

# CANADIAN SCHOOL **Counsellor**

MAGAZINE

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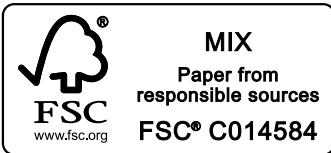
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# Main Feature *En vedette*

**24** Forum for Young Canadians:  
Canadian youth get inspired  
to be difference makers

*Forum pour jeunes Canadiens :  
De jeunes Canadiens trouvent l'inspiration  
pour changer le monde*

## Also in This Issue:

**40** Generation Sleep Deprived

**69** Language-based learning disability and non-verbal  
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The website was created to provide counsellors with an alternate resource tool. Sharing information and commentary from industry experts and those in the know, visitors to the site will be able to quickly access the information they seek most often.

In addition to providing access to all editorial features that are published in each issue of the magazine, **CanadianSchoolCounsellor.Com** will highlight industries that offer graduating students rewarding career options for consideration. You will as well find profiles of academic institutions to share with those students who are pursuing a post-secondary education in Canada, and abroad.

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## 4-Year strong employment program helps young Canadians explore career paths and gain skills

*Photos courtesy of Mobilize Jobs*

Mobilize Jobs is a unique staffing model that works on a rotational placement basis, providing young Canadians with full-time work over consecutive seasonal placements at tourism and hospitality businesses across the country.



Jacob St. Pierre

## 1,600+ young workers Mobilized since 2015 across Canada

Mobilize Jobs just wrapped its 10th seasonal launch of motivated workers to tourism and hospitality businesses across Canada in April 2019. Most of the 1,600+ workers that Mobilize Jobs has deployed since its first seasonal launch back in January 2015 consist of young people.

The program is popular with someone who has recently graduated high school or completed some post-secondary

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Orientation Mobilizers

*"Mobilize Jobs just wrapped its 10th seasonal launch of motivated workers to tourism and hospitality businesses across Canada in April 2019."*

schooling and is seeking a unique work/travel experience that enables them to find a job, gain new work skills and have an adventure of a lifetime. Applicants must be 18 or older, legally able to work in Canada, able to relocate for seasonal opportunities, have a high school diploma, supply two references and have a clean background check.

Grayson O'Hearn from Nova Scotia, now a Mobilize alumnus, said "Mobilize Jobs changed my life, literally. I grew up in a small town...with very little opportunities

or chances to grow and through them I was able to travel to the beautiful mountains of BC where I learned housekeeping skills, serving skills and then bartending skills. It really gave me a chance to beef up my resume while providing me with the life changing opportunity to travel and meet amazing people."

**It's a work/travel adventure, first and foremost**

The biggest draw of the program is the travel. Mobilize Jobs doesn't try to get BC youth to

apply for BC jobs – there's no excitement in that. But young people from Alberta or the Maritimes are more likely to consider a season in Ontario cottage country or the Rockies for the sheer adventure factor. And when it's all organized for them and their housing is thrown in, it's less intimidating of a challenge and more like a work/travel adventure. 🍁 CSC

Young Canadians can apply at [www.mobilizejobs.ca/apply](http://www.mobilizejobs.ca/apply)

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## Mindfulness and bubble tea: How Richmond BC students talk about mental health

By: Megan Devlin, Courtesy of Richmond News

Quickening breaths, feeling overwhelmed and a sense that everything will go sideways—these are common symptoms of anxiety that Vivian Tan, in Grade 9 at Palmer secondary, is familiar with.

She's a keen student who's involved in clubs, sports teams and is passionate about the protecting the environment. But sometimes the tasks on her plate feel formidable.

"Sometimes, for me, anxiety can make me feel like it's the end of the world, even though it's not. Those instincts kick in, and I start hyperventilating," she said.

Last month, she was one of several teens who joined a student-run mental health workshop called Fresh Start

High schoolers on the Richmond Student District Council Organization pulled together two workshops in April at the Thompson Community Centre. They brought in bubble tea and therapy dogs



to get conversations flowing, and invited Jack.org speakers to talk about self-care and stress management.

**Jack.org** is a mental health advocacy organization started by the father of a university student who died by suicide.

On April 24, Tan learned mindfulness exercises to come back into her body when thoughts begin to race. Techniques like "square breathing" can help, when you inhale, exhale, and hold your breath in an even rhythm

*"We recognize the importance of self-care and positive mental health and we really want more discussion about it. No one stands alone and together we are better,"*


"I'm feeling anxious, but I can do this as long as I can calm down," Tan said. "I take the biggest task and work my way though. I'll still be alive."


The workshop also discussed how students can take care of themselves in order to combat stress. They took turns writing things that make them happy on sticky notes and posting them together on a board.

"We recognize the importance of self-care and positive mental health and we really want more discussion about it. No one stands alone and together we are better," said organizer Joey Huang, RSDCO chair.

The presenters shared some information with students that Tan said was "shocking." In any given year, one in five Canadians will experience a mental health problem or illness, according to the Canadian Mental Health Association. But only 20% of teens who need help receive it.

Tan sees how that could be a case, sharing that she thinks there can be stigma associated with seeing a school counsellor.

She enjoyed the student-organized mental health event and hopes that more education about what to do about mental health problems will be incorporated into classroom education. 

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# Legacy

By Sean Dolan



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I remember watching the funeral of Prime Minister Pierre Trudeau in 2000. I was in my mid-thirties and, for the first time in my life, it occurred to me that, at the end of a life (or a chapter in a life), a person's contributions to the world will be measured and described as their legacy.

Trudeau's legacy could be divided between his champions (he did bring us the Charter of Rights after all) and his detractors (the West sure hated his National Energy Program). In the end, it cannot be denied that the late-prime minister left a lasting impression. He left us a legacy that allows him to rest in either our direct memory or in the historic record. It was an eye opener for me on two levels: first, that all things come to an end (something that I understood logically but hadn't processed emotionally) and that, at some point, what you have left behind will be measured or judged.

I am a big boy now: almost 55 years old and on the verge of retirement. In fact, this is my farewell Counsellor's Corner column and the end of a 30 year career in education. Suddenly, I am faced with the idea of my legacy as I shift from one chapter of my life to the next chapter of my life.

This all sounds very dramatic. Quite frankly, it is very dramatic. A legacy is a gift; something handed down, conveyed and transmitted from one person, group or generation to another. I am about to officially become a memory to those I have worked with for over three decades and I hope that I have left a gift worthy of remembering.



## A legacy is a gift; something handed down, conveyed and transmitted from one person, group or generation to another.

### *But what is my gift? What is my legacy?*

These are not easy questions to answer.

I have ruminated on this idea quite a bit over the past few years. Legacy is an important concept in my psyche. I remember watching the movie *Saving Private Ryan* and breaking into tears (at a time in my life when I didn't think I was capable of crying) as an elderly Private Ryan, nearing the end of his life, stands in a cemetery overlooking Omaha Beach in France and turns to his wife and says, "Tell me I've led a good life. Tell me I'm a good man." Through gut-wrenching doubt and uncertainty, he is asking for validation. He is asking for confirmation of his goodness, his worthiness to have lived a full life. He wants to know that he has left a righteous legacy. His confusion is driven by the fact that he, as the central figure in his own life, cannot see his own legacy. Why? Because it was offered as a gift to the world and it is the people who received that gift who get to decide on the nature of his legacy.

All I can do is communicate to you what I tried to achieve. Around the same time that I had my "Trudeau funeral epiphany," I gave my approach to teaching a lot of thought. I came up with a definition of learning:

### *Learning is the free and open offering of information from a source to a seeker.*

The offer is an invitation to learn. I hope that my invitations to learn have been accepted in the spirit in which they were delivered: a spirit of generosity, optimism and hope. Sometimes to get my students to consider my "free and open offering of information," I have endeavoured to disarm them with kindness and humour.

The offer is necessarily followed by some kind of transmission of ideas. Where I attempted to disarm (or break through psychological barriers) with kindness and humour, I strove to arm those I encountered with information and, dare I say it, wisdom, that would help them feel more complete. I did this by trying to master my communication skills so that the message could be effectively received.

If my definition of learning was to work, my efforts needed to land. The ideas I was conveying – delivered in a spirit of generosity, optimism and hope – needed to be received and accepted. I hope my career in education has reflected my beliefs about the learning process. I hope that I have been able to demonstrate the things that I value the most. I hope that I have left my students and those I have worked with feeling a bit more generous, a bit more optimistic and a bit more hopeful. This is the legacy I hope that I have gifted to those I have encountered.

But, in the end, I don't get to decide on the nature of my legacy. I - like Private Ryan - can only look back and wonder if I had the impact I had hoped for. I need to gracefully surrender my legacy to the thousands of students and hundreds of teachers I have shared experiences with over three decades. All I know is that I stand on the verge of a new chapter of my life knowing that I have influenced many, and many have influenced me, and the sum total of all these experiences has been profoundly fulfilling. 🍁 CSC

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**Sean Dolan** taught for 20 years before moving into Guidance and Career Education six years ago. He is currently working as a high school guidance counsellor at St. Marcellinus Secondary School in Mississauga, Ontario.

# Home:

By Alison Zenisek

## *A Universal Longing*



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*If the streets feel safer than what teens experience in their own home, then these youth are at risk. For more than 400 young people in the Kitchener-Waterloo area this is their reality. No matter how difficult a young person's life has been, no matter how long the trail of broken promises or the absence of caring adults, the dream of a safe welcoming environment, a hot meal, and friendly faces around the table is universal.*

Their youth and inexperience only makes them more vulnerable, more uncertain of themselves and their future. At Safe Haven Youth Services these young people get a respite from living rough. Many have never experienced the comfort of sitting down for a family meal.

Safe Haven Youth Services incorporates several programs as an outreach for young people at risk. A crisis program for youth 12-18 provides short term overnight stays. Youth entering treatment programs can also find short term housing there. One of the shelter's goals is to prepare youth for independent living. Each night Safe Haven Youth Services can house up to 10 young people in crisis. Food is a big part of their programming. Through Cooking Toward Independence, youth participate in a skill-based program that focus on nutrition, health and wellness, budgeting, food preparation and food safety.

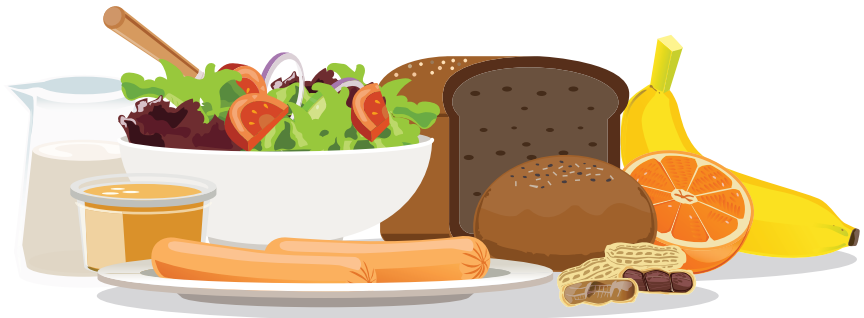
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*Through Cooking Toward Independence, youth participate in a skill-based program that focus on nutrition, health and wellness, budgeting, food preparation and food safety.*



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Through the coaching and support of the staff, youth learn the cooking and baking skills that they can take with them when they graduate to living independently. They will learn how to budget for food and where to access food hamper programs within the community. A food hamper is often used as a concrete object lesson. How do you create three meals out of it, how do you manage leftovers, and what items do you buy in order make a complete meal out of leftovers? When these skills are mastered they are a step closer to independence. Youth are responsible for preparing one meal a week for their peers.

Lindsay White, the program supervisor, says that they work closely with a number of government agencies and community partners. The shelter receives 90% of its food from The Food Bank of Waterloo Region. "There isn't food insecurity here because we don't have to worry about where we are going to get our food each day. We know the kids are going to have a variety of good quality food." The Food Bank delivers twice a week using refrigerated trucks, providing enough perishable and non-perishable items for 3 meals a day and snacks. Through this generosity the young people receive a



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wide variety of quality food. "Youth have indicated that they enjoy learning new skills and find comfort in not worrying about having enough to eat during their stay at Safe Haven Youth Services," says White. "Quite honestly, many of them can't believe they can just walk to the cupboard or refrigerator and access food."

For the staff at Safe Haven Youth the preparation of the meals and the meals themselves are an opportunity to build relationships with those currently in the program. Sitting down for a meal together is a great equalizer. "The youth are involved in the preparation and cooking (and they love it). It's a great way to build relationships and have open conversations with them," says White.

Safe Haven Youth Services provides three avenues for their clients:

- **Crisis Services:** offers immediate admission to the shelter on a 24 hour/7day a week basis to youth ages 12 through their 18th birthday who need a safe place to stay.
- **Respite Support:** offers parents/ caregivers and youth a break from each other when there are difficulties in their home environments.
- Life Launch services offers shelter and supports to youth who have accessed Crisis Services and are looking for housing options.

The organization works to provide every young person with the resources and support to address their immediate crises, learn the skills necessary to prevent a re-occurrence and, if needed, to find housing and live independently.

There is no established daytime programming at Safe Haven, although the youth are provided with 3 meals and snacks. In the afternoon youth can watch TV, play foosball, or help out with the cooking. Evening programs such as art therapy, anger management, and job skills are available. Safe Haven's goal is to offers a safe environment within which youth can develop life skills as well as social skills, grow in self-esteem, and learn how to manage their emotions.

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The centre provides nutritious food, a laundry, shower facilities, and access to medical care, all intended to model the importance of health and wellness. Regular school attendance is encouraged

and educational support is available. Participation in regular community activities is promoted. Securing sustainable housing within a homeless youth's community is given priority, should family life become

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*This organization provides a place where vulnerable and troubled teens can find a refuge, however temporary, and gain some of the skills necessary to create a home of their own.*

untenable. Connecting youth to community based services ensures ongoing support.

According to staff, there are many success stories. Sally's success is but one of these.

Sally was admitted to Safe Haven Youth Services after being asked to leave home due to ongoing parent-teen conflict, as well as her own mental health issues. She remained at Safe Haven Youth Services

for 6 months where she prepared for an independent life. During her time at Safe Haven, Sally found support for her emerging mental health needs through staff and community resources. She continued to attend school and eventually graduated. Throughout her stay she searched for appropriate independent housing. Sally participated in the Cooking Toward Independence program and found that she enjoyed baking. On one survey Sally wrote, "I have never cooked for myself before. I had no idea how to go about preparing a healthy meal. Staff supported me in the kitchen and now I enjoy cooking and know how to use food in food hampers to make something healthy." Sally did achieve independent living and has found stable housing.

Whether the youth arrive at the shelter in crisis, schedule a short term stay, or are simply there to give their parents a break, they will find community and support regardless of their circumstances. Safe Haven Youth Services exists only because of the dollars raised through community fundraising and the generosity of the local food bank. Most importantly, this organization provides a place where vulnerable and troubled teens can find a refuge, however temporary, and gain some of the skills necessary to create a home of their own. The desire for a home is a universal longing. Healing, hope, and a brighter future can begin around a supper table through a welcoming circle of people sharing a hot meal. [csc](#)

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# Art Matters

By Laurie Nealin

All photos courtesy of Art City



**We are not necessarily making artists, we are giving people the opportunity to think creatively, and my feeling is that if you can think creatively, you can survive almost anything.**

That's renowned Canadian artist Wanda Koop's take on her brainchild Art City – a Winnipeg art-making centre for inner-city kids who otherwise might not get the chance to explore and express their creativity. The non-profit, community art studio has been going strong for 21 years.

In the mid-1990s when her beloved West Broadway neighbourhood showed signs of decay, Koop rallied like-minded Winnipeggers to help lift the culturally and economically diverse area back up. Amidst those grassroots efforts, Art City was born.

Inspired by the Winnipeg project and with guidance from Koop, it wasn't long before folks in Toronto launched a similar facility in St. James Town – Toronto's most densely populated neighbourhood. It will mark 20 years in 2020.



**Art City Winnipeg  
welcomes some  
5,000 young  
people and adults  
into its artistic circle  
each year.**

In Winnipeg, Art City's whimsical façade exudes a welcoming vibe – a streetside invitation to kids of all ages to come in and make art. No registration, no money required. "West Broadway is overcoming a long history of poverty and the challenges associated with poverty, as well as systemic discrimination and generational trauma. Similar to a lot of communities, it's in the throes of a drug crisis," said managing director Josh Ruth, whose involvement with Art City spans 17 years.

"At Art City, it's a safe environment – physically, emotionally, psychologically – and everything is free. We try to make it so there's virtually no barriers. What we're really trying to do is create a capacity in young people to learn creative thinking. "The philosophy of Art City is that by giving people the opportunity to express themselves through art and collaboration, we build community and a sense of belonging in the community. Because it's all ages and we feed our participants a healthy meal at every workshop, that also builds community," Ruth added.

Art City's goal is that children will learn to love the arts – not only as observers but

as participants; that through art, they will learn healthy self-expression and find ways to connect with people across societal and cultural barriers.

Guided by community artists, kids can try their hand at painting, film and digital photography, digital art and ceramics. Professional artists from Winnipeg and elsewhere in North America – eight to 10 each year – are also invited as guests to deliver workshops.

On Saturdays, activities are focused on traditional and contemporary Indigenous arts. "We think it's important for people from all backgrounds to learn about and learn to love Indigenous culture. Developed with that in mind, the program has been very successful. We noticed with cultural content in our regular programming that the kids loved it and we wanted to build on that," Ruth said. "We bring in (Indigenous) artists who are very high-profile contemporary artists and a lot of families participate in that program together."

Art City also spreads artistic joy throughout the city through its outreach program, providing facilitators and supplies for 16 weekly workshops hosted by partner youth organizations.

All told, Art City Winnipeg welcomes some 5,000 young people and adults into its artistic circle each year. Recently, a concerted effort has been made to keep older teens coming to Art City by engaging them as youth volunteers and creating Art Squad, a neighbourhood beautification program, specifically for them.

That kept those participants coming, but also brought some challenges. "It's a tightrope we're learning to walk. We want to protect the younger children from some of the angsty expressions (of the older group) but also accommodate the high-school ages, to have space for conversations that involve mental health, gender identity, self-harm and complicated family dynamics," Ruth said.

Guidance counsellors have provided professional development opportunities for Art City staff, including a one-day workshop for those who felt ill-equipped to help teens who approached them about serious personal issues. Art City has established working relationships with area schools that come into play when concerns arise about a particular child.



Positive stories about participant successes – big and small – abound at Art City, but Ruth cautions that not all its stories have happy endings. “We also see kids that we loved, and had big hopes and dreams for, struggle as adults. That’s just the very real side of community work. The warm and fuzzy stories are there, but I wouldn’t be doing my community a service by whitewashing the reality of what it’s like to live in poverty.” Ruth is one of five full-time staff. Seventeen others work part-time. More than 35 volunteers provide assistance.

In Toronto, Art City St. James Town opened its storefront facility in 2000. The downtown neighbourhood, dominated by high-rise buildings, is now home to 25,000 people, many of them newcomers from South and Southeast Asia.

Coordinated by executive director Nadijah Robinson and two, part-time staff, St. James Town’s free workshops in painting, drawing and sculpture are developed and facilitated by professional artists. They are designed to foster creative thinking, promote self-esteem and a sense of personal accomplishment. The benefits of arts programming are significant, Robinson said. “It develops social skills, communication, even math and science skills and critical thinking.”

Last year, 141 youngsters – ages 6 to 15 – registered for workshops and the new youth leadership program intended to fill a gap in neighbourhood services for pre-teen and early teen kids. “We had three weeks of leadership camp (for kids from local middle-year and high schools.) During that time, the participants created an afterschool, fashion-design program for other kids their age. It’s been really popular, full, since we offered it,” said Robinson, now two years in her job.

The work day for Robinson and her staff includes walking to four neighbourhood schools to accompany kids to the afterschool art classes, complete with snacks. Also on St. James Town’s agenda are themed programs including one for the newest newcomers to Canada. It features music, print-making, poetry and sculpture.

“I find recent newcomers feel kind of lost amongst kids who have been here a longer time, and they have difficulty making friends,” Robinson explained. “I thought it would be good to have a program specifically for them where their experience of just having arrived is normalized. It’s something they can talk about or not talk about through the art they create. They can develop socialization and the artistic language to express themselves in different ways.


“We designed it to investigate Toronto as a city as well as the places they come from, honoring both their cultures of origin and their new cultural identity.”

Koop has long recognized the power of art to transform lives. She, herself, attended free art classes as a kid. “It changed my life,” said the first generation Canadian

whose paintings have been exhibited world-wide in the decades since.

Recently, Koop attended a planning session to map out Art City’s future direction in Winnipeg. Some 40 kids participated in the visioning exercise alongside the adults. “It was beyond anyone’s expectations. You had six-, seven- and eight-year-olds all invested, making suggestions that adults would make. They were asked to name the good things about Art City and one of them was ‘family.’ These kids felt empowered enough to get up and express what they felt their needs were in the community and the (Art City) building.”

At the end of the evening, a little girl handed Koop an envelope. It contained a picture with a heartfelt message: Thank you for making Art City happen. ✦ CSC



To learn more about **Winnipeg Art City** and **Art City St. James Town**, visit their websites at [www.artcityinc.com](http://www.artcityinc.com) and [artcitytoronto.ca](http://artcitytoronto.ca)

Staff in both locations are available to consult with people wanting to establish an art centre in their own community.

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# CONSTRUCTION – Not Just a Job, a Long-Term Career

By Jackie Fritz

©GettyImages/loveguli

**It is a strong contributor to Canada's economy, the industry that touches the lives of every single person in the country - the construction industry.**

This is the industry where apprentices get paid while they learn and are able to get started in their career without a huge pile of debt, where a shortage of skilled tradespeople means good job prospects, and where workers feel a sense of achievement as they build their communities around them. No wonder tradespeople are among the happiest workers in Canada, according to a recent report by Job Talks Canada.

"Skilled construction tradespeople build everything around us and provide the foundations for a strong economy," says Bill Ferreira, Executive Director of BuildForce Canada, a national industry-led organization that provides accurate and timely labour market data and analysis, programs and initiatives to help all sectors of the construction industry manage their workforce requirements. "Tradespeople build our homes, workplaces, stores and retail spaces, entertainment centres, museums, airports, hospitals and schools. They also build our infrastructure, from roads and bridges, to subways and rail systems, electrical utilities, and sewer and water systems. Skilled tradespeople even build the infrastructure that supports the Internet and mobile phone communications."

## Interesting facts about the industry:

- The construction industry accounts for just over 7% of Canada's gross domestic product (GDP).
- Since 2010, Canada's annual GDP growth has average 2.4% for all industries and 2.9% for the construction industry.
- Construction workers install, repair or renovate work worth \$246 billion annually.
- One out of 13 workers employed in Canada earns a living in the construction industry.
- More than 1.4 million Canadian men and women have jobs in a wide variety of construction trades and professions.
- The construction industry has more than 368,000 firms.
- In the residential sector, nearly 70% of firms have fewer than five employees. In the non-residential sector, almost 50% have five employees or fewer.

BuildForce is also the organization behind the Careers in Construction website,<sup>1</sup> a comprehensive resource guide for anyone interested in exploring the diverse range of careers in the industry. With over 50 different career profiles, the website lets users narrow down their options based on type of construction (new home building and renovation, heavy industrial construction, institutional and commercial construction, engineering construction), location (cities and urban areas, remote locations), indoor/outdoor work, tool and equipment requirements (working with small hand tools, utilizing heavy equipment), travel, and whether or not working at heights will be necessary. Most of the career

profiles have "job prospects" graphs that show how much the trade is expected to be in demand and in which provinces over the coming decade, and this information is updated annually.


"We work for the construction industry to determine labour market needs and solutions, so we know what major construction projects are being planned right across Canada for the next 10 years," explains Ferreira. "That's how we know what trades will be in demand and when. And that's how we can help people pick a career that actually has jobs out there for them."

Ferreira says that the Canadian construction industry particularly needs workers who are directly involved in skilled trades on construction sites, and overall the demand for workers will increase within the next ten years, with retirements accounting for over 260,000 job openings by 2028.

Not only does job satisfaction come from the gratification of seeing the results of your work at the end of each day, wages for construction workers can provide a comfortable living for their families.

According to information provided by BuildForce, wages for skilled tradespeople can vary from about \$58,000 to \$130,000 per year.

- Carpenters up to around \$66k
- Construction estimators up to around \$130k
- Construction managers up to around \$97k
- Construction millwrights and industrial mechanics up to around \$73k
- Construction supervisors up to around \$75k
- Floor covering installers up to around \$58k
- Homebuilding and renovation managers, project managers up to around \$95k
- Gasfitters up to around \$62k
- Plumbers up to around \$73k
- Refrigeration and air conditioning mechanics up to around \$75k
- Sheet metal workers up to around \$73k
- Steamfitters, pipefitters & sprinkler system installers up to around \$81k



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[skillscompetencescanada.com](http://skillscompetencescanada.com)

APR  
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**TRADES EXPO**  
[trades-expo.ca](http://trades-expo.ca)

OCT  
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**TRY-A-TRADE CAREER EXPO**  
[lloydconstruction.ca](http://lloydconstruction.ca)

MAY  
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**NATIONAL SKILLED TRADES &  
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[skillscompetencescanada.com](http://skillscompetencescanada.com)

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[nscsc.ca/teh.html](http://nscsc.ca/teh.html)


ALL  
YEAR

| Photo courtesy of Future Building |

"These are upper averages. It can depend also on what part of the country you're in and how much demand there is for your trade; overtime and benefits are additional; and it depends on where you are in your career – an apprentice will make a percentage of a fully qualified journeyman's wages, and each year of their apprenticeship they make more until they are fully qualified," says Ferreira.

To be successful in their field, workers must have good manual dexterity and coordination, strong reading and math skills, creative problem-solving abilities, good communication skills, an understanding of work safety, the ability to work independently and as a member of a team, strong attention to detail, and a committed work ethic.

Once a tradesperson gets their certification, the sky's the limit in terms of employment prospects. They can become their own bosses with employees of their own, or work for some of the country's leading employers in the field. Their construction skills make them employable wherever they choose to live. Certified tradespeople have a wide range of opportunities to advance their careers by moving into supervisory and management positions, and areas such as training and education, administration, or health and safety.

Interesting work that pays well and will always be in demand, a flexible career and the ability to contribute in a tangible way to the world in which we live – the ingredients for a lifelong career in the construction industry. 

### References:

<sup>1</sup> <http://www.careersinconstruction.ca>

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*Not everyone wants to be a Doctor, Lawyer, or Accountant. There are many people who enjoy building and creating things—having something physical to show for their work. Those who create, build and construct are the ones that give these Doctors, Lawyers, and Accountants a place to work in. Who do you think builds all those great buildings? Tradespeople do!*

*Taking a trade allows you to be paid while you learn. Journeymen teach you on-the-job and share the tips and tricks of the trade from their years of experience. They will guide you in the right direction and keep you safe. Each jobsite will be different, so it's important to try new things. Working in a high-rise building, for example, is much different than working in plant or a shop. Trying new things within your trade of choice will help you decide which area you'd like to spend the rest of your working life.*

*Because you learn on the job with minimal time in a classroom, the cost is also minimal. Most trades are 3 or 4 year courses. Depending on your trade of choice, you would work for about a year, then go to school for 8 weeks. Repeat for 3 or 4 years. The only cost is time off work to attend training and for books. In no time at all you are a Certified Tradesperson. There are many more opportunities, so why stop there? You can now become foreman, supervisor - the list goes on and on!*

*If you choose a "Red Seal" trade, you will have the freedom to travel across Canada and work because your certification will be recognized nationwide. There are over 40 Red Seal trades in Canada, which are listed on the website [www.red-seal.ca](http://www.red-seal.ca). Check it out!*

*In the trades we never stop learning. New technology is changing the way we work every day. For example, the advancement of Extended (better than Virtual) Reality in the trades puts a whole new spin on things. It allows you to see the finished product before you build it. Some programs allow you to move things around or add new objects. Other programs allow you to see the flow of water in a line.*

*Knowing that the work you have done will be in place and used for many years to come brings a sense of pride that can't be explained. Some tradespeople put pipes in the ground to bring in clean water and take away the unclean. Others install sprinkler systems to keep people safe if there's a fire. Many tradespeople drive by a location they worked at years before and think, "I installed the piping on the third floor," or "my team installed the medical gas lines in that hospital." They glow with pride without having to say a word. Sometimes they share their thoughts too. They have bragging rights!*

*As a tradesperson of 23 years, I can honestly say I am happy with the choice that I made to become a Welder. I truly enjoy welding. The good pay, benefits and pension plan are great too.*

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**By Jill Timushka, National Manager of Youth, Diversity and Indigenous Relations interim UA Canada**

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# Forum for Young Canadians

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Today, perhaps more than ever before, it is imperative that young Canadians have the opportunity to learn about their government and how their participation can affect the quality of life for all.

Enter the Forum for Young Canadians, an organization that has been hosted by senators in the Red Chamber for decades. The Forum is three separate weeklong sessions that encourage leadership skills and gives the participants, ages 15-19, the opportunity to learn about democracy, their government, and the responsibilities of citizenship. These students are also given the chance to meet with various players in the Canadian government and to connect with other youth from across the country who may share similar interests. In 2018 the senators joined the participants in small groups to impart their expertise, as well as to listen to the priorities and expectations these youth have of their government. They also discussed various policy issues of the day.



# ans: ference makers.

Excerpts in the article courtesy of  
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# pour jeunes Canadiens : x jeunes le goût de changer le monde

By/Par Alison Zenisek



Photos courtesy of Forum for Young Canadians / Forum pour jeunes Canadiens

**Plus que jamais auparavant, peut-être, les jeunes Canadiens doivent impérativement apprendre le fonctionnement de leur gouvernement et l'incidence de leur participation sur la qualité de vie de la société en général.**

C'est précisément le rôle du Forum pour jeunes Canadiens, une organisation que les sénateurs accueillent dans la Chambre rouge depuis plus de quarante ans. Le Forum est constitué de trois sessions distinctes d'une semaine chacune, au cours desquelles les participants, âgés de 15 à 19 ans, mettent leur esprit d'initiative à l'épreuve, apprennent le fonctionnement de la démocratie, les rouages du gouvernement et les responsabilités inhérentes à la citoyenneté. Ils ont aussi la chance de rencontrer divers acteurs du gouvernement canadien et de créer des liens avec d'autres jeunes de partout au pays autour de champs d'intérêt communs. En 2018, les sénateurs se sont joints aux participants divisés en petits groupes pour faire part de leur expertise et pour écouter les priorités des jeunes et leurs attentes envers le gouvernement. Il y a eu en outre des discussions sur les enjeux politiques de l'heure.



Forum for Young Canadians was conceived in 1976 as a non-partisan program funded by the Foundation for the Study of Processes of Government, a registered non-profit organization founded in 1975. The foundation's two primary goals are to promote Canadian citizenship and to educate young Canadians regarding the role of the three levels of Canada's democratic government. The forum provides students with the opportunity to learn about their nation's government in a personal and hands-on setting.

In the mid 1970's Parliamentarians supported the idea of developing a structured way for students from across Canada to learn about their government in a non-partisan fashion. The idea was proposed by Tony

Le Forum pour jeunes Canadiens, conçu en 1976, est un programme non partisan financé par la Fondation pour l'étude des processus du gouvernement au Canada, organisation sans but lucratif créée en 1975. La Fondation a deux objectifs fondamentaux : promouvoir la citoyenneté canadienne et renseigner les jeunes Canadiens sur le rôle des trois paliers du gouvernement démocratique du Canada. Quant au Forum, il propose aux étudiants d'apprendre le fonctionnement du gouvernement de leur nation d'une manière personnelle et directe.

Au milieu des années 1970, les parlementaires se sont montrés favorables à l'idée d'une structure qui permettrait aux étudiants de tout le pays d'apprendre de façon non partisane le fonctionnement de leur gouvernement. L'idée, à laquelle beaucoup de parlementaires ont souscrit, était de Tony German, alors directeur de l'élaboration des programmes d'études au Collège Ashbury. La présidente du Sénat, Renaude Lapointe, a modifié les règles de la chambre haute pour permettre aux étudiants de s'asseoir dans les fauteuils des sénateurs et de faire concrètement l'expérience de ce qui se passe dans cette salle historique. Le sénateur Eugene Forsey, réputé pour sa connaissance du domaine constitutionnel, a accepté lui aussi de participer.

Les sénateurs sont les hôtes du forum depuis ce temps. « Le Forum est important, parce qu'il permet aux jeunes Canadiens de développer un sentiment d'appartenance à l'égard de nos institutions parlementaires, explique le sénateur Jim Munson. Il les aide aussi à mesurer leur intérêt pour la politique. » Le succès est indéniable et le Forum connaît une croissance régulière. Le Collège Ashbury en a cédé la direction dans les années 1980, et ce sont maintenant surtout d'anciens participants qui sont aux commandes. Le flambeau se transmet de génération en génération.

Dès leur arrivée à Ottawa, les étudiants créent inévitablement des liens les uns avec les autres et découvrent ainsi les forces et les besoins d'autres communautés. Grâce à ces échanges, ils comprennent mieux le rôle du gouvernement du Canada face aux enjeux divers des régions. « Nous passons une semaine à Ottawa et sur la Colline du Parlement pour apprendre comment

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The foundation's two primary goals are to promote Canadian citizenship and to educate young Canadians regarding the role of the three levels of Canada's democratic government.

La Fondation a deux objectifs fondamentaux : promouvoir la citoyenneté canadienne et renseigner les jeunes Canadiens sur le rôle des trois paliers du gouvernement démocratique du Canada.

German, the then director of development at Ashbury College. He soon had the backing of many in parliament. Senate Speaker, Renaude Lapointe, changed the Senate rules to allow students to sit in senators' seats, so that they could have a concrete experience of events that take place in this historic chamber. Senator Eugene Forsey, respected for his knowledge of constitutional matters, agreed to participate.

The Senators have hosted this annual event ever since. "The Forum is an important opportunity for young people in Canada because it allows them to establish a sense of belonging within our parliamentary institutions," according to Senator Jim Munson. "It helps peak their interest in politics." The success of the program is undeniable, and it has grown steadily over the years. It separated from Ashbury College in the 1980's and is now primarily run by alumni. And so the torch is passed from generation to generation.

When the selected students arrive in Ottawa, they inevitably connect with each other and, as a result learn about the strengths and needs of other communities across the land. This fosters a deeper and broader understanding of the Canadian government's role in addressing some of the challenges of the various regions. "We spend a week in

fonctionne le gouvernement, rapporte Breanne, 16 ans, de Chilliwack, en Colombie-Britannique. Il y a des simulations, on écoute les sénateurs et autres choses du genre. »

Pour en arriver là, Breanne a dû entre autres expliquer dans une lettre pourquoi elle méritait d'être retenue. « J'ai été très surprise », se souvient-elle, très heureuse d'avoir été choisie. « C'est important de chercher à comprendre, d'écouter et d'extraire le plus d'informations possible [des différentes activités]. En écoutant les autres, je vais pouvoir établir des liens plus solides [...] On dit qu'il faut tout un village pour élever un enfant. Je suis encore jeune et c'est ce que je veux moi-même. C'est essentiel d'établir des liens de confiance et d'honnêteté au quotidien pour bâtir avec les autres un lieu [...] où tout le monde trouvera la place qu'il lui faut pour grandir. »

Il en coûte près de 1000 \$ pour participer, mais cette somme comprend le transport en avion, l'hébergement et les repas de toute la semaine. Le Forum finance 57 p. 100 de la note, qui serait autrement de 2500 \$. « À mon avis, il faut faire connaître le Forum aux jeunes, souligne Breanne. Tous les étudiants devraient postuler. C'est comme investir dans l'avenir du Canada. »

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Ottawa and (visit) Parliament Hill to learn how government works,” explains 16 year old Breanne from Chilliwack, BC. “We do simulations and listen to the Senators and all that sort of stuff.”

As part of her application process, Breanne had to submit a letter explaining why she deserved to be selected. In less than a week she received her acceptance letter. “I was very surprised,” said Breanne. She is extremely happy about this opportunity. “It’s important to seek to understand, to listen, and to extract as much information as you can (at these events). Listening to other youths will help me to build better connections...” “They say that it takes a community to raise a child, and I’m still young and long for that myself. It’s important to build trust and have integrity in our relationships every day so we can build together a place...where everyone can find the room they need to grow.”

The cost of attending the event is nearly \$1,000, but included in the sum are airfare, accommodations, and food for the week. The Forum covers 57% of the tab, which would otherwise be \$2,500.

Certains étudiants peuvent bénéficier d’une bourse, qui diminue le coût de la participation. Les bourses sont attribuées en fonction du revenu du ménage, du nombre de personnes à charge à la maison et, parmi elles, le nombre de celles qui entreprennent des études postsecondaires.

Jananni, de Scarborough, a elle aussi été choisie parmi les 300 étudiants du Forum de cette année. Elle croit que l’expérience est une autre façon d’« apprendre le fonctionnement de notre gouvernement, de la politique et des lois ». L’un des exercices consiste à recréer le Parlement, à collaborer, à échanger des idées et des opinions et à observer de près la conduite des affaires publiques. Après avoir vu les coulisses de la direction d’un pays, elle compte maintenant étudier les sciences politiques et le droit à son entrée à l’université cet automne.

Voici peu, elle a travaillé bénévolement avec des politiciens pour les élections. Elle a pris part aux préparatifs de séminaires

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"I think it's really important that people know about this opportunity," added Breanne. "Everyone should apply for it because it's investing in the future of Canada."

Students in need may be eligible to receive a bursary to lower the cost of their Forum experience. These bursaries are accessible according to the students' household income, number of dependents in the household, and how many of them are entering post-secondary education.

Jananni, a Scarborough student, was also selected to attend the youth forum. She believes that the experience will provide yet another way to "learn about our government, politics, and law." One of the group exercises is to recreate the Parliament in order to collaborate, share ideas and opinions, and watch public affairs up close. This gives Jananni, one of 300 other students selected this year, the opportunity to get a behind-the-scenes experience of what is involved in running the country. She is interested in studying political science and law when she attends university in the fall.

Her recent community involvement includes volunteer work with politicians during the elections. She assisted a PC candidate by gathering material for seminars, planning conferences, and campaigning door-to-door. "It made me understand the other side of how politicians actually get to where they are," Jannani said. "That's what made me want to go into politics because... I feel that I am capable of talking to people... and I'm pretty clear of what I want to say, so I really feel that I could be doing this in the future." Jannani also participates in Model United Nations, a conference that

et de conférences du Parti progressiste-conservateur et a fait du porte-à-porte pour un candidat. « J'ai compris l'autre côté de la politique et comment les politiciens arrivent là où ils sont, dit Jannani. C'est ce qui m'a déterminée à étudier dans ce domaine [...]. Je me sens capable de parler aux gens [...] et j'ai une assez bonne idée de ce que je veux leur dire, alors je crois vraiment que c'est là mon avenir. » Jannani participe également à Modèle des Nations Unies, une conférence au cours de laquelle des étudiants débattent une gamme d'enjeux planétaires et apprennent le fonctionnement des Nations Unies. Elle a également été animatrice du débat de son école sur les élections provinciales.

Ella a apprécié les aspects plus personnels des discussions en petits groupes récemment ajoutées au programme. « Comme je suis autochtone, j'ai trouvé très intéressant de discuter avec le sénateur Dyck de l'affaire Colten Boushie. La réconciliation ne sera possible que si la police est tenue de rendre compte de ses actes. Il faut parler davantage de ces questions. » Elle s'inquiète et se passionne pour l'environnement. « J'ai aussi rencontré la sénatrice Griffin et nous avons parlé des changements climatiques et de la protection de l'environnement. Je viens du Manitoba, où se trouve le lac Winnipeg, actuellement envahi par la moule zébrée. Nous avons eu une conversation très intéressante sur ce que nous, jeunes leaders, pouvons faire pour résoudre le problème et améliorer l'environnement dans

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engages students in debates on a variety of global issues and teaches them about how the UN works. She has also been the master of ceremonies at her school's provincial election debate.

Ella enjoyed the more personal aspects of the smaller group engagement that was recently introduced. "As a young Indigenous Canadian, speaking with Senator Dyck about the Colten Bushie case was very interesting. The police need to be held accountable for their actions if reconciliation is going to be possible. We need to talk about these issues more." Her concern and passion for the environment is evident. "I met with Senator Griffin also and we talked about climate change and preserving the environment. I come from Manitoba, where Lake Winnipeg is currently being invaded by zebra mussels. We had a great conversation about what we can do as young leaders to help address that and improve the environment in our communities. It inspired me." There is no doubt that these politically engaged students will emerge from the program better educated about their government.

Participants are chosen by a selection committee based on their academic performance, leadership skills, community involvement, an essay submission and their overall interest in national and community affairs. There are three opportunities a year to attend the forum in Ottawa. In 2018 the three sessions ran from January through March. The 2019 Forum dates will be posted on their website sometime in September.

Before applying, a resume and a letter of motivation should be prepared and a contact person selected from the applicant's school. The student should be ready to provide their telephone number and

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nos communautés. C'était inspirant. » Pas de doute : ces étudiants mobilisés par la politique connaîtront beaucoup mieux leur gouvernement au terme du programme.

Les participants sont choisis par un comité en fonction de leurs résultats scolaires, de leur sens du leadership, de leur participation communautaire et d'un texte qu'ils doivent rédiger sur leur intérêt global pour les affaires du pays et de leur communauté. Le Forum compte trois sessions par année, à Ottawa. En 2018, les trois ont eu lieu entre janvier et mars. Les dates des sessions de 2019 seront affichées sur le site Web du Forum en septembre prochain.

Pour postuler, les étudiants doivent préparer leur curriculum vitae et une lettre de motivation, et choisir une personne qui pourra répondre d'eux à l'école. Ils doivent fournir leur numéro de téléphone et leur adresse de courriel, ainsi que l'adresse et les numéros de téléphone et de télécopieur de leur école secondaire. Une pièce d'identité valide, délivrée par le gouvernement, est obligatoire pour le voyage, de même que la carte santé de la province ou du territoire de résidence. L'apprentissage politique commence dès avant le départ : les candidats doivent connaître le nom de leur député et de leur circonscription électorale. Le Forum recommande aux étudiants de se créer un compte Twitter et un compte Instagram. Les détails et le formulaire de demande se trouvent à la page <http://forum.ca/the-program/application/?lang=fr>.

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email address, as well as the address, telephone, and fax number of the high school. A current government issued ID for travel is a necessity, as is a provincial and territorial health card. Knowledge of who their Member of Parliament is, as well as the electoral district the student resides in, marks the beginning of their political education. Forum recommends that each student create their personal Twitter and Instagram accounts. For more details, as well as the application form visit: <http://forum.ca/the-program/application/?lang=eng>

Forum is a demanding experience, both physically and intellectually. It requires commitment and whole hearted participation. It also demands respectful behavior from the students at all times. Harassment of any kind, drugs, and alcohol are strictly forbidden and curfews are enforced. The experience is best viewed as a privilege and a wonderful opportunity. For questions on or problems with the application can be addressed at [recruitment@forum.ca](mailto:recruitment@forum.ca)



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« Les participants sont choisis par un comité en fonction de leurs résultats scolaires, de leur sens du leadership, de leur participation communautaire et d'un texte qu'ils doivent rédiger sur leur intérêt global pour les affaires du pays et de leur communauté.

Le Forum est exigeant, physiquement et mentalement. Il faut beaucoup de détermination et le goût de participer sans réserve. Il faut aussi respecter les autres en tout temps. La drogue, l'alcool et le harcèlement sous toutes ses formes sont rigoureusement interdits, et il y a un couvre-feu. L'expérience est un privilège et une occasion à nulle autre pareille. Les étudiants peuvent adresser leurs questions sur le processus de demande à [recruitment@forum.ca](mailto:recruitment@forum.ca).

Le Forum comporte des activités et des présentations diverses sur la politique, les grandes orientations du pays et le commerce international. Les étudiants simulent une campagne électorale, les séances d'un cabinet, une session de la Cour suprême, une discussion sur de grands enjeux commerciaux et une conférence fédérale-provinciale. Ils sont conviés à un déjeuner avec les



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The forum provides various activities and presentations on politics, policy, and international trade. These young students undergo simulations on election campaigns, cabinet sessions, a Supreme Court session, and a high-stakes trade experience. Additionally there is a simulation of a provincial-federal conference provided. Students also have the opportunity to attend a breakfast with Senators, enjoy an evening reception with MPs, and participate in a guided tour of Rideau Hall and Parliament.

For Tammy Robinson of Oxford House, Manitoba, her trip to Ottawa in the Spring of 2016 was transformative. It was a big deal for her and her community, a small and struggling fly- in reserve 950 kilometres north of Winnipeg. "A lot of students here are living in poverty and they get into drugs and alcohol, so they don't really come to school, they don't feel the motivation to come to school," says Tammy. This was why she was so determined to get a small group of students from Oxford House to attend the Forum. Due to an unforeseen tragedy in the community, there was some last minute financial scrambling "just to get there," Tammy notes. "And we actually made it!"

For a young girl who has endured poverty, outdated textbooks, and a sub-standard education, this was an incredible event. It was a chance to participate in the dynamic world of Canadian politics with its inherent networking and potential for change. She learned the all-important skills of speaking up, working together, taking action, and making a difference. This group of seven friends from Oxford House were motivated to create a better future for their peers. What did she learn? "Parliamentarians are people just like me. It's possible to make a change



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sénateurs ainsi qu'à une soirée avec des députés et font une visite guidée de Rideau Hall et du parlement.

Pour Tammy Robinson, d'Oxford House, au Manitoba, le voyage à Ottawa au printemps de 2016 a tout changé. Quelle aventure pour elle et sa communauté, une petite réserve accessible surtout par hydravion, située à 950 kilomètres au nord de Winnipeg, qui éprouve bien des difficultés. « Chez nous, beaucoup d'étudiants vivent dans la pauvreté et sombrent dans la drogue et l'alcool. On ne les voit pas souvent à l'école. Ils ne sont pas motivés », commente Tammy. Voilà pourquoi elle était si déterminée à emmener un petit groupe d'étudiants de la réserve. À la dernière minute, une tragédie a frappé la communauté et compliqué le financement du voyage, rapporte la jeune fille, mais « nous avons réussi! » clame-t-elle.

Pour Tammy, qui sait ce que sont la pauvreté et une éducation de piètre qualité, en partie à cause de manuels désuets, le Forum est un réel événement. Quelle chance de participer au monde dynamique et au réseau de la politique canadienne et de constater tout le potentiel de changement! Elle sait maintenant quelles sont les aptitudes il faut cultiver pour exprimer son opinion, travailler en collaboration, agir et faire évoluer les choses. Les sept amis d'Oxford House sont d'ailleurs déterminés à modeler un avenir meilleur pour leur communauté. Et elle, qu'a-t-elle appris? « Les parlementaires sont des gens comme moi. Et puis, c'est possible de changer des choses : nous l'avons fait! Nous sommes venus ici et nous avons accompli tout ça. [...] Même quand vous pensez



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just like we did, to come here, to do these kinds of things.... Even if you feel like you're stuck, it's possible." Her desire is to instill this hope in other kids, that they too can make a change for the better. She might even run for local council someday. Many of today's political leaders discovered their passion at the Forum when they were students.

In 2001 The Foundation created the Canada-U.S. Youth Forum in partnership with the University of Ottawa and with an emphasis on issues relevant to the bilateral relationship between Canada and the United States. The emphasis is on bringing together primarily university aged students from both countries for a one week of discussion. In light of today's political upheaval in so many parts of the globe, the innovative idea of communication happening between the youth of different countries, can only be a positive. Best of all, Forum for Young Canadians seeks to broaden the identities of these youth to see themselves primarily as Canadians, and although their origins are rooted in disparate regions, Canada is the country they call home. ♣ CSC

que rien ne va, c'est encore possible. » Elle souhaite insuffler cet espoir à d'autres jeunes pour qu'eux aussi contribuent à changer le monde. Qui sait si elle ne va pas se présenter aux élections du conseil local, un jour? Nombre des leaders politiques actuels ont découvert leur passion au Forum, quand ils étaient étudiants.

En 2001 la Fondation a créé, en partenariat avec l'Université d'Ottawa, le Forum jeunesse canado-américain, axé sur les enjeux de la relation entre le Canada et les États Unis. Le principal objectif est de réunir des étudiants des deux pays (de niveau universitaire, surtout) pour une semaine de discussions. Compte tenu des bouleversements qui secouent tant de pays, l'idée novatrice d'encourager la communication entre les jeunes de différentes nations est forcément porteuse. En fin de compte, le Forum pour jeunes Canadiens vise à élargir l'esprit identitaire des jeunes participants pour qu'ils se voient en premier lieu comme des Canadiens. Peu importe d'où ils viennent, en effet, le Canada est leur pays à tous. ♣ CSC

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**Celeste grew up in Canada. She moved to England for university, studying a BSc Equine Science degree at Hartpury University. After graduating she progressed into a successful equine journalism career, before returning to Hartpury to study a PhD, which is where she is now. Here she shares her unforgettable experiences.**

**Why did you choose Hartpury University?**

Hartpury is the perfect mix of industry and education. There's at least one equine competition every weekend and I meet famous horses and riders, like Olympic champions Valegro and Charlotte Dujardin. I have access to so many experts, not just in equine performance but in wider sports disciplines like strength and conditioning too.

**What did you do after your undergraduate degree?**

During my undergraduate degree, I saw a real need to make the research relevant to the everyday horse owner through good writing. Hartpury helped me to learn about that, so after graduating I secured a job as a writer to work for the British magazine, Horse & Rider. Having Hartpury on my CV made such a difference to getting that role – their industry network is just so wide.

**Did you ride at Hartpury?**

Yes, I bought a horse – Harvey – in my second year and joined the Hartpury Equine Academy where I received professional showjumping coaching. The stables are so close to the classroom, so I could feed and muck out in the morning, then go straight to lectures or the library. There's a show almost every weekend on site so you don't need to have your own trailer to stay competitive.

**What was your favourite thing about Hartpury?**

Being around people who shared my passion. For the first time, I didn't feel like 'the crazy horse girl' as there are hundreds of people here, all crazy about horses! I moved into a house with five friends – being fully independent in a new country was awesome. We went on trips, visited equine events like Badminton Horse Trials, helped each other with last-minute assignments, and had so much fun!

**Why didn't you choose to study in Canada?**

Hartpury was really a no-brainer. You can get a full honours degree in three years, whereas it's four in Canada. The qualifications have firm theoretical backgrounds, research modules and hands-on learning – you wouldn't get that in Canada. Hartpury placed me in a great position for a serious equine career, which has really helped me to stand out from the crowd in the UK and Canada.

**How is your PhD going?**

My research is really exciting. We're looking at rider posture and its influence on how horse and rider sync up. Hartpury has one of the most advanced riding simulators in education that we use to focus in on the rider, before we take our research to real horses. My hypotheses – trying to get to the basis of horse-rider harmony – will allow coaches to better inform their practice.

**Every day, I get to come to a beautiful place to study what I love – not many people can say that!**



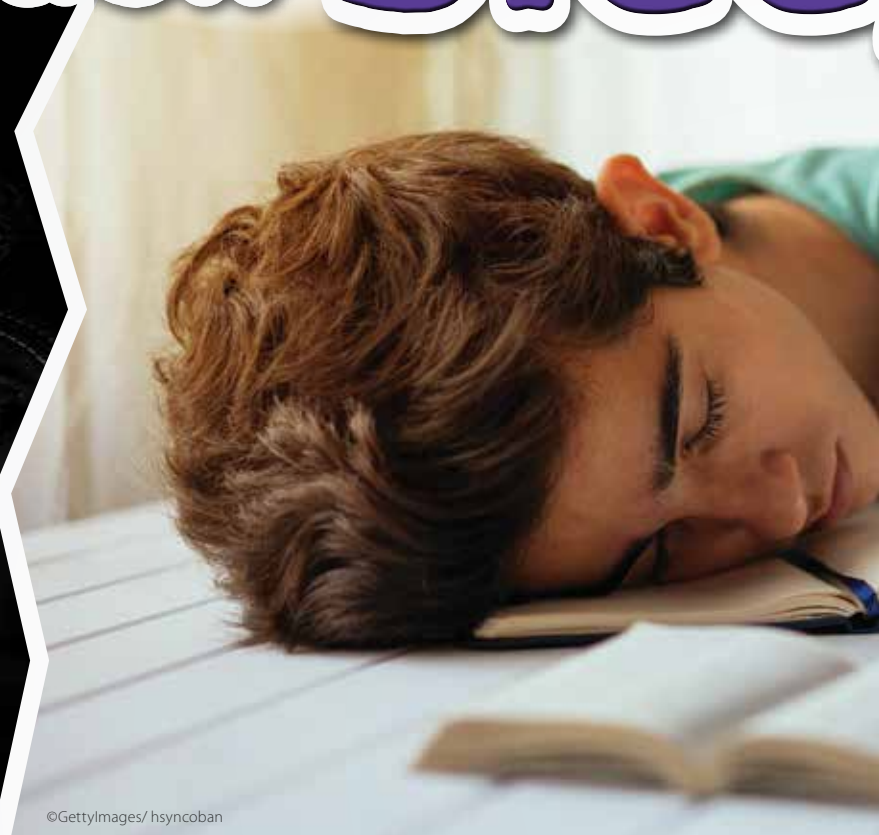
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# Generation Slee



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## **The situation is dire.**

Sleep specialists say adolescents need upwards of ten hours of sleep per night. What are they getting? More like six or seven - and the resulting health consequences are truly frightening. With multiple negative health effects, sleep deprivation is becoming the new hot-button wellness concern for today's adolescents.

## **They really do need more sleep**

There are a few things to consider before diving into the issue of sleep deprivation. First, in addition to needing more sleep than children or adults (who require eight hours of sleep a night), adolescents experience what experts call a hormonal time shift. As the teen body develops in puberty, hormones course through their body, causing them to stay alert one to two hours longer than adults. While sleep eludes them until late into the evening, screen distractors (smartphones, televisions, computers) can over-stimulate them and keep them awake even longer. This creates what experts call a sleep debt. Second, school might be contributing to this sleep debt. As mentioned, teens don't feel like falling asleep until later at night. Working in conjunction with the hormonal time shift is the delayed release of melatonin, the sleep hormone, until later in the evening. Of course, most adolescents don't mind the extra few hours of alertness: motivated students want the time to complete their homework, socialites use the time to communicate on social media, and gamers use the time to dominate on their gaming console. So, they stay up late and schools respond by having the kids come in early for classes. While the biology says that high school shouldn't begin until at least 9:00 am, most schools start earlier than when students are actually ready to wake up.



# pp Deprived

By Sean Dolan



## When you sleep

Factor in any additional sleep disruptions and it becomes abundantly clear how quickly teens can slip into a state of sleep deprivation – a state that is wrought with trouble. While it may be self-evident to many, it bears emphasizing that sleeping is a restorative and healing activity. While we sleep our brain re-sets, our body rejuvenates and, when we wake up hours later, we're ready to take on the next day. Experts say we experience two types of sleep every night: non-rapid eye movement (NREM, which accounts for up to 80% of our slumbers) and rapid eye movement (REM) sleep. Both NREM and REM sleep play a role in the five stages of sleep that we cycle through in 90 to 110 minute increments every night. Stage one is characterized by drifting into a kind of half awake, half asleep state. Stage two is a time of light sleep that starts around ten minutes after you drift off and this is where short bursts of brain activity – called sleep spindles – move you deeper into slumber. Stage three and four see you move from moderate sleep to deep sleep. At this point you are sleeping very soundly. From stage one to four, NREM comes and goes, as do dreams. But it is in stage five, when REM sleep and vivid dreaming happens. Take away a smooth transition from one of these phases to the next and the results can be pretty harmful to the average person.

Here are just a few negative side effects of living in a sleep deprived state:

### ► THE BODY

- ✓ **A weakened immune system.** You strengthen your immune system when you sleep because the body intuitively produces chemicals to ward off infections. A lack of sleep deprives you of these important benefits. Long term sleep deprivation can be directly linked to serious health issues like high blood pressure, heart disease and diabetes.
- ✓ **Impaired hormone production.** Hormones like leptin (the hormone that tells you when you've eaten enough) and ghrelin (the hormone that stimulates your appetite) maintain their balance with proper rest. Sleep deprivation throws them off, affecting your appetite and digestion, and has since been linked to the growing rate of obesity. Growth hormone also relies on a good night's sleep. Poor sleeping habits and sleep deprivation can create situations where the pituitary gland is less able to release growth hormones, limiting the proper development, repair and healing of muscles, tissues and cells.

### ► THE MIND

- ✓ **Compromised cognitive ability.** A lack of sleep leads to an increased likelihood of making poor decisions. Some studies link poor sleep quality to aggression, impulsivity and moodiness. A lack of sleep can lead some teens to turn to alcohol or drugs – both mind altering substances - to combat negative feelings associated with feeling overly tired. In fact, severe sleep deprivation can often be linked to the onset of depression and suicidal ideation.

It's not really necessary to prepare a laundry list of negative side effects of poor sleep habits. People know that sleep is essential and, when they don't get enough sleep, they are aware that they are not quite themselves – something that is particularly noticeable when it comes to adolescents. This is why it is important to find a way to honour the need for sleep and rest. This can be accomplished by practicing what the experts call sleep hygiene.

### Sleep hygiene

The problem for parents, guardians, teachers and guidance counsellors is finding ways to coax teens into buying into the need for sleep. Like any other impediment to growth, often the individual doesn't see the

problem until it is having a profoundly negative effect on their life. This is particularly difficult for adults who are trying to point to the obvious – “Hey kid, you need some sleep!” – when adolescents are often entrenched in the belief that adults don't know what they are talking about.

This reduces the delivery of the sleep message to a soft sales pitch. If a parent, guardian, teacher or guidance counsellor can find that sweet spot, and earn the trust of the teen in their life, they can give them some constructive sleep advice. The experts believe the following practices constitute proper sleep hygiene:

- ✓ **Create a relaxing bedtime routine.** Prepare for bed 30 minutes to an hour before bedtime. Do something (take a bath, drink a glass of warm milk, meditate, read a book) that tells you mind that it is time to shut down.
- ✓ **Eliminate activities that stimulate your mind just before bedtime.** Shut down the smartphone, the computer and the TV prior to beginning your bedtime routine. Also, avoid homework, loud music and video games just before going to sleep. The goal is to decrease mental stimulation so that your body realizes that it is time to go to sleep.
- ✓ **Eliminate stimulating substances.** Avoid caffeinated coffee, tea and soft drinks in the evening. Energy drinks are an obvious “no-no.” These substances will, in many cases, keep you awake or wake you up in the middle of the night. Obviously intoxicants (alcohol and drugs) should be avoided because they disrupt many mental and body functions – sleep included.
- ✓ **Follow the same routine every night.** Once you've established a routine, follow it every night. Support the routine by sleeping in a comfortable bed in a dark room. While this seems obvious, it bears mentioning. If you are trying to eliminate your sleep debt and adjust to a new bedtime, try to go to sleep ten to fifteen minutes earlier every night for about a month to make it stick. Try adding another fifteen minutes of sleep after you have successfully managed a new bedtime and keep adding time until you are at the optimal length of sleep each night.

All this might be easier said than done. The mind seems to have a mind of its own at times and runaway thoughts can trigger over stimulation that deny people the sound night's sleep they need. The goal is to create your own sleep hygiene regimen so that you can live a healthy and productive life. For adolescents, finding a way to bank enough sleep is an essential. This will help to keep them from spiraling into the problematic vortex of sleep debt that can rob them of their mental and physical health. 🌸 CSC

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VERS LE SUCCÈS EN AÉRONAUTIQUE**



# *Soaring to New Heights*

## *Prenez votre envol professionnel*



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There has never been a better time to begin a career in aviation. Many people dream of a career in aviation early in life, but give up on that dream as they get older. High profile bankruptcies and layoffs have likely left a lasting impression of an unstable industry and untenable lifestyle, yet the past fifteen years have seen a steady growth in demand for air travel. Aviation now offers a rich variety of stable career opportunities that can accommodate almost any lifestyle.

Pilots, flight attendants, and air traffic controllers are usually top of mind when people think of aviation careers, but there are many more. To name just a few: aircraft maintenance engineer (AME), maintenance technician, flight information specialist, flight dispatcher, and instrument procedures designer. While each of these careers is worthwhile and in high demand, this column will focus on two: AMEs and Pilots.

### **Characteristics of a future pilot:**

- a. Passion for aviation
- b. Good spatial awareness and hand/eye coordination
- c. Strong sense of responsibility

Notably absent from that list are requirements to have perfect eyesight or savant-like math skills. While being quick at mental math is helpful for pilots as it is for everyone else, modern pilots rarely employ more than simple arithmetic in their day-to-day jobs. It's also a myth that pilots require perfect eyesight. Many pilots wear glasses and corrective lenses for a wide variety of vision impairments. In fact, there are far fewer disqualifying medical conditions in civil aviation than most people realize. Anyone who wants to become a pilot but isn't sure if they qualify due to medical reasons should see a Transport Canada Civil Aviation Medical Examiner (CAME) rather than assume the worst.

# ts: Careers in Aviation

## Personnel en aéronautique

By/Par Darren Buss



Jamais la conjoncture n'a été aussi favorable au choix d'une carrière en aéronautique. Beaucoup en rêvent dès leur plus jeune âge, puis changent d'idée. Les faillites et les mises à pied largement médiatisées donnent sans doute l'impression d'une industrie instable et de conditions de vie intenable, mais la demande de voyages aériens croît pourtant régulièrement depuis quinze ans. Surtout, l'aéronautique offre maintenant un vaste éventail de carrières stables, compatibles avec tous les styles de vie.

Pour beaucoup, une carrière en aéronautique c'est être pilote, agent de bord ou contrôleur aérien, mais il y a bien d'autres possibilités, notamment : mécanicien ou technicien d'entretien d'aéronef, spécialiste de l'information de vol, agent de régulation des vols, concepteur de procédures aux instruments, etc. Chacune est digne d'intérêt et suscite une forte demande, mais nous parlerons ici essentiellement des techniciens d'entretien d'aéronef (TEA) et des pilotes.

### Caractéristiques du futur pilote :

- a. la passion de l'aviation;
- b. une bonne perception spatiale et une bonne coordination oculomanuelle;
- c. un excellent sens des responsabilités.

Notez qu'il n'est pas question de la vue ni d'une compétence pythagoricienne en mathématiques. Si les pilotes ont, comme chacun, avantage à savoir calculer rapidement, il leur suffit, au quotidien de maîtriser les opérations arithmétiques de base. La nécessité d'une vue parfaite est aussi un mythe. Beaucoup de pilotes portent des lunettes ou des lentilles cornéennes pour divers troubles de vision. De fait, en aviation civile, les problèmes de santé qui risquent d'entraîner le rejet d'une candidature sont beaucoup moins nombreux qu'on le croit. Quiconque souhaite devenir pilote, mais doute de ses chances pour des raisons médicales, a intérêt à consulter un médecin-examineur de l'aéronautique civile de Transports Canada au lieu de supposer le pire.

## Types of pilot jobs:

While most people only see airline pilots pulling a suitcase through airport terminals, there are many more career choices for pilots. Other choices include flight instructors, medevac pilots, business and charter pilots, fire fighting and police pilots, wilderness tourism or “bush” pilots, helicopter, and military pilots. All of these offer rich careers with their own challenges and rewards. Some offer travel opportunities while others allow the pilot to stay close to home, making family life easier. Flight instructing can appeal to teachers as well as pilots, and offer a respectable income, flexible working hours, and a family-friendly lifestyle.

The following table offers a glimpse at different types of pilot jobs and their salary.

Pilot Job	Representative* Annual Salary	
	Entry Level	Senior
Flight instructor	\$35,000	\$85,000
Medevac pilot	\$45,000	\$100,000
Business/charter pilot	\$45,000	\$120,000
Fire fighting/police pilot	\$45,000	\$100,000
Helicopter pilot	\$35,000	\$150,000
Regional Airline pilot	\$35,000	\$120,000
Flagship Airline pilot	\$45,000	\$200,000

\*Note that salary varies widely based on many factors not considered here, therefore these numbers should be considered approximate and used for general information only.

## Career path:

Flight instructing is a great entry point to any flying career, as well as a great career in itself. Newly licensed pilots typically have about 200 hours of flying experience, yet most employers require entry level pilots to have between 500 and 1000 hours before being considered for a job. Flagship airlines typically want at least 3000 hours or more depending on the current supply and demand for pilots, though their regional affiliates often hire with less. The most common way for new commercial pilots to gain experience is to become flight instructors.

In the current labour market, flight instructors who want to move on to medevac, business, or regional airline jobs can usually do so in about a year.

## Becoming a Pilot

There are over a hundred flight training schools of varying sizes spread throughout most major cities and many rural areas in Canada. Flight training schools range in size from owner operated businesses with a few aircraft, to large schools with

## Emplois de pilotes

Les pilotes ne sont pas forcément ces gens en uniforme traversant l'aérogare en roulant leur valise. Les pilotes, hommes et femmes, peuvent être instructeurs de vol, pilotes d'évacuation sanitaire, de lutte contre les incendies ou de service de police, pilotes de vol privé ou nolisé, pilotes de tourisme en milieu sauvage, pilotes « de brousse », pilotes d'hélicoptère et pilotes militaires. Autant de carrières gratifiantes, qui ont leurs difficultés particulières. Certaines offrent la possibilité de voyager, tandis que d'autres permettent de rester près de chez soi, ce qui facilite la vie de famille. La carrière d'enseignant, qui plaira aux pilotes qui sont professeurs dans l'âme, offre un revenu respectable et un horaire de travail flexible, et est tout à fait compatible avec la vie familiale.

Voici une idée des emplois et du salaire correspondant.

Poste	Salaire annuel représentatif*	
	Niveau d'entrée	Niveau supérieur
Instructeur de vol	35 000 \$	85 000 \$
Pilote d'évacuation sanitaire	45 000 \$	100 000 \$
Pilote de vol privé ou nolisé	45 000 \$	120 000 \$
Pilote de lutte contre les incendies ou de service policier	45 000 \$	100 000 \$
Pilote d'hélicoptère	35 000 \$	150 000 \$
Pilote de transporteur régional	35 000 \$	120 000 \$
Pilote de compagnie de pavillon	45 000 \$	200 000 \$

\*Soulignons que le salaire varie beaucoup, en fonction de nombreux facteurs qui ne sont pas pris en considération ici. Ces chiffres sont des approximations et ne doivent servir qu'à des fins d'informations générales.

## Trajectoire professionnelle

Enseigner est une excellente façon d'aborder une carrière en aéronautique, et c'est d'ailleurs une excellente carrière en soi. Au moment d'obtenir leur licence, les pilotes comptent en général quelque 200 heures de vol, mais la plupart des employeurs exigent d'emblée de 500 à 1000 heures, voire 3000 au moins pour les compagnies de pavillon, selon l'offre et la demande de personnel, mais les transporteurs régionaux qui leur sont affiliés en exigent généralement moins. Le moyen privilégié par les pilotes professionnels pour acquérir de l'expérience est d'enseigner à voler.

Vu l'état du marché du travail, les instructeurs de vol qui veulent devenir pilotes d'évacuation sanitaire, pilotes commerciaux ou pilotes d'un transporteur régional peuvent y parvenir en un an environ.

## Devenir pilote

Il existe au Canada plus d'une centaine d'écoles de formation réparties dans la plupart des grandes villes et les diverses régions, de la petite entreprise possédant quelques aéronefs à de grandes écoles

fleets of twenty or more. All share in Canada's great legacy of being among the best in the world for flight training. Several independent flight schools have partnerships with universities to deliver concurrent academic degrees and flight training, and there are several colleges that operate their own academic and flight training programs, including Mount Royal College in Calgary, Confederation College in Thunder Bay, Sault College in Sault St. Marie, Seneca College in Toronto/Peterborough, and Centre québécois de formation aéronautique (CQFA) in Montreal. Colleges will have varying academic prerequisites for admission, but independent flight schools typically have none.

The process of obtaining a pilot license is regulated by Transport Canada, and consists of classroom instruction ("ground school") and flight training with small aircraft and computerized flight training devices. Students advance in stages, earning licenses when they successfully complete the minimum training time and demonstrate proficiency. The minimum license required to work as a pilot in Canada is the commercial pilot license (CPL), for which obtaining a private pilot license (PPL) is also required. Most jobs will also require at least a multi-engine instrument rating (MIFR) and/or an instructor rating, so these can be considered practically necessary as well. The training takes about 18 months (longer if combined with a university or college program), and the cost varies, but \$75,000 for PPL + CPL + MIFR is representative.

The Royal Canadian Air Cadets offers an excellent program for youth age 12-19 to experience aviation, including full scholarships for glider and power pilot licenses. Up to 240 air cadets across Canada receive a fully subsidized private pilot license every year through the Power Pilot Scholarship program—a value of about \$12,000. Cadets are also taught the basics of aeronautical science, as well as leadership and other skills. This is an excellent basis for a career in civil or military aviation.

## Characteristics of a future Aircraft Maintenance Engineer (AME):

- a. Passion for aviation
- b. Mechanical/electrical/electronic background
- c. Strong sense of responsibility
- d. Hands-on learner

## Types of AME jobs:

While most AME jobs are similar in that they involve working on aircraft in a hangar, or parts of aircraft at a workbench, they differ in the type of work that a given AME specializes in and the type of aircraft worked on. Broadly speaking, AMEs are licensed to work on either aircraft structures (S license), avionics (E license), or general maintenance on small or large aircraft (M1 or M2 license respectively). AMEs keep the world's aircraft flying by performing routine maintenance, and by finding and fixing problems before they become unsafe.

propriétaires d'une bonne vingtaine d'appareils. Le Canada est depuis longtemps reconnu comme l'un des meilleurs endroits au monde pour apprendre à voler. Des écoles indépendantes ont conclu un partenariat avec une université, de sorte que les étudiants obtiennent à la fois un diplôme et une licence de pilote, et plusieurs collèges offrent leur propre programme d'études et de formation, y compris le Mount Royal College de Calgary, le Confederation College de Thunder Bay, Sault College à Sault St. Marie, Seneca College à Toronto-Peterborough et le Centre québécois de formation aéronautique (CQFA) de Montréal. Les critères d'admission diffèrent d'un établissement à l'autre, mais les écoles indépendantes sont généralement plus exigeantes.

La délivrance de la licence de pilote est réglementée par Transports Canada. Les candidats doivent suivre une formation en classe (« formation au sol ») et en vol, à bord de petits aéronefs et à l'aide de dispositifs de formation informatisés. Les étudiants progressent par étape et obtiennent leur licence s'ils montrent qu'ils ont acquis le niveau de capacité requis au terme de la formation minimale exigée. Pour travailler comme pilote au Canada, il faut pour le moins être titulaire d'une licence de pilote professionnel, laquelle exige à son tour une licence de pilote privé. Pour la plupart des postes, vous devrez être aussi titulaires d'une qualification de vol aux instruments sur appareil multimoteur ou d'une qualification d'instructeur de vol, ces deux qualifications étant donc considérées comme pratiquement incontournables. La formation dure environ 18 mois (ou plus si vous la combinez à un programme d'université ou de collège) et le coût varie, mais il faut généralement compter 75 000 \$ pour la licence de pilote professionnel, la licence de pilote privé et la qualification de vol aux instruments sur appareil multimoteur.

Les cadets de l'Aviation royale du Canada offrent un excellent programme aux jeunes de 12 à 19 ans qui veulent faire l'expérience du domaine, y compris une bourse complète pour l'obtention de la licence de pilote de planeur ou d'avion. Chaque année, jusqu'à 240 cadets obtiennent une licence de pilote privé grâce au Programme de bourse de pilotage motorisé, d'une valeur d'environ 12 000 \$. Les cadets apprennent en outre les rudiments de la science aéronautique, le leadership et d'autres compétences. Le programme est un excellent point de départ pour une carrière dans l'aviation civile ou militaire.

## Caractéristiques du futur technicien d'entretien d'aéronef (TEA) :

- a. la passion de l'aviation;
- b. une formation en mécanique, en électricité ou en électronique;
- c. un grand sens des responsabilités;
- d. le goût de l'apprentissage concret.

## Types de postes

La plupart des TEA ont ceci en commun qu'ils travaillent sur des aéronefs ou des pièces d'aéronef, dans un hangar ou sur un établi selon le cas. Leurs tâches diffèrent selon leur spécialité et le type d'aéronef. De manière générale, la licence de TEA permet d'être technicien de structures d'aéronef (qualification S), technicien d'entretien de

AMEs can work almost anywhere in Canada where aircraft are based, enabling the ability to find living and working conditions to suite any taste. Entry level positions typically earn around \$40,000, while experienced AMEs can approach \$200,000 annually.

### Becoming an AME:

Becoming an AME is typically a three to four-year process, depending on the license sought, and up to half of that time is spent doing hands-on work with an employer. Training can be obtained by completing a Transport Canada "approved" or "acceptable" training program. "Approved" training provides experience and exam credit, while "acceptable" training does not. Approved training organizations are too numerous to list here, however, the full list can be found at <https://www.tc.gc.ca/en/services/aviation/licensing-aircraft-maintenance-engineers/approved-training-organizations/basic-training-approved-acceptable.html>. Entrance requirements vary by program, but generally a high school diploma is sufficient. ➤

l'avionique (qualification E) ou technicien de maintenance de petits ou de gros aéronefs (qualification M1 ou M2 respectivement). C'est grâce aux TEA que les aéronefs volent : ce sont eux qui assurent l'entretien régulier et repèrent et résolvent les problèmes avant que la sécurité des passagers et des équipages ne soit menacée.

Les TEA peuvent travailler à peu près partout où se trouvent des aéronefs au Canada, ce qui représente un éventail de conditions de vie et de travail pour tous les goûts. Les postes de niveau d'entrée sont généralement assortis d'un salaire annuel d'environ 40 000 \$, et le salaire annuel des TEA chevronnés avoisine les 200 000 \$.

### Devenir technicien d'entretien d'aéronef

Il faut habituellement de trois à quatre ans pour devenir TEA selon la licence voulue, et la moitié de ce temps, ou presque, se passe chez un employeur. Les organismes de formation offrent des programmes approuvés ou acceptables par Transports Canada. À la différence des programmes acceptables, les programmes approuvés comportent une formation pratique et des examens donnant lieu à des crédits. Les organismes qui offrent des programmes approuvés sont très nombreux; vous en trouverez la liste à la page <https://www.tc.gc.ca/fr/services/aviation/licences-technicien-entretien-aeronefs/organismes-formation-agrees/formation-base-approuves-acceptable.html>. Les critères d'admission varient selon le programme, mais il suffit généralement d'un diplôme d'études secondaires. ➤



By **Darren Buss**,  
Vice President /  
Vice-président  
Air Transportation  
Association of Canada



# **WOMEN WANTED:** *Striving for a More Representative Workforce in Aviation*

## **APPEL AUX FEMMES :** *En quête d'une main-d'œuvre plus représentative en aéronautique*

By/Par Anna Rusinowski



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It has been a hundred years since women in Canada were granted the right to vote. We have come a long way since then. It seems strange to think that only 90 years ago women were legally declared persons under Canadian Law. In recent years, women have made up half of the Canadian workforce and, as per Statistics Canada from 2016 to 2017, 56.1% of people enrolled in post-secondary education programs were women.

Despite this progression, women in some aspects of the workforce are still underrepresented, especially in the Aviation Industry. Women make up only 6% of the Commercial Pilot population, 10% in Air Traffic Control and 26% in STEM (Science, Technology, Engineering, Math) occupations. With international news headlines like "A 'Perfect Storm' Pilot Shortage Threatens Global Aviation", and "Canada faces severe shortage of pilots and aircraft workers", one can't help but think how increased presence of women in these fields could help support the industry and provide valuable careers to women across Canada.

Au Canada, les femmes ont obtenu le droit de vote voici un siècle, et la loi canadienne les considère comme des personnes depuis 90 ans... Que de chemin parcouru! Depuis quelques années, les femmes représentent la moitié de la main-d'œuvre du pays et, selon Statistique Canada, 56,1 % des personnes inscrites à des études postsecondaires en 2016 et en 2017 étaient des femmes.

Celles-ci restent toutefois sous-représentées dans certains secteurs et, en particulier, l'aéronautique. En effet, seuls 6 % des pilotes professionnels et 10 % du personnel de contrôle de la circulation aérienne sont des femmes, et 26 % des postes en science, technologie, génie ou mathématiques sont occupés par des femmes. Avec des titres comme « En pleine tempête : une pénurie de pilotes menace l'industrie mondiale de l'aviation » et « Le Canada face à une grave pénurie de pilotes et d'ouvriers en construction aéronautique », la presse nationale et internationale montre à quel point une présence accrue des femmes aiderait cette industrie, qui leur offre de belles carrières d'un bout à l'autre du pays.

Skilled workers in the aviation industry are in high demand in Canada and globally. The 2018 to 2037 Pilot Outlook produced by Boeing predicts that over the next 20 years the Asia Pacific region will lead the worldwide growth in demand for pilots, with a requirement for 261,000 new pilots. North America will require 206,000, Europe 146,000, the Middle East 64,000, Latin America 57,000, Africa 29,000 and Russia/ Central Asia 27,000. Projections by other aviation leaders like Airbus state that 560,000 new pilots will be required between 2018 and 2035. According to The State of Canada's Aerospace Industry 2018 Report, Aerospace was the number one research and development player among all Canadian manufacturing industries, contributing close to a quarter of total R&D manufacturing in Canada. In today's economic climate, women have a unique opportunity to take advantage of these skilled worker shortages and become equal players at a table that has been male dominated.

Sharing this information at primary and secondary education facilities is critical. Especially by way of public speaking. Having professionals in the field talk about their career journeys can encourage others to follow in their footsteps. Cathy Fraser, Captain at Air Canada had this to say about the importance of engaging youth, "Sometimes hearing someone talk about their career path can be more valuable than looking on the internet. When I was in high school in the '70s, my guidance counsellor told me I couldn't be a pilot because I was a girl. Although there were few women pursuing aviation at that time, it was actually an option. Now guidance counsellors seek input from people in various industries by way of Career Days or job fairs." It really is a team effort and education at school counsellor level is the first step to making an impact. Guidance counsellors can make a big difference in the numbers and push women's involvement in aviation to new heights.

There are many different organizations which aim to promote careers in aviation to women, one of which is the Northern Lights Aero Foundation. Their mission is to spread awareness about career opportunities available for Canadian women in all sectors of aviation and aerospace by hosting and participating at many inspirational and motivational gatherings throughout the year. Joy Parker Blackwood, President of the Board of Directors says, "The seed of curiosity and inspiration must be planted with young girls at the elementary school level. Those who continue to develop a passion for this industry need continuing support and mentorship by not only family or friends but through High School teachers and guidance counselors." The NLAFA is helping to recognize and drive talent to companies across the country looking for new hires. As well, educate the educators that girls can achieve success in all aspects of the aviation and aerospace industry if they are made aware of the choices and the applicable paths of studies.

The time for more women in the industry is now, and the future is bright. Transportation Minister, Marc Garneau, had this to say in regards to the pilot shortage in Canada. "It's no secret, there is a pilot shortage in our country. I would like to take this occasion to once again invite women to play a larger role in the future of aviation in Canada. This situation represents a tremendous opportunity for women to collaborate and make a difference in this field." We hope it will not take another hundred years for women to be equally represented in traditionally male dominated fields and that by sharing knowledge we can impact the lives of many. ➤

L'industrie aéronautique canadienne et mondiale a grandement besoin de personnel qualifié. Dans un document de perspectives publié pour 2018 à 2037, Boeing écrit que d'ici 20 ans, la région Asie-Pacifique aura besoin de quelque 206 000 pilotes, ce qui la place en tête de la croissance mondiale de la demande. Les chiffres sont de 146 000 en Europe, 64 000 au Moyen-Orient, 57 000 en Amérique latine, 29 000 en Afrique et 27 000 en Russie et en Asie centrale. D'autres leaders du secteur, comme Airbus, évaluent la demande à 560 000 nouveaux pilotes d'ici 2035. Selon un document intitulé État de l'industrie aérospatiale canadienne – Rapport 2018, l'aéronautique est le grand protagoniste de la recherche-développement au Canada puisqu'elle représente près du quart de cette activité dans le secteur industriel. La conjoncture économique et la pénurie de personnel qualifié offrent aux femmes une occasion unique de devenir les partenaires égales d'une industrie jusqu'ici dominée par les hommes.

C'est pourquoi il est essentiel de diffuser cette information dans les écoles primaires et secondaires, notamment par des conférences. Les filles seront vraisemblablement tentées d'emboîter le pas à des prédécesseuses qui expliquent leur cheminement de carrière. Pour Cathy Fraser, commandante de bord à Air Canada, « il est parfois plus convaincant d'entendre quelqu'un décrire sa carrière que de faire des recherches sur le Web. Quand j'étais au secondaire, dans les années 1970, ma conseillère d'orientation m'a dit que les filles ne pouvaient pas être pilotes. Il y avait peu de femmes en aéronautique, à l'époque, mais c'était tout de même possible. Aujourd'hui, les conseillers d'orientation s'informent directement auprès des représentants des différentes industries pendant les journées carrières et les salons de l'emploi. » Renseigner est un travail d'équipe, et les conseillers d'orientation scolaires sont en première ligne. Ils peuvent bouleverser les statistiques en profondeur et influencer grandement sur la participation des femmes dans l'aéronautique.

Beaucoup d'organisations font la promotion de ces carrières auprès des femmes, dont la Northern Lights Aero Foundation. Leur mission est de faire connaître le secteur aux jeunes Canadiennes au moyen d'activités inspirantes et motivantes, qu'elles organisent ou auxquelles elles participent toute l'année. Joy Parker Blackwood, présidente du conseil d'administration de la Fondation, explique : « Le germe de la curiosité et de l'inspiration doit être planté dès le primaire, et les enseignants et les conseillers d'orientation, en plus de la famille et des amis, doivent continuer de nourrir la passion des filles au secondaire. » La Fondation a aussi pour tâche de rechercher et de faire connaître les jeunes talents aux entreprises qui recrutent, partout au pays. Il faut aussi rappeler aux enseignants que les filles peuvent fort bien réussir dans tous les aspects de l'industrie aéronautique, pour peu qu'elles connaissent les possibilités offertes et sachent quelles études elles doivent faire.

L'industrie a besoin dès maintenant d'une présence accrue des femmes, pour qui l'avenir s'annonce brillant. Au sujet de la pénurie de pilotes au Canada, Marc Garneau, ministre des Transports, commente : « Ce n'est pas un secret : notre pays manque de pilotes. Je profite de l'occasion pour inviter à nouveau les femmes à jouer un plus grand rôle dans l'avenir de l'aéronautique au Canada. La conjoncture leur offre une occasion en or de modifier le visage de l'industrie. » Espérons que la représentation égale des femmes et des hommes dans les domaines jusqu'ici à prédominance masculine ne se fera pas attendre pendant encore un siècle. Et souhaitons que la diffusion de l'information change de nombreuses vies. ➤

## RESOURCES

[https://www.ic.gc.ca/eic/site/ad-ad.nsf/eng/h\\_ad03964.html](https://www.ic.gc.ca/eic/site/ad-ad.nsf/eng/h_ad03964.html)

<https://www.boeing.com/commercial/market/pilot-technician-outlook/2018-pilot-outlook/>

<https://www.airbus.com/newsroom/press-releases/en/2016/07/airbus-forecasts-3-trillion-commercial-aviation-aftermarket-services-over-the-next-20-years.html>

# AVIATION PROGRAM PROFILES



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**Course Duration:** 6 weeks on a full-time basis, Cost: \$14,000 approximately

**CPL: Prerequisites:** PPL 18 y/o, Course Duration: 6 weeks, Cost \$30,000 approximately

**Professional Pilot Program: Prerequisites:** 18 y/o, Course Duration: 9 months on a full-time basis. Cost: \$50,000 approximately. (Includes PPL, CPL, Multi Engine Rating, Instrument Rating & Night Rating)

Canada is currently in a nationwide shortage for Pilots within the industry. Salary depends on experience within the industry and type of aircraft flown, however industry standards for Pilots range from \$40,000 to \$200,000.

When choosing a career in Aviation, you choose a career of fulfillment and endless possibilities. From saving lives when flying air ambulance to bush flying to flying for a major airline across the Atlantic, the industry offers a broad variety of options for anyone!

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Graduates of Fanshawe College's Norton Wolf School of Aviation Technology are in high-demand, pursuing careers in the dynamic aerospace industry at home and abroad, at all levels of manufacturing, maintenance, fleet service and administration.

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As specialists in providing Transport Canada approved aviation programming, Fanshawe offers training of the highest quality and is the post-secondary destination of choice for many prospective students.

## Hands-on training

All of our aviation programs are housed in our 80,000 square feet, \$10-million hangar located at the London International Airport - just minutes from our London Campus.

Students work on aircraft such as the Boeing 727, DHC-7, Dassault Falcon 10 and Hawker HS125 corporate jets, along with various other fixed wing aircraft and helicopters.

Students are also trained on the most common turboprops in the industry and our brand new, state-of-the-art VMT Flight Simulator - the only aviation school in Canada to offer this. When our students graduate, they will start an aviation career with hands-on experience and gain a competitive edge in the industry.

## Our students get jobs

Air Canada, Diamond Aircraft, Jazz Airlines, WestJet and New United Goderich are just a few of the places our graduates land in their careers.

"Fanshawe did a really great job at preparing me for the industry by having amazing hands-on experiences and awesome professors," says Nick Hazenberg of Air Tindi in Yellowknife and graduate of Fanshawe's Aviation Technician - Aircraft Maintenance program. "The variety of aircraft Fanshawe has is a great way to learn different techniques on how to fix aircraft by providing all sorts of different scenarios and what you may encounter when you go out into the field."

The Norton Wolf School of Aviation Technology continues to expand with new programming and exciting educational opportunities that meet the needs of the future. ➤

# Providence University College

## *Study Above the Clouds*

With over 300 sunny days a year, Manitoba is an idea place to learn to fly. Add to that an outstanding program, a unique cross-country trip, and excellent commercial aviation connections, and Providence is exceptionally situated to offer one-of-a-kind, quality aviation training.

You won't want to miss the week-long Aviation Camp! You'll gain basic ground training and actual flight experience before regular classes even begin. This will prepare you to achieve your PSTAR certification (a student's pilot's license) so that flight training can begin on Day 1 of classes. The Providence Aviation program also puts you in the cockpit in your first year!

In your second year, you'll embark on a week-long flight trip to San Diego and back via the Grand Canyon. With as many as seven planes flying in formation, you'll gain valuable experience and rack up those required flight hours!

Thanks to the in-classroom simulator and wide range of airplanes at Harv's Air, Providence's partner flight school, you'll fly a variety of single- and multi-engine planes while logging valuable instrument training hours.

Providence is one of the few Canadian universities to offer a Bachelor of Aviation in addition to Aviation certificates and diplomas. The 4-year degree with Flight Instructor Training sets you up for ample employment prospects after graduation. For those pursuing commercial aviation, Providence's partnership with Harv's Air, and by extension Air Georgian (a subsidiary of Air Canada) means Providence grads have excellent connections to join the Air Canada workforce.

Whether you want to be a flight instructor or a private, commercial, military, MedEvac or missionary pilot, you can gain hands-on training and grow in your Christian faith through the diverse learning community at Providence University College. ➤

For more information, visit:  
[Prov.ca/Aviation](http://Prov.ca/Aviation)





# Canadian Council for Aviation & Aerospace

Canadian Council for Aviation & Aerospace (CCAA) is dedicated to the promotion and development of a skilled workforce for aviation and aerospace in Canada. Its well-respected Aviation and Aerospace Orientation Program runs in 20 high schools, and 30 CCAA accredited technical programs are running in 16 post secondary institutions. CCAA develops new training workshops and e-Learning courses to develop workers' skills while they remain in the workforce.

- Labour Market Information studies
- National Occupational Standards
- Non-technical training both online and through classroom courses
- Outreach and human resource development materials
- Forward-looking assessment and innovative skills bridging programs

CCAA is committed to ensuring the Canadian aviation and aerospace industry has enough workers with the right skills to meet industry needs. ➤

Le Conseil canadien de l'aviation et de l'aérospatiale (CCAA) est dédié à la promotion et au développement d'une main-d'œuvre qualifiée pour l'aviation et l'aérospatiale au Canada. Son programme d'orientation aéronautique et aérospatiale bien respecté est exécuté dans 20 écoles secondaires, et leur 30 programmes techniques accrédités sont exécutés dans 16 établissements postsecondaires. Le CCAA élabore de nouveaux ateliers de formation et des cours d'apprentissage en ligne pour développer les compétences des travailleurs déjà employés. Aussi :

- Études d'information sur le marché du travail
- Normes professionnelles nationales
- Formation non technique en ligne et en classe
- Matériel de sensibilisation et de développement des ressources humaines
- Évaluations standardisées et programmes de transition de carrière

La CCAA s'engage à s'assurer que l'industrie canadienne de l'aviation et de l'aérospatiale dispose de suffisamment de travailleurs hautement qualifiés pour répondre aux besoins de l'industrie. ➤

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## Today, in Canada, embarking on a *career in aviation and aerospace* is a good decision.

Canada is a world leader in aerospace manufacturing and aviation, and needs *thousands of pilots, crew, air traffic controllers, flight instructors, and highly skilled technicians over the next 20 years*. This is an industry for people who want to make a *difference*.

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## Aujourd'hui, au Canada, entreprendre une *carrière dans l'aéronautique et l'aérospatiale* est une bonne décision.

Le Canada est un chef de file mondial dans la fabrication aérospatiale et en aviation et a notamment *besoin de milliers de pilotes, d'équipages, de contrôleurs aériens, d'instructeurs de vol et de techniciens hautement qualifiés au cours des prochains 20 ans*. C'est une industrie pour les gens qui veulent faire la *différence*.



Canadian Council for **Aviation & Aerospace**

*For a skilled workforce*

## Durham Flight Centre Inc



Durham Flight Centre ("DFC") is a Transport Canada registered flight training unit located at the Oshawa Executive Airport. Easily accessible from Toronto via either the 401 or the 407, this airport boasts modern navigational aids, new main runway and control tower, aviation weather reporting, comprehensive snow removal, and close-by practice areas, making it ideal for flight training. DFC has ten aircraft, a full motion flight simulator, modern teaching facilities, and long open hours supported by a strong cadre of experienced instructors, resources that allow DFC to flexibly support its student body of approximately 150.

Do you want to be an airline pilot? Many different career paths exist for the professional pilot, and which path is "right" depends on the individual. At DFC, the individual is where we start. We get to know our students, their objectives and their constraints, and we gear our training to ensure that each student is successful as quickly as possible. Studies are based on Transport Canada guidelines; and while this represents a lot of material, it is focused training that most students find more manageable. For students graduating from high school who are not inclined to pursue a degree, we offer an alternative to college and university pilot programs. And job prospects are great right now.

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Eager to start next week? Or would you rather start later? Our continuous entry program can accommodate you, whenever you need. We have regularly scheduled ground school classes that you can jump into, and you can start flying right away.

DFC is part of the Enterprise Aviation Group, a multifaceted set of aviation companies that includes aircraft charter, aircraft management, ground services and maintenance in addition to flight training. ➤

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Durham Flight Centre is a registered Private Career College under the Private Career Colleges Act, 2005.  
Guaranteed based on full-time studies by admitted students.

# British Columbia Institute of Technology

The British Columbia Institute of Technology (BCIT) is the only post-secondary in North America delivering globally recognized accreditation in all modes of transportation – air, sea, road, and rail. The BCIT School of Transportation is a leader in transport training and in producing high-quality, job-ready graduates in demand by the transportation sector. The School of Transportation uses a broad range of simulators and augmented or virtual reality tools that prepare students to train on industrial equipment.

BCIT is Canada's largest post-secondary aerospace trainer, with a 300,000 square-foot Aerospace Technology Campus conveniently located near the Vancouver International Airport. The campus hosts a fleet of light piston, turboprop, corporate and jet transport aircraft, and light and medium helicopters. Advanced educational technology—such as the X-plane simulator and Virtual Reality Helicopter—is used in everyday teaching. The school's aerospace facility offers programs that prepare graduates for careers as Aircraft Maintenance Engineers, Aviation Maintenance Technicians (Avionics), Gas Turbine/Jet Engine Technicians, Airport Operators, Commercial Pilots, and Helicopter Pilots.

BCIT has paired with Pacific Flying Club, one of Western Canada's premier flight-training schools, to provide an opportunity for students who wish to become commercial pilots. A fully integrated program, it combines industry-focused academic training with flight training conducted at Pacific Sky Aviation's flight school at Boundary Bay Airport. Rotary wing flight training for those interested in becoming helicopter pilots is provided by Chinook Helicopters in Abbotsford.

BCIT's diploma program in Airport Operations is designed to meet the demands of today's unique and dynamic global airport operation environment. The 16-month Airport Operations Program is supported and approved by the aviation industry and provides students with a comprehensive, interdisciplinary program of study. This is the only program of its type in Western Canada. ➤

Learn more at  
[bcit.ca/aerospace](http://bcit.ca/aerospace)



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Aircraft Maintenance Engineer students train at the Aerospace Technology Campus in Richmond, B.C.



# College of the North Atlantic

College of the North Atlantic (CNA) offers three Aviation programs at its Gander Campus in Newfoundland and Labrador: Aircraft Maintenance Engineering Technician (AMET), Aircraft Maintenance Engineering Technician – Advanced Diploma (EASA), and Aircraft Structural Repair Technician (ASR).

The AMET program is a two-year, multi-skills offering accredited by Transport Canada. It also meets the Canadian Armed Forces requirements for the Aviation Systems Technician occupation. Courses cover all aspects of aircraft maintenance for both fixed-wing and rotary-wing aircraft and students gain practical experience with access to onsite aircraft, e.g., King Air, Cessna, Aztec, Bell 206, BO105, and many more. Students learn all aspects of the industry including safety practices, regulations, ground handling, inspection techniques, aircraft systems, and avionics. This program is truly unique in that graduates receive experience and knowledge credits to be used towards both the Canadian AME "M" (Maintenance) & "E" (Avionics) licences.

The Aircraft Maintenance Engineering Technician - Advanced Diploma (EASA) program is a 15-week course of study that prepares graduates for employment under the regulations for European Aviation Safety Agency (EASA) certification as an Aircraft Maintenance Engineer. The program includes the EASA approved exams for the B1.1 licence and eligibility for admissions requires the applicant to be a graduate from CNA's AMET program (from 2009-Present).

The ASR program is a 10-month offering accredited by Transport Canada. The ASR technician is expected to have a high degree of manipulative skills and be able to interpret blueprints and drawings. Knowledge of inspection techniques, damage assessment, corrosion control, aircraft materials and hardware is also very important. Graduates of the program receive experience and knowledge credits towards the AME "S" license.

As part of the Lufthansa Technical Training worldwide training network, Gander Campus operates to international standards providing enhanced opportunities to students and graduates from around the world. ➤

Prospective students should visit our website for details

[www.cna.nl.ca](http://www.cna.nl.ca)



## College of the North Atlantic Gander Campus

Our students gain practical experience with access to onsite aircraft, like King Air, Cessna, Aztec, Bell 206, BO105, and many more! Graduates of our AMET program receive 21-months experience credit towards their Canadian AME License in both the "M" and "E" categories; graduates of the ASR program receive 10-months experience credit towards their Canadian AME "S" License; while graduates of the AMET Advanced Diploma will have all the required exams completed for an Aircraft Maintenance license under the regulations for the European Aviation Safety Agency (EASA).

Gander campus operates to international standards, providing enhanced opportunities to students and graduates from around the world!

**Apply online today! Students can apply while in Grade 12 and applications are processed on a first come, first served basis!**

**cna**

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# Academy of Aeronautics



The Academy of Aeronautics is a Montreal-based flight college accredited by the Ministry of Higher Education in Quebec, and the Ministry of Transport Canada's Civil Aviation Directorate. We have been established by world-leading senior executives and pioneers in Aeronautical Education since 1964, who have contributed in supplying some of the finest pilots and technicians in the airline industry. Their graduates are working today for reputable aeronautic companies such as: Bombardier, American Airlines, Air France, Air Canada, British Airways, Royal Jordanian, and Middle East Airlines among many others.

The Admissions Department and staff do their very best to accommodate our students with all their needs: housing, insurance, transportation, and other forms of assistance to help them focus on succeeding in their studies. Our graduates' reputation has enabled us to be one of the top leaders in flight training, because we have professional, and skilled, flight instructors dedicated to their success.

Canadian citizens and permanent residents who fulfill certain conditions can apply for student financial aid through the Quebec government financial aid program (AEF). Our Professional Aircraft Pilot ACS program is offered in a full-time format. In addition to Financial Assistance, students receive a federal T2202 and Provincial Relevé for income tax deduction purposes. ➤

Learn more at  
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Montair has been training career-oriented students worldwide since 1995. Our Integrated Airline Transportation Pilot License is a highly structured course and approved by Transport Canada. Designed for students with little to no past flying experience or knowledge, our training is streamlined and prepares them for their transition into the airline industry in just 14-months. Montair's IATPL program is broken down into five phases, the Private Pilot License, Commercial Pilot License, Multi-Engine and IFR SIM, IFR Flights, and Multi-Crew Cooperation. To enroll in our IATPL course, students must be minimum 17 years old at the time of enrollment, pass a Transport Canada Category 1 medical, and hold a secondary school diploma or equivalent. In addition to our base IATPL course, we also offer an Instructor Rating program. Students who have successfully completed Montair's IATPL course are eligible to apply for our Instructor Rating Scholarship. Enrolling in Montair's Instructor Rating provides an opportunity to our students to interview for a Flight Instructor position with our school upon completion of the course. Montair is a proud recruitment school for Air Georgians SOAR program, the partnership provides a career opportunity for pilots at Montair to become First Officers with Air Georgian who are members of the Air Canada family. Operating 62,000 regional flights per year on their behalf. Pilots with Air Georgian, are guaranteed an interview with Air Canada, providing the fastest path for pilots to the flagship carrier. ➤



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As an Airline Attendant for one of Canada's largest carriers, I've always dreamed of becoming a Commercial Pilot.


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# Centennial College



Over the past 52 years, Centennial College has transformed from a local community college to an institution with international reach, with a presence in countries including China, India, South Korea and Brazil. We offer hands-on education rooted in global citizenship, equity and social inclusion. We focus on preparing graduates to enter the workforce, while teaching our students to be leaders. We've worked to build lasting partnerships with local communities, while preparing our graduates to succeed globally. We believe a Centennial education is an education without borders.

Our newest addition, Downsview Campus, honours the past by reviving a long-dormant part of Canadian aviation, while also looking forward by training the next generation of aerospace innovators.

This four-acre campus resides on the historic de Havilland of Canada site, combining the original build with new construction, totaling 138,000 square feet of space. This space houses world-class laboratories and learning spaces for future aviation technicians and engineering technologists. Central to the campus is a hangar large enough to house today's commercial jets.

Designed to replicate what students will see and do when they move into the industry, our Downsview Campus is dedicated to producing the kind of graduates the aviation industry needs, who can apply the theory they've learned right away. Our facilities focus on hands-on learning by working on real aircraft, including a Cessna Citation II executive jet, a Cessna 425 twin-engine turboprop, two Piper Seneca II and four Cessna 172 single-engine light aircraft, all flown in from across the continent. In addition, we are the proud recipients of the donation of a Bombardier CRJ 200.

The learning offered at Downsview Campus includes Aviation Technician programs through the School of Transportation and Aerospace Manufacturing programs through our School of Engineering Technology and Applied Science. No matter the program, students receive top-tier instruction from industry experts, and acquire a solid understanding of aircraft by getting elbow-deep into the technology with lab time and hands-on projects, propelling them towards career success. ➤

To learn more about all our Downsview Campus offerings, visit us at:  
[centennialcollege.ca/downsview](http://centennialcollege.ca/downsview)

## Jazz Airways

For the past 12 years, Jazz Aviation LP (Jazz) has been actively involved in shaping the curriculum and training of Canada's future professional pilots through active engagement with aviation colleges and universities. In 2015, Jazz rebranded these efforts under the Jazz Aviation Pathways Program (Jazz APP) banner. The Jazz APP provides a clear pathway for college graduates to a career as a First Officer with Jazz, Air Canada's largest regional partner.

This pathway is made possible through agreements with 19 aviation colleges, flight schools, universities, and industry organizations, including: Algonquin College, Brampton Flight Centre, Centre québécois de formation aéronautique at Cégep de Chicoutimi, Collège Air Richelieu, Conestoga College Institute of Technology and Advanced Learning, Confederation College, Mount Royal University, Okanagan College, Ottawa Aviation Services, Sault College, Seneca College, University of Waterloo, University of Western Ontario, Air Cadet League of Canada, Air Canada, Bearskin Airlines, Keewatin Air LP, Wasaya Airways, and Exploits Valley Aviation Services (EVAS).

The agreements vary but focus on core principals of collaboration on training, curriculum and industry best standards while offering valuable scholarships to top students, including the Jazz APP Awards for Professionalism and Diversity. The agreements with these aviation colleges, flight schools and universities provide an important opportunity to support programs with operational experience and to promote safety and professionalism. In return, Jazz is provided with a pool of well-trained high-quality professional graduates. The program enables Jazz to hire commercial pilots upon graduation, subject to successfully completing a standard review and evaluation program that meets our high level of pilot skill, professional standards and safety credentials that are at the core of our values." ➤

For more information, visit:  
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Our programs state-of-the-art flight simulator puts you in the pilot's seat to navigate any North American airport. The simulator provides real-life scenarios in all kinds of weather conditions, emergency situations, standard operating procedures and more.

The flexible ground school training sessions, led by experienced instructors, let you learn at our Saskatoon campus as well at your home flying school.

Your commercial pilots license opens up doors into chartered, commuter and scheduled airlines, survey companies, large corporations and flight instructing.

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Maintaining our reputation as an intensive training center, our college program features training in small groups in order to keep a personalized touch to our training. Benefiting from over six times the amount of theory given in most modular programs, our college students will expand their knowledge beyond Transport Canada requirements.

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## **Waterloo Wellington Flight Centre (WWFC)**

Waterloo Wellington Flight Centre (WWFC) provides training programs for professional and private pilots. It is one of the largest and most experienced flight training centres in Canada. WWFC has partnerships with Conestoga College and the University of Waterloo where they offer a diploma or degree in conjunction with flight training.

Founded in 1932 at Lexington Field in North Waterloo, WWFC has deep roots in the Waterloo region and aviation industry. Originally established as a flying club, it continued to grow over the years to become a driving force behind the development of the Waterloo Airport in its current location in 1950. Today, WWFC offers a state-of-the-art facility that is partnered with Conestoga College and the University of Waterloo aviation programs, which offer industry recognized training to individuals seeking a career in aviation. WWFC also strongly supports the general aviator; training more than 50 pilots a year.

WWFC is a not-for-profit corporation that employs more than 60 employees and is governed by an eight-member volunteer board of directors. The mission of WWFC continues to provide members of the aviation community with the opportunity to pursue their goals supported by the highest quality resources and in the safest environment. ➤

For more information about Waterloo Wellington Flight Centre visit:

[www.wwfc.ca](http://www.wwfc.ca)

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Waterloo Wellington Flight Centre professional programs are approved as vocational programs under the Private Career Colleges Act, 2005 (PC# 105919).

# Language-Based Learning Disability and Non-Verbal Learning Disability: What's in a Name?

By Sybil Geldart

It's towards the end of the semester, and a Grade 9 student approaches you for help. The student, Daria, is looking anxious and teary-eyed, and blurts out "I'm not getting math and just hating school." What you've also learned is that Daria is an A student, has no history of behavioural or psychiatric issues, yet is feeling overwhelmed by high-school life. In a sense, you are surprised to see Daria needing much assistance at all. Is she just a quirky kid who needs time to mature emotionally? Does she have a learning problem in the area of mathematics? Daria may very well have a learning disability...though not one that immediately comes to mind to most educators.

When school administrators use the term learning disability (LD, for short), problems that generally come to mind are those related to reading, mathematics, and writing. Identifying a student with an LD requires noting a discrepancy between strong, or at minimum, average-level, intellectual capacity and poor academic performance in one or more of these areas. Having an LD means that the student - despite being quick and smart in everyday life - has a processing deficit that impairs his ability to read text material, execute arithmetic problems, and/or write essays using proper grammar and spelling. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), a learning disorder is a type of neurodevelopmental disorder, which means that it is present at the beginning of life and presumed to have a genetic origin. LDs in reading, written expression and mathematics are typically assessed in school-aged children, when the curriculum demands good reading, writing and math knowledge, and when the teacher or parent actually begins to notice struggles in a seemingly bright child.

But there is a different type of LD that is far less detected during the childhood years, is less common than so-called language-based learning disabilities, and adversely affects (older) students in a profound way. It is usually recognized during the onset of secondary education when transitions are inevitable and organizational skills and social connections are vital. Non-Verbal Learning Disability (abbreviated NVLD) was branded by Dr. Byron Rourke from the University of Windsor (Ontario) who reported on a smallish group of students with a sizeable gap between their verbal IQ and their performance IQ (i.e., visuospatial intellectual abilities). These students had a constellation of features that set them apart from those with more typical LDs. Their speech was found to be eloquent, having well-developed vocabulary. On the downside, they exhibited motoric problems (e.g., poor balance, impoverished handwriting), poor visual-spatial processing and organizational skills, and under-developed social interaction skills. Because such non-verbal functions are controlled by the right cerebral hemisphere, Dr. Rourke argued that NVLD is a neurological disorder of the right hemisphere. Rather than it being hereditary in nature, NVLD is thought to be caused by early trauma during brain development or possibly by a head injury sustained after birth.



## Mental health research has informed us that those who suffer from a non-verbal learning disability often experience social isolation and distress from an overstimulating environment.

So here we have a clear difference between language-based learning disabilities (implicating the left hemisphere of the brain) and rare, non-verbal learning disabilities (involving the right hemisphere). When we revisit the excerpt at the beginning, it

is reasonable to hypothesize that Daria's difficulties reflect a non-verbal learning disability. With good verbal skills and academic performance, it is no wonder one might be confused about the source of her problem. After all, people with NVLD go

unnoticed for years, presumably because their strong verbal capabilities align so well with our concept of intelligence. However, continue to converse with Daria and she might have provided other clues that the NVLD is getting in the way of school life. For arguments sake, let's say Daria presented with fleeting eye contact and spoke with a dull monotone. She mentioned being teased for bumping into students in the hallway and feeling embarrassed by her social awkwardness. You figured out that making friends is not easy, particularly because Daria is challenged by subtle non-verbal cues (gestures, facial expressions), sarcasm, double meanings and the telling of "white lies." Also, the symbolism she lacks made English novel study too onerous and non-enjoyable. And, academic coursework in general was proving difficult to manage given her poor organizational and time management skills.

Mental health research has informed us that those who suffer from a non-verbal learning disability often experience social isolation and distress from an overstimulating environment. Adolescents with NVLD can develop debilitating (social) anxiety as well. They may see a steady decline in school grades, which contributes to ongoing worry and self-doubt. According to Dr. Rourke, young people with NVLD are also at risk of developing clinical depression during adult life. These issues beg the question as to how a student like Daria can be assisted so as to improve her academic functioning, her social connections, and importantly, her emotional health.

While NVLD may be hard to detect in articulate students, there are diverse ways that you can help. You may wish to make a referral to a mental health professional who can teach positive social skills via role playing and practice. One-to-one counselling or talk therapy might be of benefit as well for teens with depressed



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mood and anxiety. Resources for NVLD within the school setting will depend on the school board. Many schools implement peer support or tutors in academic courses like English and Math. Some schools offer a specialized half-credit, 'learning strategies' course designed to manage a person's schedule and improve organizational skills. An individualized education plan (IEP) that applies scribing, handouts, and the use of assistive technology might be desirable where there are occupational therapy needs, i.e., fine motor and visual-motor integration problems. Let me add that adolescents with social communication deficits are extremely vulnerable to mocking and bullying by their peers. This is especially true during the early high school years when young, immature teenagers are trying to find an identity for themselves while also trying to fit in. Therefore, it is imperative to keep a watchful eye for hurtful reactions and to bring forth any victimization to the attention of your leader. Finally, as a conduit for positive social relationships, you might search for an "accepting peer" who can make contact during lunch breaks and after school. For those who say they have a few friendships already, use your skills to bring together their buddy in the same class whenever possible.

Students with non-verbal learning disability deserve any supports available to help with a range of deficits, i.e., motor, visual-spatial, and social skills. It is true that resources for students with a non-verbal disability are not as plentiful nor as obvious as those aimed for students with a language-based learning disability. That being the case, let us applaud counsellors, support staff, and senior administrators who find creative and effective ways to maximize students' success on all of these fronts.

People with NVLD are thought to resemble those diagnosed with Autism Spectrum Disorder (ASD) because of the overlap in features. For this reason, students with NVLD can profit from some of the same strategies that have been implemented for students with ASD. However, it is important to highlight that the presentation of NVLD is not identical to ASD, with ASD alone being a neurodevelopmental disorder. 🍁 **csc**



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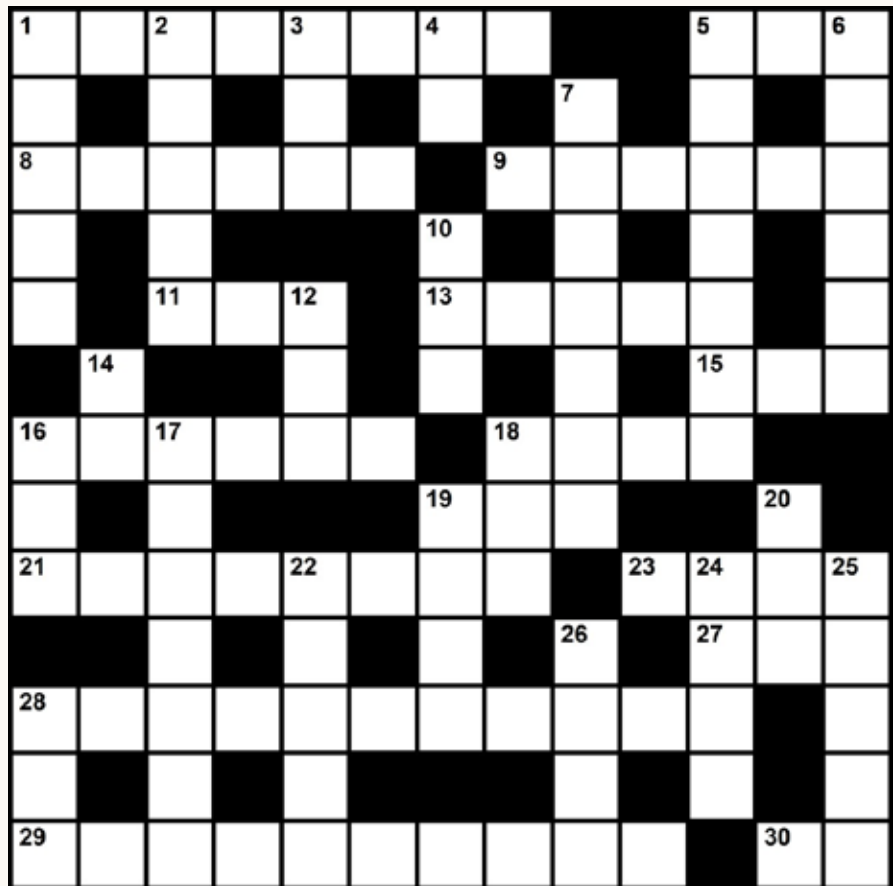
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f t i l

**Across**

- 1 Reading and writing ability
- 5 Exec's degree
- 8 Moral standards
- 9 Country that has banned the use of smart phones and tablets in schools
- 11 Girl referred to
- 13 Modern students often have no idea what this punctuation mark is for
- 15 Meadow
- 16 Regard as a role model, goes with 14 down- 3 words
- 18 Places for some science lessons
- 19 For each one
- 21 Ontario university that requires a pass in an English exam before acceptance
- 23 Reach over
- 27 \_\_\_ rule (usually)
- 28 Devices that have contributed to lowered ability to read and write, 2 words
- 29 Kids spend a lot more time playing these than reading, 2 words
- 30 Exercise class (abbr.)



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**Down**

- 1 Adores
- 2 Has a discussion with
- 3 Regret
- 4 Device that can store data
- 5 Handbooks
- 6 Meeting discussion points
- 7 Neglected segment in teaching the English language
- 10 Very cold
- 12 School web site address ending
- 14 See 16 across
- 16 Regulation
- 17 Superficial
- 18 Lion
- 19 Bear in an A.A. Milne book
- 20 More in Spanish
- 22 4:1, e.g.
- 24 Acceptable score, in a test
- 25 Easily led astray
- 26 "\_\_\_ upon a time.."
- 28 Family vehicle choice



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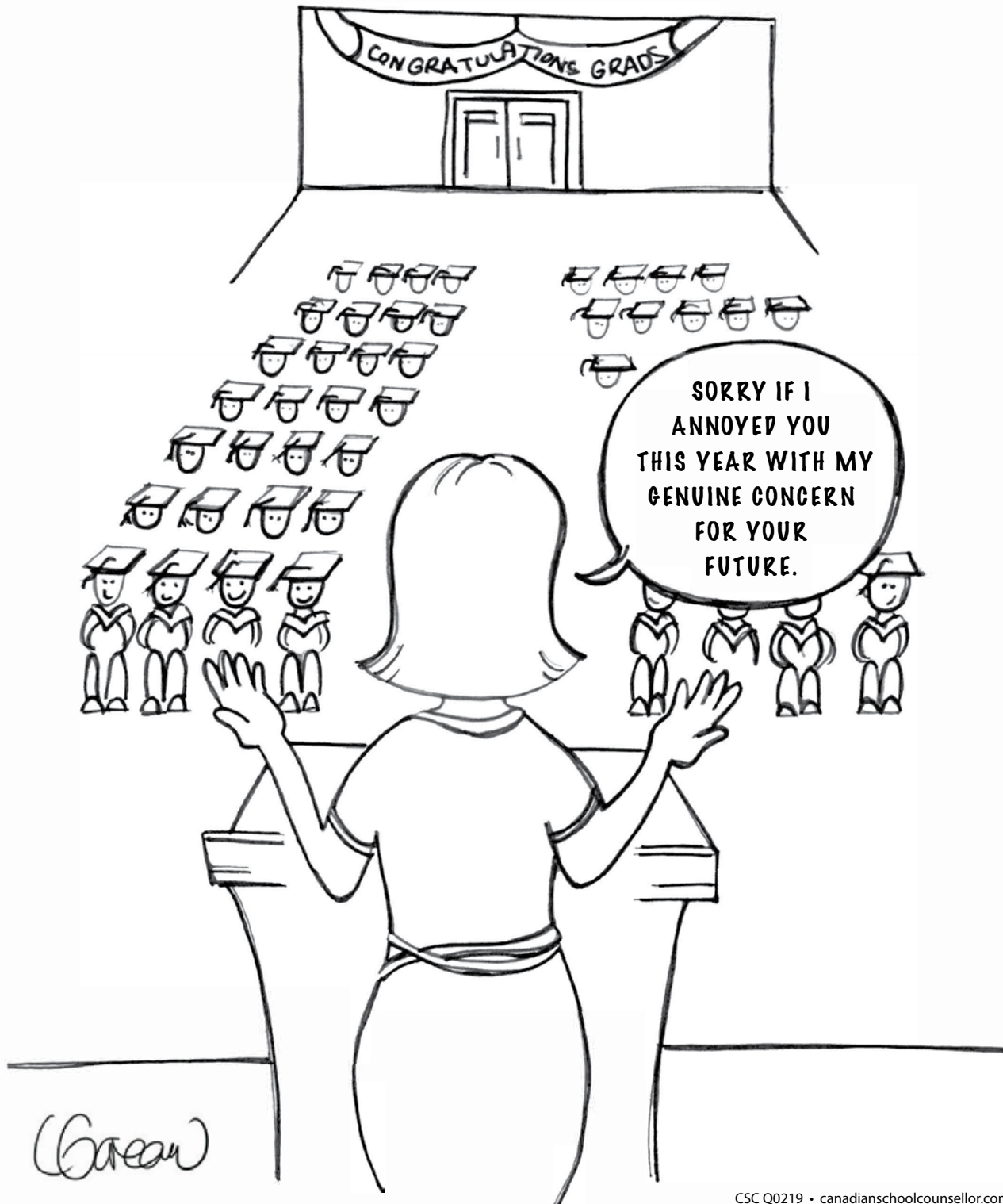
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