



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline Adult Education

Schedule C Teachers' Qualifications Regulation

July 2010

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle Éducation des adultes, juillet 2010*.

Additional Qualification Course Guideline Adult Education

1. Introduction

Successful completion of the course developed from this guideline enables teachers to receive the Additional Qualification Adult Education.

The Additional Qualification Course: Adult Education is open to all teachers. Candidates come to the Additional Qualification Course: Adult Education with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation, and assessment of Adult Education programs or courses.

Critical to the implementation of this course is the creation of positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing learning.

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

2. Regulatory Context

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

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

The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the

Teaching Profession” and in the program guidelines issued by the College.

Accreditation of Teacher Education Programs
Regulation, Part IV, Subsection 24

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

Successful completion of the course leading to the Additional Qualification Adult Education, listed in Schedule C of the Teachers’ Qualifications Regulation, is recorded on the Certificate of Qualification and Registration issued to the members of the College.

In this document, all references to candidates are to teachers enrolled in the Additional Qualification course.

3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification course Adult Education. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

Standards Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses and programs. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: Adult Education support effective teacher education practices. The following course components of this guideline support and inform effective professional knowledge and practice within the Additional Qualification course Adult Education.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations for candidates.

This Additional Qualification course has the following overall learning expectations for candidates:

- understanding the characteristics of adult learners
- analysing, interpreting and implementing the Ministry of Education curriculum and district school board policies and guidelines as they relate to adult education programs or courses
- acquiring and applying the theoretical understanding necessary to design, implement and assess adult education programs or courses
- modelling and adapting expectations, strategies and assessment practices in response to the individual needs of adults
- facilitating the creation of inclusive and flexible learning environments conducive to the intellectual, social, emotional, physical, environmental, linguistic, cultural, spiritual and moral development of adults
- exploring and implementing adult theories of learning
- collaborating with school staff and the community to support adult education
- exploring current research, trends and practices related to adult education

- accessing, exploring and integrating a variety of resources, including technological resources, within and beyond the educational system, to enhance professional knowledge in support of adult learning
- refining professional practice through ongoing inquiry, dialogue and reflection
- supporting and modelling ethical practices
- understanding the need to respect and conserve resources in the environment
- understanding how to create and sustain professional learning communities
- becoming familiar with the network of community and social agencies delivering adult education services
- developing awareness of First Nations, Métis and Inuit (Aboriginal) ways of knowing and perspectives
- integrating environmentally respectful perspectives and practices
- providing a holistic and inclusive educational program that builds on learners' abilities and enables them to reach their potential
- creating and sustaining safe, healthy, equitable and inclusive learning environments that honour and respect diversity.

Candidates will explore and deepen their understanding of the following:

A. Ontario Curriculum and Policies

The Additional Qualification Course: Adult Education is aligned with the current Ontario curriculum, relevant legislation, government policies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: Adult Education. These resources can be viewed at www.edu.gov.on.ca.

B. *The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession*

- understanding and embodying care, trust, respect and integrity
- demonstrating commitment to students and student learning
- integrating professional knowledge into practice
- enriching and developing professional practice

- supporting leadership in learning communities
- engaging in ongoing professional learning.

C. Theoretical Foundations of Adult Education

- understanding various theories of adult learning
- understanding the characteristics of adult learners
- understanding differentiated learning and universal design in the context of adult education
- understanding the objectives of self-directed learning as supported through the implementation of adult education programs and courses
- reflecting on one's own teaching practice and engaging in professional dialogue on the relationship of theory and practice in the teaching of adults
- having awareness of policy and/or legislation relevant to adult education
- knowing and understanding procedures, pathways and options that are relevant to adult learners
- understanding theories of andragogy as they relate to creative and critical thinking, reflection and inquiry
- respecting and integrating diverse perspectives and knowledge in adult education
- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within this Additional Qualification course.

D. Program Planning, Development and Implementation

- creating and maintaining positive, accepting and safe learning communities
- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework
- identifying factors in a diverse and changing society that affect adults
- connecting adult education to the everyday experiences of adult learners
- collaborating and engaging in adult education curriculum planning, development and implementation

- integrating differentiated instruction and universal design into the planning, development and implementation of learning experiences for adult learners
- utilizing and assessing professional knowledge to inform andragogical practices
- identifying, accessing, integrating and assessing community, print, electronic and collegial resources to support adult learning
- integrating experiential learning processes to support adult learning.

E. Instructional Strategies and the Learning Environment

- fostering a collaborative community of learners
- integrating information and communication technology to support adult learning
- employing a variety of instructional strategies appropriate to adult learners
- adapting, accommodating and modifying instruction to meet the needs of all adult learners
- creating a learning environment that reflects the standards and is conducive to adult learning
- using teaching strategies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*.

F. Assessment and Evaluation

- creating fair and equitable assessment and evaluation methods that promote adult learning
- understanding and implementing formative and summative assessment (for example, assessment as learning, assessment for learning and assessment of learning) strategies that employ a variety of methodologies to support adult education
- using a range of assessment and evaluation strategies that support the dignity, emotional wellness, cognitive development and goals of all adult learners.

G. Networks and Partnerships

- developing awareness of agencies and organizations that can support learning goals and career objectives of adult learners

- understanding and respecting the importance of shared responsibility and partnership in supporting adult education.

H. Legal and Ethical Issues

- exploring ethical dimensions related to working with others
- exploring issues of power and privilege related to human interactions
- exploring provincial legislation and local policies and procedures that exert an influence on adult education
- understanding professional, legal and ethical commitments and responsibilities within the context of adult education.

5. Instructional Practice in the Additional Qualification Course Adult Education

In the implementation of this Additional Qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about programs, instruction, andragogy and assessment and evaluation. These may include, but are not limited to, small group interaction, action research, presentations, independent inquiry, problem solving, collaborative learning and direct instruction. Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Where possible, experiential learning and authentic experiences are included in the course; for example, classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessments that can be replicated or adapted in the candidate's classroom.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout

the course. Opportunities will be provided by instructors for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning. The course provides opportunities for both formative and summative assessment and evaluation.

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

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

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

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of adult education
- b) Written assignment: critically deliberating on issues arising from articles, publications, research and/or other resources related to the teaching or practices concerning adult education
- c) Presentation: developing a digital story, presenting an issue related to the teaching and learning of adults

- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recordings of critical reflections for each component related to adult education
- e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to adult education
- f) Independent project: addressing any aspect of the course that is approved by the instructor
- g) Instructional resource: developing a meaningful resource that will support instruction and andragogy related to adult education
- h) Reflective writing: deliberating on professional practice through journal-writing, or writing up a case or a vignette that will support instruction and andragogy related to adult education.

Appendix 1

The *Ethical Standards for the Teaching Profession*

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

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

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

The Ethical Standards for the Teaching Profession are:

Care

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

Trust

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

Respect

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

Integrity

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

The Standards of Practice for the Teaching Profession

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

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

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

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

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

Leadership in Learning Communities

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

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning.

Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Professional Knowledge

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

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and deliberation.

Appendix 2

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J., & Smith, D.M. (2007). Becoming a reflective community of practice. *Reflective Practice* (8)3, 299-314.

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education* (27)3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards*. [Resource kit 2]. Toronto, ON: Author.

Smith, D., & Goldblatt, P.F. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.

Smith, D. & Goldblatt, P. (Eds.). (2009). *Exploring leadership and ethical practice through professional inquiry*. Québec City, QC: Les Presses de l'Université Laval.