



'To Bite or Not To Bite?' :
Alternatives to Teaching

AUGUST 2015

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 Teaching with other professions, allowing for numerous dynamic occupations which may appeal to anyone interested in the field of education. The following is a list of various alternative careers to teaching with the relevant transferable skills noted in parentheses¹:

<p>“Alternative Teaching Situations”</p>	<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, planning) • Teaching Overseas (instructing, monitoring, implementation, planning) • Tutor (instructing, monitoring, implementation, planning) • Foreign Language Instructor in the Private Sector or Language School (instructing, inspiring, verbalizing, monitoring) • Driving School Instructor (instructing, inspiring, verbalizing, monitoring) • Music School/Conservatory Teacher (instructing, inspiring, listening, monitoring)
<p>“Other Careers in Education”</p>	<ul style="list-style-type: none"> • Academic Advisor (instructing, interpersonal, monitoring, using good judgment) • Guidance Counsellor (communication, mediation, active listening, critical thinking, monitoring) • Curriculum/Content Developer (writing, communication, collaboration, creativity, instructing, monitoring) • Child & Youth Worker (communication, mediation, active listening, critical thinking, monitoring, planning & implementation) • Education Consulting/Public Speaking (instructing, inspiring, interpersonal, planning, implementing)
<p>“Being in Charge”</p>	<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) • Activity Director in a nursing or retirement home (organization, interpersonal skills, implementation, planning, monitoring) • Sales Manager (service orientation, monitoring, visioning) • School Administrator (supervising, budgeting, problem-solving) • Retail Sales Manager (time management, monitoring, operations analysis)
<p>“The Business World”</p>	<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)

¹ List sourced from Gisler, Margaret M. *101 Career Alternatives for Teaching*. California: Prima Publishing, 2002 and www.careercruising.com, Accessed Aug. 2015.

<p>“The Business World” (cont.)</p>	<ul style="list-style-type: none"> • 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) • Sales Representative (ability to explain new concepts, investigating, strong interpersonal skills)
<p>“Using Communication Skills”</p>	<ul style="list-style-type: none"> • Business Plan Writer (organization, English proficiency, negotiation skills) • Personnel Recruiter (developing, verbalizing, discovering) • Customer Service Representative (English proficiency, interpersonal, problem solving) • Translator (patience, interpreting, translating) • Fundraiser (ascertaining, motivating, explaining) • Convention Specialist (monitoring, verbalizing, scheduling)
<p>“Computer ‘R’ Us”</p>	<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, language proficiency, computer knowledge) • Computer and Video Game Designer (creativity, development skills, ability to conceptualize)
<p>“The Entrepreneur’s Life”</p>	<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/Children’s Party Planner (active listening, solution appraisal, service orientation, creativity) • Caterer (time management, implementation planning, marketing knowledge) • Wedding Consultant (implementation planning, patience, creativity) • Internet Entrepreneur (ability to develop ideas, computer literacy, motivating skills)
<p>Miscellaneous</p>	<ul style="list-style-type: none"> • Lobbyist (social perceptiveness, communication, motivating) • Demographer (analysis, information gathering, communication) • Actuary (organization, interpersonal skills, critical thinking) • Real Estate Appraiser (estimating, math skills, evaluating) • Professional Organizer (good listening skills, ascertaining, classifying)

Miscellaneous (cont.)	
“The Noble Public Servant”	<ul style="list-style-type: none"> • CSIS Agent (communication, judgment and decision making) • Security Consultant and Technician (visioning, trouble-shooting, problem identification) • Animal Control Officer (reading comprehension, ability to write reports, interpersonal skills) • 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) • Urban Planner (developing, coordinating, budgeting) • Postal Service Worker (organization, interpersonal, time management)
“Publish or Perish”	<ul style="list-style-type: none"> • Book Editor (eye for detail, computer literacy, motivational) • Columnist (communication, time management, writing) • 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 developed through your experiences, which may include in-class tutoring, facilitating day camp, etc. are skills which can be transferred to careers. Analyze your work, volunteer and extra curricular activities – what gain? If this is challenging to do, consider making an appointment with a who can help you with this analysis.



the skills you have volunteering, various other skills did you Career Counsellor

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 are of interest to 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.²

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.

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 Education Office*, the *Academic Skills Centre*, *Student Housing & Residence Life* 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.

Academic Programs

In September 2015, the University of Toronto Mississauga will launch the *Education Studies Minor ERMIN0605*. This program is for anyone interested in developing a broader understanding of education and training and includes experiential learning. This Minor, however, does not lead to teacher certification. For more information on the *Education Studies Minor*, please see the Department of Language Studies website at <http://www.utm.utoronto.ca/language-studies/>. Other programs such as *Language Teaching and Learning* and the *Specialist in Language Teaching and Learning* are geared towards students who wish to gain an understanding of teaching methodology for further studies in Education. Students examine and assess the effectiveness of resources used in teaching and learning second languages.³ 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!

² More information is available on-line: <www.utm.utoronto.ca/rop/>

³ <http://www.utm.utoronto.ca/language-studies/programs/language-teaching-and-learning>

- 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 programs such as *Summer Abroad* 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.⁴ A list of study abroad programs sponsored by U of T is also available through the *International Exchange Office*.⁵ For additional resources on studying abroad, please visit <http://www.studentabroad.com>.

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!⁶ Program volunteers must be at least 18 years old.

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.⁷

⁴ For more information drop by the UTM Career Centre (Rm DV 3094) and pick up a brochure or visit the web site on-line: www.summerabroad.utoronto.ca

⁵ <http://CIE.utoronto.ca/Exchange-Programs.htm>

⁶ Information on each of these programs, as well as how to get involved, is available on-line:

<http://www.bbbspeel.com/en/Home/default.aspx>

⁷ For further information about the Canadian Centre for Diversity, and how to get involved, visit their web site on-line:

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

- JOB POSTINGS -

Through your Career Learning Network (CLN) account, you will have access to current Part Time, Volunteer and Summer Job Postings, on and off campus. Students in their 4th year or who have graduated within the last 2 years and have attended the *Now That I'm Graduating What's Next?* orientation session will have access to Full Time Job postings. Work Study positions are also available in May for the upcoming Summer and in September for the Fall/Winter terms. It can be helpful to look at delisted job postings which are expired to research the types of positions or organizations that have had suitable openings and to see what kinds of skills and requirements they were looking for. Please note that the delisted positions are only viewable on the computers in the Career Centre.

Examples of relevant jobs recently posted in CLN include:

Work Study

Job # 58591	Peer Health Education Program Assistant	UTM Health & Counselling Centre
Job # 59293	Student Experience Assistant	UTM Department of Management
Job # 61170	Student Media Relations Liaison (print media)	UTM Student Affairs

Summer and Part-time Positions

Job #63400	Teaching Assistant	Kumon Math and Reading Centre
Job #63265	Piano Teacher	Go Beyond Academy
Job #63159	Writing Specialist	Cardinal Education

Full Time Positions

Job #63352	Education Coordinator	TutorBright - Head Office
Job #63160	Project Manager, Student Housing Advisory Services	The Scion Group - Advisory Services
Job #62699	Learning Management System (LMS) Specialist	GVE Online Education Inc.

Volunteer Positions

Job #63870	Pediatric Clinic Volunteer	St. Joseph's Health Centre
Job #63535	After School Program Group Counsellor	St. Felix Centre
Job #63392	Curriculum Developer – Volunteer	Technovation Academy of Science and Technology

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 to you.

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 “Applying to Teaching” tip sheet.

There will be *significant changes to the Teacher Education programs in Ontario*, for programs beginning in **September 2015**. The programs will be extended from 1 to 2 years and will include more practicum hours, more focus on diversity, special needs, mental health and technology. For more information visit the web site of the Ontario College of Teachers, and the individual Faculties of Education of interest to you.

GRADUATE PROGRAMS:

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

- **Master of Teaching:** Combines a graduate degree with elementary or secondary teacher certification. Students choose one of three program concentrations (divisions): Primary/Junior, Junior/Intermediate or Intermediate/Senior.
- **Master of Arts in Child Study and Education:** Offers the unique opportunity to earn both a graduate degree and to be eligible for teaching certification in Ontario. This program offers two fields of study *Practice-Based Inquiry (PBI) in Psychology and Educational Practice* and *Research-Intensive Training (RIT) in Psychology and Education*
- **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, Language and Literacies Education, and Education Leadership and Policy*. Such programs could lead to careers as a guidance counsellor*, principal**, working with a board of education, training and development, and some forms of counselling.

POST-DIPLOMA PROGRAMS:

There is a vast array of Post-Diploma programs such as:

- Child and Youth Worker
- Communicative Disorders Assistant
- Lamaze Childbirth Educator
- Career and Work Counsellor
- Journalism – New Media
- Educational Support

* These careers require a Bachelor of Education as well.

Job Prospects and Trends

For the 2014-2016 period, the employment outlook is expected to be limited for **Elementary School and Kindergarten Teachers** (NOC 4142) in Ontario.

The demand for elementary school and kindergarten teachers has been negatively affected by declining student enrolment in parts of the province and the consolidation of schools. This trend is expected to persist, tempering the need for these professionals over the forecast period. As a result of slower growth in this field, there is a surplus of teaching graduates which has been increasing steadily over the past few years. The oversupply of new teachers is causing heightened competition in the profession making it difficult to secure employment. Elementary school and kindergarten teachers are spending longer periods in transition stages such as temporary contract work, occasional supply work, or multiple part-time teaching positions before finding permanent employment.

More competition tends to exist for job openings within the public sector compared to vacancies within private institutions. In addition to lower wages in the private sector, elementary school and kindergarten teachers can expect non-traditional working hours, greater incidence of part-time employment and longer workdays than their public counterparts. Private teaching institutions tend to have a higher rate of staff turnover; those wishing to enter this field may have better opportunities in this avenue.

The addition of full-day kindergarten programs in Ontario has created some new opportunities for qualified teachers. Also, those who specialize in working with special needs students may have better job prospects. Those working occasional and supply positions will need to be flexible as they are often required to work on short notice at various locations. Public school teachers are encouraged to take additional courses in order to enhance their skills in the classroom.

For the 2014-2016 period, the employment outlook is expected to be limited for **Secondary School Teachers** (NOC 4141) in Ontario.

The demand for secondary school teachers has been negatively affected by declining student enrolment in parts of the province and the consolidation of schools. This trend is expected to persist, tempering the need for these professionals over the forecast period. As a result of slower growth in this field, there is a surplus of teaching graduates, which has been increasing steadily over the past few years. The oversupply of new teachers is causing heightened competition in the profession making it difficult to secure employment. Secondary school teachers are spending longer periods in transition stages such as temporary contract work, occasional supply work or multiple part-time teaching positions before finding permanent employment.

More competition tends to exist for job openings within the public sector compared to vacancies within private institutions. Private teaching institutions tend to have a higher rate of staff turnover, providing for some better opportunities in this avenue.

Secondary school teachers capable of teaching technological subjects and music may find it easier to secure full-time employment in this occupation. Those working occasional and supply positions will need to be flexible as they are often required to work on short notice at various locations. Public school teachers are encouraged to take additional courses in order to enhance their skills in the classroom.⁸

⁸ http://www.jobbank.gc.ca/LMI_report_bynoc.do?&noc=4142&reportOption=outlook – Release date May 29, 2015

Career Profiles

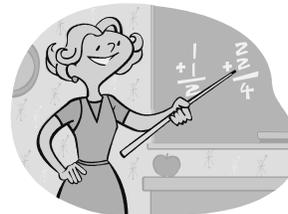
SPECIAL EDUCATION TEACHER⁹ (N.O.C. 414):

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 student has. For students with mild or moderate learning disabilities, the follow a standard education curriculum, but at a slower pace. Teachers students who have attention and behaviour problems may have to vary assigned to the students frequently, or concentrate on tasks that interest most.

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



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particularly keyboarding to

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 at an elementary, middle, or high school.

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 education, including certificate and diploma programs.

⁹ "Special Education Teacher." www.careercruising.com. Accessed on Aug 28, 2015

CORPORATE TRAINER¹⁰ (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 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.

¹⁰ "Corporate Trainer." www.careercruising.com. Accessed on Aug 28, 2015

CHILD AND YOUTH WORKER¹¹ (N.O.C. 412):

Job Description:



Growing up can be hard, even when you live in a stable family environment. So imagine what it's like for young people who come from troubled backgrounds. They need special support and guidance. Child and youth workers are there to provide it.

Child and youth workers aren't psychiatrists or social workers. They have formal training in counselling, but their role is more like a combination of a counsellor, parent, mentor, and friend. The young people they work with often have problems that originate from home situations, substance abuse, or trouble with the law. Some have developmental or medical conditions that affect their behaviour.

Youth workers use different kinds of talk therapy to help their clients change and manage their attitudes and behaviour. They counsel clients one-on-one and in group therapy sessions. In group therapy, young people can tell their stories, share advice, and support each other. Sessions focus on helping clients address problems such as aggression, depression, or addiction.

In addition to counselling, child and youth workers plan and coordinate activities for the young people they work with. They may organize sports, arts, and theatre groups, or local trips or tours. Many also assist unemployed youth with finding jobs and staying employed.

All the programs they plan are designed to help young people look after themselves, manage their personal relationships, set goals, and make positive life decisions. The trusting and meaningful relationship that develops between a youth worker and his or her client is part of what makes the treatments effective.

Child and youth workers monitor their clients' progress carefully, keeping records and writing reports. They also provide support and information to their clients' families.

Education and Training: The minimum educational requirement to become a child and youth worker is usually a diploma in child and youth care. Programs are available at colleges across the country and typically last 2 to 3 years. Many programs require students to complete one or more supervised field placements to gain on-the-job training.

Generally, however, salaries are higher for those who have a bachelor's degree in this area or in a related field, such as social work, psychology, or sociology. In addition, if you want to be able to move into a supervisory or management position, you will likely need at least a bachelor's degree.

A bachelor's or master's degree is also necessary to get into other professional social service careers such as social work or marriage and family counselling.

¹¹ "Child & Youth Worker." www.careercruising.com. Accessed on Aug 28, 2015

CURRICULUM SPECIALIST¹² (N.O.C. 413):

Job Description: We all know that teachers are responsible for passing knowledge on to their students. But how do teachers know what to teach their students, or even which textbooks to use? This is where curriculum specialists come in.

Curriculum specialists—also known as instructional coordinators—play a major behind-the-scenes role in the education system. They determine what students should be taught, choose the textbooks and other learning materials that will be used, and provide training for teachers.

People in this field may work at any level of the education system, from elementary and high school to the post-secondary level. Some specialists work for individual schools or school districts, while others work for provincial education departments. While curriculum specialists' exact duties may differ depending on their employer, their goals are the same: to help teachers provide the best education possible to their students.

One of their most important duties is to set, review, and improve school curricula (that is, what is taught in the classroom). They evaluate how effective the school's educational program is in meeting the needs of the students, and make improvements where necessary. This process involves a great deal of research, as well as consultations with teachers and administrators. It is common for specialists to concentrate on working within a specific subject area, like math or English.

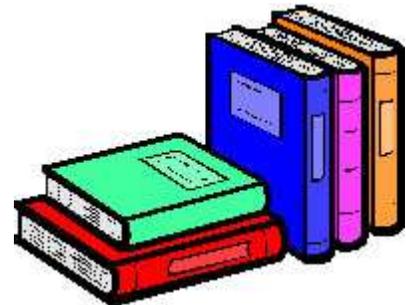
Curriculum specialists also help teachers implement the curriculum by providing them with the necessary educational materials, including textbooks, software programs, and movies. Specialists evaluate the materials, decide which are the most useful, and then make them available to their school or district. They may also help implement new technology.

In addition, curriculum specialists provide training to teachers. They ensure teachers are kept up to date on the latest curricula, teaching strategies, and classroom technologies. This often involves planning and leading conferences or seminars.

Depending on their employer and responsibilities, curriculum specialists may also provide teachers with information on province-wide policies and regulations; ensure schools are meeting provincial or district standards; evaluate educators' teaching methods; and develop instructional materials and testing methods for use by teachers.

Education and Training: The minimum requirement for curriculum specialists is a bachelor's degree, usually in education. However, most employers prefer to hire specialists who have a master's degree in education, curriculum and instruction, or a related field.

It is important to note that you are unlikely to obtain a position as a curriculum specialist straight out of university. It is common for specialists to move into the position after spending several years working as a teacher or education administrator.



¹² "Curriculum Specialist." www.careercruising.com. Accessed Aug 28, 2015

FOREIGN LANGUAGE INSTRUCTOR¹³ (N.O.C. 402)

Job Description: Foreign language instructors teach languages that are spoken primarily in other countries. Spanish, Japanese, Italian, Arabic, Russian, Mandarin Chinese, German, and Hindi are just a few examples of these languages. Students or clients of foreign language instructors can include everyone from young children to businesspeople and diplomats who want to work in other countries.

Like other teachers, foreign language instructors prepare lesson plans, assignments, and other materials. They teach classes, run discussion groups, and supervise classroom activities. They also evaluate assignments and exams. Because their clients are often new to the language they are learning, instructors must ensure that their instruction is clear.



Foreign language instructors do more than teach grammar, pronunciation, and writing. They also introduce their students to the culture surrounding the language they are studying. This might include activities like reading popular magazines or listening to radio broadcasts in the language, visiting a cultural centre, or even travelling to a country where the language is spoken. Learning another language is never simply a matter of translating words; it requires opening oneself to other ways of understanding the world.

Depending on the type of position they hold, foreign language instructors may have additional duties. For example, they might attend staff meetings, serve on committees, and meet with parents. They may also participate in professional development activities to keep current in their field. Many advise students on their academic programs and career decisions.

Education and Training: There are several different educational options for those who wish to teach foreign languages in Canada.

To work as a university or college professor, a PhD in the language you wish to teach is usually required, though some part-time or lecture positions may be open to those without a full PhD, depending on the educational institution.

To teach at a high school, you must normally get a Bachelor of Education degree. This can be achieved by completing a bachelor's degree (usually in the language you wish to teach) and then attending teacher's college.

There are no pre-set requirements to work at a private language school, though most positions ask for some level of post-secondary education. Exact requirements vary by employer. For instance, some employers look for a bachelor's degree in education or a related field, while others will hire candidates who have completed a university or college education in any area.

Government employees generally need at least a bachelor's degree.

¹³ "Foreign Language Instructor." www.careercruising.com. Accessed Aug 28, 2015

LIBRARIAN¹⁴ (N.O.C. 511):

Job Description: Thanks to today’s information technologies, we have instant access to more information than ever before. Faced with such vast amounts of data, we often need the help of professionals who can organize and evaluate it. To help us find and use the information we need, we turn to the original information experts: librarians.



Librarians perform a range of tasks. They answer patrons’ questions and help them find and evaluate information. They instruct them on how to access library and web-based resources, including books, periodicals, digital collections, and the Internet. Librarians ensure that the information they help collect is appropriate and comes from a reliable or expert source.

Librarians are also responsible for developing and managing their library’s inventory. They decide which print, audio-visual, and licensed electronic resources, such as online research databases, would be most useful to acquire. They order new materials and review current holdings to decide what can be discarded.

The type of library they work in can affect the day-to-day tasks of librarians. Public librarians get to know the communities they serve, and develop collections according to the needs and interests of people in the area. **School librarians help teachers choose materials for their courses.** They also **teach students** how to do research for class projects and how to evaluate and use the information they find.

Academic librarians develop, organize, and provide access to collections for university and college students, faculty, and researchers. Large universities may have separate libraries to serve specific schools or departments, such as law or music.

Special librarians work at libraries that are maintained by organizations like government departments, banks, corporations, law firms, hospitals, and advertising agencies. They create and maintain databases, gather information about competitors and markets, and write up analyses or summaries of subjects of interest to their organization.

All librarians are 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 usually 1 to 2 years long, and generally lead to a Master of Library and Information Studies (MLIS) or a Master of Information Studies (MI/MIS) degree.

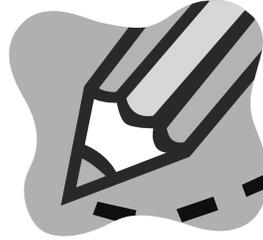
You can get into a library studies master’s program with a bachelor’s degree in almost any field. However, your area of study may influence your opportunities for specializing as a librarian. A science degree, for instance, will increase your chances of getting a position as a medical librarian. A humanities degree will give you a good background for most other library positions. *Usually, school librarians need a Bachelor of Education degree in addition to a master’s degree* in library studies. Certified teachers without an MLIS may also earn additional qualifications by completing a librarianship program offered at a Faculty of Education.

¹⁴ “Librarian.” www.careercruising.com. Accessed Aug 28, 2015

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!

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 (DV 3094) or call 905-828-5451 to book an appointment.

Individual Employment Advising – *Support, resources and information to help you find a job*

We help you develop a customized, step by step job search plan, including developing strong resumes, cover letters and LinkedIn profiles, learning how to network effectively, preparing for interviews, how to gain the experience you need and how to find unadvertised jobs (did you know, 70-80% of jobs are never advertised?).

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 Cover Letter
- Learn to Network
- Is Teaching in Your Future?
- The Road to Grad School

Visit the Career Centre website or the Career Learning Network (CLN) Events Calendar 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 or the Career Learning Network (CLN) beginning at 9:00 a.m.

Extern Job Shadowing 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.

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 Classification codes a.k.a. career field. Examples of binders pertinent to Careers in Education are:

- 412 – Teaching Related Experience
- 413 – Applying to the B.Ed
- 413 – Teacher: Adult Education to Alternative Teaching
- 413 – Teacher: Early Childhood, Elementary , Secondary

- 414 – University Professor/College Teacher
- 414 – ESL/Special Ed Teacher
- 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 styles, as well as careers by major. Of particular interest are:

- Gisler, Margaret M. *101 Career Alternatives for Teachers*. California: Prima Publishing, 2002.
- Philip and Dave Studd. *What You Can Do With An Arts Degree*. Ontario: Trifolium Books Inc., 1997.
- Griffith, Susan. *Teaching English Abroad, 6th Edition*. Vacation Work Publications, 2002.
- *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 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 available through your Career Learning Network (CLN) account. Please, come in and ask one of our friendly student Career Assistants to help you get access!

On-line Résumé and Cover 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.¹⁵

Get Experience 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 Get Experience Fair, held near the end of September. **At the fair, you'll be able to learn about ways to gain experience through:**

- Volunteer programs and Internships
- On-campus and Work-Study jobs
- Research Experience
- International options

Graduate and Professional Schools Fair

This fair provides an opportunity to speak with representatives from programs such as Education, Law, Dentistry, Medicine, Physiotherapy, Business, Social Work, Graduate Studies and College Post-Graduate studies. Find out about admission requirements, types of programs, application deadlines and more! This Fair is usually held at the end of September.

¹⁵ Available On-line: www.utm.utoronto.ca/careers

Get Hired: Summer & Full-Time Job Fair

The Get Hired Fair is a great event which brings representatives interested in hiring students for summer and full time positions from dozens of organizations to UTM, allowing you to learn about a wide range of opportunities. The Fair takes place during the first few weeks of January.

Special Events / Panels

Every year, the Career Centre organizes a series of Career Panels and Networking Nights. These events serve as 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. Topics for include:

- Alternatives to Teaching
- Insights into HR
- Humanities & History Career Night

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 web site.