



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# **Additional Qualification Course Guideline Guidance and Career Education, Part II**

## **Schedule D Teachers' Qualifications Regulation**

**April 2014**

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## Additional Qualification Course Guideline Guidance and Career Education, PART II

### 1. Introduction

The guideline for Guidance and Career Education is organized using the following framework.



Diagram 1: Guideline Organization

Three-session specialist Additional Qualification courses identified in Schedule D (Teachers' Qualifications Regulation 176/10) are intended for the purposes of:

- enhancing professional practice, and extending knowledge and skills as outlined in the Guidance and Career Education course (Part I)
- enhancing professional practice; extending, applying and designing learning opportunities that reflect the knowledge and skills as outlined in the Guidance and Career Education course (Part II)
- enhancing professional leadership practice through the facilitation of collective critical reflection and inquiry as outlined in the Guidance and Career Education course (Specialist).

The Additional Qualification Course: Guidance and Career Education, Part II employs a critical, pedagogical lens to explore in holistic and integrated manner theoretical foundations, development of learners, program planning and implementation, learning preferences, instructional practices, assessment and

evaluation, the learning environment and ethical considerations related to teaching and learning across the divisions to support student well-being.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore topics and issues of particular relevance to the context in which they work or may work.

Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing learning.

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and areas of emphasis. This flexibility will enable both language communities to implement Guidance and Career Education as understood from a variety of contexts.

The Guidance and Career Education Part II additional qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Guidance and Career Education Part II course. The guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Guidance and Career Education.

## **2. Regulatory Context**

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to Additional Qualification includes the following:

- To establish and enforce professional standards and ethical standards applicable to members of the College.
- To provide for the ongoing education of members of the College.
- To accredit Additional Qualification courses and more specifically,

*The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession and in the program guidelines issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).*

Additional qualifications for teachers are identified in the *Teachers' Qualifications Regulation*. This regulation includes courses that lead to Additional Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited Additional Qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

The course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation*.

Successful completion of the course leading to the Additional Qualification: Guidance and Career Education Part II, listed in Schedule D of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

In this document, all references to “candidates” are to teachers enrolled in the Additional Qualification course. References to “students” indicate those in school programs.

### **3. Foundations of Professional Practice**

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) are the foundation for the development and in the realization of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning and are the foundation for the development and implementation of the Additional Qualification Course: Guidance and Career Education Part II. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning. The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry, and reflection, is central to the embodiment of the standards and the Professional Learning Framework within this AQ course and professional practice.

The *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that teachers require in order to teach effectively within and contribute to an environment that fosters *respect, care, trust* and *integrity*.

### **Teacher-Education Resources**

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*. These resources can be found on the College web site ([www.oct.ca](http://www.oct.ca)). These resources support the development of professional knowledge and professional judgment through reflective practice. The lived experiences of Ontario educators are illuminated in the resources and serve as AQ course support for teacher education.

## **4. Conceptual Framework**

The design, course content and implementation of the Additional Qualification Course Guideline: Guidance and Career Education Part II support effective teacher education practices. These course guideline components provide a conceptual framework for the development of a holistic, integrated, experiential and inquiry-based course. The following conceptual framework supports and informs professional knowledge, judgment and practices within the Additional Qualification Course: Guidance and Career Education Part II.



Diagram 2: Conceptual Framework for Guidance and Career Education

**A) *The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession:***

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* represent a collective vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The holistic integration of the standards within all course components supports the embodiment of the collective vision of the teaching profession that guides professional knowledge, learning, and practice. The following principles and concepts support this holistic integration within the AQ course.

- understanding and embodying care, trust, respect and integrity
- fostering commitment to students and student learning
- integrating professional knowledge

- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

Through professional dialogue, collaborative reflection and an ethical culture, course candidates will continue to critically inquire into and refine professional practice and ethical culture through the lens of the *Standards of Practice for the Teaching Profession*.

### **B) A Framework for Inquiry**

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded throughout the Additional Qualification course guideline.

This Additional Qualification course supports critical reflective inquiry and dialogue informed by the following:

- deepening understanding of the implementation of Ontario's curriculum, policies, frameworks, strategies, programs, guidelines and educational initiatives
- integrating First Nations, Métis and Inuit ways of knowing and perspectives into practice
- extending theoretical understanding to critically design, assess and implement practices and/or programs related to Guidance and Career Education
- implementing pedagogical strategies and assessment and evaluation practices that are linked to expectations, meet the individual needs of students, and promote student learning
- applying principles of holistic learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- applying strategies for collaboration with in-school personnel, parents/guardians and the community
- integrating a variety of appropriate resources, including technological and communication resources, to enhance professional knowledge in support of student learning

- refining professional practice through ongoing collaborative inquiry, dialogue and reflection
- modelling ethical practices and addressing ethical issues
- critically exploring and integrating environmentally sustainable practices
- integrating into practice responsible, active environmental citizenship
- critically exploring strategies to foster shared leadership within professional learning communities, professional subject associations and networking to enhance professional knowledge and support student learning
- integrating innovative practices related to information and communication technology to enhance teaching and learning
- critically exploring innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity and foster student learning
- critically exploring career education processes, experiences and opportunities to support student pathways
- critically exploring ethical practices, policies and guidelines associated with school guidance counselling
- deepening understanding the role of the guidance teacher/counsellor in collaboration with all educational and community partners
- deepening an understanding of the continuum of Guidance and Career Education including K-12 and post-secondary education
- critically examining qualitative and quantitative research related to professional practice
- designing and implementing programs that consider the relationship between education, mental health and well-being
- critically exploring and collaboratively integrating educational strategies that support learners' well-being and mental health needs
- critically exploring strategies for working collaboratively with interdisciplinary school teams to develop and implement Individual Education Plans (IEPs) of students
- implementing strategies that contribute to a culture that promotes openness and innovation.

**C) Ontario Context: Curriculum, Policies, Legislation, Frameworks, Strategies and Resources**

The Additional Qualification Course: Guidance and Career Education Part II is aligned with current Ontario curriculum, relevant legislation, government

policies, frameworks, strategies and resources. These documents inform the development and implementation of the Additional Qualification Course: Guidance and Career Education Part II and can be viewed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to Guidance and Career Education.

#### **D) Theoretical Foundations of Guidance and Career Education Part II**

- applying theories of child and adolescent development and identity formation through multiple lenses (for example, equity, human rights, culture, gender)
- implementing Ontario curriculum, resources and government policies, frameworks, strategies and programs related to the teaching and learning of Guidance and Career Education
- critically and collaboratively exploring learning theories and the particular learning needs of the student
- selecting and applying conceptual frameworks related to Guidance and Career Education
- integrating critical reflection and professional dialogue regarding the relationship between theory and practice in the teaching of Guidance and Career Education
- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification Course: Guidance and Career Education
- critically exploring the complexity of the concept of culture (beyond ethnicity and race) and the intersection of cultures (for example, youth cultures, gender cultures)
- critically exploring and applying theories of advocacy that cultivate the resilience of students and all members of the school community (students, teachers, administrators, support, parent/guardians/caregivers, community partners) within an equity and human rights framework
- critically exploring post-secondary education and career guidance in relation to students' individual strengths and aspirations
- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities within professional practice

- deepen understanding of teachers' legal obligations and ethical responsibilities according to current provincial legislation
- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe learning environments
- developing holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals.

### **E) Program Planning, Development and Implementation**

- implementing a program planning framework that reflects the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- developing and implementing programs that are sensitive to society's diverse and changing nature and its influence on student learning and well-being
- engaging in program planning and the development of implementation strategies and frameworks for Guidance and Career Education
- integrating concepts of differentiated instruction, universal design and the tiered approach in program planning, development and implementation
- integrating learning resources (for example, print, visual, digital) that support student learning
- critically exploring the dimensions associated with development from K-12 and post-secondary destinations
- applying effective, collaborative transition planning to support student learning
- extending theoretical understanding of the experiences and impact of marginalization of students and members of the school community and exploring strategies of re-engagement
- critically exploring current information regarding post-secondary pathways critically exploring resources (for example, financial assistance, employment counseling, community mentors) available for students to support post-secondary pathways
- critically exploring and creating opportunities to engage students in a leadership role in supporting the healthy schools initiative among their peers
- collaboratively planning learning opportunities and programs that support various educational pathways and goals
- critically exploring, developing and implementing programs that respond to students' lived experiences, development, strengths, interests and needs

- implementing strategies to address discriminatory biases, systemic barriers and power dynamics that limit students' prospects for learning, growing and fully contributing to society
- creating and establishing a culture that supports both self and collective advocacy to enhance equitable opportunities for student learning, well-being and lifelong pathways
- developing and integrating culturally responsive pedagogy within program planning and development
- integrating strategies that support learners' well-being and mental health needs
- collaboratively planning instructional strategies that integrate students' learning styles, strengths and experiences
- critically exploring and integrating multiple formal and informal assessment methods and data to inform program planning and support student learning
- critically exploring the role of information and communication technology within Guidance and Career Education.

#### **F) Learning Environments and Instructional Strategies**

- adapting programs to reflect positive, ethical, equitable, accepting and safe learning environments
- critically exploring social, emotional and cultural aspects associated with sustaining a positive, equitable, accepting and safe learning environment
- implementing strategies to foster a collaborative community of empowered learners
- collaboratively fostering engaging, trusting and inviting learning environments that promote student voice, leadership, critical inquiry and self-regulation
- critically exploring and implementing a variety of instructional strategies to support the teaching of Guidance and Career Education
- cultivating safe, ethical and respectful practices in the use of technology in purposeful and legal ways
- integrating information and communication technologies that support student learning
- applying a variety of strategies for adapting instruction to meet the needs of all learners
- critically exploring and integrating strategies that engage students as active citizens in supporting environmental, social and economic sustainability

- critically exploring how guidance and career education courses and programming can support student learning and well-being
- applying differentiated instructional strategies that respond to the developmental stages of student learning
- deepening understanding the role of individual, small and large group instructional strategies to support personal, career and educational planning
- developing innovative practices in the integration of pedagogies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*
- adapting and integrating strategies for the creation of inclusive learning environments that reflects the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- deepening understanding and applying interpersonal skill development including attending skills, empathy skills, clarifying/questioning skills, problem solving skills and conflict resolution
- critically practicing professional efficacy, self and collective advocacy and collaboration
- deepening awareness of fair and equitable counselling practices that honour the dignity, emotional wellness and cognitive development of all students
- critically implementing instructional strategies to engage students in addressing individual and systemic acts of bias and discrimination and the prejudicial premises from which they are derived.

### **G) Reflecting, Documenting and Interpreting Learning**

- collaboratively integrating fair and equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents
- critically implementing assessment for the following three purposes: to provide feedback to students and to adjust instruction (assessment for learning); to develop students' capacity to be independent, autonomous learners (assessment as learning); to make informed judgements about the quality of student learning (assessment of learning)
- critically implementing instructional strategies and assessment and evaluation practices that are responsive to students who live diverse social and cognitive realities and worldviews.

## H) Shared Responsibility for Learning

- critically exploring and collaboratively integrating a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies
- deepening understanding and collaboration with the wide range of community partners available to support students in their education and career planning including community and business partners, cooperative education, community agencies, and health and wellness agencies
- critically exploring and collaboratively integrating strategies and opportunities for professional collaboration with school personnel, community partners and various student support teams that support student learning and well-being
- collaboratively designing programs that address biases, discrimination and systemic barriers in order to support student learning, well-being and inclusion
- implementing strategies that foster and sustain a positive, inclusive educational culture in which all perspectives are encouraged, valued and heard
- creating and promoting opportunities for shared responsibility and partnership as conveyed in the *Foundations of Professional Practice* and critically exploring their potential
- collaboratively participating in interdisciplinary teams to support student learning, self-advocacy and transitions
- collaboratively exploring resources (for example, financial assistance, employment counseling, community mentors) available for students to support post-secondary pathways with students and families.

## I) Research, Professional Learning and the Scholarship of Pedagogy

- critically exploring and reflecting on current practice in relation to past, and evolving practices in Guidance and Career Education
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in professional learning through research, scholarship and leadership

- integrating research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating in research and the scholarship of pedagogy/andragogy
- critically exploring ways to implement knowledge-creation and mobilization within professional practice.

## **5. Instructional Practice in the Additional Qualification Course Guidance and Career Education Part II**

Candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences, and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about instruction, pedagogy and assessment and evaluation. These include but are not limited to: experiential learning, small group interaction; action research; presentations; independent inquiry; problem solving; collaborative learning and direct instruction.

Instructors model the *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors model effective instructional and assessment strategies that can be replicated or adapted in a variety of classroom settings.

### **A. Experiential Learning**

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Guidance and Career Education as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities related to Guidance and Career

Education. The professional judgment, knowledge and pedagogy of candidates will be enhanced and refined through experiential learning and inquiry.

The College's standards resources help to support experiential learning through various forms of professional inquiry.

## **6. Assessment and Evaluation of Candidates**

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences, and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of candidate self and peer assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of professional knowledge, communication skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is original, meaningful and practical.

The following list of assessment strategies which are reflective of experiential learning is not exhaustive; it is intended to serve as a guide only.

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of Guidance and Career Education and is based on Ministry of Education curriculum expectations
- b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice of Guidance and Career Education
- c) Presentation: developing a digital story, presenting an issue related to the teaching and learning of Guidance and Career Education
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for one or several components related to Guidance and Career Education
- e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to Guidance and Career Education
- f) Independent project: addressing any aspect of the course that is approved by the instructor
- g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of Guidance and Career Education
- h) Reflective writing: reflecting on professional practice through journal writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of Guidance and Career Education
- i) Case inquiry: writing or exploring a case related to collaboration and shared partnerships, with parents, colleagues, and community organizations.
- j) IEP development: collaboratively develop an IEP related to Guidance and Career Education with the family, student and school team.
- k) Facilitating a Learning Experience: developing and implementing an engaging learning experience that reflects differentiated instruction and universal design and the tiered approach.

## Appendix 1

### The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

#### The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

#### The Ethical Standards for the Teaching Profession are:

##### Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

##### Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

##### Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

##### Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

## **The Standards of Practice for the Teaching Profession**

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

### **The Purposes of the Standards of Practice for the Teaching Profession are:**

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

### **The Standards of Practice for the Teaching Profession are:**

#### **Commitment to Students and Student Learning**

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

#### **Professional Knowledge**

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

#### **Professional Practice**

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation,

resources and technology in planning for and responding to the needs of individual students and learning communities.

Members refine their professional practice through ongoing inquiry, dialogue and reflection.

#### **Leadership in Learning Communities**

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

#### **Ongoing Professional Learning**

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.