

2011 Ontario Prospects



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STUDENT SUCCESS/LEARNING TO 18

Ministry of Education

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



Section 1

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 fulfilment. 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.

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 an 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.



Never Give Up Hope

From elementary school through university, I went through episodes of severe anxiety and depression. My struggles with mental illness began early, when I was only 10. I had obsessive-compulsive disorder, which made schoolwork very difficult, and I was often the victim of bullying. My self-esteem suffered enormously, and by high school I was slipping into a depression that almost ended in tragedy. In Grade 12, I managed to get good marks but, while classmates were thinking about college and careers, all I could see was my own hopeless future.

I worked through my feelings in writing, and my English teacher was kind and supportive. He said I had a gift for words and more potential than I realized. York University has a professional writing program and great services for students with psychiatric challenges, as do most universities. So I went to York, but the depression became disabling and I had to drop out. For the next few years, school was impossible. With therapy and medication, however, I began to recover.

I switched to the University of Toronto part-time and, as I healed, I increased my course load. I took psychology and loved it. Learning about the human mind shed so much light on my experiences and opened my eyes to the amazing complexity of the brain. I'm so grateful for my postsecondary education, because I can use this knowledge to help others and to increase awareness of mental illness. Today, I'm moving forward and I'm happy to be alive. Most importantly, I've learned never to give up hope.

Erin H.

The Jack Project

In March 2010, Jack Windeler, a first-year student at Queen's University, committed suicide. Like many young people, 18-year-old Jack wouldn't have thought twice about letting people know he was physically sick, needed help because he had broken a limb, or had changed plans because of a dentist appointment. However, the stigma attached to mental illness prevented Jack from telling anyone that he was suffering what was most likely severe, debilitating depression.

Even though Jack was unable to ask for help for himself, he did ask, in a note he left, that others be helped.

Since his death, Jack's family and friends have established the Jack Windeler Memorial Fund at Kids Help Phone. The fund focuses on life-saving and life-changing supports for youth aged 16 to 20. The Jack Project will

- ❖ produce a youth microsite featuring information and resources about depression, anxiety, self-injury, suicide prevention, and how to help a friend;
- ❖ pilot Live Chat counselling – immediate online professional help and support from a counsellor;
- ❖ create a smartphone app as yet another portal to information, to include warning signs and other content on suicide, depression, and how to help a friend;
- ❖ ensure awareness of these new resources.

1 800 668 6868
Kids Help Phone
 kidshelpphone.ca

We know that young adults like Jack have questions about mental health. Over 30 percent of those who reach out to Kids Help Phone are over 17, and mental health remains the number one reason both kids and youth contact us. Our counsellors take calls and answer messages from young people who feel hopeless, anxious, and suicidal. Some have lost someone close to them or are struggling with addiction, eating disorders, and self-harm; others are coping with the stress related to moving away from home and with anxiety about their future. One in four students will experience a mental health problem. A fraction of them will seek help. Targeting this age group by making relevant information available in an anonymous and confidential way can have a life-saving impact on a young person. This is Jack's legacy.

Through an ongoing partnership with the Ministry of Education, Kids Help Phone provides telephone and web-based counselling services and support for over 50,000 children and youth across Ontario, concerning bullying prevention, Internet safety and gang-related issues.

LINKS

Kids Help Phone – www.kidshelpphone.ca

The Jack Project – www.thejackproject.org

Minister's Student Advisory Council

MSAC

Would you like the opportunity to voice your concerns and offer solutions that will help improve the way teenagers are being taught today in Ontario? Are you interested in sharing your ideas and advice with the Minister of Education? Then joining the 2011/12 Minister's Student Advisory Council (MSAC) is the best way to speak up and take ownership of your education. This council is made up of 60 students chosen from across Ontario who are passionate about their education and are willing to think big, speak up, and take action to help other students. MSAC's main objective is to empower students to be the change. The council also allows you to speak up for people who cannot, and have your voice heard and your ideas put into action by your school, community, and government. Students want to see active and dynamic learning, to have an education in which they have opportunities, choices, a balance between academic knowledge and life skills that are tied to society so that they can understand why and what they are being taught. MSAC allows you to have those needs met and concerns heard, and gives you the opportunity to talk with the Minister of Education face to face, while working together to make the Ontario education system the best in the world. *C.J. Bartell*



"This group of students has become so close over the short time that we've known each other that we've chosen to maintain communication to remain close. MSAC is not only a large-scale vehicle of change, but also a catalyst for change within each individual. My eyes have been opened to many of the struggles that other students in Ontario go through, and I feel that I have gained a wealth of knowledge about the northern school boards. I highly recommend applying to become part of this group. You will not regret it." **Roger De Leon**



"For me, MSAC was an amazing experience because I got the opportunity to speak to like-minded students from across the province, who all had a passion for speaking

their minds and making our education system better for our friends and future generations. I learned so much from all the MSAC members, and I am very grateful to have had the chance to speak directly to the Minister about how I think our schools could work better." **Danny Zhang**



"For me, being on MSAC is being a part of a wave of change. It's being able to contribute toward our future and education, and to people who will be the future student body. Adults are no longer the only people making choices for students; now we are at the table, voicing what we want. I learned so much when I became part of MSAC. I came to

realize that the opinion of the average student could be heard and be considered important, not just by other students, but by the adults who facilitate the change. Now I can speak up with pride, knowing I can make a difference. On MSAC, each of us had one main thing we believed was important – poverty, equality, social change, the environment, nutrition policies, anything that matters to us as students. We spoke, we discussed, and we debated, and now we're taking action. That is what change is about. That is what MSAC is about. That is what the student voice is about. Whether our large conversation is in person, at a meeting, or in a telephone conference, change will come out of it. And you know what? I'm enjoying every single minute of it." **Tony Bui**



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 with the Minister of Education as a member of the Minister's Student Advisory Council, collaborate with students from across Ontario, and receive funding to lead projects at your school. Find out how at WWW.ONTARIO.CA/SPEAKUP.



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. Many workplaces have a health and safety committee that meets regularly to address health and safety issues. It has members who are workers and some who are with management.

IS YOUR JOB COVERED BY THE OHSA?

Ontario workers are covered by the OHSA. Workers in federal workplaces are covered under federal health and safety legislation. If you work in your own home or in someone else's home, you may not be covered.

If you aren't sure what law covers your job, you can call the Ministry of Labour to find out, or check the WorkSmartOntario website 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 will be working with any chemicals, will I get training before I start to use them?
- Will I have to wear any safety gear, such as safety glasses? 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, for example, what to do if I get hurt?

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 you need to do and how to do it safely.

WHAT TO DO IF YOU THINK YOUR WORK IS UNSAFE

The OHSA says that if you see something at work that you think is unsafe, 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 the work is 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 whether you can safely go back to work.

NEW TOLL-FREE NUMBER TO CALL TO REPORT UNSAFE WORK PRACTICES

Ontario's Ministry of Labour has a new toll-free number – 1-877-202-0008. Anyone, anywhere in Ontario, can call this number anytime – 24 hours a day, seven days a week – to report a workplace health and safety incident, a critical injury or fatality, or a worker's refusal to work due to unsafe conditions. You can also call this number if you suspect that work practices are unsafe or to make general inquiries.

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 you belong to one) or to the Ontario Labour Relations Board.

WHAT TO DO IF YOU ARE INJURED AT WORK

Get first aid or medical help right away, and tell your supervisor about the injury. If you or a co-worker is injured and cannot ask for help or inform a supervisor, some other person at the workplace must do so.

Your employer may need to file a notice of the injury with the Workplace Safety and Insurance Board as soon as possible. You might be eligible to receive benefits from the board 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

Call the Ministry of Labour Health & Safety Contact Centre at 1-877-202-0008 if you suspect work practices are unsafe or if you have a general inquiry about workplace health and safety.

Call the Workplace Safety and Insurance Board at 1-800-387-0750 if you have questions about getting benefits if you are hurt at work.

TO LEARN MORE ABOUT THE RULES AT WORK

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

Build, Fix, Design, Create



If any of the words in the title above describe activities that you enjoy doing, you may just be a perfect candidate for a fulfilling career in the skilled trades and technologies. Skills Canada–Ontario has been helping students discover their talents and guiding them toward rewarding livelihoods since 1989. Did you know that there are more than 150 exciting occupations in the skilled trades and technologies? The range of options is mind-boggling and includes everything from webpage design to welding, carpentry to culinary arts. Talk to your advisor, guidance counsellor, or teachers about how to pursue such opportunities, and get involved in these Skills Canada–Ontario programs:

Ontario Technological Skills Competition (OTSC) Could you win a medal in carpentry? Compete with peers from across the

province in 3D character animation? Create a culinary masterpiece while 30,000 people watch? Such achievements are truly attainable for some of the 1,800 student competitors from across the province who attend the OTSC. Every May, Waterloo’s RIM Park is a hub of activity as participants compete in a total of 63 contest areas while thousands of spectators cheer them on. Students in high school, college, and apprenticeships vie for gold in a six-hour contest, supported by the Ministry of Training, Colleges and Universities, that tests both their theoretical knowledge and hands-on ability. Gold-medal winners advance to the national level with hopes of qualifying to represent Canada at WorldSkills. Even if you’re not competing, the OTSC is well worth checking out. Take a stroll through the 65 interactive booths in the Career Exploration Showcase. You may just discover the roadmap to your future here!

Skills Work!® What’s Out There? Another great way to find out about careers in the skilled trades and technologies is through the very popular in-class visits our liaison officers make. Using a multimedia presentation, they bring dozens of work opportunities to life, and the interactive format allows students to really get the most out of the session. Each year, this program, supported by business, industry, and the Ministry of Education, has an impact on the lives of over 100,000 students from Grades 7 through 12. More than 2,000 schools in Ontario take advantage of this benefit of affiliation with Skills Canada–Ontario. Ask if your school is eligible!

Skills Work!® for Women Networking Dinners If you are a young woman in high school, you’ll want to come to one of our popular networking dinners. Designed to be relaxed, fun, and informative, these dinners bring young women who are curious about the skilled trades together with tradeswomen who are working in the construction, industrial, service, communications, and motive power sectors.

Cardboard Boat Races One of our most popular events, the cardboard boat races test participants’ mathematical and teamwork skills in a fast-paced, fun environment. How speedy and strong would your team’s boat be? Would it make it all the way across the pool? How many people would it hold? How fast would it go? It’s amazing how far ingenuity and collaboration can go when the only materials available to the team are cardboard, glue, and duct tape! These are the records to beat: Weight: an incredible 640 kilograms, achieved in 2007; Speed: an impressive 15.03 seconds, achieved in 2009!

To find out more about all our programs and events, contact the program manager, Alain Robineau, at alainr@skillscanada.com, or visit the Skills Canada–Ontario website at www.skillsontario.com.



Have Skills – Will Travel



Being the best at something has its rewards, such as earning a trip to London, England, or having high-level politicians applaud your efforts. For six Ontario students, these adventures are all part of their exciting career journeys in the skilled trades and technologies, and just one more notch in their relatively new toolbelts.

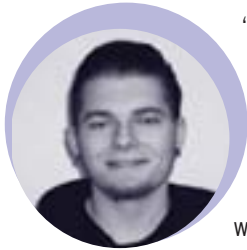
Having won gold medals at both the Ontario Technological Skills Competition and the subsequent Skills Canada National Competition six “Team Ontario” members will join 29 other students from across Canada who are advancing to the prestigious WorldSkills 2011 competition in London, England. The Team Ontario members are **Ryan Gomes** of Centennial College, for Aircraft Maintenance; **Tyler Hackney** of Fanshawe College, for CNC Turning; **Tom Middlebro** of Mohawk College, for Offset Printing; **Jonathan Sinke** of Conestoga College, for Cabinetmaking; and **Benjamin Church** and **Adrian Schut**, a team from Almonte and District High School, for Mobile Robotics. Staff at Skills Canada–Ontario recognized the need to celebrate these students’ accomplishments by arranging for the six to be introduced in the Legislative Assembly of Ontario.

WorldSkills London 2011 will be the 11th time a Canadian team has participated in this event, an international competition that takes place every two years and brings together the world’s brightest students in skilled trades and technology. This year, WorldSkills will host more than 900 competitors from 52 member countries or regions, who will participate in team and individual contests.

Canada has a severe shortage of skilled tradespeople. Skills Canada–Ontario is a not-for-profit organization whose mandate is to promote careers in the skilled trades and technologies to young people in Ontario through a variety of competitions, programs, and events. Each year the organization hosts the Ontario Technological Skills Competition. For additional information, visit the Skills Canada–Ontario website at www.skillsontario.com.



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



“I really enjoyed producing my final project. Filming and editing a video (www.youtube.com/watch?v=1a9d-H7iSio) to reflect on and share my experiences in work, school, and life

was a great way for me to express myself

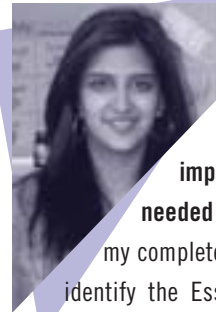
and have fun with a project, using the tools and skills I chose to develop, rather than doing the sometimes repetitive school work I am used to. Growing up, I had trouble retaining information that I had just read, and I realized that I learn better visually, so I was very excited to present my project visually, not only to represent how I learn best, but also to appeal to those like myself who either learn best visually or hands on. As an added bonus for my hard work, I also discovered that my video project counted for a few lessons toward my co-op credits. In my Essential Skills project, I was asked to complete reading and writing tasks that I would actually be required to perform in my field of work, graphic art. This was a good way for me to build my skills and also know what to expect in the workplace.”

Brock Terriah

“As a teacher participating in the Ministry of Education’s Curriculum-Essential Skills Linkages Field Test, I have developed Essential Skills–based units for the courses English 4C and English 4U. The first is an inquiry unit in which students use the OSP to explore and practise the English-related Essential Skills of their “dream job.” In the English 4U course, students assume the identity of a literary character and explore the university preparation

process from that character’s perspective. This work engages students because it requires them to acknowledge their personal interests and goals, and makes clear how they can apply their learning beyond the classroom.”

Jeff Ballantyne



“As a second-year co-op student studying early childhood education, I have used the OSP to look critically at the development of the most important Essential Skills and work habits needed in this occupation. After looking at

my completed work plan from last year, I was able to identify the Essential Skills I still need to develop. In addition, the OSP has allowed me to continue to set goals at my current placement as an educational assistant in all-day Kindergarten. Using my work plan from last year as a reference, I can continue working on increasing my Essential Skill levels in the most important task areas of this occupation.”

Komal Desai

“I really enjoyed learning all about the Essential Skills in my Grade 10 career studies class. Now I know what I need to know to be successful in my future career, and that there are different levels to which I can develop my skills. These skills are a great tool for everyone, whether they are already working or still in school. I would say that Essential Skills are an essential part of any career.”

Meaghan Duggan

“I used the OSP website for general office clerk, medical clerk, and medical receptionist. I liked the website because it was helpful and gave me a lot of information I needed. This is the kind of employment that I’m looking for in the near future.”

Debbie

“I have used the OSP website to learn about a variety of occupations. I find the activities very worthwhile and helpful to students in developing a clear understanding of the skills involved in different occupations. By completing authentic workplace materials, students are exposed to real-life activities. This makes their decision regarding what employment opportunities to consider a little easier.”

Sandy Coghlin, Literacy and Basic Skills instructor



“Last year, I completed a co-op placement as a security guard and realized that it was not a career I wanted to pursue. This year, I have

chosen to work in a restaurant as a cook. The OSP has given me the chance to look at the transferability of my Essential Skills from one occupation to another, in particular my oral communication skills. It has also helped me to focus on my new career direction, becoming a cook, and has allowed me to identify the specific skills and work habits that I need to develop to become a successful chef in the future.”

Thomas Taylor

Boris Chan is a software engineering grad, mobile technology developer, and lead musician with indie rock band The Eatons.



Career Cruising

Every day, you’re one step closer to graduation and the rest of your life. As exciting as finishing high school is, life after high school will present you with almost endless options, and that can be stressful. That’s where Career Cruising can help! A Career Cruising portfolio can help you organize your career and postsecondary plan, build a high school course plan that will help you reach your goals, and create a professionally formatted résumé quickly and easily. Your portfolio can stay with you through every year of your education, even when you change schools.

The first step is to log in to your Career Cruising portfolio at www.careercruising.com. Every student at every publicly funded Ontario elementary, middle, and high school has access to Career Cruising. If you aren’t sure how to log in, talk to your teacher or guidance counsellor, or e-mail info@careercruising.com (be sure to let us know which school you attend!). Your portfolio is a place to save your Career Matchmaker results, and information about careers and schools of interest; you can also use it to store any postsecondary planning ideas, and to record skills, work, and volunteer and extracurricular experiences, as well as documents related to them.

You can make the transition from high school to postsecondary or a career as smooth as possible by taking advantage of all the planning and research tools that Career Cruising offers, and logging in to your portfolio frequently to keep your plans and experience up to date. If your teacher or counsellor would like you to create a Career Cruising portfolio and you already have one, let that person know!



Section 3

Where you can go

Sarah's Plan



I've been attending the Centre for Individual Studies (CIS), Northumberland campus, since January 2008. I was 16 when I enrolled, and I believe doing so was one of the best decisions I've ever made. Before I came to this alternative education centre, I was wasting my time skipping school with friends who seemed to be going nowhere with their lives.

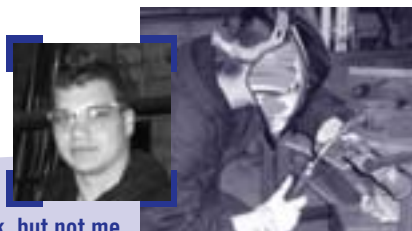
I decided to come to CIS so I could improve my life and achieve the things I really wanted for myself. When I arrived here halfway through my Grade 11 year, I had obtained only 9 credits. The amazing staff at CIS have helped me obtain 14 more in my time here.

In May 2010, I found out I was seven weeks pregnant. I knew the father wouldn't be around to help me, but thankfully I have plenty of support from family and from my school. I was worried at first that having a baby would interfere with graduating this year, but with the help of my teachers, I've figured out a plan that will allow me to complete my last seven credits by the end of this school year (2010/11).

Right now, I am completing in-school credits and a plumbing dual credit course at Fleming College. After the baby is born in December, I will complete the rest of my credits at CIS as a part-time student. I plan to attend college in the fall to study nursing. I don't think any of this would have been possible without all the support the CIS staff have given me, and I am very appreciative of everything they've done for me.

Sara Watson

Experiential Learning to the Max



Not every student learns the same way. Some students prefer desk work or book work, but not me.

I don't enjoy learning through reading. I am a hands-on learner. I like fixing things and building things. So when I found out I could get out of that desk through cooperative education courses and still complete my high school requirements, I jumped at the chance. Co-op provided me with the opportunity to do what I do best.

At the beginning of co-op, the safety and work pre-placement assignments required a lot of desk work. But once I got into my placement, it was far from a desk job. I was hired at Hybrid Motion Control Ltd. as an in-house service technician. Such technicians build, assemble, and repair hydraulics that many car-parts manufacturers use. That alone was an amazing experience.

In my final year in high school, I decided I couldn't go back to spending all of it behind a desk in a regular classroom. When I approached the Cooperative Education Department to see if I could find work as a welder through the Ontario Youth Apprenticeship Program (OYAP), I was encouraged to apply for the dual credit Trades and Technology Opportunities Pathways (TTOP) welding techniques program through Sheridan College. I have an opportunity to earn up to four co-op credits and three college credits in one semester!

In this program, I go to work from Monday to Wednesday, and on Thursday and Friday I travel to the Sheridan College Skills Training Centre for the dual credit TTOP program. What I didn't

realize at first was how much this semester would change my life and pathway. It has been one of the best learning experiences of my life. For the co-op portion, I was hired by Peel Maintenance and work with Andy Whitmore, a welder, who has taught me so much about the creative, critical thinking welders need, as well as about the tools of the trade. As for the dual credit portion, not only is transportation to Sheridan paid for, but the teachers and staff are amazing.

I've learned more about welding over these past few months than I have in all of my high school technology classes combined. This would not have been possible without the cooperative education courses and the Dual Credit Program. In the end, I've learned that I want to get into the millwright trade instead of the welding trade. Co-op has provided me with one of the best opportunities, if not the best opportunity, to learn in high school. Anyone who likes hands-on learning or wants to experience what a career really is like should participate in co-op.

Nicholas Caruso

Issue + Gift = Better World

It's hard to imagine where you'll be a few years down the road. When I was younger, I wanted to be a doctor. I knew that doctors helped people and that this was what I wanted to do with my life. Mom and Dad definitely dropped enough hints to make me realize I'd have their full support! But as I continued my work with Free The Children, I realized I didn't have to be a doctor to help people. There are many other ways to serve those in need.

When I meet young people trying to choose a career, particularly those who are passionate about helping others, I recommend a simple equation: Issue + Gift = Better World. The issue is something that sparks your interest – perhaps something you saw as wrong and decided you wanted to do something about. The second part of the equation is your gift. Everyone has a unique gift to share. It may be writing, event planning, music, or any number of talents that can be applied to a career. Whatever your gift, when it's nurtured and applied to an issue, this equates to a better world. It can also mean a deeper satisfaction in your work.

If you're interested in learning more about Free The Children's programs, I welcome you to take a look at our website at www.freethechildren.com. As well, our amazing Youth Team is always available to answer questions at youth@freethechildren.com.

Craig Keilburger



Healing Together

The Ojibway and Cree Cultural Centre in Timmins recently received funding from the Ministry of the Attorney General under its Aboriginal Victim's Support Grant program, which is designed to assist Aboriginal men, women, youth, and children who are victims of family and domestic violence. Through a partnership with District School Board Ontario North East and Timmins High and Vocational School, plans were drawn to build a large teepee on land the centre owns just south of the Timmins area. The structure will also help non-Aboriginal residents, as people in the area will be able to use the site for meetings, workshops, and educational events, and increase their cultural awareness at the same time.

Construction students at the school cleared a trail to the site, and classes of students in the Level 1 OYAP for construction craft worker and for welder fabricated the teepee.

As part of the School-College-Work Initiative, students involved in this project received Level 1 apprenticeship designation through a dual credit opportunity, in which they were registered with the Ministry of Training, Colleges and Universities as apprentices. Local sponsors for the student apprentices included the Timmins Construction Association, for the Level 1 construction craft worker students, and the local NorTech Board, for the Level 1 welder students.

The teepee, which is 7.3 metres wide by 8.5 metres high and built with 13,600 kilograms of steel, has a concrete base and a fire pit in the centre. The apprenticeship students completed all the work on this impressive project. When necessary, local contractors were brought in to finish specialized tasks, but the students were still included as part of the workforce. Without a doubt, this project is one of the largest ever undertaken by a group of young apprenticeship students in the province.



The teachers are very proud that their students have been able to put their skills to good use in a project of this magnitude. Students were involved in all aspects of the project: clearing the land, designing

the structure using AutoCAD, constructing the beams and struts from metal, installing – with the help of a local crane operator – the segments of the teepee on-site, and ensuring that the structure was secured and clad with fireproof plywood.



Looking at the completed product, one cannot help but be amazed by the result of the students' efforts. The project was a learning opportunity for all who were involved in it and allowed students to experience hands-on learning for a real purpose. Everyone who worked on the project had a sense of pride and recognized the joy that this structure will bring to the people who come to use the retreat.

Students also built on-site a large garage. Solar panels on it will be used to light the inside of the teepee. There are plans for the students in the electrical program at the same school to be involved in the installation of the solar power, as part of the ongoing partnership. Depending on funding possibilities, the teepee site may be further developed into several buildings, creating a full retreat for Ojibway and Cree residents in northeastern Ontario.

Pre-trades



The pre-trades program at Sheridan College gives students an opportunity to test-drive a potential career in the trades. The two programs available are Career Opportunities in the Trades and Technology (COTT), in which students earn one dual credit, and Trades and Technology Opportunities and Pathways (TTOP), in which students can earn three dual credits.

Students train with qualified college faculty in the areas of electrical, welding, plumbing, construction, and industrial trades. These potential apprentices particularly enjoy gaining practical hands-on experience in Sheridan's up-to-date, fully equipped shops and labs.

Michael Gaudon, a student at Archbishop Romero Catholic Secondary School, is enrolled in both programs. He is enjoying learning some new skills in the construction trade and hopes to one day become an apprentice.

The benefit for Michael is the ability to work with his hands, instead of sitting in a classroom. He says it is fun and likes

the experience he is getting from learning from teachers with many years of experience in the trades. He is earning four dual credits in construction and the electrical field.

Other students enjoy the program too:

"There is nothing else like this program; it's great being here."

"I like all the new things I've learned and how much confidence I've gained."

Students aren't the only people who are excited about the program, as these comments from teachers show:

"For the first time in their lives, students are discovering that they have skills of value."

"This program definitely encourages continuation in postsecondary education."

"A number of students will be returning to the college system after high school to continue in their chosen trade."

David Onashii, photographer, Landscape Ontario, Expo 2010



Supported by the School-College-Work Initiative, the Dual Credit Program provides secondary school students with an opportunity to earn one college credit toward a future college diploma, as well as one secondary school credit toward their secondary school diploma. The program is aimed at students who have the potential to succeed in secondary school but face challenges that make graduating difficult.

The Humber Institute of Technology and Advanced Learning offers several career-focused, dual credit courses, including Police Foundations, Landscape Technician, Spa Management, Business, Theatre Production, and Acting for Film and Television. These courses provide a spark for students who may have become disengaged from secondary school, and often help students make the transition to Humber's career-focused programs.

The Humber teachers have work experience in the areas in which they are teaching and infuse excitement and first-hand knowledge into the dual credit courses. For instance, Beth Edney, an experienced landscape designer, teaches a drawing course, Landscape Drafting and CAD, to students who have identified landscaping as career of interest. One of the highlights of the course is a field trip in October to the trade show for landscape designers. The trip is well structured for optimum learning. Activities include meeting growers and finding specific products, as well as making industry contacts. The highlight is when all the students participate in measuring the Expo demonstration garden. This is an excellent opportunity for the students to apply real-life experience to the various landscape and construction drawings they are creating in class, and to get a feel for whether the landscaping industry is for them.

Kisroy and **Francisco** are both interested in having the college experience. The hands-on style of learning and exploring new careers in landscaping have given them a bigger picture of this field. Though their first interest is in their Automotive OYAP co-op apprenticeship, they like the idea that they could have an alternative career. They have enjoyed the college experience and are considering college as a viable postsecondary choice.

Secondary school students who are interested in learning more about the Dual Credit Program should speak to their guidance counsellor.

Carol Ray, Coordinator, Humber/Secondary Schools of Greater Toronto

Bobby's Courage

I came to the Northumberland campus of the Centre for Individual Studies (CIS) two years ago when I was 17, living on my own, and in an abusive relationship. A regular high school just didn't fit with my life. My grades were falling, and I wasn't always able to be at school. When I switched to CIS's alternative program, the staff understood why I couldn't make it to class some days. They were supportive and would say things like "We hope to see you tomorrow" and "It's great to see you back!" Being here, I have earned my credits with higher grades and in less time.

The dual credit programs sponsored by CIS and Fleming College are great. Last year I took a manicure course. All students received a manicure set with the equipment we needed for the course. Practising on each other, we learned how to do a professional manicure. This year, I am taking the Creative Journey and plumbing courses. In the first of these, we examine and create poetry, writing, photography, painting, and drawing. In the plumbing course, we study safety procedures and learn how to solder copper piping.

These courses make school a fun place to be. I wake up in the morning wanting to go to school. At the moment, I need five credits to graduate. I am taking Grade 12 English and a computer course, and the plumbing and Creative Journey courses. Next semester, I will take the pedicure course, which will be my last credit. My goal is to graduate by the end of this school year and apply for a college program in social work.

Overall, my experience at Northumberland CIS has been an awesome one. Coming here takes a lot of courage. You have to have determination and be able to work independently, but it's worth it.

Bobby Shields

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.



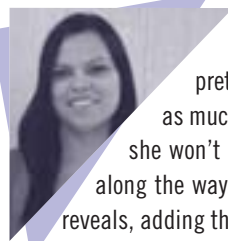
For **Colleen Wright-Loree**, a love

for the technical aspects of science and biology led her to the science program at McMaster University. But midway through the program, she says, "I found myself feeling unfulfilled."

There was "no human contact or tangible way to work with that science that involved working with people." That's when she started to consider nursing, her mom's profession and something that, until then, hadn't really appealed to Colleen.

"I love ER nursing," the 29-year-old says now. She's one of three emergency department nurses at Groves Memorial Hospital in Fergus. "It combines so many aspects of nursing ... I know how to take patients in, assess them, and really quickly develop that trusting nurse-patient relationship so they feel they're being looked after." Nursing in a rural setting versus the big city certainly has its perks, she says. One minute she may be flushing someone's ears out and the next she's attending to a patient whose life may be on the line. "I like that. I like the challenge. It forces me to step up my game and to more creatively problem solve." Colleen admits that she worried initially about the stress of the ER and wondered whether she'd have anything to offer. "You learn that even the colleagues who have worked 20 years [in the ER] haven't seen everything," she says. That's not to say, of course, that she hasn't found herself stumped from time to time. "You have to learn to put on your poker face," she says, "because sometimes you're panicked inside ... and the one thing that any patient coming into the ER needs right away is a sense of control. They're feeling like they're spinning out of control, so if you're able to give them that feeling that they've come to the right place ... that's healing off the bat."

With more than a year of workplace experience under her belt, Colleen has some useful advice for anyone considering the profession. She recommends that they look into all the possibilities of nursing, and "remember that the beauty is that you can always change your path within the career. There's such variety in what you can do."



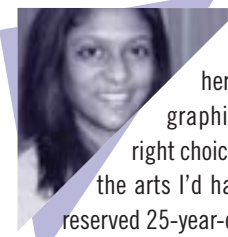
When you ask **Melissa Stevenson**

what she thinks about nursing, you get a pretty straight answer: "It's amazing." But as much as she loves the notion of being an RN, she won't sugar coat the challenges she's faced along the way. "It's definitely a tough program," she

reveals, adding that nursing students are taught so many different theories and sometimes applying them is difficult. "I was given the opportunity every year to go into a different setting ... and trying to understand all the different factors that feed into health ... I found that to be the most difficult."

At 30, and in the final year of Ryerson University's four-year nursing degree program, Melissa is thrilled that all the theorizing now makes sense. "Hang in there and keep at it," she advises younger students. "It all comes together in your final year." Melissa knows exactly what it means to keep at it. She went to university straight out of high school and did one year of nursing. She wasn't sure she had made the right choice and decided to get a job instead of completing the program. "It's that million dollar question: 'What am I going to be when I grow up?' It's so hard for some people initially." After several health-related jobs, including a stint working with the Deaf and blind in a group home, Melissa settled on nursing because "it suddenly dawned on me that's exactly where I want to be." That career decision may be behind her, but she's got others to make as graduation day quickly approaches. Will she pursue emergency nursing, labour and delivery, surgical work, acute care ...? She says she hasn't settled on a specialty, because she sometimes sees herself doing "anything and everything."

Remote nursing in a northern Ontario fly-in community is a distinct possibility for Melissa, who is of Aboriginal descent. "You get into this profession wanting to make a difference and wanting to help people," she says. People in the north struggle to access adequate health services because they're isolated, she adds. "That's a really good place for me to start off my career ... it'll give me a really good idea about nursing."



When **Madhu Gunaraj** was finishing

high school and contemplating

her career path, she envisioned herself as a graphic designer but realized that wasn't the

right choice, given her personality. "I thought that in the arts I'd have to sell myself to make a living," the

reserved 25-year-old says. "I'm not very good at that." She

acknowledges that the leap from an artistic field to science was a big one, but explains that nursing appealed to her because of another key difference between it and graphic design: she'd be working with people.

Two years into her career, Madhu has found her niche in oncology. She works in medical radiation, on a tumour unit at Toronto's Princess Margaret Hospital. "My favourite part of the job is seeing patients go back home," she says. She also feels tremendously proud when patients begin to believe in themselves again. "Working with your own shortcomings and getting past them is a victory when you have cancer," says Madhu. "And any personal victory of theirs is our own victory too." Madhu says she did a lot of thinking about the nursing specialty she chose. Narrowing it down to oncology was as much about workplace culture as it was about the work itself. "It's really emotionally tough," she says, and "you need good support systems. There's a pretty large gap between senior and junior nurses, but everyone steps in when you need them." For Madhu, this team dynamic was a bit of a surprise — one of many surprises about nursing.

Although she thought a lot about becoming an RN, she admits that she "didn't know what it entailed." She hadn't spent any time in a hospital, and didn't have anyone in her family who could tell her what it was like. Her advice to young students is to volunteer. "If you know you have an interest," she says, "go and find out a bit about it. Also, keep an open mind — what you see in one place can be totally different from what you see in another. If you're passionate about nursing and keep coming back to it, it could take you somewhere pretty surprising."

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](https://www.facebook.com/rnao).

Digital Art and Design

Photo courtesy of Donovan Jones



Four high school students are studying digital art and design at George Brown College's School of Design this semester with Professor Jim Kinney, as part of the Dual Credit Program. **Quentin Lindsay**, from Nelson A. Boylen Collegiate Institute in Toronto, talks about the course:

"I took digital art and design as a dual credit course at George Brown because I thought it would be a great introduction to college for me. Also, I was very interested in the digital field prior going to George Brown, so capitalizing on the opportunity to become a better graphic designer made sense."

I love every part of this course – everything from the freedom we are granted to learning different useful formats and techniques. The course is really helping me to grow and achieve my goal, which is to become a better graphic designer. Among other things, I learned how to present a finished graphic work or logo in various layout formats and how to transfer the images without losing quality.

I hope to have a career as a graphic designer working for a big corporation, or to have my own business. But first I need to develop the right fundamental skills, which I'm being taught in this course. Taking a college course has increased the likelihood that I will apply to college for next year. I was apprehensive at first and didn't think I was ready, but because of my dual credit experience, I know that if I need help, I can get it from the professor, who works hard to ensure that students succeed. For example, Professor Kinney gives online videos and encourages students to e-mail him if they need help or to post their question on the website for the course.

Professor Kinney is a strong supporter of the Dual Credit Program. **"My work with the dual credit students has been immensely rewarding,"** he says. **"It is a worthwhile initiative that helps to demystify and make concrete the exciting possibilities that abound in a postsecondary environment. The experience has certainly made postsecondary education a high priority in the minds of my dual credit students."**

A Star at Collège Boréal



Georges Bolduc, who is from the Ottawa area, had the choice of entering the workforce right after high school or pursuing a postsecondary education and seeing his dream come true. He found a program, Techniques d'éducation spécialisée (education techniques for working with children and teenagers), in which he would excel, at Collège Boréal in Sudbury.

"Choosing to pursue a postsecondary education was not an easy choice to make,"

says Georges, "especially when I had the opportunity to follow in my parents' footsteps and work in their company. The scholarships I received from the Fondation du Collège Boréal, the support of my teachers, and my genuine commitment to my community have enabled me to really grow and to prepare myself for a career. My greatest professional accomplishment is that I can now give back to the college that trained me. After I graduated, under the leadership of the Association canadienne-française de l'Ontario du grand Sudbury, I implemented a program that supports local high school students who need to complete 40 volunteer hours for their Ontario Secondary School Diploma. Since 2009, I have worked as a basic skills program officer and I am responsible for the General Arts and Science Program at Collège Boréal."

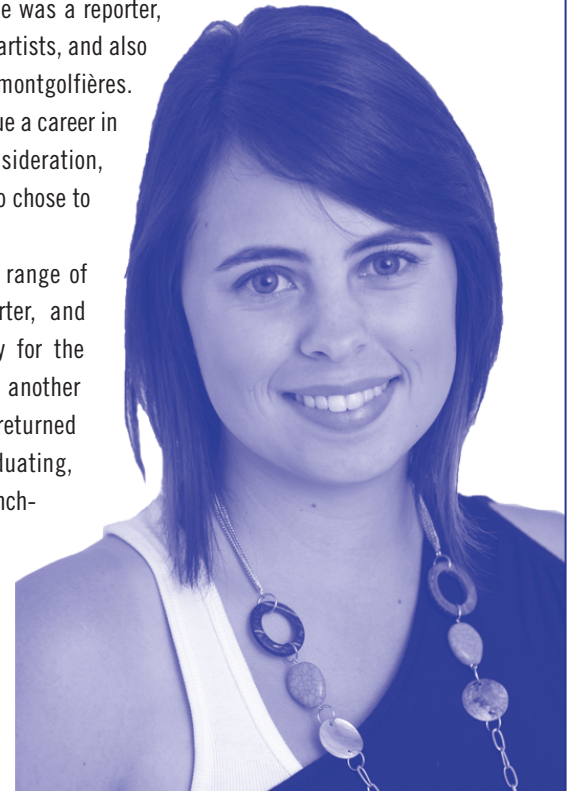
In 2009, Georges was recognized as an outstanding young Franco-Ontarian by the Association canadienne-française de l'Ontario du grand Sudbury and awarded the senior category of the Prix Personnalité jeunesse franco-ontarienne. More recently, he was named one of the 15 stars of Collège Boréal during the celebrations marking its 15th anniversary.

Finding Her Voice!

Not everyone enjoys starting his or her workday at 6:00 a.m., but **Caroline Schryer**, who graduated from the Radio Arts Program at La Cité collégiale in 2010, is thrilled to do so!

A native of Orleans, Caroline has always been fascinated by communication. Her experience with her high school newspaper, *L'Express étudiant*, made her consider a career in print journalism. Instead, she worked at a community television station for three years. She was a reporter, hosted a program, reported in schools, interviewed artists, and also emceed events at the Gatineau Festival des montgolfières. Caroline thought, at that time, that she would pursue a career in electronic journalism. After giving it serious consideration, however, she realized that her gift is talking and so chose to become a radio broadcaster.

At La Cité collégiale, she was exposed to a range of careers in radio, such as program host, reporter, and technician. After graduating, she worked briefly for the community radio station in Hearst. She found another professional challenge waiting for her when she returned to the Orleans region. Mere months after graduating, Caroline now hosts the morning show on the new French-language community radio station in Ottawa-Gatineau, CJFO-FM. She not only sits in front of the mike during her show, but also works the console! "The program at La Cité collégiale prepared me for all sorts of careers in radio," says Caroline. "I can't wait to see what the future will bring!"



www.ontariocolleges.ca

» Environmental Science



Grade 12 student **Emily Steadman** has found a way to combine her interests in welding and environmental science, thanks to OYAP and the Specialist High Skills Major (SHSM) program.

The Port Hope High School student has had a long-term interest in environmental science. In Grade 8, she designed and built an award-winning energy-from-garbage incinerator as a science project, with help from her mother, a professional welder.

Emily has been interested in skilled trades and the environment throughout high school. In June 2011, she will graduate with an SHSM in environmental studies. Through the program, she has gained experience and certification in CPR, first aid, GPS systems, and species identification, among other areas. Before she graduates, she also will have begun an OYAP apprenticeship in welding.

Emily sees OYAP and the SHSM program as boons to students. “I don’t like sitting still in a classroom, so I decided, why not get my foot in the door of skilled trades? My mother has been a welder for 27 years, and I decided I would like to learn welding as well,” she says. “I also think that environmental science will be a good field to get into. Wind power and solar power will be expanding.”

When asked how she could combine welding and the environment in a career, she points to a job recently completed by her mother. “My mother got a job welding wind turbines near Chatham, and it paid really well.”

Emily also holds down two part-time jobs — she is a model as well as a server in a restaurant — while also participating in the Port Hope Local Area Initiative. As part of the initiative, Emily and a fellow student are visiting sites where low-level radioactive waste is being cleaned up.

With students such as Emily, there’s no doubt the future is in good hands.

» Build on Your Strengths and Interests

This is my second year participating in OYAP. Last year, I completed a two-credit co-op program at Cantech Machine and Tool Co., as part of the requirements for the SHSM. This opportunity allowed me to gain practical skills and experience as a tool and die maker apprentice. My co-op term was successful, so I was able to continue working at Cantech during the summer. It was exhausting but worthwhile, because I gained valuable experience working with various milling machines, CNC machines, band saws, sanders, and grinders. My experience in the SHSM program, which includes industry certifications as well as my co-op placement, has helped me develop more confidence in working with industrial machinery. It also gave me a definite advantage during my participation on the robotics team last year. I am looking forward to graduating with the SHSM seal in manufacturing at the end of this year.

As a part of the SHSM program, I also had the opportunity to use the Ontario Skills Passport to compare various occupations within the manufacturing sector, such as tool and die maker, machinist, and industrial mechanic millwright. As a result, I learned about the required Essential Skills and work habits for the sector and developed a work plan to track my own development of them, which has helped me set goals for this year at my co-op placement. I can continue to plan opportunities for skill development within the sector, and I can start to master the skill sets in the Apprenticeship Training Standards. My work plan at the end of this semester will be very valuable in the future when applying for a job, an apprenticeship, or postsecondary education.

» Brett Is Proactive



My second cooperative education program placement is at Mississauga First Nations (MFN) Public Works, where I am gaining experience and learning about heavy equipment mechanics in hopes of eventually being employed as a heavy equipment operator.

My assigned activities include garbage pickup every Monday, road maintenance, fire hydrant maintenance, heavy equipment maintenance, water testing, and shop maintenance. I was trained how to use the heavy equipment machines, including the fire truck and all the pumps.

The activity I enjoy doing the most is maintaining heavy equipment and small engines, which is a hands-on task, so I learn a lot. I hope to do this sort of work in the future.

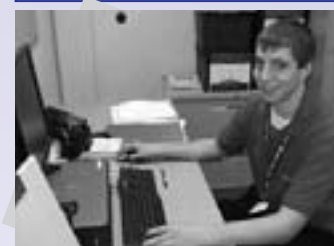
Among the benefits of doing my placement at MFN Public Works are job opportunities. I was offered a summer job at Algoma Bioseptic. I also received training in first aid, cardiopulmonary resuscitation, and the Workplace Hazardous Materials Information System.

In my opinion, to do this type of work you need to have great listening skills, demonstrate respect for co-workers and supervisors, manage your time wisely, and be proactive. Having these qualities and skills helps get the job done.

I plan to graduate from high school by 2012 and hope to attend college and get a certificate in heavy equipment or small engine mechanics. I really enjoy my co-op experience and hope it will lead to a job.

Brett Morningstar

» Police Services



I decided to apply for the cooperative education program to pursue my goal of becoming a police officer. My placement at the Greater Sudbury Police Service has given me the

opportunity to see what being a part of the police force is like. It also gave me more knowledge about what goes on in our society.

In the Criminal Investigations Division, I learned new concepts every day with the help of my co-op supervisor, Tony Calabrese. My tasks were varied and included answering the phone, making entries in the database, moving boxes, filing reports, picking up the mail, stocking supplies, picking up supplies at stores, labelling boxes, and filing.

My placement with the police service gave me a greater appreciation for confidentiality issues and the skills required for succeeding in this field. My goal is to work my way up to the K-9 unit to train the police dogs. This co-op experience has opened a lot of doors, and I met incredible people in the police service. I would like to thank Tony Calabrese and Suzanne Museau for guiding me and showing me the ropes in the Criminal Investigations Division, and Cathy Volpini for giving me an opportunity to practise and develop my interviewing skills. I am extremely grateful for this experience of a lifetime!

Michel Audette



This semester I am fortunate to be a participant in the Dual Credit Program, Introduction to Industrial Trades—Career Opportunities in Trades and Technology, at Sheridan College, with the Peel District School Board. This reach-ahead opportunity allows me to attend classes at Sheridan on Wednesdays and work at Cantech for the other four days. Through this program, I see a variety of machining techniques in the machining and tooling manufacturing sectors, and get a head start on college life. It has helped me make choices about my future education and training. As well, I will be earning one secondary school credit and one college credit toward Sheridan’s industrial practices course and, after graduation, I can apply them toward a Sheridan diploma program.

Working at Cantech for the second time has helped me to refine, extend, and practise sector-specific skills. Some of my tasks are complex and hard to do, but this is part of learning. Every day, I learn something new, either at Sheridan or at work, which makes each day a thrill. The staff at Cantech have been absolutely wonderful — always willing to help me and teach me new things. All these experiences have helped me realize that I want to pursue a career as a millwright. I am enjoying every second of my journey and am excited about what the future holds.

Eric Charrière

» A Solid Work Ethic

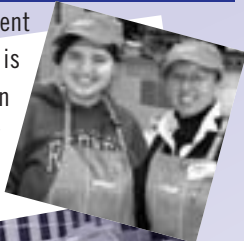
Vanessa Bersan, a resource student at Denis Morris Catholic High School, is completing her cooperative education placement at Sobeys Inc. She is currently working in the produce section, where she is mainly involved in making salads, dressings, and party trays.

The management and staff at Sobeys have been very pleased with Vanessa's consistent work ethic and diligence in completing all tasks assigned to her, so much so that the store general manager, Mel Raimondo, is considering a possible employment opportunity for her. Mel noticed Vanessa's focus at the workplace immediately: "She is a quick learner with excellent retention," he says. "She is an asset to the team."

With her positive attitude and her no-nonsense approach to just getting the job done, Vanessa quickly overcomes any difficulties with communication.

In our ever-changing economic climate, a solid work ethic will always lead to success in whatever avenue our students choose to pursue for the future.

Frank Cappelletti, Denis Morris Catholic High School, St. Catharines



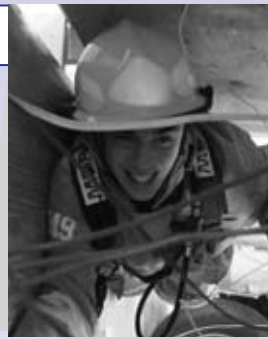
» Firefighting

For my last year of high school, I enrolled in the cooperative education program for a second placement. My co-op this time was at the Greater City of Sudbury Fire Department in Azilda. I had the opportunity to work with Colin Braney, the chief training officer, and Scott R. and Dan C., who are also training officers.

On two weekends in the fall, I participated in the training program for the new volunteer firefighters. I learned about the self-contained breathing apparatus, how to load the hose into the firetrucks, and how to connect it to a fire hydrant and to the trucks. I also learned the different survival techniques that can be used if a roof collapses and how to call a "mayday" on the radio, using LIPA (location, identification, problem, action).

I had the chance to learn about search and rescue, thermal layering, and classification of fires. I really enjoyed watching and participating in the training for the new volunteer firefighters, since I will be applying for volunteer firefighting next spring. I realize that this was a once-in-a-lifetime co-op opportunity, and for that I am extremely grateful. I would like to thank Chief Dan Stack, Colin Braney, and the entire team for accepting me and showing me the ropes. This was a terrific experience!

Scott Bain



» SWAC

The Toronto District School Board (TDSB) partners with George Brown College in School Within a College (SWAC), a program to re-engage high school students.

A class of students from across the Toronto school system travels downtown to the St. James Campus of the college for the opportunity to earn secondary school and college credits in one semester. Students work to complete advanced learning strategies, cooperative education, and college credits, as well as having the option to recover high school credits they have attempted before.

Every Friday, students are fully engaged in a variety of exciting learning opportunities around the Greater Toronto Area, participating in activities such as team-building workshops, work-site visits, and educational and city tours.

Nothing speaks louder than the voices of the students:

On college life

- "A very multicultural environment." **Jennifer C.**
- "Seeing the learning experience of adults ... allows you to take more responsibility for your studies." **Dirie D.**

On dual credit college courses

- "Learning about the history of music ... Cool teacher." **Ricardo F.**
- "I like the Good Vibrations course because I am interested in music." **Michael H.**
- "In the Concepts for a Digital World course, we explore how technology is evolving and changing the world." **Dirie D.**

On the GLS40—Advanced Learning Strategies course

- "GLS40 shows us more about ourselves and strategies to help us learn better." **Maria M.**

On credit recovery

- "It's really good to catch up on credits I missed. Second chances are rare, but I'm glad I got one." **Ben F.**
- "I like my two-credit recovery courses ... doing work at my own pace." **Ben B.**

On cooperative education

- "We experience a job and see if that's what we actually want." **Jaspreet D.**
- "Amazing experience ... You get to try different careers and plan for the future." **Cassandra R.**

On experiential learning Fridays

- "I really enjoyed the tour around Toronto on a double-decker bus." **Ben B.**

The students are finding success through re-engagement, as well as having a great time!



» SpeakUp and ChangeTheWorld

If two people wanted to come up with programs more intertwined than the Ministry of Education's SpeakUp campaign and the Ministry of Citizenship and Immigration's ChangeTheWorld Ontario Youth Volunteer Challenge, they would be hard pressed to think of alternatives. After all, how can you change the world without speaking up through actions or words?

The SpeakUp program started in 2008 as a way to increase student engagement in schools. Through this program, students across Ontario apply for grants to create student-led projects in their school. Since SpeakUp began, thousands of innovative ideas have been implemented and have changed the student experience across the province.

New for 2010, SpeakUp has partnered with the ChangeTheWorld campaign, so students can now use their SpeakUp grants to help coordinate local volunteer projects, such as creating fundraiser events for charity or helping transport students to tree-planting events around their city. The opportunities are endless, and the benefits for students and the local community are enormous.

ChangeTheWorld starts annually in April during National Volunteer Week and runs for three weeks. Volunteer hours during the campaign count toward the 40 hours required for the Ontario Second School Diploma.

Didn't apply for a SpeakUp grant but still want to get involved? No problem! Speak to your principal or peers about creating volunteer projects during the ChangeTheWorld campaign. Submit the total number of students and volunteer hours during the campaign to be a part of the change.

Let's speak up and change the world! All students should take this opportunity to develop projects that can make a difference in their community. If you doubt the power of students to speak up to change the world, let me tell you a little story called "Free the Children." Find out more at the ChangeTheWorld website, www.ontario.ca/changetheworld.

Adrian Fong, member of the Ministry of Education's Minister's Student Advisory Council and the Ministry of Citizenship and Immigration's Youth Advisory Committee for the ChangeTheWorld Campaign



Legally Not Blind



Harshali Rele is an outstanding academic student who aspires to become a lawyer. Her academic successes and goals for the future are particularly impressive because she is visually impaired. During her two-credit summer co-op experience with the Peel District School Board, Harshali worked as a disability laws researcher for the Coalition for Persons with Disabilities. For Harshali, the coalition was a perfect extended classroom, with assistive technologies such as ZoomText (magnification software), closed captioned television, and Kurzweil (optical character recognition software). Staff understood that even an elevator without a “ding” for each floor can be a challenge for a visually impaired employee. The coalition offices are a model for all workplaces that aspire to be equitable.

Harshali discovered that the daily challenges she and other people with disabilities face are dwarfed by inadequate laws and conventions. For example, Canada did not sign the Convention on the Rights of Persons with Disabilities, an international convention written in the 1980s, until 2007. She also learned about a human rights tribunal process, which is both lengthy and expensive. Her co-op experience and the skills she used – researching laws, conventions, and precedents; collating and organizing information; writing texts; and using technology to find and present information – were in perfect alignment with the goals of experiential learning. Harshali’s experience has confirmed that becoming a lawyer is the right path for her.

The expectations at Harshali’s workplace included conducting legal research and compiling the information into a news brief for

the employees. Harshali’s supervisors realized that her work ethic and personal drive for excellence would go far beyond the scope of her proposed work. By the end of her six-week co-op, Harshali had researched every imaginable law and convention at the municipal, provincial, national, and international levels and had written a 14-page brief. She exceeded all expectations and, as her final task, developed an hour-long PowerPoint presentation, which she delivered with professionalism.

Not if, but when Harshali realizes her dream of becoming a lawyer, laws will undoubtedly be changed. She is an inspiration for people with and without disabilities and is definitely not blind about the law.

Harshali reflects on life and dreams: “Life for me is about the journey and not the final destination. What would there be to life if there were no struggle? How interesting would life be if there were no challenges? Challenges caused by mental, psychological, physical, and learning disabilities are special opportunities for learning. They give you a chance to appreciate what you have and learn more about life. Value the life you have; it is very precious. Never give up, and think of your challenge as a chance to learn that was awarded to you because you are special. Disabilities are obstacles created to be overcome and not barriers to hold a person back. It really does not matter how and when you fail, but it matters how you rise after falling. Rise to live in soaring dreams and high hopes. Live with high goals and strive to reach them. After all, nothing is impossible!”

An Unforgettable Trip to *Italy!*



In Grade 11, I took part in the co-op education program at École secondaire catholique Thériault in Timmins. I did my placement at D’Amours Specialty Cakes, a well-known bakery in Timmins. Ever since I was a child, I have spent time in the kitchen baking. I wanted to use my talents and get more training. My daily routine at my placement consisted of decorating cakes and baking pies, cakes, and cookies. I was able to see different aspects of operating a bakery: taking orders, making deliveries, management, and marketing. I loved every day of my placement, and I learned many skills that will no doubt help me when I pursue a career in this field.

After this experience, I had the privilege of studying culinary arts in Italy over the summer. I studied in Puglia, in Tuscany, and in Rome with the Blythe International Summers program, where I prepared and ate various Italian dishes. Under our teachers’ supervision, we students went to the market every day in cities such as Margherita di Savoia, Bari, and Barletta. I had an opportunity to talk to people my age who shared my passion for food. I met Dario Cecchini, a chef and butcher who is well known in the world of food. Lastly, I earned a credit toward my Ontario Secondary School Diploma. What a gift at the end of an enriching summer!

My placement and my experience in Italy have opened a lot of doors for me in terms of my career. To more fully prepare myself, I am now working in an Italian restaurant, and I have also launched my own business, Sweet Bee, baking sweets for special occasions in my community.

I would strongly encourage students to enrol in a co-op education program in order to have unforgettable experiences like those I had. Because of them, I now know exactly what I want to do in the future.

Brianna Demers

Lena Takes Charge

Lena Klassen simply stopped caring about school. After a difficult childhood that included being placed in foster care, she became a rebellious teenager, and by the time she reached Grade 11, academics had fallen off her radar.

“I started skipping and I didn’t want to be in school,” Lena remembers. “Like any teenager, I didn’t like rules. After I realized I wasn’t going to graduate, I got mad and I just didn’t care, but I should have.”

Without much adult supervision in her life, Lena was free to do as she pleased. Instead of going to school, she started hanging out with the wrong crowd, which led her further away from the life she wanted. Eventually she realized she had to change before it was too late. She didn’t want to be a nobody.

Lena decided to take responsibility for herself. She got an apartment and enrolled in adult education classes, where she has been finishing courses for her high school diploma. She also entered Fanshawe College’s Human Services Foundations program, with the goal of becoming a child and youth worker, and maybe even a Kindergarten teacher.

“Child and youth workers are great role models,” she says. “The one I have helped me find an apartment and get my furniture. They help you move, apply for school, and make sure you go to school. They help you with pretty much anything that you can think of.”

Lena has advice for kids who are thinking about dropping out: “Go to school,” she says. “Finish your schooling on time, because it’s a lot harder to do it after.”



Resiliency



At the age of 36, I found myself a single mother of five, with a Grade 8 education and limited work experience. My early experience in school was characterized by frustration and failure, due to an undiagnosed learning disability. Although I always believed that I was able to learn, I just didn't know how to. In addition to my negative early school experience, I had encountered other significant obstacles in my life, including addiction to drugs and alcohol. After receiving treatment for my addictions, I became determined to pursue my high school diploma, because I understood that completing my education was the only hope of saving my family from further poverty.

My earlier school experiences had been so negative that it was with great trepidation that I enrolled at the City Adult Learning Centre in Toronto. Returning to school as a single mother of five, with very limited financial resources, was overwhelming and exhausting. However, it was also the most invigorating and rewarding experience of my life. During my time there, I discovered a passion for learning and for working with others. Within weeks of beginning my first class, I knew I wanted to pursue a university degree. I investigated alternative access programs and discovered the Transitional Year Program at the University of Toronto. After taking it, I won a full academic scholarship to the university, from which I graduated with honours in 2008.

I am currently in my final year of the Master of Social Work program at Factor-Inwentash Faculty of Social Work at the university. Despite the many challenges and pressures of pursuing my education as a mature student, I know that my personal experiences and the knowledge I gained during my lifetime provided me with the unique resiliency and determination I needed to demonstrate to my children, and to myself, that change is possible.

Lindsay Foster

Facing Change and Challenges



Matthew MacDonald-Plummer started a journey to develop many skills that didn't come naturally to him by taking the Discovering the Workplace course, paired with a co-op credit. Since then, he has successfully completed co-op placements working with seniors, in a restaurant, and in retail, and is currently working in an office environment for his fifth placement. Matthew completed his Ontario Secondary School Diploma but came back to school to develop more workplace skills through co-op. He has autism, which presented some challenges, but he has faced them head on, with the support of his teacher, employers, and parents.

Matthew's path hasn't always been easy. When Matthew first started the course, he was more interested in listening to music and playing solitaire on his iPod than participating in activities that required him to work with others. One of his early employers wished she had a manual to help her understand his special needs. Matthew faced challenges and changes one at a time and was given lots of support.

With each new placement, Matthew gained confidence and learned to accept change, willingly working with a new employer to develop not only employability skills, but also life skills. Understanding company policies and the need for them, taking calculated risks, advocating for himself, and making decisions independently were new experiences for Matthew along his skill-development path. Now he handles multiple challenges and changes with much more confidence. For a young man with autism, his growth has been phenomenal.

When asked what co-op has done for him, Matthew says this: "Through a variety of placements, I've had good experiences that will help me in life. I've developed communication, problem-solving, teamwork, social-interaction, and multi-tasking skills. Co-op has taught me that I can be successful in whatever I try."

Summer Company



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Pizza on Earth

Bringing gourmet takeout pizza to the small town of Dorset kept the dough rolling in for **Sarah Jane Johnson** in the summer of 2010. She recognized that Dorset lacked takeout restaurants and so launched Pizza on Earth, her Summer Company pizzeria. She specialized in making gourmet pizza cooked in a wood-fired oven.

Finding and exploiting a niche market, along with having a good location just off the highway, contributed greatly to Sarah's success, but it also took a lot of hard work on her part. "I was completely unaware of just how much time and effort it took to run a business. You basically have to live and breathe it to make it successful," she says.

Sarah started out with no business background but gained transferable business skills, along with personal satisfaction, from this experience. "I planned to start my business because I learned about Summer Company. If I wasn't doing this, I would still be working in my father's timber frame business," says Sarah.



iSwim

Being able to swim is certainly an asset that can save a life, as well as provide a great source of enjoyment. That is why **Logan McGinn**, a nursing student and a competitive swimmer for Laurentian University's Lady Vees, had a successful 2010 Summer Company in Sudbury called iSwim.

Her company provided swimming and safety lessons to students of all ages. iSwim, which also taught first aid and CPR, had a unique feature – the instructor was willing to come to the customer's home to provide training in the comfort of his or her own pool. Lessons were also available at the waterfront near Laurentian University.

Logan's Small Business Enterprise Centre advisor says that, thanks to this valuable experience, "Logan cannot get out of entrepreneur mode. She has already started to plan for the expansion of her business next year."



Rideau Rickshaw Runners

This past summer, high school student **Robert Fournier** hit the ground running with his Summer Company. Taking advantage of the tourism industry opportunities in his hometown of Smiths Falls, Robert created Rideau Rickshaw Runners. The company provided a fun, safe, and easy alternative to walking at popular tourist destinations in the Smiths Falls area. The routes presented tourists with a scenic view and an enjoyable experience of the small town. Robert was also hired to provide

rickshaw rides at many festivals throughout Lanark County, as well as at weddings.

Robert says that the time management skills he acquired while running his company helped him stay organized. "This summer was one of the most amazing, unforgettable, fun summers of my life. Thank you for giving me the experience of a lifetime."



Solidago Farms

Robin Hallett always believed that garlic offered much more than simple health benefits; he also saw in it some real potential for economic growth.

"Ontario imports almost 90 percent of its garlic. What you get in grocery stores comes from China and Argentina ... is on a boat for a month before it gets here," Robin explains, adding that imported garlic does not compare with fresh garlic.

Since Ontario consumes much more garlic than it actually produces, Robin realized there was a growing market for high-quality, organic, local produce. Banking on this, in the summer of 2010 the enterprising biochemistry student launched Solidago Farms – an organic garlic company.

Using his scientific knowledge and background, Robin grew his own crops on a 0.4 hectare piece of land just north of Hamilton. The small company had vendor booths at the Dundas and Westdale farmers' markets over the summer and was extremely profitable. "This experience has broadened my horizons and brought me one step closer to entrepreneurship," says Robin.

For more information, visit the Summer Company website at www.ontario.ca/summercompany.

Co-op with the Canadian Military

A great working relationship between the Renfrew County Catholic District School Board and different regiments associated with Canadian Forces Base (CFB) Petawawa has benefited many local students. CFB Petawawa, which is a vital part of the community both socially and economically, has numerous units that provide cooperative education placements.

A very popular program is the military co-op with the 42nd Field Regiment (Lanark and Renfrew Scottish) Royal Canadian Artillery. On successful completion of their training, the students are granted their DP1 Basic Military Qualification (Land) Training certificate. The aim of this training is to prepare soldiers for employment in the army, by providing candidates with the theoretical knowledge, practical experience, individual skills, and confidence required to participate at the section level, in a platoon context, and in an operational environment. Candidates are assessed through written and practical tests, range practices and tests, and a field exercise.

This year's program will run mostly on weekends, and the successful students will earn two co-op credits. Below are the stories of four military co-op students, all aged 17, who attend Bishop Smith Catholic High School in Pembroke.



Justin Benoit completed the DP1 Basic Military Qualification (Land) Training program during the summer months of 2010. His reporting officer says, "Justin arrived on course prepared and ready to start training. He displayed a good level of motivation and a normal standard of dress and deportment. He approached training with a positive attitude." Justin knew all the way through high school that he would enter the military after obtaining his Ontario Secondary School Diploma. The military co-op program provided him with a triple bonus – two high school credits attached to a health and physical education course, paid summer employment, and his basic military training.



Between February and June 2010, **Robbie Deans** completed his DP1 Basic Military Qualification (Land) Training and the soldier qualification course in a four-credit, paid military co-op program with the 42nd Field Regiment (Lanark and Renfrew Scottish) Royal Canadian Artillery. At the military co-op graduation ceremony, he was awarded top-candidate honours for basic military training. His family has a distinguished history in the military, and Robbie wants to apply for college through the military recruitment program. He thoroughly enjoyed this co-op experience and says it taught him a lot about himself and a greater appreciation of commitment and learning.

Kurtis Ritz completed a cooperative education placement with the Military Police Unit based at CFB Petawawa. He wanted to gain experience with a police unit in preparation for a career in law enforcement. The military police co-op placement, under the supervision of Sgt. Major Bernie, allows the students to get real training and experience; they are assigned to a specific company in the regiment and must follow its shift schedule. Kurtis completed 12-hour day and evening shifts. He says he would not have been able to have this fantastic experience if his co-op placement had been only during school hours.

Four members of the Military Police Unit joined Kurtis and other students for a school Career Day in November 2010. The Grade 8 and 10 Bishop Smith Catholic High School students found the three Military Police Unit vehicles interesting and fun to explore, and the members of the unit were fantastic with the students.

Marc McNanny is completing a welding placement at CFB Petawawa's welding shop. He received excellent training from both civilian- and military-trained certified welding journeymen. Marc continues to improve his skills, and because of his co-op experience has been accepted into the OYAP in welding. He will continue his training and education at college in September 2011.



Volunteering

Natsania Mullin took a long and winding road before landing at St. Lawrence College. Before beginning his studies in the Business Administration–Marketing program, the Nunavut native travelled Canada and the world, volunteering with Katimavik and Canada World Youth. "I strongly believe that volunteering is one of the most rewarding experiences you can have," says Natsania.

Choosing St. Lawrence College was easy for Natsania. "While I was travelling across Canada, one of our stops was Kingston. I was so impressed with the friendly people I met here and the really high employment rate of St. Lawrence College grads."

Being on a smaller campus has definite advantages, Natsania maintains. Students have the opportunity to really get to know their teachers and be involved in all aspects of campus life. "Getting involved will allow you not only to have a great time and meet new people, but also to take what you learn in the classroom into real-life scenarios," he says.

"I know St. Lawrence College is preparing me well for my future. It's essential to have postsecondary education these days, and students here have limitless possibilities. And I'm having the time of my life, while preparing for my dream job!"

Turning the Wheels of Blind River



The cooperative education program at my school has given me the opportunity to pursue the career that I want, as opposed to the one that I was expected to choose. I graduated from Grade 12 in June 2010 in the academic path and had all the credits I needed to apply to university. However, I saw potential for myself in the skilled trades. I spoke to the co-op teacher, and she found me a placement at a local automotive repair garage.

I started the year at Bruno's Auto Repairs, one of the most reputable shops in our town. I worked with three automotive service technicians and two parts managers. I fit in well with everyone and got positive feedback as I advanced through more and more complex tasks in the shop. My co-op experience has been very enjoyable and has helped me decide that I do have a future in an automotive trade.

At my placement, I started by mostly doing cleaning, and observing the methods the mechanics used during maintenance services. By my third day, I had memorized the 30-point inspection system the mechanics use. At the end of my first week, I was taught to operate the tire machine – a newer model than the ones I had used previously – and how to set up the alignment machine. Now, in week 10, my list of tasks has greatly expanded; I can work on brakes, exhaust systems, cooling systems, maintenance services, tire changes, winterizing, and differentials on rear-wheel-drive vehicles.

I enjoyed working on exhaust systems and brakes the most. I have helped install performance mufflers, tips, and even stacks on a diesel pickup truck. I used to find drum brakes complicated, but now I actually enjoy working on them.

I plan to pursue an apprenticeship as an automotive service technician. I will also be applying to college as a second choice, in case I am unable to find an apprenticeship. My co-op experience has been very enjoyable overall, and I plan to start an OYAP placement next semester.

Joshua Sloat

Holly's Success

Holly Meissner was struggling. Once a top student at Saint Paul High School, she had become bored with her classes and her marks plummeted. "I really didn't have any direction," the 18-year-old says. "I was suffering a lot of anxiety. I wasn't doing well in class, and I felt like I couldn't handle it all anymore." She believed her only option was to drop out of school.

Holly was then referred to Saint Paul's Student Success Strategy program, in which students are supported to earn the credits required for an Ontario Secondary School Diploma. The program offers course options inside and outside the classroom, and one-on-one support when students need extra help. "It is about creating a curriculum suited to the individual student," says Matt Miani, senior Student Success teacher at Saint Paul. "They tell us their interests and we create a program around those interests."

Holly's curriculum last year included a co-op placement at the Niagara Falls Humane Society. She started out cleaning animal cages and, as her interest grew, she became a team leader and mentor to other co-op students. "I learned a lot while I was working there that made me more confident about my abilities," she says. That confidence earned her a final mark in the high 80s. Last June, Holly graduated with her classmates, an accomplishment her mother worried might not happen. "I'm so proud of her," Eleonor Meissner says. "She has overcome so much."

Matt says Holly's success is an example of what can happen when parents, educators, employers, and students work together.



Early Learning

My co-op placement is at the Blind River Early Learning Centre for children. I arrange beds and put up the curtains for nap time, put out the plates, forks, and glasses at snack and lunch times, and help the kids get ready to go outside. I received training related to the Workplace Hazardous Materials Information System, Passport to Safety, Young Worker Awareness Program, Counterfeit Money Detection Program, and Service Excellence.

What I enjoyed most about my work at the centre was spending time with the kids and seeing them have a good time with their friends. I get along with the supervisor and my co-workers really well. When I am there, I fit in easily and feel like I belong.

The co-op program gave me experience working with kids, which is important to me because my plan is to graduate and take courses at college to become an early childhood educator. At my placement, I am learning a lot and having a good time too.

Paige Rogers



Martial Arts

I have been training in mixed martial arts for almost three years now. During my final year at École secondaire catholique Champlain, I have been a cooperative education student, on placement at Sudbury Multicultural Martial Arts. It was a pleasure being able to go to the club every day and help out.

My placement as a martial arts instructor was very exciting, because I enjoy the sport so much. I learned that the job includes a lot of responsibilities, such as cleaning the equipment, washing the floors and mats, and being around if someone needs help. Throughout my placement, I taught Muay Thai kick-boxing, a martial art and the national sport in Thailand, which consists of using punches, kicks, and knee and elbow strikes.

I also taught Brazilian Jiu Jitsu, a martial art that consists of ground fighting and submissions, such as joint locks and choke holds. It was great being able to do all these things every day because the work helped me, as I was helping others. Every day, Mac Looby and I would start off with Muay Thai or Brazilian Jiu Jitsu, followed by dry land training, which involved jogging, sprinting, and a lot of cardio-based workouts outside. We would finish off the day classes with open mat training. After regular school co-op hours, Mac and I would clean the club for the night classes.

This co-op was a great experience, and I know I want to keep doing martial arts in my life. I would like to thank John Cole, the head instructor at Sudbury Multicultural Martial Arts, and Mac for accepting me as a cooperative education student.

Joey Prevost

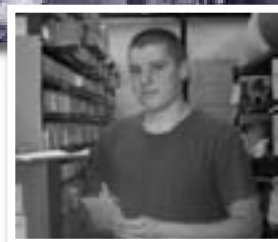


Experiential Learning Week

The excitement around the first province-wide Experiential Learning Week continues to radiate in the Dufferin-Peel Catholic District School Board. Cooperative education teachers participate in Take Your Administrator to Work Week, during which they invite an administrator to visit local employers, as an opportunity to express thanks for their extensive support. This is a simple way to highlight the positive relationships that exist between student, educator, and employer. Here are three success stories.



Jason Sutton is a Grade 12 student at St. Marcellinus Secondary School. Last year, he was enrolled in co-op and decided to extend his learning for another semester at Mississauga Engines. Cesar Da Silva, owner/operator of the company, has been serving the local Streetsville community since 1971, and he continues to give back by taking on interested co-op students. Jason says he learns something new every day at his placement. Claudia Klein, vice-principal of St. Marcellinus, visited Jason on the job and took the opportunity to extend her appreciation to Cesar for his continued support and for helping Jason think beyond the classroom.



Mary Ferlisi, a teacher at Notre Dame Catholic Secondary School in Brampton, invited her principal, John Lezon, to visit **Michael Pirzanski**, a Grade 12 student working at Thermo Electric. The company, established in 1941, designs and manufactures industrial temperature sensors and serves customers throughout the world. Julio Solomon, a company engineer and manager of Canadian sales, was a student at Notre Dame and is pleased to give back to his community.

Michael is experiencing much success and learning the technical aspects of this manufacturing industry, including how to wire and assemble thermocouples, and to cut, straighten, and buff tubing. He will have the opportunity to continue working at the company as he pursues his studies in college.

St. Francis Xavier Secondary School co-op teachers and administrators agree that Experiential Learning Week was very worthwhile and reinforced the school-work partnerships within the community. Don Tanner and Gord Shin, owners of Tsunami Technology Group Inc., have been very supportive of the co-op program. They and their staff, as well as the co-op teacher and school, are very proud of a former student, **Darren Wright-Neville**. He was reluctant to attend classes but, after graduating from high school, has become a shining star as a full-time employee of the company. For Darren and his employer, co-op has been a win-win situation. Darren is now a role model and an encouraging supervisor for co-op students from his former school. He cannot imagine how he would have found employment in the area that he is passionate about if he had not participated in the co-op program and had that placement. Vice-principal Rita Borg is also grateful for the support and partnership of Tsunami Technology Group Inc.

Sweet Dreams



“Good morning, how are you? How may I help you today?”

This is the cheerful greeting you will receive as you walk into Willow Cakes and Pastries in Niagara-on-the-Lake. By far the finest pastry shop this side of Toronto, it has a decadent array of dark chocolate, fruitcakes, mousse cakes, cheesecakes, succulent pastries, and more. This gem satisfies the appetite of many local residents, as well as people who travel great distances for such treats.

What you don't know as you delight in the aroma of freshly baked bread is that the person who greets you and perhaps made some of these sweet treasures is **Robyn Matyas-Robertson**, a Grade 12 OYAP student from Saint Paul Catholic High School in Niagara Falls.

Robyn tells her story: “I've always had a dream, since I was 5 years old. I loved to cook, bake, and create in the kitchen. It really started with my Easy-Bake Oven, but now I'm in a real pastry shop. Wow, I still can't believe it! This is my passion. I love it. I love doing this every day – the pace, the people, this place! Being at Willow Cakes and Pastries, under the supervision of master chef and baker Catherine O'Donnell, has confirmed that this is what I want to do for the rest of my life. Dreams do come true! I'm now in the process of finishing my education so that I can start a new phase in my quest to capture my dream.”

Good luck, Robyn, and sweet dreams.

Joe Perri, co-op teacher, Saint Paul Catholic High School

Caring for the Future

The Caring for the Future program provides co-op students in the Peel District School Board with opportunities to explore the working world of health care. Students spend a semester at Brampton Civic Hospital working with staff who model and share what working in a health-care environment is actually like.

Ramna Shahzad, a student in the 2010 fall co-op class, reflects on her experience with physiotherapists: “They were great role models and displayed a passion for their job. What physiotherapists do is incredible, because they really make a difference.”

According to Ramna, the experience enhanced her knowledge of a variety of careers, and she now understands what kind of career she will pursue.

Midwifery appeals to **Laura Graca**, who relates that the midwives interested her in a “positive way.” She liked the way they support mothers during their entire pregnancy.

In addition to spending time at the hospital, the students in this program participate in Monday classes, in which they explore health-care topics and career opportunities in the health field. The fall class of 2010 went on a field trip to Sheridan College to learn about the practical nursing program. They toured the simulation lab where the practical nursing students practise their skills, and learned about how the program runs.

The Caring for the Future program is a great co-op choice for a student interested in exploring health-care careers.



A POSITIVE IMPACT

This year, in Grade 12 at École secondaire catholique Champlain, I decided to participate in the co-op education program. Ms. McAllister arranged a placement that reflected my interests, at the Children's Treatment Centre at Sudbury Regional Hospital. Serena Frattaruolo of Volunteer Services at the hospital interviewed me, and Carole Delorme, the director of Volunteer Services, gave me a guided tour of the hospital. I really appreciated her advice.

The centre is a very welcoming place with a pleasant atmosphere. It was designed for young children with impairments who have special needs. The enthusiastic and dedicated professionals at the centre provide different forms of therapy to ensure that each child develops properly.

My responsibilities at the centre consisted of helping the children to get off the bus, playing educational games with them, helping them with their homework, accompanying them to their treatments and the rehab pool, and tidying up the classroom.

I had an opportunity to interact with young children with different needs, which really opened my eyes and exposed me to new challenges. I met extraordinary people, including the classroom teacher, Ms. Lucie Lalande, the occupational therapist, Josée Villeneuve, a student from Collège Boréal, Julie Fortin, and the speech therapist, Michelle Martin.

Thanks to this amazing co-op experience, I have chosen my career and plan to enrol in the speech therapy program at Laurentian University. The months I spent at the Children's Treatment Centre will definitely have a positive impact on my future.

Julie Thériault



Making the Connection

Matt Blancher never expected to become a welder. In fact, the Fanshawe College student seriously doubted that he would even be able to move beyond high school. “I got put into foster care when I was 4, and I’ve been moving from foster home to foster home ever since,” the 19-year-old says. “It affected my education because I went to more than one school growing up, and trying to develop new friendships was hard. I wasn’t very good at academics. When I was going into Grade 9, they told me I needed to go to a [vocational] school.”

Matt resisted this recommendation and attended a more academic high school anyway – a decision that changed his life. That’s where he discovered welding. “I never thought I’d be a welder, and I really didn’t know about it until I got into high school,” he says. “I’m a hands-on person, so I got into it and I was really good at it and stuck with it. I took a 30-day course in Grade 9 and liked it, so I continued welding all through high school.”

He has now almost finished Fanshawe’s welding program and plans to do more specialized training. He says that young people who are struggling should still make school a priority even though doing so may not be easy. “In Grade 9, I really didn’t think I’d make it into university or college,” Matt says. “When I got older, I figured out if I didn’t go to school, then it would just be harder to find a job that I would like. Stick with school, because what you do now affects what you do in the future.”



Social Work Co-op



have wanted to enrol in the co-op education program since Grade 9. My passion is helping people in my community, so I chose a placement in the field of social work. A placement at the Mental Health Centre in Sudbury was the best choice for me.

During the semester, I had an opportunity to work at the Cedar and Kirkwood sites, which, I discovered, operated quite differently. At the Cedar site, I was not assigned to a specific floor, which meant that I was able to see how different programs operated. I familiarized myself with several fields, and I can now say that I want to work in the field of drug addiction and mental health. At the Kirkwood site, I was given another perspective on services and worked closely with patients who had entered the facility to improve their quality of life. When I am there, two days a week, I talk with patients about topics that interest them and organize activities for them. They appear to like my being there, and I really enjoy keeping them company.

I want to thank Serena Frattaruolo for all of her help and support. I would also like to thank Beckie Major, Natalie Hortness, and Angela, who supervised my work. Because of this experience, I was able to make important choices for my postsecondary education and my future career.

Alyssa Johnston



Green-Up!

As a business administration student at Trent University, **Jacinthe-Laure LeBel** had the opportunity to take the Field-Based Study program. Her placement was at Peterborough Green-Up, a non-profit environmental organization. She primarily researched the need and demand for a green business network in the community.

“The Field-Based Study program gives a lot of freedom,” notes Jacinthe, “which forces you to be more disciplined. I had to set goals for myself. It was challenging to know what was expected of me from both academic and field supervisors and to fulfill my requirements with both of them.”

Jacinthe worked with three local businesses to get their perspectives on how Green-Up could help them. At the end of the semester, she presented her findings in a PowerPoint presentation to a group from Green-Up, her professor, and the other Green-Up interns. She learned to operate in two different worlds to reach her goals. She needed to be able to translate what she was doing theoretically in her academic work and practically in her fieldwork. “This internship made what we were learning in the classroom real,” says Jacinthe. “It made it come to life. I think this is crucial for business students.”

Jacinthe completed her Bachelor of Business Administration degree at Trent in April 2010. In each year of study, she received bursaries through Trent’s generous scholarship and bursary funds. “They were a huge help,” she says.

Careers in justice, health, and social services

Young francophones in Ontario have access to very useful and timely information on careers in the fields of justice, health, and social services.

The Carrières en justice website (<http://carrieresenjustice.ca>) has clips and descriptions of careers in the field of justice that can be pursued in French, as well as information about the training and education they require. The “À la cour” (“In the Courtroom”) section uses simulations and cartoons to show how the criminal and civil justice systems work. Visitors to the website can also test their aptitudes to see whether they have the profile for a specific career.

The Carrières en santé et en services sociaux website (<http://carrieresensante.info>) also offers a wealth of information that includes clips containing testimonials by health and social services professionals, brochures, a guide for students in Grades 4 to 8, an interactive game, and tables with information on careers.

These two websites are fun and easy to navigate, and are very useful tools for helping young people explore careers in which they think they might be interested.

Various activities and events, including Law Days and Health and Social Services Career Days, also provide a great deal of information on careers. During these events, French-language students have an opportunity to meet professionals in these fields and handle the equipment they use, ask them questions, and learn more about their training and professional career paths. In the field of justice, there are three-day camps, scholarships, and a concentrated program in justice at Collège catholique Franco-Ouest in Ottawa.

Special days highlighting these fields generate a lot of interest. One participant in a workshop on midwifery reported that she had found the profession for her. Another expressed a great deal of enthusiasm in a workshop on careers in paramedical and ambulance work. He had not realized how interesting this type of work is. After attending a workshop on social work, many students reported that they were interested in working in the community. A very popular workshop on nursing provided lots of opportunities to get involved.



Where There's a Will, There's a Way!

Alain Rodrigue had to adapt to a new environment when he left Kapuskasing to study accounting at La Cité collégiale in Ottawa. His first challenge was to improve his written and spoken French, which he had not been overly concerned about in high school. Alain was aware of the importance of being able to communicate in both

official languages in the workplace, so he went to the college's French Resource Centre. With a lot of hard work and perseverance, he really improved his command of the language.

Alain obtained excellent marks in his program and earned several scholarships. At the same time, he did volunteer work, helping individuals on a low income to prepare their tax returns.

In 2009, Alain earned his Ontario College Advanced Diploma in Business Administration—Accounting with first-class honours. He then decided to take advantage of the agreements that La Cité collégiale has with various universities and to enrol at a university where he could earn the professional chartered accountant designation. Alain will complete his university program in April 2011 and has already secured a position with an accounting firm. He still counts himself lucky to have chosen the college as the first step in his postsecondary education. Alain's passion is business. "It is way easier to succeed," he advises, "when you love what you do."

An Adventure in the Hotel Industry



In 2006, a young, nervous, and fearful **Thalia Dubé** started high school at École secondaire E.J. Lajeunesse in Windsor. If asked about her career plans at that time, her answer would have been "No idea!" All she knew was that she wanted to work with her hands.

In 2006/07, the school introduced the SHSM in hospitality and tourism. At the time, Thalia could only watch from a distance the students who were part of this program. In Grade 11, she enrolled in the cooperative education program and, pursuing her interest in culinary arts, did a placement at a restaurant in downtown Windsor. In the meantime, a friend mentioned that the SHSM might be of interest to her.

The program coordinator, who was familiar with Thalia's interests, suggested that she enrol in the SHSM in order to take part in reach-ahead activities, obtain certifications, and have opportunities to explore the field. Curious and eager to be part of a team, Thalia enrolled and quickly discovered where her career interests lay. "When we went to Ottawa for a reach-ahead activity," she says, "we had the opportunity to visit the Hilton Lac Leamy. During our visit, the head concierge told us about his job and gave us a tour of this magnificent hotel. I was immediately inspired to enter this field. I really liked the environment, the atmosphere, and especially his passion for his work."

Thalia says the SHSM in hospitality and tourism had a huge impact on her academic path. Every day, her hospitality courses motivated her to complete high school. "Without [the SHSM], I wouldn't have even thought of going to college, let alone choosing this field. Thanks to the experiential learning activities, including when I job shadowed in another hotel, I discovered that this was the field for me!"

Today, Thalia is continuing her studies in hotel management at college. Her two-year program is preparing her for the different aspects of the industry. "I will even have the opportunity to work in hotels in the Fairmont chain! What an adventure!"

Sylvain Leclair

LET AARON PROVE IT TO YOU!



Have you ever thought,
"Maybe I can do that ... let me try!"
Now I know I can do that ... so what else can I try?"
These are definitely the thoughts of **Aaron Prevest**,
a visually impaired student participating in the Work
Experience Program at W. Ross Macdonald School for
the Visually Impaired and Deafblind in Brantford.

"I'm blind, but I can do it!" says Aaron. "I like to work with my hands. It makes me mad when people say that I can't do something. I just want the chance to try and maybe prove to them that I can. When it comes to work placements, I need an employer who can teach me new things and look beyond my lack of vision, someone who is willing to think outside of the box and consider more than just traditional ways of completing the task at hand."

Aaron has found exactly this type of employer at both of his placement work sites this year. Tracey Langley, of the Habitat for Humanity Brant ReStore, says, "I watch him do things that people with no disability avoid doing because it's 'too hard' or 'too boring.' Aaron outperforms many of our sighted students. He is never still, always wanting more — more tasks, more responsibility, more knowledge."

When there is not much to do, "I go and find something, like equipment that I have never used before, and try to understand how it functions," says Aaron.

Don Chambers, who works at Aaron's other placement site, Northgate RentALL, says that Aaron "is eager to learn and will try anything. His dry humour and wit keep everyone on their toes. Aaron works as if he has no impairment whatsoever."

"I can repair small engines and objects around the house," reports Aaron. "I've even worked on the car. I was given a chance to job shadow in a garage for a day last year, and it was a great experience. I learned a lot more about cars, and I can successfully do an oil change now! It was a positive experience that made me want to pursue this type of work. The Work Experience Program will help me make connections for the future, obtain some good work experience to put on my résumé, and give me an opportunity to try out some new things. When future employers ask me if I have certain skills, I might be able to say that I have had some related experiences."

Aaron knows that because he is blind he will have to advocate for himself and let people know what he can do. "I'm going to have to find an employer, like those I have had at my placements this year, who is willing to take the chance and let me demonstrate what I can do!"

"With Aaron's sense of humour, enthusiasm, and determination," says Tracey, "he will prove that he can do anything, because if you let him he will show you what he is truly capable of doing."

Shelley Conliffe, Work Experience Program teacher, W. Ross Macdonald School for the Visually Impaired and Deafblind

Building for the Future



Adam is a Grade 12 student at Bayside Secondary School in Belleville. He participated in the school's cooperative education program in Grade 11 and enjoyed his placement at Lindsay Masonry in Quinte West. The appeal of working

outdoors, with a variety of tradespeople, and building with tools and materials encouraged Adam to consider masonry as a career. His co-op teachers directed him to an accelerated OYAP in brick and stone masonry offered at Kingston's St. Lawrence College.

During a college training session, Adam was able to put his new construction skills to use in helping others. He joined a group of senior high school students who spent their March break working on reconstruction projects in storm-ravaged sections of New Orleans. During their week-long stay, they built a basketball court at a local playground and participated in the restoration of a number of buildings.

Commenting on his trip, Adam notes that "it was a great opportunity to use some of my construction skills. Because of my apprenticeship training, I was often called on to assist other, less-experienced students on the work site. It's been great to get new skills and be able to share them with others to help a good cause."

Adam is looking forward to returning to the work site at the end of his college training to complete his co-op credits. Once he has, he will continue to work through his apprenticeship, building his future as a licensed brick and stone mason.



Leading the Way in Accessibility

Matthew Campbell was born blind. His eyes did not develop while in the womb due to a condition called microphthalmia. The challenges that he has encountered in his life have not fazed him. Not only is he enrolled in the Computer Systems Technician–Networking program at Georgian College, but he has completed his first co-op term as an accessibility specialist in the Information Technology Department.

For a 22-year-old, this is quite an accomplishment. "Visually impaired individuals do not take a decision to leave home and

attend college very lightly," says Matthew. But not one obstacle prevented him from following his dreams.

During his co-op term, Matthew applied his endless knowledge of adaptive technologies, accessibility, and new devices to Georgian's website and then provided recommendations. This co-op placement couldn't have been a better fit for both Matthew and the college.

He uses the most advanced technology while completing his studies, including Braille Display (an electromechanical device for displaying Braille characters) and VoiceOver (a built-in screen reader program on a Macintosh computer). As part of his co-op placement, Matthew launched an accessibility blog, where staff and students can read accessibility articles and tips. To access Matthew's blog, visit www.georgianc.on.ca/accessibility.

Overall, Matthew couldn't be happier with his choice to attend Georgian. His experience here has been nothing but positive, and he has even convinced a visually impaired friend to attend the college this fall.

Mission: Participation

Catherine Labrèche, who is from the village of Fournier, is a second-year public relations student at La Cité collégiale.

In high school, Catherine was a member of the student senate, a group of young people from her school board who met once a month to propose ways to improve student life in the board's schools. Her contributions did not go unnoticed. She was selected as the only delegate from her school board to attend a symposium on the environment that was held in Toronto.

Her plans after high school? Because Catherine enjoys communicating and interacting with other people, she chose to attend La Cité collégiale. Its public relations program is perfectly in line with her career objectives. She really appreciates the practical training she is receiving. "I am working hard," she says, "but it's worth it!"

As a recipient of funds from the Garfield Weston Foundation, Catherine has continued to invest in the community. Last summer, she volunteered for one month in Nunavut at a summer camp. She arrived in mid-June and, even though winter had barely ended, the experience was one she'll always remember. She learned an important lesson from it: "In the Far North, where the land extends beyond the horizon and the sky is enormous, it is easy to feel very small in the universe. However, I also realized that even a small being can make small changes, and that's enough to change the world."



Let's Get Greasy!

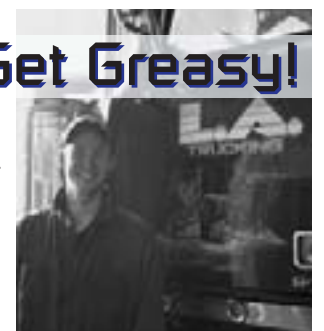
My OYAP placement this year was at L.A. Trucking, as a truck and coach technician. This is my second placement there.

Some of the things I do at L.A. Trucking are grease trucks, change tires, and change bearings, cams, and drums. I really enjoy using the welding torch, because it is a piece of equipment that I had never used before.

The co-op program is beneficial because you get a lot of hands-on experience that you cannot get sitting at a desk in school. Co-op helped me find my future career path. My supervisor, Richard, was very knowledgeable, and he taught me many new skills that will help me in my future.

Among the qualities that I developed in the co-op program are good attendance, a positive attitude, and a willingness to learn new things. The experience that I gained from this program helped me graduate with my diploma last year and put me on a great path in the trades.

Colton Lamour



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Package designer
Magazine editor
Form layout designer
Contracts officer
Media relations director
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Musician
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Chemist
Electrician
Physicist
Software engineer
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Merchandiser
Quality control technician
Computer analyst
Laser technician
Consumer products designer
Plastics moulding technician
Electronics engineer
Tool designer
Financial auditor

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My Zoo Co-op



“The travel is going to kill you!” No exaggeration, I believe I heard this exact sentence from every single person who heard about my co-op expedition. The four dreadful hours I spent travelling to and from the Toronto Zoo, however, never once overshadowed the euphoria I experienced there every day. For four months, instead of walking past groups of rowdy students at my high school, Cardinal Leger Secondary School, I hiked past a troop of boisterous baboons. Instead of having the principal’s keen eyes watch for any trouble in the halls, I had a jaguar’s piercing stare locked on my every move. Instead of waiting for the school bell to remind me that the day had started, I would hear the distant morning bellows of the African lions informing me that my day had just begun. At school, the warm “good mornings” I received from my friends always got me into a cheerful mood, but for four incredible months at the zoo, greetings from a troop of curious and spirited gorillas put a smile on my face every day.

For once in my life, I felt as though I was surrounded by carbon copies of myself. The passion for animals that flowed through every single employee’s veins was evident, and I never felt so comfortable and at home. The Toronto Zoo’s ultimate mission is to “inspire people to love, respect, and protect wildlife and wild spaces.” The people there believe that the first step in making an ecological difference is to start in your own backyard – literally. In keeping with this idea, the Toronto Zoo recycles, promotes the use of nondisposable items in restaurants, and supports environmental awareness through education. Educating young people is definitely stressed at the Toronto Zoo, and for this reason co-op students from around the world are welcomed.

As a past Toronto Zoo co-op student, I have seen continual development of projects that have been under way for 38 years. This includes the Species Survival Plan, which is used to regenerate populations of critically endangered species, such as the two-striped white lip fish, found in discrete locations in Madagascar. I have also been fortunate to witness the introduction of novel projects at the zoo, such as the western lowland gorilla

nutrition study, in which I participated. This study entailed recording behaviours, otherwise known as “developing ethograms,” of the gorillas before, during, and after a major change in their diet. The purpose of this project is to discover a means of severely reducing and eventually eliminating stereotypic behaviours, such as plucking fur, coprophagy (eating feces), and regurgitating/re-ingesting food.

I believe that the main goal for co-op students is to get involved with as many projects and tasks as possible, as this will give them a chance to meet a variety of knowledgeable people who can provide endless amounts of advice and information. Participation also shows initiative and a yearning to learn. Sooner or later, employees and supervisors will notice these qualities and will steer you to interesting learning opportunities. I have had the wonderful opportunity to work alongside some incredible people who have introduced me to a variety of careers involving animals. I have been mentored by animal nutritionist Jalap Wensvoort, along with University of Guelph student Victoria Blondin. I have had the opportunity to shadow veterinarian Dr. Christopher J. Dutton and a few veterinary technicians. My supervisor, Karen Hamilton, and all the zookeepers at the African Pavilion have made me feel extremely comfortable from day one and have provided me with amazing opportunities, including the opportunity to learn about western lowland gorillas, red river hogs, pygmy hippos, ball pythons, mole rats, endangered fish – the list goes on. Without a doubt, all the expectations I had about my placement were exceeded.

The purpose of cooperative education is to ensure that students get a better understanding of the career they are hoping to pursue so that they can decide whether it is the right choice for them. In my case, co-op has confirmed my passion for and willingness to pursue a career involving animals. Whether it is veterinary medicine, animal nutrition, or zookeeping, I now know I am on the right track.

Samantha Cava



Nursing Placement



My placement at Credit Valley Hospital is as a nurse trainee. I work in the Post Anesthetic Care Unit (PACU), the recovery room to which patients are admitted after surgery. The first priority in this unit is the patient’s airway. The patients trust the nurses, who give medication if the patient is in a great deal of pain. Nurses need computer

skills because they must document everything, for example, when the patient is responsive, what and how much medication the patient has been given, assessments of the patient’s pain, and the patient’s vital signs, which include heart rate, oxygen rate, and blood pressure. Nurses also need numeracy skills, for example, to measure how much medication the patient should have. Most important, as part of a clinical care team that includes doctors and other medical and administrative staff, nurses must have good communication skills.

Working in the PACU is an amazing experience. The nurses are friendly, caring, and very willing to help me out in the hospital, which makes it a great place to go every day. I enjoy the opportunities that I have received so far, such as witnessing two surgeries. The first was an anterior cruciate ligament repair on a patient’s knee. The surgeon takes out the ligament on the hamstring, measures the diameter of the ligament using a graph table, and cuts the ligament to the size needed to make it stable. The other very interesting surgery I observed was a low anterior resection, during which surgeon opened the patient’s abdomen. I was able to see the patient’s bowels, stomach, and large and small intestines. The surgeon found a tumour in the large intestine, cut out about a foot of it, and placed it in a bowl so that I could feel the texture. Without co-op, I would not have had these opportunities as a high school student. As I continue my journey to become a nurse, I will never forget these experiences.

I hope I impress everyone at Credit Valley Hospital favourably before I leave so that I might be able to get a job there in the future. To sum up my experiences in one word: *incredible!*

Rialaine Lague

Speech and Language Pathology

Taylor Hyatt graduated with honours from St. Theresa Catholic Secondary School in Belleville in June 2010. In September, she returned to St. Theresa as a fifth-year student to explore – through a four-credit cooperative education program – her career goal of becoming a speech and language pathologist (SLP). Her placement was at the Quinte Children's Treatment Centre at Belleville General Hospital. Returning for a fifth year of high school is not uncommon, but in Taylor's case it is unique. Her whole life she has faced the challenges of having a physical disability, cerebral palsy (spastic diplegia).

In 2010 Taylor was the Easter Seals Ambassador for the Quinte region. She is also a volunteer for her church youth group, a member of the Spirit Blazers Young Adult Choir, and a member of the Social Justice Council and the school choir at St. Theresa's. She has always been motivated academically and by the end of her fifth year will have completed 12 university pathway courses. According to Taylor's placement supervisor, "the most impressive thing about Taylor is her willingness to learn and her receptiveness to constructive comments about her work."

In the mornings, Taylor spent her time at the Quinte Children's Treatment Centre, where patients receive speech, language, and

occupational therapy. She herself accessed these services when she was younger. In the afternoons, she worked right next door in the speech and language centre for preschool children.

Taylor acted as an assistant to the SLP there, researching specific topics or preparing resources such as handouts, articulation cards and materials to be used in sessions, or brochures for promoting local SLP services. She observed sessions and practised being a professional SLP by taking her own session notes. Often, Taylor was able to practise the language intervention techniques through play, by doing sorting or labelling activities with the patients.

The experiences Taylor enjoyed at her cooperative education placement could never have occurred in a traditional classroom. They helped Taylor confirm that she indeed wants to pursue her goal of becoming an SLP. She also had the opportunity to explore her postsecondary and postgraduate options with the help of individuals in the profession. Above all, through reflection Taylor learned a lot about the maturity, self-awareness, and self-confidence necessary to become an SLP. "I will remember all the real examples from my co-op placement when I am studying linguistics at university next year," says Taylor.

Rob Fleming, cooperative education teacher, St. Theresa Catholic Secondary School, Belleville



Lumberyard Co-op

You know you are on the road to success if you would do your job without being paid! I am in Grade 12 at W.C. Eaket Secondary School in Blind River, taking cooperative education. My placement was at Sonnenburg RONA, and my main jobs in the lumberyard were to take care of customers, load and unload trucks, and put merchandise away in the appropriate storage areas.

The people at Sonnenburg RONA have been very kind to me. They have treated me well and given me the experience to finish school, instead of having to stay for another year. My co-op placement went so well that the company gave me a part-time job during the school year and a full-time job last summer. All the workers there have treated me as an adult, and that makes me feel more mature about graduation, leaving school this year, and going into the workforce full-time.

This course made my life much easier. My advice to other students who do not like school is to take the course, because when you do, you go to school only one day a week.

Cody Vachon



OPS Learn and Work

I am a graduating student at the Norfinch campus of Monsignor Fraser College, which I began attending in September 2008 when I was 17. I had not been to school for two years and was not sure whether I was ready to return. I remember very clearly the first day, when I walked nervously into the guidance counsellor's office and discovered that I was eligible to participate in the Ontario Public Service (OPS) Learn and Work co-op program. Little did I know then the impact that this program would have on my life.

That first day at Fraser I had only eight credits on my transcript and no sense of the future – no purpose, goals or even a care about myself. I started school simply to see whether I had even a chance of getting my high school diploma.

I was motivated to attend my OPS school classes because I began to feel like I was part of something meaningful. In those early days, there was so much to learn about the working world and what I needed to be successful in it. I learned about Essential Skills and realized that – as my teacher, Ms. Joyce, kept saying over and over again – they would somehow help me grow and understand what I needed to move on with my life. I understand them now and, boy, are they ever important!

My first placement was at the Ontario Science Centre. When I was told that I was going there, fear and anxiety came over me. My first thought was, *The government hates me! Me plus science equals explosion!* At that moment, I felt that I was not even worthy of being around such educated people I imagined were at the science centre, with all those letters after their names. My time there, however, was incredible! Karen Hager, my manager, Sarah Porrie, my workplace buddy, and the whole department made me feel so special and part of the team. I learned that I was able to do things that I never thought I could do. And those Essential Skills – I had to use them! I realized that I had some already, and everyone at the centre helped me gain more.

The highlight of my experience there was my involvement in a project for an event related to the International Year of Astronomy. At the beginning, I knew only that astronomy had something to do with stars. By the end of this experience, though, I had a better understanding of astronomy and was given an opportunity to design my own 3D PowerPoint slide show. *My work* about constellations, planets, and our beautiful universe was displayed

in a studio and showed to science centre visitors. Me plus science now equals personal success and growth.

My second placement was at Delisle Youth Services. At Delisle I was able to use different Essential Skills to assist young adults with the publication of a magazine. Now, I am a publisher!

My year as an OPS Learn and Work student ended in June 2009. I earned eight credits in this program. At night school, I added two more and even recovered two others. Even better, I participated in the OPS Learn and Work Transition Summer School program and earned another two credits – a total of 14 credits in one calendar year!

This past year, I have been in the regular school program at Fraser and continued to earn credits at night school. As well, I am now an OPS employee: I work part-time as a visitor experience host at the science centre and as a team member in a youth engagement project at Delisle Youth Services. Best of all, I will soon graduate from high school with 30 credits. I appreciate the OPS Learn and Work Program for providing students like me with amazing opportunities.

Cassandra Costa



Journalism

I have always wanted to be a writer. Throughout elementary school and the beginning of high school, I wrote adventure stories about dangerous dragons and brave knights.

I am currently in Grade 11 and, this year, I had the opportunity to see my name and work published in *Shoreline Week*, the local paper. My co-operative education placement in journalism has changed my life. In addition to developing my writing skills, I have also improved my organizational and communication skills, and my self-confidence.

During my placement, I had to write one article a week on events at the school or in the community. To write my articles, I had to conduct numerous interviews, which gave me the opportunity to meet many important and interesting people in the community. I have also increased my knowledge of various fields, such as music, sports, and even dance.

The most important thing that I learned during my placement is to always have confidence in myself. Without this confidence, I would never have been able to conduct an interview or submit an article for publication.

For my end-of-year project, I wrote the first few chapters of a novel that I plan to publish one day. Writing this novel has developed my writing and creativity. I have also realized that writing really is my passion and will one day be my career, whether I am a journalist, a professional writer, or a teacher.

In two years, I will take the Combined Honours English Literature and Creative Writing program, with another major in psychology to complete my double major, at the University of Windsor. At present, I am planning to become a high school English teacher, but I will continue to write and see where that leads.

Regardless of the path I take, I will always have the knowledge I acquired during my placement at *Shoreline Week*. It was a constructive and unforgettable experience.

Travis Fauteux

MEDICINE



This semester, I had the opportunity to take a cooperative education course and do a work placement in the operating room of the Timmins and District Hospital. The placement was difficult at first; I felt uncomfortable watching operations and even had to leave the operating room when I felt faint. I was pretty scared and discouraged; my discomfort would mean changing not only my placement, but also career goals that I had nurtured for a long time. I persevered, however, and went back to the placement. With a better understanding of what goes on during surgical procedures, and with the staff's encouragement, I overcame these obstacles. I was able to integrate into the team and be better prepared before entering the operating room. Even though I was supposed to be just an observer, after some time I took the initiative and helped out with a few duties.

My placement confirmed that medicine is the field I want to pursue. I am not entirely sure what I will specialize in, but I was able to see what goes on in a specific department. I discovered both potential professions and professions that are not for me.

Because I plan to continue on in the field of health, my guidance counsellor suggested that I enrol in the SHSM in health and wellness. By taking the certifications this program offers, I have acquired skills that have already been useful to me. For example, the workshops on anesthesia, first aid, and infection control have enabled me to understand the rationale behind certain procedures and rules at my placement.

My cooperative education experience not only confirmed my career choice, but also gave me the opportunity to acquire knowledge that will help me in my postsecondary education.

Josée Joliat

People should be allowed to follow their dreams and interests and use their skills. Such is the case with Justin Boston, a visually impaired student at W. Ross Macdonald School for the Visually Impaired and Deafblind in Brantford. Justin's dream is to work with young children in a childcare role.

This year, Justin is part of the Work Experience Program and is succeeding at his placement in the preschool program of the Brantford Family YMCA. "I want to prove to my employers that I can work with the little kids, just as well as a female can. I could be a good role model for boys and teach them how to play fair," says Justin.

Tammy Morningstar, director of the centre, relates her first impression of Justin: "He was very shy, and I wondered how he was ever going to be able to be around the children. Within a couple of days, his true personality began shining through, and I could not believe the difference. The kids adore him and call his name when they come through the door."

"Being a part of the Work Experience Program," says Justin, "has made me realize that this is really what I want to do, but I don't have the credit courses that I need in order to go to college. That is why I took this course. I am hoping that this will be good experience and I will receive a good reference for my résumé. I also need to look into other programs that are available for me in order to work in this field. There has to be a way!

"I'm going to have to prove to my employers that my lack of vision will not get in the way of what I really want to do. I can understand how young children play and work and that they might be a little shy around other people, but I don't need my sight in order to help out with this."

"Justin's impaired vision has not in any way affected the caring nature he displays to the children," observes Tammy. Whether chasing the kids on the play equipment or building block castles with Sam, Justin appears very happy to be here with us, and we are delighted to have him."

As Justin says, "I just want to follow my dream and do a really good job. I've always wanted to work with little children, and some day I will."

Shelley Conliffe, Work Experience Program teacher, W. Ross Macdonald School for the Visually Impaired and Deafblind

Justin's Dream



A Fresh Look



For my last year of high school, I decided to do a second cooperative education placement. I wanted to explore the health field, and I found a placement at Lyrette Opticians in Chelmsford. The company offers a wide range of glasses and lenses of various colours. The on-site ophthalmologist does eye exams there two days a week.

My role in the company was to work as a secretary. My daily duties, which made a big difference for my supervisor, Diane Girard, included answering the phone, making appointments for clients, making deposits at the bank, filing, preparing invoices, and performing various cleaning duties.

I am continually learning. I have had the opportunity to meet numerous clients in the region, select which glasses to display in the window, participate in making lenses, observe vision exams, and accompany the optician on annual training. Over the semester, I will get to show new clients how to put in their contact lenses and adjust their new glasses.

I strongly believe that my cooperative education experience will enable me to discover the career I want to pursue. I feel very lucky to have had this opportunity to work with Diane and Dr. Godin. I will always have fond memories of them.

Julie Dugas

Adam Gives Back

Everything in the environment, whether naturally occurring or of human design, is composed of chemicals. Professional chemists search for and use new knowledge about chemicals to improve the way we live.

If you are wondering who is going to hire a chemist in Ontario, you can find an answer in the “List of Ontario employers employing chemical professionals” on the Association of the Chemical Profession of Ontario website at www.acpo.on.ca.

The creator of the list is **Adam Krysa**, a very talented, tenacious, and passionate research chemist and industrial scientist. Adam came to Canada from his native Poland and currently works at SGS Minerals Services in Lakefield as a metallurgist, where he has recently finished his probationary period.

Adam created the list because he knows what it is like to look for a new opportunity in our profession, and he wants to give back. He is upbeat and optimistic.

“It was not easy, no beginnings are ever easy, but hard work, tenacity, and passion for your profession will help you find your way into the chemical profession in Ontario,” says Adam. “A little bit of luck,” he adds, “doesn’t harm anybody.”

Chemistry has been a lifelong passion for Adam, and he continually strives to improve his knowledge and ability to problem solve. He is passionate about chemistry in his kitchen too – chemistry spills over into every part of our lives – and is a whiz at creating Thai dishes that are quite different from Polish cuisine.

Liliana Cretu, counsellor, Association of the Chemical Profession of Ontario

Ontario Bridge Training

Ontario Bridge Training programs provide targeted, specialized training to adult newcomers with backgrounds in over 100 professions and trades. These programs help participants make a quick transition to registration in their profession and employment in their occupation in Ontario.

Employers, colleges and universities, occupational regulatory bodies, and community organizations across Ontario offer a variety of such programs. More information about available Ontario Bridge Training programs and how to access them can be found at www.ontarioimmigration.ca.

Below are some examples of how Ontario Bridge Training programs have helped newcomers establish their careers in Ontario.

Bridge Training for Nursing

Shortly after she finished nursing school, **Ruth Kambali** came to Canada as a refugee from Rwanda. To begin to get her career on track in Ontario, she enrolled in a Bridge Training program for internationally educated nurses at York University. Ruth completed her program in 20 months and, after graduation, found work as a nurse at St. Michael’s Hospital in downtown Toronto.

“What I learned at York was exactly what I was looking for,” she says.

St. Michael’s, an inner-city hospital with an extremely diverse patient population, recognizes the importance of having a diverse nursing workforce, of using the wealth of knowledge and skills of internationally educated nurses to help meet the unique care needs of its patient population.

The program helped Ruth pursue her career in a profession that means a lot to her. “Nursing is not a job; nursing is not about money for me. Nursing is me being there for those who need me,” she says.

Bridge Training for Social Work

Vikas Keshri came to Canada from India in 2007 with a background in social work. He found the Ontario Bridge Training program for internationally educated social workers at Ryerson University to be the type of training opportunity he was looking for to help him continue his profession in Ontario.

“It was focused; it was very tailored to the profession. It had profession-specific English support and a lot of networking opportunities, which were so important,” says Vikas of the program. Ryerson’s program provides opportunities for new immigrants who have previous social

work knowledge and experience and are facing barriers when looking for employment in Canada.

Vikas’s talent and his passion for social work, along with the profession-specific support he received through the program, helped make him a very competitive candidate for employment. After completing the program, Vikas had interviews with a number of employers and received several job offers. He decided to take a position with the Canadian Mental Health Association, and his new employer acknowledges how fortunate the association is to have him.

Bridge Training for Optometry

Patricia Hernandez is an optometrist from Colombia. She came to Canada with an interest in improving her clinical skills. She found the Ontario Bridge Training program for internationally educated optometrists at the University of Waterloo, and realized it was the right opportunity for her.

Language was the main obstacle for Patricia. She worked hard on her English skills and performed very well in the program. During the work experience portion of it, Patricia worked at a local clinic, where she practised interacting with patients and using her clinical skills. She

performed so well that she was hired to work in the clinic when she completed her program.

For Patricia, pursuing bridge training was not an easy choice, but as she says, “I think it has been the best decision.”

Bridge Training for Early Childhood Education

Naureen Imran came to Canada from Pakistan in 1998. After settling her family, she eventually started working in a restaurant. Naureen wasn’t satisfied with this job and decided to look into what it would take to continue her career in Ontario as an early childhood educator. She found that the Association of Early Childhood Educators of Ontario delivered an Ontario Bridge Training program that would provide the support she needed to successfully complete the process of becoming an early childhood educator.

“It was a wonderful program. I feel very proud of myself that now I am able to work as a Canadian in Canada with all the experience I have from back home and the experience and skills I gained in Canada,” says Naureen. After completing her program, she found a job in her field in a Toronto-area daycare centre.



Whatever Happened to David?

I received a telephone call from my former OYAP student **David Kimmons**, who, now 21 years of age, works for PCL Constructors Canada Inc. I could tell David was beaming when he asked me, “Hey sir, guess who is PCL’s newest Red Seal carpenter?”

I congratulated David and was so proud of his accomplishment! His parents were also pleased with his success, and David expressed how grateful he was for the opportunities he had in high school that helped him get where he is today.

David’s interest in carpentry began in a Grade 10 construction technology class at St. Marguerite d’Youville Secondary School in Brampton and continued with his participation in the school’s OYAP. He went on to do well in the accelerated general carpentry OYAP at Carpenter’s Union Local 27, Woodbridge, and he eventually found employment at PCL Constructors, where he completed most of his apprenticeship.

Throughout his high school years, teachers and employers described David as a hard worker. His passion and dedication are the secrets to his success. In David’s own words, “I’ve just always liked the trade.”

Anthony DeBono, St. Marguerite d’Youville Secondary School, Brampton

The Trades

I am currently enrolled in OYAP training with the Peel District School Board, at the Local 183 Apprenticeship Training Centre in Vaughan, part of a union for construction workers. At this training centre, individuals can take construction and apprenticeship training courses and learn many skills, such as construction craft work, house framing, concrete finishing, sewer and water main repair and brick and stone masonry. The construction and apprenticeship training facilities really prepare you for working with the latest equipment, technology, and techniques found in industry. This hands-on experience is meant to simulate a true construction sector setting to ensure that workers are prepared for the industry. So far, I have been introduced to many techniques and have had the opportunity to develop a variety of technical skills that are necessary for work in the trades. I absolutely love the program and wish to continue.

The Brick and Stone Mason—Level 1 OYAP I am in covers laying brick foundations for houses and mixing mortar, as well as styling and patterns used in laying bricks for homes. We have also been introduced to the hazards we might be exposed to on a real work site. We have been taught how to avoid such dangers and the proper safety procedures to follow. I’ve been in the program for only three weeks, and already the staff here have taught us how to use various types of scaffolding and safety harnesses and to operate powder-actuated tools. We are going to learn carpentry basics, and more about safety precautions for the workplace. After completing eight weeks in the program, everyone will have the opportunity to work on an actual construction work site for a few weeks. I am eagerly awaiting the next steps in the program.

The training centre is well maintained and filled with the latest technology, materials, and equipment used in industry. The apprentices enjoy being trained by lively staff members who have a wealth of industry experience. At the training centre, apprentices have the opportunity to choose from various apprenticeship training programs. It is an excellent facility where apprentices can learn first-hand about the construction industry.

I would highly recommend the programs at the Local 183 Apprenticeship Training Centre to anyone interested in pursuing a career in construction. Participating in OYAP allows you to gain practical skills and learn techniques used in the industry, while getting a jump start on your career. The sooner you start your apprenticeship, the sooner you can begin reaping the rewards of a great career in the trades.

Justin Kong-Foon



Strike That Arc!

Smile and strike that arc! I am a welder apprentice registered with OYAP and, at age 17, I passed the Canadian Welding Bureau test for the flat welding process. My mom forced me to take a welding course in Grade 10. As usual, it turned out she knew best: the day I struck my first arc, I was hooked. A welder needs to know mathematical problem solving — not my best area, until Terry Laliberté taught me, at Saugeen District Secondary School in Port Elgin.

My first project, a garden arbour that stands almost two and a half metres tall, was a great accomplishment. The second was a garden bench in a butterfly shape that I designed. In my last year of welding, I was even more creative, designing and welding my own graduation rose bouquet. I welded a corsage for myself and a boutonniere for my senior prom date. I wasn’t one of the most popular girls in school and spent my days in the welding shop. Imagine my surprise when I was crowned prom queen 2010 in July! A certified welder becomes prom queen!

In Grade 9 I had a 63 percent average, but with my parents’ encouragement I finished Grade 12 with a 97 percent average! I received the Excellence in Manufacturing award in June 2009 and the NAPA Automotive award in June 2010. In my second semester of Grade 12, I was accepted into a co-op placement at Bruce Power in the Central Maintenance Facility shop. This was an awesome experience. I worked four 10-hour shifts with other tradespeople. They were great, showing me their tricks of the trade. I was able to improve my welding to successfully earn my welder certification. I have six Canadian Welding Bureau tickets in flux core arc welding and shielded metal arc welding.

On the farm where I live with my parents, there are always repairs to be done, so I weld often. My dad and I share a passion for old trucks. We are currently restoring a 1950 L-110 International pickup and a 1949 Ford pickup. Mom stimulates my artistic side by giving me ideas for welding projects. I made her a lily from an old barbecue and a calla lily from scrap.

Here is my advice to you: You will always miss 100 percent of the arcs you do not strike, so grab that stinger, flip the helmet, and strike that arc! Let those sparks of success fly!

Tiffany Sherri Caldwell



SHSM in Hospitality and Tourism

Stephanie Perdue has always had an interest in cooking. She remembers fondly that as a child she would eagerly watch and help her mom prepare meals. Fast forward a few years to high school and Stephanie, despite some early academic road bumps, rediscovered her passion for food at school in the Hospitality and Tourism SHSM program.

Stephanie energetically pursued her love for cooking, often training after school for four or five nights a week to prepare for culinary competitions. Under the tutelage of Chef Fabiano, Stephanie converted all her hard work and passion into many culinary competition conquests, that included Board (2nd place) and Regional (1st place) accolades. As a Grade 11 student, Stephanie finished her year with an impressive 11th-place finish at the Skills Canada–Ontario competition hosted in Waterloo.

Chef Fabiano is very impressed with Stephanie's potential and progress to date. "She is a very keen and eager young lady," he says. "She just kept getting better and better with each competition. There is no doubt that she will be a great chef one day."

With her new direction and focus, Stephanie's academic performance in all her subjects has improved significantly. In her second year of the SHSM program, Stephanie earned a co-op placement at the very prestigious Pillar and Post restaurant in Niagara-on-the-Lake, which has a four-diamond Canadian Automobile Association rating. She has excelled in her time working with the very professional culinary team there. Stephanie's hard work has been rewarded and her talent recognized with the offer of a weekend job and an open invitation for apprenticeship training. Lakeshore Catholic High School is very proud of our culinary master.

Construction SHSM

Bricklaying, electrical work, drywalling, and forklifting – skills that four *École secondaire catholique (ÉSC) Jean-Vanier* students have the opportunity to experience at the site of the new French high school in Welland. Working with partner *Serianni Construction*, students in the Construction SHSM program can try their hand at a variety of trades during the school year.

This is the third year that the program has been offered to students. In the last semester, Grade 11 students **Shawn Pellizari**, **Dawson Ferguson**, **Aaron Roberge**, and **Joshua Secord** participated in the program. Recently, they've been working at the site of the new *ÉSC Jean-Vanier*, which is slated to be finished by September.

"It's been a great experience, and I don't regret it for a second," says Shawn, who is considering becoming an electrician. He mentions that students were working with metal studded walls and putting up hanger wires to hold the suspended ceilings, and that soon they would be starting on drywall.

Joshua, who is also interested in electrical work, says, "I think anyone considering a career in construction should take the SHSM program, even if they're not sure what area they want to go into."

René Lavoie has been responsible for the program at Jean-Vanier since the beginning. He praises the partnership with *Serianni Construction*, pointing out the opportunities for students. "By doing this, so many students can see the light at the end of the tunnel, and they're encouraged to finish school because they aren't stuck inside a classroom all day," he says.

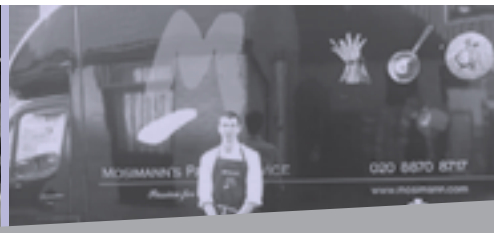
This SHSM also allows students to obtain important certifications, which they receive entirely free of charge, including certificates in first aid and CPR, the Level 1 Construction Red Seal, and certificates for scaffold safety, confined spaces, propane in construction, fall arrest, and the Workplace Hazardous Materials Information System.

The SHSM is not only an invaluable opportunity for students, but also allows *Serianni Construction* to give back to the community and help students decide which career path they want to take. Company vice-president Ross *Serianni* is very passionate about the SHSM: "It teaches kids to adjust and react, to experience the harsh conditions of construction, and to decide if it's right for them."

Some students are employed over the summer, such as **Daniel Rouleau**, a Grade 12 Jean Vanier student who participated in the Construction SHSM last year. "They're all great kids," says Ross. "We're so happy to be able to provide the equipment, the expertise, and the experience for them."



DREAM THE IMPROBABLE



Chef Mario Scozzafava of Saint Michael Catholic High School in Niagara Falls was an inspiration for student **Brendan Tanner Murray**. Through OYAP, he participated in cooking classes, completed the SHSM program, and was registered with the Niagara Parks Commission (NPC) as an apprentice cook. He received the Aramark Food Services Bursary when he graduated.

Brendan registered with *Apprenticesearch.com* in 2008 and received assistance with developing his résumé and interview skills, and applying for an Apprenticeship Incentive Grant. He continued his apprenticeship with NPC under the direction of executive chef Paul Pennock. As a result of his work ethic and community volunteer work, Brendan received a scholarship and was named Apprentice of the Year in 2009.

He successfully completed both levels of the in-school portion at Niagara College Culinary Institute. In the spring of 2010, he submitted an essay in response to a website posting for a culinary scholarship/internship in Europe, offered by the Toronto chapter of *La Chaîne des Rôtisseurs*, a fine-dining association. Chef Sam Seaver nominated Brendan's essay, which was submitted for consideration.

The next step was for Brendan to face an interview panel composed of executive chefs from the York Club, the Royal York Hotel, and the Toronto Golf Club. He was selected and has had the privilege of interning at *Mosimann's*, in the heart of Belgravia in London, England. *Mosimann's* is one of the most prestigious private dining clubs in the world.

Brendan has this advice for high school students: "Dream the improbable and then make it a reality."

Redirection Through Education

For years, I wandered through life aimlessly. I had no direction or sense of purpose, and no set goals for myself. I had very little clue as to what I wanted from life. Quickly derailed from “the track of life” at 13, when I started smoking pot, I fell into years and years of substance abuse and one addiction after another.

Countless menial jobs and dead ends were my lot in life, I thought, as I reluctantly scraped by, relying on welfare subsidy cheques and food banks. I was barely holding on when homelessness hit me, and I sank into an abyss with no light in sight.

For seven years I lived on the streets of Toronto. I continued to either miss the mark completely or try in vain to capitalize on the most important opportunities in life. I couldn’t get anything right. I felt like my ship was sinking, and I was going down with it.

One day, after an intervention some of my (present) best friends conducted, I began my re-integration into life and society. I started attending Alcoholics Anonymous the world-renowned, life-saving, 12-step recovery program. Slowly it brought about a miraculous change in me, allowing my spirit the breathing space it was so desperately craving for so long. I was ready to live again.

Today, my life is full and invigorating. After completing a bridging program, Redirection Through Education, I have regained my health, my family, and my friends. I have a steady income. I have a great apartment and a wonderful girlfriend who loves and cares for me. At present, I am a full-time student in the social service worker program at George Brown College. Helping others is now my calling.

I have overcome many things in my life – addiction, homelessness, and despair. I would have to say, however, that the most significant change that I have undergone is the desire to become a better person. Many people are helping me reach this goal.

Today, I have a purpose and have a much warmer heart.

Ian Young



Public Health

Originally from China, **Dan Yu** had been in Canada for only a short time when she came to Trent University. A mother of two small children, she enrolled in the compressed program in nursing so that she could fast-track through in less than three years. She did this while working part-time as a registered nurse.

Dan’s greatest challenge was writing scholarly papers, because English is her second language. Her hard work and perseverance paid off, resulting in her being placed on the dean’s honour roll for her academic achievement. Dan enjoyed her community-based nursing placement with the Down Syndrome Association of Peterborough.

“I learned about the important role that community nurses play in raising awareness and promoting public health in the Canadian health-care system,” Dan says. She aspires to become a frontline nurse at a hospital. “Be prepared to devote yourself,” she advises prospective nursing students. “It’s a tough program.” Nevertheless, Dan has found it very rewarding.



Social Services

Jamie Holmes attributes his career success to the education he received in the Social Services Worker program at Cambrian College. Every day, Jamie uses the skills he learned in the program. They include communication, working in a team, problem solving, and many others. Using these skills helps Jamie help his clients realize what they want from a peer support volunteer. The volunteers also use these skills to help clients who face difficult issues such as coming to terms with a disability.

Jamie graduated from the program in 2002 and has been the peer support coordinator at ICAN-Independence Centre and Network since 2007. He works with individuals with physical disabilities; he has a physical disability himself and is a strong believer in community integration and participation. He shows this by his work with the Sudbury Adaptive Sports Council and the newly formed Sudbury Peers Supporting Peers, a network of agencies that is trying to launch support groups for people with all manner of disabilities, and, of course, through his work with individuals in the peer support program.



Marketing

University of Ottawa Telfer School of Management student **Jade St-Laurent** has stood out during her studies for her accomplishments and determination to succeed. That’s why she was named one of the University of Ottawa’s 16 Extraordinary Women (read about them at www.uottawa.ca/extraordinarywomen/home.html).

Jade decided to enrol in the co-op program during her second year, in order to prepare herself for her professional career. Her participation in one of the top-rated co-op programs in Canada, combining academics with the professional sphere, gave her the unique tools needed to succeed. The program gave her the

opportunity to develop her marketing skills and narrow down her interests. Jade completed four different internships, acquiring the type of hands-on work experience needed to give her a head start on her career. She worked for the Canadian Institutes of Health Research, Regroupement des gens d’affaires de la Capitale nationale, and Adress Company, in France.

Jade has also excelled in all the inter-university marketing competitions she has participated in. In 2010, she finished second in debating at the Jeux du Commerce, an annual business competition for university students in eastern Canada. She also took first place in relationship marketing at the Happening Marketing competition, and first place in the University of Ottawa’s Michel Cloutier Marketing Competition.



International Placements

Colleges in Ontario promote the fact that their students have many hours of hands-on experience and are therefore work-ready when they graduate. This practical part of college programs takes place in classrooms, labs, and work placements.

Work placements, which are crucial to most college programs, are where students put the skills learned in the classroom to the test in the real world. Students can test the waters and determine whether the courses they are studying are leading them to the type of work they are really interested in. Placements also allow students to make important connections in the field that they have chosen.

“Now, more than ever, students are requesting placement opportunities outside the country, and at St. Lawrence College, they are encouraged to do just that,” says Barry Keefe, director of recruitment and international education at the college. “It is a trend that we are very pleased to see.”

This year, three students went to Kenya as part of a placement in the Child and Youth Worker program; they worked as volunteers at an orphanage. In addition, five nursing students worked in Nepal, and a wind turbine technician student did his placement in New Zealand. Two veterinary technology students went to Australia and worked at the wildlife refuge set up by the late Steve Irwin, The Crocodile Hunter.

Jennifer Earle did her nursing placement at Herstmonceux Castle in England. “International studies had been a dream of mine for a long time, so when the opportunity arose for me at St. Lawrence College, I jumped at it. The details quickly fell into place with the support of faculty and staff, and, before I knew it, I was in England at Herstmonceux Castle. Not only did the experience earn me credits toward my nursing degree, but my course work was brought to life through exciting field studies.”

Harpreet Dhotter, currently in her last year of the college’s Bachelor of Science in Nursing program, is one of the students who spent her summer in Nepal. “My summer was a breath-taking adventure that gave me a greater insight to the Nepali lifestyle. I gained valuable life lessons while I was there and, more specifically, I learned to be thankful for what we have here at home.”



A Stable Environment

At the age of 2, **Baudride Mbaya** left her birthplace, Kinshasa, Congo, with her family and moved first to Switzerland and then, at 6, to Quebec. Moving was the defining circumstance of her entire school career and the most difficult thing she has had to deal with.

“By the time I graduated, I had attended six secondary schools in various parts of Canada – Longueuil, Laval, Winnipeg, and Hamilton. The biggest challenge was finding my place socially in all these new places and getting used to the different approaches of each teacher,” explains Baudride.

Luckily, her home is a warm, supportive environment and her parents have always encouraged her to study and do her best. “My parents are lifelong learners themselves, and they have always made clear that it’s my responsibility to do well at school.”

Baudride is completing her undergraduate studies at York University’s Glendon College this year, earning a bachelor’s degree in international and drama studies. French is her mother tongue, but she has been working hard to improve her English and is taking several subjects in English. Being on the stage at Glendon has also increased her confidence in speaking both languages. After graduation, she hopes to earn a certificate in management and to travel, and plans to visit the Congo, her homeland.

“My Glendon years have at last provided me with a stable environment where I could do my best,” says Baudride. “Glendon’s small classes and professors who are ready to help have been very important to my success at school.”

Baudride offers this advice to secondary school students: “Even if school seems hard and you come up against obstacles to your success, don’t quit. The best time to learn and prepare for your future is while you are young, with a fresh and open mind and without other responsibilities.”



Supply Chain Management

Dien Chin has proved he can deliver the goods – literally. This 24-year-old is in charge of the supply chain for major retail accounts at Nestlé Canada. His job is to put Nestlé products such as coffee, chocolate bars, ice cream, frozen foods, milk, and nutritional products onto store shelves and into the hands of consumers more efficiently.

Although most shoppers are unaware of it, the distribution of goods to thousands of retail stores every day requires precision planning. “Supply chain affects every aspect of a business,” Dien says. “One single mistake and you can put your organization and your clients at risk.”

Dien decided on a career in supply chain management during his third year of studies in Seneca’s Business Administration program. The first four semesters of this program are common to all programs in the School of Business Management and provide practical and innovative training in management theory. In their final year, students can choose from four advanced diplomas.

The challenge of getting goods from the manufacturer to store shelves is what attracted Dien to major in purchasing and supply management. Through courses in purchasing, vendor selection, logistics, and the role of technology in product transportation, he learned how the process works. Thanks to the work he is doing at Nestlé, Dien’s retail client list at the company keeps getting bigger. He was recently awarded the account with Walmart, a multimillion-dollar client with 318 stores across Canada. Now, every time Dien shops at a Walmart, he can’t help but smile when he sees a Nestlé product on the shelf.

“Seneca was the catalyst that opened the door and my eyes to supply chain management as a career,” says Dien. “Without my Seneca training, I wouldn’t be where I am today.”

To learn more about the Business Administration–Purchasing and Supply Management program at Seneca, visit www.senecac.on.ca/fulltime/BA0.html.





Brittany's Determination

This is the story of a brave young woman, of perseverance and a fight to overcome seemingly insurmountable medical odds.

Brittany Brown, whose heritage is Oneida, entered the world unexpectedly, at 24 weeks' gestation, weighing only 540 grams. Her fight to survive and thrive began and still continues today. Although at birth she was expected to live only 72 hours, she is now nearing her 19th birthday. Today she is a happy, proud, and productive young woman, who shows compassion for others and offers to help out wherever she can.

Brittany spent the first three months of her life in St. Joseph's Hospital. Ever since, she has lived in a loving home with her mother and siblings. Brittany's early fight to survive included nine brain surgeries, including the installation of shunts to help control life-threatening hydrocephalus and brain bleeding. She relied on a ventilator to breathe and gastrointestinal tubes to eat. By 6 weeks of age, she was jaundiced and had endured the first of five eye surgeries to prevent possible blindness. Then she was found to be suffering from cerebral palsy. Brittany didn't walk on her own until she was 3 years old.

Despite excellent support from the medical community and a loving home environment, Brittany continues to struggle physically, emotionally, socially, and academically. She has an Individual Education Plan with a developmental disability designation. Despite these hurdles, Brittany is in her graduating year of high school at Sir George Ross Secondary School.

Brittany loves reading and art and has just completed two separate placements for a three-week work experience program. Within the school, her placement was with art teacher/librarian Chrys Skikos, as a library assistant. Despite being directionally challenged, Brittany wanted to contribute to the community, so half of her work experience was next door at our neighbourhood public school, Northbrae, as an assistant to the librarian, Jennifer Murray-Kunder.

Brittany, who also loves animals, hopes someday to be able to volunteer as a dog groomer or work in a library. This determined young woman says that nothing is impossible! The whole school is proud of our own Brittany "I will not give up" Brown!

Laura C. Pollard, Head of Guidance, Sir George Ross Secondary School, London



Push Yourself!

After finishing the cooking program offered at Blessed Trinity Secondary School in collaboration with Holy Cross Secondary School in St. Catharines, I continued my culinary adventure by enrolling in the brand new, two-year Culinary Management and Apprenticeship Program at Niagara College. It was exciting and something new to excel in. I took the program with an enthusiasm that definitely has become my trademark. I saw that this was something I could put my heart into and work hard to become the best at. That is what I was aiming for every time I stepped into the kitchen or classroom.

I was also working in Grimsby full-time in the evenings during the school year. In the summer between year one and two, we had a work term. I became an employee at Fairmont Hotels and Resorts, proudly adventuring to New Brunswick, with no prior knowledge and not knowing anyone there. I saw it as a new challenge, the turning point in my culinary career.

I took part in cooking competitions, which I absolutely love. My first competition was a partnered one. I made a very traditional French dish for the main course. The competitions test your strengths, reveal your weaknesses – some that you never knew you had! – and are a full day of fun.

After graduating from college, I continued with Fairmont for another season and then worked my way to New Zealand, working

for Bayview Chateau Tongariro and Bayview Wairakei Resort. I worked there as long as my visa allowed, six months, then returned to Ontario to do a few more competitions, a small television segment, and a little restaurant consulting before I rejoined the Fairmont Palliser in Calgary, where I worked part-time at Rouge. It was rated number 60 of restaurants in the world. After 16 months of working at the Palliser, I had an opportunity to work in Western Australia's best boutique hotel. I took that opportunity, and here I am today.

I truly believe that if you push yourself and strive to be the best at what you do, you will always have the motivation to be that much better. I am self-motivated, which enables me to go for the extra little bit that can make the difference in someone's dining experience, and even put you on the executive chef's radar.

My advice is, never leave a job until you have learned everything you can. My most influential job was at a hotel that went through six executive chefs. Each chef can teach you something new and inadvertently teach you what not to do. I read a lot, and my favourite quote, from Ralph Waldo Emerson, tells my story in a few words: "Make the most of yourself, for that is all there is of you." Good luck! Be inspired to do more!

James Lewis



Career Advice

In 2009, **Akanksha Arora** graduated from York University with a Bachelor of Administrative Studies degree. During her studies at York, Akanksha was a regular visitor to the Career Centre. In spite of her busy workload and studies, she took the time to think about her future and attended job search and professional etiquette workshops, thereby gaining the skills she needed to present her credentials and be noticed by employers. She got to know the people at the Career Centre, who helped her move closer to her career goals.

"When I was interviewing in my third-year work placement, I turned to a counsellor at the Career Centre for help with my résumé and interview skills. Although I had the academic skills, she helped me with business etiquette and how to really sell myself.

"I appreciated most that the Career Centre never gave me the answers but instead encouraged me to soul search. I figured out what was important to me – what type of company I wanted to work for. The team at the centre helped me understand how to value what I was doing more than the annual salary."

Akanksha is now enjoying an exciting career at Ernst & Young while completing the requirements to earn a chartered accountant designation.

It's All Up to You

Stonehorse Moore is from the Oneida Nation of the Thames in Windsor. The greatest obstacle to his coming to Trent University was its long distance from his home – the drive takes nearly seven hours. He found Trent very different from his home community but was able to make friends quickly through the university's various clubs and programs. He soon got used to university life. "They became a family away from home," Stonehorse says of the really good friends he made at Trent.

He became very involved in extracurricular activities on campus, such as the Trent University International Student Association's cultural outreach program, the Elders' conference, and the Curve Lake Annual Powwow. He eventually became the president of the Trent University Native Association.

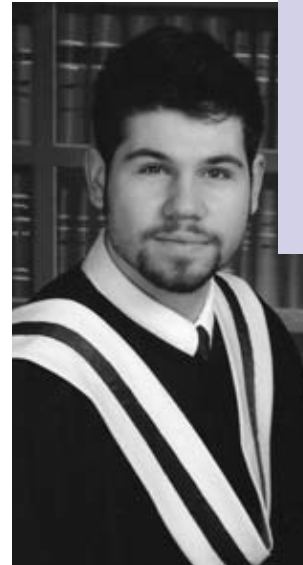
Stonehorse received the National Aboriginal Achievement Award while earning his degree in indigenous studies at Trent. His main area of study is the Oneida language, which he would like to teach others in his community before the language is lost. "I have Aboriginal ancestry and the opportunity to learn more about it, the landscape of it, the language, and the way the community is structured. It means a lot to be able to discover my roots," he says.

One of the ongoing challenges for a busy person like Stonehorse is getting his work done. "It's all up to you to make that commitment to go to class and do your studies," he points out. "It's up to you."



Zack of All Trades

One of the most difficult decisions a student has to make in high school is what career direction to take. Thankfully, our secondary schools provide a useful option when it comes to the workplace – the co-op program. It gives students the opportunity to give a career a shot, and if it isn't what they expected, they lose nothing.



I was always interested in the food and beverage industry. During high school, I worked in a number of different culinary jobs, but I felt it was time to expand my knowledge in the industry. Co-op was my first chance to try something new. I was lucky to land a placement at a small winery. This gave me the opportunity to be thoroughly immersed in the industry, while working with the young winemaker. The knowledge I gained truly inspired a passion, and I knew this career was for me.

After completing high school, I began the Winery and Viticulture Program at Niagara College. I was blessed with a number of job offers when I completed my degree. Two and a half years of hard work, passion, experimentation, and dedication have now finally paid off. The Henry of Pelham Family Estate Winery seemed to be on the rise and created a number of great products that caught my eye. I went for an interview and accepted a position there. During my time at the winery, I have been what they call a "Zach of all trades," having worked in the cellar, vineyard, retail shop, and as a lab technician.

I continue to expand my knowledge daily and thrive on the experience gained through my co-op placement. Only time will tell where I will end up and how far this career path will take me. My advice to other students is to study hard, have passion, and find a job you don't consider work!

Zach Prokop

Newcomer Orientation Week

When I first signed up for the Newcomer Orientation Week (NOW) program at Meadowvale Secondary School, I had no idea that it would turn out to be such a success. I really liked how I got to meet new people from all over the world. Everyone was so cooperative, and people tried their best to learn about the environment of the school. After some days, we all made new friends. This program made everyone a success, whether a peer leader or a participant.

As a peer leader, I would like to say that the NOW program has given an opportunity to all of us to work with people from different countries. We also realized that we are all equal and no one is superior to others. In this program, we all worked together as a team and learned valuable lessons, such as how to relate to other people and make them feel comfortable. Because of the NOW program, when I see newcomer students, I go and help them because I understand how they feel.

When newcomers arrive, they are shy and reserved, as fitting in and understanding Canada, a multinational country, are challenges. Immigrants meet a lot of people from all over the world. In the NOW program, newcomers learn teamwork and especially the four Cs, the basis

of the program: courage, care, compassion, and collaboration. They are so important during the program. It tells us how to care about people and help them as much as we can. Peer leaders can transfer their knowledge of these qualities to the newcomers.

This program helps newcomers improve their communication skills. As a peer leader, I have learned administrative and other skills, which made me responsible and confident. I used to be afraid to present in front of people but, during the program, we all had to present our stories and talk about our ideas. In this program, peer leaders had many responsibilities and had to perform well to be effective. Respect is essential in the NOW program. Without respect, we can achieve nothing. It makes us good human beings. In the program, I learned how to respect other people and their feelings and thoughts. I would advise other students to accept the challenge of being a peer leader. It will teach you how to communicate in different ways and learn to be calm and patient.

My experience was awesome, and I am glad to be a part of this program. Thank you to all my teachers, the settlement workers, my other peer leaders, and participants. I wouldn't have been successful without their support.

Javeria Khan

Read more about the NOW program on page 43.

Conducting!

At Wilfrid Laurier University, we have gained the practical experience and theoretical knowledge we need to be effective leaders in the field of music. The class sizes are small, and the dedicated music faculty provides the kind of professional and academic guidance that makes further study more appealing.

The support of faculty members has been fundamental in our pursuit of becoming conductors. The ample personal instruction and opportunities for practical experience the faculty provides are unparalleled in any other undergraduate program in Canada. As a result, many conducting positions are available to us in the Kitchener-Waterloo community.

We have co-conducted the Kitchener-Waterloo New Horizons Wind Ensemble, which is made up of retired adults with little to many years of playing experience, who meet weekly to rehearse. They are fabulous! In the 2010/11 academic year, we are also the assistant conductors for the Kitchener-Waterloo Youth Orchestra and guest conductors for many of the Wilfrid Laurier ensembles.

Financial support from university members such as Reverend Paul Ellingham has allowed us to travel in both

Canada and the United States for further training. One of the fundamental principles of conducting is the importance of being knowledgeable and enthusiastic educators. In doing so, we have taken on responsibility for education concerts performed by the Kitchener-Waterloo symphony as well as other concerts at the university.

Sara Joy and Josh Manuel



<<< OnWin Internship >>>

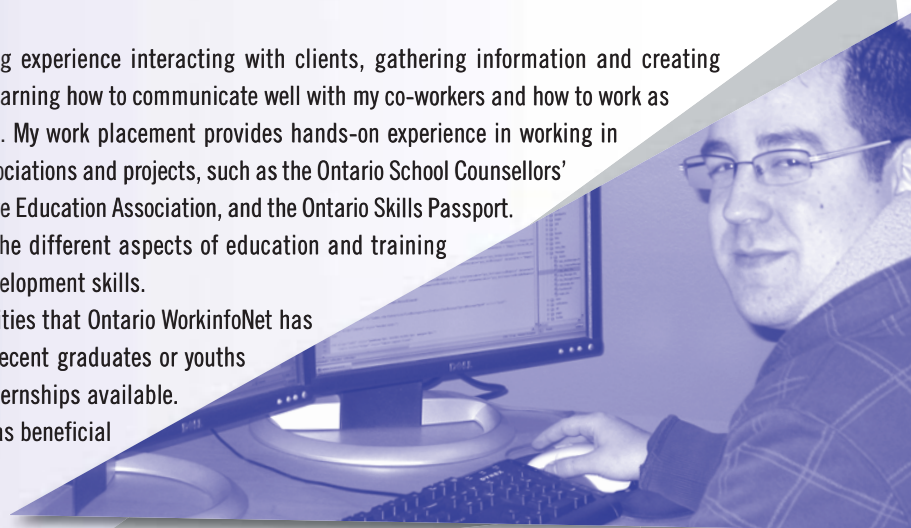
When I graduated from Laurentian University, I was excited to start looking for a job in my field of study. Persistence and hard work, I knew, would lead to the best opportunity to find a well-balanced job. I was exploring my choices and ran across a job posting for an internship offered by Ontario WorkinfoNet (www.onwin.ca). As I read more about the position and the Northern Ontario Youth Internship Program, I recognized that it would be a perfect opportunity for me to gain real-life work experience and learn the skills I needed to have a successful career.

The process of applying for this Internship was easy and straightforward. Within two weeks I had been granted an interview, and I prepared for it by researching Ontario WorkinfoNet and the partnerships it maintains. After completing my interview, I was told that I could start immediately! This was the opportunity for me to use the skills and knowledge I had gained through postsecondary studies.

In my internship I'm gaining experience interacting with clients, gathering information and creating solutions using the Internet. I'm learning how to communicate well with my co-workers and how to work as a part of team to reach set goals. My work placement provides hands-on experience in working in partnership with other Ontario associations and projects, such as the Ontario School Counsellors' Association, the Ontario Cooperative Education Association, and the Ontario Skills Passport. It is a great way to learn about the different aspects of education and training programs while using my web-development skills.

I'm grateful for the opportunities that Ontario WorkinfoNet has provided. I recommend that any recent graduates or youths consider the various provincial internships available. I am sure an internship would be as beneficial to them as mine has been to me.

Adam Boulanger



Belinda's Journey

I'm a Northern girl, a member of the Shoal Lake No. 40 First Nation in northwestern Ontario, where my mother was from, and of Migisi Sagaigan (Eagle Lake) on my father's side.

As a baby, I was adopted by the Sayeau family. I grew up the youngest of four children in the mining/aviation community of Red Lake, where my parents operated a few small businesses. They provided me with a stable home life and a loving, supportive family, and instilled in me a strong sense of service and an entrepreneurial spirit.

After attending postsecondary school for a while in Thunder Bay, I returned to my family and worked at a restaurant in Red Lake called The Lakeview, which I managed from 1998 until 2003. Then I moved to Sioux Lookout with my partner, a commercial pilot and aircraft maintenance engineer, whose work led him there.

The excitement of a life in aviation called once again in 2005, when my partner found employment with Diamond Aircraft, a composite airplane manufacturer based in London. Life would never be the same again!

I found temporary employment at Fanshawe College's Financial Services department in November 2007, and I'm fond of saying how my life changed when I walked through those doors. There, I found a supportive and nurturing environment, and worked part-time in both the Awards and Scholarships and the Accounts Payable sections. Being in an academic environment and seeing the success of mature students made me consider returning to school, and in September 2008 I commenced studies in the business program at the college.

As an Aboriginal student, I found support at the Gathering Place, as the First Nations Centre is called. There, I could make new friends, do schoolwork, and use the computer lab. In addition, I was happy to contribute to student life by baking for the bake sales and being co-treasurer of the First Nations Student Association.

During most of my two-year program, I continued working part-time in Accounts Payable, where I gained invaluable experience in college affairs and found a welcoming place as part of the accounts payable and purchasing team.

Currently, I'm busy learning my new role – customer service representative in the First Nations Centre. I have one daughter, Amanda, who will soon be 21 and, I hope, will be a Fanshawe student in the future.

Belinda Sayeau



Philosophy

When I first came to Dominican College, I was not sure what to do with my life. I knew only that I wanted it to be extraordinary. I wanted to make a difference in the world, but also to know my own self. I wanted to understand the passions, questions, and preoccupations of other human beings.

Where do you begin when you want to know and do everything? Philosophy seemed a good place to start. My first year of studies was a massive learning curve, as I was inundated with more profound visions of life than any to which I had been exposed previously. We dug into texts from the East and the West, written anywhere from two millennia ago to just yesterday, continuing philosophy as a living tradition of challenges – the challenges of meeting thought with everyday life, filled with the sufferings and joys, anxieties and achievements of all human beings around the world today.

These challenges drew me out of the classroom and around the world. My school provided opportunities to travel for colloquiums on social justice and human capabilities. I have been to France, Germany, Belgium, the Netherlands, and the United States for my research. Two years ago, I went to India for an internship on women and human development that shook my attitudes and drew me into further research on and involvement with the intersections between gender, social justice, human capabilities, and economics. I met Martha Nussbaum and Amartya Sen and was able to engage them on challenging questions related to the links between human rights, capabilities theory, and economics and human psychology.

Philosophy allows freedom to borrow from a vast interdisciplinary base to better describe, approach, critique, and work toward solutions for pressing human and social questions that so many people around the world face. I have already been introduced to a diverse and active life that will increasingly blend teaching, research, and advising on policy, politics, law, and international relations.

Every human life is irreplaceable. Philosophy prepares me for the life I want to lead.

Amy Gordon



Health Sciences and Design Thinking



Tyco Tat is a fourth-year student in the Industrial Design program at Ontario College of Art & Design University (OCAD U). Before coming to study there, Tyco completed his Bachelor of Health Sciences degree (specializing in kinesiology) at the University of Waterloo and spent several years working as a clinical kinesiologist. His experience creating custom orthopedics allowed him to explore materials, design, and form. “That got me thinking of using my background as a starting point for further studies or creative design,” says Tyco. At OCAD U, he is combining his health sciences background with his newfound knowledge of design thinking.

Immersing himself in design studies has allowed Tyco to explore a variety of applications for design, including furniture design, for which he won the Wood Works Ontario Best Product Award in 2009 for his “Fractured Table” design. He also created a lamp out of a discarded vase for Public Displays of Affection, an organization of volunteers dedicated to community-engaged design or using design as “a tool to shape, build and improve society,” as the organization’s website says.

In his thesis year, Tyco is examining the obstacles that high-risk diabetes patients encounter and is looking for opportunities to develop a product or service to help them prevent or deal with the development of peripheral neuropathies (damage to nerves caused by side-effects of illness, mainly affecting the feet and legs).

“It’s part of the code of practice for treating diabetes – patients take on the responsibility of caring for themselves and monitoring their own feet,” Tyco explains. “That brought me back to [the question of] how you use design to help prevent that sort of problem.” His thesis, currently in the developmental stage, will be exhibited at OCAD U’s annual spring graduate exhibition, held the first weekend in May.

If you’re considering a career in art or design, be sure to attend the exhibition and check out the work of OCAD U’s undergraduates. The possibilities are endless! Visit the university’s website www.ocadu.ca for more information.



Rebuilding a Life

One snowy night in March 2001, life changed forever for **Candice Kirkbride**. Students were celebrating the week off school at a house party in Hanmer. When the teens were told the police were coming, they quickly started to leave.

Candice was 15 at the time. She and her boyfriend, Andrew, were struck by an impaired driver. Andrew died from his injuries. Candice had catastrophic injuries and suffered a stroke. She remained in a coma for two weeks and then began the long road to recovery. She suffered severe brain injury and has little short-term memory, is blind in one eye, and has some paralysis.

With the support of her family, Candice learned how to live and rebuild her life. She had to accept that her life would never be the same. She eventually went back to high school and earned her diploma, continued on to postsecondary, and graduated this past May from the General Arts and Science Program at Cambrian College.

Part of Candice’s recovery was to confront, with the loving support of her parents and encouragement of her friends, the young driver who injured her and killed her friend. She forgave him. This freed her and helped her embrace her new life and new opportunities.

Since her recovery, Candice has been sharing her story with young people in the community to warn them about the dangers of drinking and driving so that others do not have to face the tragedy she has faced. She lets everyone know how lucky she is to be alive. It’s easy to see why she has become an advocate for tougher laws and penalties for impaired drivers. She continues her work as a motivational speaker, volunteers, and is also a member of Toastmasters.

As Candice says, “I’m blind in one eye, but I see more clearly now how great my life is and what I am meant to do. It’s incredible!”



Financial Services

“Start at Seneca and go anywhere” is a phrase often heard around Seneca College, and with good reason.

Every year, more of the college’s graduates are continuing their academic studies after earning a Seneca diploma, graduate certificate, or degree. While the college has more than 650 pathways to further education, Financial Services Management graduate **Abdul Ansari** chose to chart his own course and is pursuing his MBA at McMaster University’s DeGroote School of Business.

Abdul’s path to an MBA started at Seneca when he enrolled in the Financial Services Management program, a four-year bachelor’s degree that prepares students for careers in financial services fields. Abdul was accepted to other university business and financial degree programs but decided on Seneca’s Financial Services Management program because of its hands-on focus and the potential to earn professional designations.

His decision proved to be the right one: even before he graduated Abdul was hired by CIBC. He has worked as a personal banker for more than two years and is responsible for providing financial advice to customers. The excellence he displays in his work has earned him the award of top personal banker for his region.

Abdul plans to carry his success from the office to the classroom when he starts his MBA program. “I am really glad I made the decision to come to the college. A lot of my friends who took business programs at university are still looking for a job. I, on the other hand, have a couple of years of work experience and am starting an MBA program in the fall. So I’m very happy I went to Seneca.”

Learn more about Seneca’s Financial Services Management program at www.senecac.on.ca/fulltime/FSM.html. Information about Seneca’s pathways to further education is available on the college’s Degree Transfer Program website at www.senecac.on.ca/degreetransfer/guide.



Animated Dream Come True



To say that **Laura Diaz** is a major fan of animation is to put it mildly. How many other teenagers take the time to teach themselves Maya, one of the complex 3D animation programs Hollywood animators use? Not surprisingly, all that practice has paid off for Laura, whose work is featured in the animated film *Gnomeo and Juliet*. The film, which Elton John produced, takes William Shakespeare’s classic romance and puts it in the world of garden gnomes. Having the opportunity to see her work appear on the silver screen is a dream come true for this talented graduate. “It’s really quite amazing,” Laura says. “Not many people get the opportunity to do what they love.”

Soon after graduating from Seneca’s 3D Animation program, Laura was hired as a lighter and compositor at an animation studio in Halifax. She worked at the company for more than a year on popular children’s shows for the CBC before returning to Toronto to accept a position with Starz Animation – the country’s leading digital animation studio.

Since joining Starz, Laura has worked predominantly on *Gnomeo and Juliet*. As a lighter and compositor, it’s her job to add shades, colours, textures, and layers to animated scenes.

To learn more about Seneca’s 3D Animation program, visit www.senecac.on.ca/fulltime/DAN.html.

It’s a Passion, Not Just a Job

Jesse Kennelly started down the path that led him to his dream job at an early age. He always had an interest in cars, and his dad was a mechanic. When Jesse was in high school, he had a chance to complete a six-month semester of co-op at a body shop. He particularly enjoyed the custom painting and airbrushing part of refinishing. Jesse decided to study auto body repair and refinishing at Centennial College and, in his third year, competed in the regional skills competition. He won second place and was invited to compete in the Skills Canada–Ontario competition, where he won first place. He then advanced to the Skills Canada national competition in Prince Edward Island, where he took the gold medal.

This experience gave Jesse the confidence to go after his dream job at what he considers to be the most elite body shop in Ontario. Reflecting on his experience at the skills competitions, Jesse says this: “It opened my eyes and made me believe in myself and what I am capable of. I never thought I would get the chance to work on vehicles that most people only get to see at a car show.” He had the opportunity to repair one of his favourite vehicles, an Enzo Ferrari, worth over a million dollars. He explained that one of the most rewarding aspects of his career as an auto painter is the opportunity to use his creative skills to accomplish great results for the vehicle owner. “It’s a passion, not just a job,” says Jesse.



House Calls

Imagine that you were old, alone, and sick, with no one to take you to the doctor or visit you. Imagine dying alone. This is the reality for many elderly people in Canada, who live on their own and desperately need medical care but have no way to go the doctor to get it. Dr. Nowaczynski is a unique doctor and inspirational human being who has become a lifeline for elderly people.

Dr. Nowaczynski does house calls, bringing medical care to the elderly who cannot go to the doctor. He not only treats his patients, but also takes their pictures. He calls these photos the “Hidden World,” and for him they are the “voices” of people who cannot speak for themselves.

Five students from St. Francis Xavier Secondary School in Mississauga, along with students from St. Marguerite d’Youville Secondary School in Brampton, a school in the Toronto Catholic District School Board, and a school in the Toronto District School Board – all students in the SHSM program in health and wellness – had the opportunity to be led by the inspirational doctor himself on a tour of the exhibit “House Calls” at the Royal Ontario Museum. He told us his unique story about how he started doing house calls, his campaign to get the government to allow him to do more house calls, and how he eventually closed his private practice to do only house calls. He used his pictures to tell the stories of elderly people who were forgotten, who spend their time in solitude, some of them in pain.

Dr. Nowaczynski is a humble man with a big heart who is making a difference by taking time out of his busy schedule to teach the younger generation the importance of caring for our grandparents and parents – to take care of our past as much as we care for our future.

Dillanique Knight



Proving Them Wrong

Sometimes success is just a matter of what you choose to believe. For example, **Joseph Spindler**, of London, was told that he would never be successful in a normal academic high school. He spent much of his life in foster care, dealing with difficult personal circumstances that caused him to struggle in school. Ultimately, he wound up in a vocational high school, but all along he knew he had potential.

“When I was told I couldn’t do well in an academic high school, it made me want to prove people wrong,” Joseph says. “By Grade 10, I realized that I could have gone to a more academic school. I had a drive to succeed.”

After he graduated from vocational high school, his drive took him to another school, where he upgraded his English marks as part of his plan to apply to Fanshawe College’s Child and Youth Worker program. He was accepted and graduated three years later, in June 2010.

Today he is working at a before-and-after-school program through London Children’s Connection and hopes to become an educational assistant. He says young people can be successful if they have the courage to face their challenges.

“If you want something, then go for it,” he advises. “Give it a hundred percent and it will work out, regardless of what anybody says or does. Every challenge I’ve faced has made me stronger. When I got my college diploma, it was an amazing sense of accomplishment.”



Police Foundations

Employers seeking determination, maturity, and leadership in a job candidate would be well advised to consider hiring **Chloe Dennis**. The 21-year-old, who graduated from Lambton College’s Police Foundations program in December 2010, is eager to begin her career in security and police services. Her admirable record of volunteerism and community service and her high level of academic success are definite assets.

Students in the college’s two-year Police Foundations program are required to complete 40 hours of volunteer service. Chloe has fulfilled this requirement several times over. Her enthusiastic efforts have resulted in a number of exciting volunteer opportunities, and she has quickly gained a reputation of excellence through her work with the Ontario Provincial Police, Mothers Against Drunk Driving (MADD) Canada, and the Sarnia Police Service.

In the past two years, Chloe has been very involved in Volunteer Tolls, a new fundraising project for MADD. She spearheaded the recruitment and coordination of 60 volunteers from Lambton’s Police Foundations program and helped raise \$14,000 in 2009 for MADD. In 2010, Chloe and 70 Lambton student volunteers collected \$15,185 and earned 10 hours toward their program volunteer service requirement.

In recognition of her outstanding service, Chloe was awarded the Sarnia-Lambton MADD Volunteer of the Year Award. Named a director at large of the local MADD chapter’s Youth Initiatives, Chloe became the youngest board member to join the organization and will be visiting high schools and giving presentations on behalf of it.

Lambton OPP constable John Reurink, a police media relations officer and co-president of the Sarnia-Lambton chapter of MADD, has witnessed Chloe’s commitment to volunteerism and notes the maturity and competence she displays. “It is truly inspiring to see young people who have a passion to make a difference in the world they live in,” he says. “Her dedication and the ongoing work Chloe does with MADD will certainly assist us in stopping impaired driving and supporting victims of this violent crime.”

Through assisting the Sarnia Police Service at special events such as Canada Day, observing OPP officers conducting Reduce Impaired Driving Everywhere programs during the summer and holidays, and her stellar achievements for MADD Canada, Chloe has gained valuable experience that will help her reach her career goal. “I’ve wanted to be a police officer for as long as I can remember,” Chloe says. The Police Foundations program has helped her develop the abilities a police officer requires. “My professors have been amazing,” she says. I have gained maturity and know who I am. I’m confident.”

Chloe can take pride in her many accomplishments. The employer who eventually hires her will be selecting a caring and outstanding individual. Constable Reurink agrees: “I know Chloe has career aspirations of becoming a police officer. Her character, dedication, and organizational skills will serve her well in her future endeavours,” he says. Clearly Chloe is making a positive impression on others. Her volunteer service is an impressive foundation on which to build her dream career.

My OYAP placement as a heavy equipment mechanic is at J.I. Enterprises in Blind River. I have always been interested in mechanics and heavy equipment, and therefore I am considering a career in this field.

FIXING HEAVY METAL



OYAP was an obvious choice for me to get the experience I need to make a decision about what I really want to do as a career.

At my placement I performed a variety of mechanical tasks, such as greasing, doing minor and some major repairs, and cleaning and inspecting machinery. I learned how to use a variety of power and hand tools. I enjoyed doing the repairs the most, because they present different problems to deal with. I also operated a variety of heavy equipment. I got along well with everyone at the shop; they were all very friendly, welcoming, and helpful. They taught me many new working skills that are important at any job. I strongly recommend that students participate in OYAP, because it teaches you important job skills you will need in the working world, helps you decide what you want to do as a career, and provides experience that will be valuable for your résumé and your future apprenticeship.

My co-op experience has had a great effect on many aspects of my working habits and skills, which makes me a better worker. I even have an opportunity to stay at the company after high school to continue working on my apprenticeship.

Jordan Jensen



Section 4

How you can get there

Distance Learning – an Alternative

Distance learning is an independent-study educational experience that is presented outside of the classroom environment. The Independent Learning Centre (ILC.org) is the designated provider of distance learning for the province of Ontario. Funded by the Ministry of Education, the ILC offers high school credit courses for individuals wanting to earn credits or a high school equivalency certificate.



Our Courses

ILC high school credit courses are offered in all pathways, in both English and French. Demand for the senior-level university and college preparation ILC courses is high. The credits earned are the same as those earned at any secondary school in Ontario. Every ILC course meets the requirements of the Ministry of Education and counts toward the Ontario Secondary School Diploma and postsecondary qualification.

Enrolment in an ILC course offers learners a high degree of flexibility. Enrolment is continuous – students can enrol at any time of the year; they have no scheduled classes or classrooms to attend, and so can determine where they study and how fast they complete the course. All credit courses include a supervised final exam.

Student Success

ILC courses are written by certified teachers and are designed specifically for independent study. All students enrolled in an ILC course have access to “My ILC,” a web-based portal for accessing course materials, integrated interactive course components, a digital assignment submission tool, and personal academic

records. Certified Ontario teachers evaluate assignments and final exams, and students are encouraged to contact a teacher or a guidance counsellor if needed. At ILC, we believe that “independent does not mean alone.”

Who We Serve

ILC courses are designed for

- learners who need an alternative way to earn high school credentials, because learning in a physical classroom is simply not an option for them;
- students enrolled in high school who need to be absent from class or cannot attend a day school for extended periods due to athletic or artistic pursuits, health reasons, timetable conflicts, or the need to earn prerequisites that their school does not offer;
- homeschoolers; and
- adult learners who are no longer attending school.

Students currently enrolled in school can ask their guidance office whether taking an ILC course is an option for them. For more information, visit the ILC website at ILC.org.

Program Fit

Imagine someone sent you to the mall to buy a shirt. Not just any shirt, but a shirt you had to wear for the next 5, 10, or 20 years. How would you select that shirt? Would you get the first thing you liked, or pick up something you saw on TV? Are you the type of person to invest some time in seeing what fits your personality? Would you ask an expert what you looked good in and might have appeal in the future?

Students at college and university campuses across the province often sign up for programs and then realize they don't fit their needs. Usually, the problem is that the outcomes of the program do not meet the student's expectations. You may be able to avoid making the same mistake by considering the fit between your expectations and the program you finally choose *before* you make that decision.

When selecting a program, take into account your academic strengths and interests. Students who have abilities in certain subjects often have success in programs that emphasize them. Find out from students in the program, as well as the program instructors, what subjects students find challenging in that program. If you don't care for a particular subject but it is part of the program, don't be afraid to ask if your lack of interest will be a barrier to successfully completing the program. For example, students in marketing programs are often surprised about the amount of math in them.

Work or volunteer experience is very helpful to students when selecting a college program. Think about what you liked to do as part of that summer or part-time job. Also think about things you disliked about the experience. Most college students choose a program that will lead them to a job. Find out what jobs a program leads to and what you would be doing daily if you worked in that field. Visiting a work environment and observing people doing a certain job can help you gain a better understanding of what it involves and whether you'd be happy doing it.

Your personality attributes and skills make you better suited for some jobs than others. Find out what traits employers are looking for from graduates of the program you are thinking of taking. Do you have those traits? If you are not sure, see a guidance counsellor for a career assessment.

Spending some time thinking about your academic background, your work or volunteer experience, and your personality can help ensure that the program you choose will be a good fit for you. Remember: you are selecting a pathway to a career, so putting in some time and effort will help you make a good choice.

Robert Kitchen, Student Success Leader, Fanshawe College

COMPLETING HIGH SCHOOL AT ANY AGE

At the age of 15, Kristin Maillard became pregnant. She knew that she had to make sacrifices to raise her son, and leaving school prematurely was her only solution.

For a few years, Kristin would try to return to her studies but was never able to complete her education. When she landed a job that provided her with benefits and allowed her to be home in the evening with her son, she stopped pursuing her high school diploma.

After working for 11 years, Kristin became unemployed. Inspired by the words of her grandfather, Kristin found the motivation to start studying again and enrolled in a distance education course through the Independent Learning Centre (ILC.org). “I scheduled time to study,” says Kristin. “Whether

I wanted to study or not, I knew that I had to sit down for two hours

and work. But studying independently meant I could determine when and where those two hours of studying happened.” The positive feedback she received from her teachers, friends, and family kept her going, and at the age of 39, she completed her high school education.

The ILC hosted its annual graduation ceremony last fall and celebrated adult learners from across the province. Sarah Irwin, ILC managing director, spoke at the ceremony: “You are part of an enormous community of adult learners, because learning can, and often must, happen at any age. The ILC is proud to be involved in the United Nations Educational, Scientific and Cultural Organization's International Adult Learners Week and to celebrate learners like you and like Kristin whose unwavering optimism is inspiring and refreshing.”

When Kristin addressed her fellow graduates, she shared her grandfather's advice: “When you are feeling that opportunities have passed you by and that it is too late, never forget what you have accomplished today. Like my grandfather used to say, although the best time to plant a tree may have been 30 years ago, the second best time is today.”



LABOUR MARKET INFORMATION

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 Ontario Job Futures website (www.tcu.gov.on.ca/eng/ojf) provides information on the current trends and future outlook for 190 common occupations in Ontario. The website is a joint effort of the Ministry of Training, Colleges and Universities, and Service Canada–Ontario Region. Links to additional information for each occupation, including relevant associations, are available as part of the occupational profiles. An alphabetical search is available at www.tcu.gov.on.ca/eng/ojf/findoccupation.asp.

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.

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.

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.

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.

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

LABOUR MARKET INFORMATION

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.

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.

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.

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.

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.

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.

LABOUR MARKET INFORMATION**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 the federal government and the provincial governments to provide services in rural and remote communities.

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.

Industrial Electricians

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

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.

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.

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.

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



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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.

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.

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.

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.

Truck Drivers

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

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.

Natural and Applied Sciences and Related Occupations

Our society and economy continue to thrive on scientific and technical knowledge. Economic competitiveness requires the constant adoption of new technologies and processes. Hence, highly trained individuals in this field will continue to be in demand.

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.

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.

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. These workers 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.

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.

User Support Technicians

Workers in this group provide front-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.

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.

Occupations in Social Science, Education, and Government Service

Our society enjoys one of the highest standards of living in the world. Various levels of government provide services and infrastructure that people need and want, but many government employees will retire in the coming years. This will add continued pressure on the government-related workforce, which will need to be replenished accordingly.

This group comprises professional and paraprofessional workers 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.

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 maintain and enhance their physical, intellectual, emotional, social, and interpersonal functioning.

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.

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.

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.

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.

Source: Ontario Job Futures, 2009–2013



**It may be hard to see at first,
but your summer job is out there.**

We'll help you find it. Make the most of your summer! Work in Ontario. We can help you search for a job, start your own business, find work with the Ontario government, or connect with other employers who want to hire summer students. ontario.ca/summerjobs or 1 800 387 5656

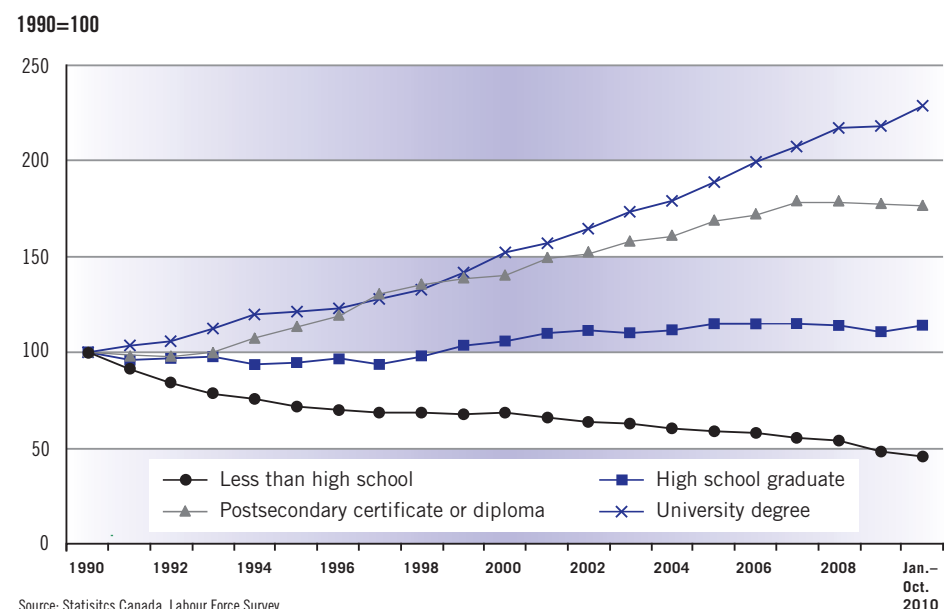
EMPLOYMENT ONTARIO

EDUCATION + SKILLS = SUCCESS

Since 1990, Ontario employment has grown in all educational attainment categories with the exception of the “less than high school” category. While employment growth has been slight for high school graduates, growing by close to 11 percent from 1990 to 2009, employment growth for holders of a university degree or a postsecondary certificate or diploma has been strong. From 1990 to 2009, employment for individuals with a university degree more than doubled, an increase higher than that of any other educational group. Employment for holders of a postsecondary certificate or diploma grew by 77 percent over the same period.

The recent economic downturn negatively affected all educational groups except individuals with a university degree; their employment level increased between 2008 and 2009. Employment gains for people with a university degree continued to increase over the first 10 months of 2010.

Employment Growth by Level of Education in Ontario



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, work-site visits, job shadowing, and cooperative education placements, which include the Ontario Youth Apprenticeship Program and the Specialist High Skills Major programs.

The first-ever Experiential Learning Week in Ontario took place from November 22 to 26, 2010, and was officially launched by Ontario Minister of Education Leona Dombrowsky at Queen's Park, where she acknowledged students, teachers, and employers for their great work.

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

More information is available at these websites:

Employer Registry: www.employerregistry.ca

Experiential Learning / Passport to Prosperity: www.Ontario.ca/passporttoprosperity

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

Skills Work

Now in its fifth edition, the Skills Work!® booklet provides a current list of apprenticeable trades in Ontario, contains information about hourly earnings, and gives a detailed overview of over 60 trades. To order copies of this great resource – available in both official languages – on all the possible career opportunities in the skilled trades and technologies, e-mail skillsworkbooklets@skillsontario.com.



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/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
Toronto, 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.collegeboreal.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
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
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
phone 905-721-2000
.....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.fanshawec.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 Hwy 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

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
fax 905-988-5488
.....www.brocku.ca

Carleton University
1125 Colonel By Dr.
Ottawa, Ontario K1S 5B6
phone 613-520-7400
toll free (Ontario, Quebec) 1-888-354-4414
fax 613-520-7858
.....www.carleton.ca

Dominican College
96 Empress Ave.
Ottawa, Ontario K1R 7G3
phone 613-233-5696
fax 613-233-6064
.....www.collegedominicain.ca

Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
phone 807-343-8110
toll free (Ontario, Manitoba, Saskatchewan) 1-800-465-3959
fax 807-343-8023
.....www.lakeheadu.ca

Laurentian University
935 Ramsey Lake Rd.
Sudbury, Ontario P3E 2C6
phone 705-675-1151
toll free 1-800-461-4030
fax 705-675-4891
.....www.laurentian.ca

Hearst University
PO Bag 580
60 9th St.
Hearst, Ontario P0L 1N0
phone 705-372-1781
toll free 1-800-887-1781
.....www.hearst.ca

Northern Ontario School of Medicine
935 Ramsey Lake Rd.
Sudbury, Ontario P3E 2C6
phone 705-675-4883
toll free 1-800-461-8777
fax 705-675-4858
.....www.nosm.ca

McMaster University
1280 Main St. W.
Hamilton, Ontario L8S 4L8
phone 905-525-9140
fax 905-527-1105
.....www.mcmaster.ca

Nipissing University
PO Box 5002, 100 College Dr.
North Bay, Ontario P1B 8L7
phone 705-474-3450
fax 705-474-1947
.....www.nipissingu.ca

OCAD University
100 McCaul St.
Toronto, Ontario M5T 1W1
phone 416-977-6000
toll free 1-800-382-6516
fax 416-977-6006
.....www.ocad.ca

Queen's University
99 University Ave.
Kingston, Ontario K7L 3N6
phone 613-533-2000
fax 613-533-6810
.....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
fax 613-542-3565
.....www.rmc.ca

Ryerson University
350 Victoria St.
Toronto, Ontario M5B 2K3
phone 416-979-5000
fax 416-979-5221
.....www.ryerson.ca

Trent University
1600 West Bank Dr.
Peterborough, Ontario K9J 7B8
phone 705-748-1011
toll free 1-888-739-8885
fax 705-748-1629
.....www.trentu.ca

University of Guelph
50 Stone Road E.
Guelph, Ontario N1G 2W1
phone 519-824-4120
fax 519-766-9481
.....www.uoguelph.ca

University of Ontario Institute of Technology
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
phone 905-721-8668
fax 905-721-3178
.....www.uoit.ca

University of Ottawa
Tabaret Hall
75 Laurier Ave. E.
Ottawa, Ontario K1N 6N5
phone 613-562-5700
toll free 1-877-868-8292
fax 613-562-5105
.....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
phone 905-569-4455
.....www.utm.utoronto.ca

Scarborough Campus
1265 Military Trail
Toronto, Ontario M1C 1A4
phone 416-287-8872
.....www.utsc.utoronto.ca

University of Waterloo
200 University Ave. W.
Waterloo, Ontario N2L 3G1
phone 519-888-4567
fax 519-746-2882
.....www.uwaterloo.ca

University of Western Ontario
1151 Richmond St.
London, Ontario N6A 5B8
phone 519-661-2111
fax 519-661-3388
.....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
fax 519-971-3653
.....www.uwindsor.ca

Wilfrid Laurier University
75 University Ave. W.
Waterloo, Ontario N2L 3C5
phone 519-884-1970
fax 519-884-8826
.....www.wlu.ca

York University
4700 Keele St.
Toronto, Ontario M3J 1P3
phone 416-736-2100
fax 416-736-5536
.....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

learnnetwork.ca/reseaulearning.ca – a distance education and training network in eastern and southern Ontario with 18 locations
toll free 1-866-601-1501
.....www.learnnetwork.ca

Ontario Online Learning Portal – a resource that provides information on more than 800 online programs and over 10,000 online college and university courses
.....www.click4onlinelearning.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

PO 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

Kenjegin 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

Ogweheweh 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 Kinoomaage 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

Settlement Workers in Schools Program

The Settlement Workers in Schools (SWIS) program is one of several settlement programs Citizenship and Immigration Canada funds to assist newcomers with integration into Canadian life.

SWIS settlement workers enhance the social inclusion of newcomers in schools by

- helping newcomer students and their parents with their settlement needs;
- referring newcomer families to specialized community resources;
- providing group information sessions for newcomer youth and parents, often in partnership with school staff; and
- providing orientation for school staff about the settlement needs of newcomers.

Approximately 250 settlement workers from 22 settlement agencies work in schools in 22 Ontario school boards. Many communities also have French-language programs. Each SWIS program has a steering committee with representatives from the school board, the settlement agency, and Citizenship and Immigration Canada.

During the summer, SWIS workers are placed in other locations in the community where newcomers are likely to encounter them. As well, settlement workers coordinate the Newcomer Orientation Week (NOW) and Welcome and Information for Newcomers (WIN) programs, which take place in the last weeks of summer.

Newcomer Orientation Week

During a three-and-a-half-day period in the last week of the summer, NOW program peer leaders – students who were newcomers not long before – orient newly arrived students to their

school. The peer leaders receive four days of training the previous week. The NOW program also creates leadership opportunities for newcomers, helps students find their voice, and establishes opportunities for mentoring newcomers throughout the year. More information is available on SWIS's NOW website at www.swisontario.ca/NOW.

Welcome and Information for Newcomers

The WIN program, developed to help newcomer teens entering middle school (Grades 6 to 8), uses some of the same programming elements as the NOW program but lasts only one day. WIN is a basic introduction to school intended to build a positive foundation for parents and students to interact with the school and settlement worker. Peer leaders are also central to WIN and help demonstrate elements in the program and build friendships with the newcomer students. More information is available on SWIS's WIN website at www.swisontario.ca/WIN.

SWIS Resources

The SWIS program has developed a number of multilingual videos, pamphlets, and online resources to explain the school and public library systems to newcomers. These free resources are distributed by SWIS projects or can be viewed at or downloaded from the SWIS website at www.swisontario.ca.

Visit www.ontarioimmigration.ca for information about various settlement programs that local school boards deliver, such as English as a Second Language and Français comme langue seconde.

Is college or university right for you?



When you're in high school, it's hard to think about the future. Going to college or university can seem out of reach – either too difficult or unaffordable.

The truth is very different. Ontario offers a wide range of opportunities that will help you turn your passion into an exciting career.

The Ontario government has launched a new website – www.ontario.ca/myfuture – that provides information about the many options you have, helps you decide what college, university, or training program is right for you, and shows you how you can reach your destination.

Why is a postsecondary education so important?

Ontario's economy is strong, but it is also changing rapidly. In today's knowledge economy, most new jobs – up to 70 percent – require employees to have some kind of postsecondary education.

Ontario's colleges and universities are expanding, modernizing, and becoming more innovative to ensure that Ontarians can obtain the education they need to succeed. The Ontario government has invested heavily in postsecondary education and training, because when you succeed, Ontario thrives.

Can I afford college or university?

The government has enhanced the Ontario Student Assistance Program (OSAP) and introduced the Student Access Guarantee to ensure that no qualified student is prevented from going to college or university because he or she can't afford it.

OSAP provides more funding, including nonrepayable grants, to more Ontarians and limits the amount of debt a student can accumulate to \$7,300 per year. If OSAP doesn't cover the amount you need for tuition, books, and mandatory fees, colleges and universities are required to make up the difference through a range of nonrepayable options.

Applying for OSAP is easier than it used to be. Applications for full- and part-time students are available online months earlier than in other provinces, and online tools allow you to estimate how much assistance you will receive. The new OSAP Mobile App lets you check the status of your application anywhere and anytime from your smart phone.

Find out more at www.ontario.ca/myfuture.

WEBSITES

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

CAREER EXPLORATION

Ontario School Counsellors' Association
www.osca.ca

Ontario WorkinfoNet
www.onwin.ca

CanadianCareers.Com
www.canadiancareers.com

Essential Skills – Human Resources and Skills Development Canada
www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

Labour Market Information – Government of Ontario
www.ontario.ca/labourmarket

Labour Market Information – Human Resources and Skills Development Canada
www.labourmarketinformation.ca

Making Career Sense of Labour Market Information
http://makingcareersense.org

Mazemaster
www.mazemaster.on.ca

Ontario Job Futures
www.tcu.gov.on.ca/eng/ojf

Ontario Skills Passport
http://skills.edu.gov.on.ca

Statistics Canada
www.statcan.gc.ca

The Alliance of Sector Councils
www.councils.org/en

Training, Career and Worker Information – Service Canada
www.jobsetc.ca

VECTOR (Video Exploration of Careers, Transitions, Opportunities and Realities)
www.vector.cfee.org

Working in Canada
www.workingincanada.gc.ca

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

Apprenticetrades.ca
www.apprenticetrades.ca/en

Canadian Apprenticeship Forum
www.caf-fca.org

I Want to Work in the Trades – Employment Ontario
www.tcu.gov.on.ca/eng/employmentontario/training

Ontario Youth Apprenticeship Program
www.oyap.com

Pathways to Apprenticeship – Employment Ontario
www.tcu.gov.on.ca/eng/employmentontario/training/pathways.html

Skilled Trades – Canadian Apprenticeship Forum
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

Distance Studies
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.edu.gov.on.ca

Ministry of Training, Colleges and Universities
www.tcu.gov.on.ca/eng

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.osap.gov.on.ca

ScholarshipsCanada.com
www.scholarshipscanada.com

StudentAwards.com
www.studentawards.com

JOBS

Canadajobs.com
www.canadajobs.com

Career Edge – Internships for Recent Graduates
www.careeredge.ca

Careers in the Federal Public Service – Public Service Commission of Canada
http://jobs-emplois.gc.ca

Charity Village
www.charityvillage.com

Cool Jobs Canada
www.cooljobscanada.com

Employment Ontario – Ministry of Training, Colleges and Universities
www.ontario.ca/employment

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 – Government of Canada
www.pwd-online.ca

Summer Jobs Programs – Ministry of Training, Colleges and Universities
www.ontario.ca/summerjobs

Working.com
www.working.com

Workopolis
www.workopolis.com

Youth Canada
www.youth.gc.ca

YouthConnect.ca – Youth Opportunities Ontario
www.youthconnect.ca

STARTING A BUSINESS

Canada Business – Government 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

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

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

Ministry of Citizenship and Immigration
www.ontarioimmigration.ca

Ontario Council of Agencies Serving Immigrants
www.ocasi.org

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

Working in Canada
www.workingincanada.gc.ca

World Education Services Canada
www.wes.org/ca

Employment Ontario Hotline

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