is support. Being supported by your parents is great. Being supported by the government is just unexplainable. I hope that the program continues so that other people like me can see that something good is coming for them in life. Just look for it and work for it.”





Dreams Really Can Come True

I graduated from All Saints Catholic Secondary School, but I'm completing a fifth year of high school so that I can experience a co-op placement at the Toronto Zoo. Ever since I was a child, I have enjoyed visiting the zoo. I decided recently that I wanted to take my love for animals to the next level. Getting a co-op placement at the Toronto Zoo is very competitive. I was up against more than 30 students who love animals as much as I do. I took every opportunity to distinguish myself from other students.

For example, I visited the Toronto Zoo before my interview to educate myself about recent events and activities there. I found myself at an exhibit of sacred ibises and felt bliss — not because of the birds, but because behind the window was a zoo keeper, busy at work. I knew that this was where I wanted to work. Three weeks after my interview, I received a letter from the Toronto Zoo, congratulating me on getting a co-op placement there. I was ecstatic.

My day begins at 7:30 a.m. The zoo keepers gather for news about events taking place at the zoo, and then I head up to the African Rainforest Pavilion, which is where I work and, coincidentally, where the sacred ibises are kept. I prepare food, feed the animals, and help the keepers with the rest of their daily routines.

That pavilion is under construction, so I get the “behind the scenes” lowdown on the movement of animals. I will eventually learn animal training techniques and about how to enrich the lives of the animals. I have had amazing interactions with many animals, including touching the inside of an African river hippo's mouth. I was also lucky enough to be involved in the process of choosing the name “Nassir” for the zoo's most recent addition to the gorilla family.

I love my co-op at the Toronto Zoo and dream of working there one day. The next step toward this career would be applying for a seasonal position at the zoo and then pursuing a Bachelor of Science degree at university. If you have a certain career in mind, co-op gives you the chance to gain work experience and help you make the best decision for your future.

Samantha Ironside

An Even Playing Field

If someone came up to me five years ago and told me that in the near future I would be attending a school for the blind, applying for a guide dog that understands commands in French, and planning my future career around the needs of blind and visually impaired students, I would have told them they were out to lunch. Little did I know that, at the age of 15, I would go from worrying about making curfew to waking up in the morning and wondering if I would be able to see.

As I started losing my vision, school became impossible. I had the hardest time accepting the new challenges that I faced daily. The idea of graduating from high school and going on to postsecondary became a fantasy. Working and supporting myself was inconceivable. Anxiety and depression consumed me, and teachers, support staff, friends, and family found interacting with me more and more difficult. As my vision got worse, the only option I saw was dropping out of high school. That was before W. Ross Macdonald School for the Blind.

I have attended W. Ross Macdonald for just over a year and am graduating this June. The cooperative education program has been an amazing experience. Work experience has taught me that employers may be hesitant to work with a blind employee, but as long as you go to the job with an open mind and a positive attitude, it can be a win-win situation. I have many things to teach the sighted world about being blind, and the sighted world has many things to teach me. I have learned that I can be on an even playing field with my sighted peers, as long as I am willing to accept that I do things just a little differently.

As I prepare to enter the world of postsecondary education and work, my parents say I'm back to being my old self. I'm involved in sports, the student council, music, and everything in between. My time at W. Ross Macdonald has taught me that acceptance leads to success in life. I had to accept my disability in order to be successful in everything that I do. Today I am an outgoing, positive young adult who has enormous amounts of support from friends and family. As I continue on my journey toward my dream, I remind myself that I am not the only one who has battle wounds and that accepting help along the way is the only way to make it through.

Michelle Woolfrey



Welding for a Day

It's a day off from high school in Stormont, Dundas, and Glengarry counties during this year's November professional development day. Students were out late the night before and are sleeping in, but not Courtney McMillan, from North Dundas District High School. She was up at dawn and on her way to experience what may be her future career.

During an open house some time before at St. Lawrence College, Courtney wondered what a career in welding would be like. “We've had several girls come through our program who have been very successful,” explained the trades' technician, André Allaire. “Would you like to spend a day with one of them and see if it's something you would like to do?” That invitation was all it took for Courtney to come to college on her day off.

To ensure that Courtney was safe and received the full benefit of the experience, André asked Marc Bissonnette, from Praxair, to provide safety clothing for her. She wore safety glasses, a state-of-the-art welding helmet, overalls, and safety shoes. James VanDerFluit, the full-time welding instructor, welcomed Courtney to his shop and matched her up with Erica Chatten, a second-year student.

“We had a great day together,” says Erica. We did arc welding for a couple of hours, and Courtney got better and better as the day progressed. She is a fast learner!” The welding was part of Erica's park-bench building project for the City of Cornwall's Groupe Renaissance. Later, Courtney toured the campus and visited the fabrication shop, where she watched first-year students operate lathes. In the next shop, she marvelled at the capabilities of the CNC machine. Then they were off to the cafeteria for lunch. Since Erica lives in residence, Courtney also learned a little about residence life.

In the afternoon, while Erica attended a theory class, Courtney returned to the welding shop to finish off her day. “I liked that I was able to use some of the equipment myself,” she says. “The atmosphere of the campus made me feel like I was already part of the student body. The instructors I talked to were really nice, and they were all very encouraging.”

“We like to invite high school students to pair up with our students,” explains James. “For many, it's their very first experience in an actual welding, carpentry, or automotive shop. Once they have spent a day as a trade student, they have a feel for that trade and can make a much better decision about whether or not to pursue that career.” As for Courtney, she returned a few weeks later to spend a second day at the college. James adds, “Hopefully, she'll be back full-time in the fall.”

A Passion for Hair Design

Pavielyne Carandang demonstrated a passion for hair design at a very early age. She caused quite a sensation after cutting her own long black hair and, before long, friends and relatives started asking her to cut their hair. With all this encouragement, Pavielyne decided to enrol in the cosmetician course at St. Jean de Brebeuf Catholic Secondary School in Hamilton.

After completing high school, she attended Lorenzo's School of Hair Design, a private career college, where she quickly became very proficient at suggesting what styles and cuts would best suit clients. At Lorenzo's, she noticed a poster promoting the apprenticesearch.com website, which connects employers and jobseekers online. She registered on the website and found very helpful tips on becoming a hairstylist, résumé writing, and dressing appropriately for interviews. She posted her personal profile and résumé on the site at no cost and was able to search and apply for jobs online.

McKinnon Hair Design Inc. hired Pavielyne a short time later. This well-established Hamilton salon found apprenticesearch.com to be an easy and efficient way to find qualified hairstyling apprentices. Pavielyne's new position has worked out well. She continues to learn on the job through weekly training classes, where staff are taught new cuts and colour techniques. Her plans involve finishing her apprenticeship at McKinnon and then moving on to full-time employment.

Pavielyne advises students to study what they have learned from their courses in more detail; take every opportunity to practise their skills with friends and relatives; use the apprenticesearch.com website, the best place to find apprenticeship opportunities; and connect with an employer who treats apprentices very well and provides them with an opportunity to observe, then assist, learn, and improve.



A Growing Career

I knew that I might like to pursue a career in floristry, so my guidance counsellors suggested that I take a horticulture course. In the first semester, I enrolled in a horticulture and landscaping course, knowing nothing about horticulture, and completed it with a lot of horticultural knowledge. The course made me realize that horticulture, rather than floristry, is what I want to do. I considered taking the co-op program at the Niagara Parks Commission (NPC) School of Horticulture because of its reputation. It's the perfect place to get more familiar with plants. I absolutely love my co-op placement.

While at my co-op placement at the Royal Botanical Gardens, I have to wear the proper uniform, which includes steel-toed boots, work pants, and an NPC student work shirt. Students and teachers meet in the morning, and students pick up the tools needed for the day and then break off into specific crews for the week. Our responsibilities include removing and planting out plants, and weeding.

The Royal Botanical Gardens is huge. That is why the students form different crews. For example, individual crews will focus on maintaining the rose garden, arboretum, or greenhouse, and so on. I have the opportunity to change crews every week, which means I have different student supervisors each week. If I need help or am having difficulty with something, I ask my crew supervisor for advice. The supervisors are always willing to help me out by giving verbal instruction and, if I need it, a demonstration.

Even though the students at the NPC School of Horticulture are older than I am, I have always felt like part of the team. Everyone is friendly and helpful, which makes my job easier to do. Overall, being at my co-op is just like being in a big family. I love going to my placement every day, and always gaze at the gardens while driving away.

Having my placement at this school has increased my desire to continue studying in this field. Every day I learn more and more, and I enjoy the work very much. My goal is to be accepted into the NPC School of Horticulture. Only 12 students are accepted each year, and applicants must have previous horticultural experience. The three-year program is at both the college and university level. Students are also enrolled as Red Seal apprentices with the Ministry of Training, Colleges and Universities. I have my fingers crossed and hope to be accepted into the program.

Fatima Omar

My Journey Grows Bigger and Better

When I was a Grade 11 student at St. Thomas Aquinas Catholic Secondary School in Tottenham, I was still wondering what I wanted to do when I graduated from high school. I read through our school's course calendar in the guidance office and was excited by the idea of taking a two-credit co-op course. That fall, I was in Ms. Birmingham's Grade 12 co-op class. She is an awesome teacher, because she discovers and nurtures our talents and helps us develop our strengths. Her classes have a sense of community and camaraderie. She promotes teamwork and makes a huge effort to be part of the "we" in the classroom. After discussing placement opportunities, I realized that I wanted to gain some experience in the elementary school I had attended, Monsignor JE Ronan Catholic School in Beeton.

My placement was in both a Grade 3 class and a Grade 3/4 split class. I am so fortunate to have had the opportunity to work in a classroom full of keen students and to have learned from the homeroom teacher, Mrs. English. My co-op placement was a wonderful experience, and it further confirmed that I want to be an early childhood educator. I really enjoy working with children, watching them develop, helping inspire them, and, most of all, helping them build confidence for the future. My co-op experiences have given me a head start on my career.

One day, our co-op teacher mentioned that a co-op scholarship is awarded each year to a graduating student. I applied for it but never really thought I would get it. I applied and was accepted to the Early Childhood Education program at Humber College. Things in my life seemed to be moving so smoothly, one good thing after another. The biggest victory was receiving the co-op scholarship at the graduation ceremony. I was overwhelmed and my parents were very proud of me. Being a part of the co-op program has been a great experience. Everyone should consider taking co-op, because it opens so many doors.

Racquel Gertzbein



Summer Company

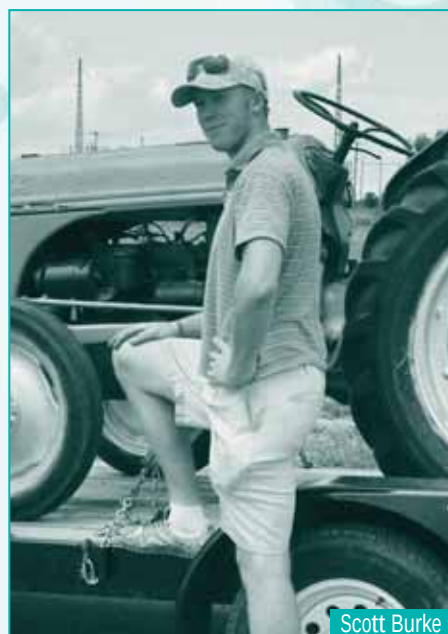
The Summer Company program gives students the opportunity to run their own small business over the summer. Students submit a business plan and attend an interview, and, when accepted into the program, receive hands-on business training and funding toward the start-up costs of the business. Volunteers from the local business community team up with Small Business Enterprise Centres and other program providers to deliver guidance and advice to students on how to operate a successful small business. The rich array of guidance from these program providers and committed volunteers brings out the initiative and creativity of the participants and helps build successful summer enterprises. For more information, visit the Summer Company website at www.ontario.ca/summercompany.

Burke Bros. Landscaping

For Scott Burke, it was a very fortunate thing that the grass really wasn't greener on the other side. The 20-year-old owner and operator of Burke Bros. Landscaping, a Summer Company in Windsor, started out by selling his lawn care services to homeowners. But when Scott noticed that the vacant building lots in his hometown were not being cut regularly, he saw a business opportunity and seized it.

Scott approached the builder with a proposition to service all of the builder's properties at a fraction of what the town would charge the builder for cutting the grass there when it exceeded the bylaw limit. He started tapping into that niche market by approaching other developers and securing additional contracts. His business was so successful that he exceeded his projected sales by an impressive 58 percent!

Scott's summer was extremely rewarding financially and in terms of experience. Scott advises future entrepreneurs to "always adapt to further your business and embrace change." He plans to run his business for a number of summers to come.



Scott Burke

Framed It

Starting a business had not even entered artist Amsay Osawamick's mind. Then the 22-year-old saw a posting for Summer Company in Wikwemikong and decided to create a business selling her original paintings and photography of nature and Aboriginal culture in handcrafted frames. That's how Framed It came to life.

Early in the summer, Amsay realized that her biggest challenge was keeping up with demand for the high-quality products. She had to learn to schedule her time between carving frames, taking pictures, creating paintings, and selling. Since she sold much of her work at events such as powwows and cultural shows, Amsay had to both assess which events might generate the big-ticket sales and then make time to attend them. "Planning became my summer. I made the most of my time."

Amsay achieved her goal of earning money while doing something she loves. She also found that special requests from customers helped her grow and develop as an artist. "Some frames were really finely detailed. They sold for more than expected, but they took the longest to make." With freelance photography emerging as a possible future career, Amsay's entrepreneurial adventures may have just begun.



Amsay Osawamick

Bright Nation Longboards

When Stephen Turluk started building longboards, which are longer and sometimes wider than regular skateboards, he did it to improve his game. In 2009, he took his game to new heights with the creation of Bright Nation Longboards, his Summer Company in Burlington.

After three years of creating the boards for himself and his friends, he was asked where they were available for sale. Seeing an opportunity, Stephen, then in Grade 12, decided to start a business with the help of the Summer Company program. "It would have been much harder to run [a business] without the assistance of the program," he admits.

To create the skateboards, Stephen purchased sheets of thin wood veneers that are pressed together, shaped, and cut into the high-quality skateboard. As a one-man operation, Stephen had a tough time getting his name out there. "I sold my boards wholesale to a customer in Toronto, and none of the boards that were put up for sale had my company name on them." The mistake taught Stephen the importance of brand awareness.

Now, using the knowledge and experience he gained through the program, Stephen plans to continue the business next summer. "I do see entrepreneurship as a career choice," he says. "It's fun being your own boss, especially when you're doing something you love."



Stephen Turluk

Once Upon a Kingdom Theatre Studio

Ekaterina Shestakova's passion for theatre and Russian culture gave rise to her novel Summer Company in Ottawa, a theatre day camp targeting Russian children aged 7 to 12. Because 7,900 people in the Ottawa area self-identify as Russian or of Russian ancestry, Ekaterina knew that Once Upon a Kingdom Theatre Studio could tap into this niche market.

The theatre camp, which focuses on producing Russian-language plays, teaches artistic skills and provides an unforgettable summer experience. Ekaterina admits that getting the business off the ground was not without its challenges. "I had difficulties finding [ways] to advertise in a short time frame." She wound up solving that problem through good old-fashioned word of mouth and became well known within the community as a result.

Coordinating a choreographer, costume designer, and set designer for her production with nine students presented another challenge, but Ekaterina's production skills pulled her through. The show's tremendous success was an indication of how much Ekaterina developed as a theatrical producer in a matter of weeks.

By summer's end, Ekaterina's business was gaining momentum and the outlook for some fall business was "very promising." She plans to keep running Once Upon a Kingdom Theatre Studio in years to come. Her advice to other youth is, "Don't be afraid to take a chance and start your own business. You are young. Never stop exploring new possibilities."



Ekaterina Shestakova

Youth Entrepreneurship Partnerships

The Youth Entrepreneurship Partnerships (YEP) program supports the projects of not-for-profit organizations and agencies that facilitate the development of an enterprise culture among Ontario youth (aged 12 to 29) by providing them with educational and entrepreneurial opportunities and programs. The YEP program complements other entrepreneurial programs that the Ministry of Economic Development and Trade offers by creating opportunities for a cross-section of the province's youth, including those who are underserved or outside the mainstream educational system, and those living in rural or remote areas, or areas of high and/or special needs. For more information, visit the ministry's website at www.ontario.ca/economy, and select "Students & Young Entrepreneurs" in the "Small and Medium Enterprises" section of the left-hand menu.

Nbisiing Spirit Creations

When **Ericka** and **Tamara Penasse**, two Nipissing First Nation Grade 12 students, signed up for the Spirit Creations program at their local high school, they got exactly what they bargained for. The Nbisiing Secondary School Spirit Creations program, funded by the YEP program, gave the two students an opportunity to explore entrepreneurship through a unique fashion and design course focused on Aboriginal culture.

The Nbisiing Spirit Creations program brought in resource people from the community to work with the students as they learned skills involved in designing, developing, and creating handmade products such as handbags, moccasins, ribbon shirts, and mitts. The students then sold their products in the community, and all proceeds went back into the program to purchase additional supplies.

By linking directly with community-based businesses and moving from the realm of student to business operator, students realized that business ownership is achievable. Ericka admits she was surprised at how many products she could complete once she put her mind to it. She and Tamara earned two secondary school credits and an additional two cooperative education credits by participating in the program. Both students are now attending college at Georgian College in Barrie.

Full Circle CS, Inc.

Gavin Ball's computer animation arts career is looking like a slam dunk, but not too long ago it seemed more like game over. Thanks to the Scarborough East Newcomers Youth Entrepreneurship program, Gavin managed not only to pursue that career but in the process to start a promising new company. Full Circle CS Inc. is a computer animation arts studio that creates video games, Web comics, art prints, and greeting cards.

Gavin remembers the challenges he faced before he "got his game on" and how he was able to turn it around. "In high school I got a bit lost. I didn't

do as much drawing; I just drew when I was in class. I had developed 'hoop' dreams – I wanted to go to the NBA. I failed my senior year because I rarely attended classes." Gavin says that when he realized he had to get his act together, he took night school and summer school courses until he graduated.

Along the way, Gavin found out about the youth entrepreneurship courses offered by the Heritage Skills Development Centre and took advantage of the opportunity. That's when he really started to take his art seriously and began considering it as a career path. "I was totally committed. I worked really hard and continue to do so, but I enjoy it. I finally found my path in life."

Sui Generis

Jordan De Ruiter is a self-taught entrepreneur, "sew" to speak. The Creemore fashion designer taught herself how to sew when she was in elementary school, though, she admits, with tons of help from her mom.

She started her clothing line in 2006 as a hobby and now sells her handmade clothing at stores in the Collingwood and Toronto areas. Business picked up for Jordan when she joined the Store 54 Young Entrepreneur program in 2008 and quickly became well known in the Georgian Bay Triangle area. Jordan's one-of-a-kind, limited edition clothing became so popular that within a year, many young women in the area owned something from her Sui Generis line.

Jordan is now studying fashion design at George Brown College to further develop her skills and knowledge. After college, she plans to work in the industry, while continuing to develop the Sui Generis line, with the goal of launching a line under her own name. You can spot her unique apparel at a variety of Toronto venues, including the Toronto Clothing Show, Queen West Market and Big on Bloor Market. Jordan also won the Collingwood Chamber of Commerce Young Entrepreneur of the Year award in 2008.



Ericka and Tamara Penasse



Jordan De Ruiter



Gavin Ball



Tracy Lustina

Ontario Global Edge

Through funding to colleges and universities, the Ontario Global Edge program helps enterprising and entrepreneurial Ontario students develop a broader understanding of the global economy. The program provides an opportunity for postsecondary students, aged 19 to 29, to gain international work experience and learn about entrepreneurship and the role of small and medium-sized businesses in a global economy.

Nine postsecondary institutions provide the Ontario Global Edge program: Carleton University, Confederation College, Fanshawe College, George Brown College, Niagara College, Seneca College, University of Ontario Institute of Technology, University of Ottawa, and University of Waterloo. For more information, visit the Ministry of Economic Development and Trade website at www.ontario.ca/economy, and select "Students & Young Entrepreneurs" in the "Small and Medium Enterprises" section of the left-hand menu.

Playground Incorporated

Tracy Lustina, in her mid-20s when she started the Creative Advertising program at Seneca College, wasn't quite sure where her chosen field would take her. But going to Australia, returning to the Toronto area, and launching a successful business had not even entered her mind.

As a mature student, Tracy wanted to find a career in the industry that best suited her interests, abilities, personality, and lifestyle. This goal, along with the highly competitive local job market, led her to look outside the Toronto area to gain experience.

The turning point came when a Seneca career services coordinator told her about the Ontario Global Edge program. It presented Tracy with the opportunity to gain experience in Melbourne,

Australia, where she worked for Family Business Australia (FBA). Through her internship with the FBA, which offers support and business solutions for family owned and operated businesses, Tracy learned about small business operations, the support systems available, and the rewards of entrepreneurship.

Tracy returned to Toronto inspired, excited, and ready to start the next chapter of her life. She teamed up with five other graduates of the Creative Advertising program who share her passion for entrepreneurship, and together they launched Playground Incorporated, an advertising agency that is already successful and continues to grow.

"I'm so thankful that I was able to participate in the Global Edge program," says Tracy. "It truly has changed my career and my life."

Teacher's Aide

I'm in Grade 11 at École secondaire catholique Thériault in Timmins. This term, I had the privilege of participating in the cooperative education program as a teacher's aide at École catholique Anicet-Morin. Since I was really interested in teaching, I wanted to get a better idea of a typical day in the classroom, by helping an elementary school teacher. The teacher gave me a variety of tasks, such as helping the students, organizing activities that relate to the curriculum, planning and teaching a math lesson, doing administrative work, and ensuring that the class was working well.



Through this placement, I learned that working with young people requires patience, a sense of humour, and discipline. I also realized that teaching requires a lot of preparation to be able to present the concepts, and that knowing the students and using a variety of teaching strategies are essential. Aside from the classroom hours, teachers have to correct homework and sit on different school committees — whew, what a busy schedule!

This placement allowed me to think about my career choice and to ask some questions. Am I interested in teaching at the elementary or the secondary school level? Math, science, French — which would be my choice? My experience was rewarding. It opened my eyes to the different aspects of teaching and helped me settle on a choice. Because students have so many options, working in different environments alongside thoughtful professionals allows us to make informed decisions. I recommend cooperative education to students who want to make their career choice easier. What a great opportunity!

Janelle Morin

OYAP and Community Success



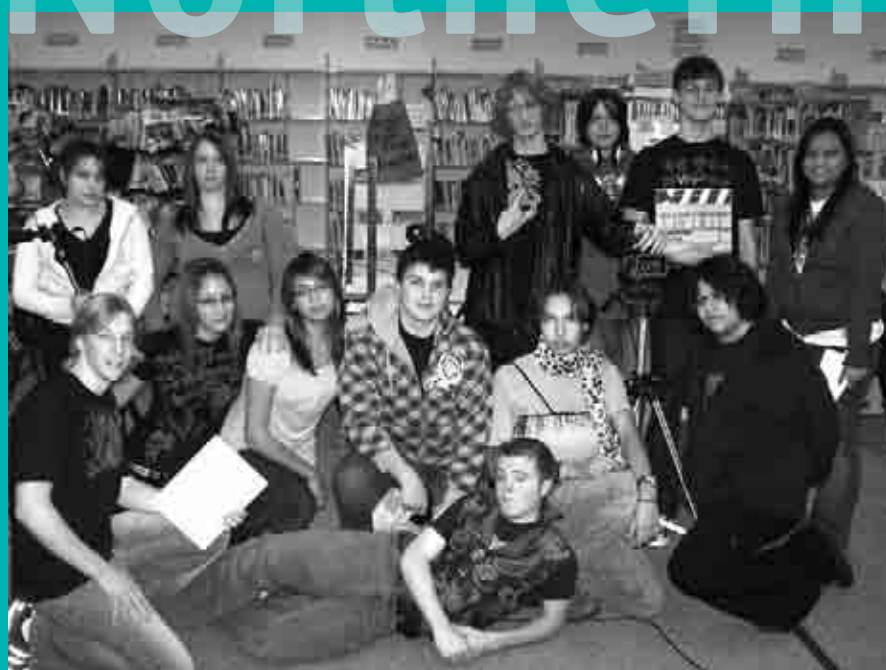
In February 2009, [Joël Larose](#), a Grade 12 student at École secondaire catholique Algonquin, participated in the cooperative education program. At his placement at Gold Fleet Subaru-Suzuki, he demonstrated exceptional talent and motivation in the trade. Recently, the company offered him an apprenticeship under the Ontario Youth Apprenticeship Program (OYAP), and Joël is now signed on as a car maintenance technician apprentice.

What is special about this program in Nipissing is that the head of the program knows how important the apprenticeships are for the community. From the start, the challenge has been to publicize OYAP and convince parents that their children could succeed by practising a trade. Recently, the economic situation has been one of the greatest obstacles to overcome.

OYAP continues to produce success stories. Some apprentices who were hired a few years ago have obtained their licences and are now training new apprentices. This is the case with Joël, who works closely with [Andrew Somerville](#) and his team. Andrew was an apprentice with OYAP in 2002/03 while still at school. Another example is [Mindy Labrecque](#), an apprentice hired in 2002 who is actively involved in training early childhood educators at the Garderie Soleil daycare centre.

Apprenticeship training allows the students in the Conseil scolaire catholique Franco-Nord to stay in their community, thanks to the opportunities that are offered. Students in Nipissing can attest to the real benefits of OYAP.

Northern Exposure



Northern Exposure is a program funded by the Toronto International Film Festival, through which professionals from the film industry tour northern Ontario schools. These film experts visited Queen Elizabeth District High School in October 2008 and 2009.

During their first visit, the film experts facilitated a workshop for students who experienced all the aspects of filmmaking. The students wrote, directed, and acted, operated camera, lighting, and sound equipment, and produced a short film in one day.

The experience was so positive the first year that Northern Exposure returned the second year and added a half-day workshop in animation. The students were thrilled to have this experience in filmmaking and animation, which they wouldn't otherwise have had. It has inspired several students to pursue further education in the field.

Student Cam Stewart says this about Northern Exposure: "It's a great idea. It opens up something else that we don't get a chance to be exposed to. There's a lot of talent here that has not yet been discovered. By Northern Exposure coming here and doing these workshops, we have the opportunity to put ourselves on the map. I am also applying to a program in media journalism, so I am using the experience as a reference for college applications."

FOCUS

The **FOCUS programs** at the Conseil des écoles catholiques du Centre-Est (CECCE) have enabled many students to find a field that excites them. The programs include a set of courses, training, apprenticeship experience, and cooperative education placements that target a particular job sector the students and teacher want to explore.

Daniel Gauthier, a Grade 12 student at the Centre professionnel et technique Minto in Ottawa, enrolled in FOCUS 911 to explore his interest in the world of emergency services and public safety. The most memorable moments of his program were the learning activities outside the classroom, such as the two-day outing to the Connaught Military Base, which included basic military training on a reconnaissance patrol. “It was different and better than the regular courses,” says Daniel. Other notable outings included a visit to the frigate *Charlottetown*, climbing, and paintball.

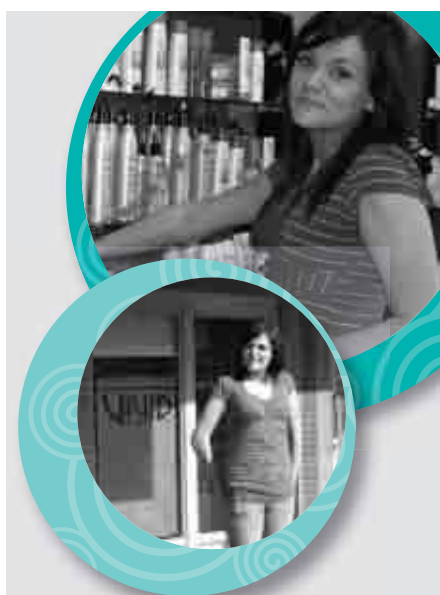
Daniel’s FOCUS 911 program includes credits in French in emergency services, law, physical fitness training, and cooperative education. Daniel also took an introductory safety course, a dual credit course that allowed him to prepare for college. “Before taking this program, I wanted to be a fireman or a police officer, says Daniel. “Now, having seen the amount of paperwork involved in police work, I think I would rather be a fireman. I just need to get the science credits that I don’t have to enrol in the fire services preparatory program at college.”

Daniel recommends the FOCUS 911 program for students who want to get involved in community safety because, he explains, “there are many community careers, such as police officer, paramedic, security guard, fireman, and member of the Canadian Forces.” His teacher, Daniel Alary, shared his passion for law and physical fitness. “Team spirit and the solid ties created with the team at FOCUS,” he states, “will last much longer than one term.”

“Fun, fascinating, and extraordinary” are the words **Élyna Pierre-Gilles** uses to describe her experience in the FOCUS Health Services and Medical Technologies program offered by the CECCE. In addition to the cooperative education placements, the program included a biology course and interdisciplinary courses in health that allowed her to see all the professions in the health-care field. Élyna had an unbelievable experience throughout the term. “I wanted to discover what there was in health care,” she explains. “My hospital placement experience was really interesting. The staff was fantastic and showed me a lot of techniques. I was very impressed by the interest of the interdisciplinary team in the patient. The team spirit that existed between the physiotherapist, the nurse, the orderly, and the doctor was very positive.”

Élyna appreciated the outings that were part of the program. “The anatomy and histology laboratory at the University of Ottawa really impressed me, she says. “This laboratory is only open to medical students, and we had the chance to see some parts and tissues of the bodies on display.” The passion of her teacher, Chantale Rousseau, for this field was palpable. “She was the ideal prof for this program.”

Élyna explains how the FOCUS program confirmed the career path chose: “I had decided to go into nursing, but I still wasn’t sure. This program showed me that I was on the right track and in the right field. I’m currently enrolled in the attendant care program at La Cité collégiale. There’s a lot to study but I love it. I recommend this program for those who like biology and teamwork, and who want to have a unique and memorable experience.”



Emily's Future

I am a Grade 12 student at St. John’s College, a high school in Brantford. What a privilege it was to be able to participate in cooperative education! Co-op offered me a chance to work hands-on in the field that I’ve always dreamed of working in – hairstyling, which has been my passion since I was 5 years old.

Since I have worked at Vivid Hair Studio, I have become convinced this is the career for me. There are so many aspects to hair styling. I have learned so much about hair, the different styles, types, and textures, and about everything from shampooing to colouring. I also learned about the many products used in a salon and what they can do for hair. I helped with booking appointments and greeting clients, and learned how much time to allow for each one, depending on what service the client needs.

My co-op placement has been very rewarding, much more than I ever could have imagined. I can definitely see myself working in a salon and loving every minute of it. There wasn’t a day that I didn’t want to go to my placement. I would recommend co-op to anyone who wants to experience first-hand the career they are thinking of pursuing.

Emily Costa

The Ontario Skills Passport

Ontario Skills Passport (OSP) Action Plan for Job Seekers
This action plan outlines how you can use the OSP to assess and build your Essential Skills and work habits and transfer them to a job or further education or training.

Name: _____

Welcome

- Get information on Second Career, Ontario Skills Development, Job Connect and other Employment Ontario programs.
- Learn how to use the Ontario Skills Passport in these programs.

Check-Up Tools

- Learn about Essential Skills and work habits.
- View videos to see how people use Essential Skills and work habits in everyday life.

Create a Work/Training Plan

- See how workers use their Essential Skills on-the-job.
- Find information on employment trends and opportunities.
- Write down NOC codes for occupations you are interested in.

Occupations and Tasks

Check-Up Tools

Resources

Ontario Skills Passport (OSP) Action Plan for Learners
This action plan outlines how you can use the OSP to assess and build your Essential Skills and work habits and transfer them to a job or further education or training.

Name: _____

Check-Up Tools

- Learn about Essential Skills and work habits.
- View videos to see how people use Essential Skills and work habits in everyday life.

Create a Work/Training Plan

- See how workers use their Essential Skills on-the-job.
- Find information on employment trends and opportunities.
- Write down NOC codes for occupations you are interested in.

Check-Up Tools

Resources

High Five Messages of Skills Development

- Focus on the journey:** Skills development is a lifelong journey. Continually develop your Essential Skills and work habits to get a job and progress in the workplace.
- Team up with others:** Ask people for feedback on your skills and for opportunities to further develop them.
- Be open to change:** Essential Skills and work habits will help you adapt to change in work, learning and life.
- Keep on learning:** Take advantage of every learning opportunity to practice and build your Essential Skills and work habits.
- Follow your heart:** Know, grow and show your skills, work habits, interests and strengths... be you... be happy!

http://skills.edu.gov.on.ca

"I am in my second year of the Ontario Youth Apprenticeship Program [OYAP], and the OSP has allowed me to focus on the Essential Skills that are required for me to continue as an apprentice in automotive service. The OSP has helped me identify the specific skills that I need to develop in order to achieve my certification in the future."

Harjit Ghorta, OYAP student,
Rick Hansen Secondary School



Whatever your goal, the Ontario Skills Passport (OSP)

- ◆ The OSP is a *free*, bilingual, Web-based resource that helps you understand, assess, and build your skills and transfer them to a job or further education or training.
- ◆ Use one of the new planning tools – the OSP Action Plan for Job Seekers – to find out which OSP resources and tools you need.
- ◆ Keep all your OSP documentation in a skills portfolio to use in job interviews, programs, postsecondary pathways, and careers. The OSP helps you create a résumé, complete job application forms, take part in interviews, and show that you have the Essential Skills and work habits for the job.

"The OSP is a great tool for job developers to work with clients and employers to create relevant training plans and accurate job postings, and it assists in the evaluation of a client's progress while on a placement."

Sean Fletcher, job developer, John Howard Society of Durham Region, Job Connect Program

A Win-Win Situation

After graduating from Sault College with a diploma as a computer programming analyst, I was eager to find my first real job in my field of study. I knew times were tough and I would have to do a lot of research. Starting my career search on the Internet seemed like an obvious first step. I knew that I needed to find relevant job posting sites. I wanted information on how to prepare myself for applying for jobs that were more serious than any job I've ever had. I knew I wasn't the only one looking for work, and that there was going to be competition. I was also aware that I might have to move from northern Ontario to a city to find employment.

A quick search using the keywords "working in Ontario" brought me to the Ontario WorkinfoNet portal (www.onwin.ca), which provides a wide variety of links to useful information. I had barely started to explore this online library when I noticed an internship opportunity (partially funded by FedNor's Youth Internship program) for a computer programmer for this very website! I applied, was interviewed, and got the job.

My use of the Internet paid off immensely. I used WorkinfoNet's list of resources to perfect my résumé and cover letter and prepare myself



for the interview. I found not only a job in my field, but one with an organization that helps other people with their career planning, job, and education searching.

On the job I am responsible for updating computer code while also evaluating various other websites. For example, I learned about the Ontario Skills Passport website (<http://skills.edu.gov.on.ca>) and how it relates the skills I learned in this job to future jobs I may pursue.

I would not be in this situation without the guidance I received in high school. As graduation approached, I was concerned about what I should do after high school. I knew that I wanted to do something that I enjoyed and was practical so that I wouldn't have difficulty finding a well-paying job. After getting some advice from teachers and guidance counsellors, I decided on the computer programming course at Sault College. I am grateful for all the help I received in high school to make this choice. Not only did it help me gain the skills I used to get a job in my field, but now I have a blast every day at work because I'm doing a job I love.

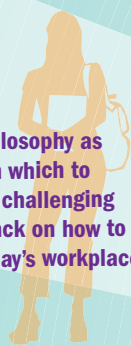
Christopher McBride

"The OSP has given me the chance to look at the Essentials Skills needed for a career in teaching in a new light. It has allowed me to consistently monitor my performance when referring to my Essential Skills development and has been a clear indicator of the tasks and duties needed at my workplace."

Daniel Theriault, co-op student,
Rick Hansen Secondary School

"The OSP subscribes to the same philosophy as Home Depot – it is an environment in which to develop your skills and prepare for a challenging career, and provides constant feedback on how to be successful in programs and in today's workplace."

Kim Forgues, VP Human Resources,
Canada and Asia, Home Depot of Canada, Inc.



Ontario
Skills Passport
Skills and Work Habits for the Workplace

<http://skills.edu.gov.on.ca>

Skills Passport

OSP) – <http://skills.edu.gov.on.ca> – can help you!

at gives you clear descriptions of the Essential Skills, and life. The OSP provides many tools to help you for them to further education or training, employment,

Plan for Learners or the OSP Action Plan for tools are right for you.

o and use them to make decisions regarding courses, is information will also help you prepare a skills-based n interviews with confidence, and show employers or the job!

“The OSP has helped me learn about the Essential Skills required for becoming a doctor, which is my goal. I am a nurse’s aide at Credit Valley Hospital and I have used the OSP Check-Up Tool, which allows me to practice my Essential Skills using real workplace activities.”

Netusha Thevaranjan, co-op student,
Rick Hansen Secondary School

“The OSP website is fantastic! I am interested in becoming a veterinarian, and I was able to research the Essential Skills I’ll need and complete English assignments relevant to my career choice.”

Alyson Arnold, student, T.R. Leger School
of Adult, Alternative and Continuing Education



“I find that the OSP Work Plan is a really great tool for me to use as a workplace supervisor with my co-op student. It’s a great way of helping students identify their abilities and strengths, and how they can benefit from them in their future career plans.”

Saj McKenley, workplace supervisor,
Ministry of Education



“The OSP website was beneficial to me because I was able to see the tasks I would need to do in my field of interest. The website pointed out the skills required in this field and helped me create a plan to reach my goal.”

Ainsley McDonald, student, T.R. Leger School
of Adult, Alternative and Continuing Education

“I like using the OSP because it provides easy-to-use resources and tools for clients in literacy and other Employment Ontario programs.”

Lorri Sauvé, Public Education
and Program Coordinator,
Project READ Literacy Network

“I have used the occupational profiles and sample workplace tasks on the OSP to design learning activities that enable students to explore career interests while meeting curriculum expectations. It’s a great tool for engaging students.”

Jeff Ballantyne, English teacher,
T.R. Leger School of Adult, Alternative
and Continuing Education

“I find the OSP a great and effective tool that all students should utilize. The OSP allowed me a greater understanding of the career I plan to succeed in.”

Aaron Sabourin, student, T.R. Leger School
of Adult, Alternative and Continuing Education

“By creating an OSP Work Plan, students in cooperative education are able to use a common language with their employers to track the demonstration of their Essential Skills, job tasks, and work habits, as they relate to their specific work placement.”

Jane Vavaroutsos, cooperative education
teacher, Rick Hansen Secondary School

“While using the OSP in my cooperative education class, I am able to learn so much about the duties and responsibilities of a cook at a restaurant. It’s really a great website and has helped me update my cover letter and résumé for my portfolio and future employment. I will definitely keep this website bookmarked.”

Patience Nhodza, OYAP student,
Rick Hansen Secondary School



Have some fun with these games and show what you know about Essential Skills, work habits, and the OSP.

<http://skills.edu.gov.on.ca>



SHSM

Business

Holy Names Catholic High School is the only high school in Windsor-Essex County that offers the Specialist High Skills Major (SHSM) in business program. The Business Education Network (BEN) was established to provide interested business students with a cross-curricular high school program that focuses on business studies courses, such as accounting, entrepreneurship, economics, and law. SHSM students also participate in a wide variety of authentic business opportunities. Read more about the extraordinary co-op experience of one of our pioneer SHSM students!

I am a Grade 12 student in the Business SHSM at Holy Names Catholic High School. Since September 2009, I have had a co-op placement with Lemonade Ventures, an early-stage capital and business consulting firm. I decided to participate in the co-op program because of my interest in entrepreneurship and business, and I have learned a great deal in my position as a program development intern. In my placement, I have built an entrepreneurship curriculum that will be used in provincial workshops for high school students, worked with a variety of entrepreneurs, researched and created reports on innovative entrepreneurial initiatives, and attended a variety of conferences and business meetings in Toronto.

My co-op experience has allowed me to develop a wide range of skills, including organization, research, networking, writing effectively, time management, creative thinking, project management, logistics, and problem solving. At Lemonade Ventures, I have gained valuable entrepreneurial experience and practical lessons about working and taking initiative in a professional environment, as well as a variety of skills that I will use in my postsecondary education and future career. Co-op has given me the confidence to pursue a postsecondary path in which I believe I will truly thrive and has been a highlight of my high school career!

Tarini Chandak



Health and Wellness

I am a Grade 12 student at St. Charles College. I credit my active participation in school and my community for much of what I've learned. Through experiential learning, I have met people who have served as mentors, developed my confidence and leadership abilities, and, most importantly, had my eyes opened to the importance of global citizenship.

I've learned skills that I now use to accomplish my goals, and my life has been given direction because I've seen first-hand the challenges others face. These experiences inspire me, and I am passionate about making a contribution. For example, through the SHSM program in health and wellness, I recently travelled to Ecuador to teach English to impoverished students. This trip had a profound effect on me, and I am now aware of the role I play in my global community.

While in Ecuador, I lived with a local family who did not even have running water. Regardless of their own struggles, they accepted me and shared all that was available. They showed me not only the poverty they endure every day, but also their strength and resilience in the face of oppression. My perception of what is needed to be happy has changed, because I've realized where true value is in my own life. If it were not for experiential learning, I would never have been conscious of my own wastefulness and ignorance.

Zak Szydziak



Transportation

Roxanne Lalonde, a Grade 12 student at École secondaire catholique de Plantagenet, is a symbol of success among her high school peers. In June 2010, Roxanne will be receiving her Ontario Secondary School Diploma, which will bear the red seal denoting her completion of the SHSM program in transportation. Besides being the first student to have enrolled in the program, Roxanne will be the first girl at the school to receive her diploma with the SHSM in transportation designation.

Roxanne developed a liking for mechanics in Grade 9, thanks to her brother, who, in Grade 12 at the time, was a member of the No. 8 racing car team, under the responsibility of Marc Lalonde, a teacher at the school. Her brother was spending a lot of after-school hours in the auto mechanics shop, so Roxanne joined the team and participated in it throughout high school. At first she knew nothing about mechanics, but now it is one of her passions, and she manages very well on her own. Doing oil changes, changing tires, cutting with torches, and assembling small engines are everyday practices.

If you ask Roxanne what she has gotten out of the No. 8 racing car project, she will unhesitatingly reply that she has gained self-confidence. The shy little girl who arrived in Grade 9 will be leaving this June, with her head held high and pride in a mission accomplished.

Among the most rewarding experiences for Roxanne are the summers spent with her teammates during racing season, the two championships they won, the honours they received, and the recognition they all enjoyed when their teacher was named Teacher of the Year by the Ontario Teachers' Federation, and Hero of the Year for 2007 by *Reader's Digest* magazine. Roxanne will have fond memories of her experience, especially of the solid friendships she made and the knowledge she acquired.

Next year, Roxanne will continue her studies at La Cité collégiale, in Ottawa. She will be taking a program in automobile mechanics or graphic design.

Construction

I am a Grade 12 student at Eastdale Secondary School. The SHSM program has given me so many opportunities throughout my last two years of high school, including a chance to participate in a Habitat for Humanity home build in Port Colborne. I also took part in the Niagara District School Board's first ever international trip for students to build homes.

Just being a part of something great like this and having a chance to help people in need gives me a wonderful feeling. The El Salvador Habitat for Humanity build was a big life changer. It made me realize that what people call nothing in Canada is everything to a kid in El Salvador. I learned to be more grateful for what I have. When I want things, my experience makes me think "do I need it?" SHSM has really made me want to pursue a career in construction.

Everything that I have done I did with heart, and I applied all my new and old skills. I'm learning every day, but I'm also teaching people and helping them with something they don't understand and I do. SHSM has helped me be the person I am today.

It's been great to have these opportunities, and I hope more students get the chance that I did.

Amanda Vargo





Information and Communications Technology

This year, École secondaire catholique Garneau launched a Specialist High Skills Major (SHSM) in information technology (IT). The school has been developing a specialty in computer science for nearly 15 years. The IT and technology industry, in

partnership with the Cisco Academy, has been offering FOCUS programs in computer science for Grades 11 and 12 for the last two years. These programs lead to certification, such as CompTIA A+, CECNT, and CCNA. The school also offers dual credit courses in electronics and Linux operating system architecture in collaboration with our partners at La Cité collégiale. These initiatives, in which co-op education is an important feature, help many students who are passionate about computer science prepare for a career in IT and communications.

Guillaume Lafrance, a Grade 12 student, will be among the initial nine graduates of this SHSM program. He demonstrated his talents and expertise by winning the Provincial Gold Medal in IT-Network Support at the 2009 Skills Canada–Ontario Competition in Kitchener-Waterloo in May, guaranteeing him a chance to compete against the best from other provinces in the Skills Canada Competition in Charlottetown, Prince Edward Island. There, over a two-day period, Guillaume installed, configured, and optimized a network. For his efforts, he was ranked second nationally and awarded the silver medal, as well as a Cisco Systems Canada Prize.

École secondaire catholique Garneau has been participating in the Skills Canada Competition since 2005. This is the third medal a student from the school has earned at the national competition. We at the school are very proud of Guillaume and believe that the training offered in our schools in Ontario will ensure that the IT workers of tomorrow are competent and specialized. The harmonized approach adopted by the school, the Conseil des écoles catholiques du Centre-Est, the Ontario Ministry of Education, the Cisco Academy, and the community is a recipe for success for all stakeholders. Guillaume will complete his IT co-op placement with the RCMP this summer. He will then continue his studies in computer network technology at La Cité collégiale. Congratulations, Guillaume!

Ernest A. Séguin, teacher, École secondaire catholique Garneau

Co-op at Bruce Power

Co-op is an experience that cannot be beat! This is the second placement I've had in my high school career, and I love it. It's the ultimate form of education. I've been learning first-hand in a real-life environment at Bruce Power, Canada's largest nuclear power plant. There are endless placements for students here. As a control technician, I work hands on with systems that control the immense power of a nuclear reactor. I build power supply units, repair and test data cards, and maintain other system components.

I heard about co-op early in high school and knew it was something I wanted to pursue. The experience and knowledge I am gaining far surpasses any I could get in a classroom environment. It's a great change being out in the working world and gaining practical knowledge that will help me make a smart decision about what I'll do for the rest of my life. Co-op is a way of trying out potential careers; how do you know what you're going to like before you've even tried it? I recommend co-op to anyone in high school who wants to make an informed choice about postsecondary careers.

Mark Zettler, Sacred Heart High School, Walkerton

Mark Zettler and his 23 classmates are onsite at Bruce Power in Tiverton five days a week for a four-credit full co-op semester, as part of the high school co-op program. It has been successfully providing unique and specialized co-op opportunities to students from the 13 high schools in the Bluewater District and Bruce-Grey Catholic District school boards for more than 20 years.

Mark registered as an instrumentation and control technician apprentice in the fall 2009 semester and is applying to college programs in electrical/mechanical engineering technology. One of the highlights of Mark's experience at Bruce Power was his construction of power supplies and electrical components that have been put into use, after inspection by his supervisors. Seeing the results of his learning applied in a very practical way is very satisfying for Mark.

The opportunities in the high school co-op program at Bruce Power include positions in the trades (e.g., control, electrical and mechanical maintenance, power process operation), service technician positions in the transportation sector, professional and technical positions in engineering fields (e.g., mechanical, electrical, chemical, and environmental engineering), and specialized careers in areas such as security, emergency services, and business (e.g., human resources, communications, marketing, and finance).

Mark and other co-op students are successfully “test driving” a career while building confidence, skills, and experience to help them with their postsecondary choices.

Stewart Brown, co-op teacher, Sacred Heart High School



CONFIDENCE

During my cooperative education placement, I discovered just how embarrassed and nervous I was in strange environments, such as the operating room at Timmins and District Hospital. However, thanks to the warm welcome that I received and the extraordinary people who allowed me to work in six different areas in the hospital, I was able to overcome my fears and benefit from my experience. I worked in the laboratory, the operating room, and the respiratory care, diagnostic imaging, dialysis, and physiotherapy areas. With the support of my supervisors, I discovered a new passion and realized that I could become the person I really wanted to be – a surgeon.

The first time I observed a surgical procedure, I was really impressed by the control the surgeon had over the life of the patient. The adrenaline rush that I felt at that moment, as well as throughout my placement, confirmed my dream. Each morning at

the hospital, the team had new tasks and challenges for me – an unusual surgical procedure, a new discovery, or a new department. The possibilities were endless, and I am extremely grateful to the team.

This placement helped me develop several skills that I can use daily. I now have the confidence to introduce myself to people, find working on a team more enjoyable, and am more responsible. The program changed me, and now I want to make a positive impression wherever I go.

I have enrolled in science for next September. The process will be very difficult, but I know myself and that everything is possible. I try to maintain a positive attitude, and I'm sure that I'll reach my goal, one step at a time. The co-op program offers many opportunities. Without this unforgettable experience, I would not be the student or person I am today.

Kelly Levesque



Chantal and Stefania Give Back

The non-credit co-op program at James Cardinal McGuigan Catholic High School (JCM) is for special education students with developmental delays/multiple exceptionalities. The program teaches basic life and work skills, such as effective communication, following instruction, and using public transit, and gives students work experience that fosters maturity, responsibility, and awareness of the value of work. The students' educational assistants help them at their work placement. Friday is a community integration day, which includes field trips to places such as Black Creek Pioneer Village, the Royal Winter Fair, downtown Toronto, and various theatres. Students practise their skills in street safety and taking public transit, as well as numeracy, literacy, and social skills.

Chantal Clarke, who graduated from the program last year, is an outgoing and charismatic young lady. She travelled independently to and from school. Even after moving far from the school, she was determined to finish her graduating year at JCM and commuted over two hours each way daily.

Chantal's placement was in the Kindergarten class at St. Philip Neri Catholic School, where she was very well liked. She matured and learned new skills during her three years in the program, overcame many challenges, and will apply those skills in her future endeavours.



Stefania Iervasi, 19, will graduate in June 2011. She has had placements at Party Packagers, Walmart, and Zellers, but this year she asked to work with children. In September 2009, the principal of St. Charles Garnier Catholic School, Linda Alonzi, launched a

pilot project – Enhanced Co-op Placements for Young Adults in the TCDSB (Toronto Catholic District School Board) – and Stefania was the first student to be a part of it. It provides an enhanced co-op placement in supportive elementary schools for young adults attending special education classes in TCDSB secondary schools. When they graduate, students use their skills in a paid or volunteer placement at the same elementary school.

With the assistance of her educational assistant, Stefania attends the Junior Kindergarten placement three days a week. She assists the teacher with many classroom tasks and has expressed how happy she is at her placement. She will continue to develop her skills there and, after graduation, will keep on volunteering, which may lead to an opportunity for permanent employment.

Congratulations, Stefania, on your efforts and enthusiasm, and thank you, Ms. Alonzi, for launching this board-wide initiative to better serve students with developmental disabilities. Through programs such as these, special education students have opportunities to give back after graduation and remain part of the Catholic school community.

Eva Pierozzi, special education/co-op teacher, James Cardinal McGuigan High School

JORDAN'S KENYAN EXPERIENCE

I learned about the Kenyan experience program in Grade 9 when two Grade 12 students, who had just returned from Kenya, gave our religion class a presentation. As I travelled home from school that day and looked around at all of the conveniences and things we have, the presentation stayed with me, and I started comparing our living conditions and those in developing countries. I began to do research on the Internet about the conditions in Kenya. I felt strongly that I should become part of this program.

I had met Greg Rogers at a leadership workshop and knew he led these trips. He had impressed me, so I began the application process. Before our trip, I and the other students who were enrolled in the program attended classes to learn about the country, people, conditions, and work we would be doing. Research doesn't completely prepare you for the real experience. After arriving in Kenya, we travelled by truck to the Masai Mara area, where our tents were set up. Although the landscape was breathtaking, we were even more astounded when the children saw us and began running toward us with the brightest smiles on their faces.

We visited their village and saw the living conditions – families in huts with dirt floors, everyone in the same room, cooking over a small fire but eager to share with us everything they have. We walked for hours with them to fill containers with muddy water that they used for drinking, cooking, and bathing, and for their animals. We worked hard to build a school, chiselling stones into the shape of bricks, laying the foundation, and building a roof. We had each brought a hockey bag full of school supplies, skipping ropes, Frisbees, tennis balls, and books. How grateful the Kenyan students were!

While we taught them a class, they taught us more than we could ever learn from books. Many people in Canada take education for granted, but the Kenyan people are always eager to attend school and learn. They have little but seemed happy, and they were extremely grateful for the time we spent with them, the school we built, and the supplies we brought. We worked hard, but we also had the opportunity to experience a safari and time to meditate on our experiences. We accomplished what we set out to do in building the school. Our departure was a very tearful one because we had bonded with the children.

Back in Canada I shared my experiences with everyone and encouraged people to get involved and be grateful for what we have and willing to share with those who need our help. The trip to Kenya was such a life-changing experience for me that I returned again the next summer to a different location and helped build another school. There too the people were very grateful and appeared happy. I have given many presentations on my experiences in Kenya, hoping to lead others to help bring about change, and I will continue to work for change. After high school, I intend to complete the firefighter preparation course at college. As a firefighter, I can continue to help others.

Jordan Taylor



This Kenyan experience program runs in partnership with the Toronto Catholic District School Board (TCDSB) Student Leadership Department, TCDSB Continuing Education Department, and Free the Children. Any student from any board can apply to take part in the program. For further information, contact Greg at gregory.rogers@tcdsb.org or 416-222-8282, ext. 2588.



Never Look Back

I am of Swampy Cree ancestry, the mother of two children, and in my third year of a four-year Bachelor of Arts program, in which I am studying gender equality and social justice, as well as social welfare and social development. After graduation from high school, I did not pursue postsecondary education because I was curious about what life had to offer to a high school graduate. Unfortunately, the careers that interested me, such as accountant, social service worker, youth worker, or Native drug and alcohol counsellor, demanded post-secondary education. The thought of higher education had always intimidated me because I did not think I was smart enough or would fit in. But I applied anyway, determined to make a difference in my life and the lives of my

two young children. I had been out of school for four years by the time I applied for college, but I found support through Aboriginal Student Services. The people there helped me deal with the culture shock I experienced after moving to a bigger city and being isolated from my family. Since then, I have never looked back. Learning to use the community's and the school's resources led to my current success. Right now I am the prime minister of the Nipissing Women's Centre, where I help other students find their place within the school, and promote community involvement. Strengthening my leadership skills through community and student involvement will ensure my success when I create my own organization that will help Aboriginal people rebuild their communities.

Alexandra Archibald

Shan's Dream

When **Shan Qureshi** graduated in June 2009, his marks qualified him for a Cawthra Park Scholar Award and an Ontario Scholar Award. Teachers describe Shan as a very active, hard-working student who shows patience and maturity in all areas of school life. He takes care and pride in his work. Grade 12 was Shan's most successful year because he took courses that fit well with his talents.

Shan is hearing impaired, wears two hearing aids, and uses an FM system in the classroom, but this did not hamper his learning or sense of success. In his Grade 9 year, an itinerant teacher for the Deaf and hard of hearing visited the school twice a week to help Shan. In Grade 12, he no longer needed such help.

This past year, Shan decided to try a co-op program, which was a big step. He was interested in carpentry, and a placement was found for him, where he did an exceptional job. The company hired him part-time for the summer and signed him up as an apprentice through the Ontario Youth Apprenticeship Program, where he found his passion.

Shan was accepted into the cabinet maker/carpenter program at Algonquin College in Ottawa. He is enjoying the program and living in residence. Shan is a remarkable student who is following his dream.

Barbara Say, guidance counsellor, Cawthra Park Secondary School



Empowered Student Partnerships

Last October 19 and 20, two students from École secondaire catholique Champlain took part in Empowered Student Partnerships (ESP) program sessions with the Greater Sudbury Police Service. Only a few students from each high school received invitations to take part in the launch of this initiative, a police academy for young adolescents from the Sudbury region. It all took place at the Navy League Hall, where, among others, Monique Mowat, a well-known motivational speaker recognized for her creative strategies with adolescents, discussed with the group topics of importance in the lives of today's youth, such as self-esteem, problem solving, critical thinking, self-confidence, and oral presentation techniques. Her goal was to inspire the young people and encourage them to take action in their respective schools. Students were evidently impressed.

"The workshops and group discussions had a positive impact on me," says Kassandra Bradley, a Grade 12 student from the school. "I also really liked the presentation Jamie gave about his personal experiences and about bullying. I was deeply moved by this."

Jean-François Perreault, another senior student from the school, was also transformed by this unforgettable experience. He currently has a cooperative education placement at the Greater Sudbury Police Service, and this two-day-long practical experience enabled him to make an even stronger connection between school and his hopes of becoming a police officer. In addition, he had an opportunity to network and add rewarding experiences to his curriculum vitae. "What impressed me the most," he says, "was the presentation by the police officer, Greg Major, and the activity at Queens Athletic Field, with Apollo, the Tactical Unit dog. Thanks to my cooperative education placement and activities of this type, I am gradually getting closer to my dream of becoming a police officer!"

This activity brought students together by providing them with the tools they need to develop their confidence and leadership skills. A big thank you goes to the Greater Sudbury Police Service for organizing this first ESP Police Academy.

Sherry McAllister, cooperative education and experiential learning teacher

ONTARIO COLLEGES

Ontario's public colleges have more than 100 campuses serving about 200 communities throughout the province, delivering a wide range of career-focused education and training programs to more than 200,000 full-time and 300,000 part-time students. About 90 per cent of graduates who enter the workforce get jobs within six months of graduation. To learn more, visit the Ontario Colleges website at www.ontariocolleges.ca.

Skills Upgrading

Originally from Santiago, Chile, **Ximena Ogalde** did not speak English when she first came to Canada. "I knew one sentence, which was 'How do you do?'" she says with a laugh.

An accounting graduate from a commercial institute in Chile, Ximena left a successful career as assistant to the manager of a large real estate company when she came to Canada. She knew that, despite her experience and qualifications, she would have to upgrade her skills in order to find employment in her new hometown of Sudbury.

Ximena worked her way through four programs at Cambrian College — Academic Upgrading, Microcomputer Business Applications, Microcomputer Maintenance and Support, and Administrative Assistant — all while single-handedly supporting her three children.

Today, Ximena is an office assistant with McDowell Brothers Industry in its mining division. The company has clients all over the world, many of them from Spanish-speaking countries, so Ximena's education and language skills are a powerful combination.



Dual Credits

After being out of high school for two years, I returned to my old school to complete the credits I needed for my Ontario Secondary School Diploma. I was not motivated, however, and did not feel welcomed. The Dufferin Peel Catholic School Board offers a Dual Credit program, a partnership between Archbishop Romero Catholic Secondary School and Sheridan College. I started the program at Sheridan's Davis campus in the fall of 2008.

At Sheridan, I rediscovered motivation, inspiration, and determination. This Dual Credit program has been my greatest experience and accomplishment to date. In the past, I found that I was rarely given the benefit of the doubt as I struggled with personal challenges. I knew that I couldn't expect everyone to understand what I was facing, but I felt that some people didn't believe in me and some expected me to fail. At Archbishop Romero, I was given more than just the benefit of the doubt — another chance to be the best I could possibly be.

I met passionate teachers at Archbishop Romero. Their passion for success and learning was contagious. The Dual Credit program was one of my most rewarding and unique experiences, because it helped me find my own way to succeed. You can't get lost there; you can only find yourself as you assimilate into this more motivating, inspiring, and mature school environment. I took my second chance, and now I believe that I'm the best I have ever been!

Today, I am enrolled in Sheridan's business program and have a 4.0 GPA (86%). The Dual Credit program put me ahead by two credits, and I am also playing on the varsity soccer team. I feel confident and well prepared for my classes, thanks to Archbishop Romero and the Dual Credit program.

Jessica Graham



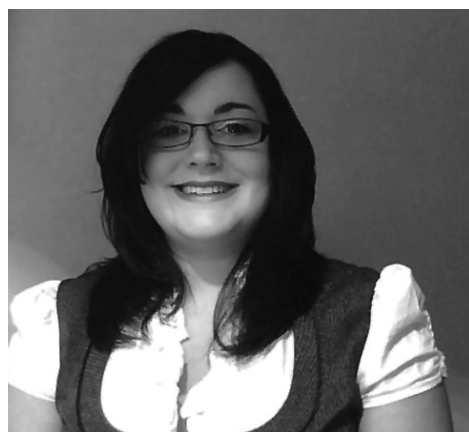
ECE

As the supervisor of a busy and expanding daycare centre in Kingston, **Linda Delves** credits her early childhood education diploma from St. Lawrence College as being critical to her career success. "I can confidently say that the education I received at St. Lawrence College prepared me for working as an early childhood educator," she says. "On a daily basis, I apply and expand on everything I learned while at the college. I have many opportunities to educate employees and students at the daycare."

After graduating from the college in 2003, Linda started working at the Pladec Day Care Centre as a preschool teacher. By 2006, she was an assistant supervisor and was instrumental in obtaining funds that allowed the daycare to expand and open a second location. "I successfully applied for and received funding from the Best Start Expansion Fund, the United Way, and the Community Foundation of Greater Kingston," explains Linda. "I am so proud to be working for and be part of such an outstanding daycare centre that offers high-quality child care to Kingston's finest — the children."

The early childhood education program at St. Lawrence College gave Linda a solid start in the field, and a variety of placements and in-class opportunities. The top-notch teaching staff and Linda's willingness to throw herself into her studies meant that her success was a given. "My teachers were well educated, knowledgeable, and creative in the ways they teach the course material, and very understanding. I would recommend St. Lawrence College to anybody!"

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TV Production

Brad Ardley knew that he liked to film school events and make short videos. While in Grade 11 at Mother Teresa Catholic High School in Ottawa, he started to wonder about how he could continue to learn in the field. Two teachers noticed his potential and encouraged him to apply for a co-op position with Rogers TV. He was hired to work on the weekly program *High School Sports Zone*, which involved travelling around town each day to film sporting events.

Brad quickly became the “go-to” camera operator, working on not one but two shows. In his final evaluation of Brad, his supervisor called him a “natural camera operator” and commented on his quality work and reliability. Despite his demanding schedule for Rogers TV,

Brad also filmed most school events that year and made a promotional video for the co-op program. As a result of the outstanding camera and editing work that he did for the school, Brad was nominated for the Youth & Technology Award at the Spirit of the Capital Youth Awards competition. He was the runner-up in that category.

Thanks in part to Brad’s co-op and video work at his high school, he was accepted into the TV Production and Broadcasting program at Algonquin College, where he is still thriving. Brad continues to be a true inspiration to students here at Mother Teresa Catholic High School.

Brad appreciates his co-op experience: “This placement threw me into the heart of the industry, reassuring me that this was the path I wanted to take. Learning terminology and techniques really helped me get ahead. I made important contacts and I still work for them today.”

Michelle O’Sullivan, cooperative education teacher, Mother Teresa Catholic High School

College Application Process

Ontario colleges, with close to 850 learning sites in 200 communities across Ontario, offer a diversity of programs — over 2,400 — unmatched elsewhere in Canada. Not only can you choose from a broad range of study areas, but your studies can take a variety of forms. From apprenticeships and certificates to diplomas and bachelor’s degrees, Ontario colleges have it all!

The Ontario Colleges website — www.ontariocolleges.ca — is a one-stop destination where you can explore your college options, find college programs of interest, and apply online. To find a program that’s right for you, go to the site and select “Find” to reach the “Find a Program” page. There, you can search for a program in several ways, either by keyword, college name, or other options. To use the keyword search, enter a word relating to a program of interest and click on “Search.” Your search results display programs alphabetically and provide information, such as the college, program length, and start date. If you find a program that interests you, click on “Visit” to link to the college’s website about that specific program. You can also add favourite programs to your wish list or compare selected programs.

Once you have found a program to which you would like to apply, return to the Ontario Colleges website and select “Apply” to reach the “Let’s Get Started” page. If you haven’t already set up an online account, click on the “Apply Now” button and then the “Sign Up” button to obtain a username and password. Completing an application is easy using the step-by-step process.

Be sure to inform your guidance counsellor that you have applied for college. Also return to your online account and verify that your grades, forwarded by your high school, are correct. Colleges will notify you directly about their admission decisions. You can accept an offer of admission online by returning to your account. Good luck!

Law, Order, and CSI

Adnan Talib grew up in a rough neighbourhood and saw many of his friends end up on the wrong side of the law. This experience motivated him to explore a career in which he could help others choose the right path.

A recent graduate of Humber College’s two-year Police Foundations diploma program, Adnan is one of 40 students to receive advanced standing in the second year of Humber’s new four-year Bachelor of Applied Arts — Criminal Justice degree program.

“I am pursuing a degree because of the encouragement I received from my professors,” says Adnan. “Throughout my diploma program, they became my mentors and guided me. They had faith in me and pushed me to achieve my goals.”

Transfer options and career opportunities are the key reasons why the new degree program is in great demand.

“Many occupations in the Canadian criminal justice system require a degree,” says Gina Antonacci, dean of Humber’s School of Social and Community Services. “Our graduates have an advantage in securing employment and advancing in their careers.” Graduates are likely to find work in policing, corrections, and criminal justice agencies.

Adnan is excited about the opportunity to learn in Humber’s new Centre for Justice Leadership, which features the latest technology and facilities for crime scene and criminal investigation. “Training in simulated work environments, such as the counselling lab, will allow me to strengthen my skills by role-playing crisis intervention and conflict resolution while improving my interview and counselling techniques.”

For more information, visit the college’s Criminal Justice program website at www.humber.ca/program/22201.



OCAD



Industrial Design

Heather McGaw approaches her design practice with heart. A graduate of the Industrial Design program at the Ontario College of Art & Design (OCAD), she finds that a zealous spark for living yields success in her discipline. “I think that it’s the designer’s role to approach life as an explorer and maintain a curiosity and true love for people and life.”

Now based in Edmonton, Heather works for nForm, a user experience consulting firm that advises its media, health-care, education, and government clients on the development and design of user-driven systems that are both Web based and tactile.

As a user experience designer, Heather looks at refining interactions between a person and specific products or services, with the goal of improving the user’s experience. Success in the field requires a highly multidisciplinary approach, which is a key part of the comprehensive set of problem-solving skills that she developed during her thesis year at OCAD.

Heather’s thesis project led her to explore design research methodology, which prompted a change in the way she pursued design solutions. OCAD’s Industrial Design program aims to graduate innovative problem solvers, and Heather realized the importance of a holistic understanding in creating effective designs.

Whether her work is collaborative or independent, Heather maintains a strong humanitarian sensibility. Her search continues to be about positively affecting humankind’s interface with the world. Taking emerging technologies and an expanding globe into account, her true interest lies in “creating artifacts and experiences that positively influence, alter, and support human behaviour, especially in relation to public health and high-risk populations.”

This selfless attitude will no doubt serve Heather well as she gears up for an upcoming project in Nunavut. The Parka project is the result of collaboration with a small start-up company based in Iqaluit, which seeks to connect traditional craftspeople and urban Canadians through online technology. Heather is inspired by the passion shown by her collaborators. “A cross-disciplinary group of people have come together, something that’s unlikely to happen in a big city, because you become so immersed in your own professional community,” she explains. “In the north, you’re able to engage in interesting dialogue that wouldn’t otherwise happen.” Still in its early stages, the project is a true reflection of Heather’s commitment to using her professional skills to shape the world in which we live.



Sculpture/Installation

Coming to OCAD from Nunavut challenged second-year sculpture/installation student **Beth Kotierk** to reconcile her urban and rural identities and find her own artistic vision.

Although she was born in Iqaluit, Beth spent the majority of her childhood moving between Ottawa and Igloolik. A small town of only 1,500 residents, Igloolik has a thriving arts community. It was the site of the award-winning films *Atanarjuat: The Fast Runner* (2001) and *The Journals of Knud Rasmussen* (2006). Local actors appeared in both films, and Beth is proud that her extended family appears onscreen frequently.

After high school, Beth first attended York University, but recommendations from friends and the rich mix of practice, theory, context, and history in OCAD’s Faculty of Art programs inspired her to transfer. Her cheerful spirit, natural talent, and commitment to her work led to high achievement in her first year, and in 2009 the National Aboriginal Achievement Foundation awarded her the inaugural Norval Morrisseau bursary, a \$5,000 annual award for an emerging First Nation, Inuit or Métis visual artist.

While Beth is proud of her Inuit roots, she struggles with the idea of defining herself solely as an Inuit/Native artist. According to Beth, her “work is not what people would normally think of as ‘Native art.’” She sought the advice of Duke Redbird, OCAD’s Aboriginal advisor/mentor, during one of the weekly sessions he calls “Everything You Wanted to Know About Indians (But Were Afraid to Ask).” Duke suggested that her hesitation might have something to do with society’s narrow-minded definition of Native art. “People tend to think that Native culture is stagnant and, consequently, Native art must be stagnant as well.” He encouraged Beth to regard Native art “as a movement” and to continue her practice without worrying about how others would categorize her work.

For now, Beth is doing just that, continuing her exploration supported by the creative incubator that is OCAD. “I want to try working with every sculptural medium possible,” she says. Her search for a unique, artistic identity has become her muse. “There are so many different ways of looking at the world,” she says, “and this is before defining oneself as part of a cultural or ethnic artistic movement.”



Master of Fine Arts

As an artist, a musician, and a chef with a Red Seal certificate, [Lisa Myers](#) is a triple threat in the most delicious way imaginable. She is currently pursuing a Master of Fine Arts in Criticism and Curatorial Practice at the Ontario College of Art & Design (OCAD). Her art practice and research focus are an inventive exploration, focusing on the politics of food.



Lisa is of Anishinaabe (Ojibwe) ancestry. She received her diploma from OCAD in 1992, and later earned her Red Seal certification at the Stratford Chefs School. Before coming back to OCAD to complete her Bachelor of Fine Arts and to do her master's degree, she satiated rumbling stomachs as the cook at Enahtig Healing Lodge and Learning Centre in Port McNicoll. She also designed and edited *This Food Is Good for You*, the Enahtig community cookbook. Lisa then worked as a facilitator at the Georgian Bay Native Friendship Centre and the Seventh Fire Education Centre in Midland, leading a community food and arts program aimed at urban Métis, Inuit, and First Nations youth.

These positions had a “huge impact on my ideas about food,” says Lisa. Soon, her passion for cooking evolved into an intellectual exploration of one’s political and social identity in relation to food. By reflecting on her own family experiences, Lisa began to investigate these particular connections. “For much of my childhood, we were moving from place to place, adapting to different situations,” she explains, “and today that makes me think about what exactly indigenous food is.”

These perceptions form the conceptual base of Lisa’s work. In her sculptural installation *Mijjim* (meaning “food” in Ojibwe), exhibited in 2007 at the MacLaren Art Centre in Barrie, she used traditional Aboriginal imagery to evoke thoughts about the relationship between processed and indigenous food.

“Although food is a necessity of life,” says Lisa, “affluent societies have the luxury of looking at food as an art form and using it as a medium for art making.” People lucky enough to taste her creations will be interested to know that the exhibition setting is one area that Lisa is particularly interested in exploring further.



Jen's in OYAP

“The Ontario Youth Apprenticeship Program [OYAP] has taught me a great deal. Without the program and the knowledge gained through it, I would not have the job I have today. OYAP is a great chance to get out and do something in the trades, and it fast-tracks you through the system. I would recommend it to anyone interested in the trades.” [Jennifer Anderson](#)

Jennifer graduated in June with her fellow classmates at Regiopolis-Notre Dame Catholic High School in Kingston, but with a difference. In addition to qualifying for her diploma, Jen will be first in her class of carpentry apprentices in an innovative program offered jointly by the Algonquin and Lakeshore Catholic District School Board (ALCDSB) and St. Lawrence College in Kingston.

Jen’s interest in technology began with her father, himself a skilled tradesperson. After completing several technology courses and a career studies class at Regiopolis-Notre Dame, Jen was certain that she wanted to become a carpenter. In her senior years of high school, Jen continued to pursue courses leading to an apprenticeship pathway and was accepted into OYAP. During her final semester, she combined a cooperative education experience working for a local home builder with a Level 1 carpentry apprenticeship training course at the college. She earned four high school credits (two co-op and two dual credits) and at the same time gained her first-year apprenticeship training, thereby fast-tracking her way to her chosen career.

At the worksite, I received numerous glowing reports of Jen’s skill development and teamwork. Jen spent her time framing houses for a prominent local builder, Braebury Homes, and at the end of the semester her experience and training earned her an apprenticeship. She was well on her way to achieving her career goal, all before her 18th birthday.

The achievement of Jennifer Anderson and other ALCDSB aspiring apprentices like her pays tribute to the partnership between educators and local businesses, which allows students to reach career goals and meet an ever growing demand for workers in the skilled trades. These successes are sure to be repeated in the future, as more and more young people take advantage of the new opportunities offered them. The ALCDSB is proud to be one of those partners offering new and exciting programs for students like Jen.

[Will Geris](#), cooperative education teacher, Regiopolis-Notre Dame Catholic High School



RETAIL FOR ROSE

Roseann Wilson is a student who did not like school but had the potential to be an “A” student. Unfortunately, her poor attendance at Saugeen District Secondary School jeopardized both her earning of credits and her co-op placement. She was lucky, though, and found a second placement at Canadian Tire in Port Elgin, where she was put on contract.

This time, Rose was in the right place at the right time. Mike Mowbray, who owns the store, could see her potential and was willing to work with her on the bumpy road to success. “Rose has become one of the main cogs in the wheel here at Canadian Tire. Learning on the job, as Rose is doing, is just as valid an experience as going off to college or university.”

Rose is now a high school graduate and excited about the path she is on, a one-year training program to develop her skills and knowledge in retail management. Hands-on learning and gaining a business education while working for Canadian Tire “works for me!” says Rose.

EARTH SCIENCE

When I was in high school, I could not decide what I wanted to be when I grew up. I really thought I had to decide right then. Scientist, engineer, writer, teacher — I changed my mind so many times, but always seemed to come back to teaching. I thought that the only way to become a teacher was to get my teaching certification and a job at an elementary school or a high school. I found the most direct route to that career destination: the Concurrent Bachelor of Science/Bachelor of Education program at Brock University.

I earned my teaching certification and was finishing up my undergraduate degree when I got a student job at the university's Career Services department. Browsing through the resources in our office and online, I learned that teaching did not have to take place in the classroom. I used every self-assessment tool available at Career Services to learn about my skills and interests. I attended every workshop offered to prepare myself for whichever new career path I chose to embark on. I also took advantage of the department's Experience Plus program, which tracked on-campus work and volunteer experience, workshop attendance, awards, certificates, and skills. This information is printed on an official transcript from Career Services for students to include with their applications for employment, internships, graduate studies, and professional programs.

Armed with the knowledge I'd gained about myself, the job market, applications, and interviews, I applied for a Master of Science in Earth Sciences program and later for a Doctor of Philosophy in Environmental Engineering program. As a graduate student, I developed computer models to study and write reports and wrote a thesis about hydrothermal systems, such as the system of geysers and hot springs at Yellowstone National Park. Now I'm beginning to investigate deep geologic repositories in which to store nuclear waste. Through it all, I've also been able to work as a teaching assistant for undergraduate courses. The resources at Career Services taught me to think outside of the box or, in my case, the classroom, while looking for jobs or other opportunities. Now I get to be everything I wanted — scientist, engineer, writer, and teacher.

Melissa Barnard



JOURNALISM

Most people have a great story about how they ended up in their field. I don't. I was born pen in hand with the gift of gab. My passion chose me.

I graduated from Ryerson University with a Bachelor of Journalism degree in the summer of 2009. As a broadcast major, I loathed the many long nights spent editing news pieces for the next day's show, the countless hours trudging through treacherous weather lugging heavy equipment, and the mounds of research needed to produce a stellar piece of work. I would not trade my experience though.

Not many postsecondary programs allow you to delve into people's lives, to ask those difficult questions, and to influence public opinion. These are just some of the reasons I love journalism. As student, I did several international internships, including one at CBC's London bureau. I gained a great deal of experience, which landed me a job as a communications officer at an educational institution. In a dampened economy, journalism jobs have been hard to come by, but the versatility that my degree provided has given me an edge.

Looking back, I can't believe how quickly time has passed. I've gone from a shy international student to a confident young woman. At university, there are lots of chances to develop character and leadership skills. I was involved with Ryerson's campus community radio station, various clubs, and, best of all, the international student office. I was able to interact with students from around the world, and I learned to celebrate the diversity that makes Canada so unique.

Irene Quarcoo

A PERFECT FIT

Asha Samuels is a high-spirited young woman who is full of life and energy. One of her challenges is to focus this energy. Learning within the school setting was a frustrating experience for her, so she looked for a way to learn outside of it. Her first two co-op placements working with young children in a daycare setting were challenging. When she was present, she was great, but often she was not there.

Her third placement — at Back Eddies, a charming little café in Paisley — proved to be the perfect fit for Asha. According to the Back Eddies website, its name means “a current contrary to the mainstream.” The café has an eclectic, artistic atmosphere in which Asha thrived. She slowly smoothed some of her “rough edges” under the guidance of Back Eddies' Erica McNamara. “Asha always struck me as a very self-confident young woman,” says Erica, “and she has proven to be a very devoted employee. She has become a delightful member of our staff who is very quick at seeing what needs to be done and at jumping right in to make sure everything and everyone is attended to. I am thankful that she dropped in and asked if I would be willing to take her on for co-op.”

Asha will graduate this year from Saugeen District Secondary School in Port Elgin. Thanks to her experience at Back Eddies, Asha will end her high school experience on a high note. “It is the one thing that got me through. They've taught me that if you treat people right, they will treat you right in return. I recommend co-op to students who have trouble with regular school. They will benefit from co-op because it is a program that allows you to do something you like, learn new skills, and earn credits to graduate.”



ADULT LEARNING

The Toronto District School Board's Yorkdale Adult Learning Centre gives people a chance to upgrade their reading, writing, and math skills, obtain a high school diploma, learn English or French as a second language, or — if they're new to Canada — get ready to work in Ontario. **Lawrence Williams** is a 22-year-old graduate of Yorkdale. This is his story.



"I dropped out of school when I was 16 but, due to family issues, had missed a lot of school since I was in Grade 4. I started working, but soon realized that school was where I should be, thanks to the support I got from my sister, Margaret, who also had dropped out of school. She returned to school when she was 25, got into the University of Toronto's Academic Bridging Program, and has just graduated from the School of Pharmacy at the university. When I was 18, I started looking for educational programs. Because I had only two Grade 9 credits, I couldn't qualify for many programs. When I was 20, I applied and was accepted to Yorkdale's Ed-Vance Program.

"The Yorkdale Adult Learning Centre has several programs: Ed-Vance for 17- to 20-year-olds who have five credits or more, an adult credit program for students over 21, and a program for students to complete their Ontario Secondary School Diploma and who want to study in specific career-related programs. The teachers and staff at Yorkdale are very friendly and supportive, which made the transition from being out of school much easier for me.

"I completed my high school diploma at Yorkdale. I'm now studying at Victoria College, at the University of Toronto, and in my first year in social sciences and humanities."

Congratulations, Lawrence!



MARKETING

At the start of my postsecondary education, I was unsure of the career path I wanted to take. I started in a general university program in hopes of finding an area of study that interested me and had the potential for a great career. After taking an introduction to business course in my first year of university, I realized that I wanted to complete my degree in a business

program. I decided to change programs after my first year and transferred into Brock University's Bachelor of Business Administration program. It is a co-op program that provides many great opportunities to gain work experience. It has also given me the tools necessary for a successful job search.

Through the co-op program, I have now completed work terms in marketing at Canadian Tire Corporation and General Motors. I enjoyed the work that I did in my positions at these companies and therefore decided to concentrate my degree studies on marketing. My co-op placements gave me the opportunity to work with great people, as well as to learn and to expand my work credentials, which I can list on my résumé. I feel that the combination of business classes, co-op program support, and extracurricular involvement allowed me to be successful in obtaining co-op positions.

Extracurricular activities can set you apart from other applicants for a job, so it is important to get involved. I am graduating in 2010 and have accepted a full-time position in marketing. I believe that the co-op program led to my success in finding a full-time position. I would recommend that anyone who has the opportunity take advantage of a co-op program.

Laura Dinsmore



CO-OP AT BMW

I am in Grade 11 at All Saints Catholic Secondary School. I am doing my co-op at BMW/MINI Durham in Ajax, where I am having an amazing time and learning so much! At BMW, my main duty is to help any of the technicians. Since I started my co-op placement, I have learned a lot and can now do so many more tasks by myself. I find that I am always busy and never short of

things to do. I would like to learn how to use the "modern" tire machine. Some of the technicians at BMW don't know how to use this machine or just don't like doing tires, but I love doing them!

In the future, I plan to open my own rim shop, where we would sell rim and tire packages, as well as install them. I would like eventually to open a full-service shop where we will repair cars, as well as customize them. The idea of providing these services came from my co-op experience. I was taught how to install tires at BMW, as well as how to perform other repair jobs, such as brake jobs, wheel alignments, and more.

I can't wait to see what else the technicians can teach me before my term is up. Whatever it is, I plan to use every bit of knowledge gained to help achieve my future career goal.

Mario McCaffrie-Wright

BE COURAGEOUS!

My life at 17 was much different from what it is now. I was a good student in elementary school — straight A's (except in French), member of most sports teams, actor in the school play — but a little stubborn and rebellious. When I got to high school, I just wanted to party and have fun. There were so many possibilities. People were having parties, cigarettes (and other things) became easily accessible (if you knew the right people), and there was always someone to hang out with if you skipped class. Soon enough, it became clear that I was the type of girl who didn't care, who partied hard on the weekends with my older friends who had cars and access to alcohol, and whose life was a façade. I had no motivation or direction in life. I didn't really see a point to school because there was nothing to work toward, no ultimate goal.



I know people have gone through worse, but I have made some pretty bad choices in my life that could have had serious ramifications. But I changed my life around and now feel that I have purpose and meaning. I am a fourth-year nursing student at York University and have been on the dean's honour list every year throughout my studies. I absolutely love my program and plan to continue my education after working a few years. I have been happily married for two years, and now sometimes I look back on the girl I was and wonder how it is possible I am the same person.

Regardless of your circumstances or any terrible decisions you have made, there is hope. We are not defined by the people we hang out with, our appearance, or past history. We have free will. Don't let your life be run by other people's expectations. Be courageous enough to be different, stand up for what you believe, volunteer in a nursing home, tell your mom you love her. Life can be so joyous and rewarding.

Maria Harrison

Future Elders – Celebrating Survival

On May 12, 2009, a group of students at Wallaceburg District Secondary School (WDSS), who participate in a high school program called the “Future Elders,” put together a special tribute assembly for the Residential School Survivors of Walpole Island First Nation (WIFN). The Future Elders program started two years ago for students who wanted to learn more about First Nations culture and make a positive difference in their community. The Future Elders chose to do something for the residential school survivors from the Walpole Island area, who have fought so hard to provide support for one another and to raise awareness of the history and impact of the residential school system.

The Future Elders had the privilege of interviewing several people who survived the conditions at the residential schools, which were often unbearable, and taped the interviews and made a special video about the survivors’ experiences. This video was shown to more than 500 students from across the Lambton Kent District School Board at a special WDSS assembly. The service included a procession of more than 30 school survivors and a presentation on the history of the residential school system. The students of WDSS also raised money and, at the service, presented a cheque for \$1,000 to the Residential School Survivors of WIFN.

The service was very educational and also overwhelming. Many tears were shed and at the end of the service, when the school survivors were introduced, the students gave them a standing ovation. This was a very important event because many people still know nothing about the residential schools and what happened to more than 100,000 Native children who were sent to them, before the last one was closed in 1996. The assembly was also important because it showed the residential school survivors that many people care about them and want to make sure that their stories are never forgotten.

Cicely Jacobs, WDSS co-op student, and *Chris Drew*, WDSS teacher



Law Co-op

I am a Grade 11 student at École secondaire catholique Champlain. Currently, I have a cooperative education placement with Josée Brunet-McFadden, a Sudbury lawyer practising in the area of family law. I work at her office and am learning how to manage small offices of this type. The placement is helping me explore the field of business more and giving me experience in finance. I am also gaining experience in the legal field. By shadowing a lawyer, I am able to observe, follow, and draw up certain legal documents and texts, such as separation agreements, wills, and bank documents. My work involves not only the area of family law, but also that of criminal law. I see the latter aspect especially when we are conducting research to find out more about various subjects. This placement has been very beneficial to me, and I thank Josée and my cooperative education teacher Sherry McAllister for having allowed me to have such an incredible experience.

Kevin Severance

Academic Prep

I immigrated to Toronto from Burundi. After struggling with the shock of recertifying for high school, I left the Toronto high school I was attending after a semester. I heard about the Transitional Year Program (TYP), which was created more than 30 years ago, from a friend in the program. I started TYP the following fall and graduated that year.

TYP is probably one of the best things that happened to me in Toronto. The program, a one-year academic preparation for university studies, is designed for students wishing to access postsecondary education but who cannot, for reasons beyond their control. Students who fulfill the requirements and graduate from TYP are guaranteed first-year entrance into the University of Toronto’s Faculty of Arts and Sciences.

I learned so much from my classmates, who have faced serious barriers in their lives, sometimes at a very young age. They manage to stay strong and, given the opportunity that TYP provides, they shine and excel.

I graduated with a double major in anthropology and Aboriginal studies, enrolled in a master’s program in cultural anthropology at the same university, and recently graduated. TYP provides more than academic preparation. It gave me the confidence I needed to adjust to my new life in Canada. In TYP, I felt encouraged and supported.

Natacha Nsabimana



You Can Change the World!

Albert Einstein once spoke these words of wisdom, which capture the essence of volunteering: “It is every man’s obligation to put back into the world at least the equivalent of what he takes out.”

But for some teens, volunteering can seem daunting. Complex issues such as poverty, war, famine, global warming, or human rights abuses can be overwhelming.

Issues like these make teens want to throw their hands up in despair and say, “Forget it, I give up, I’m just a kid. What can I do?” Plenty! All it requires is wanting to help and taking that all-important first step. Everyone’s efforts can change the world. We hear those words so often that it sounds like a cliché, but they need to be repeated and reaffirmed as a universal truth.

ChangeTheWorld! — Ontario Youth Volunteer Challenge is a campaign to encourage and increase youth volunteerism, fostering and promoting a life-long commitment to helping others. The campaign encourages youth (aged 14 to 18) to volunteer a minimum of three hours in their communities during National Volunteer Week, beginning April 18 and continuing for three weeks until May 9.

In 2010, the goal is to engage 10,000 youth in 20 Ontario communities in the ChangeTheWorld! challenge. Don’t miss this great opportunity. For more information on how to get involved, visit the ChangeTheWorld! website, www.ontario.ca/changetheworld, or find the campaign on Facebook. Remember, you can change the world in three hours. No experience necessary!

Julie Harmgardt, student, Queen’s University, co-president Teens Organizing Local Entertainment for Seniors, founder InvisAbilities

Making a Difference

Imagine a school where the student voice shapes the school, where students feel involved emotionally and intellectually, believe that they matter, and have strong relationships with the adults there. In such a school, the environment provides opportunities for all students to excel by finding out what inspires them, what motivates them, what their true passions are.

The healthiest schools are those in which everyone understands that the key to learning is good overall health that extends beyond the physical to emotional, social, and mental health. Research tells us that when students are engaged in their school and have positive experiences and relationships with others, they grow up to be healthy, caring, and responsible. They are less likely to be involved with alcohol or drugs, be violent, or engage in other behaviours that put their health at risk, and more likely to thrive emotionally, socially, and academically, and move on to successful pathways and careers.

As one student put it, “I remember the moment I stepped foot in my high school. I was in Grade 8. The public health nurse gave us an opportunity to talk about our concerns, and she asked us what they could do to make it an easier transition. Then they put our ideas into action. I couldn’t believe it then. Now I can’t believe it when youth aren’t asked.”



How do we achieve good health? Some ways are by building on strengths, decreasing risk factors and barriers, and creating supportive environments. Public health nurses can help with all of these things. In the Region of Halton, public health nurses on the Youth Health Team partner with youth, parents, schools, and the community to create an environment in which youth can thrive. By using youth voice and youth assets as a guide, public health nurses can help determine the school’s and the community’s strengths and areas of greatest need, and develop a comprehensive plan. The youth tell us

that when students are part of the discussion, then they are part of the solution.

The Halton Region Health Department has a team of mental health liaison nurses who, along with the school social worker, work one-on-one directly with students in Grades 6 to 12 when they have mental health issues that they’d like to discuss. These nurses also work with parents, school staff, health-care providers, and community organizations to meet the mental health needs of youth. As another student said, “I actually started to talk about what was bothering me, which I wouldn’t have done previously.”

Halton Region offers a variety of programs in the schools and community through Youth Net, allowing young people to express and discuss their concerns about mental health and identify healthy coping strategies. The programs reduce the stigma relating to mental health issues and provide information about local resources.

I love the work that I do because I get to make a difference. As one youth said, “Working together on something that matters gives us a sense of belonging to something bigger.” I couldn’t have said it better!

Tanya Melykuty, public health nurse, Youth Health Team, Halton Region Health Department

Never Give Up

When *Jean-Claude Junior Gervais* left Quebec, he brought along some heavy baggage. His relationship with his mother was not good, and there was so much conflict between them that they could no longer live under the same roof. Jean-Claude was a victim of bullying and hated anything to do with school, so he skipped classes a lot and was even suspended. That’s when he moved to live with his father in Ontario.

Despite his complete lack of interest in school, Jean-Claude had to enrol at École secondaire publique Le Sommet in Hawkesbury, where he began once again to scheme. He was going to be 18, and all he wanted was to drop out and find work. Fate had other plans and placed people along his path who would change the course of his life. A meeting with the principal at Le Sommet, Anne Laflamme, was instrumental. Taking into account his experience and his problems with school, Anne encouraged him to meet with Josée Drouin, a guidance counsellor, and Gilbert Paquette, the head of cooperative education. Jean-Claude could not believe it – finally he was being offered something practical, something that interested him. It was a chance to work with heavy machinery while continuing his studies. His mother is a mechanic and his father a monster-truck driver, so Jean-Claude was already on familiar ground.

His first placement was at Cambria Transport, a local company. Happy with Jean-Claude’s work and dedication, the company owner, Don Fraser, took him under his wing. Having developed his self-confidence, Jean-Claude enrolled in the Ontario Youth Apprenticeship Program. He now holds his first diesel mechanic card from La Cité collégiale and was given two awards of excellence during a ceremony at the college: the Emerging Leader Prize, given to a student who has achieved superior academic performance, and the Perseverance Award, given to a student who has demonstrated a sustained effort in a program and accepted challenges throughout the apprenticeship.

Jean-Claude is now working on the next two courses that will allow him to become licensed, and he is proud of his accomplishments. When not studying, he works at Cambria, where he’s appreciated and well paid. Don Fraser guaranteed Jean-Claude a full-time job once he finishes his program. He admires the people who took the time to listen to him and to point him in the right direction. These people hold a special place in his heart. He also is encouraged by the possibilities offered in education in Ontario. His advice to other students is this: “Never give up! Be confident! Nothing is impossible.”

Linda Brabant, teacher, École secondaire publique Le Sommet



NURSING: A CAREER FOR LIFE

If you're looking for an exciting, diverse, and challenging career, look no further than nursing. Working with other health-care professionals, registered nurses (RNs) improve the health of individuals, families, and communities. RNs practise in hospitals, community health centres, long-term care facilities, and people's homes. They also teach, conduct research, and participate in advocacy and political activities that can influence health-care policy provincially and nationally.

RNs are among the most sought-after professionals and continually enjoy the highest public trust and respect of any group of health-care workers. But don't take our word for it. Take a closer look at these RNs, who have discovered how much a nursing career has to offer.

For more information about the nursing profession, visit the Registered Nurses' Association of Ontario (RNAO) website at www.rnao.org, follow RNAO on Twitter at twitter.com/rnao, and find us on Facebook at www.rnao.org/facebook.



Kamini Kalia believes that anyone who's thinking about a career in nursing should consider working in the mental health field. She is a clinical nurse specialist for St. Joseph's Regional Mental Health Care in London and St. Thomas. She never imagined herself doing this job when she first read about nursing in a university brochure back in high school. Back then, she didn't know much about the profession or mental health. "It was the best decision I ever made," she says of her career choice. "I'm so passionate about what I do. I love helping people."

Kamini says she enjoys working with people who are battling illness such as schizophrenia or

depression. She spends part of her day working with patients, helping them get better so they can leave the hospital and live full lives in the community. The 25-year-old also works with other health professionals at the hospital to show them new skills, such as wound care.

Kamini may not have discovered mental health if she hadn't done a clinical placement in an outpatient psychiatry clinic during her last year of nursing school at McMaster University. There, she got to know people battling mental illnesses and addictions, and the stigma that goes along with them. Kamini says that visiting a homeless shelter that year also

showed her how important it is to make sure people with mental illnesses have a place to live, a topic she went on to explore during her studies for a master's degree. She says her work is incredibly rewarding, and students considering a similar job should push aside their own ideas about mental illness and talk to the people who live with it.

"Volunteer at a homeless shelter, go and learn about people's experiences, shadow a mental health nurse," she suggests. "I think that's probably the best way to get exposure and really understand the stigma of mental illness."

Lisa Richter says the best part of her job is seeing how something as simple as helping a child register for school can give a little boy the confidence to speak English and start to make friends in a new country, or showing a family where to find used furniture so they have more than just one shared mattress will cause a little boy's eyes to light up at the sight of a couch.

Lisa is a public health nurse in Hamilton. As part of her job, she visits families with children under the age of 6, and pregnant women. Some of the people she works with might need to learn to feed a baby; others may be new to Canada and need help

enrolling children in Kindergarten, getting a health card, or accessing services to ease the poverty they face after fleeing war or political disruption in their home countries. Lisa, 29, says it's all part of the important work public health nurses do to help people be as healthy as possible. She says it's a role she never considered when she first decided to be a nurse after doing a co-op placement at a hospital in high school.

"I was surprised when I started nursing school to have clinical placements in other areas, such as the student health centre and public health," she says. "When you go to university, your eyes are opened

to how huge the profession really is. That's a shock to a lot of people, but it was a welcome shock to me."

Since Lisa graduated from McMaster University in 2003, she's worked on a maternity unit at a hospital, led prenatal classes, taught nursing students, and completed her master's degree in nursing. She says the variety the profession offers makes it a good choice for anyone interested in a challenging, exciting career. "Anyone who enjoys working with people and making a difference in people's well-being should give nursing some thought. There are so many areas in which one can work that it would never be possible to get bored."



When **Amarpreet Kaur Ahluwalia** finished her science degree in 2003, she thought about becoming a teacher, an occupational therapist, or a social worker. But in the end, she chose nursing because it combined the different elements of each of those careers.

Today, Amarpreet is an RN and diabetes educator at the South Riverdale Community Health Centre in Toronto. She teaches patients about how the foods they eat or their medications can affect their diabetes. She also visits a homeless shelter and a drop-in meal program to help people who live in poverty take care of their illness. Four years after she

first began nursing, Amarpreet knows it was the right career choice.

"Nursing is one of the most versatile professions you could be part of," the 30-year-old says. "You're never stuck in one role. You can do emergency room or intensive care unit work. You make such great connections with people."

Amarpreet has already experienced plenty of diversity in her career. After she finished her nursing degree at Trent University in 2006, she worked on a unit for patients with AIDS and cancer at St. Michael's Hospital in Toronto. The fast-paced work there was exciting, but she was looking for a role that would

allow her to keep people healthy, instead of taking care of them after they're sick. That's part of what she loves about working at South Riverdale.

She says her job is exciting because she always meets new people or discovers something new about clinical practice or health policy that will help her patients. Nursing is a great job for anyone who wants to be challenged each and every day, she says. "On the job, there are so many people who come your way. You learn a lot about yourself and others."



The Page Program

I was 13 years old and in Grade 8 when I participated in the Legislative Page Program at Queen's Park, which was an amazing experience. Even though

the pages knew each other for only a month, by the end of our term of duty, we became the best of friends and still keep in touch by e-mail and phone.

The program taught us a lot about the Ontario Legislature, and I became much more interested in politics and government. After this great experience, I could express my opinion on a political matter with knowledge and understanding. We still had time every day to do our school homework. We met many inspirational and important people, such as Premier Dalton McGuinty, Lieutenant-Governor David Onley, NDP leader Andrea Horwath, Clerk Deborah Deller, and Speaker Steve Peters. Most of us also got to meet our Member of Provincial Parliament.

Our daily schedule balanced working in the House of Commons, studying, and having fun. We played ping-pong in the page quarters during break and lunch times. We visited the *Hansard* office too. Every day, everything that is said in the House is recorded in *Hansard*. A big part of our job was delivering messages and documents to different parts of the building or to the Whitney Block nearby. This was always fun because we got to explore the parliamentary buildings.

I will never forget that cold and dark snowy night in 2001 when I landed in Canada. As I looked out the airplane window, I thought, "This has adventure written all over it!" Not long after we arrived, my mom told me that life in Canada was not easy for newcomers and she was thinking of sending me back to China to live with relatives until she could find a good job. When I rebelled, my mom made me promise always to do my best so I could stay with her, and she promised to work hard to provide for us.

I received the Principal's Award for Student Leadership in Grade 5 and again in Grade 8, and then was accepted into the page program. Now, in high school, life is changing. I feel a sense of excitement and adventure again. I am really glad I made that promise to my mom, because it will always be the compass in my journey of life.

Xiao Yan

HEAVY MACHINERY

Shawn Sauvé fell in love with mechanical things at a very young age, and he remembers having felt his heart beat at the sight of huge machines in action. His fascination for these superpowerful machines and his sense of wonder have only grown since then.

As Shawn's family is involved in the mechanical trades, he had many learning opportunities throughout his childhood. When he began high school, he already knew a lot about heavy machinery and found a job in the field.

Shawn was working over 15 hours a week, cleaning large warehouses in which repairs and maintenance work were done on heavy road-construction equipment. After a few months of work, the manager, who had quickly spotted Shawn's potential, decided to job-twin him with a heavy-equipment technician so that Shawn could learn the trade.

He worked at the business for two years. His duties became increasingly complex, his work hours increased, and his boss placed greater trust in him, as Shawn was now highly skilled. He even had certification in a few areas, including the operation of forklift trucks, falls prevention, and the Workplace Hazardous Materials Information System.

I first met Shawn in September 2007. His positive attitude, confident look, and work experience made him an ideal candidate for cooperative education. While some students choose co-op to try out new experiences, Shawn chose it so that he could practise the trade of his dreams immediately.

In the spring, Shawn enrolled in a heavy-machinery apprenticeship program offered in partnership with Collège Boréal. After a few months, he earned the highest mark, and went back to his place of employment to work as an apprentice. To make up for the unpaid hours of his placement, he worked overtime, earning a very respectable salary.

The following fall, Shawn enrolled again in a co-op apprenticeship. To help him meet the requirements listed in his Training Standards Book and master the many skills in mechanics, he was placed with Bill Day Construction. His new employer was very willing to take him on and immediately recognized that Shawn was not only highly skilled, but also had very good interpersonal skills. At the end of the first semester, his employer promised Shawn

a salary if he returned for the second semester. Shawn went back. He accumulated apprenticeship hours and completed his high school diploma, earning a very good salary the whole time.

Since September 2009, Shawn has been working at Bill Day Construction and completing Level 2 of the heavy-machinery apprenticeship program. He says he's very pleased to have been able to start his career while still in high school. "I'm 18 years old, and I already have a full-time job, a good salary, and various certifications," he exclaims. Both Shawn and his employer appreciate co-op and the Ontario Youth Apprenticeship Program.

Michel Bélanger, cooperative education teacher and Ontario Youth Apprenticeship Program Coordinator



Make It Your Business

I am a Grade 12 student at École secondaire catholique Thériault, so the time for making those all-important career choice decisions is fast approaching. During the first week of school, my teacher challenged me to do a cooperative education placement at the Timmins Economic Development Corporation, within the context of the Fais-en ton affaire [Make It Your Business] program. The goal of the program is to train a group of students, and get them to launch their own business and try to experience success during the semester. Despite the huge challenge, we launched a clothing business called SYNDKTZ. We sell our clothing to students at the various high schools in town, and at the local shopping centre.

The experience allows me to perform the duties of the two jobs that might interest me. I take care of the entrepreneurial side of the business, as well as the administrative duties. Every day, I face real-life situations that require a lot of effort and considerable responsibility.

To obtain a loan, my team had to draw up our business plan and present it to the bank. I learned how to remain calm in stressful situations and became more independent in making decisions. They could have a drastic effect on the business, but as a young entrepreneur, I learn from my mistakes and carry on.

I recommend this program to students who are genuinely interested in becoming entrepreneurs and launching their own business. My placement was an unforgettable experience, and I am very proud of running my own business at the age of 17. Regardless of age, we all have an opportunity to succeed in a field about which we are passionate.

Tianna Harper

Section



How you can get there

Starr's Distance Learning



On November 21, 2009, the Independent Learning Centre (ILC) hosted its annual graduation and awards ceremony. As with all graduations, this one was filled with celebration, as students accepted their honours. However, unlike others, this graduation celebrated the achievements of students from across Ontario, ranging in age from 17 to 60.

The then Minister of Education, Kathleen Wynne, attended and congratulated each honouree: “We know education opens up doors – whether you are upgrading your skills, embarking on a new career, or learning something new. This is true for students of all ages,” she said.

In her address, ILC managing director Sarah Irwin noted that since the people graduating had never met, they might not be aware of either the number of fellow graduates or the history of the ILC. She added that since 1926, thousands of learners have come through the virtual and actual doors of

the ILC. This past year alone, over 6,400 people wrote the General Education Development test and more than 15,800 people enrolled in courses with the ILC. Sarah also shared stories from graduates who were unable to attend the ceremony because they were studying at college or university or had pursued career paths that led them to far away places.

Sarah then welcomed to the stage **Starr Campagnaro**, this year's student speaker, who was selected from the graduating class for her inspiring outlook on independent study. “In my case, the greatest obstacle was myself,” said Starr. After dealing with “personal discrepancies” that made high school turbulent, Starr left school at age 17. She knew, however, that her dream of attending university would be impossible without her diploma. With the support of her parents and recommendations from her guidance counsellor, Starr enrolled with the ILC.

“Distance learning proved to be a chance opportunity that afforded me what I needed to succeed.” Soon, Starr saw her marks rise into the 80s. She discovered that she enjoyed history, social sciences, and English and spent hours at the library studying and researching. Today, Starr is pursuing her Bachelor of Arts degree at the University of Guelph. “The path to obtain my Ontario Secondary School Diploma may have been challenging, but I have come to appreciate that each day is an independent lesson that I am now prepared for.”

As the ceremony drew to a close, Sarah remarked, “Yes, the model is independent study, but as I always say, independent doesn't mean alone!” She then paraphrased words of British philosopher Bertrand Russell: “The responsibility is mine, but so is the opportunity!”

The Independent Learning Centre

The Independent Learning Centre (ILC), administered by TVO, is Ontario's designated provider of distance education. Funded by the Ministry of Education, the ILC offers high school credit courses in all pathways for students or individuals wanting to upgrade credentials, work around timetable conflicts, earn an Ontario Secondary School Diploma, or earn a high school equivalency certificate by passing the General Education Development (GED) test.

The ILC Alternative

Students enrolled in high school who need to be absent from class for extended periods due to athletic or artistic pursuits, or for health reasons, can ask at their school guidance office about taking ILC courses as a way to earn their credits.

Courses

Courses are presented in a blended learning format, which gives students the flexibility to learn in a way that suits them best. ILC courses are available in both official languages.

GED

The GED Testing Service administers a series of challenge exams that allows candidates to prove that they have acquired knowledge equivalent to that of a high school graduate through training and other experience. Individuals who are over the age of 18 and have been out of school for at least a year are eligible. The tests can be written year-round, in English or French, at various testing locations across the province. Candidates who pass the intensive, seven-hour session will receive the Ontario High School Equivalency Certificate. This certificate is generally accepted for admission to postsecondary programs and for advancement in the workplace.



For more information, contact the ILC at www.ilc.org, 416-484-2704 (English) and 1-800-387-5512 (English toll free), or 416-484-2722 (French) and 1-800-265-0454 (French toll free).



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Employment prospects for a given occupation may vary across the province, depending on the situation in each local labour market. The number and type of employers, the occupational makeup of the workforce, and other local economic conditions all contribute to the employment prospects for an occupation in a given community. The following occupations offer above-average opportunities.

Health Occupations

As our population grows older, we will require more frequent and more specialized medical care. Older individuals will also want to maintain connections with careers and family for as long as possible. Therefore, expect to see continued growth in fields that cater to the needs of these people.

Specialist Physicians

This group includes specialist physicians in clinical medicine, laboratory medicine, and surgery. Specialists in clinical medicine diagnose and treat diseases and physiological or psychiatric disorders, and act as consultants to other physicians. Specialists in laboratory medicine study the nature, cause, and development of diseases in humans. Specialists in surgery perform and supervise surgical procedures.

- Canadian Institute for Health Information (<http://secure.cihi.ca>)
- Canadian Medical Association (www.cma.ca)
- Canadian Society of Plastic Surgeons (www.plasticsurgery.ca)
- College of Physicians and Surgeons of Ontario (www.cpso.on.ca)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)
- Ontario Hospital Association (www.oha.com)
- Ontario Medical Association (www.oma.org)
- Royal College of Physicians and Surgeons of Canada (www.rcpsc.medical.org)

General Practitioners and Family Physicians

General practitioners and family physicians diagnose and treat the diseases, physiological disorders, and injuries of patients. These professionals usually work in private practice. Residents and interns in training to become family doctors are included in this category.

- Canadian Institute for Health Information (<http://secure.cihi.ca>)
- Canadian Medical Association (www.cma.ca)
- College of Family Physicians of Canada (www.cfpc.ca)
- College of Physicians and Surgeons of Ontario (www.cpso.on.ca)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)
- Ontario College of Family Physicians (www.ocfp.on.ca)
- Ontario Medical Association (www.oma.org)

Pharmacists

Community or retail pharmacists and hospital pharmacists dispense prescription drugs and provide consultative services to clients and health-care providers. Industrial pharmacists participate in the research, development, and manufacturing of pharmaceutical products.

- Canadian Pharmacists Association (www.pharmacists.ca)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)
- Council of the Ontario College of Pharmacists (www.ocpinfo.com)
- Faculty of Pharmacy, University of Toronto (www.utoronto.ca/pharmacy)
- Ontario Pharmacists' Association (www.opatoday.com)

Audiologists and Speech-Language Pathologists

Audiologists diagnose, evaluate, and treat hearing disorders. Speech-language pathologists diagnose, evaluate, and treat speech, language, communication, and voice disorders.

- Canadian Association of Speech- Language Pathologists and Audiologists (www.caslpa.ca)

- College of Audiologists and Speech-Language Pathologists of Ontario (www.caslpo.com)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)
- Ontario Association of Speech- Language Pathologists and Audiologists (www.osla.on.ca)

Physiotherapists

Physiotherapists assess patients and plan and carry out individually designed treatment plans to maintain, improve, or restore physical functioning, alleviate pain, and prevent physical dysfunction in patients. Physiotherapists may focus their practice in particular clinical areas such as neurology, oncology, rheumatology, orthopedics, obstetrics, pediatrics, or geriatrics, or in the treatment of patients with cardiovascular and cardiopulmonary disorders, burns, or sports injuries.

- Canadian Physiotherapy Association (www.physiotherapy.ca)
- College of Physiotherapists of Ontario (www.collegept.org)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)
- Ontario Physiotherapy Association (www.opa.on.ca)
- Physiotherapy Foundation of Canada (www.physiotherapyfoundation.ca)
- Sport Physiotherapy Canada (www.sportphysio.ca)

Occupational Therapists

Occupational therapists develop individual and group programs with people affected by illness, injury, developmental disorders, emotional or psychological problems, and ageing to maintain, restore, or increase their ability to care for themselves and to engage in work, school, or leisure activities. Occupational therapists may specialize in working with specific populations such as children or adults, or persons with distinct problems such as dementia, traumatic brain injury, or chronic pain, or provide special interventions such as return-to-work programs.

- Canadian Association of Occupational Therapists (www.caot.ca)
- Canadian Centre for Occupational Health and Safety (www.ccohs.ca)
- College of Occupational Therapists of Ontario (www.coto.org)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)

Registered Nurses

This group includes registered nurses, nurse practitioners, registered psychiatric nurses, and graduates of a nursing program who are awaiting registration (graduate nurses). They provide direct nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.

- Canadian Nurses Association (www.cna-nurses.ca)
- College of Nurses of Ontario (www.cno.org)
- Council of Ontario Universities – Office of Health Science (<http://ohs.cou.on.ca>)
- Council of Ontario University Programs in Nursing (www.cou.on.ca/_bin/affiliates/associations/coupn.cfm)
- Nurse Practitioners' Association of Ontario (www.npao.org)
- Ontario Nurses' Association (www.ona.org)
- Ontario Occupational Health Nurses Association (www.oohna.on.ca)
- Registered Nurses' Association of Ontario (www.rnao.org)

Respiratory Therapists, Clinical Perfusionists, and Cardiopulmonary Technologists

Respiratory therapists assist physicians in the diagnosis, treatment, and care of patients with breathing disorders. Clinical perfusionists provide technical support to patients undergoing cardiac surgery and patients requiring cardiorespiratory support. Cardiopulmonary technologists assist physicians in the technical aspects of diagnosis and treatment of cardiovascular and pulmonary disease.

- Canadian Association of Cardio- Pulmonary Technologists (www.cacpt.ca)
- Canadian Society of Clinical Perfusion (www.cscp.ca)
- Canadian Society of Respiratory Therapists (www.csrt.com)
- College of Respiratory Therapists of Ontario (www.crto.on.ca)
- Respiratory Therapy Society of Ontario (www.rtsso.org)

Medical Radiation Technologists

Medical radiation technologists practise in one or more of four specialties: radiography (X-ray technology), radiation therapy, nuclear medicine, and magnetic resonance imaging. Medical radiation technologists operate radiographic equipment and other diagnostic imaging tools to produce images of the body for the diagnosis of injury and disease, and operate radiation therapy equipment to administer radiation treatment for the treatment of disease.

- Canadian Association of Medical Radiation Technologists (www.camrt.ca)
- College of Medical Radiation Technologists of Ontario (www.cmrt.org)
- Ontario Association of Medical Radiation Technologists (www.oamrt.on.ca)

Medical Sonographers

Medical sonographers operate ultrasound equipment to produce and record images of various parts of the body to aid physicians in monitoring pregnancies and in diagnosing cardiac, ophthalmic, vascular, and other medical disorders. These practitioners are employed in clinics and hospitals. Medical sonographers who are supervisors or instructors are included in this group.

- Canadian Association of Medical Radiation Technologists (www.camrt.ca)
- Canadian Information Centre for International Credentials (www.cicic.ca)
- Canadian Society for Medical Laboratory Science (www.csmls.org)
- Canadian Society of Diagnostic Medical Sonographers (www.csdms.com)
- Ontario Society of Diagnostic Medical Sonographers (www.osdms.org)

Dental Hygienists and Dental Therapists

Dental hygienists provide dental hygiene treatment and information related to the prevention of diseases and disorders of the teeth and mouth. They are employed in dentists' offices, hospitals, clinics, educational institutions, government agencies, and private industry. Dental therapists carry out limited dental services related to the prevention and treatment of diseases and disorders of the teeth and mouth. They are employed by dental offices and by the federal government and the provincial governments to provide services in rural and remote communities.

- Association of Dental Technologists of Ontario (www.adto.org)
- Canadian Dental Assistants' Association (www.cdass.ca)
- Canadian Dental Association (www.cda-adc.ca)
- Canadian Dental Hygienists Association (www.cdha.ca)
- Canadian Information Centre for International Credentials (www.cicic.ca)
- Ontario Dental Hygienists' Association (www.odha.on.ca)

Trades, Transport, and Equipment Operators and Related Occupations

Career opportunities are expected to be promising in some skilled trades. Many skilled trades are expected to be in demand due to a combination of economic growth and worker retirement.

Electricians (Except Industrial and Power System)

Electricians in this group lay out, assemble, install, test, troubleshoot, and repair electrical wiring, fixtures, control devices, and related equipment in buildings and other structures.

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- Canadian Electrical Contractors Association (www.ceca.org)
- Electrical Contractors Association of Ontario (www.ecao.org)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ministry of Training, Colleges and Universities – Pathways to Apprenticeship (www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)
- Ontario Construction Secretariat (www.iciconstruction.com)

Industrial Electricians

Industrial electricians install, maintain, test, troubleshoot, and repair industrial electrical equipment and associated electrical and electronic controls.

- Canadian Electrical Contractors Association (www.ceca.org)
- Council for Automotive Human Resources (www.cahr-crha.ca)
- Electrical Contractors Association of Ontario (www.ecao.org)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ministry of Training, Colleges and Universities – Pathways to Apprenticeship (www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)

Plumbers

Plumbers install, repair, and maintain pipes, fixtures, and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial, and industrial buildings. Plumbers are involved in maintenance work and new construction projects.

- Canadian Institute of Plumbing and Heating (www.ciph.com)
- Construction Sector Council (www.csc-ca.org)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ministry of Training, Colleges and Universities – Pathways to Apprenticeship (www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)
- Ontario Construction Secretariat (www.iciconstruction.com)

Carpenters

Carpenters construct, install, maintain, and repair structures and components of structures made of wood, wood substitutes, and other materials. Some carpenters, such as finish carpenters, do detailed work requiring a high level of skill.

- Construction Sector Council (www.csc-ca.org)
- Council of Ontario Construction Associations (www.coca.on.ca)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ministry of Training, Colleges and Universities – Pathways to Apprenticeship (www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)
- Ontario Construction Secretariat (www.iciconstruction.com)
- Ontario Home Builders' Association (www.homesontario.com)

Tilesetters

Tilesetters cover interior and exterior walls, floors, and ceilings with ceramic, marble, and quarry tile, mosaics, or terrazzo. These tradespeople are employed by construction companies and masonry contractors, or they may be self-employed.

- Canada Green Building Council (www.cagbc.org)
- Canadian Information Centre for International Credentials (www.cicic.ca)
- Careers in Construction (www.careersinconstruction.ca)
- Ontario Centre for Green Building Design and Development (www.greenbuildingontario.ca)
- Skilled Trades (www.apprenticetrades.ca)

Plasterers, Drywall Installers and Finishers, and Lathers

Plasterers apply finish, and maintain and restore plaster or similar materials on interior and exterior walls, ceilings, and building partitions to produce plain or decorative surfaces. Drywall installers and finishers install and finish drywall sheets and various types of ceiling systems. Lathers install support framework for ceiling systems, interior and exterior walls, and building partitions. These tradespeople are employed by construction companies and by plastering, drywalling, and lathing contractors, or they may be self-employed.

- Canada Green Building Council (www.cagbc.org)
- Careers in Construction (www.careersinconstruction.ca)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ontario Centre for Green Building Design and Development (www.greenbuildingontario.ca)
- Skilled Trades (www.apprenticetrades.ca)

Roofers and Shinglers

Roofers install, repair, or replace flat roofs and shingles, shakes or other roofing tiles on sloped roofs. Shinglers install and replace shingles, tiles, and similar coverings on sloped roofs. These tradespeople are employed by roofing and general contractors, or they may be self-employed.

- Canada Green Building Council (www.cagbc.org)
- Careers in Construction (www.careersinconstruction.ca)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ontario Centre for Green Building Design and Development (www.greenbuildingontario.ca)
- Skilled Trades (www.apprenticetrades.ca)

Painters and Decorators

Painters and decorators apply paint, wallpaper, and other finishes to interior and exterior surfaces of buildings and other structures. These tradespeople are employed by construction companies, painting contractors, and building maintenance contractors, or they may be self-employed.

- Canada Green Building Council (www.cagbc.org)
- Canadian Information Centre for International Credentials (www.cicic.ca)
- Careers in Construction (www.careersinconstruction.ca)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ontario Centre for Green Building Design and Development (www.greenbuildingontario.ca)
- Skilled Trades (www.apprenticetrades.ca)

Refrigeration and Air Conditioning Mechanics

Refrigeration and air conditioning mechanics install, maintain, repair, and overhaul residential central air conditioning systems, commercial and industrial refrigeration and air conditioning systems, and combined heating and cooling systems.

- American Society of Heating, Refrigerating and Air Conditioning Engineers (www.ashrae.org)
- Heating, Refrigeration and Air Conditioning Institute of Canada (www.hrai.ca)
- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ministry of Training, Colleges and Universities – Pathways to Apprenticeship (www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)
- Ontario Construction Secretariat (www.iciconstruction.com)

Truck Drivers

Truck drivers operate heavy trucks to transport goods and materials over urban, interurban, provincial, and international routes.

- Canadian Trucking Alliance (www.cantruck.com)
- Canadian Trucking Human Resources Council (www.cthrc.com)
- Ministry of Transportation (www.mto.gov.on.ca)
- Ontario Trucking Association (www.ontruck.org)

Heavy Equipment Operators (Except Crane)

Heavy equipment operators operate heavy equipment used in the construction and maintenance of roads, bridges, airports, gas and oil pipelines, tunnels, buildings, and other structures; in surface mining and quarrying activities; and in material handling work. Some heavy equipment operators may specialize in one or more types of equipment.

- Construction Sector Council (www.csc-ca.org)

- Interprovincial Standards Red Seal Program (www.red-seal.ca)
- Ministry of Training, Colleges and Universities – Pathways to Apprenticeship (www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)

Natural and Applied Sciences and Related Occupations

Many occupations in this field are specialized and technical, requiring a considerable degree of knowledge and training. These jobs can be found in a diverse array of sectors, including the computer software, pharmaceutical, construction, and manufacturing sectors.

Civil Engineers

Civil engineers plan, design, develop, and manage projects for the construction or repair of various structures such as buildings, roads, airports, railways, rapid transit facilities, bridges, dams, ports and coastal installations, and systems related to highway and transportation services, water distribution, and sanitation. Civil engineers may also specialize in foundation analysis, building and structural inspection, surveying, and municipal planning.

- Association of Canadian Engineering Companies (www.acec.ca)
- Canada Green Building Council (www.cagbc.org)
- Career Bridge (www.careerbridge.ca)
- Engineers Canada (www.engineerscanada.ca)
- Municipal Engineers Association (Ontario) (www.municipalengineers.on.ca)
- Ontario Society of Professional Engineers – Career Centre (www.careercentre.ospe.on.ca)
- Professional Engineers Ontario (www.peo.on.ca)

Information Systems Analysts and Consultants

Information systems analysts and consultants conduct research; develop and implement information systems development plans, policies, and procedures; and provide advice on a wide range of information systems issues. These workers are employed in information technology consulting firms and in information technology units throughout the private and public sectors, or they may be self-employed.

- Information and Communications Technology Council (www.ictc-ctic.ca)
- Information Resource Management Association of Canada (www.irmac.ca)
- Information Technology Association of Canada (www.itac.ca)

Software Engineers and Designers

Software engineers research, design, evaluate, integrate, and maintain software applications, technical environments, operating systems, embedded software, information warehouses, and telecommunications software. They are employed in information technology consulting firms, information technology research and development firms, and information technology units throughout the private and public sectors, or they may be self-employed.

- Engineers Canada (www.engineerscanada.ca)
- Information and Communications Technology Council (www.ictc-ctic.ca)
- Institute for Certification of Computing Professionals (www.iccp.org)
- Professional Engineers Ontario (www.peo.on.ca)

Architectural Technologists and Technicians

Architectural technologists and technicians may work independently or provide technical assistance to professional architects and civil engineers in conducting research; preparing drawings, architectural models, specifications and contracts; and supervising construction projects.

- Association of Architectural Technologists of Ontario (www.aato.on.ca)
- Canada Green Building Council (www.cagbc.org)

LABOUR MARKET INFORMATION • LABOUR MARKET INFORMATION • LABOUR MARKET INFORMATION • LABOUR MARKET INFORMATION

- Canadian Council of Technicians and Technologists (www.cctt.ca)
- Ontario Association of Architects (www.oaa.on.ca)
- Ontario Association of Certified Engineering Technicians and Technologists (www.oacett.org)

User Support Technicians

Workers in this group provide first-line technical support to computer users experiencing difficulties with computer hardware and with computer applications and communications software. These technicians are employed by computer hardware manufacturers and retailers, and software developers, in call centres and information technology units throughout the private and public sectors.

- Information and Communications Technology Council (www.ictc-ctic.ca)
- Institute for Certification of Computing Professionals (www.iccp.org)
- Ontario Association of Certified Engineering Technicians and Technologists (www.oacett.org)

Systems Testing Technicians

Systems testing technicians execute test plans to evaluate the performance of software applications, and information and telecommunications systems. These technicians are employed in information technology units throughout the private and public sectors.

- Information and Communications Technology Council (www.ictc-ctic.ca)
- Institute for Certification of Computing Professionals (www.iccp.org)
- Ontario Association of Certified Engineering Technicians and Technologists (www.oacett.org)

Occupations in Social Science, Education, and Government Service

This group comprises professional and paraprofessional occupations serving the public through social agencies, the education system, the judicial system, and government administration.

University Professors

University professors teach courses to undergraduate and graduate students and conduct research at universities and degree-granting colleges. University professors who are the head of a department are included in this group.

- Canadian Association of University Teachers (www.caut.ca)
- Canadian Information Centre for International Credentials (www.cicic.ca)

Psychologists

Psychologists assess and diagnose behavioural, cognitive, and emotional disorders; counsel clients and provide therapy; undertake research; and apply theory relating to behaviour and mental processes. Psychologists help clients work toward the maintenance and enhancement of physical, intellectual, emotional, social, and interpersonal functioning.

- Canadian Psychological Association (www.cpa.ca)
- College of Psychologists of Ontario (www.cpo.on.ca)
- Ontario Psychological Association (www.psych.on.ca)

Social Workers

Social workers help individuals, couples, families, groups, communities, and organizations develop the skills and resources they need to enhance social functioning, and provide counselling, therapy, and referral to other supportive social services. Social workers also respond to social issues such as unemployment, racism, and poverty.

- Canadian Association of Social Workers (www.casw-acts.ca)
- Ontario Association of Social Workers (www.oasw.org)
- Ontario College of Social Workers and Social Service Workers (www.ocswssw.org)

Paralegal and Related Occupations

Legal assistants and paralegals assist lawyers or other professionals by preparing legal documents, maintaining records and files, and conducting research. Public notaries administer oaths, take affidavits, and prepare promissory notes, wills, mortgages, and other legal documents.

Trademark agents research and prepare trademark applications and advise clients on intellectual property matters.

- Institute of Law Clerks of Ontario (www.ilco.on.ca)
- Law Society of Upper Canada (www.lsuc.on.ca)
- Paralegal Society of Ontario (www.paralegalsociety.on.ca)

Community and Social Service Workers

Community and social service workers administer and implement a variety of social assistance programs and community services, and help clients deal with personal and social problems.

- Canadian Association for Community Living (www.cacl.ca)
- Canadian Association for Social Work Education (www.cassw-access.ca)
- Community Living Ontario (www.communitylivingontario.ca)
- Ontario Mental Health Foundation (www.omhf.on.ca)

Early Childhood Educators and Assistants

Early childhood educators plan and organize activities for preschool and school-age children. Early childhood educator assistants provide care and guidance to preschool children under the supervision of early childhood educators. Early childhood educators and assistants lead children in activities to stimulate and develop their intellectual, physical, and emotional growth. Early childhood educators who are supervisors are included in this group.

- Association of Early Childhood Educators Ontario (www.aeeo.ca)
- Canadian Association of Family Resource Planners (www.frp.ca/index.cfm?nodeID=1)
- Child Care Human Resources Sector Council (www.ccsc-cssge.ca)
- College of Early Childhood Educators (<http://collegeofece.on.ca>)
- Ministry of Children and Youth Services (www.children.gov.on.ca)

Source: Ontario Job Futures, 2009–2013

Ontario Summer Jobs 2010

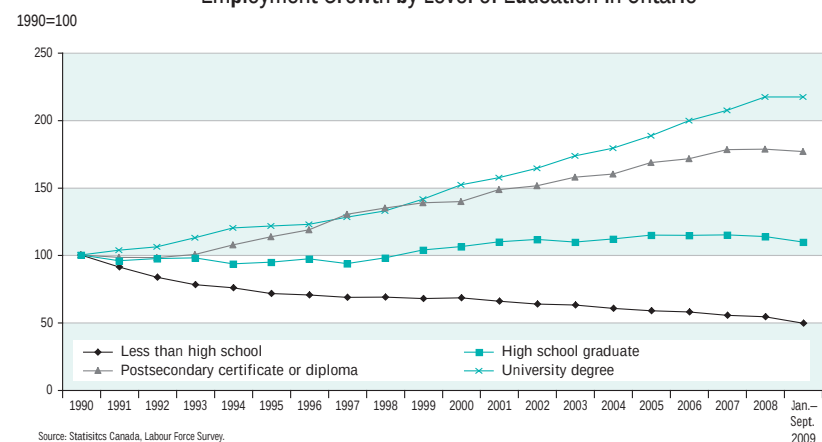
Whether you want to find a job, start your own business, or come and work for the Government of Ontario this summer, there's lots of work available through Ontario's summer jobs programs.

www.ontario.ca/summerjobs



EDUCATION + SKILLS = SUCCESS

Employment Growth by Level of Education in Ontario



Source: Statistics Canada, Labour Force Survey.

Employers are increasingly demanding workers with higher levels of skill and education. The long-term trends from 1990 to 2009 indicate that the employment of individuals with university education in Ontario more than doubled. Employment for those workers with a postsecondary certificate or diploma increased. Employment growth among those with high school

education increased marginally, while employment among those with incomplete high school education declined. Recent economic difficulties have weakened employment growth in 2009 in all of the educational groupings, but the longer term trends are expected to resume once the economy regains its footing and employment starts to increase.

POSTSECONDARY OPPORTUNITIES

Colleges

www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology
1385 Woodroffe Ave.
Ottawa, Ontario K2G 1V8
admissions 613-727-0002
toll free 1-800-565-4723
.....www.algonquincollege.com

Cambrian College of Applied Arts and Technology
1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
phone 705-566-8101
registrar 705-566-8101
toll free 1-800-461-7145
.....www.cambriancollege.ca

Canadore College of Applied Arts and Technology
100 College Dr., PO Box 5001
North Bay, Ontario P1B 8K9
phone 705-474-7600
registrar 705-474-7600, ext. 5123
.....www.canadorec.on.ca

Centennial College of Applied Arts and Technology
PO Box 631, Station A
Scarborough, Ontario M1K 5E9
phone 416-289-5000
toll free 1-800-268-4419
.....www.centennialcollege.ca

Collège Boréal
21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
phone 705-560-6673
toll free 1-800-361-6673
.....www.borealc.on.ca

Conestoga College Institute of Technology and Advanced Learning
299 Doon Valley Dr.
Kitchener, Ontario N2G 4M4
phone 519-748-5220
.....www.conestogac.on.ca

Confederation College of Applied Arts and Technology
1450 Nakina Dr., PO Box 398, Station F
Thunder Bay, Ontario P7C 4W1
phone 807-475-6110
toll free (Ontario, Manitoba) 1-800-465-5493
.....www.confederationc.on.ca

Durham College of Applied Arts and Technology
PO Box 385, 2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
phone 905-721-2000
toll free 1-800-461-3260
.....www.durhamcollege.ca

Fanshawe College of Applied Arts and Technology
PO Box 7005
1001 Fanshawe College Blvd.
London, Ontario N5Y 5R6
phone 519-452-4430
.....www.fanshawe.ca

George Brown College of Applied Arts and Technology
PO Box 1015, Station B
Toronto, Ontario M5T 2T9
phone 416-415-2000
toll free 1-800-265-2002
.....www.georgebrown.ca

Georgian College of Applied Arts and Technology
1 Georgian Dr.
Barrie, Ontario L4M 3X9
phone 705-728-1968
.....www.georgianc.on.ca

Humber College Institute of Technology and Advanced Learning
205 Humber College Blvd.
Toronto, Ontario M9W 5L7
phone 416-675-6622
.....www.humber.ca

La Cité collégiale
801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
phone 613-742-2483
toll free 1-800-267-2483
.....www.lacitec.on.ca

Lambton College of Applied Arts and Technology
1457 London Rd.
Sarnia, Ontario N7S 6K4
phone 519-542-7751
.....www.lambton.on.ca

Loyalist College of Applied Arts and Technology
PO Box 4200
376 Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
phone 613-969-1913
.....www.loyalistcollege.com

Mohawk College of Applied Arts and Technology
Fennell Ave. and West 5th St.,
PO Box 2034
Hamilton, Ontario L8N 3T2
phone 905-575-1212
.....www.mohawkcollege.ca

Niagara College of Applied Arts and Technology
300 Woodlawn Rd.
Welland, Ontario L3C 7L3
phone 905-735-2211
admissions ext. 7619
.....www.niagaracollege.ca

Northern College of Applied Arts and Technology
4715 Highway 101 E., PO Box 3211
Timmins, Ontario P4N 8R6
phone 705-235-3211
.....www.northernc.on.ca

St. Clair College of Applied Arts and Technology
2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
phone 519-966-1656
admissions 519-972-2759
.....www.stclaircollege.ca

St. Lawrence College of Applied Arts and Technology
100 Portsmouth Ave.
Kingston, Ontario K7L 5A6
phone 613-544-5400
.....www.stlawrencecollege.com

Sault College of Applied Arts and Technology
PO Box 60, 443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
phone 705-759-2554
toll free 1-800-461-2260
.....www.saultcollege.ca

Seneca College of Applied Arts and Technology
1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
phone 416-491-5050
.....www.senecac.on.ca

Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
phone 905-845-9430
.....www.sheridaninstitute.ca

Sir Sandford Fleming College of Applied Arts and Technology
599 Brealey Dr.
Peterborough, Ontario K9J 7B1
phone 705-749-5530
.....www.flemingcollege.com

Universities and OCAD

www.ouac.on.ca
For information on admission requirements, programs, fees, and residences, contact:

Algoma University
1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
phone 705-949-2301
admissions 1-888-254-6628
fax 705-949-6583
.....www.algomau.ca

Brock University
500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
phone 905-688-5550
.....www.brocku.ca

Carleton University
1125 Colonel By Dr.
Ottawa, Ontario K1S 5B6
phone 613-520-3663
toll free (Ontario, Quebec) 1-888-354-4414
.....www.carleton.ca

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
phone 807-343-8110
toll free (Ontario, Manitoba, Saskatchewan) 1-800-465-3959
.....www.lakeheadu.ca

Laurentian University
935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
phone 705-675-1151
toll free 1-800-461-4030
.....www.laurentian.ca

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
phone 905-525-9140
.....www.mcmaster.ca

Nipissing University
PO Box 5002, 100 College Dr.
North Bay, Ontario P1B 8L7
phone 705-474-3461
.....www.nipissingu.ca

Ontario College of Art & Design (OCAD)
100 McCaul St.
Toronto, Ontario M5T 1W1
phone 416-977-6000
toll free 1-800-382-6516
.....www.ocad.ca

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
phone 613-533-2000
.....www.queensu.ca

Royal Military College of Canada
PO Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
phone 613-541-6000
toll free 1-866-762-2672
.....www.rmc.ca

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
phone 416-979-5000
.....www.ryerson.ca

Trent University
1600 West Bank Dr.
Peterborough, Ontario K9J 7B8
phone 705-748-1011
toll free 1-888-739-8885
.....www.trentu.ca

University of Guelph
50 Stone Road E.
Guelph, Ontario N1G 2W1
phone 519-824-4120
.....www.uoguelph.ca

University of Ontario Institute of Technology
PO Box 385, 2000 Simcoe St. N.
Oshawa, Ontario L1H 7L7
phone 905-721-8668
.....www.uoit.ca

University of Ottawa
550 Cumberland St.
Ottawa, Ontario K1N 6N5
phone 613-562-5700
toll free 1-877-868-8292
.....www.uottawa.ca

University of Toronto
St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
phone 416-978-2011
.....www.utoronto.ca

Mississauga Campus
3359 Mississauga Rd. N.
Mississauga, Ontario L5L 1C6
.....www.utm.utoronto.ca

Scarborough Campus
1265 Military Trail
Toronto, Ontario M1C 1A4
.....www.utsc.utoronto.ca

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
phone 519-888-4567
.....www.uwaterloo.ca

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
phone 519-661-2111
.....www.uwo.ca

University of Windsor
401 Sunset Ave.
Windsor, Ontario N9B 3P4
phone 519-253-3000
toll free (Ontario, Quebec) 1-800-864-2860
.....www.uwindsor.ca

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
phone 519-884-0710
.....www.wlu.ca

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
phone 416-736-2100
.....www.yorku.ca

Distance Education and Online Learning

Contact North/Contact Nord: Distance Education and Training Network

If there is no listing for Contact North/Contact Nord in your local telephone book, call 1-877-999-9149, go to www.contactnorth.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters
1139 Alloy Dr., Suite 104
Thunder Bay, Ontario P7B 6M8
phone 807-344-1616
fax 807-344-2390

Northeast Headquarters
410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
phone 705-560-2710
fax 705-525-0136

elearnnetwork.ca/reseaulearning.ca – a distance education and training network in eastern and southern Ontario with 17 locations
toll free 1-866-601-1501
.....www.elearnnetwork.ca

OntarioLearn.com – a consortium of 22 English colleges of applied arts and technology offering online courses and programs
.....www.ontariolearn.com

Registered Private Career Colleges

For more information about registered private career colleges, visit www.ontario.ca/pcc or contact:

Superintendent of Private Career Colleges
Ministry of Training, Colleges and Universities
900 Bay St., 9th Floor, Mowat Block
Toronto, Ontario M7A 1L2
phone 416-314-0500
fax 416-314-0499
toll free 1-866-330-3395
.....pcc@ontario.ca
.....www.ontario.ca/pcc

Aboriginal Postsecondary Institutions

Anishinabek Educational Institute
P.O. Box 711, Hwy 17 West
1 Migizii Miikan
North Bay, Ontario P1B 8J8
phone 519-289-0777
fax 519-289-0379
.....www.anishinabek.ca

FNTI
3 Old York Rd.
Tyendinaga Mohawk Territory
Ontario K0K 1X0
phone 613-396-2122
fax 613-396-2761
.....www.fnti.net

Iohahi:Io Akwesasne Adult Education
PO Box 579
Cornwall, Ontario K6H 5T3
phone 613-575-2754
fax 613-575-1478
.....www.akwesasne.ca

Kenjgewin Teg Educational Institute
30 Lakeview Dr., PO Box 328
M'Chigeeng First Nation
Ontario P0P 1G0
phone 705-377-4342
fax 705-377-4379
.....www.ktei.net

Ogwehoweh Skills and Trades Training Centre
16 Sunrise Court, PO Box 69
Ohsweken, Ontario N0A 1M0
phone 519-445-2222
fax 519-445-4777
.....www.osttc.com

Oshki-Pimache-O-Win Education and Training Institute
106 Centennial Square, 3rd Floor
Thunder Bay, Ontario P7E 1H3
phone 807-626-1880
fax 807-622-1818
.....www.oshki.ca

Seven Generations Education Institute
1455 Idylwild Dr., PO Box 297
Fort Frances, Ontario P9A 3M6
phone 807-274-2796
fax 807-274-8761
.....www.7generations.org

Shingwauk Kinooamaage Gamig
7 Shingwauk St.
Garden River First Nation
Ontario P6A 6Z8
phone 705-942-5069
fax 705-942-3947
toll free 1-866-660-6642
.....www.shingwauku.com

Six Nations Polytechnic
PO Box 700
Ohsweken, Ontario N0A 1M0
phone 519-445-0023
fax 519-445-4416
.....www.snpolytechnic.com

PASSPORT to prosperity

*Celebrating 10 years
of school-work partnerships*

Passport to Prosperity is an employer-led, province-wide campaign to promote the importance of work experience opportunities for high school students in helping them prepare for the transition from the classroom to the workforce. Opportunities include experiential learning programs, career talks, worksite visits, job shadowing, and cooperative education placements, which include the Ontario Youth Apprenticeship Program and the Specialist High Skills Major programs. The campaign is sponsored by the Provincial Partnership Council of employers, the Ontario Ministry of Education, and the Ontario Ministry of Training, Colleges and Universities, and is delivered through the Ontario Business Education Partnership of business-education councils and local training boards across the province.

*Students, ask your teachers about workplace opportunities.
Employers, join now!*

For more information, visit:

Employer Registry: www.employerregistry.ca

Ontario Business Education Partnership: www.obep.on.ca

Passport to Prosperity: www.ontario.ca/passporttoprosperity



Skills Work Booklet

Now in its fifth edition, the *Skills Work!*® Booklet provides a current list of apprenticeable trades in Ontario, hourly earnings, and a detailed overview of over 45 trades. This great resource is available in both official languages and contains information on all the possible career opportunities in the skilled trades and technologies. To order copies, contact Carolyn Hartlen, Director of Public Relations, Skills Canada, at carolynh@skillscanada.com.

Workplace Health and Safety

Learn about workplace health and safety in an interactive and exciting way by participating in the 2010 Workplace Safety and Insurance Board (WSIB) Student Video Contest. You will be eligible to win cash prizes and so will your school.

All Ontario high school students can participate. Representatives from the WSIB, the Ministry of Education, and the Ministry of Labour judge entries using predetermined criteria. Cash prizes are awarded to first-, second-, and third-place winners, and their respective schools receive matching cash amounts. Awards of merit are given for special achievements.

The contest provides an opportunity for you to prepare a video for use in postsecondary application portfolios. Teachers can also use the contest as a class project to meet curriculum objectives for health and safety. Video contest winners are announced publicly and are also featured on the WSIB and Prevent-it websites in the spring of each year.

The 2009 contest was a great success, drawing entries from high school students across the province. The first-place award went to “Stay Connected,” by Alec Bell, Ryan Beechey, and John Lee, from Paris District High School in Paris. Second place went to “Consequences,” by Ryan Quesnelle, from St. David Catholic Secondary School in Waterloo. Third place went to “Workplace Safety,” by Sam Mantini, from Robert F. Hall Catholic Secondary School in Caledon East.

Each generation of students needs to know their rights and responsibilities. The enthusiasm for the video contest demonstrates a growing awareness among Ontario’s youth of the importance of workplace health and safety. But there’s still more to do! Check out the WSIB’s video contest website at www.prevent-it.ca for contest information, rules, and an entry form. The annual contest deadline is April 1. Get involved!



WEBSITES

These website addresses were in effect when *Ontario Prospects* went to print.

CAREER EXPLORATION
Ontario School Counsellors' Association www.osca.ca
Ontario Workinonet www.onwin.ca
Alliance of Sector Councils www.councils.org
CanadianCareers.Com www.canadiancareers.com
Essential Skills – Human Resources and Skills Development Canada www.hrsc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml
Job Futures www.jobfutures.ca
Labour Market Information – Government of Canada www.labourmarketinformation.ca
Labour Market Information – Government of Ontario www.ontario.ca/labourmarket
Making Career Sense of Labour Market Information http://makingcareersense.org
Mazemaster www.mazemaster.on.ca
Ontario Job Futures www.ontario.ca/jobfutures
Ontario Skills Passport http://skills.edu.gov.on.ca
SalaryExpert www.salaryexpert.com
Statistics Canada www.statcan.gc.ca
Training, Career and Worker Information – Service Canada www.jobsetc.ca
VECTOR (Video Exploration of Careers, Transitions, Opportunities and Realities) www.vector.cfee.org
WORKink – Canadian Council on Rehabilitation and Work www.workink.com
Youth in Motion www.youth-in-motion.ca
APPRENTICESHIP CAREERS
Apprenticesearch.com – Halton Industry Education Council www.apprenticesearch.com
Apprenticeship Training www.ontario.ca/apprenticeship

Canadian Apprenticeship Forum www.caf-fca.org
I Want to Work in the Trades – Employment Ontario www.ontario.ca/employment
Ontario Youth Apprenticeship Program www.oyap.com
Skilled Trades – Government of Canada www.apprenticetrades.ca www.careersintrades.ca
Tradeability.ca www.tradeability.ca
COURSES
Campus Program www.campusprogram.com/canada
Canadian Virtual University www.cvu-uvc.ca
CanLearn www.canlearn.ca
DistanceEdCanada.ca www.distanceedcanada.ca
DistanceStudies.com www.distancestudies.com
E-Learning Ontario www.edu.gov.on.ca/elearning
French-language Education in Ontario www.fleontario.com
Independent Learning Centre www.ilc.org
Ministry of Education www.ontario.ca/edu
Ministry of Training, Colleges and Universities www.ontario.ca/tcu
Ontario Universities' Application Centre www.ouac.on.ca
OntarioColleges.ca www.ontariocolleges.ca
OntarioLearn.com www.ontariolearn.com
SchoolFinder.com www.schoolfinder.com
StudyinCanada.com www.studyincanada.com
STUDENT LOANS, AWARDS, AND GRANTS
Ontario Student Assistance Program www.ontario.ca/osap
ScholarshipsCanada.com www.scholarshipscanada.com

StudentAwards.com www.studentawards.com
JOB
Canadajobs.com www.canadajobs.com
Career Edge – Internships for Recent Graduates www.careeredge.ca
CoolJobsCanada www.cooljobscanada.com
Employment Ontario – Ministry of Training, Colleges and Universities www.ontario.ca/employment
Employment Ontario – Summer Jobs – Ministry of Training, Colleges and Universities www.ontario.ca/summerjobs
Exchanges Canada www.exchanges.gc.ca
Forces.ca www.forces.ca
Job Bank – Service Canada www.jobbank.gc.ca
Job Bus Canada www.jobbus.com
JobShark www.jobshark.ca
Monster.ca www.monster.ca
Ontario Internship Program www.internship.gov.on.ca
Ontario Public Service Careers www.ontario.ca/careers
Ontario's Minimum Wage – Government of Ontario www.ontario.ca/minimumwage
Persons with Disabilities Online – Service Canada www.pwd-online.ca
Public Service Commission of Canada http://jobs-emplois.gc.ca
Working.com www.working.com
Workopolis.com www.workopolis.com
Youth Canada www.youth.gc.ca
YouthConnect.ca– Ministry of Children and Youth Services www.youthconnect.ca

STARTING A BUSINESS
Canada Business – Services for Entrepreneurs www.canadabusiness.ca
Canadian Innovation Centre www.innovationcentre.ca
Canadian Youth Business Foundation www.cybf.ca
Industry Canada www.ic.gc.ca
Junior Achievement of Canada www.jacan.org
Ministry of Economic Development and Trade www.ontario.ca/economy
Service Ontario – Gateway for Business www.serviceontario.ca (choose "Services for Business" from menu at left)
RESOURCES FOR ABORIGINAL PEOPLE
Aboriginal Human Resource Council www.aboriginalhr.ca
Aboriginal Youth Network www.ayn.ca
Assembly of First Nations www.afn.ca
Canadian Council for Aboriginal Business www.ccab.com
Canadian Executive Service Organization www.ceso-saco.com
Chiefs of Ontario www.chiefs-of-ontario.org
EmploymentFlyers.org – Aboriginal Programs – YMCA, Toronto www.employmentflyers.org/flyers.html?type=8
Grand River Employment and Training www.greatsn.com
Indian and Northern Affairs Canada www.ainc-inac.gc.ca
Métis Nation of Ontario www.metisnation.org
Métis National Council www.metisnation.ca
Miziwe Biik Aboriginal Employment and Training – Toronto www.miziwebiik.com
Native Women's Association of Canada www.nwac-hq.org

Ontario Aboriginal Calendar and Services Directory www.211ontario.ca/aboriginal
Ontario Federation of Indian Friendship Centres www.ofifc.org
Ontario Ministry of Aboriginal Affairs www.aboriginalaffairs.gov.on.ca
Ontario Native Women's Association www.onwa-tbay.ca
SAY Magazine www.saymag.com/canada
RESOURCES FOR INTERNATIONALLY TRAINED INDIVIDUALS
Acces Employment www.accestrain.com
CanadaInternational.gc.ca www.canadainternational.gc.ca
Canadian Information Centre for International Credentials www.cicic.ca
Career Bridge – Internships for Internationally Qualified Professionals www.careerbridge.ca
COSTI Immigrant Services www.costi.org
HealthForceOntario www.healthforceontario.ca
Integration-Net – Citizenship and Immigration Canada http://integration-net.ca
Ontario Council of Agencies Serving Immigrants www.ocasi.org
Ontario Immigration www.ontarioimmigration.ca
Ontario Network for Internationally Trained Professionals www.onip.ca
Settlement.org – Welcome to Ontario www.settlement.org
Skills for Change www.skillsforchange.org
Toronto Region Immigrant Employment Council www.triec.ca
Work Destinations www.workdestinations.org
World Education Services Canada www.wes.org/ca

Employment Ontario Hotline
1-800-387-5656 • www.ontario.ca/employment