

'To Bite or Not To Bite?' :

Alternatives to Teaching

February 5th, 2007
3:00 – 5:00 p.m.
UTM Faculty Club, Rm. 3140 SB



Panellists:

- **Suzy Stirton** : Case Worker, Big Brother Big Sisters of Peel
- **Lynn Sharer** : Corporate Trainer, Lynn Sharer and Associates
- **Jenni Stoff** : Program Coordinator, Canadian Centre for Diversity
- **Lyn Rodrigues** : Music/Special Education Teacher, Dufferin-Peel Catholic Separate School Board

Co-sponsored by the **UTM Career Centre & P.A.U.S.E.**

Room SE3094. Tel. 905-828-5451

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Panel moderated by **Alycia Rodrigues**

***Please Note:** The following package is condensed from various resources listed throughout. It should not be considered comprehensive or exhaustive.

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Unsure about biting the apple?

Teaching is a valuable and rewarding career, but its demands are not for everyone. Luckily, the field of education is broad and overlaps into other areas – many careers involve a component of education!



There are a number of important factors to consider when making a career decision, such as your interests, personality, values and skills. You may be interested in the field, but not in the idea of running a classroom, or perhaps, you initially wanted to teach but, through volunteer experience, discovered that you do not enjoy working with children, or that it simply is not the career for you after all. Either way, the following should help you recognize the many options that lie before you, as well as give you something to think about!

What Are My Career Options?

There are a multitude of careers that combine aspects of the teaching profession with others, allowing for numerous dynamic occupations which may appeal to anyone interested in the field of education. “Some careers offer the prospect of travel and adventure, while others offer the opportunity to be your own boss. They all, however, are a departure from the rigors of teaching in elementary and secondary schools.”¹ The following is a list of various alternative careers to teaching* with the relevant transferable skills noted in parentheses²:

“Unusual Teaching Situations”	<ul style="list-style-type: none"> • Prison Facility Teacher (active listening, interpersonal skills, monitoring) • Adult & Vocational Education Teacher (instructing, listening, monitoring) • School Media Specialist (instructing, inspiring, verbalizing) • Teaching Overseas (instructing, monitoring, implementation planning)
“Being in Charge”	<ul style="list-style-type: none"> • Adult Day-Care Coordinators (organization, leadership, communication) • Properties/Facilities Manager (supervising, inspecting, maintaining) • Child-Care Director (communication with parents, organization, social perceptiveness) • Education Director (motivating, active listening, social perceptiveness) • Bank Manager/Officer (leadership, communication, ability to be a team player) • Public Relations Manager (service-oriented, coordinating, listening) • Sales Manager (service orientation, monitoring, visioning) • School Administrator (supervising, budgeting, problem-solving) • Retail Sales Manager (time management, monitoring, operations analysis)
“The Business World”	<ul style="list-style-type: none"> • Advertising/Marketing Consultant (writing skills, ability to develop and explain new ideas) • Personnel and Labour Relations Specialist (analyzing, overseeing, investigating) • Executive Search Recruiter (investigating, evaluating, discovering) • Financial Planner (estimating, budgeting, counselling) • Insurance Claims Representative (estimating, investigating, computing) • Insurance Underwriter (ability to make difficult decisions, good written skills, ability to explain yourself) • Insurance Agent (estimating, interviewing, calculating) • Real Estate Agent/Broker (mathematical, people skills, time management)

¹ Gisler, Margaret M. *101 Career Alternatives for Teaching*. California: Prima Publishing, 2002, 2.

* Additional career ideas can be found within this information package with profile - For the others, please visit the Career Centre and a Career Assistant will show you how to find one.

² Gisler, Margaret M. *101 Career Alternatives for Teaching*. California: Prima Publishing, 2002.

“The Business World” (cont.)	<ul style="list-style-type: none"> • Sales Representative (ability to explain new concepts, investigating, strong interpersonal skills)
“Using Communication Skills”	<ul style="list-style-type: none"> • Business Plan Writer (organization, English proficiency, negotiation skills) • Personnel Recruiter (developing, verbalizing, discovering) • Management Analyst/Consultant (leadership, ability to recommend ideas, interpreting data correctly) • Customer Service Representative (English proficiency, interpersonal, problem solving) • Translator (patience, interpreting, translating) • Fundraiser (ascertaining, motivating, explaining) • Convention Specialist (monitoring, verbalizing, scheduling)
“Computer ‘R’ Us”	<ul style="list-style-type: none"> • Computer Programmer (computer literacy, logical/mathematical skill, problem solving) • Webmaster (computer knowledge, investigative talent, ability to develop new ideas) • Computer Trainer/Tutor (motivating, overseeing, inspiring) • Internet Content Developer (creativity, computer skills, ability to meet deadlines) • Internet Security Specialist (flexibility, problem solving, eye for detail) • Computer Network Administrator (patience, supervising, computer knowledge) • Online Researcher (research skills, linguistic intelligence, editing) • Computer Support Service Owners (developing, computer skills, patience) • Web Site Editor (eye for detail, English proficiency, computer knowledge) • Computer and Video Game Designer (creativity, development skills, ability to conceptualize)
“The Entrepreneur’s Life”	<ul style="list-style-type: none"> • Interior Designer/Decorator (creativity, good listening skills, communication) • Small Business Owner (time management, critical thinking, monitoring) • Bed and Breakfast Owners (social perceptiveness, marketing knowledge, active listening) • Party Planner (active listening, solution appraisal, service orientation) • Caterer (time management, implementation planning, marketing knowledge) • Wedding Consultant (implementation planning, patience, creativity) • Internet Entrepreneur (ability to develop ideas, computer literacy, motivating skills)
Miscellaneous	<ul style="list-style-type: none"> • Paralegal (written comprehension, information ordering, research) • Museum Curator (instructing, organizing, creativity) • Lobbyist (social perceptiveness, communication, motivating) • Professional Speaker (organization, time management, critical thinking) • Demographer (analysis, information gathering, communication) • Actuary (organization, interpersonal skills, critical thinking)

Miscellaneous (cont.)	<ul style="list-style-type: none"> • Real Estate Appraiser (estimating, math skills, evaluating) • Professional Organizer (good listening skills, ascertaining, classifying)
“The Noble Public Servant”	<ul style="list-style-type: none"> • CSIS Agent (communication, judgment and decision making) • Security Consultant and Technician (visioning, troubleshooting, problem identification) • Health and Regulatory Inspector (critical thinking, monitoring, information gathering) • Animal Control Officer (reading comprehension, ability to write reports, interpersonal skills) • Probation Officer (social perceptiveness, information gathering, instructing) • Public Relations Specialist (information organization, service orientation, critical thinking) • Religious Vocation (active listening, time management, social perceptiveness) • Flight Attendant (service orientation, interpersonal skills, problem identification) • Zoo and Aquarium Curator (overseeing, processing, supervising) • Urban Planner (developing, coordinating, budgeting) • Postal Service Worker (organization, interpersonal)
“Publish or Perish”	<ul style="list-style-type: none"> • Book Editor (eye for detail, computer literacy, motivational) • Columnist (communication, time management) • Technical Writer and Editor (critical thinking, information gathering, motivational) • Grant Coordinator and Writer (communication, computer skills, problem solving) • Indexer (information organization, computer literacy) • Literary Agent (communication, creative thinking, reasoning) • Scriptwriter (listening, writing and evaluation skills) • Copywriter (working under pressure, flexibility) • Writer (creativity, organization, communication)
“Let the Games Begin!”	<ul style="list-style-type: none"> • Adventure Travel Specialist (critical thinking, listening skills, creativity) • Athletic Coach (developing, motivating, preparing) • Recreation Worker (overseeing, coaching, scheduling) • Park Ranger (inspecting, analyzing, leadership) • Activity Director (organization, adaptability, leadership, interpersonal) • Sports Management Professional (motivation, supervising, management) • Travel Agent (organization, listening, efficiency) • Personal Trainer (active listening, problem identification, speaking)



Did you see some career titles that interest you?

If so, pay a visit to the Career Centre and browse through the Resource Library and/or ask a Career Assistant for some help in researching these options.

If not, come in to the Career Centre and make an appointment with a Career Counsellor who can assist you with planning your career.

Let's Talk Skills

Before looking into these alternatives, it is essential to be aware of certain factors – What aspects of teaching appeal to you? What are you looking for that teaching does not provide? What goals do you wish to achieve through your career? What additional training and/or education will you require? *What is your skill-set and how would you like to use it?*

It is important to be aware of the skills that you have developed. Such skills are gained through various experiences which may include part time work, summer placements, volunteer position(s) and education. Employers are always looking for individuals who are able to transfer their skills from past working environments to a particular job – specific requirements can be taught, but they value employees who are able to apply strong general skills developed elsewhere, such as communication, to a current position.

Your university education is helping you gain and develop a variety of valuable transferable skills which will be beneficial in your future career. Furthermore, any part-time work and volunteer positions you may hold contribute to your skill set, as well. Here are some examples of skills you have likely already developed:

- | | |
|-------------------------------------|-------------------|
| - Ability to work as part of a team | - Monitoring |
| - Analytical thinking | - Motivating |
| - Communication | - Organization |
| - Instructing | - Speaking skills |
| - Leadership | - Time management |
| - Multi-tasking | |

Most importantly, the skills that you develop in these environments allow you to additionally recognize whether or not you enjoy using them and further, if it is an aspect you would look for in a career.

While preparing for a career in education, it is important to remember that the skills you have developed through your experiences, which may include in-class volunteering, tutoring, facilitating day camp, etc. are skills which can be transferred to various other careers. Analyse your work, volunteer and extra curricular activities – what skills did you gain? If this is challenging to do, consider making an appointment with a Career Counsellor who can help you with this analysis.



Once you have identified your skills and determined which among them you enjoy using, take a look back at the chart in the “What Are My Career Options?” section to see where they can be used outside of teaching. Next, in the career areas that interest you, consider what skills are necessary that you have yet to acquire and demonstrate, and think about how you can go about gaining experience which will develop them.

Gaining Experience

Experience is of great significance when applying to post-graduate programs and while making the transition into the working world. Program supervisors and employers are looking for individuals with knowledge and skills about their field, both academic and practical. There are many summer programs, volunteer positions and various types of jobs out there. Thus, in order to prepare for your further studies and/or career, it is highly recommended that you take initiative and get involved!!

- RIGHT HERE AT UTM -

Credit Research Courses

A great way to gain experience at UTM is through the **Research Opportunity Program (ROP)**. ROP provides an absolutely rewarding opportunity for students to work in the research project of a professor in return for a course credit. Through this program, students become involved in original research, learn research methods and share in the excitement and discovery of acquiring new knowledge.³

OSAP Work Study Positions

The OSAP Work Study Program offers students who are eligible for OSAP an opportunity to work on campus during the academic year and gain academic and career related experience. These positions are posted through the Career Centre at the beginning of September and can be viewed until the end of October.⁴ Past relevant positions are:

Job Order Number:	2006.WC.1043
Position Title:	Student Ambassador, On-Campus Events
Organization:	Office of the Registrar (UTM)

Job Order Number:	2007.WC.1120
Position Title:	I.S.R.C. Coordinator
Organization:	Student Affairs (UTM)

Job Order Number:	2006.WC.0935
Position Title:	Career Assistants
Organization:	UTM Career Centre

Campus Clubs

An excellent way to gain experience is to join academic and/or social clubs on campus. Here, students can develop their leadership, communication, team work, organizational and time management skills, among others, which will certainly prove valuable when transferring into the work force.

³ More information is available on-line: <www.utm.utoronto.ca/research/rop/>

⁴ For further details, visit: <<http://www.utm.utoronto.ca/careers/workstudyprogram.html>>

Administrative/Student Services

There are various student services on-campus which, in addition to their particular service, offer great opportunities to get involved and develop valuable skills. Centres like the *Registrar's Office*, the *International Student Resource Centre*, the *Academic Skills Centre*, *Residence Council* and the *Career Centre* offer a variety of volunteer and paid opportunities. Furthermore, there are a number of excellent opportunities available through involvement with student governments, like UTMSU and SAC.⁵

Academic Programs: Science and Languages

UTM offers a number of programs which focus on effective education such as the Science Education Minor⁶, the Majors in French or Italian Language Teaching and Learning, and the Specialist in Language Teaching and Learning which combines both Italian and French⁷. While these programs certainly are excellent preparation for studies at a Faculty of Education, they are not limited to this – many career areas involve a component of education!

The Early Teacher Program (ETP)

ETP is a great program for those studying within the Math and Science disciplines planning to enrol in a Bachelor of Education program – participation in this program offers guaranteed admission to O.I.S.E., the Faculty of Education at U of T.⁸

- SAMPLE OFF-CAMPUS OPPORTUNITIES -

Study Abroad Programs

Study abroad programs serve as an incomparable opportunity to learn. In such programs, your textbook becomes your place of study as you observe and experience what you study first hand. The University of Toronto (Woodsworth College) hosts a Summer Abroad Program wherein U of T students have the chance to complete a U of T credit, which will be counted towards their degree, in locations such as France, China, Ecuador and Jordan.⁹

Big Brothers Big Sisters of Peel

Big Brothers Big Sisters of Peel is a wonderful program which allows you develop a meaningful relationship and positively impact the life of a deserving child. There are a number of programs for involvement so that you can choose the one which best works with your personal schedule: One-to-One Friendship, Couples for Kids, Big and Little Buddy, the In-School Mentoring, Group Mentoring and Go Girls!¹⁰ Program volunteers must be at least 18 years old.

⁵ Full postings are available through the Career Centre On-line Job Posting System under 'De-listed' postings

⁶ Further information available on-line: <<http://www.utm.utoronto.ca/~scied/index.htm>>

⁷ Further information available online: <<http://www.utm.utoronto.ca/~w3fgi/teaching.html>>

⁸ Detail available on-line: <<http://www.utm.utoronto.ca/511.0.html>>

⁹ For more information drop by the UTM Career Centre (Rm 3094 SB) and pick up a brochure or visit the web site on-line: <www.summerabroad.utoronto.ca>

¹⁰ Information on each of these programs, as well as how to get involved, is available on-line: <www.bigbrothersbigsisters.ca/peel>

The Canadian Centre for Diversity

The Canadian Centre for Diversity is a leading Canadian provider of youth-based programs that educate against discrimination, prejudice and bias and promote the value of diversity in Canadian society. At the core of their programming is a dynamic series of educational initiatives aimed at Canadian young people. These programs provide opportunities for diverse groups of young people to learn, listen and interact – then take their new-found understanding back to their families and their communities.¹¹

*There are many other opportunities off campus;
The next section will give you ideas on how to find more.*

ON AND OFF-CAMPUS OPPORTUNITIES - SAMPLE POSTINGS -

A great place to discover various opportunities is through the Career Centre's On-line Job Posting System. Drop by the Career Centre to register for an account so you can access the many part-time, summer and volunteer positions.

Summer and Part-time Positions

The Summer and Part-time Positions will interest students from all areas. Here are sample listings that may appeal to you:¹²

Job Order Number:	2007.PT.1862
Position Title:	Community/Support Worker
Organization:	Community Helpers for Active Participation
Job Order Number:	2007.PT.1484
Position Title:	Cross-Cultural Project Coordinator
Organization:	Native Men's Residence
Job Order Number:	2007.SE.0189
Position Title:	Client Liaison Assistant
Organization:	Parkdale Community Information Centre
Job Order Number:	2006.SE.0573
Position Title:	Summer Camp Counsellor/Teacher
Organization:	SMART Abacus Education Centre

¹¹ For further information about the Canadian Centre for Diversity, and how to get involved, visit their web site on-line: <<http://www.centrefordiversity.ca/>>

¹² Full postings are available through the Career Centre On-line Job Posting System under 'De-listed' postings.

Internships, GSES and RGES

In addition to summer and part-time positions, the Career Centre offers services which aid in the search for internships, and even for jobs upon your degree completion. The Graduating Students Employment Service (GSES) and the Recent Graduates Employment Service (RGES) links you to employers looking to recruit U of T grads. Examples of positions offered through these services are:

Job Order Number:	2003.GS.0241
Position Title:	Family Services Worker
Organization:	Family & Children's Services

Job Order Number:	2007.RG.2677
Position Title:	Human Factors Consultant
Organization:	HumanSystems Incorporated

Volunteer Positions

Depending on the career you wish to pursue, volunteering can be a great way to gain experience, develop skills, as well as acquire insight into a field. The Career Centre has a large collection of volunteer positions at UTM as well as the surrounding areas. You can visit the Career Centre and take a look at the Volunteer Binders and/or register on-line to view the various positions available. Here are some sample postings:

Job Order Number:	2005.VL.0223
Position Title:	Palliative Care Volunteer
Organization:	Baycrest Centre for Geriatric Care

Job Order Number:	2007.VL.0134
Position Title:	Information Booth Volunteer
Organization:	Canadian Red Cross Society

Job Order Number:	2007.VL.0323
Position Title:	Child Care
Organization:	GoodLife Fitness Club

In addition to the various volunteer opportunities available through the Career Centre's On-line Job Posting System, every year the UTM Career Centre organizes the Volunteer Fair.¹³ This event brings a number of great organizations to our campus, giving you the chance to talk to some great representatives and find out about their wonderful opportunities to get involved and gain experience.

¹³ See page 28 of this package for more information about the Volunteer Fair.

Educational Options

After completing your undergraduate degree, there are many paths you could take. Depending on what career area you choose to pursue, you may find yourself enrolling in a graduate program, a post-diploma program, or going straight into the workforce. Below are some educational options which may appeal.

THE BACHELOR OF EDUCATION (B. Ed.):

The B. Ed. is sometimes referred to as the initial teacher education program as it qualifies and prepares its participants for a career in teaching. There are two types of programs, the concurrent and consecutive. The concurrent program allows students to complete their B. Ed. alongside their B.A. or B.Sc., whereas the consecutive requires students to complete an undergraduate degree and then apply to the program. Each program involves courses focused on teaching strategies, curricula, etc. as well as in-class practicum.

When applying, one must choose a level to teach: primary/junior (Kindergarten to Grade 6), junior/intermediate (Grades 4-10), or intermediate/senior (Grades 7-12). Depending on what level you choose, you may have to choose one or two teaching subjects, or “teachables”. For further information, please visit the UTM Career Centre and pick up the “Preparing for Teaching” tip sheet.

GRADUATE PROGRAMS:

There are a variety of graduate programs that may be of interest:

- **Master of Education:** There are various programs within this area that you could pursue, such as, Adult Education and Community Development, Counselling Psychology, Curriculum Studies and Teacher Development, Administration, Teaching in Elementary and Intermediate Education, and Second Language Education. Such programs, which generally require about two years of additional study, could lead to careers such as a guidance counsellor*, principal*, working with a board of education, training and development, and some forms of counselling.
- **Master of Social Work:** The minimum educational requirement to become a social worker is a Bachelor of Social Work degree; however, numerous agencies prefer applicants who have earned a master’s degree. Programs are usually completed within two years and can provide concentration of study on theoretical perspectives as related to the clinical or policy stream. For further information, please visit the UTM Career Centre and pick up a “Preparing for Social Work” tip sheet.

POST-DIPLOMA PROGRAMS:

There is a vast array of Post-Diploma programs you can look into; here is an example of a few¹⁴:

Child and Youth Worker
Educational Assistant
Career and Work Counsellor

Communicative Disorders Assistant
Lamaze Childbirth Educator
Journalism – New Media

* These careers require a Bachelor of Education as well.

¹⁴ For additional information, visit the Post-Graduate Programs page on the UTM Career Centre site:
<http://www.utm.utoronto.ca/careers/post_grad.html>

Job Prospects and Trends:

Teaching rewarding, but jobs now scarcer

Money 401 | Except in science and French, a late '90s shortage had given way to surplus
Oct. 22, 2006.

Ellen Roseman

Teaching in public schools is a popular career choice for college and university students. Just ask Misha Abarbanel, 25, who's in his first year of teaching at Highland Junior High School in northeast Toronto.

"Am I making a difference? Definitely," he says.

"Everyday, I feel like I've done several major things to help people. It's the greatest profession."

Abarbanel graduated in 2005 with an arts degree from the University of Toronto. He took a one-year teacher education program at the U of T's Ontario Institute for Studies in Education.

As do many young teachers, he places more emphasis on learning than on earning. This attitude shows up consistently in surveys.

"The primary motivation is to help kids learn and grow and to make a difference in their lives," says Frank McIntyre, director of research for the Ontario College of Teachers. New teachers talk about the autonomy they have within the classroom to transmit a love of learning and deep knowledge of the subjects they teach.

"Compensation and job security are the third tier of motivation. They're clearly lower," McIntyre says.

"When we ask teachers what makes them stay, satisfaction from helping people is still number one. As a parent, this gives great comfort."

Abarbanel decided to become a teacher while still in high school. He didn't like the way he was treated as a student.

"In my own experience, the teachers were unusually curt. This was during the Mike Harris years, when there was a constant assault on their working conditions," he says, referring to the previous Conservative government in Ontario.

"I felt a tremendous need for teachers who could be a little more sympathetic to kids looking for guidance. This was something I really wanted to do, at least in my first career. And my personal qualities would be a good fit."

He was lucky to get into OISE, where only 20 to 30 percent of applicants are admitted to the bachelor of education program. (Of 5,988 active applications for the 2006-07 year, only 1,233 were accepted.)

Successful candidates had a four-year undergraduate degree, a B average or better, outstanding skills in written and verbal communication and a keen understanding of the teaching profession. While Abarbanel trained to teach gifted students at the high school level, he's working with a broad range of students in Grades 7, 8 and 9.

He's pleased to find a full-time job, given the relative lack of success of his classmates.

Of my cohort of 33 people at OISE," he says, "only two of us have jobs."

Prospects for Ontario teachers have changed in the past two years. A shortage in the late 1990s has been filled.

Today's surplus makes it hard for graduates to find openings, except in some hard-to-fill specialties such as French and science.

The Ontario College of Teachers is the licensing body for teachers in publicly-funded schools. It does an annual study, Transition to Teaching, that scans the environment for people entering the profession.

"In studies we did in 2001, we saw new teachers getting jobs quite readily," says McIntyre.

“Now they have a harder time getting regular teaching jobs. Many still have occasional jobs at the end of their first year.”

What happened? It’s a story of supply and demand getting out of whack, leading to extra capacity and oversupply.

About 3,000 to 4,000 teachers retired each year until 1997. Then, the Ontario Teachers’ Pension Plan changed its criteria and made it easier to qualify for a full pension at a younger age.

The number of requirements jumped to more than 10,000 in 1998. Many were baby boomers, still in their 50s, who went off to find new careers and created a wealth of opportunity for younger teachers.

Universities started offering concurrent teaching programs, which allowed students to get certified while completing a bachelor of arts or science program.

“In 1997, fewer than 8,000 people applied for teachers’ courses,” McIntyre says. “Now there’s an average of 13,000 to 16,000 people applying for teachers’ courses.”

In the mid-1990s, the Ontario College of Teachers licensed 400 to 600 teachers a year who had studied at U.S. border colleges. The number grew to 1,000 by the turn of the century and exceeded 1,600 last year.

Meanwhile, retirements started to level off. The large cohort of teachers hired from 1965 to 1973 reached the end of their careers.

From an average of 7,000 teachers retiring each year from 1998 to 2003, retirements dropped to just 5,700 in 2005.

“We see the trajectory going down to 5,000 retirements a year by the end of the decade.”

McIntyre says. “We’re moving into a surplus, not a shortage.”

What does this mean for young people who want to enter the profession? He has one word of advice: Specialize.

There’s still demand for French teachers. Those who are certified from Laurentian University, University of Ottawa or Glendon College at York University are all getting regular jobs (since they take their training in French).

French-speaking teachers, willing to teach French as a second language at English school boards, can also find work.

Openings exist, as well, for teachers of physics, chemistry, math and technological studies at the secondary school level.

Secondary teachers are in somewhat more demand than elementary teachers – and male teachers are more in demand than females.

“We need to attract more men to teaching,” say McIntyre, who’s not a teacher himself. For the past decade, only 20 per cent of those going into the profession are male and 80 per cent are female.

Abarbanel was hired to teach two subjects – English and business technology – that had been covered by part-time teachers before at his school.

Two months into his new career, he sounds exhilarated and bemused by his classroom experiences.

“I asked my business students to get in pairs and talk about the pros and cons of the Internet,” he says.

“Every pair, all 24, Googled it. That’s a big indicator of a generational difference.”

Next, week, we look at job opportunities for young teachers overseas.

Ellen Roseman is The Toronto Star’s personal-finance columnist.

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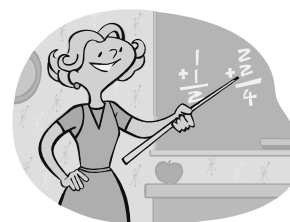
Profiles: Careers

SPECIAL EDUCATION TEACHER¹⁵ (N.O.C. 414):

Job Description: Not everyone learns at the same pace or in the same way. Special education teachers are trained to work with students who need more individual attention than they can get in a regular classroom.

Some special education students have learning disabilities. Others have physical disabilities, behavioural or psychological disorders, or hearing, visual, or speech disabilities. Special educators may specialize in working with a specific disability group, but in most schools, they work with students from at least two or three different groups. These educators develop and adapt course materials and classroom activities according to the individual needs of their students.

The exact work of a special educator varies depending on the type of disability a student has. For students with mild or moderate learning disabilities, the teacher would follow a standard education curriculum, but at a slower pace. Teachers working with students who have attention and behaviour problems may have to vary the tasks assigned to the students frequently, or concentrate on tasks that interest those students most.



Special education teachers often use new technologies to assist students, particularly those with physical disabilities. For instance, they may teach Braille keyboarding to visually impaired students, or use captioned videos to improve the literacy skills of students who are hard of hearing.

Most special educators teach the subjects you would find in any other classroom, including science, math, reading, art, and gym. Depending on the needs of their students, however, they may also teach daily living skills, such as interacting with others, or balancing a chequebook. They also give their students tests, write progress reports, and meet regularly with parents to discuss students' progress.

Special education teachers often have classes of their own. However, many schools try to include special needs students in general education classrooms whenever possible. In these schools, special educators may be based in special resource centers, where special needs students go for some subjects. Or, the special educators may assist special needs students in general education classes.

The majority of special education teachers work with elementary, middle, and secondary school students. However, some specialize in working with infants and toddlers. These special educators are likely to work in private homes or at hospitals.

Education and Training: A Bachelor of Education (B. Ed.) degree with a specialization in special education is required to work in this field.

There are generally two ways to obtain a B. Ed. degree. Some universities offer 5 year programs, during which you complete an arts or science major in a “teachable” subject, as well as a B. Ed. major. Other universities offer 1 year B. Ed. post graduate diplomas to those who have already completed an undergraduate degree.

Once you have obtained a B. Ed., you can study special education further by completing post graduate work. Many colleges and universities across the country offer post graduate programs in special

¹⁵ “Special Education Teacher.” Online. Internet. 26 Aug. 2006. Available: www.careercruising.com.

education, including certificate and diploma programs.

You can also study special education further in a master's or PhD program in education. Master's programs take 1 to 2 years to complete. PhD programs require an additional 4 to 5 years. A master's degree may be required in order to advance to some administrative positions in schools. To research and teach special education in a university, you need a PhD.

CORPORATE TRAINER¹⁶ (N.O.C. 413):

Job Description: Even the most seasoned business professional requires additional training from time to time. Changes in technology, business practices, management techniques, and even a company's products can mean that a company's staff needs more training. The people who provide this training are known as corporate trainers, instructional designers, training specialists, or staff training officers.

Corporate trainers plan and present courses or seminars to all levels of a company's staff, from workers right up to senior executives. They are employed by banks, governments, corporations, and professional training agencies. Some trainers are self-employed and work on a contract basis with one or more businesses.

Organizations employ trainers to teach a wide variety of subjects, including computers, software programs, safety procedures, and the operation and maintenance of special equipment. Corporate trainers are also called in to teach things like new product information, sales techniques, and management skills.



Corporate trainers work with the management of an organization to help determine what training will benefit the staff. Like college and university professors, they may research and assemble the information necessary to teach courses. They decide on the length of the program and the size of the classes, and design the lessons plans, assignments, and tests. Trainers may instruct training technicians to lead the course or they may teach it themselves.

In some cases, trainers will help individual staff members decide on their own training requirements by researching and recommending appropriate seminars offered by business schools or other institutions.

Trainers who are self-employed also have to promote and sell their services to clients.

Education and Training: Many corporate trainers are people who have developed an area of special expertise, for instance, in public speaking, management, sales, or technology. After working for some time in a particular field, they then move into teaching their skills or knowledge in a corporate setting. Therefore, the required education for this type of corporate trainer depends on their area of expertise and what they'll be training people to do.

Other corporate trainers are people who may not have an area of special expertise, but have excellent written and verbal communications skills. They usually begin in training departments in large organizations, working closely with human resources specialists. They may help a company identify the training needs of its employees, research trends in workforce development, or research and coordinate training programs. After learning about the organization and human resources in general, they may then begin training employees in general areas such as communication or teamwork.

Liberal arts, social sciences, business, education, and communications degrees are all good

¹⁶ "Corporate Trainer." Online. Internet. 26 Aug. 2006. Available: www.careercruising.com.

preparation for teaching in corporate settings. A master's degree in education or instructional design may be required for certain positions.

Excellent written and verbal communications skills are essential.

CAREER COUNSELLOR¹⁷ (N.O.C. 415):

Job Description: Deciding on a career and finding the path that leads to it can be one of the toughest things anyone has to do. There are more kinds of jobs out there than most people have even heard of. How do you know what you'll be good at? How do you know what you'll like? Career counsellors can help.

The main role of a career counsellor is to help clients set realistic career goals that best reflect their situation and personal qualities. A counsellor does this by helping clients assess and understand themselves, and by helping them access information and explore the range of career options open to them.

Some clients' career goals are immediate and employment-oriented. They need the career counsellor to help them take stock of their marketable skills and learn job search skills like résumé writing, networking, and interviewing.



Other clients have their sights on longer range goals like a first career or a career change. In these cases, the counsellor uses vocational testing to help clients understand their interests, abilities, and needs. They also help clients assess the suitability of options, set goals, and make educational and training plans to achieve those goals.

Career counsellors are employed in schools, colleges, universities, and adult employment centres. In the private sector, career counsellors may work for themselves, for career management organizations, or for companies (often known as "head-hunters") that find the right people to fill specific jobs.

Some career counsellors specialize in helping job seekers with personal or social problems that make it particularly hard to find employment.

Career counsellors keep themselves up-to-date on trends in the labour market and the economic climate, as well as the requirements and qualifications for many different occupations.

A career counsellor's job can be highly rewarding. As the saying goes, "It's a dream until you write it down; then it's a goal." Career counsellors help people define and achieve their goals.

Education and Training: Educational requirements vary depending on the employer. To be a career counsellor at a university you will usually need a master's degree in counselling. Most community colleges also require candidates to have a master's degree in counselling

Community and social service agencies usually require candidates to have at least a diploma or degree in a related field (such as psychology, social work, sociology, or education) as well as some specialized training or experience in career counselling.

Private companies usually look for candidates who have broad training in human resources, as well as in specialized knowledge of subjects such as organizational psychology or career counselling.

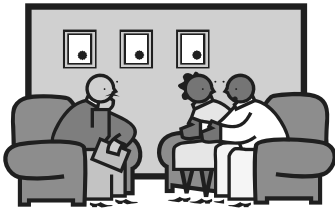
¹⁷ Career Counsellor." Online. Internet. 26 Aug. 2006. Available: www.careercruising.com.

It's a good idea to start by completing a bachelor's degree which includes at least a few courses in sociology and psychology. Then, you will have the option of either going on to a master's degree in counselling or a post graduate certificate or diploma in career counselling. It will also make you eligible to apply for positions that require candidates to have degrees.

If you prefer to start your foray into the field of career counselling with a shorter program, there are many colleges across the country that offer certificates and diplomas in career counselling. These programs are usually available on both a full-time and part-time basis and many of them offer a co-op placement which will allow you to establish contacts with potential employers.

SOCIAL WORKER¹⁸ (N.O.C. 415):

Job Description: Life throws curve balls. We can all lose the things we depend on, such as supportive family and friends, good health, and steady work. Social workers help people in trouble develop or rebuild those resources so that they can meet life's challenges.



Social workers work in many different places, including schools, hospitals, clinics, and agencies such as Children's Aid and Social Assistance offices. They meet with individuals, families, and groups to help them identify and understand problem areas in their lives. For example, a social worker might help with issues such as child care, elderly care, housing, nutrition, alcoholism, or family violence.

A social worker begins by interviewing new clients to assess their situation and determine what services they'll need. Then they plan assistance programs. This usually involves connecting the client with resources such as job search support programs, legal aid, or health and housing services. A social worker has a number of clients (called a "caseload"), and meets with those clients regularly to offer continuing support and track progress. Clinical social workers are specially trained to provide mental health services, including assessment, diagnosis, and psychotherapy. They may work with people who are dealing with substance abuse problems, depression, anxiety, or abusive relationships.

Some people specialize in working with particular client groups or issues, such as children and youth, people with disabilities, HIV-AIDS, or unemployment.

The vast majority of social workers work in the public sector for government agencies and community-level organizations. In addition to working with clients directly, many lobby governments on behalf of client groups in the community. Social workers are also often involved in the research, development, and evaluation of the programs and policies that make up our social safety net. Although this means spending less time with clients, policy work can ultimately allow them to help a greater number of people.

Education and Training: The minimum educational requirement to become a social worker is a Bachelor of Social Work degree. Most of the agencies that hire social workers, however, prefer applicants who have earned a master's degree in the field. A master's degree is generally required to advance to senior positions and to do specialized work such as therapy.

Entry into a master's program requires a bachelor's degree; however it does not have to be in social work. Undergraduate courses in related areas such as psychology, sociology, economics, and political science are recommended since they will give you insight into the area.

¹⁸ "Social Worker." Online. Internet. 26 Aug. 2006. Available: www.careercruising.com.

College and university teaching positions require a PhD in social work.

Social work in Canada is regulated by the individual provinces. Depending in the province, you may need to be registered, certified, or licensed by the regulatory body in the province you want to work. In most provinces, this requires completion of bachelor's or master's degree in social work and passing a written and/or an oral examination.

PUBLIC HEALTH NURSE¹⁹ (N.O.C. 315):

Job Description: Public health nurses work in the community to promote, protect, and preserve people's health. For example, they may visit schools, nursing homes, community centres, or private residences to give vaccinations and talk to groups and individuals about healthy living.

They are involved in both preventative care, which involves education and counselling, and the treatment of existing problems, such as substance abuse among adolescents. They often work with vulnerable groups of people such as the elderly, the underprivileged, pregnant women, and children.



What makes public health nurses different from nurses working in hospitals and other clinical settings is their focus on the social and economic factors which affect health. By working within the community, they are able to monitor and influence the causes of ill health. For example, public health nurses identify health trends and target populations at risk such as people in isolated communities who do not have easy access to clean drinking water.

They also work directly with people who are going through difficult situations. For instance, they may educate a new teenage mother about infant care and birth control, or help a senior citizen with a medical condition such as diabetes to plan suitable meals. They may also make regular visits to the homes of people who have difficulty getting around.

Some public health nurses work primarily on the telephone. They answer questions and give health advice and information to callers. Others develop programs and plan workshops and special projects to teach communities and groups how to stay healthy and avoid injuries and diseases. For example, a public health nurse may visit schools to educate students about sexually transmitted diseases, or give a class at a health centre teaching pregnant women how to care for themselves and their babies during pregnancy.

Like others in the nursing profession, public health nurses observe, assess, and record symptoms, reactions, and progress of patients. They also give medication and help in the rehabilitation process.

Education and Training: If you want to be a public health nurse you must first become a registered nurse (RN). Nursing programs are available at colleges and universities across the country. However, entrance requirements vary depending on the school. Generally, you should graduate from high school with senior level English, science, and math courses. Contact your provincial nurses' association or individual schools for their specific requirements.

Most provinces require nursing students to earn a bachelor's degree in nursing. In other provinces, students have the option of earning either a degree or a diploma. However, the Canadian Nurses Association recommends that all nursing students obtain a bachelor's degree, regardless of provincial requirements. It is likely that in the future all provinces will require a degree. Once you have obtained

¹⁹ "Public Health Nurse." Online. Internet. 26 Aug. 2006. Available: www.careercruising.com.

your degree or diploma, you must pass an exam administered by your provincial nursing association to become an RN.

What you need to do to practice as a public health nurse depends on the type of education you have. As a general rule, RNs with nursing degrees can work as public health nurses without further training. RNs without degrees must obtain a diploma in public health nursing. A degree is therefore preferred, and in general, there are more career opportunities available to public health nurses who have degrees.

LIBRARIAN²⁰ (N.O.C. 511):

Job Description: We hear a lot about the “information age” and the new “knowledge-based society.” The original information experts, however, have been around a long time and have a well-known name: librarians.



In the world’s first great library, all the information was in one format: papyrus scrolls. It was about 250 BC, and the place was Egypt. Libraries now collect and organize magazines, videos, microfiche, CD-ROMs, and DVDs as well as books. Whatever format information will be stored in next, librarians will still be collecting it and making it easy to find.

There are many different kinds of librarians working in many different kinds of libraries. School librarians help teachers choose materials for their courses. They also teach students how to do research for class projects. Public librarians get to know the communities they serve, and develop collections according to the needs and interests of people in the area. Children’s librarians know more about kids’ books than most parents do. They often organize after-school and weekend programs such as reading circles.

University and large government libraries are divided into departments such as acquisitions, cataloguing, circulation, serials, reference, and rare books. Their librarians may work mainly in one area, or move from one to another every few months. Some university librarians are specialists in particular subjects such as business or history. Librarians can become managers or directors. In these positions, they get involved in planning library budgets and making major decisions (which collections do we want to concentrate on building? what new technology should we invest in?).

“Special librarians” work at the small, highly specialized libraries that are maintained by organizations such as government departments, banks, corporations, law firms, and advertising agencies. Rather than working with the public or students, special librarians organize and prepare information for managers and executives. They may create special databases, gather information about competitors and markets, and write up analyses or summaries of subjects of interest to the organization. Hospitals, non-profit organizations, and research institutes also hire librarians to maintain their special libraries.

The library profession is active in fighting for freedom of access to information, protesting censorship, and promoting literacy and life-long learning.

Education and Training: To become a librarian, you have to earn a bachelor’s degree and then do a special master’s program in library and information studies. These programs are normally 2 years long, and lead to a Master of Library Science degree (MLS).

You can get into a library studies master’s program with a bachelor’s degree in almost any field. (Very few universities offer bachelor’s degrees in library or information studies.) However, your area

²⁰ “Librarian.” Online. Internet. 26 Aug. 2006. Available: www.careercruising.com.

of study may influence your opportunities for specializing as a librarian. A science degree, for instance, will increase your chances of getting a position as a medical librarian. A humanities degree will give you a good background for most other library positions.

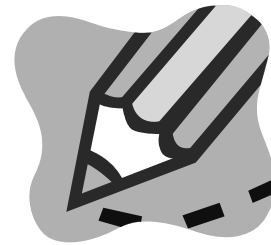
Usually, school librarians can take a Bachelor of Education degree with a library sciences specialization instead of a master's degree in library science.

Some academic librarians do master's degrees in a specific subject area as well as in library studies. Someone who works in a large medical sciences library, for instance, will have a better understanding of the library's materials if he or she has a master's degree in physiology or biostatistics.

TEACHER (N.O.C. 412):

Teaching is a fun and dynamic profession. Those who enjoy working with groups, in interactive settings and who are fascinated by the learning process would be interested in this career. Most teachers work in a classroom setting instructing students of various ages while others move on to other roles within the field.

Becoming a teacher requires specific skills and strong background experience. Entry into most teacher education programs requires that you first complete an undergraduate degree. While your degree (specialist/major/minor) can help you determine what subject(s) you can teach, they do not necessarily define them.*



After teaching for a number of years, many teachers seek to alter their position and “move up”. This can be done in a number of ways – teachers may opt to take on an administrative role with the school as a department head, vice principal or principal, take a position at a school board, or even venture into counseling. Most teachers will pursue a Master's degree or further certification before making this type of transition.

* Eligibility for a teaching subject is determined based on how many credits you have completed in an area. Thus, if you have the required amount of credits, you will be eligible to teach it, regardless of whether or not it is your program of study. Remember to refer to visit **each** faculty website to verify **their** requirements, as they do differ from one school to another!

Profiles: UTM Alumni

Karen Mathers

Degree: BA
 Specialist: History
 Major: Religious Studies
 Year Of Graduation: 1983

Karen Mathers works as a ***Chaplain*** at a Catholic secondary school in Dufferin-Peel, a job that requires compassion, effective listening, and faith and involves advocating for young people.

With a post-graduate diploma in Theology and a masters in Religious Education, both from the Toronto School of Theology, Karen has worked as a Pastoral Associate at St. Anne's Church in Brampton and at St. Marguerite d'Youville Church in Brampton. She found work through her post-graduate school.

“Keep an open mind. Sometimes a career path isn't so much what you have chosen but what you have found along the way,” says Karen, who spends her free time volunteering. “I'm very pleased with my choices.”

Craig Hinchey

Degree: B.Sc
 Specialist: Psychology
 Year Of Graduation: 1974

Craig Hinchey works as ***the Coordinator of Corporate Policy*** for Nova Scotia's Department of Education.

“This position is quite academic and involves conducting original research, writing research and discussion papers, speeches, and writing policy options papers as well as social and education policy,” says Craig, who also earned a Masters of Social Work from U of T in 1979.

“This job requires advanced writing skills and those acquired with a graduate and post-graduate education.”

Craig, who is also currently a member of the Ontario Association of Professional Social Workers and the Nova Scotia Association of Social Workers, has held many different positions in his field. Here are some of them:

- Child Protection Social Worker with the Frontenac County Children's Aid Society;
- Psychiatric Social Worker with the Correctional Services of Canada;
- District Superintendent of Social Development with the Department of Indian Affairs in Saskatchewan;
- Regional Manager of Social Development with the Department of Indian Affairs in Ontario;
- Teaching Master for Seneca College's Human Service Worker program;

- Manager and Senior Policy Analyst for Social Development with the Department of Indian Affairs in the Atlantic region;
- Coordinator of Intergovernmental Relations and Negotiations for the Department of Community Services in Nova Scotia;
- Sessional lecturer at the Maritime School of Social Work at Dalhousie University;
- Senior Policy Analyst for the Department of Community Services in Nova Scotia.

But Craig says finding work out of school wasn't easy.

"I graduated both times during an economic recession. Perseverance was the key," he says. "Achieving skills in academic excellence especially writing has been essential."

In Craig's fourth year at UTM, he was given full credit to teach seminars as a TA, an experience that showed him how much he enjoyed teaching adults at college and university. In fact, if he could do anything differently, he would have gone into law and taught more.

Andrew McLeod

Degree: B.Sc

Majors: Biology, Psychology

Minor: History

Year Of Graduation: 2004

Andrew McLeod *teaches English as a second language* in Korea, near Seoul.

"I teach about 35 hours per week through the school, but the hours are very spread out, so that I start work at 6:30 am and finish around 9:00 or 9:30 every night. The main challenge, as well as the main reward, is getting to experience a very different culture," says Andrew.

"Willingness to experience new things is a must, as is patience. You receive virtually no training, so the ability to learn on the job is also quite important."

Andrew found the job through the UTM Career Centre.

"The Career Centre's job listings website was very helpful," he says. "Koreans are very interested in learning English, and will hire almost any native speaker with a degree, so being hired was not difficult."

Andrew enjoys this position and working a 1-year contract has taught him a lot about different cultures. Eventually, he would like to become involved in a career that allows him to improve the lives and experiences of university students.

"Be very careful when selecting an institute to work for in Korea. There is very little governmental control of the industry and many teachers find themselves mistreated," he says.

"Be sure to research your potential employer very carefully, because finding out they're not a good company over here is finding that out too late and virtually nothing can be done once you're here. There are websites that keep a record of complaints from foreign teachers that you should visit, and you should also ask for the e-mail addresses of the other teachers at your institute, so that they can describe their experiences."

Valerie Niles

Degree: BA

Specialist: Translation

Major: French and Linguistics

Year Of Graduation: 2001

Valerie Niles began in the customer service department of a company called CCH Canadian Ltd., a professional publishing company specializing in books and research materials for accountants, financial planners, and lawyers. She is now a *training specialist*, teaching clients how to use the company's software and research materials.

"I get to travel throughout Canada and am encouraged to improve on my skills and seek out other designations to further support my position," says Valerie. "Flexibility and a willingness to learn are the most important things in my job. There is always more to learn."

Valerie was a member of the Joint Health and Safety Committee at her workplace, an opportunity she says opened many doors for her.

"I was able to introduce myself in a professional capacity to every single employee at my location. When I became interested in moving on, they all shared with me the details of their positions and some even had words of advice for me," she says.

Valerie suggests remaining honest during any candidate selection process.

"Keep in mind that HR professionals are trained to weed out candidates who are dishonest, so don't lie. You can be creative in your resume, because actual experience doesn't come in a single package, it comes in many forms. Just don't lie," she says. "Tell them what interests you honestly and what you hope to achieve eventually. Look for a position that you will enjoy. Don't forget to learn a little bit about the company before your interview. They see that as the very least you can do to prepare."

She says she made the most of her personality and her experience in interviews.

"I am a very friendly and outgoing person, so I used that to my advantage. Being bilingual made my resume a bit more attractive and got me noticed," she says. "Everyone has a degree. It is experience that counts. I got lucky."

Meet the Panellists!

Name: Suzy Stirton

Title: *Caseworker*, In-School Mentoring & Go Girls! Programs

Description: Matching mentors with at risk-children and youth within the schools in Peel region; assessing, screening and training of volunteers; match monitoring; placing group facilitators in schools to deliver self-esteem and body image workshops...

Organization: Big Brothers Big Sisters of Peel

Education: B.A. Psychology, York University; Social Service Worker Diploma, Sheridan College; Volunteer Management Certificate, Humber College

Professional Experience:

Currently: 1. Big Brothers Big Sisters, Caseworker (2 yrs)

2. Trillium Hospital, Behaviour Associate- Relapse Prevention Therapy for Adult Male Sex Offenders (1 yr)

Previously: 1. Halton Catholic District School Board, Educational Assistant (1 yr)

2. Celtrade Canada, Accounts Payables/Receivables (4 yrs *2 yrs part-time, 2 yrs full-time)

Co-op Placement Positions in Social Service Agencies:

Big Sisters of Oakville, Croatian Community Services, Peel Children's Aid and Post Inn Village Long-Term Care Facility

Name: Lynn Sharer

Title: Principal (background in *Corporate Training*)

Description: Consulting and training

Organization: Lynn Sharer & Associates

Education: university – English: Certified Human Resource Professional

Professional Experience: Customer services, Senior Mgr, HR Director; Training manager, trainer, job coach, executive coach, seminar leader/facilitator, training designer, business consultant

Name: Jenni Stoff

Title: National Program Coordinator

Description: Ensures the national reach of the Canadian Centre for Diversity's programming initiatives; works with university and college students to coordinate social action programs; develops and facilitates local and national diversity-based student programs; works with educational, government, and non-profit communities to promote the Centre's initiatives

Organization: The Canadian Centre for Diversity

Education: B.A. (Major: International Studies, Minors: Psychology and Writing), Washington University in St. Louis

Professional Experience: Canadian Centre for Diversity, Program Coordinator, July - December 2006; March of Remembrance and Hope, Canadian Communications and Faculty Liaison, and Bus Leader; January-June 2006 International Youth Foundation, Intern, Summer 2003

Name: Lyn Rodrigues

Title: Music Teacher/*Special Education Teacher*

Description: Music Therapy with Planning For Independence Students, Learning Strategies/Literacy Teacher for Identified and Unidentified Students, Teacher of Locally Developed English, Teacher of Vocal/Instrumental (Band)/Instrumental (Guitar) Music

Organization: Dufferin-Peel Catholic District School Board

Education: Bachelor of Music (Honours-Music Education, French), Bachelor of Education, Religion Specialist, currently pursuing Masters of Pastoral Theology

Professional Experience: 10 years teaching, 2 years Department Head

UTM Career Centre: Services, Resources and Events

The Career Centre offers a vast array of services to students, as well as a wealth of resources to get you heading in the right direction. From the smiling staff, informative resources and fun events, you are certain to find the guidance and information you are looking for!

Individual Career Counselling – *Helping You Determine Your Options*

If you are unsure about your career direction or how your academic program relates to work after graduation, you may find it helpful to make an individual career counselling appointment to discuss your concerns with a career counsellor. Drop by the Career Centre (SE 3094) or call 905-828-5451 to book an appointment.

Workshops

The services offered at the Career Centre are many. Among them are the various workshops and sessions that take place throughout the year. Participation in these workshops will help you begin your career planning and strengthen your job search strategies. Some workshops that may be of particular interest include:

- Résumé and Covering Letter
- Networking
- Is Teaching in Your Future?

Visit the Career Centre website for the dates and times of these and other workshops, as well as to register for them.

Résumé Critiques

By attending a 30 minute critique with one of our professional staff, you can get feedback on your résumé or cover letter - a valuable service indeed! Appointments for résumé critiques are available on a same-day basis. Sign-up is on-line through the UTM Career Centre web site, beginning at 9:00 a.m.

Extern Program

If you have an idea of what career you would like to pursue and are looking for an opportunity for exploration within it, the Extern Program is ideal. It offers an opportunity to job shadow or meet people working in your preferred career area for placements of one to five days during Reading Week or shortly after exams in May.

*The deadline for May 2007 applications is March 2nd by 4:00 p.m.

UTM Alumni Mentorship Program

Students in their 3rd or 4th year are “matched” with an alumna in their desired career field of interest. It is an opportunity to gain insight into a desired field as well as advice from an individual who is experienced in that area.

*Applications for the 2007-08 program are due March 2, 2007 – Refer to the ‘Events Calendar’ on the UTM Career Centre web site (www.utm.utoronto.ca/careers) to sign up for an Information Session in February.

NOC Binders

The Career Centre Resource Library holds a large amount of helpful print resources, including the NOC Binders. These binders are organized by National Occupational Codes a.k.a. career field. Examples of binders pertinent to Careers in Education are:

- 315 – Public Health
- 412 – Teacher: Getting Experience, Applying to the B. Ed., University Professor/Lecturer
- 413 – Teacher: College/Technical/Vocational School (Corporate Trainer), Adult Education
- 414 – Teacher: ESL, Elementary/Secondary School, Early Childhood Education, Guidance Counsellor, Special Education, Alternatives to Teaching
- 415 – Psychology, Social Work, Counselling
- 512 – Journalism, Writing, Literary Agent, etc.

Books

There are numerous great books which offer information regarding resumes and cover letters, job search strategies, personality matching, as well as careers by major. Of particular interest are:

- Gisler, Margaret M. *101 Career Alternatives for Teachers*. California: Prima Publishing, 2002.
- Schofield, Philip and Dave Studd. *What You Can Do With An Arts Degree*. Ontario: Trifolium Books Inc., 1997.
- *Great Jobs for ... Majors* series.
- *Careers for...* series.

Tip Sheets

Available to students to take with them are “Tip Sheets” which outline strategies and processes for various areas. Whether you are looking to improve your networking skills or applying to the Faculty of Education, come in and see if we have a Tip Sheet for you!

Career Cruising

The Career Centre website puts terrific electronic resources at your finger tips! Career Cruising is a Canadian website which includes information on over 400 careers, including profiles of professionals in the field. Through this database, you can search by school subject or cluster, or use the career selector to find the information you are looking for. Also, a great tool is the Career Matchmaker – it allows you to see what careers might suit you best.

*This resource is only available through the Career Centre. Please, come in and ask one of our friendly student Career Assistants to help you get access!

On-line Résumé and Covering Letter Tool-Kit

Available on-line is a tool-kit which can help you get started on your résumé so that you are well prepared when it is time to get it critiqued, and moreover, to go after that job! The tool-kit not only offers tips on how to create an eye-catching résumé, but also provides examples, giving you a guideline for your finished product.²¹

²¹ Available On-line: www.utm.utoronto.ca/carrers

Volunteer Fair

The Career Centre Fairs and Special Events provide valuable opportunities for students to get involved, take initiative and start networking. The first fair of the year is the Volunteer Fair, held near the end of September, which allows students to gain experience and make contacts.

Professional Schools Fair

The Professional Schools Fair and the Teaching and Education Fair recently merged to create one giant opportunity to explore various options for further education. Students interested in professional degrees have an opportunity to speak with admissions representatives, find out information and ask their questions, while students who are pursuing a career in education have the chance to learn more about admission requirements for the Faculties of Education in Ontario and elsewhere. The Professional Schools Fair takes place during the beginning of October.

Summer Job Fair

The Summer Job Fair is a great event which brings representatives interested in hiring students for summer positions from dozens of organizations to UTM, allowing you to learn about a wide range of summer opportunities. The Summer Job Fair takes place during the first few weeks back from Winter Break, in January.

Special Events / Panels

Every year, the Career Centre organizes a series of Career Panels during Winter Session. These panels serve a way for students to get an idea of their career options, what they have to look forward to and to ask their questions to people in their field. Panel Topics for this year include:

- Careers in Crime and Deviance
- Networking event for Theatre and Drama Studies Students

Videos of past panels are available for viewing in the Career Centre. Panel handouts/packages are also available in the Career Centre or on-line through the Career Centre website under 'Career Info'.