



CANADIAN SCHOOL Counsellor[®] MAGAZINE

Peer Group Counselling

and its effect on self-concept in adolescents

L'aide psychopédagogique de groupe de pairs

et son effet sur l'image de soi chez les adolescents

- Adolescent Development and Career Planning in Schools/La croissance et la planification de carrière des adolescents à l'école
- Virtual High School
- Aboriginal Teen Survey
- Attachment, Behaviour and Learning/Attachement, comportement et apprentissage

ONTARIO'S FIRST COLLEGE TO RECEIVE ACCREDITATION!



Conestoga's Mechanical Systems Engineering Degree

For your students who **learn best by doing**
Check out our many Degree options at:

www.conestogac.on.ca/degrees



CONESTOGA
Connect Life and Learning

Get Real

About School. About Work.
About Life.

The end of your High School Career is at hand. You *could* go to university, but that's a lot of time and money to invest in an academic future.

Why not try something for the real world?

The Centre for Distance Education offers diploma programs designed to get you working within a year or two, not four or more.

Plus, we have a lifelong Career Guidance service to keep you in the real world for a long time.

Call today to get real.

1-866-446-5898 www.cd-ed.com



Diploma Programs available in:

3D Animation, 3D Character Animation, 3D Game Art, Business or Management Accounting, Legal, Medical or General Office Administration, Health Information Management, Human Resources, Medical Transcription, Web or Graphic Design, PC Maintenance & Repair

What is a Boilermaker?

Though many Canadians may not be familiar with the Boilermakers, almost all Canadians benefit from the work of the Boilermaker trade. Advanced Boilermaker technologies are critical in the construction and operation of most industrial plants and power generating facilities. Whether filling up at the gas station or simply turning on a light switch, the work of Boilermakers has helped to provide many of the conveniences that we rely on in our daily lives. In order to continue to maintain these simple amenities, Canadians will look to the next generation of Boilermaker Apprentices to carry on this critical work.



Earn While You Learn

The Boilermaker apprenticeship operates on the premise of earn while you learn. Along with classroom instruction, the majority of an apprentice's training takes place on the job site, while receiving a competitive wage and benefit package. Training not only includes generations of time tested Boilermaker know how, but also industry leading technologies.



Safe Working Conditions

From lifestyle choices to career selection, young people have to make important decisions that will affect their wellbeing. Safety is an excellent reason to consider a career as a unionized Boilermaker. Working together, the Boilermakers Union and their Contractors have significantly improved safety standards for workers.



BOILERMAKER
CONTRACTORS'
ASSOCIATION

Exciting Career Opportunities

Now is the time to focus on your future. To find out more about the many rewarding career opportunities available to the next generation of Boilermakers and the apprenticeship opportunities available to you, visit: www.boilermaker.ca and www.bccanada.ca





301 Weston Street
Suite 218
Winnipeg, MB, CA
R3E 3H4
Ph: 888.634.5556
Fax: 888.318.0005
Email: production@marketzonepro.com
www.marketzonepro.com

Publisher: Trevor Shirliff
Editor: Lilliane Fiola
Art Direction & Design: Leigh McKenzie
Production Coordinator: Ann Krawchuk
Advertising Sales: Donna Billey, Oswald Coombs, Tania Moffat, Trevor Shirliff
Contributing Writers: Ose Ngozi Aihie, PhD, Shelley L. Boan and Noella Piquette-Tomei, Dr. Heather Geddes
French Translation: Daniel Embregts (hezee.com)
Canadian School Counsellor
CSC-T0111 • Winter 2011

Canadian School Counsellor is published triannually as a source of information for Canadian High School Guidance Counsellors. All rights reserved. Reproduction in whole or in part without written permission is prohibited. The opinions expressed herein are not necessarily those of the publisher. The publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited, the publisher is not liable for any damages due to editing, changes, cancellations errors or omissions. All corrections should be directed to the publisher. All work submitted for publication is assumed to be the providers' original work and the publisher accepts no liability as a result of publishing such works.

Canadian School Counsellor Magazine is printed on FSC certified paper.

Canadian School Counsellor Magazine is a nationally registered trade-mark, unauthorised use of it is prohibited.

We welcome your comments and story suggestions. For editorial inquiries, additional copies or address changes, please contact production@marketzonepro.com or call 888.635.7776.

For advertising information call:
888.635.7776 or
email: tshirliff@marketzonepro.com

Canadian Publications Mail
Agreement #41622023

Return Undeliverable Canadian Addresses to
Circulation Dept. 218 - 301 Weston St.,
Winnipeg, MB R3E 3H4



Peer Group Counselling/
l'aide psychopédagogique de groupe de pairs >> 22

This Issue

16 Adolescent Development and Career Planning in Schools/La croissance et la planification de carrière des adolescents à l'école

By/Par Shelley L. Boan and Noella Piquette-Tomei

22 Peer Group Counselling/L'aide psychopédagogique de groupe de pairs
By/Par Ose Ngozi Aihie, PhD A study undertaken in Nigeria demonstrates its efficacy/Une étude entreprise à Nigéria démontre son efficacité

28 Virtual High School
Students can now complete a high school education from the remotest of areas

32 Aboriginal Youth Show Signs of Resilience and Hope for the Future

34 Attachment, Behaviour and Learning/
Attachement, comportement et apprentissage
By / Par Dr Heather Geddes

42 Bluewave
By Debbie Lee, Director of Educational Services

44 Walk this Way
Many of our country's great parks are within the city, allowing for lunchtime walks or short jaunts before dinner.

46 Skills Canada
Trade and Technical Contest

50 A Career in Mining

Departments

6
Across Canada

10
Counsellor's Corner

11
Great Idea!
Barrie Central Students left with powerful message

12
Outreach

14
Career Opportunity
First Responders

52
On The Bookshelf

54
Last Period



Scott Hammell: Illusionist, escape artist, and Me to the We speaker >> 12

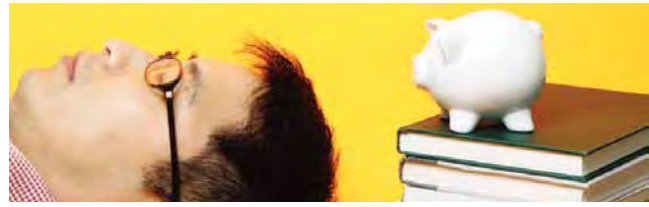


Walk this Way>>44



York U Scores High - York University has scored a B+ on the annual College Sustainability Report Card for the second year in a row. The 2011 report card looked at sustainability in 322 Canadian and U.S. schools, grading them in nine categories. York received a "Campus Sustainability Leader Award" for achieving a grade of A- or better across six categories: Administration (EPEAT-certified computers, Energy Star-rated appliances and lighting, etc.); Climate Change and Energy (reduction of GHG emissions, recommissioned HVAC systems, etc.); Food and Recycling (use of local and organic items, hormone-free milk, compost bins, etc.); Green Building (efficient airflow systems, stormwater retention, LEED standards in building, native plant species, etc.); Student Involvement; and Transportation.

The College Sustainability Report Card is provided to the public free of charge by the Sustainable Endowments Institute. To view the report card online, visit: www.greenreportcard.org.



Grant MacEwan U Student Success Bursary - A number of awards are available to all students pursuing a post-secondary education in Alberta. In addition to these, Grant MacEwan University offers many more to its students on an annual basis. These awards are a reflection of the tremendous generosity of hundreds of individuals, corporations, and associations. This bursary was made possible by a generous donation from the Students' Association of Grant MacEwan University.

Criteria

To be considered, a student must submit an application to Grant MacEwan University and receive either conditional acceptance or acceptance. The student must also demonstrate financial need as determined and confirmed by the Student Resource Centre.

Award Value: \$2,000 tuition credit for certificate & diploma students. \$3,000 tuition credit for degree students

Selection of Award

A selection committee will choose the recipient for the Student Success Bursary. >

HAIR SCHOOL THE WAY IT SHOULD BE.

NOW ENROLLING IN

Vancouver Calgary
Toronto Montreal

Turn your passion into your career
CALL 1.877.90.AVEDA to learn more

avedainstitute.ca



AVEDA INSTITUTE
CANADA



“CREDIT CHECK IS NOT AN APP.”

Make THE CITY part of your teaching plan and you could win a SMART Board.

Designed for teachers and ready to use in the classroom, THE CITY is an award-winning, free online resource that uses engaging scenarios and interactive tools to teach teens basic financial skills.

>> Register at themoneybelt.gc.ca/thecity before March 31st and you could win a SMART Board for your school. And your students could win a laptop.

Enter PROMO CODE: Counsellor



The successful applicant will be notified via mail. Appeals will be not considered, as the committee selections are final.

Application and Deadline Info

<http://www.macewan.ca/wcm/StudentServices/FeesandFinancialInformation/ScholarshipsAwardsBursaries/ProspectiveStudents/index.htm#2>



B.C. Data System Kerfuffle – A B.C. Ministry of Education data system that collects student information caused much frustration for Chilliwack counsellors and teachers at the beginning of this school year.

The information system, which costs the Chilliwack school district more than \$120,000 a year to use, had been under criticism for poor performance before. However, according to school district personnel, student registration was more chaotic than ever this year due to the system's sluggishness.

The province-wide system records attendance and marks and also has the ability to track information like student behaviour

issues, discipline, medical conditions, court records, custody orders and special needs.

Unfortunately, it is at busy times like the beginning of a school year when problems arise and the system frequently freezes or bumps users off-site. The increase in school districts coming on board this year has exasperated the situation.

The word is that front-line users like counsellors bore the brunt of that frustration, working long hours to make the system “look good” late at night when the system was less busy.

Some teachers went back to other software for marks and attendance, data that then has to be entered into the ministry's system at the end of each term. The benefits of the system are not likely to be realized until the bugs are worked out.

EZAnalyze Time Tracking Edition – Counsellors have increasingly needed a means to record and collect information about the students they see and how they spend their time. The answer may be EZAnalyze.

EZAnalyze was developed by Tim Poynton as part of his doctoral dissertation research at Boston University in 2004-2005. Dr. Poynton is now an Assistant Professor of Education and Human Services and the Director, School Counseling Program at Suffolk University in Boston, MA.

EZAnalyze is a Microsoft Excel Add-In and enhances the capabilities of Microsoft Excel by adding “point and click” functionality for analyzing data and creating graphs.

How it works: Once EZAnalyze is installed, a new menu is added to Excel (Excel must already be on your computer). EZAnalyze never requires you to type in a formula as you would in Excel, nor does it require you to know anything about “the math” involved with the analyses, allowing you to focus your energy on interpreting your results.

<http://www.ezanalyze.com/tracktime/>

Ottawa Aviation Services (OAS) offers the first Pilot Assessment Centre in Canada – Pilot assessment tests are being used extensively in Europe but not in North America. With Boeing forecasting the need for 97,350 pilots in North America over the next 20 years now is an opportune time to consider a pilot career. With the opening of this Centre, Guidance Counsellors can offer a resource to students wanting to investigate their pilot aptitude before making costly investments in training. The Centre is open to any aspiring student pilot, whether or not the student plans to train at OAS.

The Centre uses tests developed by the European Pilot Selection & Training Company, tests used extensively by European flight schools and airlines. Tests include hand/foot/eye co-ordination, basic math and processing speed, short-term memory, multi-tasking, and a personality profile on fifteen desirable pilot traits. OAS uses results to help customize the pilot training program to maximize strengths and strengthen weaker areas.

Ottawa Aviation Services is a Registered Private Career College and forward-looking flight school that prides itself in adopting best practices that improve and fine-tune pilot training. They welcome inquiries from Guidance Counsellors and students.

www.ottawaaviationservices.com ♣ csc



**AN EXCITING AND REWARDING
CAREER AWAITS YOU!**

**Community Support Worker (CSW), Part-Time
Certificate Program provides training in:**

- Suicide and Abuse Prevention
- Medication Administration
- Understanding Disabilities
- Behavioural Strategies
- Basic First Aid and CPR
- Personal Care Supports
- Lifting & Transferring, Body Mechanics, Positioning
- Individualized Service Planning
- Practicum Placements and Employment Preparation

**Government of Alberta Health Care Aide (HCA)
training also available**

Ph: 780-441-7999
Email: info@excelacademy.ca
10766 - 97th Street, Edmonton, AB

Student Finance Options Available!

“The commercial aviation industry will require 466,650 pilots worldwide over the next 20 years to accommodate the strong demand for new and replacement aircraft”

BOEING COMMERCIAL AIRCRAFT



Do you have the skills and aptitudes?

PILOT ASSESSMENT CENTRE

Are you a commercial operator looking to evaluate potential employees?

Are you aspiring to become a commercial pilot?

Are you looking at becoming a recreational pilot?

Book Your Assessment at

pac@ottawaaviationservices.com or 613.261.2357



OTTAWA AVIATION SERVICES



Tools for Creating Ideas

Every issue in Counsellor's Corner, we will try to provide new ideas to help stimulate your students – and you! This issue begins with a couple of tools for creating ideas, either individually or with your students.

Breakdown - This is handy when a logical problem needs to be decomposed into its constituent parts. It helps to seek the most important focus.

1. Define the problem or task to be undertaken.
2. Break it down into individual parts, the sum of which add up to the original "parent" item.
3. Explore each part and its relationships with the other parts, as well as with the parent. The hierarchy starts to become apparent, especially with the use of a top-down tree or a centre-out spider diagram.

4. Repeat the careful process of breaking down and examining the parts and relationships in order to gain a better understanding of the whole.

5. Once you understand the whole, decide which areas you will focus on. Search for areas to innovate, to replace, to combine, etc.

Many problem situations have a hierarchical component, and will yield to breaking down into parts. A methodical and deliberate analysis allows attention to be paid to how the whole system works, which helps to highlight problems and trigger ideas.


Chunking - This is used to look at a problem in a different light to help identify the best way of defining it and explore different possible solutions.

In this context, a piece of information viewed as a single thing is a chunk. They come in different sizes. The school is a big chunk. The city is even bigger. The pencil is very small. These are physical, but you can also have conceptual chunks. Consider the various sizes of chunks when speaking of universal love, family ties, and narcissism.

"Chunking up" is all about taking a broader view. Soar way above the landscape and see the whole system. Ask why things happen in order to find a higher-level purpose. "What is this an instance of?" is a good question to ask to find a more general classification. Inductive reasoning will bring you from specific detail to general theories and ideas.

"Chunking down" uses the principle of decomposition. It is about finding the smaller and more specific elements of the system by going into detail. Ask how things happen in order to find a lower-level detail. "What, specifically?" is a good question to ask that probes for more information. "Give me an example" will help to get specific instances of a class. Deductive reasoning will bring you from general theories and explanations to specific cases and instances.

"Chunking up and down" is a way of looking differently at the same situation.

Some people dive instinctively into the detail. Chunking is especially effective in moving people from their comfortable and preferred chunk level to a platform where they do not usually go. 

jenna dickson BSC '12
PORT HOPE, ONTARIO

"I couldn't find the right university at home, then my **GUIDANCE COUNSELLOR** asked me why I didn't consider Acadia."



- Top 3 Undergraduate University 18 times: *Maclean's Magazine*
- A+ for student-faculty interaction: *Globe and Mail* 2010
- Visit www.acadiau.ca/acadiatv to learn more, watch videos, and explore our digital viewbook.



ACADIA
UNIVERSITY

Wolfville, Nova Scotia
Toll-free 1-877-585-1121
Apply online <http://4u.acadiau.ca>

**EXPERIENCE ACADIA DAY:
Friday, March 11, 2011**

Holocaust Survivor Left Barrie Central Students with Powerful Message

Detailed case studies of episodes of bullying and harassment are a useful way of helping adolescents understand the nature of the problem, and the fact that these episodes can continue for months or years. Good teachers constantly try to find better ways of doing their jobs. They go through a process whereby they identify a problem, try to understand it, discuss possible solutions with colleagues, implement new strategies and evaluate them. Maria Maccarone, guidance counsellor at Barrie Central Collegiate has done just that and found a profoundly effective way to help sensitize her school's students to the extremes to which bullying can lead.

On Friday, December 3, 2010, Barrie Central Collegiate students in Ontario were honoured with the presence of a Holocaust survivor who spoke about the importance of taking

a stand against bullying and hatred.

In May of 1944, as a young girl of 19, Eva Olsson was shipped to a prison camp in Auschwitz. Eighty-seven of her family members were killed – she and her younger sister were the only ones to survive. Through anecdotal presentations of her life experiences, Eva, now 86, discusses the powerful effects of these timeless issues and how students can help create a hate-free environment.

Eva has spoken to nearly a million people about racism, bigotry and intolerance over the past 12 years. Ms. Maccarone heard her speak over 10 years ago and never forgot how powerful she was. "The student response was outstanding. It is not often that you have a gathering of so many teens where there isn't at least some evidence of texting, chatting, pinging, or tweeting. But you could hear a pin drop in our auditorium

filled with nearly 900 students ranging from Grade 8 to Grade 12. It was evident in their attentiveness that they were fully engaged by her quiet strength and candour. In fact, it was moving to see the long line of students who wished to openly demonstrate their need for a personal moment with Eva before they left – if only to express their gratitude directly to her through a hug.

I also heard about several deep, meaningful discussions occurring in classes after the presentation, and I have no doubt that her message will resonate for a long time. It would be difficult to ignore the purpose in her words. She asked us to reflect on our own responsibility and actions in relation to bullying and hatred and certainly touched all who heard her." ♦ CSC

What a great idea this was!

LIFE is like a bicycle,
in order to keep your
BALANCE, MOVING.
-ALBERT EINSTEIN

Kuder® Navigator provides the momentum to keep career planning fun, engaging, and relevant for today's secondary students.

Features:

- Research-Based Assessments
- Flexible Education Planner
- Interactive Career Planning Timeline
- Electronic, Lifelong Portfolio
- User-Friendly Résumé Builder



Ask about our back-to-school discount. international@kuder.com or +1.515.993.3005

Scott Hammell: Illusionist, escape artist, and Me to the We speaker



Once you get passionate, you cannot help but change the world. This is the stirring message of Scott Hammell: illusionist, escape artist and Me to We Speaker. He communicates his messages and philosophies in an entertaining and engaging way that caters to youth. During his presentation, he relates escaping from a straight jacket, to breaking down the steps in goal setting. He is a motivational entertainer who brings together social activism and the art of magic and escapes to create high-energy, high-inspiration presentations. Scott has inspired thousands to find and pursue their driving passions, and to discover that any passion—even skydiving—can be used to effect positive change. From competitive juggling in elementary school, to working internationally as a professional performer during high school, Scott has always been one to devote himself to a goal.

After graduating, Scott resolved to do two things he had always wanted to do: conquer his fear of heights and set a Guinness World Record. After months of careful planning, 18-year-old Scott was suspended by his ankles from a hot air balloon, thousands of feet above the earth. He successfully released himself from over 50 feet of steel chain, four padlocks and a straight jacket, setting the record for the “World’s Highest Suspension Straight Jacket Escape.” The TV show “Ripley’s Believe It or Not” took notice, as did the national media.

When Scott initially began speaking about the importance of setting goals and the feeling of fulfillment that comes from turning a passion into a reality, he knew he had found his calling. His “accidental” career as a speaker took off, and he has

been motivating audiences full time ever since – fusing heart-racing stunts and comic relief with a powerful message about setting goals and conquering fear.


While speaking at a university leadership conference, Scott overheard the speech of fellow keynote Marc Kielburger. As he listened to Marc speak about Free The Children and Me to We, something clicked for Scott. Realizing the size and impact of the We movement gave him a bigger thrill than any of his stunts ever had. The seed was planted for his biggest challenge of all: to inspire others to use their gifts not only for personal fulfillment, but to bring about social change.

Scott then travelled to Kenya on a Me to We trip – an experience that brought everything into focus. When he returned, he began planning a new world record that would not only inspire people, it would call them to social action. After learning how to skydive and many setbacks, Scott freefell from an airplane, handcuffed to his waist, with only 45 seconds to pull his parachute. He became the first known person in the world to attempt this feat, but even more remarkably, by doing so he challenged a group of students to raise money to build a Free The Children school in Ecuador. When the students successfully met their fundraising goal of \$8,500, Scott kept his promise to them and did the stunt blindfolded! Now, with three Guinness World Records under his belt, Scott's sights are set on inspiring the next group of world-changers to make a difference.

"I started my business by accident. The reason I'm so successful is that I'm passionate about what I do. When young people are given the tools to make their passions a reality, the possibilities are endless." He understands that in order for students to grasp the message, they are best inspired by an entertaining presentation. That is why he has worked with some of the most talented producers and musicians to create custom music to help the flow of his show. "When it comes down to it, students need a presentation that they can relate to. This presentation

relates to the students." If you are looking for a fresh approach to reaching your students with a dynamic message, Scott Hammell is a natural fit.

"Find your passion, and make it happen." Scott Hammell's message is

as basic as one child learning to juggle, and as wide-reaching as a social movement to change the world. Hear it for yourself, get inspired and put your own passion into action. 



Get a head start in the fast-changing and competitive job market with Sheridan.

Learn to combine solid skills with technology and creativity to help you stand out in your career.

Our programs include bachelor's degrees, diplomas, certificates, apprenticeships, post-graduate programs and continuing education.

Employer Satisfaction 94%*

*Based on 2009 Key Performance Indicator results (KPIs), an annual rating of all Ontario colleges.

 *Shine Brighter*
Sheridan
sheridancollege.ca

BRAMPTON · OAKVILLE · MISSISSAUGA – NEW CAMPUS OPENS 2011

First Responders



“I had to start working out harder than I currently was at the gym, as I knew I was going to be put through a tough physical test. I ordered a weight vest online and dragged my boyfriend through a field by my house to help me prepare.” Physical fitness is a key component to becoming a first responder of any kind, and prudent aspirers like Andrea McGregor (pictured) will find creative ways to build up their strength and stamina.

A first responder program's primary objective is to improve the continuity of patient care provided for pre-hospital emergencies. In recognizing that police and fire department personnel are often on a scene prior to the arrival of the ambulance crew, basic medical training provides responders with the knowledge and capability to deal with critical situations involving airway, breathing and/or circulation concerns until higher levels of help can take over. Even in situations where the first responder is only able to comfort the patient and document initial findings, a difference can be observed. First responder courses prepare students for a career in medical response, not only in police, fire, or EMS services, but in lifeguarding and ski patrol occupations as well.

Lifeguard

Lifeguarding is a fun and active career. In Canada, the requirements to become a lifeguard are different from the USA. First, students complete and pass Bronze Medallion and

Bronze Cross courses. Then they become certified in either Standard First Aid or Aquatic Emergency Care. After that, they complete and pass a National Lifeguarding Service Award. Then it is just a matter of applying at their local aquatic facility.

Ski Patrol

Patrollers ensure the trails and surrounding areas are danger-free, monitor the skiing/boarding behaviour of the general public, and operate various safety programs through interactions with the skiing public.

At the Canadian Ski Patrol School in Ontario, students are instructed in the CSPA first aid course and in subsequent On Hill/Trail toboggan training. They are trained in every facet of first aid and accident site management, including CPR (and where applicable, AED), oxygen therapy, and chair lift evacuation procedures. Where applicable, avalanche-specific search and rescue techniques are taught in conjunction with the Canadian Avalanche Association (CAA).

The College of the Rockies – Golden Campus in B.C. offers a certificate program in Ski/Bike Patrolling in conjunction with Peak Emergency Response Training. The course is aimed at students serious about a career in the Mountain Resort Industry as a professional or volunteer Ski &/or Bike Patroller or those who may find themselves in positions requiring that they render medical aid & rescue services in non-urban environments.

The “Patroller Training Program (PTP)” is an intensive and demanding program that will provide the foundational skills and practical knowledge necessary to perform the duties associated with patrol

work. It includes modules such as CPR, Avalanche Skills Training, and GPS & Compass Orientation.

Applicants for these courses must be advanced skiers, snowboarders, or telemarkers.

Standard First Aid and CPR

The Canadian Red Cross offers First Aid and CPR training courses through more than 2,600 authorized providers across the country.

All Canadian Red Cross courses meet strict guidelines for delivery and content and meet the latest international guidelines. Also, there are regulations that apply to the federal government and other national organizations. The links to view federal and provincial legislation can be found on this Red Cross web page: <http://www.croixrouge.ca/article.asp?id=17025&tid=001>.

The Standard First Aid course, a prerequisite for first responder programs, offers Level A CPR. The CPR/AED course (which includes Level C, a prerequisite for many first responder programs) is designed to provide various levels of CPR training based on the participant's background, needs and interest. A presentation on how to use an Automated External Defibrillator (AED) as well as AED certification is also provided with the course where legislation permits.

Emergency Medical Services EMR/EMT

Subsequent first responder courses take emergency training to the next level. They are well suited to the student aspiring to become a professional rescuer such as a firefighter or paramedic. Current Standard First Aid and CPR Level C certificates are the usual prerequisite.

Emergency Medical Responder (EMR)





is the entry level into paramedicine in this country, and is considered the first level of medical set out by the Paramedic Association of Canada (PAC). This group includes individuals working in rural and remote locations as well as those involved with volunteer service organizations. EMRs provide the highest level of pre-hospital care in some communities.

Individuals wanting to be able to do more for their patients without going on to complete paramedic training can study to become Emergency Medical Technicians. EMTs learn advanced airway skills, and also learn to work within a multi-discipline health care team.

Schools vary in that some offer the prerequisite courses, while others will only begin the subsequent training (EMR and/or EMT).

Paramedic

In Canada, paramedics are seen as highly skilled health professionals who initiate medical treatment for individuals in crisis situations. Paramedic training is intense, and like actual paramedic practice, varies from province to province. Programs run from six months to three years in length.

Graduates from an accredited paramedicine program are much more widely accepted for employment, future advanced training programs, and interprovincial mobility.

The Canadian Medical Association offers the most comprehensive and best known system of national accreditation, drawing from the National Occupational Competency Profile (NOCP), which was developed by the Paramedic Association of Canada as the basis for accreditation of paramedic education in Canada. A list of professional bodies and accredited paramedic education programs and their prerequisites can be found on the CMA web site at http://www.cma.ca/index.php?ci_id=50602&la_id=1.

Police Studies

Basic police recruit training varies from province to province, with no mandatory national training standards per se. However, there is a method of equivalency between most federal, provincial and police agency training

institutions. Training varies anywhere from 12 to 24 weeks of theoretical and practical study, with a field practicum component of two to six months before an officer can be deployed alone.

Besides the standard First Aid and CPR certification requirements, physical fitness is a necessity. And for obvious reasons, applicants cannot have a criminal history, nor any DUIs on their driving record. Depending on the program and where it is offered, students must sometimes be recruit cadets or possess the equivalent of five university courses (or more) to be accepted.

Here are some links to help you to find out how to become a police officer in your province and learn about provincial hiring standards:

RCMP recruiting

<http://www.rcmp-grc.gc.ca/recruiting-recrutement/index-eng.htm>

Atlantic provinces

http://www.hollandcollege.com/admissions/full_time_programs/police_science_cadet/

British Columbia

<http://www.jibc.ca/police/index.htm>

Newfoundland and Labrador

<http://www.justice.gov.nl.ca/rnc/index.htm>

Ontario

<http://www.opp.ca/ecms/index.php?id=95>

Québec

http://www.enpq.qc.ca/comdevpolque_e.html

<http://recrutement-suretequebec.gouv.qc.ca/>

Saskatchewan

<http://www.uregina.ca/police/>

Alberta

<http://www.joineps.ca/>

Firefighting

Firefighting can be a challenging, dangerous, and physically and mentally demanding career, where long and varied hours are the norm.


The usual minimum qualifications in Eastern and Western Canada are a high school diploma, Class 3 driver's license with air brake endorsement, driver's abstract, physical and medical assessments, vision of 20/30 uncorrected, and Occupational or Industrial First Aid (or First Responder Level 3). Most importantly, NFPA 1001 - Firefighter I & II certification is required. Many cities require dual-trained candidates: EMT-P (Paramedic) and NFPA 1001 - Firefighter I & II.

Ontario accepts Pre-Service Fire Fighter Education & Training or Ontario Certified Firefighter as equivalents to NFPA 1001 Level I & II. The first aid requirement is First Aid and CPR - Level C, and the applicant usually has to have a DZ driver's license.


Some schools require only a high school diploma or equivalent as CPR and First Aid courses form part of their curriculum.

Accreditation

There are two major accrediting organizations on this continent: the International Fire Service Accreditation Congress (IFSAC) and the National Board on Fire Service Professional Qualifications (Pro Board).

Both organizations use the National Fire Protection Association (NFPA) professional qualification standards as the basis for accrediting participating organizations. These standards are, themselves, recognized as international standards. 





ARC
Advanced Rescue Consulting

Michael Whitehead
416-256-4226 phone/fax
info@arcrescue.com
www.arcrescue.com

Advanced Rescue Consulting

- First Aid is a job skill. Standard First Aid saves an employer \$300 in training costs.
- Becoming a First Aid Instructor is a flexible job that develops transferable skills.
- First Aid, CPR, AED, First Responder & Wilderness First Aid
- AED Sales & Service
- First Aid/CPR Instructor Training
- Campus Response Team development



Adolescent Development and Career Planning in Schools

La croissance et la planification de carrière des adolescents à l'école

By / Par Shelley L. Boan and/et Noella Piquette-Tomei

There are various developmental factors that can affect a student's ability and willingness to engage in career planning. The developmental areas that will be considered for this project are cognitive and social because they are so closely linked in adolescence (DeHart, Sroufe, & Cooper, 2004; Kasschau, 1995). The context of this development must also be noted as these factors are mutually interactive.

Taking into account adolescent development is of central importance when considering how to create career planning models for teens. This allows these programs to be more successful in their compatibility with teenagers' wants and needs. Cognitive development affects the ways in which students think about careers and affects their interest in their future, while social development or identity development affects how they feel about careers and therefore, affects the success of their exploration.

Cognitive shifts can be observed in how students make decisions; those in earlier grades consider themes at a concrete level whereas students in later grades have the ability to conceptualize themes and concepts. Students' rationale for choosing occupations becomes more logical, realistic, and more deeply understood as they age. Specifically, career choices and interests become broader as teens think about the future more rationally and comprehensively. Identity development is largely dependent on social influences and does have an effect on career planning. Exploration is a precursor to identity achievement and a healthy transition to adult life. >

Il existe divers facteurs de croissance qui peuvent influencer l'habileté d'un étudiant et sa volonté d'entreprendre une planification de carrière. Les facteurs de croissance qui seront considérés pour ce projet sont cognitifs et sociaux, car ils sont étroitement liés lors de l'adolescence (DeHart, Sroufe, & Cooper, 2004; Kasschau, 1995). Le contexte de cette croissance doit aussi être noté puisque ces facteurs sont mutuellement interactifs.

Il est très important de considérer la croissance de l'adolescent quand on pense à créer des modèles de planification de carrière pour les ados. Cela permet à ces programmes d'avoir plus de succès sur le plan de la compatibilité avec les désirs et les besoins des adolescents. Le développement cognitif concerne les façons dont les étudiants pensent à leur carrière ainsi que leur intérêt à propos de leur futur alors que le développement social ou le développement de leur identité concerne comment ils se sentent à propos des carrières et donc affecte le succès de leur exploration.

Des dérives cognitives peuvent être observées dans la façon dont les étudiants prennent des décisions. Ceux des premières années considèrent les thèmes comme des niveaux concrets alors que des étudiants plus avancés possèdent l'habileté de conceptualiser les thèmes et les concepts. Les raisons des étudiants pour choisir un métier deviennent plus logiques, réalistes et plus profondément comprises quand ils vieillissent. Plus précisément, les choix de carrière et les champs d'intérêt s'élargissent quand les adolescents pensent au futur de façon plus rationnelle et compréhensive. Le développement >

« LE T4 N'EST PAS
UN VÉHICULE TOUT-TERRAIN. »

Intégrez LA ZONE à votre plan de cours et courez la chance de gagner un tableau SMART Board.

Conçue pour les enseignants et prête à être utilisée en classe, LA ZONE est une ressource en ligne primée et gratuite qui, par l'entremise de scénarios accrocheurs et d'outils interactifs, permet d'enseigner aux ados les notions élémentaires liées aux finances personnelles.

>> Inscrivez-vous à laclikeconomik.gc.ca/lazone avant le 31 mars : vous pourriez gagner un tableau SMART Board pour votre école, et vos élèves courront la chance de gagner un ordinateur portable.

Entrez le code promotionnel : École

Students who have explored their interests, needs, and values in a career counselling situation report a strong sense of identity achievement. It is important that the process of career planning is a positive experience for adolescents. Maintaining a supportive environment with encouragement from adults to explore the rationale behind their interests and choices can create this. This allows them to build skills and expand career interests that are likely to carry over to further vocational research. Support from counsellors also helps to reduce the negative emotions or pressure of the process, to internalize values and motivation, to overcome challenges, and to foster improved school engagement and performance.

Strategies to support adolescent career development

Counsellors can account for cognitive development maturation by not setting limits on the numbers or kinds of careers that students choose to investigate. Instead, they can encourage a variety of possibilities and give students adequate time to allow for this exploration. This supports the advances in hypothetical thinking that are being made. Furthermore, if changes in thinking happen rapidly, it would be beneficial to change the content of the career information for specific individuals. Promoting student engagement and meaningfulness of the career information can also incorporate varying cognitive shifts by utilizing a case studies (real or fictional) approach to show how others have benefited from career guidance or from using a group approach that encourages discussion.

Counsellors can attend to developmentally appropriate content and delivery of career information while encouraging career exploration as a means to assist with identity formation. For example, grade 12 students may benefit from brief proactive interventions on career and life planning, with less involvement from an adult, whereas counsellors for grade 9 students could focus on more intense, long-term involvement and more adult or peer attention. It is important to remember that career planning may be affected by different stages of identity achievement that must be taken into consideration when implementing career interventions.

Specific methods to support career development

A few suggestions on how counsellors can further focus on developmental maturation when assisting adolescents in career planning are offered. This is not intended to be a comprehensive list but rather, a helpful start in understanding that adolescents must become invested in their own future plans. The intent behind adolescent career counselling is to have teenagers develop a realistic perspective on their skills and interests in order to allow them to set achievable goals. In the end, teenagers must become informed, self-reliant, and adaptable in life as well as in career, and they must have a vocational program that allows for this.

First, counsellors must ensure adolescent engagement with

de l'identité dépend largement des influences sociales et possède un effet sur la planification de carrière. L'exploration est un précurseur à la réalisation de l'identité et une saine transition vers la vie d'adulte. Les étudiants qui ont exploré leurs préférences, leurs besoins et leurs valeurs en situation d'aide psychopédagogique à la carrière rapportent un fort sentiment de réalisation identitaire. Il est important que le processus de planification de carrière soit une expérience positive pour les adolescents. Le maintien d'un environnement supportant avec de l'encouragement de la part des adultes pour explorer les raisons de leurs préférences et leurs choix peut créer cet état. Ceci leur permet d'acquérir des habiletés et d'étendre leurs choix de carrière qui devraient se poursuivre pour compléter leur recherche vocationnelle. Le support des conseillers aide aussi à atténuer les émotions négatives ou la pression du processus, à intérioriser les valeurs et la motivation, à surmonter les défis et à favoriser l'engagement scolaire et la performance.

Stratégies pour supporter le développement de carrière des adolescents

Les conseillers peuvent favoriser la maturation du développement cognitif en n'imposant pas des limites pour le nombre ou le genre de carrière que les étudiants choisissent d'explorer. Plutôt, ils peuvent encourager une variété de possibilités et donner aux étudiants le temps qui leur permettra de réaliser cette exploration. Ceci supporte les avancements qui se font à propos de la pensée hypothétique. De plus, si des changements de pensée se produisent rapidement, il serait profitable de changer le contenu de l'information de carrière pour des individus spécifiques. La promotion de l'engagement des étudiants et du sérieux de l'information de carrière peut aussi incorporer des changements cognitifs variés en utilisant une approche par des études de cas (réelles ou fictives) pour montrer comment les autres ont profité de conseils pour la carrière ou de l'utilisation d'une approche de groupe qui encouragent la discussion.

Les conseillers peuvent s'occuper du contenu approprié au développement et fournir l'information de carrière tout en encourageant l'exploration de carrière comme moyen pour aider à la formation de l'identité. Par exemple, des étudiants de 12^e année peuvent profiter de brèves interventions proactives à propos de la planification de carrière et de vie avec moins d'implication d'un adulte alors que les conseillers pour des étudiants de 9^e année peuvent se concentrer sur une implication plus intense, à long terme et sur plus d'attention de la part des adultes ou des pairs. Il est important de se rappeler que la planification de carrière peut être affectée par différentes étapes de la réalisation de l'identité qui doivent être considérées quand on implémente des interventions de carrière.

Méthodes spécifiques pour supporter le développement de carrière

Quelques suggestions sont offertes à propos de la façon pour les conseillers de se concentrer plus avant sur la maturation

the career information that is developmentally appropriate. Engagement and relevance will help to build a strong sense of ownership or self-confidence, especially for younger students. One way to establish relevance, specifically for a teenager, is to vary the delivery method (e.g., lectures, technology, or role play), use real-life situations, or use a group approach.

Second, counsellors must ensure continued interest in career information. Interest is maintained by keeping the tasks and discussions developmentally appropriate. In order to do this, younger adolescents must be allowed more exploration and more support, as they need time to see what possibilities exist beyond school and to test their emerging identities. This allows students to progress to more advanced exploration as they age, which may allow for greater career skill development and employability skills.

Third, counsellors must seek the assistance of the most influential individuals in student's career decision-making: their parents. Parental support is an overriding necessity of any school-based counselling career model made for adolescents. Parental involvement should include being kept up to date about what their child is doing regarding career planning (i.e., notes or newsletters sent home, open house formats to bring them into the school). Career related assignments or homework involving parents can be included as well as forging opportunities for discussion with parents and their children. The support of their parents helps to alleviate some of the pressure and isolation that adolescents often feel with regard to important topics

du développement quand ils assistent des adolescents pour la planification de carrière. Ce n'est pas une liste exhaustive, mais plutôt un début d'aide pour comprendre que les adolescents doivent s'investir dans leur propre planification du futur.

L'intention de l'aide psychopédagogique pour la carrière est de faire développer par les adolescents une perspective réaliste sur leurs habiletés et leurs champs d'intérêt de façon à leur permettre de se fixer des buts atteignables. En définitive, les adolescents doivent être informés, autosuffisants et flexibles dans la vie ainsi que pour la carrière et ils doivent avoir un programme vocationnel qui leur permet tout cela.

D'abord, les conseillers doivent s'assurer de l'engagement de l'adolescent avec l'information sur la carrière qui est approprié au plan du développement. L'engagement et la pertinence aideront à construire un fort sentiment d'appropriation ou de confiance en soi, spécialement pour les étudiants plus jeunes. Une façon d'établir la pertinence, spécialement pour un adolescent, est de varier la méthode de livraison (par ex., lectures, technologie ou jeux de rôles), ou d'utiliser l'approche par groupe.

En second lieu, les conseillers doivent s'assurer d'un intérêt continu pour l'information de carrière. L'intérêt est maintenu en conservant les tâches et les discussions appropriées pour le développement. Afin d'y arriver, les étudiants plus jeunes doivent être autorisés à faire plus d'exploration et à obtenir plus de support puisqu'ils ont besoin de temps pour voir quelles possibilités existent au-delà du milieu scolaire et pour tester



Fisheries and Oceans
Canada
Coast Guard College

Pêches et Océans
Canada
Collège de la Garde côtière



Searching for a career and tuition-free degree?

If you enjoy travelling, excel in math and physics, and have good leadership skills, the Canadian Coast Guard College offers a 4-year degree program in navigation or marine engineering that might be just for you.

Canadian Coast Guard
Officer Training Program:

Call 1-888-582-9090 or
visit www.cgc.gc.ca

Tu cherches une carrière sans frais de scolarité?

Si tu aimes voyager, tu excelles en maths et en physique et que tu as des qualités de chef, le Collège de la Garde côtière canadienne offre un programme de 4 ans en navigation ou en mécanique maritime menant à un diplôme universitaire.

Programme de formation d'officiers
de la Garde côtière canadienne :

Composez le 1-888-582-9090
ou visitez le site www.cgc.gc.ca



Canada

Hot Sites Excellents sites

WorkSafe BC

www.worksafebc.com/Default.asp

The Chronicle of Philanthropy

<http://philanthropy.com>

Global Ideas Bank

www.globalideasbank.org

HNet (Humanities and Social Sciences Online)

www.h-net.org

OneWorld.net

www.oneworld.net

PHiniseD

www.phinised.org

InnoVisions Canada

www.ivc.ca

Aboriginal Canada Portal

Portail des Autochtones au Canada

www.aboriginalcanada.gc.ca/acp/site.nsf/en/index.html

SEDAR

www.sedar.com

leurs identités émergentes. Ceci permet aux étudiants de progresser à une exploration plus avancée quand ils vieillissent ce qui peut permettre plus de développement d'habileté de carrière et d'employabilité.

Troisièmement, les conseillers doivent rechercher l'aide des personnes les plus influentes envers la prise de décision des étudiants pour leur carrière : leurs parents. Le support parental est une nécessité prépondérante de tout modèle d'aide psychopédagogique basé sur l'école et qui est établi pour les adolescents. L'implication parentale doit inclure la réception d'information à jour à propos de ce que leur enfant fait à l'égard de la planification de carrière (c.-à-d., notes ou infolettres envoyées à la maison, format visite libre pour les amener à l'école). Des travaux ou des devoirs qui sont reliés à la carrière et qui impliquent les parents peuvent également être inclus pour créer des occasions pour la discussion avec les parents et leur enfant. L'aide de leurs parents aide à alléger un peu la pression et l'isolement que les adolescents ressentent souvent concernant des sujets importants comme la planification de carrière. D'autres avantages de l'implication parentale incluent une connaissance plus approfondie du conseiller des idées de carrière des étudiants, des outils de prise de décision en rapport avec les options de carrière future et une possible information à inclure dans la livraison du curriculum de carrière qui ajustera le format et les concepts.

L'augmentation de l'engagement de l'étudiant, le maintien d'un intérêt continu et l'implication des parents dans l'information de carrière de l'adolescent accroissent la probabilité que les étudiants utilisent l'information de carrière de façon significative.

Résumé

Il est spécialement crucial pour les conseillers d'école d'assurer que les méthodes et l'information utilisées pour l'aide psychopédagogique à la carrière sont aidant pour les étudiants. Ceci pourrait être la seule occasion pour les adolescents de recevoir une planification de carrière avant de pénétrer dans le monde du travail. Puisque le développement affecte des choses comme quelles carrières intéressent les adolescents, comment ils pensent à leur futur et quels champs d'intérêt ils doivent maintenir, il est sensé que les modèles de guidance vocationnelle tiennent compte de tels changements cognitifs. De plus, comme les différences dans l'identité et le développement social sont reliées au stress ou à la confiance au processus d'aboutissement de la planification de carrière, de tels modèles seraient sages d'incorporer un contenu pour traiter ces différences. Cela fournira au moins un point de départ pour la création d'une planification de carrière et un curriculum d'exploration qui sont requis pour former des travailleurs du futur qui seront productifs, satisfaits et qui auront du succès. ✨ CSC

The world is calling you...

McGILL UNIVERSITY – MACDONALD CAMPUS

University-level programs:

- Environment
- Life Sciences
- Wildlife Biology
- Bioresource Engineering
- Food Science
- Microbiology and Biotechnology
- Environmental Biology
- Agro-environmental Sciences
- Plant and Animal Sciences
- Dietetics and Human Nutrition
- Agricultural Economics
- International Agriculture and Food Systems

College-level program:

- Farm Management and Technology (www.mcgill.ca/fmt)

www.mcgill.ca/macdonald/prospective
 Tel: 514-398-7925 or 7928
 Counselor contact: jennifer.innes2@mcgill.ca

 **McGill**
CAMPUS MACDONALD

such as career planning. Further benefits of parental involvement include the counsellor learning more in regards to students' career ideas, decision-making tools related to future career options, and possible information to include in the career curriculum delivery that will tailor the format and concepts.

Increasing student engagement, ensuring ongoing interest and involving parents in adolescent career information increases the probability of students using the career information in a meaningful manner.

Summary

It is especially crucial for school counsellors to ensure that the methods and information used in career counselling are helpful for students. This may be the only opportunity for adolescents to receive career planning before they enter into the world of work. As development affects things like what careers teens are interested in, how they think about their future, and what they need to maintain interest, it makes sense for vocational guidance models to take such cognitive changes into account. Additionally, as differences in identity and social development are related to the stress or confidence in the process and outcome of career planning, such models would be wise to incorporate content to address these differences. This will at least provide a starting point for the creation of career planning and exploration curriculum that is needed to build productive, successful, and satisfied workers of the future. ♣ csc

Shelley Boan is a high school guidance counsellor in Edmonton, Alberta and student with the Campus Alberta Master's of Counselling Psychology program.

Dr. Noëlla Piquette-Tomei is currently an assistant professor in educational psychology and special education at the University of Lethbridge. Her current research involves assessment practices, gender based counselling, FASD, differentiated instruction, teacher training, and adolescent development trajectories.

(Reprinted from ContactPoint.ca's Spring 2009 Bulletin)

Shelley Boan est conseillère en orientation à Edmonton en Alberta et elle est étudiante au programme du Campus Alberta Master of Counselling Psychology.

Le Dr Noëlla Piquette-Tomei est présentement professeur assistant en psychologie éducationnelle et éducation spéciale à l'université de Lethbridge. Sa recherche implique les pratiques d'évaluation, l'aide psychopédagogique basé sur le sexe, FASD, l'instruction différenciée, la formation de professeurs et les trajectoires du développement de l'adolescent.

(Réimpression de ContactPoint.ca, bulletin du printemps 2009)

References/ Références:

DeHart, G. B., Sroufe, L. A., & Cooper, R. G. (2004). *Child development: Its nature and course* (5th ed.). New York: McGraw-Hill.

Kasschau, R.A. (1995). *Understanding psychology*. Westerville, OH: Glencoe/McGraw-Hill.

L'EXPÉRIENCE CADETS

Plaisir | Amis | Défis



Le programme propose:

- Le développement de compétences en leadership.
- L'opportunité d'obtenir des crédits scolaires au niveau secondaire dans certaines provinces ou territoires.
- L'opportunité de se mériter des bourses d'études post-secondaires.
- L'opportunité d'acquérir des qualifications reconnues par certaines industries.
- Encourage les cadets à poursuivre leurs études.
- Permet d'enrichir un plan de carrière.
- L'occasion de voyager à travers le Canada pour des activités estivales et de participer à des programmes d'échanges internationaux et domestiques, cependant la sélection est partiellement fondée sur le rendement académique.
- Permet de développer des compétences de vie .
- L'occasion de gagner une prime d'instruction estivale ou de décrocher un emploi d'été.
- Absolument aucune obligation de faire du service militaire.

Canada





Effects of Peer Group Counselling and Sex on the Self-concept of Secondary School Adolescents: Implications for counseling

Les effets de l'aide psychopédagogique de groupe de pairs et le sexe sur l'image de soi des adolescents du secondaire : Les implications pour l'aide psychopédagogique

By / Par AIHIE, Ose Ngozi PhD
School of Education, College of Education,
Ekiadolor/École, collège, Ekiadolor

Abrégé

L'étude analyse l'efficacité de l'aide psychopédagogique de groupe de pairs pour l'amélioration de l'image de soi des adolescents de Bénin Ville, dans l'État d'Edo du Nigéria. L'influence du sexe sur l'image de soi de ces adolescents a également été analysée. Un concept de groupe de contrôle pré et post test a été employé pour l'étude. Soixante-huit étudiants séniors de secondaire II choisis au hasard dans trois écoles secondaires publiques également choisies au hasard (une école pour garçons, une pour filles et une école mixte) ont participé à l'étude.[...] Les résultats de l'étude démontrent que l'aide psychopédagogique de groupe de pairs a eu un effet positif sur l'image de soi des adolescents. Il n'y a pas eu d'effet significatif du sexe sur l'image de soi des adolescents. L'étude n'a pas relevé d'effet interactif de traitement et de sexe sur l'image de soi des adolescents. Les implications de ces résultats pour l'aide psychopédagogique à l'école sont [...] discutées et des recommandations suivent.

Introduction

[...] Santrock (2001) a décrit l'adolescence comme une période de grands défis et de confusion. Pendant cette période de transition de l'enfance vers l'âge adulte, les adolescents exhibent des comportements de mauvaise adaptation qui gêne à leur réussite scolaire. Bracken (1996), entre autres, a émis l'opinion que plusieurs de ces actions sont des manifestations d'une faible image de soi. Sans doute, certaines situations à l'intérieur et à l'extérieur de l'environnement scolaire peuvent avoir un impact négatif sur le niveau d'image de soi d'un enfant.

Abstract

The study investigated the efficacy of peer group counselling in enhancing the self-concept of secondary school adolescents in Benin City, Edo State, Nigeria. The influence of sex on the self-concept of these adolescents was also investigated. A pre-test, post-test, control group design was employed in the study. Sixty-eight senior secondary school II students, randomly selected from three randomly selected public secondary schools (a boys' school, a girls' school and a co-educational school) participated in the study.[...] The results of the study revealed that peer group counselling had a significant positive effect on the self-concept of the adolescents. There was no significant effect of sex on the self-concept of the adolescents. Further analysis also revealed

no interactive effect of treatment and sex on the self-concept of the adolescents. The implications of these results for school counselling are [...] discussed and recommendations made.

Introduction

[...] Santrock (2001) has described adolescence as a period of great challenge and confusion. During this period of transition from childhood to adulthood, adolescents exhibit maladaptive behaviours, which hamper their academic achievement. Bracken (1996), among others, has expressed the view that many of these acts are manifestations of low self-concept. Undoubtedly, certain situations within and outside the school settings can impact negatively on a child's self-concept level. Self-concept is the affective or emotional aspect of the self which generally refers to how one feels about or how one values one's self (Huitt, 2004).

Self-concept and achievement have been found to be dynamically interactive and reciprocal (Hamachek, 1998). They are mutually reinforcing such that a positive or negative change in one facilitates a commensurate change in the other. Reasoner (1992), Wilhite (1992) and Wiggins (1994) found positive relationship between self-concept and academic achievement. This means that academic achievement can be improved when self-concept is enhanced.

Sex is the biological dimension of being male or female while gender is the socio-cultural dimension (Santrock, 2001). Of all the aspects of a child's self-concept, one of the most important is the discovery of the attitude toward his or her gender. Self-concept is developed, not inherited. Social experiences influence the way boys and girls behave, and this can affect self-concept development. Part of a youngster's growing up is the identification and knowledge of being a boy or a girl and this knowledge has specific implications for how the child feels about himself or herself and how others treat him or her.

Fontana (1981) and Obidigbo (2000) reported that girls have lower self-concept than boys. American Association of University Women (1992) reported that boys and girls begin school at the early years with equal self-concept but by the secondary school level, the self-concept of girls is significantly lower than that of boys. Nwagwu and Nwaneri (2002), among others, however found no significant difference in the way Nigerian boys and girls perceive themselves.

Having found that self-concept is positively related to school success, its enhancement is of utmost importance. Brigman and Campbell (2003) have expressed the view that one of the most promising interventions for school counsellors interested in showing the impact of their services on students' achievement and behaviour, is group counselling. Evidence in literature about the use of peer group counselling among adolescents and young adults (Hatcher, Nadeau, Walsh, Reynolds, Galea & Marze, 1994; Lane, 1999; and Tobias & Myrick, 1999) clearly indicates its positive effects on the participants.

The essence of group counselling is that more persons are catered for at the same time. In the same way the use of peers as facilitators in group counselling could help the counsellor gain insight into the needs and problems of the group being served and it could also serve as a bridge for the gap between professionals and the diverse groups they serve. Generally, peer

L'image de soi est l'aspect affectif ou émotionnel de soi qui réfère généralement à ce que l'on ressent ou comment nous valorisons notre soi (Huitt, 2004).

Hamachek, 1998, a trouvé que l'image de soi et l'accomplissement sont dynamiquement interactifs et réciproques. Ils se renforcent mutuellement de façon qu'un changement positif ou négatif de l'un facilite un changement proportionné de l'autre. Reasoner (1992), Wilhite (1992) et Wiggins (1994) ont trouvé un lien positif entre l'image de soi et la réussite scolaire. Il s'en suit que la réussite scolaire peut être améliorée quand l'image de soi est augmentée.

Le sexe est la dimension biologique d'être un mâle ou une femelle alors que le genre est la dimension socioculturelle (Santrock, 2001). Parmi tous les aspects de l'image de soi d'un enfant, un des plus importants est la découverte de l'attitude envers son genre (il ou elle). L'image de soi se développe, elle n'est pas héréditaire. Les expériences sociales influencent le comportement des garçons et des filles et peuvent affecter le développement de l'image de soi. Une partie de l'apprentissage d'un enfant est l'identification et la connaissance d'être un garçon ou une fille et cette connaissance possède des implications spécifiques à propos de comment l'enfant se sent et comment les autres le traite.

Fontana (1981) et Obidigbo (2000) rapportent que les filles possèdent une plus faible image de soi que les garçons. L'American Association of University Women (1992) rapporte que les garçons et les filles commencent l'école en étant jeunes avec la même image de soi, mais, au niveau du secondaire, l'image de soi des filles est significativement plus faible que celle des garçons. Nwagwu et Nwaneri (2002), parmi d'autres, n'ont cependant pas trouvé de différence significative entre la façon de se percevoir chez les garçons et chez les filles.

En réalisant que l'image de soi est positivement liée au succès scolaire, son augmentation est de la plus haute importance. Brigman et Campbell (2003) ont émis l'opinion qu'une des interventions les plus prometteuses pour les conseillers qui souhaitent montrer l'impact de leurs services sur la réussite des étudiants et leur comportement est l'aide psychopédagogique de groupe. Des preuves documentées à propos de l'utilisation de l'aide psychopédagogique de groupe pour les adolescents et les jeunes adultes (Hatcher, Nadeau, Walsh, Reynolds, Galea & Marze, 1994; Lane, 1999; et Tobias & Myrick, 1999) montrent clairement ses effets positifs pour les participants.

L'essentiel de l'aide psychopédagogique de groupe est que plus de personnes sont soignées en même temps. De la même façon, l'utilisation des pairs comme facilitateurs dans l'aide psychopédagogique de groupe peut aider le conseiller à acquérir une idée des besoins et des problèmes du groupe traité et peut également servir de pont sur l'écart entre les professionnels et les divers groupes qu'ils traitent. De façon générale, les programmes de pairs se bâtissent sur la preuve que les jeunes gens peuvent facilement obtenir beaucoup d'information de leurs pairs. La similitude entre l'âge, le statut et les intérêts les aide également à bien interagir les uns avec les autres. Les programmes axés sur les pairs permettent

programmes build on the evidence that young people can easily get a lot of information from their peers. The similarity in age, status and interests also helps them relate well with one another. Peer-led programmes allow the direct involvement of young people in their own programmes (WHO/UNFPA, UNICEF, 1995).

Problem of the Study

The functions of the school counsellor are many. However, the number of practicing counsellors in the school is inadequate compared to the number of students to be served. The schools are large and the students are increasingly exposed to a lot of information (and misinformation), much of which impacts negatively on their general well-being. The need to enhance the self-concept of these adolescents and keep them focused on achievement is crucial. To effectively reach out to the students for the realization of the goals of counselling, intervention methods that will extend the counsellors' influence are advocated. There is evidence in research that peers can be used to enhance the self-concept of adolescents in schools (Egbochuku and Obiunu, 2006; Egbochuku and Aihie, 2009).

There may be much reported negativity in peer influence but there are many young persons who are dedicated to their own advancement and that of others. These ones, if trained, can form the core of the peer counselling programme, the essential idea being that people are influenced and can be helped best by those who share their problems or conditions.

une implication directe des jeunes gens dans leurs propres programmes (WHO/UNFPA, UNICEF, 1995).

Problème de l'étude

Les conseillers d'école assument maintes fonctions. Cependant, le nombre de conseillers pratiquants dans les écoles est inadéquat par rapport au nombre d'étudiants à desservir. Les écoles sont grandes et les étudiants sont de plus en plus exposés à beaucoup d'informations (et mauvaise information) qui pour la plupart ont des impacts négatifs sur leur bien-être général. Le besoin d'accroître l'image de soi de ces adolescents et les garder concentrés sur la réussite est crucial. Afin d'effectivement rejoindre les étudiants pour la réalisation des objectifs de l'aide psychopédagogique, des méthodes d'intervention qui accroîtront l'influence des conseillers sont préconisées. La recherche fournit la preuve que les pairs peuvent être utilisés pour améliorer l'image de soi d'adolescents dans les écoles (Egbochuku et Obiunu, 2006; Egbochuku et Aihie, 2009).

Il y a peut-être beaucoup de négativité rapportée dans l'influence des pairs, mais il y a plusieurs jeunes gens qui se consacrent à leur propre avancement et à celui des autres. Ces derniers, s'ils sont formés, peuvent former le noyau du programme d'aide psychopédagogique à des pairs suivant l'idée que les gens sont influencés et peuvent mieux être aidés par ceux qui partagent les mêmes problèmes ou conditions.



get certified!

PCP
PAYROLL
COMPLIANCE
PRACTITIONER

CPM
CERTIFIED
PAYROLL
MANAGER

Payroll is responsible for the compliance and for understanding the 185 pieces of legislation surrounding the \$810 billion in wages and benefits paid annually by Canada's 1.5 million employers, plus the \$230 billion in statutory remittances to the federal and provincial governments, and over \$90 billion in health and retirement benefits.

PAYROLL COMPLIANCE PRACTITIONER (PCP)
CERTIFIED PAYROLL MANAGER (CPM)

THE CANADIAN PAYROLL ASSOCIATION **CPA ACP** L'ASSOCIATION CANADIENNE DE LA PAIE

www.payroll.ca (under Certification)
1-800-387-4693 ext. 272
certification@payroll.ca

Courses offered at colleges and universities across Canada. Online courses start monthly.

Purpose of the study

The study is designed to:

- Assess the efficacy of peer group counselling in enhancing the self-concept of secondary school adolescents; and to
- Find out the influence of sex on the self-concept of the adolescent.

Procedure

The research study took place in three phases. The pre-treatment phase involved pre-administration of the instrument on all participants and the random assignment of selected participants into the treatment and control groups. It also involved the training of peer counsellors to facilitate the peer group counselling encounter. The treatment phase for the experimental group involved 10 weeks of peer group counselling during which the different experimental units met for one hour each week. The group counselling manuals were designed to enhance the self-concept of the participants and consisted of topics such as leadership skills, skills for effective study, good study habits, preparing for examinations, self-awareness, self-esteem, self-worth, body image, self-acceptance and being yourself. The group counselling sessions were monitored by research assistants in the schools. The control group was taught Spoken English by the English teachers who acted as the research assistants in each of the schools, for the same period. The post-treatment phase involved post-administration of the research instrument on all participants, collection, collation and analysis of data gathered.

Discussion

The findings of this study indicate that peer group counselling has a significant positive effect on the self-concept of adolescents. The participants in peer counselling scored significantly higher than those in the control group in self-concept at post-test. These findings lend credence to the assertion made by Hoffman and Warner (1976) and Divers-Starnes (1991), among others, that paraprofessionals, particularly peers can be as effective as professionals in counselling when given the required training. The findings also corroborate those of Jeffery and Reynolds (1994), Lane (1997), and Tobias & Myrick (1999), who reported positive effects of peer group counselling on the participants. Children have certain advantages over adults in helping their peers. They understand their problems better because they are cognitively closer and so the peer counsellor can present issues in terms the group members will understand better. Cohen (1989) had noted that similarity between model and learner increases the influence of modelling. In the present study, the adolescents had the opportunity of being models to their peers as they facilitated the group counselling sessions and this enhanced the self-concept of the participants significantly.

The findings also indicate no significant effect of sex on the self-concept of the participants. These findings are at variance with the findings of Fontana (1981) and Obidigbo (2002) who reported that girls have lower self-concept than boys. The present findings also do not agree with the assertion made by the American Association of University Women (1994) >

Objectif de l'étude

L'étude est conçue pour :

- évaluer l'efficacité de l'aide psychopédagogique de groupe de pairs pour l'amélioration de l'image de soi d'adolescents du niveau secondaire; et
- découvrir l'influence du sexe sur l'image de soi de l'adolescent.

Procédure

La recherche s'est effectuée en trois phases. La phase pré traitement impliquait la pré administration de l'instrument à tous les participants et l'assignation aléatoire des participants choisis aux groupes de traitement et de contrôle. Elle incluait également la formation des conseillers pairs pour faciliter les rencontres d'aide psychopédagogique au groupe des pairs. La phase du traitement pour le groupe expérimental impliquait 10 semaines d'aide psychopédagogique au groupe de pairs où les différentes unités expérimentales se rencontrèrent pendant une heure chaque semaine. Les manuels d'aide psychopédagogique au groupe étaient conçus pour améliorer l'image de soi des participants et incluaient des sujets comme les habiletés pour le leadership et des études efficaces, de bonnes habitudes d'étude, la préparation des examens, la conscience de soi, l'estime de soi, l'auto valorisation, l'image corporelle, l'auto acceptation et être soi-même. Les sessions d'aide psychopédagogique au groupe étaient suivies par des assistants à la recherche dans les écoles. Les professeurs d'anglais qui agissaient comme assistants à la >



Canadian Institute of Dental Hygiene

**Now Accepting Applications for the
February and August 2011 Programs!**

Offering Canada's first Accredited private dental hygiene program

OUR MISSION:

CIDH is dedicated to providing excellent, comprehensive and current dental hygiene education.

OUR PROGRAM:

- Delivered in a state of the art facility
- CIDH graduates are eligible to write the National Dental Hygiene Certification Board Examination (NDHCBE)
- Proven success rate on NDHCBE
- Excellent graduate placement

CIDH has pioneered and continues to lead the development of privately delivered dental hygiene education in Canada

LEADERS

For more information contact:
CIDH Admissions Office
145 King Street East,
Hamilton, Ontario L8N 1B1

(905) 524 CIDH (2434) or toll free 1-877-550-2443
www.cidh.on.ca email: admin@cidh.on.ca



“That there was no significant interactive effect of treatment by sex goes to buttress the assertion that peer group counselling is an effective means of enhancing self-concept among adolescents irrespective of sex.”

“Le fait qu’il n’y eut pas d’effet interactif de traitement par sexe étaye l’affirmation que l’aide psychopédagogique de groupe est un moyen efficace d’augmenter l’image de soi parmi les adolescents sans égard au sexe.”

that at the secondary school level, the self-concept of girls is significantly lower than that of boys. They however support the report of Nwagwu and Nwaneri (2002), whose findings indicated no significant difference in the way Nigerian boys and girls perceive themselves.

The findings indicate that societal constraints, and internal conflicts which Richard (1975) reported as inhibiting females’ development of self-concept, are losing their effects. A possible explanation for this is that in the last few decades, to a large extent there has been diversification of societal relations, careers, and roles such that the distinction between jobs for males and females is becoming hazy. Osareren and Ogunleye (2009)

recherche dans chacune des écoles enseignèrent l’anglais au groupe de contrôle pendant la même période. La phase post traitement impliquait la post administration de l’instrument de recherche à tous les participants, la collecte, le collationnement et l’analyse des données obtenues.

Discussion

Les résultats de l’étude démontrent que l’aide psychopédagogique de groupe de pairs a un effet positif significatif sur l’image de soi des adolescents. Les participants à l’aide psychopédagogique au groupe de pairs ont eu des résultats d’image de soi significativement plus élevés que ceux du groupe de contrôle lors du post-test. Ces résultats ajoutent foi à l’assertion faite par Hoffman et Warner (1976) et Divers-Starnes (1991), entre autres, que des paraprofessionnels, particulièrement les pairs peuvent être aussi efficaces que des professionnels quand ils ont reçu la formation adéquate. Les résultats corroborent aussi ceux de Jeffery et Reynolds (1994), Lane (1997), et Tobias & Myrick (1999) qui rapportèrent les effets positifs de l’aide psychopédagogique de groupe pour les participants. Les enfants possèdent certains avantages de plus que les adultes pour aider leurs pairs. Ils comprennent mieux leurs problèmes puis qu’ils sont cognitivement plus près et le conseiller pair peut présenter les problèmes en termes que les membres du groupe comprennent mieux. Cohen (1989) a noté que la similarité entre modèle et apprenant accroît l’influence du modèle. Dans l’étude, les adolescents avaient l’occasion d’être des modèles pour leurs pairs quand ils dirigeaient les sessions d’aide psychopédagogique de groupe ce qui contribua à l’amélioration significative de l’image de soi des participants.

Les résultats montrent également qu’il n’y a pas d’effet significatif du sexe sur l’image de soi des participants. Ces résultats diffèrent de ceux de Fontana (1981) et Obidigbo (2002) qui rapportent que les filles possèdent une plus faible image de soi que les garçons. Les résultats de la présente étude diffèrent également de l’affirmation de l’American Association of University Women (1994) qui rapporte qu’au niveau du secondaire, l’image de soi des filles est significativement plus faible que celle des garçons. Ils vont cependant dans le même sens que le rapport de Nwagwu et Nwaneri (2002) qui précise qu’il n’y a pas de différence significative entre la façon de se percevoir chez les garçons et chez les filles.

Les résultats indiquent que les contraintes de société et les conflits internes que Richard (1975) a identifiés comme inhibiteurs du développement de l’image de soi chez les femmes, perdent leurs effets. Une explication possible de ce constat est que depuis les dernières décennies il y a eu une large diversification des relations sociétales, des carrières et des rôles de façon que la distinction entre les emplois pour mâles et femelles devient floue. Osareren et Ogunleye (2009) rapportent



reported that both males and females in some non-traditional professions investigated, perceived their ability to carry out their jobs the same way. This high perception of ability is indicative of positive self-concept. Models exist for both sexes in all spheres of life encouraging high aspiration level.

The United Nation Population Fund (UNFPA) and other international organizations, in collaboration with the Nigerian Government and non-governmental organizations have been running programmes that promote gender equality and equity, encouraging Nigerian adolescents to perceive themselves positively, irrespective of sex, and other factors. That there was no significant interactive effect of treatment by sex goes to buttress the assertion that peer group counselling is an effective means of enhancing self-concept among adolescents irrespective of sex.

Implications for counselling

The findings have implications for counselling. The school counsellor could extend his or her effectiveness through the use of trained adolescents. The peer counsellors benefit from the specialized human relations, training and the opportunity to help others and this also contributes to their own personal growth and development. The development of peer counsellors may as well be the answer to people growing closer together rather than apart because the community can benefit from the positive image of the adolescents.

Conclusion

Based on the findings, it can be concluded that peer group counselling is an effective means of enhancing self-concept in adolescents. The effectiveness of peer group counselling in enhancing self-concept does not depend on the sex of the adolescent. Peer group counselling has many advantages for all involved. The services are expanded and cost-reduced because the professional counsellor would have time for other duties.

Recommendations

Peer group counselling should be integrated into the school counselling programme and used on a regular basis. The counsellor could place adverts on the notice boards or announce on the assembly ground for peer counsellor trainees, stating the vital qualifications. The involvement of the students in the counselling process will have a positive effect on the students' interest in the school counselling programme.

References

For the complete text, including information on the methodology, instrument, and details of the results, as well as a full list of references pertaining to this study, please go to Edo Journal of Counselling Vol. 2, No. 2, 2009 at this address: <http://ajol.info/index.php/ejc/article/view/60858/49069> 🌿csc

qu'autant les mâles que les femelles dans certaines professions non traditionnelles analysées perçoivent leurs habiletés à faire leur travail de façon identique. Cette haute perception d'habiletés est indicative d'une image de soi positive. Des modèles pour les deux sexes existent dans toutes les sphères de la vie qui encouragent un haut niveau d'aspiration.

Le Fonds des Nations Unies pour la Population (UNFPA) et autres organisations internationales en collaboration avec le gouvernement du Nigéria et des organisations paragouvernementales a supporté des programmes qui font la promotion de l'égalité et l'équité des sexes en encourageant les adolescents nigériens à se percevoir positivement sans égard au sexe et autres facteurs. Le fait qu'il n'y eut pas d'effet interactif de traitement par sexe étaye l'affirmation que l'aide psychopédagogique de groupe est un moyen efficace d'augmenter l'image de soi parmi les adolescents sans égard au sexe.

Les implications pour l'aide psychopédagogique

Les résultats ont des implications pour l'aide psychopédagogique. Les conseillers d'école peuvent augmenter leur efficacité par l'utilisation d'adolescents formés. Les conseillers pairs profitent des relations humaines spécialisées, la formation et l'occasion d'aider les autres ce qui contribue à leur propre croissance et leur développement personnel. L'introduction de conseillers pairs pourrait également être le catalyseur de gens grandissant plus près les uns des autres plutôt que de façon séparée parce que la communauté peut profiter de l'image positive des adolescents.

Conclusion

En nous basant sur les résultats, nous pouvons conclure que l'aide psychopédagogique de groupe de pairs est un moyen efficace d'améliorer l'image de soi des adolescents. L'efficacité de l'aide psychopédagogique de groupe de pairs pour l'amélioration de l'image de soi ne dépend pas du sexe de l'adolescent. L'aide psychopédagogique de groupe de pairs offre plusieurs avantages pour tous ceux concernés. Les services sont accrus et les coûts réduits, car le conseiller professionnel aurait le temps pour d'autres tâches.

Recommandations

L'aide psychopédagogique de groupe de pairs devrait être intégrée dans le programme d'aide psychopédagogique de l'école et on devrait l'utiliser de façon régulière. Le conseiller pourrait placer des annonces sur les tableaux d'affichage ou annoncer lors de rassemblements pour recruter des apprentis conseillers en spécifiant les qualifications essentielles. L'implication des étudiants dans le processus d'aide psychopédagogique aura un effet positif sur l'intérêt des étudiants pour le programme d'aide psychopédagogique de l'école.

Références

Pour le texte complet incluant la méthodologie, l'instrument et les détails des résultats ainsi qu'une liste exhaustive des références en rapport à cette étude, veuillez vous rendre à Journal d'aide psychopédagogique d'Edo.Vol. 2, No. 2, 2009 à cette adresse : <http://ajol.info/index.php/ejc/article/view/60858/49069> 🌿csc



Virtual High School

Scheduled real-time, online interaction between students and teachers through the integration of current technologies

A complete high school education is not only attainable, but can be exceptional as well. The world of education has entered another dimension of physical space in which students can now obtain a complete high school education from the remotest of areas. Time and space barriers can now be eliminated by simply having a strong desire for a quality education, the only residual barrier being tuition.

At-risk students and others frequently need alternatives to classroom-based learning, while some might want to take courses not offered by their high school. The National At-Risk Education Network (NAREN) offers online courses designed for the needs of non-traditional learners. The test and career preparation courses, part of NAREN's National Success Academy program, are designed for students to either work independently

or with an online tutor. Different course packages are available and students work at their own pace. It does not provide for high school credit, but many of the courses are aligned with standardized exams. Students passing the standardized or professional certification exam are rewarded with certificates of skill mastery, and a binder to put the certificates in to show potential employers.

<http://www.atriskeducation.net/about/>
<http://www.atriskeducation.net/nsa/index.html>

Desire2Learn Incorporated is among the world's leading providers of eLearning solutions enabling institutions and other organizations to create learning and teaching environments that reflect their values, visions, goals, and pedagogical approaches. Headquartered in Kitchener, Ontario, its signature suite of products

and services provides eLearning opportunities to schools of all sizes and districts, and students of all ages. Desire2Learn's Learning Environment is a comprehensive and flexible learning solution that facilitates the delivery of engaging content and effective collaboration. It combines top-notch learning and teaching tools, extensive measurement and assessment options, and standards-based technology.

Desire2Learn recently announced its partnership with Virtual High School Global Consortium (VHS), the pioneer in online learning for high school students and course design for teachers. VHS is deploying the Desire2Learn® Learning Environment to their more than 600 member schools.

Designed to supplement a school's curriculum with online courses, VHS is a

nonprofit collaborative of high schools, teachers and students. Teachers complete a VHS professional development program and facilitate and monitor all courses in their specified discipline. Students benefit greatly from small classes and personalized attention from active high school teachers, in mastering subject matter and cutting-edge learning skills that will boost their chances for future success in higher education as well as the work environment.

VHS is in the process of creating instructor training on the Desire2Learn platform, using a variety of media such as written documentation, screencasts, webinars and face-to-face training.
http://www.desire2learn.com/news/newsdetails_159.asp
<http://www.govhs.org/Pages/WhyVHS-Home>

The Province of Ontario is a leader in online education, making its Ontario Secondary School Diploma (OSSD) available to students anywhere in the world. Under the auspices of the Huron Board of Education (now the Avon-Maitland District School Board), Virtual High School (Ontario) began offering its online course in 1995. It became an accredited private school as described in the Education Act of Ontario in March of 2002, and offers OSSD online high school courses delivered by highly qualified and experienced teachers.
<https://www.virtualhighschool.com/news/?n=1019>

Credenda is a virtual, virtues-based school that delivers real learning while providing a moral compass to guide students' choices. It offers real-time interaction with eTeachers at scheduled times, round-the-clock access to course content, recorded lessons for review, and the chance to learn wherever students choose to go online. Credenda's virtual classrooms contain a gamut of learning tools such as whiteboard, audio, video, chat, web tours, breakout rooms for group work, among others.
<http://www.credenda.net/>

Wapaskwa Virtual Collegiate in Manitoba has created a caring, innovative and flexible online environment for the province's First Nation communities, through a full complement of approved

high-school curriculum-based science and math courses. These courses are oriented towards post-secondary education or a variety of trade programs.
<http://www.wapaskwa.ca/>

The Nova Scotia Virtual School is a provincial online learning platform that provides for the delivery of public school

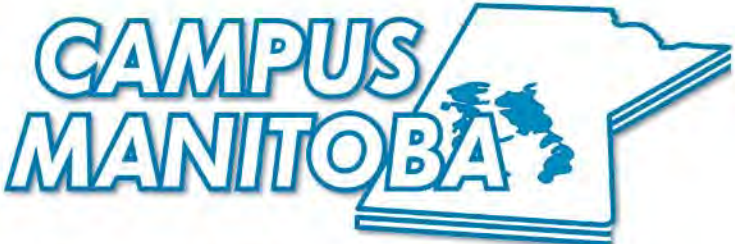
and correspondence courses (Distributed Learning), online supplements to school-based classes (Blended Learning), as well as professional development support and online staff meetings (Professional Learning).

<http://nsvs.ednet.ns.ca/>

Virtual high schools are viable >

Welcome to your Virtual Campus

Bringing Post-Secondary Education to You!



What is Campus Manitoba?
 (CMB) is a partnership of universities and colleges designed to facilitate access to post-secondary education within the province of Manitoba.

Where Do I Graduate From?
 Despite the virtually seamless transfer of credits, students must choose a "home" institution which will evaluate and approve the student's application for admission, hold all earned credits and will be the university/college from which the student expects to graduate.

What Will My Courses Be Like?
 Campus Manitoba courses are delivered using a variety of interactive technologies, multimedia web support and teleconferencing. Enrolling in courses does not mean that you have to own a computer. CMB centres can provide access to computers and high speed internet. Qualified personnel are available to solve technical problems.

• Brandon University	• Collège universitaire de Saint-Boniface
• University College of the North	• University of Manitoba
• University of Winnipeg	• Assiniboine Community College
• Red River College of Applied Arts, Science & Technology	

1 - 866 - 445 - 0063
www.campusmanitoba.com



IF your students can't decide between College and University ...

Find out more about our degree pathways.

Holland College has over 100 practical and cost-effective pathways to university degrees in Canada and abroad.



For more information on degree pathways

visit www.hollandcollege.com
or call 1-800-446-5265.

alternatives to traditional classes, allowing students to take control of their education and be responsible for their assignments in an online environment. Students can take classes that interest them that might not otherwise be available within their school.

Canada College Virtual High School offers Ontario high school credits to students in Canada and abroad through an extended enrolment of four months, allowing students more time to achieve success. The online school provides a flexible, academic environment in which students can learn and interact through project-based small-group instruction. Canada College's vision is to enrich learning, to promote equality and to embrace global cultural diversity, while fostering world-class leadership among its student body.

<http://www.learning.ca/>

The Trade School, Colleges & Universities website provides an online



Welding. For Careers as Remarkable as You Are!

Take your career to a whole new level. Welding can provide a fulfilling job with endless opportunities in industries from automotive to aerospace.

Not only will you succeed, but you'll be in a highly demanded job.

Check out our welding careers video at www.cwa-acs.org/video.html

Contact us today at info@cwa-acs.org for more information.



www.cwa-acs.org | 1.800.844.6790

trade school directory that includes:

University Canada West (BA in Media & Communication, BComm, MBA)

Automotive Training Centres (Autobody Collision Estimator, Automotive Business Manager, Automotive Service Technician)

Jones International University (Accounting, Business, Finance, Health Care, Information Security, Project Management, Elementary to Secondary Curriculums, as well as doctorates in Education)

Ashworth College (A variety of courses from Accounting to Bridal Consulting, all the way to Veterinary Assistant and Writing Children's Books)

Stratford Career Institute (Adult and Continuing Ed, Art & Design, Business, Computer and IT, Health & Social Development, Professional, Specialized, and Technical & Trade programs)

<http://www.trade-schools.ca/locations/distance-learning.asp> ♣csc

clear pathways to career opportunities

175+ PROGRAMS

SMALL CLASS SIZES

bilingual university

WORLD-CLASS RESEARCH CENTRES

ENGAGED FACULTY

9,000 STUDENTS

Get to KNOW US.



Laurentian University
Université **Laurentienne**

Sudbury | Barrie Ontario Canada
laurentian.ca

Encounters WITH CANADA  *Rencontres DU CANADA*

Spend a week at Canada's largest youth forum in your Nation's Capital

Passez une semaine au plus grand forum jeunesse du Canada dans votre capitale nationale

Register TODAY!

encounters-rencontres.ca

1-800-361-0419

Inscrivez-vous dès AUJOURD'HUI!

The absolute Canadian bilingual experience for high school students

L'incontournable expérience canadienne bilingue pour les élèves du secondaire



UN PROGRAMME DE A PROGRAM OF THE  L'INSTITUT HISTORICA DOMINION INSTITUTE

 Canadian Heritage  Patrimoine canadien

Canada

Aboriginal Youth Show Signs of Resilience and Hope for the Future



Project Teen Canada survey was conducted between November 2008 and February 2009, sampling 5,500 high-school students from across the country. The survey included an important oversampling of 500 aboriginal teens attending band-run schools and another 141 studying off-reserve. The survey was led by Reginald Bibby, Research chair, author and sociology professor at Alberta's University of Lethbridge; James Penner; and Terri-Lynn Fox, a member of the Blood Tribe reserve in southern Alberta and a PhD candidate at the University of Calgary.

The findings were released last fall in a report titled "The Emerging Aboriginal Millennials".

It is the first survey of its kind to compare attitudes among non-native young people in Canada, and the fastest-growing section of Canada's population, young aboriginals, on a range of issues from education to spirituality and patriotism. At long last, aboriginal youth were given a chance to speak for themselves about their values and beliefs, their lifestyles and concerns, and about their dreams, contributing to a greater understanding of their unique needs.

The good news is that contrary to widespread assumptions, aboriginal teen values and aspirations are similar to everyone else's. Their most important values are family life, friendship, freedom and being loved. As for goals, getting a good education and being successful topped the list. However, in the course of facing many of the same personal concerns as other teens, life for many young aboriginals is particularly difficult.

The survey reveals that aboriginal teens are more troubled than other adolescents and somewhat conflicted about their relationship with their country. As they look at life in Canada, almost 70% of aboriginal youth at on-reserve schools tend to see a larger number of issues (including child abuse, teenage suicide and violence against women) as being "very serious" problems compared with non-aboriginal teens (between 40 and 50%).

The quality of life is further lowered for a disproportionately high number of aboriginal youth due to drug use and problems with the law. Aboriginal adolescents, especially those living off-reserve, are consistently more likely to say they have friends who have experienced a wide range of problems such as drugs, gang violence, physical abuse, and depression.

Money, rapid change, the lack of social support, discrimination and fear for one's safety are problems that are especially acute. Boredom, lack of money, and depression are cited in a larger proportion among on-reserve aboriginal teens than other teens across the country.

Although goals for education are generally lower among aboriginals than other Canadian students (between 32 and 47% say they expect to graduate university, compared with between 62 and 73% of non-aboriginals), the vast majority expect to obtain more

education and be more financially comfortable than their parents, according to the survey.

Eighty-four per cent of aboriginal teens expect to be able to get the job they want when they graduate, 87% of on-reserve aboriginals say they plan to pursue a career, and 95% expect to own their own homes.

In terms of interpersonal values, aboriginal teens closely resemble other teens across Canada in the importance they give to trust, honesty, humour, cleanliness and working hard. They are also similar in that their top sources of joy are friends, music and iPods.

They are more likely to have unmarried parents and to grow up in large families than other Canadians. They are considerably more likely to enjoy their brothers, sisters and grandparents, and they are also more inclined to value spirituality and exhibit higher levels of supernatural belief than other teens, with eight in 10 indicating that aboriginal spirituality is important to them.

Aboriginal teens are embracing new technologies. Nearly all of them are using a computer, and about one in three uses a cell phone, text messaging, email, and enjoys Facebook and YouTube on a daily basis. Although this total is below the one-in-two level for teens as a whole, it is still relatively high.

They are just as inclined to **watch television, keep up with the news and follow sports**. Their interest in the National Hockey League (45 per cent) is above the national average (35 per cent).

Of particular significance, the **Internet** is showing signs of having a revolutionary impact on aboriginals who are living on reserves, providing a bridge to the rest of Canada and the globe. Such teens are just as likely as their counterparts elsewhere to be **following national and global events**, and considerably more likely to say they have **met close friends online** (45 per cent versus 20 per cent).

Like other Canadian teens, young aboriginals possess a great deal of hope for the future. They believe that although things might not be going all that well for many people, they can be the positive exception to any negative patterns.

However, young aboriginals are not so optimistic that their dreams can be realized in Canada.

Seventy per cent of on-reserve and 55% of off-reserve aboriginal teens say that, despite social challenges, **Canada** is "very important" to them, compared with only 43% of other Canadian teens. However, asked where they would live if they could choose anywhere in the world, only 45% of on-reserve teens said they would **live in Canada**, compared with 55% of aboriginals off-reserve and 54% of other Canadians.

Perhaps a sign of their enthusiasm for the future, 52 per cent of aboriginal youth attending band-run schools say they **expect to eventually live on a reserve, but such intentions have little or no effect on their economic, educational or career aspirations**.

The study's authors consider the report to mean that in many instances, it is going to be very difficult for aboriginal youth to realize their dreams and aspirations. But overall, the researchers found that both on and off reserve, despite the greater acknowledgment of economic and social concerns, aboriginal teens coming of age in this decade are resilient and positive about the future. Their levels of self-esteem match those of teens across Canada. 🍁 csc

THE CADET EXPERIENCE

Fun | Challenge | Friends



What the program offers:

- Development of Leadership skills.
- Opportunities to earn high school credits in some provinces & territories.
- Opportunity to earn post-secondary education scholarships.
- Opportunities to earn industry recognized qualifications.
- Encourages Cadets to stay in school.
- Opportunities to facilitate career pathing.
- Travel opportunities to Cadet camps across Canada and through International and Domestic Exchange programs, however selection is partially based on academic achievement.
- Provides life skills.
- Opportunity to potentially earn a monetary bonus for summer training or summer employment.
- There is absolutely no military service requirement.

Canada





Attachment, Behaviour and Learning

Attachement, comportement et apprentissage

By / Par Dr Heather Geddes

Schools contain a population of pupils who seem unable to access learning, unable to engage and achieve, and thus are unable to move on into adulthood with confidence. The experiences associated with this void are well known, such as emotional neglect, abuse, drug and alcohol misuse, absent fathers, and mental illness, common features of the social and emotional experiences that impact on behaviour and achievement. In general it is the conduct-disordered students who bother us most; the quiet and vulnerable children are often overlooked. Not all children react to such adversity with negative behaviour, so why are some children more vulnerable than

Les écoles accueillent une population d'étudiants qui semblent incapables d'accéder à l'apprentissage, incapables d'engagements et donc incapables de pénétrer dans le monde adulte avec confiance. Les expériences associées à cette carence sont bien connues comme la négligence émotionnelle, l'abus, la consommation de drogue et d'alcool, des pères absents et la maladie mentale. Ces caractéristiques communes des expériences sociales et émotionnelles ont un impact sur le comportement et la réalisation d'un étudiant. En général, ce sont les étudiants avec trouble de comportement qui nous dérangent le plus, les enfants plus silencieux et vulnérables sont souvent oubliés. Ce ne sont

others? The capacity to be resilient in the face of adversity is thought to be rooted in the experiences of early infancy described by Attachment Theory.

Attachment Theory has been researched extensively. The experience within the primary relationship is linked to later behaviour and responses to others, as well as to the capacity to face adversity – resilience. The core characteristics of attachment experience are well known.

A primary caregiver provides a secure base – the place of safety that the infant learns to summon or return to when in need of reassurance, care and protection. The infant and caregiver negotiate a pattern of relating that reflects the characteristics and needs of both – Attachment Behaviour – which is established by about a year old and is the foundation for later behavioural development and relationship expectations.

Within the context of this intimate, face-to-face relationship, infants begin to experience who they are. Their bodily feelings and emotions are understood and labeled, making available a vocabulary of sensations and emotions. This is the origin of self-awareness, which enriches understanding and communication, the basis of social interaction. By becoming known and understood by someone, over time we come to know ourselves and so have the capacity to understand others – empathy.

The empathic attunement of caregivers also means that fear is recognized. The capacity to “contain” anxiety is achieved through this understanding. Brain development responds to experience, and the pathways of thought and language become the available coping mechanism when fear and panic are aroused.

Engagement in learning may also be facilitated by the involvement of a paternal figure. There is much evidence that indicates that the support of a father figure and engagement with him is associated with a better outcome in terms of relationships, behaviour and learning. Mothers may facilitate development of the inner world, but relationships with fathers may well be the bridge to the outer world.

Secure attachment translates into more successful engagement in school – in terms of social competence, curiosity, effective play and investigation, sympathy towards others and reliance on support from the teacher. A sufficiently secure start prepares the child to become the pupil.

However, sufficiently secure experiences are not always available. Adverse experience of early attachment unmitigated by more positive relationships is likely to have negative implications in terms of communication, behaviour and learning, self-esteem, coping with adversity and expectations of adults – and this has heavy implications for learning. Adverse attachment behaviour patterns can affect expectations of and responses to the teacher and to the learning task.

Avoidant attachment behaviour describes a response to a relationship in which the primary caregiver finds intimacy and physical closeness difficult. Infants may perceive this response as rejection. Later, as students, they may regard their teacher as rejecting and unhelpful. Such pupils can appear to be “independent” and self-reliant and make few demands on the teacher for support, and so may underachieve. To them, sticking to the task at hand is a safer area of engagement and

pas tous les enfants qui réagissent à une telle adversité par un comportement négatif. Pourquoi donc, certains enfants sont-ils plus vulnérables que d'autres ? On croit que la capacité de résilience face à l'adversité a ses racines dans les expériences de la toute petite enfance décrites par la théorie de l'attachement.

La théorie de l'attachement a fait l'objet de recherches abondantes. L'expérience dans la relation primaire (d'attachement) est liée au comportement subséquent et aux réponses aux autres autant qu'à la capacité de faire face à l'adversité – la résilience. Les caractéristiques principales de l'expérience d'attachement sont bien connues.

Une figure d'attachement (aidant primaire) fournit une base sécuritaire – une place de sécurité que le nourrisson apprend à rappeler ou à y retourner quand il a besoin d'être rassuré, d'avoir des soins et de se sentir en sécurité. Le nourrisson et l'aidant établissent un modèle de relation qui reflète les caractéristiques et les besoins des deux – comportement d'attachement – qui est en place après environ une année et qui est la base du développement de comportements subséquents et des attentes envers la relation.

Dans le contexte de cette relation intime, face-à-face, les nourrissons commencent à faire l'expérience de qui ils sont. Leurs ressentis corporels et leurs émotions sont compris et intégrés rendant ainsi disponible un vocabulaire de sensations et d'émotions. Ceci est l'origine de la conscience de soi qui enrichit la compréhension et la communication, les bases de l'interaction sociale. En devenant connus et compris par quelqu'un, nous apprenons à nous connaître et ainsi avoir la capacité de comprendre les autres – l'empathie.

L'écoute empathique de la figure d'attachement (aidant) signifie aussi que la peur est reconnue. La capacité de « contrôler » l'anxiété s'obtient par cette compréhension. Le développement du cerveau répond à l'expérience vécue et les voies de la pensée et du langage deviennent le mécanisme

MACEWAN

Are you ready?

WE HAVE A [PROGRAM] FOR THAT.

We know planning your future isn't easy. The bottom line? You need an education that works for you. Get the university experience you want.

Grant MacEwan University
www.MacEwan.ca

an “emotional safety barrier” protecting them from strong feelings about the relationship. Such repressed feelings can inhibit creativity and affect drawing and writing, putting open-ended tasks in a threatening light. There is a tendency to prefer structured, concrete tasks for which there is a clear and unambiguous solution.

Awareness of this pattern of response and expectations enables us to engage in the safe area of intervention – the learning task. Sharing an interest in a task enables the pupil

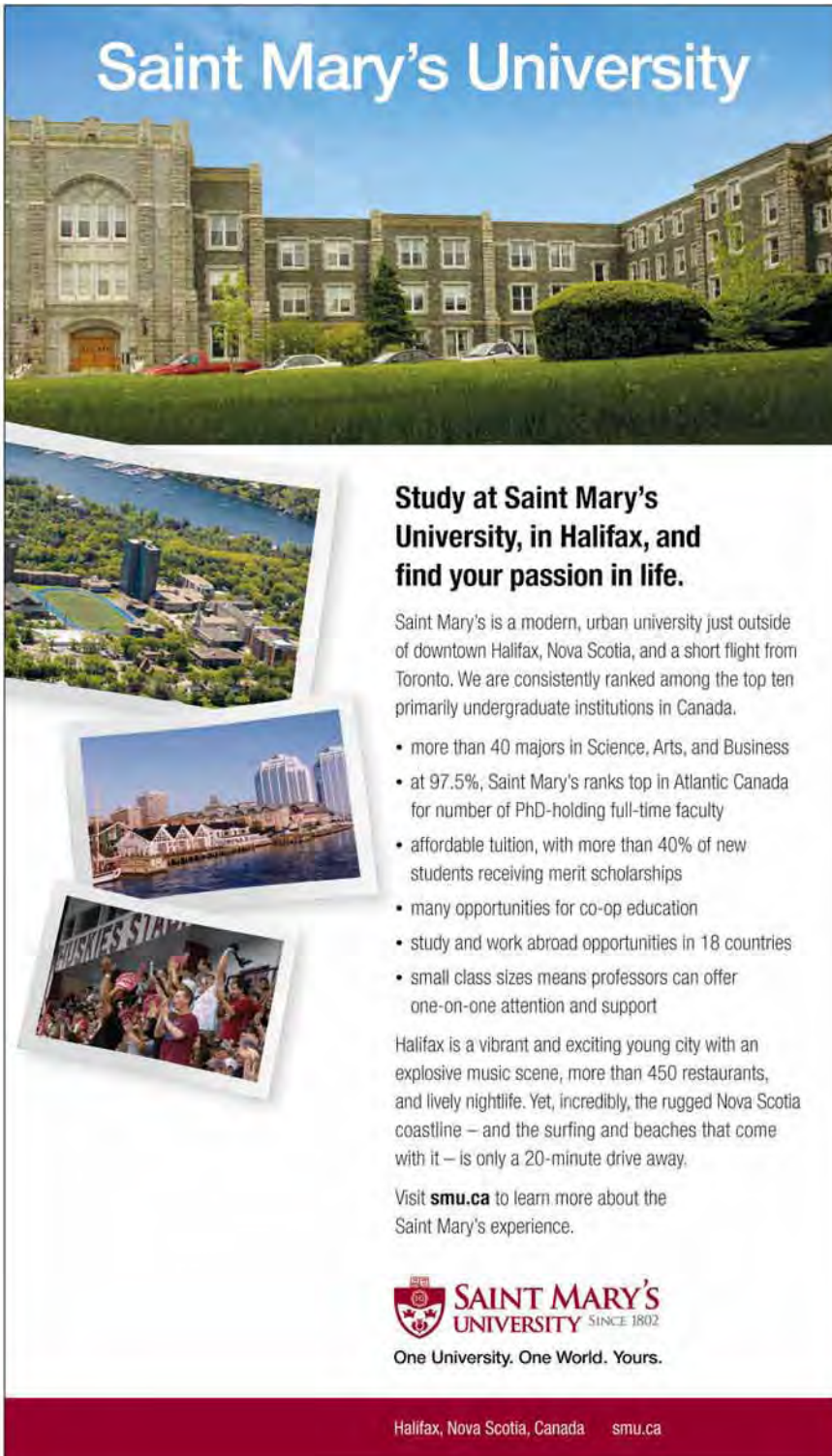
d’adaptation disponible, quand la peur et la panique sont éveillées.

L’engagement dans l’apprentissage peut aussi être facilité par l’implication d’une figure parentale. Il y a beaucoup de preuves qui indiquent que le support d’une figure paternelle et l’engagement avec ce dernier sont associés à de meilleures compétences en terme de relation, comportement et apprentissage. Les mères peuvent faciliter le développement du monde intérieur, mais les relations avec les pères peuvent être le pont vers le monde extérieur.

L’attachement sécuritaire se traduit par une plus grande réussite à l’école – en termes de compétence sociale, curiosité, jeu efficace et investigation, sympathie envers les autres et confiance au support de l’enseignant. L’attachement sécuritaire prépare l’enfant à devenir un étudiant.

Cependant, des expériences suffisamment sécuritaires ne sont pas toujours possibles. Une expérience d’attachement négative précoce non mitigée par des relations plus positives peut probablement avoir des effets négatifs sur la communication, le comportement, les apprentissages, l’estime de soi, la capacité à faire face à l’adversité et aux attentes des adultes. Ceci entraîne de lourdes conséquences sur l’apprentissage. Des modèles de comportement d’attachement négatif peuvent affecter les attentes envers l’enseignant, les réponses à l’enseignant ainsi que les activités d’apprentissage.

Une relation dans laquelle l’aidant primaire trouve l’intimité et la proximité physique difficiles entrainera un comportement (d’attachement) de fuite. Les nourrissons peuvent percevoir cette réponse comme un rejet. Plus tard, comme étudiants, ils peuvent considérer que leur professeur les rejette et ne les aide pas. De tels étudiants peuvent paraître « indépendants », autonomes et faire peu de demandes d’aide au professeur et par conséquent ils peuvent contre-performer. Pour eux, s’attarder sur la tâche en cours est une zone d’engagement plus sécuritaire et une « barrière de sécurité émotionnelle » qui les protège de sentiments mitigés à propos des relations. De tels sentiments réprimés peuvent inhiber la créativité et affecter le dessin et l’écriture plaçant les tâches ouvertes sous une perspective menaçante. Il y a une tendance à



Saint Mary's University


Study at Saint Mary's University, in Halifax, and find your passion in life.

Saint Mary's is a modern, urban university just outside of downtown Halifax, Nova Scotia, and a short flight from Toronto. We are consistently ranked among the top ten primarily undergraduate institutions in Canada.

- more than 40 majors in Science, Arts, and Business
- at 97.5%, Saint Mary's ranks top in Atlantic Canada for number of PhD-holding full-time faculty
- affordable tuition, with more than 40% of new students receiving merit scholarships
- many opportunities for co-op education
- study and work abroad opportunities in 18 countries
- small class sizes means professors can offer one-on-one attention and support

Halifax is a vibrant and exciting young city with an explosive music scene, more than 450 restaurants, and lively nightlife. Yet, incredibly, the rugged Nova Scotia coastline – and the surfing and beaches that come with it – is only a 20-minute drive away.

Visit smu.ca to learn more about the Saint Mary's experience.

 **SAINT MARY'S UNIVERSITY** SINCE 1802
One University. One World. Yours.

Halifax, Nova Scotia, Canada smu.ca

to experience the teacher's participation without triggering anxiety about the relationship. Stories and structured games provide opportunities to safely explore the angry feelings that inhibit creativity and can enable the student to feel safer in the proximity of the teacher. Teachers describe how through this intervention the pupil can become more able to take risks in learning and become more expressive and creative. Over time, self-concept and expectations of others can begin to change.

Ambivalent attachment behaviour is associated with a relationship in which the caregiver's preoccupation with personal needs engenders less availability and awareness of the infant's needs. The infant responds by becoming demanding and clingy and "enmeshed" with the caregiver in order to achieve closeness. Separation can feel like abandonment and this pattern may drive much of the behaviour associated with high levels of absence from school. Behaviour in the classroom can reflect the fear aroused by loss of teacher attention. The task or assignment is experienced as an intrusion into the relationship with the teacher and the pupil can become expert at attracting attention through displays of helplessness and dependence. It is also possible for such a pupil to identify with the adult and seek to take over that role. This is a further defence against feeling helplessly alone and such children can become "adultified" with an apparently sophisticated use of language that seems to dominate attention rather than share thinking and ideas. At the extreme end of this behaviour continuum, the pupil can become school phobic wherein any intrusion of the outside world is unbearable.

Teachers often report feelings of irritation at the pupil's demands for constant attention but when the pupil's behaviour is reframed as abandonment anxiety, teachers are able to respond with different approaches. Learning can be differentiated into small, independent tasks designed to minimize anxiety and encourage autonomy of thought. These tasks can also contain ideas to help the pupil feel attended to without the teacher's constant presence, as well as ways of permitting the pupil to take more appropriate responsibility rather than assume the teacher role. Such interventions enable the student to engage in the task for long enough to begin to experience some thought other than separation anxiety and so begin to experience some self-reliance. Again these pupils' experience and expectations begin to change when their real needs are understood and acknowledged in daily classroom learning.

The most challenging behaviour in school is often that experienced with a pupil whose attachment behaviour reflects disorganized characteristics. Such behaviour is often identified as ADHD, and associated with exclusions, off-site units, specialist EBD provision and Looked After Children. Later, many of these students seek the relative "protection" of peer groups and gangs. The prison population may also reflect this pattern: prisoners' early life experiences reflect severe adversity through abandonment, profound uncertainty, emotional neglect, abuse, drug and alcohol misuse, and domestic violence.

In the face of such challenging behaviour we as teachers and counsellors need to think before we react, to avoid our instinct >

préférer des tâches structurées, concrètes pour lesquelles il y a une solution claire et non ambiguë.

La conscience de ce modèle de réponse et d'attentes nous permet de nous engager dans la zone d'intervention sécuritaire – la tâche d'apprentissage. Partager un intérêt dans une tâche permet à l'étudiant de faire l'expérience de la participation de l'enseignant sans déclencher l'anxiété à la relation. Des histoires et des jeux structurés fournissent les occasions d'explorer sécuritairement les sentiments de colère qui inhibent la créativité et peuvent permettre à l'étudiant de se sentir en sécurité à proximité de l'enseignant. Des enseignants décrivent comment, par cette intervention, l'étudiant peut devenir plus apte à prendre des risques en apprentissage et devenir plus expressif et créatif. Dans le temps, l'image de soi et les attentes envers les autres peuvent commencer à changer. >

Academy of Classical Oriental Sciences

東方古典科學院

Cultivate yourself and learn to heal others

3, 4 and 5 year programs in Chinese Medicine: Acupuncture, Chinese herbology, Tui Na massage, diet therapy, Qi-gong, western medicine component, Chinese language component

Financial assistance may be available

For more information call 1-888-333-8868 or visit our website www.acos.org



303 Vernon St.,
Nelson, BC Canada
V1L 4E3

MACEWAN

Looking for something different?

WE HAVE A [PROGRAM] FOR THAT.

Planning your future isn't easy. You need an education that fits you. Degrees, diplomas, certificates? Two years? Four years? For whatever you're looking for.

Grant MacEwan University
www.MacEwan.ca/programs



Missed a scholarship deadline?

Sign up for
Scholarship Alerts at:

SCHOLARSHIPSCANADA.com
a part of the schoolfinder network

La relation d'attachement ambivalente est associée à une relation dans laquelle la préoccupation de l'aidant est de répondre à ses besoins personnels en premier ce qui engendre moins de disponibilité et de conscience des besoins du nourrisson. Le nourrisson répond en devenant exigeant et dépendant de l'aidant afin de rechercher la proximité. La séparation se ressent comme un abandon ce qui peut amener des comportements d'absences à l'école. Le comportement en classe peut refléter la peur occasionnée par la perte de l'attention de l'enseignant. La tâche ou le travail est perçu comme une menace à la relation avec l'enseignant et l'étudiant peut devenir expert à attirer l'attention par des manifestations d'impuissance et de dépendance. Il est aussi possible pour un tel étudiant de s'identifier à l'adulte et de chercher à prendre le contrôle de ce rôle. Ceci est une autre défense contre le sentiment d'être désespérément seul et un tel enfant peut simuler un comportement adulte avec un usage apparemment sophistiqué du langage qui semble attirer l'attention plutôt que de partager la pensée et les idées. À l'extrême de ce continuum de comportement, l'étudiant peut devenir phobique de l'école où toute intrusion du monde extérieur est insupportable.

Les enseignants ressentent souvent des sentiments d'irritation envers les exigences de l'étudiant en recherche d'attention, mais quand le comportement de l'étudiant reflète de l'anxiété reliée à l'abandon, les enseignants peuvent répondre par des approches différentes. L'apprentissage peut

Service personnalisé et information pour les conseillers en orientation

Ça part d'ici

Personalized service and information for guidance counsellors

It starts here

Bureau de liaison | Liaison Office
550 Cumberland (088), Ottawa ON K1N 6N5
1-877-UOTTAWA (5779) | Téléc./Fax: 613-562-5290
liaison@uOttawa.ca



» uOttawa.ca

to punish and exclude when we are faced with such overwhelming challenges. The tension can be de-escalated by removal to a safe space with concrete, routine activities that shift the brain to a calmer state. Only then can actions be put into words and the possibility of reconciliation be possible. The most reactive pupil begins to experience being “thought about” and held in mind – the origins of transforming fear into thinking and talking.

Intervention as a response to such profoundly uncertain children may have to begin from the outside in rather than from the basis of a relationship, and requires a reflective process that can engage them rather than react to them.

Safety is at the heart of intervention strategies and the safety of a building is crucial in instigating the process of diminishing crippling anxiety. School is often the first experience of a safe place, and such pupils can be “persistent attendees”. Non-reactive responses are essential in order to minimize the condition in which reactivity can be triggered and behaviour can spiral quickly out of control. In well-supervised, calm classrooms, with predictable routines and consistent discipline and responses, such pupils can begin to feel sufficiently safe. High levels of adult presence in areas outside the classroom – corridors, lunchrooms and playgrounds – can also help to enhance a sense of safety and reduce reactivity.

Separations and endings can feel like abandonment and may evoke painful reminders of previous absences, and therefore need to be carefully planned and anticipated. The end of the day, the week, and the term are opportunities to rehearse the experience of being held in mind rather than being forgotten. Any changes need to be anticipated, and planned with care. Consistent teachers and other relationships mean that the pupil experiences being held in mind over time and begins to experience feeling known and understood. Events, information and knowledge can begin to join up in a coherent history rather than as disconnected episodes.

Early intervention is clearly important because the longer the habits of behaviour go on, the harder they are to change, and >

être fragmenté en petites tâches indépendantes conçues pour minimiser l’anxiété et encourager l’autonomie. Ces tâches peuvent aussi inclure des suggestions pour aider l’étudiant à se sentir assisté sans la présence constante de l’enseignant ainsi que des façons de permettre à l’étudiant d’assumer une responsabilité plus appropriée plutôt que d’assumer le rôle de l’enseignant. De telles interventions permettent à l’étudiant de s’engager dans la tâche pendant assez longtemps pour commencer à ressentir une pensée autre que l’anxiété de séparation et donc de commencer à ressentir un peu d’autonomie. Encore une fois, l’expérience et les attentes de ces étudiants commencent à changer quand leurs vrais besoins sont compris et reconnus dans l’apprentissage quotidien de la classe.

Le comportement qui présente le plus de défi à l’école est souvent celui d’un étudiant dont la relation d’attachement reflète des caractéristiques désorganisées. Un tel comportement est souvent identifié TDAH, entraînant exclusion, référence en classe d’adaptation ou sous la responsabilité d’un spécialiste en incapacité de comportement émotionnel (EBD) et d’enfants sous surveillance. Plus tard, plusieurs de ces étudiants recherchent la « sécurité » en lien avec groupes de pairs et de bandes. La population carcérale peut aussi refléter ce modèle : les expériences de début de vie des prisonniers reflètent une adversité sévère par abandon, une profonde incertitude, la négligence émotionnelle, l’abus, la consommation de drogue et d’alcool et la violence familiale.

Face à un comportement aussi difficile, nous les enseignants et les conseillers avons besoin de penser avant de réagir afin d’éviter que notre instinct à punir et exclure >

Accredited Dental Hygiene Education

The Canadian Academy of Dental Hygiene is **accepting applications for May 2011**
Enrolment is Limited!!

Our 2010 most recent results on the National Board Exam:

- 63 Graduates wrote the exam...
- 62 Graduates were successful!

www.cadh.ca for course info & Application
 Email: infocadh@bellnet.ca

ACCREDITED BY THE CDAC
 (Commission on Dental Accreditation of Canada)
 Registered with the Ministry of Training, Colleges & Universities

The Canadian Academy of Dental Hygiene
 1599 Hurontario St., Suite #105, Mississauga, Ontario, L5G 4S1
 Phone: 1-866-899-9091 or 905-278-2794
 Fax: 905-278-1740

CADH
 The Canadian Academy of
 DENTAL HYGIENE
 Established in 2002

MACEWAN

Want that to go?

WE HAVE A [PROGRAM] FOR THAT.

You've got a busy life. We can help learning fit. Work towards a degree or certificate. Or take a few classes for personal growth. Online.

Grant MacEwan University
www.MacEwan.ca/online



MEMORIAL UNIVERSITY

"OH, THE PLACES YOU'LL GO!"

- Dr. Seuss

Welcome to Memorial University of Newfoundland – a place where your ideas are celebrated and adventure comes with the territory.

Memorial is the largest university in Atlantic Canada, and with that comes a lot of choice – we offer over 100 different degree programs on multiple campuses. Add to that Memorial's affordable tuition and unique location, and you will find an experience that is truly unique.

www.mun.ca/become
866 354 8896

KABUL 9936 km.
KABOUL 5

MONTREAL 7619 km.
1006 mi.

DUBLIN 3289 km.
2044 mi.

LONDON 3733 km.
2320 mi.

PARIS 3980 km.
2473 mi.

nous guide quand nous faisons face à des défis si exigeants. La tension peut être diminuée par le déplacement vers un lieu sécuritaire offrant des activités concrètes et de routine qui permet au cerveau d'évoluer vers un état plus calme.

Une intervention en réponse à un enfant aussi incertain peut devoir commencer par l'extérieur vers l'intérieur plutôt que par la base d'une relation et elle requiert un processus de réflexion qui peut les engager plutôt que de réagir à eux.

La sécurité est au cœur des stratégies d'intervention et la sécurité que procure un édifice est cruciale pour entamer le processus de diminution de l'anxiété paralysante. L'école est souvent la première expérience d'un endroit sécuritaire et de tels étudiants peuvent être des « participants persistants ». Des réponses calmes sont essentielles afin de minimiser les conditions dans lesquelles la réaction peut être déclenchée et où le comportement peut rapidement devenir hors de contrôle. Dans les classes bien supervisées et calmes avec des routines prévisibles et une discipline constante, de tels étudiants commencent à se sentir suffisamment en sécurité. Une présence significative des adultes dans les endroits à l'extérieur de la classe – corridors, salle à manger et terrains de jeu – peut aussi aider à améliorer le sentiment de sécurité et réduire l'intensité des comportements.

Les séparations et les fins peuvent être perçues comme de l'abandon et peuvent évoquer de douloureux souvenirs d'absences vécues. Donc, elles doivent être prudemment préparées et anticipées. La fin de la journée, de la semaine et de la session sont des occasions de leur démontrer qu'on les garde à l'esprit plutôt qu'on les oublie. Tous les changements doivent être anticipés et planifiés avec soin. Des enseignants constants et cohérents dans leurs relations et qui démontrent qu'ils les gardent à l'esprit dans le temps permettent aux étudiants de commencer faire l'expérience du sentiment d'être reconnus et compris. Les événements, l'information et la connaissance peuvent commencer à s'unir en une histoire cohérente plutôt qu'en des épisodes déconnectés.

Une intervention précoce est très importante car plus ce type de comportement persiste, plus il est difficile de le changer. Ces enfants sont vulnérables et très facilement identifiables dans les écoles. Quand les enseignants ne voient plus ces comportements comme des gestes abusifs et de défi mais davantage comme l'expression d'une peur profonde et d'une grande impuissance, alors ils peuvent mieux intervenir en choisissant des stratégies autres que la punition et l'exclusion. L'école peut alors penser à des moyens pour faire en sorte que l'étudiant se sente en sécurité et vive dans un environnement offrant une base sécurisante. ♣csc

Dr Heather Geddes est un psychothérapeute en éducation et elle a travaillé dans divers environnements de l'éducation et des services pour la santé mentale d'enfants et d'adolescents, et elle est principalement concernée par les étudiants qui affichent des comportements à défi. Son intérêt particulier concerne les difficultés sociales, émotionnelles de comportement qui inhibent l'apprentissage et affectent ainsi l'égalité des chances. Elle a fait de la recherche et a publié divers articles sur le sujet des liens entre l'expérience de l'attachement en jeune âge,

le comportement et l'apprentissage à l'école et elle est l'auteure de « Attachment in the Classroom » : les liens entre l'expérience en bas âge des enfants, le bien-être émotionnel et la performance à l'école (Worth Publishing 2006). Elle travaille présentement comme superviseure et consultante avec des liens aux services pour les enfants sous surveillance, en foyer d'accueil et à l'adoption. heathergeddes@ripeworsley.co.uk.


such vulnerable children are very easily identified in schools. When teachers understand such behaviour, not as mistrustful abusive acts of defiance but as an expression of profound fear and helplessness, then the school can respond with strategies other than punishment and exclusion and can think of ways of making the pupil begin to feel safe and thought about in a setting that is a secure base. ♣csc

Dr. Heather Geddes is an Educational Psychotherapist and has worked in a variety of settings in education and Child and Adolescent Mental Health Services, concerned primarily with pupils presenting challenging behaviours. Her particular interest is the social, emotional and behaviour difficulties that inhibit learning and so affect equality of opportunity. She has researched and published several articles on the subject of the links between early Attachment experience and behaviour and learning in school and is author of Attachment in the Classroom: the links between children's early experience, emotional well-being and performance in school (Worth Publishing 2006). She currently works as supervisor, trainer and consultant with links to services for Looked After Children and Fostering and Adoption. heathergeddes@ripeworsley.co.uk.

Pour cultiver les étoiles de demain



- Formations collégiales et universitaires de haute qualité
- Un taux de placement des finissants supérieur à 90%
- Étudier en français: un atout pour votre future carrière!



Give Yourself an Edge

- High quality college and university programs
- A job placement rate after graduation above 90%
- Study in French: a plus for your future career!

www.usainteanne.ca - 1 888 338-8337



THE ART & SCIENCE OF SOUND

The best audio education is within your reach – visit www.facebook.com/oiart

MUSIC RECORDING AND PRODUCTION • PRO TOOLS™ • ACOUSTICS
 AUDIO FOR FILM AND TV • INTERNET AND GAME AUDIO • LIVE SOUND

inquiry@oiart.org 1.866.686.5010



Since 1983

bluewave™

BLUE WAVE Foundation (BW) is a non-profit, registered charity founded by Jack & Margaret Lee, parents of an 18-year old daughter who took her own life in December 2006.

BLUE WAVE aims to confront and eliminate the stigma surrounding mental health issues in youth by focusing on early intervention, education and raising awareness thus enabling and equipping youth to better cope with the challenges of mental health in our society today.

BLUE WAVE adopted the colour "Blue" to represent emotion and ties it in with the website www.ok2bblue.com.

"Wave" symbolizes movement or action, constantly rippling outward. The website was specifically built for struggling youth and concerned parents - a resource of hope and encouragement - informing the youth they are not alone and there are many who do struggle with various mental health issues such as depression, anxiety, panic attacks and suicidal thoughts - to name but a few.

The OK2BBLUE website uses "kid-trendy" phrases, such as "how blue are you feeling?" to present information in a way that is understandable and relatable to youth. BW takes a step further by

saying "when feeling blue is all there is, like a dark hole that you can't climb out of, then it's time to reach out, speak up and seek help." BW explains to the youth that it's OK 2 B Blue ... just like having diabetes or a heart condition is acceptable - these things sometimes happen in life. Such lifetime illnesses are manageable with medical help, restoring balance and quality of life. Everyone feels down, sad or depressed at times, but when the bad days outnumber the good, it's time to seek help (early intervention to get back on the road to mental wellness again). Depression is NOT a character weakness

Alberta College of Art + Design

Creative thinking begins...

Find out what it means to be an ACAD student. Visit acad.ca/admissions or email admissions@acad.ca.

Bachelor of Design
Photography, Visual Communications Design

Bachelor of Fine Arts
Ceramics, Drawing, Fibre, Glass, Jewellery + Metals, Media Arts + Digital Technologies, Painting, Print Media, Sculpture

ALBERTA COLLEGE OF ART + DESIGN

ACAD

FANSHAWE COLLEGE

Counsellors, keep up-to-date with what's happening at Fanshawe here...

fanshawe.ca/counsellors

or follow us at...

facebook.com/fanshaweapplicants

or something to be embarrassed about – it is a physical illness within the body! BLUE WAVE combats the stigma around such issues, encouraging youth not to be silent but to find someone they trust and speak out about how they're feeling. Encouraging youth to become a part of the solution, "Ride the BLUE WAVE" and be a voice in seeking change.


The website also includes a section of Help Lines (certainly not complete), broken down by province, pointing youth and any concerned parents toward where they can find help via mental health associations, 24/7 phone lines, counselling services, governmental bodies, etc. [Please note, BW is not a health or crisis service but via the website, is an educational portal directing those seeking help toward services.] The Multi-Media Centre section on the website contains many video clips on topical subjects produced by BLUE WAVE as well as others. Youth are also able to submit their own stories and read those of others. The site continues to expand and evolve as more content is developed.

BLUE WAVE is presently implementing an annual BLUE WAVE Day in junior high and high schools. A BW Day is a designated day focusing on mental health awareness with a 1.5 or 2-hour BW event incorporated within. Each school "owns" their annual BW Day for the benefit of the youth. The event is an attention-holding presentation in the annual BW Day and is intended to ignite the youth's creativity. Students, teachers and staff determine content such as – presenting the BW 6-minute video (as seen on the main page of the BW website), music, plays/skits or other inter-active dialogues. In addition, schools would be encouraged to distribute BW logo items as giveaways (i.e. blue bouncing balls, blue bracelets, fridge magnets, etc). Trained speakers could also participate – young people who have been affected themselves by various mental health issues, who could share their own stories and encourage others to recognize and seek help. These BW events would not only address those struggling but also raise awareness amongst the healthy to recognize when friends are struggling, be advocates for them and support them.

BLUE WAVE wishes to provide the

framework by supplying resources to schools. BLUE WAVE's mission is to empower the youth in schools, to take up the call to action and be a driving force in confronting stigma, long held by society, toward mental health issues. The youth are our "tomorrow's adults" and through early intervention, education and raising

awareness, they can then choose not to pass on the stigma to their own children, thus breaking the vicious cycle.

As people with passion and purpose capture the vision, new BW Chapters across the country are raising up. Presently there are active BW Chapters in British Columbia and Alberta. 

EDUCATION FOR THE REAL WORLD

Ian O'Brien secured his job with one of Canada's leading construction contractors even before he graduated from NAIT. Now, just months after joining Flynn Canada, he's putting what he learned about project planning and estimating to good use on job sites all over the region.

Ian's career success shows the strength of a NAIT education, where relevant theory combines with practical skills for a focused future. From construction engineering to culinary arts, digital media to dental health, accounting to instrumentation, NAIT delivers real results.

Learn more at www.nait.ca/ian



APPLY NOW.
www.nait.ca



AN INSTITUTE OF TECHNOLOGY COMMITTED TO STUDENT SUCCESS
11762 – 106 St. Edmonton Alberta Canada T5G 2R1 | TOLL FREE 1.877.333.6248

Walk this Way

Although exposure to stress may be unavoidable, there are many ways in which to effectively manage stress and reduce its damaging effects, such as good nutrition, relaxation techniques, hobbies and physical exercise. Getting that exercise in a natural setting can increase those benefits manifold. Many of our country's great parks are within the city, allowing for lunchtime walks or short jaunts before dinner. Let us take a look at a few of these urban oases.



Dr. Sun Yat-Sen Classical Chinese Garden, Vancouver, BC

578 Carrall Street

Sun Yat-Sen Classical Chinese Garden lies behind the Chinese gate at Pender Street. It is the re-creation of a Ming Dynasty scholar's retreat. This garden has been meticulously planned to reflect the undulation and asymmetry of nature, just

like the famous scholars' gardens of the time.

Throughout the garden are decorative pavements composed of smooth pebbles, clay tiles, broken pieces of white Chinese porcelain bowls, and concrete blocks.

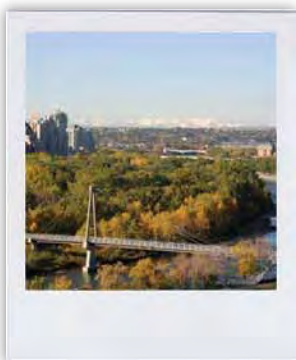
All the wood used in the garden, Chinese fir, camphor, Nan wood, and one of the planet's oldest trees, ginkgo, came from China. Camphor adds a fresh quality to the air and wards off insects.

The Jade Water Pavilion sits above the water and is open on both sides. Because it spans the water like a bridge, it is the coolest place in the garden, with gentle breezes passing through.

Along a zigzag corridor is a small triangular courtyard that leads to the inner sanctum of the Scholar's Study and Courtyard, the most serene part of the garden. The arrangement of trees and Tai Hu rocks combine to create an atmosphere of peace and elegance.

Rain runs from the top of the roofline and down each of the terracotta roof tiles. The beads of rain forming at the bottom drip onto plants and floors to create the "music of nature".

Walk, pause, reflect. Let your senses take in the artistry; envelop yourself in the peaceful atmosphere.



Southland Park, Calgary, AB

Southland Dr. & Deerfoot Tr. S.E.

The 62-hectare Southland Park lies along the west bank of the Bow River in the southeast corner of the city, and consists of an island, a flood plain and inland marshes.

Experience the smells and beauty of the Balsam Poplar trees, the Spring Birch, the willows. Listen to the Trembling Aspen and

the fast-flowing waters of the Bow River as you observe its diving ducks, Canada Geese and many species of gulls.

The tall trees along the riverbank are home to woodpeckers, warblers, and several species of swallows. In the grasslands and marshy areas, you will find native sparrows, blackbirds and shorebirds among the stands of cattails, sedges and rushes, which themselves are interspersed with a large variety of wildflowers.

You may also hear the curious call of the Boreal Chorus Frog (described as the sound of someone running their finger along the teeth of a nylon comb). Wire-wrapped trees are ample evidence of the beavers' presence, and non-native Eastern Grey Squirrels abound in the forest canopy.

European settlers used the land for farms and ranches, resulting in a reduction of native fescue and the establishment of Smooth or Awnless Brome Grass throughout the park.

Southland Park also contains a large off-leash area, so is a great place to take your dog as it is fully fenced, has a few swimming holes, and nice big open spaces for the dog to burn off some energy.



Wascana Waterfowl Park, Regina, SK

Located in the centre of Regina, this 930-hectare park, an oasis on the prairie, is officially known as Wascana Centre. It is one of the largest urban parks in North America and has been witness to the changing times of the nation.

Thanks to the people who saw the potential of creating this park, it and the City of Regina

have gone from a treeless spot on the map to a place of wonder.

This walk begins along the boardwalk, built in 1979 to protect the shoreline from erosion.

The lake area between Albert and Broad Streets contains shallow marshes, slow moving waters and lush and varied vegetation, the ingredients for a natural prairie marsh and an appropriate location for the waterfowl park.

Through the trees a little farther along is Tern Island, a small man-made island. About 25 pairs of terns make this island their annual nesting ground. Small whitish-grey birds with a black patch on top of their heads can often be seen hovering over the water ready to dive for minnows.

Waterfowl Park extends beyond the Trans-Canada bypass and covers an area of over 222 hectares. Since sailing and rowing are forbidden east of the Broad Street Bridge on the western boundary of the park, waterfowl and other wildlife experience little human interference. Calgary is one of the few cities in the world fortunate enough to have a waterfowl park within the city limits.



Bois-des-Esprits, Winnipeg, MB

Bois-des-Esprits is an unspoiled forest of oak trees, spirit carvings and wildlife situated along the historic Seine River. It is the largest remaining riverbank forest in Winnipeg, and although it is on the frontline of urban sprawl, it is still virtually undisturbed, making it one of the largest, pristine urban forests in

Canada, if not North America. It is considered the “heart and lungs” of the 27-kilometre Seine River Greenway.

The trail accommodates bicycles and skis, and even mobility scooters. This forest offers opportunities to observe diverse wildlife and enjoy other passive recreational activities.

Bois-des-Esprits has been described as a magical place by people who have walked through it.

Enjoy the meandering Seine River as it navigates its way along the edge of this 117-acre forest.

Amble through its five ecosystems: riverbottom forest, wetlands, oak forest, aspen forest and grassland. Discover the city’s finest oxbows as well as some of its oldest oak and cottonwood trees. Experience the sights and sounds of nesting geese, wood ducks and mallards, and perhaps you will spot a white-tailed deer or two.

As you walk along the gravel trail, you may notice eyes peering back at you. Murray Watson, a local artist, has carved “wood spirits” out of carefully selected trees that stand delightfully interspersed throughout the forest.

Visit a restored grassland where you will see a thriving tall grass prairie. You will be amazed at the haunting silence in this area surrounded by fast-growing suburbs. When you do, say hi to Woody, the magnificent 3-metre-high spirit that guards the forest.



Mount-Royal Park, Montreal, QC

Mount Royal, the jewel of Montreal’s city parks, is a 200-hectare park that occupies part of the mountain that lies in the midst of Montreal island, and includes the highest spot in the city (234m).

Designated as a park in 1876 to stem the mass cutting of trees on the mountain for firewood,

much of the area was originally landscaped by Frederick Law Olmsted, who also designed New York’s Central Park.

First built in 1906, the lookout toward the river, facing downtown, is now officially known as the Belvédère Kondiaronk. It was named for the Huron chief who signed a major peace accord with the French regime in 1701. A second lookout is a famous trysting spot, and faces eastward toward the Olympic Stadium.

On the Park Avenue side, you will see the Georges-Étienne Cartier monument and the illuminated cross, which was inaugurated back in 1924. Workers left jobless after the Depression were enlisted to work on projects such as the lookout chalet and Beaver Lake.

Mount Royal is a wonderful place within the city to get a breath of air after a particularly gruelling day. The cemeteries at the top of the mountain can be pleasant places to stroll, especially in May and autumn when the trees are in bloom.

Up a fairly brisk hill across Côte-des-Neiges is Westmount’s Summit Park, which is mostly forested and contains wild plants that are scarce anywhere else on the Island of Montreal.



Irving Nature Park, St. John, NB

Irving Nature Park is a 243-hectare site located in Saint John, New Brunswick along the Bay of Fundy coastline. The long, sandy beaches and well-groomed woodlands are some of the park’s natural charms, perfect for a long walk at the end of an equally long day. There are 20 kms of nature trails, where you can

enjoy watching loons, geese, cormorants, Black Ducks, Great Blue Herons, Sandpipers, Tree Swallows and Black-Capped Chickadees (New Brunswick’s provincial bird).

Experience and enjoy the rich Bay of Fundy ecosystem: whales, harbour seals, fish, mussels, mollusks, whelks, periwinkles, sea urchins, and starfish.

Some of the world’s highest tides sweep the peninsula of volcanic rock and forest on the Bay of Fundy shoreline twice daily. Migratory and marine birds abound, attracted by the abundant food sources found in the salt-marsh and the sea.

Visitors have a choice of eight walking trails of different lengths and difficulty, permitting a tour of the park without endangering sensitive areas. The trails are lined with hemlock chips for dry buoyancy underfoot. Simple logs bridge the spans over any small waterways or wet areas. The woods in the park, part of a natural Acadian forest, contain Red Spruce, Balsam Fir and Yellow Birch, and from early spring to late fall, teem with coltsfoot, purple asters, creeping snowberry and bunchberry, as well as wild blueberries.

Head over to the park’s observation tower – the highest point on the peninsula – hidden among the treetops, allowing a 360° view of the land and seascapes. Decks have also been built at several strategic places along the rim of the park, providing special views of the bay. 🌿 CSC



Many jobs in Canada will require a skilled trade designation or a college diploma

THE CHALLENGE

With an aging workforce comes concern about whether enough younger workers will be available to replace older workers as they retire. Skilled trades and technology professions are vital to Canada's economy and to the prosperity and living standards of all Canadians.





A SOLUTION

With a focus on filling the skills gap; Skills Canada is an organization that focuses on innovative ways to promote skilled trades and technology professions to youth.

THE COMPETITION

Skills Canada is perhaps best known for hosting the Skills Canada National Competition, the only Olympic style, multi-trade and technology competition for young students and apprentices in the country. This flagship event brings over 500 youth from across the country to compete in over 40 skilled trade and technology contests.

You know there's more to healing and wellness...than a prescription or a five-minute consultation, and you believe that teaching people how to be well goes a long way towards disease prevention and building a strong, healthy society. You want to change the future of health care in Canada, and you're excited about being part of a sustainable health-care system.



Change the future of health care in Canada



ccnm
CANADIAN COLLEGE OF
NATUROPATHIC MEDICINE

The Canadian College of Naturopathic Medicine is Canada's premier institute for education and research in naturopathic medicine. CCNM brings new thinking, new research and new approaches to health care, harnessing science to unleash the healing power of nature. For more information on becoming a naturopathic doctor and changing the future of health care in Canada, visit www.ccnm.edu or call 1-866-241-2266.

THE GOLD STANDARD IN EDUCATION



FILM &
TELEVISION



ENTERTAINMENT
MANAGEMENT



AUDIO
ENGINEERING



EVENT & VENUE
MANAGEMENT

"Treas changed my life."

Mike Piersante, recording engineer, 4 time GRAMMY winner for Robert Plant, B.B. King, and others.

START THE CAREER OF YOUR DREAMS AT TREBAS

2340 Dundas St. W.
2nd Floor
Toronto Ontario



CALL:
(416) 966-3066

trebas.com

550 Sherbrooke St. W.
Suite # 600
Montreal, Quebec

CALL:
(514) 845-4141

DEVELOPING SUCCESSFUL CAREERS THROUGH TRAINING SINCE 1979

THE SKILLS CANADA TRADE AND TECHNICAL CONTEST AREAS

Construction

Architectural Technology & Design
 Brick Masonry
 Cabinet Making
 Carpentry
 Automation & Control
 Landscape Gardening
 Plumbing
 Refrigeration
 Sheet Metal Work
 Welding

Employment

Job Interview
 Job Skill Demonstration
 Prepared Speech
 Workplace Safety

Information & Technology

2D and 3D Character Computer
 Animation
 Electronics
 Graphic Design
 Web Site Development
 IT & Network Support
 IT Office Software Applications
 TV & Video Production

Manufacturing

CNC Machining
 Industrial Mechanics Millwright
 Mechanical CADD
 Mechatronics
 Precision Machining
 Robotics

Service

Baking
 Cooking
 Hairstyling
 Aesthetics
 Fashion Technology

Transportation

Aircraft Maintenance
 Autobody Repair
 Automotive Service
 Heavy Equipment Service
 Outdoor Power and Recreation
 Equipment

SKILLS CANADA
17th NATIONAL COMPETITION
 SKILLS COMPÉTENCES CANADA

17^{es} OLYMPIADES CANADIENNES
 DES MÉTIERS ET DES TECHNOLOGIES

**DISCOVER YOUR PASSION,
 REWARD YOUR FUTURE!**
**DÉCOUVRE TA PASSION,
 TRACE TON AVENIR!**

VILLE DE
QUÉBEC CITY

JUNE 2-3, 2011
 2 ET 3 JUIN 2011
 CENTRE DE FOIRES EXPOCITÉ

GET INVOLVED! CHEER ON YOUR TEAM AT WWW.SKILLSCANADA.COM
 SOIS DE LA PARTIE! SUIS TON ÉQUIPE SUR WWW.COMPETENCESCANADA.COM

SKILLS COMPÉTENCES CANADA
 CONFÉRENCES QUÉBEC
 Québec
 Canada

**YOUR PATHWAY
 to University**

APPLY NOW FOR SEMESTERS
 beginning January, May or September

- First & second year university programs for transfer to University of British Columbia, Simon Fraser University, University of Victoria and other major Canadian universities
- Associate of Arts and Associate of Science degrees
- University Foundation Programs (Grade 11 and 12)
- Academic ESL Program

International students in a university program at Columbia College may work part-time (up to 20 hours per week) while studying at Columbia College.

For further information, contact:
 Admissions Office, Columbia College
 500-555 Seymour Street
 Vancouver, B.C. V6B 6J9
 Tel: 604-683-8360 Fax: 604-682-7191
 Email: admin@columbiacollege.ca

COLUMBIA COLLEGE
 Founded 1936
www.columbiacollege.ca

THE INDUSTRY EXPERTS

The Competition is supported by a National Technical Committee of 200 industry/education experts representing every trade and technical area and stem from all parts of Canada. This professional representation in all of the profiled occupations supports the highest standards in training and occupational skills. They are responsible for creating the projects and maintaining the safety and integrity of their respective contest areas.


THE COMPETITORS

They must first compete at the school level before moving on to a regional event. Top competitors qualify for their provincial/territorial event for an opportunity to gain their place to represent their province/territory at the national event.

Every two years, competitors selected from the Skills Canada National Competition form Team Canada and compete against the best in the world at the WorldSkills Competition.

THE SPECTATORS

The Competition is a highly effective means of conveying information on skilled trades and technology professions to spectators and event visitors – survey results since 2004 consistently show that a strong majority of spectators derive awareness related to the value of the skilled trades and technology fields. 8 in 10 spectators feel they have learned about new career options in skilled trades and technology and a similar proportion feel they have learned about new sources of information in how to pursue a career in these professions.

In addition, Skills Canada has developed contests and activities that are relevant to industry but at the same time, are designed to be interesting for young people to participate in and exciting for the spectators to watch. The Try-A-Trade® and Technology demonstrations are interactive elements for visitors wanting to roll up their sleeves and test their own skills. 

To learn more about Skills Canada and its activities – www.skillscanada.com

WoodLINKS

Gain practical skills and a career path plan.

WoodLINKS is the Wood Manufacturing Council's high school curriculum for wood-working. WoodLINKS provides practical skills and a career path plan for students who want to start working directly after high school, would like to pursue post-secondary training as an apprentice or go to college or university. The curriculum is divided into two parts. One is the core woodworking skills, while the second is a sub-sector module, specific to a sub sector of the industry.

CORE SKILLS

WoodLINKS' core skills lay the foundation for subsequent areas of specialization and are grouped into Work Readiness and Wood Manufacturing. These core skills include both theoretical knowledge and lots of hands-on skills developed through the completion of exercises and class projects.

Work readiness:

Safety • Career Awareness • Terminology & Communications • Applied Math
• Fibre Supply and Green Certification • Technical Documents and Reports

Wood Manufacturing:

Manufacturing Processes • Productivity • Quality Control • Cutting Tools • Materials
• Construction Methods • Finishing • Design and Manufacturing

SUB-SECTOR MODULES

Schools can tailor their programs by selecting a sub-sector module that they combine with the WoodLINKS core skills to create a complete program. Sub-sector modules reflect the particular skills and knowledge required for a sub-sector of the advanced wood manufacturing industry.

Sub-sector modules include:

Cabinets & Millwork • Furniture
• Fine Woodworking • Panel Products
• Remanufactured Wood Products
• Manufactured Housing
• Windows and Doors • Entrepreneurship
• Lumber • Pulp and Paper

Industry recognized WoodLINKS certification

Students who successfully complete the core curriculum and sub-sector module receive a WoodLINKS certificate. Graduates are prepared to go directly to work or enter a post-secondary program.

For more information or to offer Woodlinks at your School, Contact:

Wood Manufacturing Council
130 Albert Street, suite 1016
Ottawa, ON K1P 5G4
Ph: 613-567-5511
www.wmc-cfb.ca



Canada

Funded by the
Government of Canada's
Sector Council Program



A career in mining is more than you think

Canada is one of the world leaders in mining. The industry produces more than 60 metals and minerals, and makes up 5% of the national GDP as well as 19% of national exports, but unlike the hard economic times currently troubling other industries, the Canadian mining industry is experiencing growth and prosperity. This means tremendous career opportunities within the industry in all aspects of exploration, development, operations, and site reclamation. Latest research conducted by the Mining Industry Human Resource Council (MiHR) reveals the Canadian mining industry will have to hire 100,000 new

workers by the year 2020, largely due to retirement rates. There are many benefits to a career in mining. The mining industry is also one of the highest paying industrial sectors in Canada, offering very competitive salaries. In 2007, the average weekly earnings in the metal mining industry was \$1200, which is 30%, 29%, 24%, and 22% higher than the salaries of workers in the construction, manufacturing, forestry, and finance/ insurance sectors, respectively.

In addition to the financial benefits, careers in mining are also challenging, fast-paced and rewarding, and an aging workforce has created significant opportunities for the advancement and development of new workers.

Despite the strong career outlook, the mining industry is often misperceived. Misrepresentations in the media perpetuate myths and sometimes it can be difficult to distinguish between these 'non-truths' and reality. Contrary to what most students may realize, Canadian mining is one of the safest industrial working environments that offers increasingly diverse opportunities and utilizes cutting edge technology.

The Canadian mining industry's safety record is solid. In fact, there is an entire set of safety laws governing the mining industry - 19 federal acts and 14 federal regulations, combined with dozens more at the provincial and territorial level. The mining industry is now recognized as one of the safest industrial sectors in Canada. Safety is also an important daily aspect of working at a mine site. Many employers start the day with a safety meeting and or by recording safe practices in a log book. Safety is at the core of the daily operations and a fundamental aspect of employee training. Visit this link to watch a Health and Safety Coordinator in action: www.acareerinmining.ca/en/onlineresources/explore_more_video.asp

The mining industry also has something different to offer everyone. With over 120 types of occupations supporting the industry, including surveyors, environmental scientists, geologists and engineers, human resource professionals, and community liaison officers to name a few, mining careers are diverse and inclusive.

Students can read all about careers in mining, but it's far more exciting to hear the first-hand experiences of someone who's been there.

The Explore for More Speakers Bureau is a free educator's resource that brings the world of mining to students across Canada. An easy to use online system allows educators to book engaging and experienced mining industry speakers for classroom presentations on a variety of exciting mining related topics.

Bring the exciting world of mining to your students! Visit www.acareerinmining.ca and click the Speakers Bureau icon to book your career presentation today. ♣csc

For more information on MiHR's career awareness initiatives, contact Courtney Bush, Program Coordinator: courtneyb@mihr.ca

Applying for post-secondary programs in Alberta?

> www.applyalberta.ca

Apply online to one or more of Alberta's public post-secondary institutions at www.applyalberta.ca



applyalberta
Alberta Post-Secondary Application System



LEARN FROM ANYWHERE

OPTICAL SCIENCES COURSES

Work while you learn with NAIT's Optical Sciences program. Courses are offered online to fit your studies into your busy schedule. Graduate with credentials that prepare you for licensing in Canada.

Students outside of Alberta can contact the Opticians Association of Canada for more information:



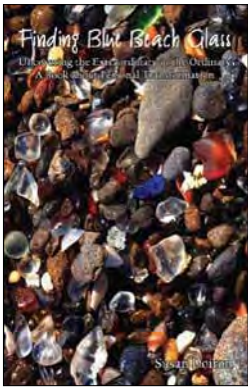
PH 1-800-847-3155
E education@opticians.ca
www.opticians.ca

Online at www.nait.ca/optical
or call 780.471.6248

EDUCATION FOR THE REAL WORLD

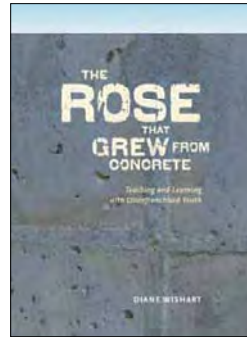


AN INSTITUTE OF TECHNOLOGY COMMITTED TO STUDENT SUCCESS
11762 - 106 St. Edmonton Alberta Canada T5G 2R1



FINDING BLUE BEACH GLASS: Uncovering the Extraordinary in the Ordinary, A Book about Personal Transformation; By Susan Doiron
Virtualbookworm.com Publishing

This is Susan Doiron's second book, and is an original and inspirational self-help book for people seeking ways to enrich and motivate their daily lives. It is filled with practical exercises that the reader can work through independently. One of Susan's favourite beach activities is scavenging for beach glass. Beach glass is created when broken shards of glass become smooth, frosted, and precious, transformed by the gentle lapping of water and the persistent rubbing of sand. Typically, she finds brown, white, and sometimes green beach glass, but rarely blue. Blue glass is a rare find indeed! For her, *finding blue beach glass* is like discovering the extraordinary in the everyday joys and difficulties of life. Her hope for her readers is that they will find glimpses of the unique person they are within and the story that is unfolding for them; that they will heal the rough edges that long to be smoothed out; and that they will discover or rediscover that wisdom from within that is available to all of us.



THE ROSE THAT GREW FROM CONCRETE: Teaching and Learning with Disenfranchised Youth; By Diane Wishart
The University of Alberta Press

The Rose That Grew From Concrete is an account of time spent working with and teaching disenfranchised youth in Wild Rose Alternative School (WRS), a private school in Edmonton. Diane

Wishart addresses contentious topics such as special education, labelling students, white privilege, and race and class. She highlights conventional school structures, policies, and practices that marginalize these students to an even greater extent. Wishart's book serves as another reminder that those we single out as the most deficient, the most oppressed, have the potential to inform us of the changes needed to create an education system for today's world. While coming to understand themselves and the forces of oppression and domination in a larger context, these disenfranchised youth want, at the same time, to belong to that larger society – to get jobs, to achieve material success.

1st place ranking among Ontario's 24 community colleges
 ✓ for Graduation Rate (for eight consecutive years)*
 ✓ for Graduate Satisfaction Rate*

** according to the Key Performance Indicators published by the Ministry of Training, Colleges and Universities*

New Training Facilities

- Trades Training Centre
- Restaurant
- Theatre

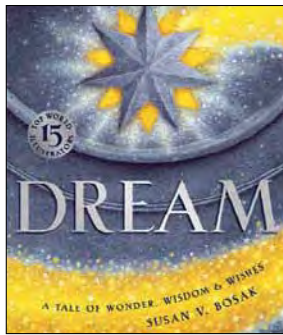
New Programs 2011

- Chef Training
- Stage Management
- Machinist

** offered in French only*

Collège Boréal
 1.800.361.6673
 ONTARIO

WWW.COLLEGEBOREAL.CA



A TALE OF WONDER, WISDOM & WISHES

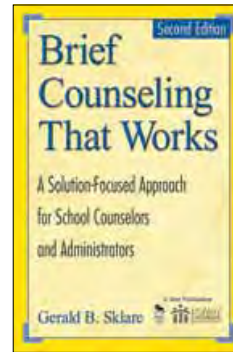
By Susan V. Bosak

www.legacyproject.org

Richly detailed contemporary art from top illustrators (including winners of the Caldecott Medal, Bologna Ragazzi Award, and Hans Christian Andersen Medal), thought-provoking quotations from historical sages,

and a multilayered story combine to convey a simple yet powerful message: you are never too young or too old to dream. The young will discover all the possibilities within themselves and adults will be reminded that their best can be just ahead. **Dream**, which has won numerous awards, offers something different to students of different ages. And it is not a book students just read. It is a map to life, a book they can use to create meaning for themselves at a deep level. The book encapsulates the core essences of living and dreaming, based on social science research. The author also provides guidelines for counsellors on how to use the book in their curriculum, as well as activities, on the following website:

<http://www.legacyproject.org/guides/counselors.html>



BRIEF COUNSELING THAT WORKS

By Gerald B. Sklare, Corwin Press Inc.

This concise book can help counsellors reduce discipline problems, improve relationships, and help students achieve their goals. Heavy caseloads make it difficult for counsellors to spend countless hours on traditional approaches to individual problems. **Brief Counseling That Works**,

Second Edition combines step-by-step instructions with vivid case examples to provide a comprehensive and practical overview of the fundamental principles of Solution-Focused Brief Counseling (SFBC), an effective approach leading to rapid, observable change in students. Gerald Sklare has extensively revised this second edition to include new adaptations of solution-focused methods, more opportunities to practise the SFBC model, and an expanded discussion of ways school administrators can use SFBC. ♣ CSC

The educational book titles featured in "On the Bookshelf" may be found at most retail and online booksellers or directly ordered from the book publishers through their websites.

Connect your students with ours!

Is McMaster Engineering the right fit? What's it really like to be a Mac Eng student?

Current undergrads share their stories and answer the tough questions your students want to ask.



- New student blog: *Hear it from Her!* <http://maceng1.blogspot.com>
- Mac Eng Chat sessions www.eng.mcmaster.ca/future/chat
- Hatch Entrance Scholarships (\$48,000) & SHAD Valley Alumni Entrance Scholarships (\$1,000) www.eng.mcmaster.ca/future/schol.html
- Full Program list at www.eng.mcmaster.ca/departments.html





Setting your New Year's resolutions and sticking to them – easier said than done!

*A New Year's resolution is something that goes in one year and out the other.
~Author Unknown*

*Many people look forward to the new year for a new start on old habits.
~Author Unknown*

*Be always at war with your vices, at peace with your neighbors, and let each new year find you a better man.
~Benjamin Franklin*

The new year is traditionally a time of reflection. You look inward and think about the state of your life, and inevitably come to the things about yourself that you would like to change. You then set your New Year's resolutions with the intention of improving yourself over the coming year. But despite your best intentions, what happens next? You give up on your resolutions within a month or two, and consciously or subconsciously decide you might as well leave it until the following year. Why is this unfortunate turn of events so prevalent among all of us?

The answer lies in realistic planning and implementation. Though people's goals and intentions may be sound, they tend to inadequately plan how they will accomplish these goals. Change often means breaking a habit. Following through on a New Year's resolution typically means working to lay down new habits in order to replace the old, ingrained ones. New behaviours require a lot of energy and thought to set in motion, and tend to take us out of our comfort zone. Energy depletes. Willpower wanes. Then one day we find ourselves back in our old comfortable habits. Though people sincerely want the benefits they expect to gain from engaging in new habits and behaviours, if they are not prepared at an emotional level to do the constant work required to accomplish those benefits, the scenario described above will repeat itself every year.

It does not have to be this way. It is possible to make a resolution and follow through on it successfully. To accomplish this, it is necessary to set up a careful and well thought-out plan. This "change" plan must be concrete, limited in scope, and above all, realistic. It must make use of methods for self-change that are likely to actually work. Armed with such a plan, you are much more likely to successfully meet your self-help goals.

Annual Calendar/Checklist

There is an annual calendar/checklist available free for download on the Internet, which records your New Year's resolutions. Choose your three most important resolutions and enter them on the lines below each month. If your goals are based on certain days of the week, all you do is highlight the applicable columns. Once you've accomplished each task or goal, check it off for that day.

Of course, this program may also be used for daily task checklists and scheduling, and is customizable and printable in case you want to attach the spreadsheet to your refrigerator or nightstand. <http://www.vertex42.com/calendars/resolution-checklist.html>

Talkback: Tell us what you think! We welcome your input, ideas and inspirations to share with fellow guidance counsellors. Reach us at: info@marketzonepro.com.

Future building KINGSTON 2011

**Exceptional Career Paths for Tomorrow's Builders!
Help your students make career decisions that count!**

IT'S YOUR FUTURE! KNOW YOUR CHOICES

March 29, 30, 31 - 9am-3pm
Kingston Expo Centre [see bottom for location details]

Cut Wood • Lay Brick • Connect Pipe
Come Play Construction Trivia – Win Prizes every Hour!

Free admission by registering at:

www.FUTUREBUILDING.ca

We will profile the organized construction workers and contractors in Ontario's Industrial, Commercial and Institutional (ICI) construction industry including:

Boilermakers	Carpenters	Demolition Workers	Glaziers	Surveyors
Ironworkers	Site Superintendents	Painters	Precast Concrete Erectors	Sprinkler Fitters
Rodworkers	Sheet Metal Workers	Electricians	Engineers	Millwrights
Bricklayers	Cement Masons	Plasterers	Architects	Painters
Roofers	Operating Engineers	Plumbers/Steamfitters	Construction Craft Workers	Terrazzo, Tile & Marble Workers

KINGSTON EXPO CENTRE
(Former Nortel Manufacturing Plant)

700 Gardiners Road
Kingston, Ontario

Behind the Rio-Can Shopping Centre

Sponsored in
Partnership with:



**EMPLOYMENT
ONTARIO**
Your job is out there. We'll help you find it.

METALWORKS

Institute of Sound & Music Production

Canada's Elite Entertainment Arts School



On the Stage

In the Business



In the Studio

WWW.METALWORKSINSTITUTE.COM

Programs Available at Metalworks Institute:

Show Production & Event Management
Professional Sound - Live Production Major
Professional Sound - Studio Production Major
Music Performance & Technology - Drums & Percussion Major

Music Performance & Technology - Guitar Major
Music Performance & Technology - Bass Guitar Major
Music Performance & Technology - Vocal Major
Music Performance & Technology - Keyboard Major

Entertainment Business Management
Audio Production & Engineering
Professional Sound

Metalworks Plaza

3611 Mavis Road, Mississauga, ON L5C 1T7

Metalworks Institute is registered as a Private Career College
under the Private Career Colleges Act, 2005

To arrange a tour or for further information, please call 905.279.4000 or Toll-Free: 1.866.783.2200

www.metalworksinstitute.com

email: admissions@metalworksinstitute.com

Outserts

Alberta College of Art + Design

Begin the creative process...

Being at ACAD is about more than just taking studio-based classes in 11 innovative and collaborative program areas. It's a chance to be a part of a community of emerging artists and designers, and to make your mark on the international art and design scene. At ACAD, you'll get a chance to work with inspiring students and industry leading instructors – classmates and faculty who are as passionate about art and design as you are. Find out more about how to build your portfolio at +acad.ca/admissions

A good idea begins with a sketch. Visit +acad.ca/admissions to download your own sketchbook of creative thinking exercises and to find out how you can become an ACAD student.

Bachelor of Design

Photography, Visual Communications Design

Bachelor of Fine Arts

Ceramics, Drawing, Fibre, Glass, Jewellery
+ Metals, Media Arts + Digital Technologies,
Painting, Print Media, Sculpture

ACAD

ACADEMY OF BROADCASTING CORPORATION



66B-1485 Portage Avenue (Polo Park) Winnipeg, Manitoba R3G 0W4

academyofbroadcasting.com



**FACULTY OF RADIO &
TELEVISION
BROADCASTING**

**FACULTY OF ACTING
FOR FILM, TELEVISION
& THEATRE**

**NEW FACULTY OF
MEDIA WRITING**



**ACADEMY GRADS
LOVE THEIR CAREERS.**

LOVE YOURS.



CONTACT THE ACADEMY OF BROADCASTING ADMISSIONS DEPARTMENT FOR MORE INFORMATION:

CALL 89-RADIO (204) 897-2346



HUMBER
The Business School

BUSINESS DEGREES

4-YEAR DEGREES THAT ARE BUILT FOR BUSINESS.

Accounting
e-Business Marketing
Fashion Management
Human Resources Management
International Business
Tourism Management

**be
more**

business.humber.ca

For more information,
please contact:
Pat Meek
Associate Dean
Toronto, ON
416-675-6622 x3226
pat.meek@humber.ca





CANADIAN AGRICULTURAL
HUMAN RESOURCE COUNCIL

agri
talent.ca

Search by Farming Commodity



Search programs by commodity groups: aquaculture, floriculture, greenhouse, cattle, crops...



Search by Subject of Training



Browse subjects such as crop and plant management, agricultural management, landscaping...



Search by Training or Learning Institution



Browse the programs of over 225 training and education organizations across Canada.



Search by Agricultural Association



Browse the courses offered by Canadian agricultural associations.



Can't find what you are looking for?

Give us a call at:
1-866-430-7457

Canada

Funded by the Government of
Canada's Sector Council Program

First Nations University of Canada (FNUUniv) provides a unique opportunity to study in an environment that supports **First Nations cultures**, languages, and values. As a FNUUniv student you can participate in and learn through ceremony with Elders as well as through classroom based experience. You can expect to grow within our family-like **atmosphere**.

FNUUniv's courses, programs, and instructors are accredited by the University of Regina, and all U of R classes are open to FNUUniv students. We offer academic programming in a variety of professional areas (Education; Social Work; Business and Public Administration; Nursing) as well as through our interdisciplinary department (Indigenous Studies; English; Science; Indian Fine Arts; Indigenous Languages, Literatures, and Linguistics; Indian Communication Arts).

Many University of Regina students take classes from First Nations University, and we have **students from across Canada** and around the globe registered here. All students are welcomed equally.

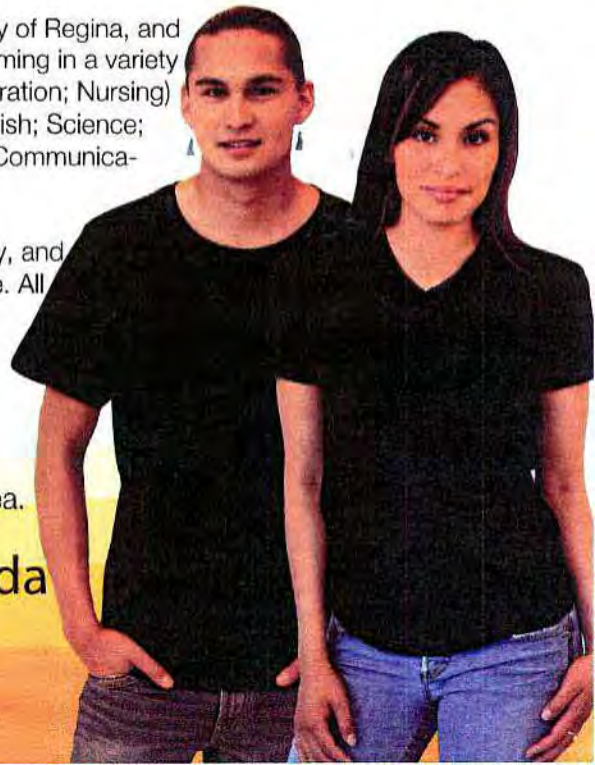
We are a family at FNUUniv.

Please see www.firstnationsuniversity.ca for more information.
Or call us at **306.790.5950**, or visit one of the campuses in your area.



First Nations University of Canada

tradition innovation leadership



Helping Build Brighter Futures



DUMONT
TECHNICAL
INSTITUTE
INC

**Dumont Technical Institute
Programs and Information
2010-2011**

We mean business.

LANGARA SCHOOL OF MANAGEMENT

Langara.

THE COLLEGE OF HIGHER LEARNING.

2010 - 2011 PROGRAMS



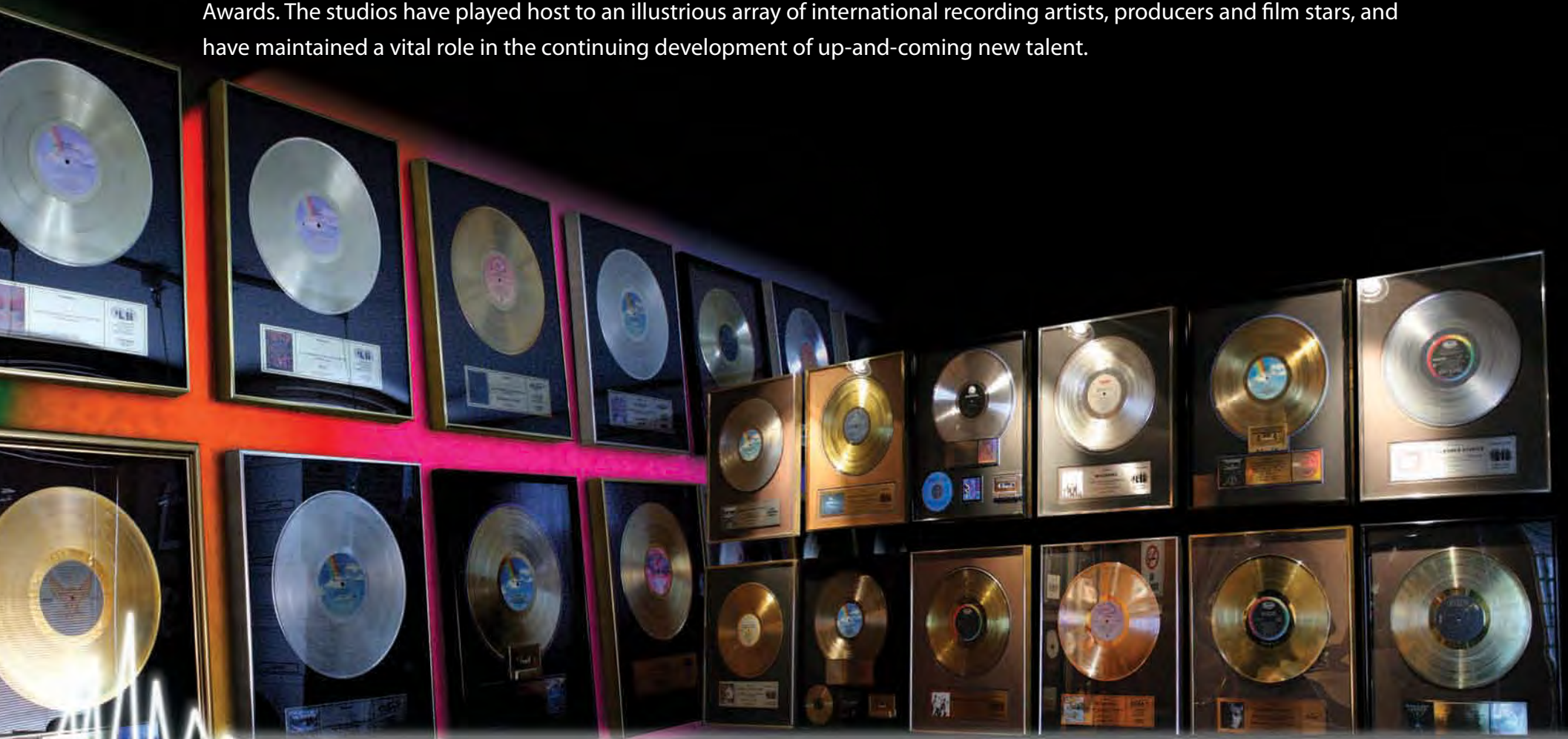
METALWORKS INSTITUTE

CANADA'S ELITE ENTERTAINMENT ARTS SCHOOL

OUR HISTORY

The genesis of the Metalworks story begins with the incorporation of Design Staging Inc. on October 11, 1977; a sound company, management hub, and creative workspace for legendary Canadian Music Hall of Fame Inductees Triumph. As Triumph's ascent into rock hierarchy evolved, the company's name was changed to Metalworks. While the initial focus was on studio recording, the Metalworks brand ultimately expanded to embrace multiple facets of the entertainment industry - from recording to live event production to education.

Metalworks Studios has maintained an unsurpassed level of excellence spanning over three decades; recognized for an unprecedented twelve consecutive years as "Recording Studio of the Year" at the Canadian Music and Broadcast Industry Awards. The studios have played host to an illustrious array of international recording artists, producers and film stars, and have maintained a vital role in the continuing development of up-and-coming new talent.



Metalworks Production Group bridges the gap from the Studio to the performance stage; specializing in audio, video, lighting and staging systems for live events. Featuring the latest systems and technologies in concert production and live touring, as well as corporate and special events, Metalworks is on the cutting-edge of live event production.

Metalworks Institute of Sound & Music Production draws on more than 30 years of award-winning industry success.

MISSION STATEMENT

Metalworks Institute of Sound & Music Production is a dynamic, independent institution dedicated to providing an incomparable level of education in the areas of music performance, audio recording, live production and the business of entertainment. MWI prepares students for lifelong learning and leadership roles in the entertainment industry through innovative instruction techniques and exceptional learning resources.

The Institute fosters investigation, research, and creative professional activity by uniting faculty and students in the acquisition and application of technical, artistic and business knowledge in a professional environment.

In addition to preparing students within their academic fields, MWI provides graduates with the fundamental skills to communicate, to solve problems and to work both independently and collaboratively towards rewarding and fulfilling careers within the entertainment industry. Our mission statement is the foundation for a set of principles that is the inspiration for the development and implementation of all the Institute's programs and services.



TWO YEAR DIPLOMA PROGRAMS

Metalworks Institute's two-year programs parallel the growing and shifting demands of today's entertainment industry. It is increasingly important for entry-level professionals to have a diversified and deep understanding of a wide range of subjects related to their career path. These programs allow students to stay current with the rapidly evolving technologies and trends that mould the structure of our industry.

PROFESSIONAL SOUND & BUSINESS - LIVE PRODUCTION MAJOR

Our Professional Sound & Business - Live Production Major program is designed for students who want a career in live event production. This fascinating and in-depth program balances the creative, technical and business management aspects related to the live event industry.

COURSE TOPICS INCLUDE:

Introduction to the Entertainment Industry
Styles & Genres I
Principles of Sound & Acoustics I
Principles of Digital Audio I
Principles of Digital Audio Lab I
Intellectual Properties
Business Communications
Practical Business Technologies I
Styles & Genres II
Principles of Sound & Venue Acoustics
Principles of Digital Audio II
Principles of Digital Audio Lab II
Event Production & Management I

Show Production Systems I
Show Production Systems Workshop I
Principles of Electricity & Electronics I
Practical Business Technologies II
Styles & Genres III
Business Ethics
Event Production & Management II
Show Production Systems II
Show Production Systems Workshop II
Principles of Electricity & Electronics II
Principles of Electricity & Electronics Lab
Introduction to Marketing
Event Production & Management III

Show Production Systems III
Show Production Systems Workshop III
Show System Maintenance Lab
Show System Maintenance
Broadcast Management
Music Publishing
Entertainment Marketing
Live Entertainment Agreements & Contracts
Record Companies
Financial Principles (A)
Audio Signal Processing Lab
Audio Signal Processing
Artist Management

Promotion & Publicity
Lighting Principles
Financial Principles (B)
Digital Distribution
Business Venture & Financing
Web Site Design & Development for eBusiness
Lighting Principles Workshop
System Installation Technologies
Entertainment Statistics & Data Analysis
Guest Lecture Series

PROFESSIONAL SOUND & BUSINESS - STUDIO PRODUCTION MAJOR

The Professional Sound & Business - Studio Production Major program is ideal for students interested in understanding the recording, music and entertainment industries. All subjects related to studio record production are thoroughly studied on creative, technical and business management levels. The program provides students with a well-rounded perspective; allowing expanded career pathways in the recording, film and broadcast industries, as well as related areas in the entertainment business sector.

TWO YEAR DIPLOMA PROGRAMS

COURSE TOPICS INCLUDE:

Introduction to the Entertainment Industry
Styles & Genres I
Principles of Sound & Acoustics I
Principles of Digital Audio I
Intellectual Properties
Music Intermediaries
Business Communications
Music Theory I
Principles of Digital Audio Lab I
Styles & Genres II
Recording Engineering I
Recording Engineering Studio I
Principles of Sound & Acoustics II
Principles of Digital Audio II
Practical Business Technologies I

MIDI & Synthesis
MIDI & Synthesis Lab I
Music Theory II
Music Production I
Principles of Digital Audio Lab II
Styles & Genres III
Recording Engineering II
Recording Engineering Studio II
Practical Business Technologies II
Business Ethics
Entertainment Agreements & Contracts (A)
MIDI & Synthesis Lab II
Music Theory III
Music Production II
Record Companies

Introduction to Marketing
Recording Engineering III
Recording Engineering Studio III
Entertainment Agreements & Contracts (B)
Financial Principles (A)
Audio Post-Production I
MIDI & Synthesis Lab III
Music Production III
Psychoacoustics
Entertainment Marketing
Song Writing Analysis
Financial Principles (B)
Audio Logistics & Electronics
Promotion & Publicity
Audio Post-Production II

Audio Post-Production Lab I
Artist Management
Principles of Digital Audio Lab III
Show Production
Live Sound
Event Production & Venue Management
Digital Distribution
Business Venture & Financing
Music Publishing
Audio Logistics II & Electronics Lab
Audio Post-Production Lab II
Entertainment Statistics & Data Analysis
Website Design & Development for eBusiness
Broadcast Management
Guest Lecture Series / Final Disertation

PROFESSIONAL SOUND

For students seeking a career exclusively in audio, we offer our Professional Sound program. This curriculum encompasses all facets of the audio world. Students learn to master every professional audio environment, from control rooms to film sets to live stages and more. This is the professional sound engineer's ultimate educational experience.

COURSE TOPICS INCLUDE:

Principles of Sound & Acoustics I
Principles of Digital Audio
Introduction to the Entertainment Industry
Musical Styles & Genres
Event Production & Management I
Principles of Electricity & Electronics I
Show Production Systems I
Show Production Systems Workshop I
Principles of Digital Audio II
Live Entertainment Agreements & Contracts
Event Production & Management II
Principles of Electricity & Electronics II
Principles of Electricity & Electronics Lab

Show Production Systems II
Show Production Systems Workshop II
Audio Signal Processing
Audio Signal Processing Lab
Lighting Principles
Lighting Principles Workshop
Event Production & Management III
Show System Maintenance
Show System Maintenance Lab
Show Production Systems III
Show Production Systems Workshop III
System Installation Technologies
Guest Lecture Series

Recording Engineering I
Music Theory I
Music Production I
Audio Post Production I
Recording Engineering Studio I
Principles of Digital Audio Lab I
MIDI & Synthesis
MIDI & Synthesis Lab I
Recording Engineering II
Music Theory II
Music Production II
Principles of Sound & Acoustics II (Studio Design)
Audio Post Production II

Recording Engineering Studio II
Audio Post-Production Lab I
Principles of Digital Audio Lab II
MIDI & Synthesis Lab II
Recording Engineering III
Music Theory III
Music Production III
Recording Engineering Studio III
Audio Post-Production Lab II
Principles of Digital Audio Lab III
Psychoacoustics

some people
make music,
others
make **history**

TWO YEAR DIPLOMA PROGRAMS

MUSIC PERFORMANCE & TECHNOLOGY - GUITAR MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - VOCAL MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - BASS GUITAR MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - KEYBOARD MAJOR
MUSIC PERFORMANCE & TECHNOLOGY - DRUMS & PERCUSSION MAJOR

An educational concept
unexplored in Canada
...until now

Designed for musicians, our five Music Performance & Technology programs are built on a unique concept: to offer the complete range of industry knowledge required to take the art of performance to a professional level. With flexibility and space for personal style, students learn to perfect their business and music performance skills as they master the technologies and computer applications related to their major.

Our brand new campus wing developed specifically for the Music Performance & Technology programs allows students access to industry standard equipment and the world's latest music technologies. Students will work with expert instructors in the studio, on the stage and in the classroom.

It takes more than being a great player to succeed as a performer in today's highly competitive talent market. This educational avenue will allow passionate musicians to discover a myriad of professional opportunities and realize their personal and creative ambitions.

COURSE TOPICS INCLUDE:

Introduction to the Entertainment Industry
Music & Culture
Principles of Sound & Acoustics
Principles of Digital Audio
Principles of Digital Audio Lab
Music Theory & Composition
Harmony
Counterpoint
Arranging
Orchestration

Sight Reading
Ear Training & Critical Listening
Musicianship
Musical Instrument Workshop
Private Lesson
Guest Lecture Series
MIDI & Synthesis
MIDI & Synthesis Workshop
Music Production
Desktop Music Production

Studio Techniques
Music Business
Music Business - People & Organizations
Songwriting
Instrument Ensemble Workshop
Live Show Systems
Audio Post Production Principles
Audio Post Production Workshop
Music For Film & Television
Film & Television Music Workshop

Our two-year Music Performance & Technology programs are split into six semesters. Each program features a combination of lectures, case studies, workshops and technical education labs totalling upward of 1800 hours of instruction.

ONE YEAR DIPLOMA PROGRAMS

ONE YEAR DIPLOMA PROGRAMS

As the recording and entertainment industries evolve to keep pace with emerging digital technologies, Metalworks Institute's one year programs offer students an intense and comprehensive educational experience; fully designed to meet the changing demands of the contemporary landscape.

SHOW PRODUCTION & EVENT MANAGEMENT

With the live entertainment and special event industries expanding at an unprecedented rate, our Show Production and Event Management program presents an incomparable opportunity to learn the fundamental skills and perspectives required to plan, manage and produce shows for a broad range of industry applications. Our exclusive partnership with Metalworks Production Group provides an unrivalled learning environment, with access to leading industry equipment and facilities. This program design prepares students for future opportunities in the production of music concerts, corporate events, theatrical productions, trade shows, exhibitions, conferences and multi-media presentations.

COURSE TOPICS INCLUDE:

Principles of Sound & Acoustics I
Principles of Digital Audio
Introduction to the Entertainment Industry
Musical Styles & Genres
Event Production & Management I
Principles of Electricity & Electronics I
Show Production Systems I
Principles of Digital Audio Lab I

Show Production Systems Workshop I
Principles of Sound & Venue Acoustics
Principles of Digital Audio II
Live Entertainment Agreements & Contracts
Event Production & Management II
Principles of Electricity & Electronics II
Show Production Systems II
Audio Signal Processing

Principles of Digital Audio Lab II
Show Production Systems Workshop II
Principles of Electricity & Electronics Lab
Audio Signal Processing Lab
Lighting Principles
Show System Maintenance
Show System Maintenance Lab
Show Production Systems III

Event Production & Management III
Show Production Systems Workshop III
System Installation Technologies
Lighting Principles Workshop
Guest Lecture Series

when an
original sound
is made, it echoes
forever

“Metalworks Institute gave me a strong foundation and understanding of how to navigate my way through many paths in the audio industry. I am eternally grateful to the faculty, staff and friends that helped guide me into a very demanding career.”

Jake Sacher (Audio Production & Engineering Graduate 2006)
Assistant Engineer,
Wanted! Sound + Picture, Toronto

Metalworks Institute's one year programs are split into three semesters over a twelve-month period of study. Each program features a combination of lectures and technical education labs totalling more than 1000 hours of instruction.

AUDIO PRODUCTION & ENGINEERING

Our Audio Production & Engineering program ranges from fundamental to advanced audio theory; as well, it encompasses production skill-sets required in the recording industry, the film and television post-production industry and today's high-tech audio environment. The vast experience of Metalworks Studios has infused this curriculum with a wealth of in-depth knowledge derived from real-world success; resulting in a program designed to optimize your future opportunities in the recording industry.

COURSE TOPICS INCLUDE:

Recording Engineering I
Music Theory I
Music Production I
Principles of Sound & Acoustics I
Principles of Digital Audio I
Audio Post Production I
Musical Styles & Genres
Music Industry Overview
Recording Engineering Studio I
Principles of Digital Audio Lab I

MIDI & Synthesis
MIDI & Synthesis Lab I
Recording Engineering II
Music Theory II
Music Production II
Business & Contracts
Principles of Sound & Acoustics II (Studio Design)
Principles of Digital Audio II
Audio Post Production II
Audio Logistics & Electronics I

Song Writing Analysis
Recording Engineering Studio II
Audio Post-Production Lab I
Principles of Digital Audio Lab II
MIDI & Synthesis Lab II
Recording Engineering III
Music Theory III
Music Production III
Employment Strategies
Audio Logistics & Electronics

Business & Contracts II
Audio Logistics & Electronics Lab
Recording Engineering Studio III
Audio Post-Production Lab II
Principles of Digital Audio Lab III
MIDI & Synthesis Lab III
Guest Lecture Series

ENTERTAINMENT BUSINESS MANAGEMENT

As the entertainment industries continue to evolve and converge in the digital age, our Entertainment Business Management program provides students with a diverse knowledge base and skill-set; leading to an unlimited array of career opportunities. Encompassing all facets of the entertainment and recording industries, this program features courses of study that allow students to learn business fundamentals and disciplines relevant in today's fast-paced market. Our ongoing, exclusive partnerships with Metalworks Studios and Metalworks Production Group ensure our students access to unparalleled facilities and networking opportunities.

COURSE TOPICS INCLUDE:

Styles & Genres I
Business Communications
Entertainment Technologies
Introduction to Marketing
Financial Principles
Intellectual Properties
Music Intermediaries
Introduction to the Entertainment Industry

Practical Business Technologies I
Record Companies
Styles & Genres II
Business Ethics
Artist Management
Entertainment Marketing
Entertainment Agreements & Contracts (A)
Promotion & Publicity

Practical Business Technologies II
Practical Entertainment Technologies
Event Production & Venue Management
Styles & Genres III
Entertainment Statistics & Data Analysis
Broadcast Management
Digital Distribution
Business Venture & Financing

Entertainment Agreements & Contracts (B)
Music Publishing
Web Site Design & Development for eBusiness
Guest Lecture Series / Final Disertation

PART-TIME CERTIFICATE COURSES

We offer an à la carte menu of part-time certificate courses, with course durations ranging from 24-30 hours. In as little as two days, you can obtain official certification. Our certificate courses offer a great deal of information in a condensed amount of time. Whether you are a beginner interested in learning the basics or a pro wanting to upgrade your skills, our certificate courses are tailored to suit all needs.



AVAILABLE COURSES:

Pro Tools 101: Introduction to Pro Tools
Pro Tools 110: Essentials of Pro Tools
Pro Tools 201: Pro Tools Production Essentials
Pro Tools 205: Worksurface Guide
Pro Tools 210M: Music Production Techniques
Pro Tools 210P: Post Production Techniques
Pro Tools 220: Operator Certification Update
Pro Tools 310M: Advanced Music Production Techniques
Pro Tools 310P: Advanced Post Production Techniques
Pro Tools 310I: Advanced ICON Mixing Techniques
Venue 110V: Live Sound Production I
Venue 210V: Live Sound Production II
Reason
Cubase
Logic Studio
Ableton

OUR EXCLUSIVE PARTNERSHIP WITH AVID

Metalworks Institute is Eastern Canada's only Avid Authorized Training Partner.

Students will learn Pro Tools and ICON, with the ability to achieve Pro Tools certification. Students will also have the opportunity to learn on the largest ICON system in Canada, featuring an 80-fader D-Control ICON and fully loaded Pro Tools HD-3 Accel system. These certification courses are three days in length, providing 24-30 hours of hands-on instruction.

Exciting Career Pathways Include:

- Tour Manager
- Production Manager
- Tour Accountant
- Production Accountant
- Stage Manager
- Production Assistant
- Event Planner
- Facility Manager
- Box Office Manager
- Ticket Agent
- Venue Technical Manager
- Production Manager
- Production Assistant
- Lighting Designer
- Lighting Operator
- Moving Light Programmer
- Laser / SFX Technician
- Follow-Spot Operator
- Lighting Crew
- Rigger
- Tour Coordinator
- Road Manager
- Tour Publicist
- Artist Manager
- Booking Agent
- Concert Promoter
- Business Manager
- Front of House Engineer
- Monitor Engineer
- Acoustic Analysis Engineer
- Line-Array Technician
- Hotel and Resort Technical Services
- Theatre Sound Designer
- House of Worship Technical Engineer
- Corporate Audio Visual Technician
- Record Company Executive
- A&R Director
- A&R Administrator
- Artist Relations Representative
- Promotional Manager
- Account Sales Representative
- Regional Sales Manager
- Marketing Executive
- Public Relations Director
- Publicist
- Advertising Account Executive
- Field Merchandiser
- Consumer Researcher
- Music Publisher
- Placements Manager
- Artist Development Representative
- Song Plugger
- Placements Manager
- Royalty Administrator
- Record Producer
- Production Coordinator
- Recording Engineer
- Assistant Engineer
- Re-Mix Engineer
- Mastering Engineer
- Pro Tools Editor
- MIDI Programmer
- Studio Manager
- Interactive Developer / Designer
- DVD Author
- Audio Programmer
- Multimedia Engineer
- Audio Technology Developer
- Audio Design Engineer
- Internet Audio Designer
- Cellular Communications Sound Designer
- Game Audio Sound Designer
- Game Audio Sound Editor
- CD-ROM Producer
- Audio Software Designer
- Production Recordist /Mixer
- Boom Operator
- Playback Operator
- Post-Production Supervisor
- Dialogue Editor
- ADR Producer
- ADR Recordist

We know what it takes
to become a success in the industry
and that's **exactly**
what we teach

- Agent
- Manager
- Film Producer
- Line Producer
- Music Contractor
- Music Supervisor
- Casting Director
- Station Manager
- Director of Broadcasting
- Film/ Tape Librarian
- Unit Manager
- ADR Editor
- Foley Recordist
- Foley Editor
- Foley Mixer
- Sound Effects Editor
- Sound Effects Pre-mixer
- Film Composer
- Music Editor
- Score Mixer
- Performer
- Touring Musician
- Studio Musician
- House of Worship Musician
- Clinician
- Composer
- Songwriter
- Film Composer
- Television Composer
- Video Game Composer
- Music Editor
- Arranger
- Orchestrator
- Sound Designer Video Games
- Music Producer
- Programmer
- Singer
- Musical Director
- Conductor
- Copyist
- Jingle Composer
- Sound Design Web
- Musical Instrument Repair
- Musical Instrument Sales
- Music Journalist
- Music Teacher
- Music Software Development
- Music Therapist
- Tuner
- Music Technician
- Music Librarian
- Musicologist
- Arts Administrators
- Music Advisor
- Music Researcher
- Sound Designer Film

“I brought my passion for making music to Metalworks, and Metalworks gave me back more than I could have asked for. I learned about every side of the music industry (from people who actually work in it), and got hands on experience with the latest and greatest equipment. Whenever I speak to anyone who knows they want to work in the music industry but doesn't know where to start, I have two words for them: Metalworks Institute.”

Eric Brown (Audio Production & Engineering Graduate 2006)
Gormley Digital Arts, Richmond Hill, Ontario



OTTAWA AVIATION SERVICES



Pilot Assessment Centre

An Ottawa Aviation Services Company

SAVE THE DATE

VCC INFO NIGHT

140 programs. One night.
Everything you need to know.

APRIL 13, 2011
4 PM to 6 PM

BROADWAY CAMPUS
1155 East Broadway

More info:
vcc.ca

Vancouver
Community
College 

ACC is

...hands-on.
...interesting.
...challenging.
...high-tech.
...fun!



ASSINIBOINE
COMMUNITY COLLEGE

Email recruit@assiniboine.net
or visit www.assiniboine.net