

Automotive Service Technicians, Truck Mechanics & Mechanical Repairers

NOC 7321

NATURE OF WORK

Automotive service technicians and truck mechanics inspect, diagnose, repair and service mechanical, electrical and electronic systems and components of cars, buses, and light and commercial transport trucks. They are employed by motor vehicle dealers, garages and service stations, automotive specialty shops, transportation companies and retail establishments which have automotive service shops. This unit group also includes mechanical repairers who perform major repairs and replacement of mechanical units on newly assembled motor vehicles. They are employed by motor vehicle manufacturing companies.

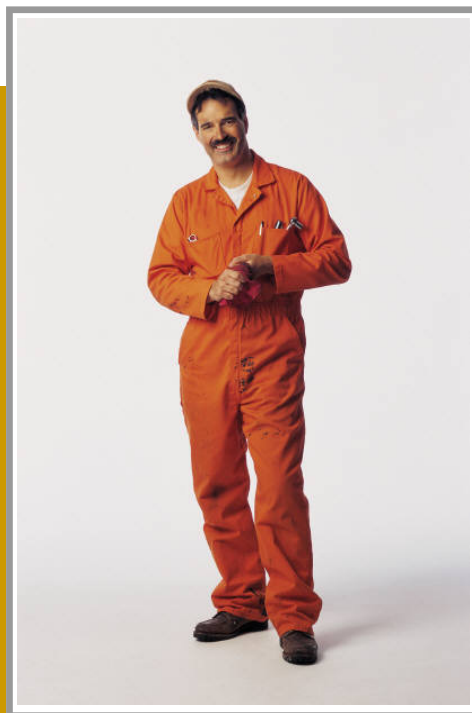
EXAMPLE TITLES

Automobile mechanic, automotive service technician, automotive service technician apprentice, bus mechanic, car mechanic, mechanical upgrader - motor vehicle manufacturing, motor repairer - motor vehicle manufacturing, motor vehicle mechanic, transmission mechanic, truck and transport mechanic, truck-trailer repairer, tune-up specialist.

MAIN DUTIES

Automotive service technicians perform some or all of the following duties:

- Review work orders and discuss work with supervisor
- Inspect motor in operation, road test motor vehicle and test automotive systems and components using computerized diagnostic and other testing devices to diagnose and isolate faults
- Adjust, repair or replace parts and components of automotive systems including fuel, brake, steering and suspension, engine and drive train, emission control and exhaust, cooling and climate control, and electrical and electronic systems using hand tools and other specialized automotive repair equipment
- Test and adjust repaired systems to manufacturer's performance specifications
- Perform scheduled maintenance service, such as oil changes, lubrications and tune ups
- Advise customers on work performed, general vehicle conditions and future repair requirements



WAGES & SALARIES

Low - \$ 10.00 per hour
Average - \$ 15.61 per hour
High - \$ 24.95 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



**Northwest
Training and Adjustment Board**
113 - 100 Casimir Avenue
DRYDEN, Ontario P8N 3L4
Tel: 807.223.3813

www.ntab.on.ca

LOCAL EMPLOYMENT REQUIREMENTS

This position is an apprenticeship program under the "Red Seal" program which provides skilled workers with increased mobility to work in their trades across Canada.

Once an apprentice's training is completed they are then able to receive a Red Seal Endorsement on their Certificates of Qualification and Apprenticeship by completing the Interprovincial Standard Examination. For more information please visit their website at www.red-seal.ca

EMPLOYMENT TRENDS

Employment growth will continue to be concentrated in automobile dealerships and independent automotive repair shops. Many new jobs also will be created in small retail operations that offer after-warranty repairs, such as oil changes, brake repair, air-conditioner service, and other minor repairs generally taking less than 4 hours to complete. Employment of automotive service technicians and mechanics in gasoline service stations will continue to decline, as fewer stations offer repair services.

There may be some replacement positions for auto repair technicians and mechanics as a result of retirements. Other opportunities may occur through job turnover.

In Ontario as a whole, employment for this occupation is expected to grow about as fast as the average for all occupations through the year 2009. Population growth and rise in personal income will boost demand for motor vehicles, which will require regular maintenance and service. Due to the large size of this occupational group, replacement needs are expected to create a substantial number of job openings yearly.

EMPLOYMENT REQUIREMENTS

Automotive Service Technicians

- Completion of secondary school is usually required
- Completion of a four-year automotive service technician apprenticeship program
- A combination of over four years of work experience in the trade and high school, college or industry courses in automotive technology is required to be eligible for trade certification
- Automotive service technician trade certification is compulsory
- Automotive service technician (fuel and electronic systems) and automotive service technician (transmission) trade certification is compulsory
- Automotive service technician (steering, suspension and brakes) trade certification is compulsory
- Motor vehicle repair (service station mechanic) trade certification is compulsory
- Interprovincial trade certification (Red Seal) is also available to qualified automotive service technicians.

Mechanical Repairers, Motor Vehicle Manufacturing

- Completion of secondary school is usually required
- On-the-job training of two to three years is provided by employers

Truck Transport and Trailer Mechanics

- Completion of secondary school is usually required
- Completion of a four-year truck and transport mechanic or truck-trailer repair apprenticeship
- A combination of over four years of work experience in the trade and high school, college or industry courses in truck or heavy-duty equipment mechanics is required to be eligible for trade certification
- Truck and transport mechanic trade certification is compulsory
- Truck-trailer repair trade certification is compulsory
- Interprovincial trade certification (Red Seal) is also available to qualified truck-trailer repairers and truck and transport mechanics.

LOCAL SKILLS REQUIREMENTS

Increasingly complex motor vehicle systems, the use of propane vehicles and other innovations are increasing the educational and skill requirements. A shift to team-based repair operations also requires new skills. Individuals in the occupation must continually update their skills in the computerized diagnostics area.

WORKING CONDITIONS

Automotive service technicians, truck mechanics and mechanical repairers work year round. Most of the time they work indoors, although there is the occasional outdoor job. Exposure to noise, vibration, liquids, fumes and odours is controlled by safety regulations. They are usually paid on a flat rate basis or by the amount of time taken to repair a vehicle. They work varied hours. New entrants to the trade must be prepared to invest in their own tools.

RELATED OCCUPATIONS

- Heavy-Duty Equipment Mechanics (7312)
- Motor Vehicle Assemblers, Inspectors and Testers (9482)
- Motor Vehicle Body Repairers (7322)
- Recreation Vehicle Service Technician (in 7383 Other Trades and Related Occupations)
- Supervisors of Automobile Assembly Metal Repairers (in 9221 Supervisors, Motor Vehicle Assembling)
- Supervisors of Motor Vehicle Mechanics (in 7216 Contractors and Supervisors, Mechanic Trades)

POTENTIAL EMPLOYERS

- All car dealerships
- All cities/towns/townships
- Canadian Tire
- Excel Coach Lines
- Godbout's Auto Service
- K Sports & Service

WHERE TO GET TRAINING

Entry to apprenticeship requires a job and usually completion of Grade 12.

Alternatively, entry into apprenticeship can be pursued through pre-apprenticeship training.

Information on apprenticeship programs is available on the Ministry of Education/Ministry of Training, Colleges and Universities website at: www.edu.gov.on.ca

Carpenters

NOC 7271

NATURE OF WORK

Carpenters construct, erect, install, maintain and repair structures and components of structures made of wood, wood-substitutes and other materials. They are employed by construction companies, carpentry contractors, maintenance departments of factories, plants and other establishments or they may be self-employed.

EXAMPLE TITLES

Apprentice carpenter, carpenter, finishing carpenter, journeyman/woman carpenter, maintenance carpenter, renovation carpenter, rough carpenter.

MAIN DUTIES

Carpenters perform some or all of the following duties:

- Read and interpret blueprints, drawings and sketches to determine specifications and calculate requirements
- Prepare layouts in conformance to building codes, using measuring tools
- Measure, cut, shape, assemble and join materials made of wood, wood substitutes and other materials
- Build foundations, install floor beams, lay sub flooring and erect walls and roof systems
- Fit and install trim items, such as doors, stairs, moulding and hardware
- Maintain, repair and renovate residences and wooden structures in mills, mines, hospitals, industrial plants and other establishments
- Supervise apprentices and other construction workers
- May prepare cost estimates for clients



WAGES & SALARIES

Low - \$ 11.25 per hour
Average - \$ 16.72 per hour
High - \$ 28.16 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

In the Kenora / Dryden / Fort Frances area most advertised positions require trade certification, although many employers will consider a combination of skill level and work experience depending on the nature of the construction project.

Progression to supervisory positions is possible with experience. Red Seal trade certification allows for inter-provincial mobility.

EMPLOYMENT TRENDS

Employment prospects for carpenters in the Kenora/Dryden/Fort Frances area are expected to be fair for the 2008 to 2009 period.

Demand for carpenters depends on commercial and residential construction activity, which in turn is sensitive to interest rates and overall economic conditions in the area. Peak construction periods are from May to November of each year.

In Ontario, employment for this occupation is expected to grow about as fast as the average for all occupations through the year 2009. Employment for carpenters is dependent to a large degree on construction activity, which is expected to grow over the forecast period.

New materials and construction techniques are transforming carpentry. New tools, such as nailers and sanders with electronic speed control, reduce fatigue and make carpenters more efficient. New building techniques, such as plastic concrete forms, also affect the skill requirements and the demand for carpenters. Carpenters will have to be more familiar with the use of prefabricated components, such as pre-hung doors and windows, and prefabricated wall panels and stairs, which can be installed very quickly. With pre-assembly, there will be an increased need to understand specific subsystems (i.e.: floor systems, wall systems). It is expected that computer skills at a higher level of complexity will soon become an essential occupational skill, enabling carpenters to electronically reference plans and designs.

EMPLOYMENT REQUIREMENTS

- Completion of secondary school is usually required
- Completion of a three-to-four year apprenticeship program
- A combination of over four years of work experience in the trade and some high school, college or industry courses in carpentry is usually required to be eligible for trade certification
- Trade certification is compulsory in Quebec and available but voluntary in all other provinces and the territories
- Inter-provincial trade certification (Red Seal) is also available to qualified carpenters

LOCAL SKILLS REQUIREMENTS

Most employers who advertise are looking for workers who have the following experience and skills:

Experience: 3 - 5 years

Specific Skills:

Operate power tools. Measure, cut, shape, assemble and join mouldings, wood materials, drywall and plastics materials. Fit and install windows, doors, stairs, mouldings and hardware.

Additional Skills: Read and interpret blueprints, drawings and specifications.

Carpenters need the following skills and abilities:

- Have an interest in building things. An interest in keeping up-to-date on building techniques and materials.
- Good manual dexterity and mechanical ability. Physical strength and stamina, good eye-hand coordination.
- Good verbal communication skills. Ability to get along well with others on a work team. Have a concern for safety and a responsible work attitude.

WHERE TO GET TRAINING

In Ontario, at least a Grade 10 education or Ministry of Education approved equivalent is required to become an apprentice, although employers prefer individuals who have completed high school. Students who have completed Grade 10 have an opportunity to become registered apprentices while finishing high school under the Ontario Youth Apprenticeship Program. Information on apprenticeship programs in Ontario is available on the Ministry of Education/Ministry of Training, Colleges and Universities website at: www.edu.gov.on.ca

WORKING CONDITIONS

Carpenters are needed at each stage of a construction project, from the rough carpentry required in building forms to hold new concrete to adding detailed finishing touches such as mouldings.

Accordingly, projects can range from indoor to outdoor work. As in other construction trades, prolonged standing, climbing, bending and kneeling often are necessary.

On exterior construction sites, there may be exposure to a variety of weather conditions. Some carpenters change employers each time they finish a construction job.

In the Kenora/Dryden/Fort Frances area the major period of construction is in the spring, summer and fall. Although most carpenters are employees, a significant number are self-employed as independent contractors. Most carpenters work on a project to project basis. Union members are called for jobs by their respective union hiring hall.

RELATED OCCUPATIONS

- Cabinetmakers (7272)
- Supervisors of Carpenters (in 7215 Contractors & Supervisors, Carpentry Trades)
- Woodworking Machine Operators (9513)

POTENTIAL EMPLOYERS

- Ainsworth Engineered Canada LP
- Arvy Sales Outlet
- Boatman, Ron Construction Ltd.
- Dave McKay Contracting Ltd.
- FBN Contractors
- Horst Lang Construction
- Norfab Business Group
- Premier Contracting Ltd.
- Terra Deco Enterprises Ltd.

Chefs

NOC 6241

NATURE OF WORK

This unit group includes various types of chefs who plan and direct food preparation and cooking activities and who prepare and cook meals and specialty foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, clubs and similar establishments, and on ships.

EXAMPLE TITLES

Chef, chef de cuisine, chef de partie, corporate chef, executive chef, executive sous-chef, head chef, master chef, pastry chef, saucier, sous-chef, specialist chef

MAIN DUTIES

Executive chefs perform some or all of the following duties:

- Plan and direct food preparation and cooking activities of several restaurants in an establishment, restaurant chains, hospitals or other establishments with food services
- Plan menus and ensure food meets quality standards
- Estimate food requirements and may estimate food and labour costs
- Supervise activities of sous-chefs, specialist chefs, chefs and cooks
- Arrange for equipment purchases and repairs
- Recruit and hire staff
- May prepare and cook food on a regular basis or for special guests or functions.

Sous-chefs perform some or all of the following duties:

- Supervise activities of specialist chefs, chefs, cooks and other kitchen workers
- Demonstrate new cooking techniques and new equipment to cooking staff
- May plan menus and requisition food and kitchen supplies
- May prepare and cook meals or specialty foods

Chefs and specialist chefs perform some or all of the following duties:

- Prepare and cook complete meals, banquets or specialty foods, such as pastries, sauces, soups, salads, vegetables and meat, poultry and fish dishes and create decorative food displays



WAGES & SALARIES

Low - \$ 9.50 per hour

Average - \$ 14.40 per hour

High - \$ 24.40 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

There is some mobility among the various types of chefs in this unit group. Executive Chefs may progress to managerial positions in food preparation establishments.

Red Seal trade certification allows for inter-provincial mobility.

EMPLOYMENT TRENDS

Traditionally, chefs change jobs frequently. This factor may also impact on the number of employment opportunities throughout the area. Employment prospects for chefs in Ontario appear to be good through 2009.

This occupation has a relatively young demographic with almost three-quarters under the age of 45. The labour force for this occupation has expanded significantly over the last few years. Supply is well balanced with demand and experienced job seekers should fare better in securing employment. There is a considerable amount of turnover in this industry, compared to other occupations. The best qualified chefs will find better job opportunities, although there is keen competition for the higher paying positions.

Employment in this occupation is concentrated in the accommodation and food industries, which are sensitive to general economic conditions as well as subject to seasonal variations, especially in resort areas. More travel by Ontarians and a more multicultural society have increased the demand for chefs specializing in foreign cuisine.

Changing technology in the workplace, such as microwave cooking, adds to the complexity of a chef's job. As well, increasing computerization in kitchens, such as retrieval and inventory control, will require that these workers have appropriate skills. Executive chefs must have managerial skills and may progress to senior positions in the food services industry.

EMPLOYMENT REQUIREMENTS

- Completion of secondary school is usually required
- Cook's trade certification, which is available in all provinces and territories or equivalent credentials, training and experience are required
- Executive Chefs usually require management training and several years of experience in commercial food preparation, including two years in a supervisory capacity **AND**
- Experience as a sous-chef, specialist chef or chef
- Sous-chefs, specialist chefs and chefs usually require several years of experience in commercial food preparation
- Inter-provincial trade certification (Red Seal) for cooks is also available to qualified chefs
- Chef de cuisine certification, administered by the Canadian Culinary Institute of the Canadian Federation of Chefs and Cooks (CFCC) is available to qualified chefs

LOCAL SKILLS REQUIREMENTS

Experience: 1-5 years

Specific Skills: Ensure quality of food and portion control. Prepare and cook meals and specialty foods including dishes for customers with food allergies or intolerances. Plan and direct food preparation and cooking activities.

Additional Skills: Maintain records of food costs, consumption, sales and inventory.

Essential Skills: Oral communication, working with others, problem solving, decision making and job task planning and organizing.

WHERE TO GET TRAINING

Employment in this area may require a combination of education, experience or other attributes such as a safe food handling certificate. For information on community colleges that offer culinary programs in Ontario, visit: www.ontariocolleges.ca

Private training institutions can be found through the following website: Service Ontario. Click on School & Work

WORKING CONDITIONS

Chefs work with specialized food preparers and cook food under time constraints. Chefs of all kinds may work long hours, especially if they own their own businesses. Shifts include working early mornings, late evenings, holidays and weekends. Workers usually must stand for hours at a time, must be able to do heavy lifting and work near hot ovens and grills. Chefs must be able to work in a fast-paced environment, under pressure and possess a keen attention to detail. Job hazards include slips and falls, cuts and burns, but injuries are seldom serious. Pay varies according to the establishment. Experienced and qualified chefs will earn higher remuneration.

In the Kenora/Dryden/Fort Frances area about three-quarters of the workers in this occupation are employed full-year. Of that number 80% are employed full-time/full-year and 20% part-time/full-year. The remaining one-quarter work on a seasonal or part-year basis. A small number of chefs are self-employed restaurant owners or independent caterers.

RELATED OCCUPATIONS

- Cooks (6242)
- Food Counter Attendants, Kitchen Helpers and Related Occupations (6641)
- Restaurant & Food Service Managers (0631)

POTENTIAL EMPLOYERS

- Anderson's Lodge
- Ash Rapids Lodge
- Best Western
- Casey's Bar & Grill
- Dino's Restaurant
- Fifth Avenue Bar & Grill
- Forest Inn & Conference Centre
- Ho Ho Restaurant
- Huber's Lone Pine Lodge
- Kupper's Bakery & Restaurant
- Plaza Restaurant
- The Riverview Lodge Ltd.

Construction Trades Helpers & Labourers

NOC 7611

NATURE OF WORK

Construction trades helpers and labourers assist skilled tradespersons and perform labouring activities at construction sites. They are employed by construction companies and trade and labour contractors.

EXAMPLE TITLES

Asphalt spreader, bricklayer helper, carpenter helper, concrete mixer helper, construction helper/labourer, demolition worker, dry-wall sander, flagman/woman, glazier helper/labourer, concrete paving labourer, excavation pipeline mandrel operator, plumber helper, roofer helper, stabber - pipeline construction

MAIN DUTIES

Construction trades helpers and labourers perform some or all of the following duties:

- Load and unload construction materials and move materials to work areas
- Erect and dismantle concrete forms, scaffolding, ramps, catwalks shoring and barricades required at construction sites
- Mix, pour and spread materials such as concrete and asphalt
- Assist trades persons such as carpenters, bricklayers, cement finishers, roofers and glaziers in construction activities
- Assist heavy equipment operators to secure special attachments to equipment, signal operators to guide them in moving equipment and provide assistance in other activities
- Assist in aligning pipes and perform related activities during oil and gas pipeline construction
- Assist in drilling and blasting rock at construction sites
- Level earth to fine grade specifications using rake and shovel
- Assist in demolishing buildings using prying bars and other tools, and sort, clean and pile salvaged materials
- Remove rubble and other debris at construction sites using rakes, shovels, wheelbarrows and other equipment
- Operate pneumatic hammers, vibrators and tampers as directed
- Tend or feed machines or equipment used in construction such as mixers, compressors and pumps



WAGES & SALARIES

Low - \$ 10.00 per hour
Average - \$ 15.30 per hour
High - \$ 26.00 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

Workers in this occupation require some secondary school education.

Construction workers may need to have basic construction skills and complete safety courses in addition to on-the-job training.

EMPLOYMENT TRENDS

Employment demand for this occupation is seasonal and sensitive to business cycles within the construction sector. This industry is sensitive to interest rates and overall economic conditions. Increased government infrastructure spending on health, education and transportation may add to the demand.

Competition for positions is very strong and the number of job seekers will likely exceed the number of job openings.

Improvements in construction tools/technology have improved productivity, allowing employers to do more with fewer workers. Most construction trades helpers and labourers are employed in the construction sector, but there are also significant numbers employed in manufacturing and public administration.

Workers with training and experience and the ability to perform more job functions will have better prospects over the longer term.

EMPLOYMENT REQUIREMENTS

- Some experience as a general construction labourer may be required for construction trade helpers
- Some pipeline workers, such as stabbers, mandrel operators and pre-heater tenders, usually require one season of experience in oil and gas pipeline construction
- Flagmen/women may require a traffic control certificate

LOCAL SKILLS REQUIREMENTS

Most employers who advertise are looking for workers who have the following experience and skills:

Experience: Experience an asset.

Specific Skills:

Load, unload and transport construction materials.
Remove rubble and other debris at construction sites.

RELATED OCCUPATIONS

- Other Trades Helpers and Labourers (7612)
- Public Works & Maintenance Labourers (7621)

WHERE TO GET TRAINING

Training for this occupation is done primarily on the job.

For more information on training offered for this occupation in Ontario or in other provinces, please visit the CanLearn website at:
www.canlearn.ca

WORKING CONDITIONS

Construction trades helpers and labourers work on most kinds of construction projects. They work indoors as well as outdoors, in various weather conditions. Working conditions are frequently noisy, with unpleasant fumes and workers can expect to get dirty by the end of the day. Working with and around heavy equipment and power tools can be dangerous. Normally, workers are expected to attend work with their own safety equipment. Workers may be required to be in good physical condition due to the heavy work involved. Most of these workers start early in the morning. The work week is usually 35 to 40 hours on weekdays, though evening and weekend work can be expected, especially when deadlines need to be met.

Labourers are vulnerable to layoffs and seasonal work. They are often the first to be let go when work slows down, because they usually have less seniority and training. Construction trades helpers and labourers are often employed on a project-by-project basis.

Unionized construction trades helpers and labourers are generally paid more than non-organized workers. Employment is very sensitive to overall economic conditions.

POTENTIAL EMPLOYERS

- City of Dryden/Kenora
- Township of Atikokan/Ignace
- Dave McKay Contracting
- Horst Lang Contracting
- Jarnel Contracting
- Ken Saville Contracting Ltd.
- Munn Construction Ltd.
- Terra Deco Enterprises Ltd.
- Town of Fort Frances/Ear Falls/Nestor Falls

Elementary School & Kindergarten Teachers

NOC 4142

NATURE OF WORK

Elementary school and kindergarten teachers teach basic subjects such as reading, writing and arithmetic or specialized subjects such as English or French as a second language at public and private elementary schools. Elementary school librarians are included in this unit group.

EXAMPLE TITLES

Elementary school teacher, English as a second language elementary school teacher, French immersion teacher, Kindergarten teacher, Librarian, primary school teacher, special education teacher, supply teacher

MAIN DUTIES

Elementary school and kindergarten teachers perform some or all of the following duties:

- Prepare courses for presentation to students according to approved curriculum
- Teach students using a systematic plan of lessons, discussions, audio-visual presentations and field trips
- Lead students in activities to promote their physical, mental and social development and their school readiness
- Assign and correct homework
- Prepare, administer and correct tests
- Evaluate the progress of students and discuss results with students, parents and school officials
- Identify children's individual learning needs
- Prepare and implement remedial programs for students requiring extra help
- Participate in staff meetings, educational conferences and teacher training workshops
- May supervise teachers' aides and student teachers



WAGES & SALARIES

Low - \$ 15.71 per hour
Average - \$ 26.23 per hour
High - \$ 39.83 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

The Ontario College of Teachers (www.oct.ca) licenses, governs and regulates the teaching profession in Ontario.

Teachers who want to work in publicly funded Ontario schools must be certified to teach in Ontario and be members of the Ontario College of Teachers. Private schools in Ontario are not required by law to hire certified teachers, although many prefer that teachers be certified.

EMPLOYMENT TRENDS

This is a large occupational group in the local area and many job opportunities will arise as teachers retire or take temporary leave. According to the most recent Census about one-half of the teachers in this occupational group are age 45 or older.

The number of job seekers in this occupation will likely exceed the number of job openings. More opportunities will exist for those teachers (especially new teachers) willing to relocate to remote northern and First Nations communities. In Ontario, employment potential for elementary school teachers is expected to remain fair for 2008 to 2010.

Elementary school teaching opportunities in Ontario have become more competitive over the past year due to slowing enrolment growth and a decline in the number of teacher retirements. These factors have led to an increase in the number of surplus teachers looking for permanent positions. Because of this, it is taking many new teachers longer to find a permanent regular teaching position than earlier in the decade. The drop in enrolment is also leading to the closure of schools across the province, further limiting the number of jobs that will be available.

There may be better opportunities for teachers willing to locate in rural and remote communities. French-speaking secondary school teachers are expected to have good employment opportunities.

EMPLOYMENT REQUIREMENTS

- A bachelor's degree in education is required
- Additional training is required to specialize in special education or second language instruction
- A provincial teaching certificate is required. Additional certification is required to teach English or French as a second language

LOCAL SKILLS REQUIREMENTS

Experience: 0 - 2 years

Specific Skills:

Teach students using lessons, discussions, audio-visual presentations and field trips. Prepare courses for presentation to students according to approved curriculum. Identify children's' individual learning needs.

Additional Skills:

Supervise teacher assistants.

Essential Skills:

Working with others, oral communication, reading text, writing, problem solving, job task planning and organizing, critical thinking, decision making and numeracy.

WHERE TO GET TRAINING

In order to teach in Ontario, you must have a post-secondary degree and a Bachelor of Education (BEd.). A BEd. can be obtained through a one-year program following completion of a post-secondary degree or as a concurrent program obtained at the same time as a post-secondary degree.

You can find the Ontario universities offering education programs at: www.edu.gov.on.ca

WORKING CONDITIONS

Elementary school and kindergarten teachers spend much of their time interacting and teaching in their classroom. Most teachers work a ten-month year with summer vacation for two to three months.

The Ministry of Education attempts to limit class size in elementary schools to an average of 20 students per class. Most work the conventional 10 month school year, with two months off during the summer, two weeks during the Christmas/New Year holidays and one week at Spring Break. The majority work full-time, although actual hours will vary depending upon the time spent on preparation, marking papers, or after school activities. Some teachers work casually (supply teachers). New education graduates typically start work on a substitute list, in casual on-call positions and in maternity leave replacements.

According to the most recent Census, almost three-quarters of those working as elementary school and kindergarten teachers in the Kenora/Dryden/Fort Frances area are employed on a full-time/full-year basis. A small number work part-time/full year.

RELATED OCCUPATIONS

- Early Childhood Educators and Assistants (4214)
- Elementary and Secondary School Teachers Assistants (6472)
- School Principals & Administrators of Elementary & Secondary Education (0313)
- Teachers teaching life skills to persons with disabilities (in 4215 Instructors and Teachers of Persons with Disabilities)

POTENTIAL EMPLOYERS

- Keewatin-Patricia District School Board
- Kenora Catholic School Board
- Northern Nishnawbe Education Council
- Northwest Catholic District School Board
- Rainy River District School Board
- Red Lake Area Catholic School Board
- Seven Generations Education Institute

Elementary & Secondary School Teacher Assistants

NOC 6472

NATURE OF WORK

This unit group includes workers who assist elementary and secondary school teachers and counsellors. They are employed in public and private elementary and secondary schools, special schools and treatment centres.

EXAMPLE TITLES

Educational assistant, educational resources assistant, lunch room supervisor, program assistant, secondary school teacher's assistant, special education assistant, staff assistant, teacher's aide, teacher's assistant

MAIN DUTIES

Elementary and secondary school teacher assistants perform some or all of the following duties:

- Assist students with lessons under direct supervision of classroom teacher
- Monitor and report to classroom teacher on student progress
- Assist in preparation of learning materials and environment
- Accompany and supervise students during activities in school gymnasiums, laboratories, libraries, resource centres and on field trips
- Assist special needs students, such as those with mental or physical disabilities, with mobility, communication and personal hygiene
- Prepare classroom displays and bulletin boards
- Operate or assist teacher in operation of projectors, tape recorders and other audio-visual equipment and office equipment such as photocopier, fax machine and computer
- Carry out behaviour modification, personal development and other therapeutic programs under supervision of professionals such as special education instructors, psychologists or speech-language pathologists
- Work with special needs students using techniques such as sign language, Bliss symbols or Braille
- Monitor students during recess or noon hour
- May assist with marking of tests and worksheets
- Assist with classroom inventory



WAGES & SALARIES

Low - \$ 12.48 per hour
Average - \$ 18.94 per hour
High - \$ 22.84 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

Mobility to other occupations related to child and adolescent care is possible with experience.

EMPLOYMENT TRENDS

According to the most recent Census, employment in this occupation grew significantly over the past five years. It is unlikely this growth will continue over the forecast period. Similar to the provincial trend, local school boards are experiencing declining enrolments resulting in decreased job opportunities.

This occupational group is represented by a relatively young workforce. The most recent Census indicates 44% of elementary and secondary school teacher assistants are under the age of 40. The majority of new job opportunities will likely occur due to retirements. In Ontario, employment potential for teacher assistants is expected to remain fair for 2008 to 2010.

Opportunities for teacher assistants are dependent on funding received by the schools through their local school boards. Funding is established by the Ministry of Education according to a formula directly related to enrolment figures. Declining enrolment in schools across the province has resulted in reduced funding. Support staff positions, such as teacher assistants are usually the first to be eliminated when school boards are faced with budget considerations.

As a result, teachers are increasingly using parent volunteers to assist in some classroom activities. Opportunities are slightly better for those assistants who work with special needs students in one-on-one situations.

EMPLOYMENT REQUIREMENTS

- Completion of secondary school is usually required
- College courses in child care or related fields may be required for some positions
- Teacher assistants who aid students with special needs may require specialized training and experience

LOCAL SKILLS REQUIREMENTS

Experience: 0 - 2 years

Specific Skills:

Assist in preparation of learning materials and environment. Assist with lessons. Accompany and supervise students during school activities and outings. Carry out or assist with behaviour modification and other therapeutic programs.

Additional Skills:

Monitor students during recess and lunch hour.

WHERE TO GET TRAINING

Employment in this area may require a combination of education, experience or other attributes.

Completion of secondary school is usually required.

College courses in child care or related fields may be required for some positions. Teacher assistants who aid students with special needs may require specialized training and experience.

WORKING CONDITIONS

Many teacher assistants work full or part-time during the school year under a contract. A classroom setting dominates activities, though outdoor recess duty is possible. Education assistants may work with an individual or groups of students for part or all of the school day.

The work can be both physically and mentally demanding. Job seekers should contact school boards about vacancies. In some cases, particularly with respect to private schools, job seekers should contact a school directly. Jobs are also posted on various education-related websites such as educationcanada.com and JobCanada.org as well as on the Service Canada Job Bank (jobbank.gc.ca) and Workopolis (workopolis.com). Job seekers could also contact children's treatment and care centres in their community.

In the Kenora/Dryden/Fort Frances area over one-half of those working as elementary and secondary school teacher assistants are employed full-time/part-year according to the most recent Census data. About one-quarter are employed full-time/full year. In the local area women dominate this field representing about 90% of all workers in this group.

RELATED OCCUPATIONS

- Early Childhood Educators & Assistants (4214)
- Elementary School & Kindergarten Teachers (4142)
- Post-Secondary Teaching & Research Assistants (4122)

POTENTIAL EMPLOYERS

- Keewatin-Patricia District School Board
- Kenora Catholic School Board
- Kenora Chiefs' Advisory
- Northern Nishnawbe Education Council
- Northwest Catholic District School Board
- Rainy River District School Board
- Red Lake Area Catholic School Board
- Seven Generation Education Institute

Estheticians, Electrologists & Related Occupations

NOC 6482

NATURE OF WORK

Estheticians are licensed Skin Care Specialists who treat the facial skin to maintain and improve its appearance. Estheticians work to achieve their customers' beautifying goals. Electrologists permanently remove unwanted hair from the face and body by a process called electrolysis. This process uses an electric current to destroy the tissue called the papilla that produces each hair. Electrologists work in private offices or salons. Many have their own businesses.

EXAMPLE TITLES

Beautician, cosmetician, cosmetologist, electrologist, esthetician, hair replacement specialist, manicurist/pedicurist, paramedical esthetician, scalp treatment specialist, tattoo artist

MAIN DUTIES

- Estheticians give facial and other body treatments using specialized products and techniques
- Cosmeticians advise customers on the use of make-up and other beauty products and apply make-up to customers; may specialize in applying make-up to models or other individuals
- Electrologists remove unwanted hair permanently from client's face or body using needle only specialized electrical hair removal equipment, laser and other equipment
- Hair replacement technicians prepare and apply custom-made hair pieces to customer's scalp, weave customer's hair to hair pieces and provide scalp treatments
- Manicurists and pedicurists clean, shape and polish fingernails and toenails and provide related treatments
- Scalp treatment specialists apply medicated lotions to treat scalp conditions and hair loss
- Tattoo artists apply permanent designs to customer's skin, using electric needles and chemical dyes; may also apply temporary designs to customer's skin



WAGES & SALARIES

Low - Data Unavailable
Average - \$ 11.29 per hour
High - Data Unavailable

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



**Northwest
Training and Adjustment Board**
113 - 100 Casimir Avenue
DRYDEN, Ontario P8N 3L4
Tel: 807.223.3813

www.ntab.on.ca

LOCAL EMPLOYMENT REQUIREMENTS

Estheticians usually require certification from an esthetician's educational or training institution.

Electrologists usually require certification from an electrologist's education or training institution.

A business license is required for workers in this group who are owners/operators of businesses offering these services.

EMPLOYMENT TRENDS

The employment growth rate will likely be close to the average.

Although the retirement rate will likely be average, the number of retiring workers should contribute to job openings. The number of job seekers will likely match the number of job openings.

The competition is large against number of school-leavers. Individuals are most likely to be successful if you have "people" skills and can deliver good customer service.

EMPLOYMENT REQUIREMENTS

- Completion of high school, college or beauty school programs for cosmeticians, estheticians, electrologists, manicurists and pedicurists is required or on-the-job training is provided
- Electrologists & estheticians usually require certification
- Membership in a provincial or national electrolysis association may be required
- Completion of a registered dermal therapy program may be required to provide electrolysis laser and vascular treatments
- A business license is required for workers in this group who are owners/operators of businesses offering these services
- Practitioners offering these personal services are required to adhere to infection control procedures
- Most recent entrants have a trade/vocational certificate

LOCAL SKILLS REQUIREMENTS

- Ability to deal with people
- Good customer service skills
- Ability to promote products and services

WHERE TO GET TRAINING

www.aestheticschool.com

www.trade-schools.ca/programs/esthetics.asp

WORKING CONDITIONS

Part-time or full-time work is available, Saturday and evening work is often required.

POTENTIAL EMPLOYERS

- Celestes
- Elements
- Keric Funk Salon
- Sienna Spa
- Thumbs Up
- Willow Day Spa

Hairstylists & Barbers

NOC 6271

NATURE OF WORK

Barbers and hairstylists cut, trim, taper, curl, wave, perm and style hair. Most are in charge of booking appointments, shampooing, dying, applying hair extensions and scalp treatments. They may train or supervise other stylists and even judge in competitions.

EXAMPLE TITLES

Barber/hairstylist/hair dresser, barber/hairstylist/hair dresser apprentice, beauty salon operator, hair care specialist, hair colour technician, hair dyer, hair weaver, wig stylist

MAIN DUTIES

Barbers/hair stylists perform some or all of the following duties:

- Cut, trim, taper, curl, wave, perm, colour, bleach, tint, and style hair according to client's instruction
- Shampoo and provide other treatment to scalp/hair
- Book appointments and order supplies
- Train & supervise other barbers/hair stylists [apprentice]
- Analyze hair and scalp condition
- Suggest style compatible with physical features or hair type
- Shave and trim beards and moustaches
- Apply hair extensions
- Clean and style wigs and hair pieces



WAGES & SALARIES

Low - Data Unavailable
Average - \$ 10.63 per hour
High - Data Unavailable

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

Completion of a two year apprenticeship is usually required.

Provincial trade certification and licensing are compulsory, inter-provincial trade certification (Red Seal) is also available.

EMPLOYMENT TRENDS

The employment growth rate is expected to be average. As well, the retirement rate will likely be average and this will offer some job openings.

The job seekers will be on par with job openings. Competition with an increasing number of qualified job seekers will likely be seen.

Individuals are likely to be more successful if they have good people skills and can deliver good customer service. Many individuals in this sector are self-employed.

EMPLOYMENT REQUIREMENTS

- On the job training may be substituted for formal education
- Completion of a 2 or 3 year apprenticeship program along with on-the-job training
- Can obtain an inter-provincial trade certification (Red Seal)
- Employers may require a hairstyling demonstration before getting hired

LOCAL SKILLS REQUIREMENTS

- Good customer service skills
- Good interpersonal skills
- Knowledge of business procedures

WHERE TO GET TRAINING

www.beautyschooladvisor.com

WORKING CONDITIONS

Hairdressers/barbers work in hairdressing salons or barber shops where conditions can be very busy.

They may also work in rest homes or on television or film sets. Hairdressers/barbers usually spend a lot of time on their feet.

Hairdressers/barbers often work regular or long hours, and may be required to work weekends and evenings.

Hairdressers/barbers often work unsupervised, but may supervise an assistant or apprentice. They also interact with other hairdressers/barbers, suppliers and clients.

RELATED OCCUPATIONS

- Estheticians, Electrologists and Related Occupations (6482)

POTENTIAL EMPLOYERS

- Above & Beyond Styling
- Alberts Barber Shop
- Backstage Hair Studio
- Callidora Hair Design
- Capelli Studio
- Celestes
- Chez Cheri Hair Salon
- Cut & Curl
- Fingers & Toes
- Fashionette Beauty Salon
- JB's Hair Design
- JMACS
- Keric Funk Salon
- Magicuts
- Sienna Spa
- Tangles Hair Studio
- The Fringe
- Willow Day Spa

Heavy-Duty Equipment Mechanics

NOC 7312

NATURE OF WORK

Heavy-duty equipment mechanics repair, troubleshoot, adjust, overhaul and maintain mobile heavy-duty equipment used in construction, transportation, forestry, mining, oil and gas, material handling, landscaping, land clearing, farming and similar activities. They are employed by companies which own and operate heavy equipment, by heavy equipment dealers, rental and service establishments and by railway transport companies and urban transit systems.

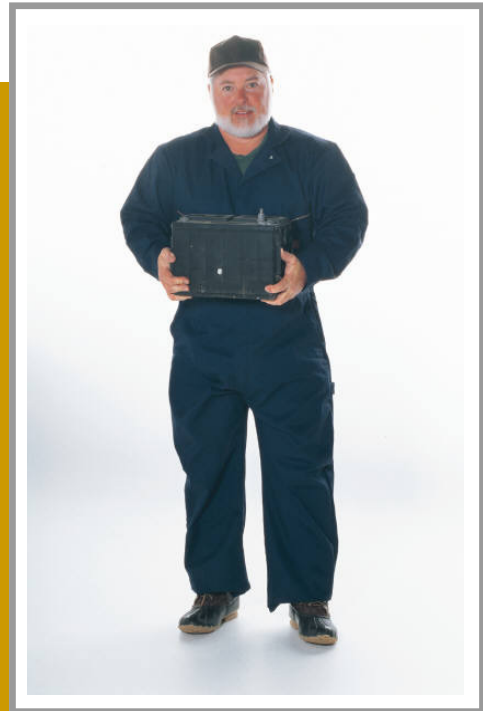
EXAMPLE TITLES

Construction equipment mechanic, diesel mechanic, farm equipment mechanic, heavy-duty equipment mechanic apprentice, heavy-duty equipment technician, heavy equipment mechanic, heavy mobile logging equipment mechanic, heavy mobile mining equipment mechanic, locomotive mechanic, tractor mechanic

MAIN DUTIES

Heavy-duty equipment mechanics perform some or all of the following duties:

- Check bulldozers, cranes, graders and other heavy construction, agricultural, logging and mining equipment for proper performance and inspect equipment to detect faults and malfunctions
- Diagnose faults or malfunctions using computerized and other testing equipment to determine extent of repair required
- Adjust equipment and repair or replace defective parts, components or systems, using hand and power tools
- Test repaired equipment for proper performance and to ensure that work meets manufacturers' specifications
- Clean, lubricate and perform other routine maintenance work on equipment
- Service attachments and working tools such as harvesting and tillage equipment, blades, ploughs, winches and side booms
- May perform repair work on heavy trucks
- May attach components and adjust new farm equipment



WAGES & SALARIES

Low - \$ 18.00 per hour
Average - \$ 23.57 per hour
High - \$ 31.42 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

Apprenticeship training programs exist for heavy-duty equipment mechanics but certification is not a compulsory work requirement for these occupations in Ontario. Inter-provincial (Red Seal) trade certification, which allows qualified individuals in these trades to work in other provinces and territories, is also available in Ontario.

Completion of a four-year apprenticeship program or a combination of over four years of work experience in the trade and some high school, college or industry courses in heavy equipment repair is usually required to be eligible for trade certification.

EMPLOYMENT TRENDS

In the Kenora/Dryden/Fort Frances area, employers continue to express a need for qualified heavy-duty equipment mechanics.

Over the next two years, some opportunities for heavy duty equipment mechanics are expected.

In Ontario, employment for this occupation is expected to grow about as fast as the average for all occupations through the year 2009.

EMPLOYMENT REQUIREMENTS

- Completion of secondary school is usually required
- Completion of a three- to five-year apprenticeship program OR
- A combination of over four years of work experience in the trade and some high school, college or industry courses in heavy equipment repair is usually required to be eligible for trade certification
- Heavy-duty equipment mechanic trade certification is compulsory in Quebec and Alberta and available, but voluntary in all other provinces and territories
- Farm equipment mechanic trade certification is available, but voluntary in Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia
- Inter-provincial trade certification (Red Seal) is also available to qualified heavy-duty equipment technicians and farm equipment mechanics

LOCAL SKILLS REQUIREMENTS

These mechanics increasingly work with computerized machinery and need to have the skills this type of work requires. Many mechanics also need good communication skills, as they work directly with clients. The skills learned in this trade are transferable to other motive power trades, including motor vehicle mechanic, truck coach mechanic, farm equipment mechanic and motorcycle mechanic.

WHERE TO GET TRAINING

Entry to apprenticeship requires a job and usually completion of Grade 12. In the traditional route, the aspiring apprentice applies directly to the employer, union or joint industry committee for an apprenticeship opening. Students who have completed Grade 10 have an opportunity to become registered apprentices while finishing high school under the Ontario Youth Apprenticeship Program. Alternatively, entry into apprenticeship can be pursued through pre-apprenticeship training.

Information on apprenticeship programs in Ontario is available on the Ministry of Education/Ministry of Training, Colleges and Universities website at: www.edu.gov.on.ca

WORKING CONDITIONS

The work normally consists of a five-day, 40-hour work week, occasional periods of shift work and overtime. Heavy-duty equipment mechanics work with oil and grease, mainly outdoors and sometimes in remote locations.

In the Kenora/Dryden/Fort Frances area, most heavy-duty equipment mechanics work full-time. The work is subject to seasonal fluctuations and industry cycles. Aside from transportation, forestry and mining, demand is often associated with construction during the summer and with snow removal in the winter. Some mechanics may specialize in certain aspects of the trade. For example: working with hydraulics, electronics or tracked vehicles only.

Working conditions for this trade are demanding and include heavy lifting, bending, kneeling, lying in awkward positions, and prolonged standing. Heavy duty mechanics are required to lift heavy parts and tools and handle greasy or dirty parts. Mechanics usually work indoors but many make repairs outdoors at the work site. Mechanics typically are responsible for having their own tools. The types of tools required change frequently and are expensive, costing thousands of dollars. Employers furnish expensive power tools, computerized and other diagnostic equipment.

RELATED OCCUPATIONS

- Construction Millwrights and Industrial Mechanics (Except Textile) (7311)
- Motor Vehicle Diesel Engine Mechanics (in 7321 Automotive Service Technicians, Truck Mechanics and Mechanical Repairers)
- Supervisors of Heavy Equipment Mechanics (in 7216 Contractors and Supervisors, Mechanical Trades)

POTENTIAL EMPLOYERS

- Abitibi Bowater
- City of Dryden
- City of Kenora
- Domtar
- Goldcorp Inc.
- Municipality of Sioux Lookout
- Town of Fort Frances
- Township of Red Lake

Heavy Equipment Operators (Except Crane)

NOC 7421

NATURE OF WORK

Heavy equipment operators operate heavy equipment used in the construction and maintenance of roads, bridges, airports, gas and oil pipelines, tunnels, buildings and other structures; in surface mining and quarrying activities and in material handling work. They are employed by construction companies, heavy equipment contractors, public works departments and pipeline, logging, cargo-handling and other companies.

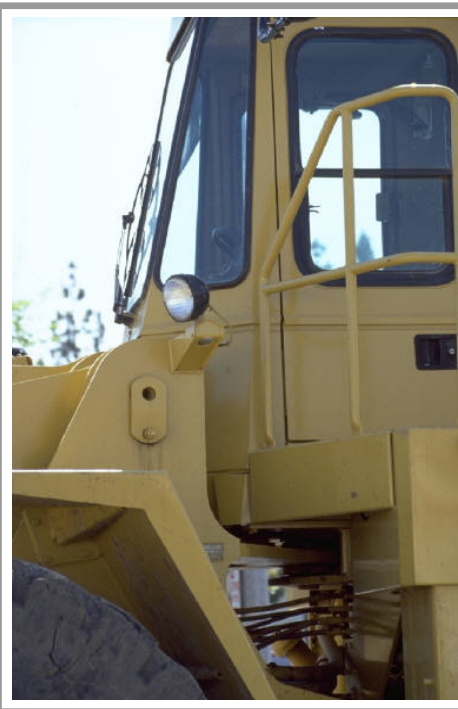
EXAMPLE TITLES

Backhoe operator, bulldozer operator, excavator operator, gradall operator, grader operator, heavy equipment operator, heavy equipment operator apprentice, loader operator, side boom tractor operator, surface mining equipment operator

MAIN DUTIES

Heavy equipment operators perform some or all of the following duties:

- Operate heavy equipment such as backhoes, bulldozers, loaders and graders to excavate, move, load and grade earth, rock, gravel or other materials during construction and related activities
- Operate bulldozers or other heavy equipment to clear brush and stumps prior to logging activities and to build roads at logging and surface mining sites
- Operate heavy equipment with pile driver head to drive piling into earth to provide support for buildings, bridges or other structures
- Operate heavy dredging equipment to deepen waterways or reclaim earth fill
- Operate heavy paving and surfacing equipment to lay, spread or compact concrete, asphalt and other surface materials during highway and road construction
- Operate power shovels to excavate rock, ore or other materials from open-pit mines, strip mines, quarries or construction pits
- Operate heavy equipment to move, load and unload cargo
- Conduct pre-operational checks on equipment



WAGES & SALARIES

Low - \$ 16.00 per hour
Average - \$ 21.77 per hour
High - \$ 30.00 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

An apprenticeship training program exists for this trade in Ontario but certification is not a compulsory work requirement for heavy equipment operators in the province.

Inter-provincial trade (Red Seal) certification, which allows qualified heavy equipment operators to work in other provinces and territories, is also available in Ontario.

EMPLOYMENT TRENDS

This is a very large occupational group where competition for positions is very strong and the supply of workers often exceeds the demand. Employment tends to be sensitive to overall economic conditions in the area.

In Ontario, employment for this occupation is expected to grow about as fast as the average for all occupations through the year 2009. Employment prospects for heavy equipment operators depend largely on the growth of the various industries that employ them - construction, manufacturing, transportation and mining.

Technological change continues to make heavy equipment operating less labour intensive. For example, in the mining industry, equipment can be operated from a remote station miles from the mine site.

EMPLOYMENT REQUIREMENTS

- Some secondary school education is required
- Completion of a one-to-two-year apprenticeship program OR
- Some high school, college or industry courses in heavy equipment operating combined with on-the-job training are required
- Trade certification is compulsory
- Internal company certification may be required by some employers

LOCAL SKILLS REQUIREMENTS

Advances in machinery technology such as laser equipment for monitoring levels and on-board computers will make machinery easier to operate but more complicated to maintain. These changes will lead to an increased use of computer skills and an increase in text reading and document use as maintenance and operation manuals are more frequently consulted.

WHERE TO GET TRAINING

Training for heavy equipment operators is available on-the-job, through private training institutions and community colleges or through an apprenticeship program.

For information on college programs visit the CanLearn Interactive website at: www.canlearn.ca

Information on apprenticeship programs in Ontario is available on the Ministry of Education/Ministry of Training, Colleges and Universities website at: www.edu.gov.on.ca

WORKING CONDITIONS

Much of the work is done on construction sites or on roadways in all types of weather. A five-day, 40-hour work week is typical, but meeting deadlines will result in overtime hours.

In the Kenora/Dryden/Fort Frances area, employment in this occupation is primarily seasonal, coinciding with activities in the construction industry.

Work is often on a project-to-project basis and travel away from home may be required. Some positions may require union membership. While the majority of operators work in the construction industry, others are employed in forestry, mining, transportation and public administration.

RELATED OCCUPATIONS

- Contractors and Supervisors, Heavy Construction Equipment Crews (7217)
- Crane Operators (7371)
- Forklift and Industrial Truck Operators (in 7452 Material Handlers)
- Logging Machinery Operators (8241)
- Underground Production and Development Miners (8231)

POTENTIAL EMPLOYERS

- All cities/towns/townships
- Goldcorp Inc.
- Kupper Contracting Ltd.
- Lafarge Canada Inc.
- Moncrief Construction Ltd.
- Steven Blair Contracting Ltd.
- Weyerhaeuser iLevel

Secondary School Teachers

NOC 4141

NATURE OF WORK

Secondary school teachers prepare and teach academic, technical, vocational or specialized subjects at public and private secondary schools. Secondary school teachers who are heads of departments and high school librarians are included in this group.

EXAMPLE TITLES

Adult education teacher, biology teacher, commerce teacher, department head, English teacher, English as second language teacher, French as second language teacher, history teacher, high school teacher, special education, librarian, secondary school teacher, supply teacher, vocational teacher

MAIN DUTIES

Secondary school teachers perform some or all of the following duties:

- Prepare subject material for presentation to students according to an approved curriculum
- Teach students using a systematic plan of lectures, discussions, audio-visual presentations, and laboratory, shop and field studies
- Assign and correct homework
- Prepare, administer and correct tests
- Evaluate progress, determine individual needs of students and discuss results with parents and school officials
- Prepare and implement remedial programs for students requiring extra help
- Participate in staff meetings, educational conferences and teacher training workshops
- May advise students on course selection and on vocational and personal matters
- May supervise student teachers.



WAGES & SALARIES

Low - \$ 17.14 per hour
Average - \$ 28.97 per hour
High - \$ 47.21 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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113 - 100 Casimir Avenue
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Tel: 807.223.3813

www.ntab.on.ca

LOCAL EMPLOYMENT REQUIREMENTS

The Ontario College of Teachers (www.oct.ca) licenses, governs and regulates the teaching profession in Ontario.

Teachers who want to work in publicly funded Ontario schools must be certified to teach in Ontario and be members of the Ontario College of Teachers. Private schools in Ontario are not required by law to hire certified teachers, although many prefer that teachers be certified.

EMPLOYMENT TRENDS

The majority of new job opportunities will occur due to retirements. According to the most recent Census, about one-third of secondary school teachers in the local area are age 45 or older. The number of job seekers in this occupation will likely exceed the number of job openings. More opportunities will exist for those teachers (especially new teachers) willing to relocate to remote northern and First Nations communities. In Ontario, employment potential for secondary school teachers is expected to remain fair for 2008 to 2010.

Secondary school teaching opportunities in Ontario have become more competitive over the past year due to slowing enrolment growth and a decline in the number of teacher retirements. These factors have led to an increase in the number of surplus teachers looking for permanent positions. Because of this, it is taking many teachers longer to find a permanent regular teaching position than earlier in the decade. The drop in enrolment is also leading to the closure of schools across the province, further limiting the number of jobs that will be available.

There may be better opportunities for teachers willing to locate in rural and remote communities. French-speaking secondary school teachers are expected to have good employment opportunities. Opportunities also appear good for Technological Studies teachers. There have also traditionally been improved opportunities for secondary teachers of math, science and computer studies.

EMPLOYMENT REQUIREMENTS

- Teachers of academic subjects require a bachelor's degree in education which is often preceded by a bachelor's degree in the arts or sciences
- Teachers of vocational or technical subjects require a bachelor's of education (BEd) which is usually preceded by specialized training or experience in the subject
- Department heads usually require several years of teaching experience
- To specialize in special education or English or French as a second language, additional training is required
- A provincial teaching certificate is required

LOCAL SKILLS REQUIREMENTS

Experience: 1 - 2 years

Specific Skills:

Assign and correct homework. Prepare subject material for presentation according to an approved curriculum. Evaluate the progress of students and discuss results with students, parents and school officials.

Additional Skills: Use computer applications.

Essential Skills:

Oral communication, working with others, computer use, problem solving, job task planning and organizing, writing, reading text, document use, finding information, critical thinking, decision making, continuous learning and numeracy.

WHERE TO GET TRAINING

In order to teach in Ontario, you must have a post-secondary degree and a Bachelor of Education (BEd.) A BEd. can be obtained through a one-year program following completion of a post-secondary degree or as a concurrent program obtained at the same time as a post-secondary degree. In order to teach Grades 7-10, a teacher must be qualified as an expert in one subject. In order to teach Grades 11-12, a teacher must be qualified to teach two subjects.

You can find the Ontario universities offering education programs at: www.edu.gov.on.ca

WORKING CONDITIONS

Secondary school teachers operate in a classroom environment where learning is the focus. The Ministry of Education attempts to limit class size in secondary schools to 30 or fewer students per class. After adding in extra-curricular activities, teachers may work more than 40 hours a week.

Teachers specialize in such areas as Math, Science, English, French, Special Education or a second language. Most secondary school teachers work the conventional 10 month school year, with two months off during the summer, two weeks during the Christmas/New Year holidays, and one week at Spring Break. New education graduates typically start work on a substitute list, in casual on-call positions and in maternity leave replacements.

According to the most recent Census, almost three-quarters of those working as secondary school teachers in the Kenora/Dryden/Fort Frances are employed on a full-time/full-year basis. A small number work part-time/full year. The profession is relatively gender balanced in this labour market.

RELATED OCCUPATIONS

- College and Other Vocational Instructors (4131)
- Educational Counsellors (4143)
- Elementary & Secondary School Teacher Assistants (6472)
- Elementary School & Kindergarten Teachers (4142)
- Teachers of non-academic or vocational courses (in 4216 Other Instructors)
- Teachers teaching life skills courses to disabled persons (in 4215 Instructors and Teachers of Persons with Disabilities)

POTENTIAL EMPLOYERS

- Keewatin-Patricia District School Board
- Kenora Catholic School Board
- Northern Nishnawbe Education Council
- Northwest Catholic District School Board
- Rainy River District School Board
- Red Lake Area Catholic School Board
- Seven Generations Education Institute

Welders & Related Machine Operators

NOC 7265

NATURE OF WORK

Welders operate welding equipment to weld ferrous and non-ferrous metals. This unit group also includes machine operators who operate previously set up production welding, brazing and soldering equipment. They are employed by companies that manufacture structural steel and plate work, boilers, heavy machinery, aircraft and ships and other metal products and by welding contractors and welding shops or they may be self-employed.

EXAMPLE TITLES

Aviation welding technician, brazing machine operator, brazing machine setter, electric arc welder, journeyman/woman welder, laser welding operator, pressure vessel welder, production welder, soldering machine operator, spot welder, welder, welder apprentice, welder-fitter

MAIN DUTIES

Welders perform some or all of the following duties:

- Read and interpret blueprints or welding process specifications
- Operate manual or semi-automatic welding equipment to fuse metal segments using processes such as gas tungsten arc (GTAW), gas metal arc (GMAW), flux-cored arc (FAW), plasma arc (PAW), shielded metal arc (SMAW), oxy-acetylene (OAW), resistance welding and submerged arc welding (SAW)
- Operate manual or semi-automatic flame-cutting equipment
- Operate brazing and soldering equipment
- Operate metal shaping machines such as brakes, shears and other metal straightening and bending machines
- Repair worn parts of metal products by welding on extra layers

Welding, brazing and soldering machine operators perform some or all of the following duties:

- Operate previously set up welding machines such as spot, butt and seam resistance or gas and arc welding machines to fabricate or repair metal parts
- Operate previously set up brazing or soldering machines to bond metal parts or to fill holes, indentations and seams of metal articles with solder



WAGES & SALARIES

Low - \$ 14.55 per hour
Average - \$ 21.12 per hour
High - \$ 30.00 per hour

Note - 2007 Reference Period

AREA EMPLOYMENT POTENTIAL

Fair



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LOCAL EMPLOYMENT REQUIREMENTS

Trade certification is available, through the Canadian Welding Bureau (CWB), for this occupation in Ontario, but certification is not a compulsory work requirement for the occupation in the province.

EMPLOYMENT TRENDS

Over the next two years **some** opportunities for welders are expected in the Kenora/Dryden/Fort Frances area.

Most job openings will come from the need to replace workers who retire. As well, manual welders, especially those with a wide variety of welding skills will be required for fabrication and repair work within local manufacturing shops. Welders applying for jobs will do so in a fairly competitive labour market. Preference will be given to workers with high skill levels. In Ontario as a whole, employment for this occupation is expected to grow about as fast as the average for all occupations through the year 2009. Due to the large size of this occupational group, the majority of job openings will result from the need to replace workers who retire or leave. Employment opportunities for welders and soldering machine operators are dependent upon the activity in the manufacturing sector. An increase in the use of automated and robotic welding techniques in manufacturing will result in a slower employment growth for welding machine operators, despite an expected increase in production.

New technologies and techniques such as laser beam and electron beam welding, and new fluxes are improving the results of welding, making it applicable to a wider assortment of jobs. Manual welders, however, especially those with a wide variety of high level skills, will still be required for sophisticated fabrication tasks and repair work that do not lend themselves to automation.

Demand will be greater for skilled welders as opposed to soldering machine operators.

EMPLOYMENT REQUIREMENTS

Welders

- Completion of secondary school is usually required
- Completion of a three-year apprenticeship program or a combination of over three years of work experience in the trade and some college or industry courses in welding is usually required to be eligible for trade certification
- Trade certification is compulsory in Alberta and available, but voluntary, in Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Manitoba, Saskatchewan, British Columbia, the Northwest Territories and the Yukon
- Inter-provincial trade certification (Red Seal) is also available to qualified welders

Welding, Brazing and Soldering Machine Operators

- Some secondary school education is required
- Several months of on-the-job training are usually provided. Experience as a machine operator helper may be required. Experience with robotics may be required

LOCAL SKILLS REQUIREMENTS

Production welders and related machine operators require the following skills and abilities:

- Physical strength and stamina
- Ability to concentrate on detailed work for long periods, ability to bend, stoop, and work in awkward positions, good vision and hand-eye coordination
- Good concentration and manual dexterity, ability to communicate clearly and read and follow blueprints, be able to work independently or as part of a team, mathematical ability, ability to plan and to think sequentially and three-dimensionally

WHERE TO GET TRAINING

- Community Colleges
- Ontario Youth Apprenticeship Program

www.edu.gov.on.ca

WORKING CONDITIONS

Although production welders and flame cutting operators work primarily indoors, many welding positions call for work both indoors and outdoors. In construction, outdoor work is the norm. Lifting and carrying heavy items, prolonged periods of standing and crouching are often required. A welder is exposed to very hot temperatures, noise, fumes and dust. A five-day, 40-hour work week and shift work are common in this occupation.

Over two thirds of welders in the Kenora/Dryden/Fort Frances area work on a full time, full year basis. The remainder work part year which involves contract, seasonal and project to project work.

RELATED OCCUPATIONS

- Supervisors of Welders in this unit group (in 7214 Contractors and Supervisors, Metal Forming, Shaping and Erecting Trades)
- Underwater Welders (in 7382 Commercial Divers)
- Wave Soldering Machine Operators (in 9483 Electronics Assemblers, Fabricators, Inspectors and Testers)
- Welding Inspectors (in 2261 Nondestructive Testers and Inspectors)
- Welding Technologists (in 2212 Geological and Mineral Technologists and Technicians)

POTENTIAL EMPLOYERS

- Abitibi Bowater
- Basic Machining
- CN Rail
- Docks & Lifts Unlimited Inc.
- Domtar
- Hydro One
- Solomon & Sons Machining Ltd.
- V.T.L. (Vito Tarantino Limited)