

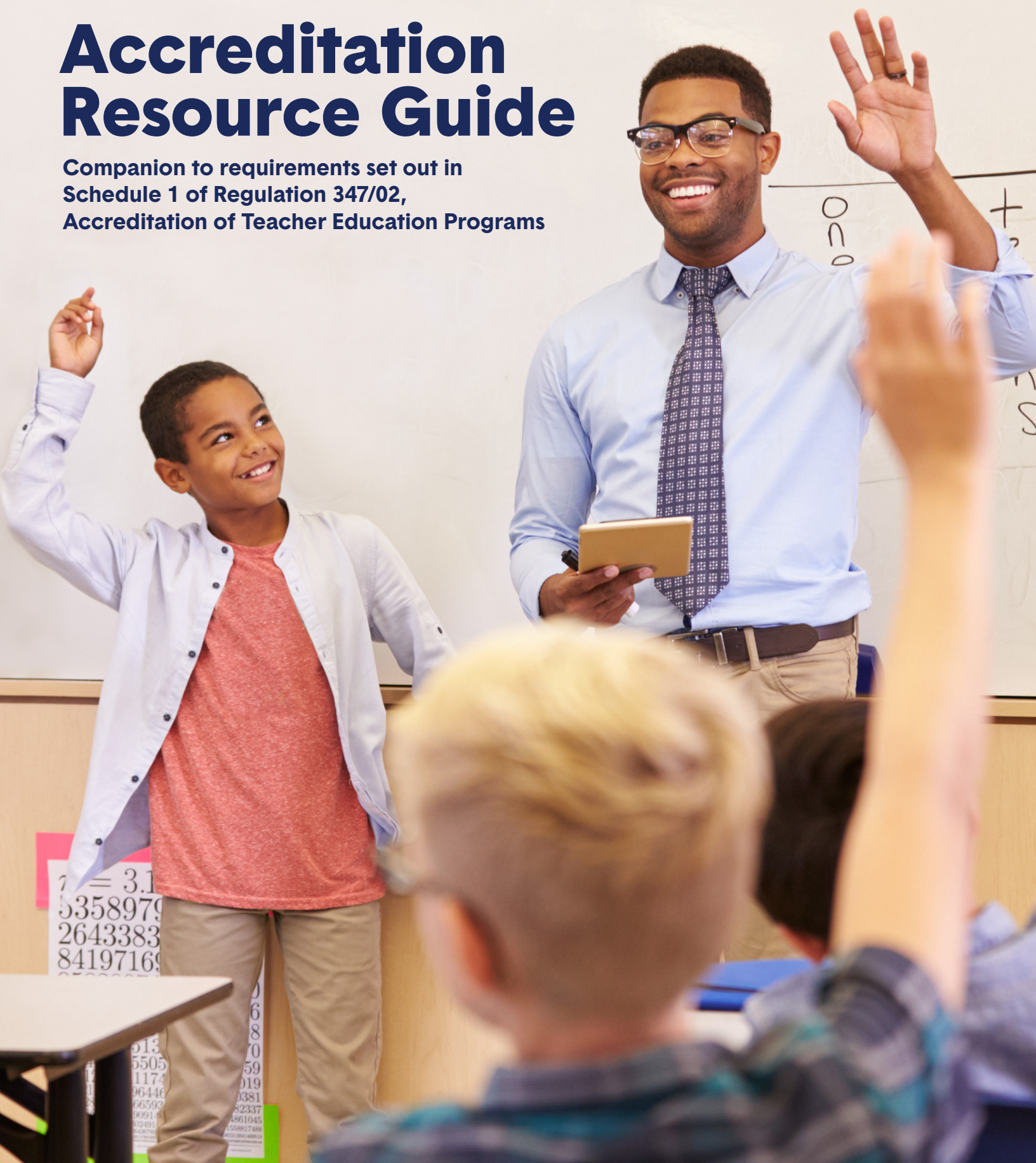


Ontario  
College of  
Teachers

Ordre des enseignantes  
et des enseignants  
de l'Ontario

# Accreditation Resource Guide

Companion to requirements set out in  
Schedule 1 of Regulation 347/02,  
Accreditation of Teacher Education Programs





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# Truth & Reconciliation Commitment

The Ontario College of Teachers acknowledges the role education has played in the genocide of First Nations, Inuit and Métis people, and is committed to reconciliation through education. The Ontario College of Teachers also acknowledges that many of the injustices committed against First Nations, Inuit and Métis people are still currently happening today. Therefore, as an institution, education has the responsibility to work towards redressing all injustices from the past to present day, and this work must be guided in partnership with Indigenous Peoples.

The work of education in Ontario takes place on Indigenous lands and everything flows from this understanding. With that comes the responsibility of upholding the distinct constitutional and treaty rights of First Nations, Inuit and Métis people, and the United Nations Declaration on the Rights of Indigenous People. Education and educational institutes are just one of many ways to share the truth about the harms that have been done to Indigenous people in Ontario. They can also be a source of healing, when Indigenous knowledges are shared alongside stories of hope, resistance, resilience, joy, and brilliance. With this knowledge, it is important that we begin to privilege and share these truths. Throughout the Accreditation Resource Guide specific references to Indigenous education have been embedded within the various headings from the table of contents. These references need to be treated with an understanding and respect for those distinct rights of Indigenous People, previously mentioned. This means the document does not conflate or assimilate the distinct rights of Indigenous People with matters of equity or social justice.



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# Message from the Registrar

Throughout the consultations that informed this updated edition of our *Accreditation Resource Guide*, two key themes consistently emerged – a firmer foundation for building equity, diversity and inclusion, as well as a sharpened focus on climate and the environment.

Other themes including accessibility, wellness, Indigenous and French-language education, literacy, STEM, virtual learning, pathways and transitions are featured in revisions that reflect the benefits of increased attention to these priorities in initial teacher education.

The College's mandate is to serve the public interest by protecting the safety and well-being of every student in Ontario's publicly funded education system. Nurturing mental health and belonging for all students is essential for them to thrive in the classroom and beyond.

Similarly, there are very few factors that will shape their lives quite like our collective relationship with the environment.

A commitment to lifelong learning depends on leading when appropriate and listening when required. Canadians have the honour of learning from Indigenous peoples and their centuries of stewardship over these lands. The environmental wisdom of the education system's Indigenous stakeholders, and their generosity for sharing it, was an immense contribution.

Our gratitude is immeasurable.

**Linda Lacroix, OCT/EAO**

Registrar & CEO/

Registraire et chef de la direction

Ontario College of Teachers



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# Accreditation Resource Guide

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## About this Guide

This Guide is designed for providers to support the development and accreditation of teacher education programs and for accreditation panels who seek evidence of sufficiency and currency with the required core content outlined in the regulation, and by programs undergoing accreditation. While it is organized into sections that align with the areas of core content in regulation, it should be read as a whole recognizing there are cross-references to many elements.

The Guide is a companion to requirements set out in Schedule 1 of Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in Ontario initial teacher education programs.

This updated 2022-2023 edition of the Accreditation Resource Guide reflects consultation feedback provided by Indigenous, English- and French-language education partners, including faculties of education,

Ministry of Education branches, researchers and practitioners. The Guide is informed by current educational research, practices, philosophy, and pedagogy. The updated Guide emphasizes equity, diversity and inclusion, anti-oppressive and anti-racist education, accessibility, environmental learning, ecojustice and climate action, Indigenous perspectives, and virtual learning. These topics are consistent with and reflect the Standards of Practice and Ethical Standards for the Teaching Profession.

## Intention of the Guide

The Guide is predicated on the principle that teacher candidates in a program of professional education need a strong body of foundational professional knowledge that is research-based and evidence-informed in order to develop professional judgment and skills in pedagogical decision-making. The Guide presumes that all teachers view themselves as life-long learners and understand that students must be the centre of their focus when determining responsive and inclusive instruction and assessment practices. The concept that teacher candidates are at the beginning steps

in the continuum of professional learning that will continue throughout their career as educators underpins the Guide. The Guide was developed with an expectation that all teachers hold a growth mindset and work from an asset-based approach for their students and themselves. It is intended to be comprehensive regarding areas of knowledge, skills, perspectives and practices for teachers entering the profession, and with recognition that these areas will continue to deepen and grow throughout their careers.

### **Integration of Practice and Theory**

There is also an intention that all aspects of knowledge, skills, perspectives and practices will be connected to and reflected in both course work and the practicum. In each case within the Guide, the notion is that theory and practice must be strongly linked. It is recognized by those who study initial teacher education that “when teaching experience is strongly linked to course work, teachers are more able to enact what they are learning in practice” (Hammerness, K., Darling- Hammond, L., Bransford, J., Berliner, D., Cochrane- Smith, M., McDonald, M., & Zeichner, K., 2005,p. 375).

Research in teacher education has shown that the following strategies make a strong difference in the capacities of educators:

- anchoring candidate learning in the study of human development and learning
- integrating theory and practice
- providing opportunities for authentic practice, assessment, feedback, and reflection
- engaging in inquiry and analysis
- collaborating in professional learning communities.

(Darling-Hammond, L., Flook, L., Schachner, A., & Wojcikiewicz, S. (with Cantor, P., & Osher, D.). (2021). Educator learning to enact the science of learning and development. Learning Policy Institute. <https://doi.org/10.54300/859.776>, p. 28).

The inclusion of required core content, a practicum of at least 80 days, and this Guide itself is intended to foster a deep connection between theoretical and evidence-based knowledge and teaching practice. The provision of core content encourages coherence and provides a framework to be used by accreditation panels, and also by program leaders, teacher candidates and instructors to think intentionally about their learning and teaching. The Guide assists in outlining program areas that facilitate the development of a teaching identity that includes a critical and reflective inquiry habit of mind that is grounded in research and evidence-based practice. Key to this is a deep understanding of the significance of perseverance and self-assessment in the development of teaching excellence. It is intended that teacher candidates develop a sense of their own capacities to make informed pedagogical decisions that are equitable and inclusive with the goal of success for all students based on knowledge of the learner, context, curriculum, and assessment.

## Sections of the Guide

This Guide corresponds to the core content areas listed in Schedule 1 of Regulation 347/02, Accreditation of Teacher Education Programs. Note that overlap might occur, given the interrelated nature of the concepts.

This guide includes sections that describe the following:

- each element of Schedule 1, Regulation 347/02
- the intention of the regulation with regard to that element (THE WHY)
- knowledge, skills, perspectives and practices that initial teacher education programs will enable teacher candidates to acquire with regard to each element (THE WHAT)
- and a variety of examples that are possible ways the program might provide the opportunity to acquire the knowledge, skills, perspectives and practices related to the element (THE HOW).

## Sources of Evidence

Sources of evidence for demonstrating that a program has provided opportunities for teacher candidates to acquire knowledge, skills, perspectives, and practices related to the elements include, but are not limited to, the following:

- course outlines, syllabi and materials
- use of case studies, role play, simulations
- assignments, lesson plans, unit plans
- course and practicum reflections
- portfolio entries
- experiential learning opportunities and guest speakers
- modeling by faculty with specific opportunities for application by teacher candidates (e.g., reflections, tasks)
- interviews/conversations with teacher candidates.



**The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in Ontario initial teacher education programs.**





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# The Ontario Curriculum

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides the teacher candidate with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The inclusion of the Ontario curriculum is intended to ensure that teacher candidates in a program of professional education have opportunities to engage thoroughly with the curriculum in order to understand the purposes of each component (e.g., front matter, curriculum context, achievement chart and curriculum expectations). Such thorough engagement will enable them to use the documents effectively when planning teaching and learning experiences for classes and individual students. Teacher candidates in the program would be familiar with the rationale and components of the documents as well as any subject-specific skills or processes, such as problem-solving or inquiry. It is intended to guide teacher candidates in the use of the curriculum when designing learning activities, lessons, units, as well as in the assessment and evaluation of student progress.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the structure and purposes of the current Ontario curriculum and provincial policy, including those related to students with special education needs, and their use in planning inclusive instruction and assessment (e.g., assistive and adaptive technologies) and for French-language schools, la Politique d'aménagement linguistique (PAL) and its expectations
- the explicit use of front matter, professional terminology, and practices in program planning (e.g., universal design for learning (UDL), anti-racist and anti-oppressive practices, culturally relevant and responsive pedagogy), assessing and communicating about student work
- the embedded and infused elements of the curriculum, frameworks, strategies including human impact and environmental and sustainability education, safe schools, Indigenous knowledge systems, equity and inclusive education, critical thinking, critical literacies, well-being, financial literacy, social-emotional learning, and STEM/STEAM
- specific curricular knowledge included in the subject area (e.g., the role of social-emotional learning in mathematics; responsible citizenship education in social studies, history and geography; evidence-based approaches to teach reading in language; investigation and technological problem-solving in science and technology)
- use of students' identities, lived experiences and knowledge and connecting them to curriculum in differentiated and culturally relevant, responsive and affirming ways
- the ways in which curricula can be effectively integrated (e.g., various literacies across the curriculum) to meet expectations across subjects and support student learning, well-being and achievement
- an understanding of the ways curriculum supports the acquisition of transferable skills and education, as well as career and life planning.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- course materials articulating explicit use of the curriculum policy terminology (e.g., strands, overall and specific expectations, and achievement charts)
- evidence of embedded and infused education priorities (e.g., equity and inclusion, experiential learning, Indigenous knowledge, land-based learning, transferable skills, inclusive education, environmental and climate change education) explicit reference in course outlines /syllabi to and use of key Ministry policy and resource documents (e.g., Growing Success, Learning for All, K-12, Supporting Minds, Ontario First Nation, Métis and Inuit Education policy framework, Equity and Inclusive Education in Ontario Schools, Creating Pathways to Success, Acting Today, Shaping Tomorrow)



- planned learning experiences that require evidence of the development of learning goals, success criteria, feedback mechanisms, and inclusive, accessible, equitable and responsive instructional practices (e.g., assistive and adaptive technology) based on student strengths, interests, needs, identity, and lived experience
- lesson and unit plans that reflect a variety of ways for students to demonstrate learning, (e.g., products, including digital products, performances, digital storytelling, investigations, conversations)
- authentic and responsive tasks that focus on planning for students from diverse backgrounds/with diverse needs and for students who are underserved
- practicum reflections on the effectiveness of strategies to incorporate literacies, numeracy and STEM/STEAM education throughout subject area teaching, as well as the development of transferable skills for education and career/life planning
- course outlines/syllabi that reflect literacies, numeracy, STEM/STEAM, and environmental learning as foundational for student learning
- opportunities for teacher candidates to apply (e.g., through case studies) current inclusive teaching, learning and assessment methods that are aligned with Ontario policies, such as Growing Success, as well as relevant regulations and legal responsibilities (e.g., privacy and confidentiality)
- assignments that address the private and confidential collection, organization and use of data for instructional purposes (e.g., IEPs, Behaviour/Safety/Transition plans)
- opportunities for the strategic use of a variety of technologies to engage students, enhance pedagogy, support acquisition of subject area knowledge and skills, and develop transferable skills to support students in becoming active community members (e.g., lesson plan development)
- strategies to incorporate Indigenous perspectives throughout each subject area is modelled by instructors, and applied by teacher candidates, while demonstrating cultural humility, learning and care (e.g., assignments, case studies, digital storytelling)
- evidence in lesson/unit plans of resource selection that reflects diversity and inclusion and is culturally responsive and developmentally appropriate.

# Politique d'aménagement linguistique (PAL) de l'Ontario

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides the teacher candidate with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The regulation also requires that a program of professional education includes knowledge of the Ontario context in which elementary and secondary schools operate (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of Politique d'aménagement linguistique (PAL) de l'Ontario is intended to ensure that teacher candidates in a program of professional education who will be teaching in the French-language system understand the broader French-language education system including teaching and learning in a minority context, identity construction, participatory leadership, engaging parents/guardians and communities and contributing to strong institutions and communities. It is intended that they learn about their role in supporting students to communicate in French and sustain francophone communities in Ontario and Canada. It is intended to support their development of a pedagogical approach and a repertoire of instructional and assessment strategies to use to engage learners and support their language development and cultural understanding (that is, programming, instructional practices, the larger context of policies, terms and processes).

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the vision, value and elements of the interdependence of language and culture to support student learning, identity, and well-being
- their role as French-language models for their students and helping students to learn about diverse French-speaking cultures
- use of students' backgrounds, lived experiences, and languages to create a learning environment that reflects and celebrates the linguistic and cultural diversity of all students, promotes a positive cultural identity, and provides engaging and challenging learning opportunities
- role as a Francophone role model for students to help them acquire knowledge of diverse Francophone cultures
- using student backgrounds, experiences, and languages to create a learning environment that reflects and celebrates the linguistic and cultural diversity of all students, promotes positive cultural identity, and presents interesting and engaging learning opportunities
- engagement and communication with Francophone and Francophile community partners.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- evidence of the integration of the two generic expectations in the planning, assessment and evaluation of learning
- culturally relevant and responsive pedagogies and practices, as well as the cultural humility necessary to recognize the cultural aspects of diverse Francophone communities (e.g., before, during and after teaching placements)
- micro-teaching assignment that demonstrates awareness of current approaches to French-language teaching and learning
- practicum observations and reflections on the relationship between the school, family and community in a Francophone context
- practicum reflection on the effectiveness of culturally relevant and responsive approaches to French-language learning.
- lesson and unit plans that promote cultural and identity development.



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# Use of Educational Research and Data Analysis

Regulation 347/02, Accreditation of Teacher Education Programs, requires that the program prepares the teacher candidate to use current research in teaching and learning (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The regulation also requires that a program of professional education prepares the teacher candidate to use educational research and data analysis (Regulation 347/02, Schedule 1, Pedagogical).

The inclusion of content regarding use of educational research and data analysis is intended to highlight for teacher candidates in a program of professional education that, in addition to drawing data from their students, they utilize existing research literature and data (e.g., Education Quality and Accountability Office (EQAO) results or results of diagnostic tools) to determine practices and next steps in order to facilitate student learning.

This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that teacher candidates see themselves as active, inquiring professionals who continually refine planning, instruction and assessment, based on data and in pursuit of greater precision and personalization for learners. The ongoing cycle of critical reflective inquiry that challenges implicit bias includes questioning, observing, consulting other data sources, reflecting, interpreting, and intervening instructionally or through assessment.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- how to access, interpret, evaluate and use educational research literature, as well as large and small-scale assessment data, to make informed decisions when planning differentiated, equitable, accessible and inclusive instruction and assessment
- collection and use of data, in conjunction with other information and knowledge, to make instructional decisions to facilitate and remove barriers to learning knowledge of and capacities to engage in the iterative process of inquiry to facilitate student learning
- capacities to collaborate with other colleagues (e.g., Special Education Resource Teacher, Guidance) around shared questions and areas of interest, looking at evidence and educational research, theory or other bodies of knowledge in order to make precise, personalized pedagogical decisions and determine next steps.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- article/podcast/video reviews, including implications for teaching and learning
- collaborative inquiry project using research literature and data
- case study requiring application of assessment data
- use of educational research and large- and small-scale data in assignments (e.g. interpretation of data in relation to social location, use of EQAO results, report card and classroom data to inform instruction)
- practicum reflection regarding the use of evidence-based instructional strategies being used in schools (e.g., strategies used to teach and assess reading and mathematics)
- reflects equity, diversity and inclusivity, and supports developmentally and culturally responsive practices.

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# Use of Information and Communication Technology as a Teaching and Learning Tool

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use technology as a teaching tool (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding use of information and communication technology for teaching and learning is grounded in the context of understanding inclusive and responsive pedagogy. It is intended to emphasize the pedagogical role that technology can play in instruction to engage all learners, as well as the necessary role technologies play in allowing students to access the curriculum.

Effective teaching with technology requires an understanding of how technology accelerates, amplifies and expands the impact of teaching practices, and how it is used in transformative ways for learning. Such application of technology includes the use of adaptive and assistive technologies, as well as technology enhanced strategies for assessing and evaluating student learning. It is intended to prepare teachers for ongoing learning about technology and digital tools and the incorporation of new tools in an authentic, ethical, responsible and innovative manner, across multiple subject areas and settings.



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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the intersection of technology, pedagogy and content knowledge for instruction, assessment and evaluation, creation of content, collaboration, communication and skills, strategies, and habits of mind required for inquiry and technological problem-solving
- locating and evaluating digital resources to demonstrate critical thinking and analysis when reading or viewing information
- evaluating technological tools, their accessibility and suitability for use in different situations, demonstrating and modelling responsible digital citizenship including safe, ethical, healthy, and responsible use of technology and digital social media tools (e.g., prevention of cyberbullying, protection of privacy)
- using a variety of technological tools and strategies for instruction and assessment in an online setting and identifying ways to support students and reduce barriers to technology access
- using technology to enhance differentiated instruction, collaborative learning, and construction and mobilization of knowledge, as well as to encourage innovation, intellectual curiosity, and creativity
- using technology to support new forms of instruction, assessment, and teacher-student partnerships, and the promotion and development of transferrable skills
- using technology in transformative ways for learning (e.g., using technology to connect with students in another province to discuss local geographic landforms, environmental policies, etc.)
- understanding the importance of protecting student privacy when using technology
- understanding, identifying and eliminating systemic barriers (e.g., access to technology) to allow accessible and equitable access to the curriculum for all students
- the understanding of students as knowledge creators and the role of technology in supporting transferrable skills.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- the use of digital strategies and tools, including assistive and adaptive technologies, are modelled by course instructors and applied by teacher candidates
- lesson plans for in-person, virtual and blended learning settings that include student use of technologies, such as assistive and adaptive technologies as a way to address barriers (e.g., access to the internet, devices, technology) and develop responsive and inclusive tasks

- digital artifacts produced by teacher candidates and their students that demonstrate responsible digital citizenship and the application of transferrable skills
- digital portfolios and other digital technologies used by teacher candidates and their students to make thinking and learning visible
- practicum reflection on the use of information and communication technology to support and engage students, including those with special education needs
- practicum assignment to identify Ministry of Education, Ontario College of Teachers, and school board policies and procedures that protect student privacy and requirements for confidentiality (e.g., web-based programs, apps)
- reflection on equitable practice and barriers to accessing technology
- reflections that demonstrate awareness of accessibility, usability and application of Ministry-provided digital resources (e.g., Learning Management System) supporting online learning, e-learning and blended learning
- assignment that addresses the social, ethical and professional expectations that the rise of technology brings to the learning environment (e.g., Ontario College of Teachers' Professional Advisory: Maintaining Professionalism – Use of Electronic Communication and Social Media)
- unit plans that require student use of technology to demonstrate learning and to make connections to the real world.

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# **Inquiry-based Research, Data and Assessment to Address Student Learning**

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use inquiry-based research, data and assessment, and the selection and use of current instructional strategies to support student learning (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding inquiry-based research, data collection and assessment is intended to highlight for teacher candidates that they learn from, with, and about their students, and how to most effectively facilitate learning. This inclusion underscores the critical nature of maintaining an inquiry stance, both individually and collaboratively, with colleagues.

The intent is that teacher candidates see themselves as active, inquiring professionals, continually refining data-based planning, instruction and assessment in pursuit of greater precision and personalization for learners. The cycle of reflective inquiry includes questioning, observing, consulting other data sources, collecting data, reflecting, interpreting, intervening instructionally or in assessment.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- their role as teacher inquirers to seek further understanding of their students, of their own implicit and explicit biases, and to inform equitable practice to enhance teacher and student learning
- the importance of teachers taking “an assessment for learning and as learning approach” to their own professional learning as model practitioners of professional reflection and growth
- understanding the wide range of data sources (e.g., trackers/checklists, written work and other products, conversations, oral communication and presentations) and how to collect and analyze these data, including opportunities to disaggregate data to recognize potential disparities in student outcomes
- understanding the relationships between contextual data and equity and inclusive practices, including anti-racist and anti-oppressive practices, (e.g., student identities and intersectional identities, barriers faced by students with disabilities, community socioeconomic factors) that are considered when planning inclusive learning opportunities for improved student achievement
- enrolment, attendance, course type (e.g., streaming) and their impact on student success, graduation rates, and initial post-secondary destinations
- understanding the use of student data to inform planning, instruction, and assessment.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates have had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- article/podcast/video reviews, including implications for teaching and learning
- collaborative inquiry project using student data and research literature
- case studies/video analysis/role plays requiring application of assessment data (e.g., using observational data regarding the use of manipulatives in the computation of fractions to plan with greater precision and differentiate instruction)
- practicum reflection on the use of inquiry and data to inform instruction and assessment and promote equitable, accessible and inclusive practices
- lesson and unit plans that demonstrate the use of a variety of data (e.g., observation, conversation, product) to inform instruction and assessment.

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# Theories of Learning and Teaching and Differentiated Instruction

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use learning and teaching theories and methods and differentiated instruction (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding theories of learning and teaching and differentiated instruction is intended to ensure that all teacher candidates in a professional program of education have a solid understanding of research-based, evidence-informed pedagogy and theoretical and empirical foundations for these practices, including cognitive science, developmental psychology, language development, socio-cultural theories and sociology.

It is intended to facilitate connections between unique learning approaches, and the need to develop responsive, personalized and precise instruction for all students. It is also intended that teacher candidates in professional education programs use these theories and practices to build their professional identity and knowledge, develop a strong foundation for using professional judgment, and make informed decisions regarding practices for students, individually and collectively.



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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- various learning theories and evidence-based instructional strategies and their related pedagogical practices in developing pedagogy, instruction and assessment for individual students, groups and classes
- elements and practices of Universal Design for Learning (UDL) and differentiated instruction that is equitable and inclusive to support the learning of all students
- understanding of the student and using data to inform culturally relevant and responsive instruction and assessment, grounded in anti-oppressive and anti-racist practices
- an awareness that learners have different capabilities and preferences, including cultural preferences for certain instructional strategies (e.g., discussions, collaboration, storytelling, experiential and place-based learning)
- the roles of metacognition, growth mindset and self-awareness in supporting student self-regulation and social-emotional learning.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi

- learning theories, evidence-based instructional strategies and related pedagogical practices (e.g., land-based learning, experiential learning, community-engaged learning, UDL, de-streaming, accessible pedagogy) are modelled by course instructors and applied by teacher candidates
- assignments that reflect explicit application or reflection of learning theories (e.g., use of manipulatives in mathematics; inquiry in nature-based learning; strategic questioning to support and identify student understanding in a variety of contexts)
- lesson and unit plans that reflect application of learning theories in specific subject areas, and how these might be adapted for a virtual learning setting (e.g., systematic and sequential phonics instruction in reading; interdisciplinary learning; Indigenous ways of knowing)
- practicum reflections on the implementation of research-based, evidence-informed lesson and/ or unit plans in both in-person and online/virtual setting
- case studies that support differentiated instruction and address varying student needs, cultural and intersecting identities, and lived experiences (e.g., Indigenous, Black and racialized students, students with special education needs)
- practicum reflections on experiences using differentiated instruction for all students including Black, Indigenous and racialized students and those with special education needs (e.g., how the use of assistive/adaptive technology supports access to the curriculum).

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# Learning Environment and Organization

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes a focus on the development of classroom management and organization skills (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of the learning environment and organization is intended to ensure that teacher candidates in a professional program of education understand their role in creating and sustaining an engaging, inclusive, safe, accessible, and equitable learning environment for all students. It is intended to assist them to see how developing and cultivating an engaging, effective and inclusive program for students builds feelings of success, belonging, productivity and growth.

It also fosters a culture of learning within a positive environment where students have a sense of belonging, well-being and feel supported to take risks, and where learning is optimized for all students. Understanding the methodologies and developing professional judgment regarding proactive and responsive approaches for establishing classroom norms and routines that create conditions for collaboration and engagement, and addressing conduct concerns that may arise are also part of the intention.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- culturally appropriate and anti-oppressive strategies for creating equitable, accessible, inclusive and productive learning communities (both face-to face and virtual) that support physical and emotional safety
- meaningful, relevant and culturally responsive lessons and instructional approaches that engage learners, support and develop positive mental health and belonging, and prevent and remove barriers to learning (e.g., accessibility barriers, experiential barriers, equitable access to technology, project-based learning on local community issues)
- a repertoire of strategies for building relationships and developing a community of learners where all students see themselves reflected in the learning environment and have a sense of belonging and contributing.
- an understanding of the impacts of systemic barriers that can affect student well-being and achievement and the need to foster positive relationships and a safe, equitable, inclusive and respectful learning environment
- knowledge of culturally relevant and responsive strategies that allow students to see themselves in the curriculum (e.g., those that reflect traditional Indigenous ways of being and knowing; those that acknowledge the diverse cultural and intersectional identities and lived experiences of students)
- an understanding of a range of strategies to redirect and refocus students as needed
- a critical self-awareness of how their own biases, identities and experiences can influence their perception of and interaction with students and a commitment to continued learning about, with, from and on behalf of students.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- effectiveness of the use of culturally relevant and responsive practices in building an equitable and inclusive learning environment during practicum is modelled by course instructors and applied by teacher candidates
- assignments that focus on creating and sustaining engaging, safe, equitable, accessible and inclusive learning environments for all students (e.g., planning for smooth transitions throughout the day, planning classroom management strategies for regular outdoor learning and field trips)
- classroom management plan incorporating specific methods to build and maintain authentic, respectful relationships with and between students to create a positive classroom community and foster independence and self-regulation

- lesson or unit plans acknowledging specific responsive classroom management strategies based on data, plans, and collaboration with colleagues, families/guardians (e.g., special education staff, guidance, child and youth workers)
- practicum reflection of classroom management as the establishment of effective asset-based strategies to build relationships, develop a sense of belonging, establish routines and communicate clear expectations
- assignments that demonstrate the use of responsive strategies and clear expectations as outlined in current policy and support documents (e.g., to differentiate instruction, provide modifications and/or accommodations, use evidence-based instructional and assessment strategies).
- practicum reflections on experiences using differentiated instruction for all students including Black, Indigenous and racialized students and those with special education needs (e.g., how the use of assistive/adaptive technology supports access to the curriculum).

# Child and Adolescent Development and Student Transitions

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes child and adolescent development and student transitions to age 21 and through Kindergarten to Grade 12 (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The regulation also requires that a program of professional education includes how to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship, and the workforce (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of content regarding child and adolescent development is intended to ensure that teacher candidates begin to develop an understanding of the trajectory of typically developing children and youth. This can, in turn, assist with understanding atypical development and aid in the recognition of students who might be struggling.

It is intended that teacher candidates become familiar with the large body of research that informs an understanding of how students learn, including developmental psychology, health and neuroscience, and cognitive psychology, as well as the sociocultural contexts in which learning takes place. The opportunity to consider child and adolescent development from multiple perspectives will inform the interactions, environments, experiences, and practices teacher candidates will engage in their classrooms and in the community. Teacher candidates will consider how best to connect a growing understanding of typical and atypical child and adolescent development to the various supports available for successful student transitions.



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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- theories of human development and the inter-connected physical, social, emotional, communication/language and cognitive domains
- Indigenous understandings about human development, including a focus on the inter-connections and relationships between spirit, emotions, intellect, body, other species, and land, as well as the understanding of growth through connectedness
- reflect on how systems of oppression have impacted pathway options and transitions for specific groups of students (e.g., streaming) and how principles of equity, accessibility, anti-racism and anti-oppression improve learning outcomes for students who experience systemic inequalities within the education system
- theories regarding development and learning, and their uses and limitations in developing pedagogy, instruction, and assessment for individual students
- transitions that occur throughout the school day, from division to division, from school to school, from elementary to secondary school, from secondary school to the next pathway (e.g., understanding the various post-secondary destinations (apprenticeship training, college, community living, university, workplace) and ways to support students through these transitions, including pathways for students with special education needs (e.g., Community Integration through Continuing Education)

- student transitions along their individual growth continuum from K-12, (e.g., school entry, change of activity, setting, classroom, grade, program or school/community changes) including transitions for newcomers to Ontario, and Indigenous students moving from rural to urban centres
- the teacher's role in identifying appropriate practices for use with individual students to support successful transitions to secondary school and from secondary school into the community, world of work and further learning.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- lesson plans, course outlines, syllabi, and readings that incorporate information and/or strategies pertaining to programs and policy documents related to student post-secondary pathway planning, such as the following: Creating Pathways to Success; Student Success/Learning to 18 initiatives; Specialist High Skills Majors; Dual Credits; Credit Recovery, Ontario Youth Apprenticeship Programs; Ontario First Nation, Métis, and Inuit Education Policy Framework; Adolescent Literacy Guide and Growing Success

- assignments, evaluations, and reflections that highlight the selection and use of developmentally appropriate instructional and assessment practices that demonstrate an understanding of child and youth development and learning (e.g., scaffolded instruction, differentiated instruction, collaborative learning, problem solving, inquiry-based learning)
- assignments and practicum reflections that demonstrate an understanding of the varying stages of student development, and how the corresponding variety of needs are met (e.g., multiple entry points)
- unit plans that involve developmentally and culturally appropriate experiential learning (e.g., outdoor education, community-based learning, land-based learning, STEM/STEAM, ceremonies, rituals, Indigenous ways of living and learning)
- case studies involving the application of behaviour, safety, transition plans, pathways and Individual Education Plans (IEP)
- reflections on practicum and/or lived experience related to issues involving human development or student transitions and understanding the impact of intersectionality and systems of oppression (e.g., streaming).

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# Student Observation, Assessment and Evaluation

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use current strategies relating to student observation, assessment and evaluation (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content, including observation, assessment and evaluation is intended to highlight the importance of a student-centred approach to teaching and learning and that it is key to focus on students as sources of data for programming, instruction and assessment.

Observation is the ongoing process of paying attention to students' interests, development, engagement, ways of approaching tasks, behaviour, emotional state, and daily progress in order to support student development. The importance of pedagogy that centres on providing responsive learning environments and experiences that affirm students' identities, knowledge and inquiry is emphasized. All domains of development and learning can be observed: cognitive, communicative, physical, social, and emotional.

The key intent of this section is to emphasize the use of ongoing observation, documentation and assessment that is equitable and inclusive for the learning of students and teachers. The explanations and examples in this section highlight the critical role of assessment as data-gathering from a wide variety of sources in order to plan, interpret evidence, and appraise achievement. The role of assessment in improving student learning and the various purposes of assessment for, as and of learning are key to supporting student success.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- gathering data by observing students individually, in their interactions with the physical or virtual learning environment, learning materials and each other
- engaging in pedagogical documentation to make learning and thinking visible
- using various sources of student data to make instructional decisions to facilitate learning (e.g., samples of student work, behavioural and observational data, evidence from presentations, peer- and self-assessment data)
- developing an awareness of how their own biases, identities, experiences and worldviews can influence their observations and assessment/evaluation practices, and impact student outcomes
- using print and digital tools, and other strategies in assessment for learning and as learning that is equitable and inclusive. The use of such tools and strategies will underscore the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, planning interventions, and interpreting evidence of learning.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- course outlines/syllabi and assignments that involve the use of student observation, ways to document observations, and how to plan responsive instruction based on observations
- assignments incorporating the use of observational data to differentiate instruction and create responsive, accessible and inclusive learning opportunities for their students
- lesson plans and unit plans that demonstrate the use of learning goals, success criteria, descriptive feedback and student self-assessment
- protocols that include intentional observation, assessment and evaluation requirements during practicum experiences
- practicum lesson and unit plans that incorporate responsive pedagogy, and are explicitly informed by observational and assessment data about students
- reflection on differentiated assessment strategies/tools used in practicum to meet the learning needs of individual students.

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# Supporting English-Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to teach students whose first language is not the language of instruction, whether English or French (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content including supporting English-language learners is intended to ensure that teacher candidates in a program of professional education, have opportunities to learn about their role in supporting the diverse learning needs of students who are learning English as an additional language. The program is intended to support the candidates' development of evidence-based pedagogical approaches and a repertoire of instructional and assessment strategies to support the acquisition of the English language, at the same time as the students are learning the Ontario curriculum.

Graduates require knowledge of effective research-based and evidence-informed strategies to support the diverse range of needs of English-language learners in planning for precise instructional and assessment practices for all students, that is, programming within the larger context of policies, procedures and processes. Understanding the principles of an asset-based approach and teaching strategies are needed to plan for, differentiate, and personalize learning and assessment for individual students.

The goal is that teacher candidates will develop the ability to work with all students, using student strengths and interests, to foster their learning and development. Capacities to work with families and other professionals in support of English-language learners are also needed. The intention is that teacher candidates learn to seek information from and about students collaboratively in order to develop effective teaching approaches to support them.



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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- an asset-based approach to supporting culturally and linguistically diverse students acquiring English as an additional language
- English as a Second Language, Anglais pour débutants, and English Language Development programs and models of support
- recognition of students' first language as an asset and resource and that their various linguistic identities are viewed as a critical resource in instruction and learning
- develop an awareness of their own cultural bias and behaviour to appreciate the diversity and difference of students
- learning environments that reflect, engage, and celebrate the cultural and linguistic diversity of all students
- using digital resources in supporting English-language learners to become autonomous learners
- effective communication with parents/guardians of students who are English-language learners
- using the Steps To English Proficiency (STEP) resource to support programming.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates have had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- lesson and unit plans that reflect differentiated instructional strategies and program adaptations for English-language learners
- case study involving a team-based approach to programming for English-language learners
- team simulation such as programming for a newcomer student who has had little formal schooling in their home country
- experiential learning situation, (e.g., case study) involving a recent newcomer family
- practicum reflection on the impact of specific instructional and assessment strategies used with the English-language learner
- practicum reflection on the use of digital tools and resources to support specific learning goals of the English-language learner
- assignments that demonstrate specific ways to integrate and respect the cultural and linguistic diversity of all students (e.g., lesson plans, case studies, resource selection)
- developing an awareness of discriminatory and systemic barriers that impact English-language learners, and how their own biases, identities and experiences can influence interactions, observations and assessment/evaluation practices and student outcomes of English-language learners.

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# Supporting French-Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires a program of professional education prepares the teacher candidate to teach students whose first language is not the language of instruction, whether English or French (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

In the French-language system, the inclusion of content including supporting French-language learners is intended to ensure that teacher candidates of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students who are coming to French as a new language, or as an additional language. It is intended to support the development of a culturally relevant and responsive pedagogical approach, inclusive of a repertoire of instructional, assessment and evaluation strategies conducive to language acquisition and development and the cultural referents of la Francophonie.

Teacher candidates will be able to plan for personalized, precise assessment and instructional practices that meet the specific needs of French-language learners and newcomers. It is also intended to develop knowledge and skills related to learning French and Francophone cultures. Key to this section, is an understanding of the diversity of the Francophone minority community, the concepts involved in the development of second-language instruction and learning, and the principles of an asset-based approach to language acquisition. The intention is that graduates are able to plan for, differentiate, and personalize learning and assessment for a wide range of individual students.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the value, elements, sensitivities and challenges of life-long language learning in minority contexts, including linguistic insecurity, interdependence of language and culture, variety of French-language repertoires, authentic oral and written communication, listening and speaking
- an asset-based approach to supporting culturally and linguistically diverse students acquiring French and speaking another language or languages
- the role of the teaching staff in a French-language school in a minority language community (e.g., acting as a cultural role model, supporting families in need of French-language resources)
- teaching and learning strategies in a minority situation, including the foundations of a cultural approach to teaching, that integrate local, Canadian as well as global influences
- using digital resources in supporting both French-language learners and newcomer students and enabling them to become autonomous learners.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi assignment to compile a personal bank of French resources that are culturally relevant and responsive, reflect the diverse identities of French-language learners and are pertinent to the candidate's future teaching
- assignment to create lesson or unit plans, including teaching and assessment strategies, aligned with the Actualisation linguistique en français (ALF) curriculum, in the appropriate division
- assignment regarding differentiation of an established unit plan to address the language learning needs of the students in their classroom
- modelling by instructors of specific ways to celebrate the cultural and linguistic diversity of all students
- in lesson and unit plans, evidence of integration of student strengths and interests
- team simulations such as programming for a newcomer student who has had little formal schooling in their home country
- practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is a French-language learner.

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# Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding pedagogy, assessment and evaluation for specific subjects is intended to assist teacher candidates in a program of professional education, to recognize and develop pedagogical knowledge, and instruction and assessment skills in areas for which they are qualified. As examples, these would include discipline-oriented skills such as problem-solving in mathematics, disciplinary thinking in content in social studies and Canada and World Studies, using the creative process to solve problems or express ideas, and analyzing text in language.

It is intended to assist teacher candidates to understand the philosophy and intent of the discipline, content, curriculum expectations and performance standards (e.g., achievement chart), as well as discipline-specific knowledge and understanding, thinking, application, and communication. Key aspects of this section are the elements of planning, processing, and creative and critical thinking skills that are specifically related to disciplinary thinking and approaches.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- central concepts, philosophy, intent, knowledge, skills and processes associated with particular subject areas
- research-informed principles of effective assessment and how they support effective lesson design, planning and instruction in particular subject areas
- the curriculum expectations related to thinking, planning, processing, communicating and application of learning in particular subject areas
- ways to differentiate instruction through content, process, product and learning environment in particular subject areas
- ways to address students' common misconceptions in particular subject areas
- the understanding that every teacher has a responsibility to teach literacies and numeracy throughout all grades and subject disciplines
- ways to integrate literacy, numeracy STEM/STEAM and environmental learning in subject area learning
- strategies for incorporating cultural perspectives in particular subject area teaching (e.g., Indigenous perspectives, Deaf Culture)
- ways in which the instructional goals, content understanding, and skills in one subject area connect with others to allow interdisciplinary planning and instruction to support real-world authentic learning (e.g., education about climate change).

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- use of curriculum expectations and performance standards found in the achievement chart categories for planning learning experiences in lesson/unit plans
- use of digital tools and resources are modelled by course instructors and applied by teacher candidates
- course syllabus includes Indigenous learning methods such as storytelling and discussion circles, and participation of Indigenous elders, Knowledge keepers, and Métis senators, cultural and faith leaders, disability awareness speakers, 2SLGBTQ+ speakers and representatives from diverse communities who share experiences of different cultural ways of knowing and being
- differentiated learning experiences, and culturally relevant and responsive instruction and assessment strategies to meet the needs of all students are modelled by course instructors and applied by teacher candidates
- evidence in lesson and unit plans of students connecting subject area skills and knowledge with real-life situations, including connections to transferable skills (e.g., using science knowledge and skills to improve biodiversity in their community)
- evidence in lesson and unit plans of using students' strengths and interests to engage them in the subject matter
- practicum reflection on the use of equitable, accessible and inclusive assessment for and as learning approaches in the subject area to improve student learning.



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# Supporting Students with Special Education Needs

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of special education is intended to ensure that candidates, as teachers entering the profession, have knowledge and skills for a diverse range of learners (that is, programming, instructional practices, the larger context of policies, terms and processes) and to plan for personalized, precise assessment and instructional practices for all students. Understanding the principles of an asset-based approach, the principles of Universal Design for Learning (UDL), cultural competency and teaching strategies for differentiation, accommodation and modification are needed to plan, differentiate and personalize instruction and assessment for each student. The intention is that teacher candidates are able to work with all students, using student strengths and addressing their learning needs, to promote their learning and development.

Capacities to work with families, and other professionals in support of students, are also needed. The intention is for teacher candidates to develop skill in seeking and using information from and about students to determine teaching approaches that support students with special education needs so they can fully participate in, and benefit from, all aspects of the education system.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- an awareness of the discriminatory and systemic barriers faced by students with special education needs and how teachers create the conditions for success through an asset-based approach, focusing on student strengths and interests to address learning needs
- a belief that all students can learn, that success builds a sense of efficacy
- multiple and complex causes of behavioural concerns and practices to address them in a way that is positive and supports the dignity of the child
- the larger context of special education, including Individual Education Plans (IEPs), the Identification, Placement and Review Committee process (IPRC), transition planning and relevant regulations and policy documents (e.g., The Accessibility for Ontarians with Disabilities Act (AODA), Ontario Human Rights Commission (OHRC))
- the varying learning needs of students and exceptionalities, evidence-based strategies, including Applied Behaviour Analysis (ABA), and the roles of community partners and agencies, and parents and guardians
- the uses of assistive and adaptive technologies in support of student learning
- effective and proactive behavioural supports and strategies (e.g., ABA)
- Indigenous ways of thinking, and the cultural and socio-economic factors to consider when supporting students with special education needs.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- use of differentiated instruction in assessments and assignments is modelled by course instructors and applied by teacher candidates
- case studies that include the use of IEPs to create personalized goals, instructional plans and transition plans that respect the dignity and worth of each student, and encourage teacher candidates to examine their own biases and assumptions, and develop a self-awareness in cultural competence
- reflections on practicum and life experience in relation to issues in special education (e.g., use of ABA, assistive technology)
- assignments which require assessment of strengths and learning needs, responsive planning and personalized instruction for a student with special education needs (e.g., autism spectrum disorders (ASDs), Fetal Alcohol Spectrum Disorder, dyslexia, neurodiversity, deaf or hard-of-hearing, blind or visually impaired)
- use of current policy documents and regulations that address special education needs, respect diversity and promote an inclusive, accessible and equitable education
- assignments that address a range of instructional supports, such as assistive and adaptive technology

- use of a range of research-based and evidence-informed assessment and instructional approaches (e.g., UDL, differentiated instruction, a multi-tiered system of support to address student learning and social, emotional, behavioural and mental health needs) is modelled by course instructors and applied by teacher candidates
- assignments that develop an understanding of discriminatory and systemic barriers that impact students with special education needs, and an awareness of how their own biases, identities and experiences can influence their observations and assessment/evaluation practices, and impact outcomes of students with special education needs.

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# Mental Health, Well-being and Belonging

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes educating teacher candidates in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of mental health, well-being and belonging is intended to ensure that teacher candidates in a professional education program have knowledge and skills to address the strengths and needs of diverse learners in order to plan for personalized, precise assessment and instructional practices to improve learning outcomes for all students.

In particular, it is intended to help candidates see the relationships between mental health, well-being, belonging, and achievement, and to view student wellness as inclusive of physical, cognitive/mental, social, and emotional well-being. It is intended to help them understand their role in universal health promotion, to recognize students who may require intervention and to know the process for students and their families to access supports.

Understanding the principles of an asset-based approach and the importance of student well-being and belonging are key. The intention is that teachers are able to work with all students, families, and related professionals to identify individual student strengths in order to address their learning needs.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- how students can benefit from building capacities to identify and manage stress, developing and maintaining healthy relationships, and engaging in self-reflection to better understand themselves and who they are
- their role in assisting students to develop skills and practices that can improve their resilience, social/emotional well-being and mental wellness by creating, fostering and sustaining inside and outside learning environments that are healthy, caring, safe, equitable, accessible, inclusive and accepting for all students
- their role in recognizing signs of distress that a student may be demonstrating and initiating the process to access support
- promoting a positive learning environment that develops and supports physical and mental health, social-emotional learning, inclusion and a sense of belonging to reduce stigma related to mental health
- an understanding of the ways Ontario's Equity and Inclusive Education Strategy helps the education community identify and remove discriminatory biases and systemic barriers through anti-oppressive education in order to support student achievement and well-being
- using an asset-based approach for all students and their families and guardians
- understanding the importance of and legal requirements to maintain student confidentiality and privacy.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- a comprehensive classroom management plan that includes building a safe, healthy, equitable, accessible and inclusive learning environment, with consideration of diverse populations, including Indigenous students and other historically marginalized groups, and facilitating development of cognitive, social, emotional and physical skills
- an assignment (before or during practicum) that outlines the process for accessing support for individual students and includes the review of current resources (e.g., Ontario College of Teachers' Professional Advisory: Supporting Student Mental Health, 2018; Supporting Minds, 2013; resources from School Mental Health Ontario (SMHO))
- identification of factors that contribute to healthy growth and development (e.g., physical, social, emotional and cognitive factors)
- an understanding of discriminatory and systemic barriers, including barriers to accessibility that impact student achievement, well-being and a sense of belonging (e.g., analyzing impacts of access to green space or fresh food in local communities; opportunities for extra-curricular activities)

- use of case studies, practicum and lived experiences that focus on student strengths and assets and promote cognitive, physical and mental health, social-emotional learning, inclusion, and a sense of self and/or spirit and belonging
- reflection on practicum experiences and outcomes in relation to student well-being, including issues such as mental health, substance abuse and addictions
- seminars, web-based resources and/or speakers that address systemic practices in health promotion involving students and their families and/or guardians.
- assignments that address creating classroom conditions that affirm identities and foster relationships and a sense of belonging.



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# Standards of Practice, Ethical Standards and Education Law

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the College's *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The regulation also requires that a program of professional education includes Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of knowledge of education law is to ensure that teacher candidates understand their professional role, their duties, their legal and ethical responsibilities, and the laws and regulations and policies which govern their conduct, professional relationships, legal obligations to students, families, colleagues and communities and their role in promoting and maintaining a safe, positive, healthy school environment. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important, as is understanding professional conduct and the standard to which teachers are held at all times.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the professional, ethical, and legal responsibilities of teachers (e.g., Education Act, Ontario College of Teachers Act, The Standards of Practice and Ethical Standards, Ontario College of Teachers' Professional Advisory: Duty to Report, 2017, in loco parentis, Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act (AODA) Teaching Profession Act, Ministry policies, and Child, Youth and Family Services Act)
- the teacher's role and responsibility in promoting school safety (e.g., the Education Act, Ontario Schools Code of Conduct and criminal law, the Accepting Schools Act, Creating Safe and Accepting Schools)
- the teacher's duty to report, as outlined in the Education Act, the Ontario College of Teachers Act, and the Child, Youth and Family Services Act
- the teacher's duty of care, including avoiding negligence and being a role model (e.g., appropriate on-duty and off-duty conduct)
- the teacher's duty to maintain student privacy and confidentiality when accessing and discussing documents (e.g., Individual Education Plans (IEP), Ontario Student Records (OSR)).

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- legal case studies that address and reflect current laws, regulation, and policies that govern teachers in Ontario
- reflections from practicum regarding the promotion of respectful behaviour toward and between students, colleagues, community partners, parents and guardians
- course assignment regarding the development of a field trip itinerary that includes consideration of legal obligations, risk management and professional responsibilities
- examination of specific board policies and practices (e.g., privacy and confidentiality, use of technology, hiring practices)
- reflection on the Ontario College of Teachers' Professional Advisories (e.g., Professional Boundaries, Duty to Report) and the implications of the advisories in their practice
- tests and examinations that address student's knowledge of education law and the standards of practice.

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# Knowledge of the Ontario Context

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes knowledge of the Ontario context in which elementary and secondary schools operate (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of knowledge of the Ontario context in which elementary and secondary schools operate is intended to ensure that teacher candidates in a program of professional education are aware of the ever-changing sociocultural, political, historical, ecological, economic, linguistic, religious, regional, institutional, and systemic context of Ontario in which their work is situated.

It is particularly intended to develop understanding of the role of the teacher as change agent and the importance of working for social justice, ecojustice and equity of access and outcomes for all learners. It is intended to facilitate commitment to equity, inclusion, diversity and belonging for all students. It is intended to facilitate competencies in supporting learning for students with multiple, diverse identities and build on the strengths, interests, and assets of all students and all communities, including underserved and under-represented communities while recognizing intersections within and across communities and as well as broader global communities.

See also Indigenous Perspectives, Cultures, Histories and Ways of Knowing, Politique d'aménagement linguistique (PAL) de l'Ontario, Safe and Accepting Schools/Creation of a Positive School Climate, and Environmental Learning, Ecojustice and Climate Action sections.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- equity, accessibility, diversity, inclusion and social and ecojustice, and the key role of teachers in identifying and eliminating barriers and creating social change so students can contribute to the development and well-being of their community.
- the use of culturally relevant and responsive content, instruction and assessment to engage all students, support positive identity development and a sense of belonging, and address individual students' strengths, interests, and needs, particularly for members of historically marginalized and/or underserved communities
- the responsibility of teachers to build their critical consciousness in service of students and to take into consideration the histories and lived experiences of members of marginalized and/or underserved communities in support of anti-oppressive, anti-racism and environmental justice education
- the importance of working from an asset-based orientation, building on student's strengths and interests
- cultural proficiency and cross-cultural and intercultural communication and relationship-building.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- teacher candidates see themselves reflected in their learning environment through the materials and resources in class, on the walls, in the corridors, in outdoor spaces and on web-based platforms of the Faculty/School of Education
- course syllabi include participation by Indigenous elders, Knowledge Keepers, and Métis senators, cultural and faith leaders, 2SLGBTQ+ speakers and representatives from diverse communities who share experiences of different cultural ways of knowing and being.
- faculty support of teacher candidate interest in social justice and ecojustice issues, in the university, practicum and the community
- lesson and unit plans that explicitly incorporate materials and activities representing diverse approaches to the knowledge and skills in the Ontario curriculum, including a focus on equity, anti-racism and anti-oppressive education, and environmental and sustainability education
- specific ways to develop a sense of belonging and support students who are members of historically marginalized and/or underserved communities are modeled by course instructors and applied by teacher candidates
- teacher candidate reflections that require examination of one's own biases and how their own identities and experiences affect how they view, understand and interact with students, colleagues, parents, guardians, families and the community.

# Indigenous Perspectives, Cultures, Histories and Ways of Knowing

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes knowledge of the Ontario context in which elementary and secondary schools operate (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of content related to Indigenous histories (including present day), cultures, contributions and perspectives is intended to ensure that candidates recognize their responsibility to engage learners from First Nation, Métis and Inuit communities using culturally relevant and responsive pedagogy, and ensure that students who identify as members of Indigenous communities see their cultures, histories and perspectives reflected in the curriculum, pedagogy, school and community. The intent is also to ensure that teacher candidates recognize their responsibility to educate all students in their classrooms about the rich diversity of First Nations, Métis, and Inuit histories, cultures, perspectives and contributions, as well as an awareness of the importance of Indigenous ways of knowing, within the Ontario context in which all students are living and learning.

An additional intent is that First Nation, Métis and Inuit cultures, perspectives, histories and lived experiences are incorporated into areas of the curriculum which are not explicitly historical or sociological, including, for example, environmental and sustainability education, arts education, literacy, numeracy, science.

It is not intended that candidates speak for or appropriate cultural knowledge, but rather include perspectives and histories, cultivate relationships with Indigenous communities, and understand how and when to use respectful methods for incorporating cultures.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the cultural and linguistic assets contributed by Indigenous families and communities to each child's positive identity development, learning, and well-being
- the importance of histories, cultures, contributions, perspectives, and treaties to contemporary Indigenous communities
- the colonial experiences of Indigenous peoples such as residential schools, including the discoveries of the unmarked graves, and the ongoing impact of these experiences on Indigenous communities
- the development of relationships between Indigenous and non-Indigenous peoples, with Indigenous community partners, Indigenous elders, Knowledge Keepers, and Métis senators to support culturally relevant and responsive curriculum and assessment practices, including those reflecting Indigenous pedagogies
- the diversity of languages within Indigenous communities and ways of supporting multilingual language development.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- course syllabi that reflect Indigenous content, perspectives, traditional practices, ecological knowledge and ways of knowing
- case studies and students' lived experiences regarding the use of traditional knowledge and practices, such as wholistic healing approaches to address the effects of multigenerational trauma
- assignment where teacher candidates compile a list of print and digital Indigenous resources that address a variety of subject areas, support Indigenous identity and are culturally relevant, developmentally appropriate and Ministry/board-approved
- involvement in experiential, Indigenous-led, land-based learning to help teacher candidates (re)establish a spiritual connection with the land to understand how traditional teachings, values and practices contribute to the well-being of all living beings, ecosystem health, and reconciliation
- assignments and activities in which candidates meet community members and Elders, hear First Voices, and engage in Indigenous communities and cultural experiences
- practicum reflection on lessons and units incorporating Indigenous perspectives on historical events and contemporary environmental concerns that impact health, well-being and climate justice
- assignment demonstrating an understanding of how "two-eyed seeing" can produce a synergy between Indigenous and Western understanding.



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# Environmental Learning, Ecojustice and Climate Action

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes knowledge of the Ontario context in which elementary and secondary schools operate (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of content regarding environmental learning, ecojustice and climate action underscores the urgency of education's critical responsibilities to address, mitigate and adapt to the ongoing impacts of the climate crisis, and work toward equitable, accessible, inclusive and just communities. The integration of this learning across all subjects and grades provides students with opportunities to think critically about their roles and responsibilities in, and contributions to, the interconnected and interdependent world.

The intent is that teacher candidates in the program acquire the knowledge, skills, perspectives, and practices they need to understand their fundamental connection to each other, living beings, land and waters that sustain all life on the planet, and to support the development of environmentally responsible and engaged community members. Teacher candidates will learn ways to provide opportunities for students to engage in actions that deepen this understanding, within the classroom and the community.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- an understanding of our fundamental connection to and responsibility for each other and all living beings on the Earth through our shared reliance on resources (e.g., water, land, air, food, energy, and each other)
- how diverse Indigenous knowledge, relationships, practices and perspectives contribute to the well-being of all living beings, ecosystems health, and regenerative sustainability (e.g., seven generations thinking, Seven Grandfather teachings, focus on relationality, reciprocity and relational accountability, land-based learning)
- develop age-appropriate environmental learning and climate action from a hopeful stance that responds to students' eco-anxiety and supports their health and well-being by providing them with the skills for agency, develop an understanding of the ongoing realities and impact of systemic discrimination, environmental racism, poverty, climate injustice, economic oppression, and colonialism on individuals, families and communities
- integrate concepts of environmental learning, ecojustice and climate action into teaching and learning in all grades, and across all subjects and disciplines of the curriculum to develop ecologically literate, responsible and engaged community members

- understanding the consequences, both intended and unintended, of the interactions between human-created and natural systems on the environment and climate change (e.g., rising sea levels due to melting ice sheets and glaciers, wildfires, extreme weather events)
- develop an understanding of how to address, mitigate and adapt to the impacts of the climate crisis through social, cultural, political and technological transformation (e.g., deepening connections to the natural world, shifting social values, attitudes and behaviours, developing local knowledge to support “net-positive” forms of living, enacting political and social change).

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- explicit references to the use of current Ministry policy and resource documents in relation to environmental learning, ecojustice, and citizenship education
- planning and participating in a variety of cross-curricular, experiential, place-based learning activities in a diverse set of natural and built environments

- assignments that work towards an equitable and sustainable future by investigating diverse perspectives on ecojustice issues and analyzing the integral relationship between environmental injustice, marginalization and oppression
- lesson or unit plans demonstrating specific responsive instructional strategies commonly used in environmental learning and ecojustice education (e.g., connecting to local and global ecojustice issues; use of experiential and inquiry-based pedagogies in local communities; connections to school-based environmental education programs)
- critical inquiry that demonstrates the use of culturally responsive and relevant pedagogical strategies, as outlined in current policy and support documents, to teach developmentally appropriate concepts connected to environmental learning, ecojustice and sustainability
- assignment requiring teacher candidates to use a systems-thinking approach to understand and counter individual and collective impact on human-created and natural systems (e.g., melting glaciers, sea level rise, wildfires, droughts, floods)
- age-appropriate cross-curricular lesson, unit and program planning that recognizes the federal government's commitment to include integration of the Sustainable Development Goals
- practicum reflection on the effective use of culturally responsive and relevant practices in teaching and learning about climate change, ecojustice and sustainability (e.g., Indigenous practices and perspectives, land-based learning, climate justice issues)
- collaborative inquiries/reflections requiring the examination of environmental and ecojustice issues within the local and global context and include the development of innovative solutions through regenerative sustainability
- assignment that requires teacher candidates to curate a list of print and digital resources from trusted sources and activities that support environmental learning and reflect ministry, board and school environmental education policies.

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# Safe and Accepting Schools/Creation of a Positive School Climate

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes knowledge of the Ontario context in which elementary and secondary schools operate (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of knowledge of safe, inclusive and accepting schools and creating a positive school climate is intended to reinforce the professional responsibility outlined in the standards of professional practice and legal expectations and to connect the responsibilities to student engagement, learning, equity, belonging, well-being and safety. It is also intended that practice is founded on a belief that all students can learn using the assets that they bring and that it is the teacher's responsibility to use practices to ensure that all students, families, guardians and communities are respected, included and served.

The role of the teacher candidate in promoting and supporting positive classroom behaviour by using evidence-based strategies in a way that is responsive and proactive, within the broader framework of legislation and policy, is important. The intent is that teacher candidates understand their role in knowing the learner and developing safe, inclusive, healthy environments for learning that encourage student self-regulation and well-being.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- equity, accessibility, diversity, social and ecojustice and the integral role of the teacher in identifying and eliminating barriers and creating social and ecological change
- legislation intended to make schools safe, inclusive, equitable, accessible and accepting places to learn (e.g., Education Act through the Accepting Schools Act, Ontario's Equity and Inclusive Education and Safe Schools Strategies, Accessibility for Ontarians with Disabilities Act, Ontario Human Rights Code, Standards of Practice)
- culturally relevant and responsive curriculum content, instruction and assessment using Ontario curricula to promote a sense of belonging, engage all students and meet individual students' strengths and learning needs, to promote healthy schools and communities, as well as the health, well-being and sense of belonging of students, families, and guardians
- effective practices to incorporate culture, language, backgrounds and experiences, community knowledge, perspectives and student contributions and how these elements are connected to identities, including students of Indigenous heritage, of cultural and intersectional identities, and all those who are historically marginalized

- intercultural communication and increased cultural knowledge and understanding of social and ecological justice issues and the strong connection between equity and excellence related to high expectations for all
- their role as change agents for advancing social responsibility, sustainability, and reconciliation in their school community.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- teacher candidate self-awareness and reflection regarding ways their social, cultural and political location and intersecting identities influence their assumptions and perspectives about teaching and learning
- course outlines/syllabi and case studies that require the use of current ministry, board and school codes of conduct, policies, resources and supports in alignment with the Ontario Human Rights Code, including religious and other accommodations, bullying and harassment, and historically marginalized and/or underserved communities to determine a course of action (e.g., bullying prevention)

- classroom management plan incorporating capacities in building authentic, respectful relationships with and between students and creating a positive classroom community and school culture
- opportunities to learn about themselves and others with the goal of building cultural proficiency and cross-cultural communication skills is modelled by course instructors and applied by teacher candidates
- write about and discuss the impact of literature and critical events on the community and students (e.g., analyzing the impact of food security on learning for students in the local community)
- practicum reflection on ways to create a safe, inclusive and positive school climate where all students see themselves reflected in the curriculum, teaching, and learning.



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# Professional Relationships with Colleagues

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to create and maintain the various types of professional relationships between and among members of the College, students, parents and guardians, the community, school staff and members of other professions (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of content regarding professional relationships with colleagues is intended to assist candidates to understand the roles of other teaching staff and the various professional colleagues, such as early childhood educators, educational assistants, child and youth workers, psychologists, social workers, speech language pathologists, community agency and community support professionals, and methods for working effectively with these colleagues to support student learning. The intent is to identify effective behaviours, practices and approaches to working in a collaborative environment with multiple teams to support student well-being and learning.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the professional standards in relation to professional conduct, collaboration, communication, and relationships with colleagues and other stakeholders
- the roles and responsibilities of other teaching staff and the various professional colleagues who interact with the school system, including those related to student privacy and confidentiality
- the role of technologies to support learning partnerships among educators and professional colleagues to connect people to each other, to new ideas, information and perspectives
- building a safe, positive, equitable, accessible and inclusive school climate under a “whole school” approach through collaborative multi-dimensional planning, over a long period of time (e.g., working on EcoSchools status as a school community)
- recognition of supports and resources available for the development of student plans, programs and instruction (e.g., Individual Educational Plans (IEP) and/or interventions, assessment, evaluation and differentiated instruction) and sensitivity regarding their development and use.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- use of case studies, videos and role play that promote respectful professional relationships through practices, such as moderated marking and collaborative inquiry
- reflection on practicum and lived experiences regarding team approaches to support student well-being and learning
- legal case studies that explore interaction between various professional colleagues in situations dealing with a teacher’s duty to report.

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# Parent/Guardian Engagement and Communication

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to create and maintain the various types of professional relationships between and among members of the College, students, parents and guardians, the community, school staff and members of other professions (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of parent and guardian engagement and communication is intended to ensure that teacher candidates recognize the important role of parents and guardians as partners, and that candidates develop strategies for working effectively with families to support and facilitate student learning and well-being. The intention is that teacher candidates will develop skills in building respectful, productive, authentic relationships and in communicating with parents and families regarding student learning, conduct and development. Teacher candidates will understand and use the diverse strengths and backgrounds of students, families and communities in planning, instruction and assessment. If opportunities arise during practicum, candidates will observe meetings and conferences with parents and guardians.

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## THE WHAT

The initial teacher education program will enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the following:

- the shared interest of schools, families, and communities in student well-being, learning and development
- the positive ways in which families contribute to each student's learning and well-being
- developing positive relationships with families and guardians based on care, respect and dignity, including ways of communicating individually and collectively to collaboratively support student learning and well-being
- the importance of shared high expectations for students
- seeking to understand and address barriers that may prevent some parents/guardians from fully participating in, and making decisions about, their children's learning (e.g., cultural or socio-economic differences; disability, accessibility and health related barriers; concerns about safety, language, transportation; their own school experiences)
- ongoing proactive and positive dialogue with parents and guardians, using a variety of modalities including digital communication.

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## THE HOW

There are a variety of ways of demonstrating that teacher candidates have had the opportunity to acquire knowledge, skills, perspectives, and practices related to this element, some of which may include examples similar to the following:

- evidence of knowledge, skills, perspectives and practices related to this element are evident in course outlines/syllabi
- course materials that reflect ways of working with parents and guardians (e.g., adapting communication in a way that meets the needs of families)
- assignments that require community observation and engagement and the development of a school-based communication plan
- assignment that requires the compilation of ideas for family outreach and parent/guardian engagement, including the use of technology to facilitate communication, while recognizing the need for assistance and/or alternative means of communication for those families who may not have access to, or comfort in using, technology
- practicum reflection on effective ways teachers and schools engage parents and guardians.

# Revision Schedule

This document will be updated periodically to ensure currency and to reflect system and program changes.

Updates may also occur following major regulatory amendments or policy changes affecting the core content areas outlined in Regulation 347/02, Accreditation of Teacher Education Programs.



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Ontario's Teaching Regulator

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