



Ontario
College of
Teachers

Ordre des
enseignantes et
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de l'Ontario

Additional Qualification Course Guideline Honour Specialist Qualification in Technological Education

Teachers' Qualifications Regulation

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Additional Qualification Course Guideline Honour Specialist Qualification in Technological Education

1. Introduction

Teachers who enroll in the Additional Qualification course: Honour Specialist Qualification in Technological Education have two years of successful teaching experience including one year in Ontario in one of the broad based technology areas as outlined in schedule B, as per regulatory requirements, [Regulation 176/10, Section 28 (1)(b)]. Candidates include teachers who plan to move into leadership positions at the elementary, secondary and district levels as well as teachers interested in engaging in ongoing professional learning related to broad-based technology.

The Additional Qualification Course: Honour Specialist Qualification in Technological Education employs a critical lens to explore in a holistic and integrated manner theoretical foundations the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning in the field of broad-based technologies.

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

The 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. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).

Additional qualifications for teachers are identified in the *Teachers' Qualifications Regulation*. This regulation includes courses that lead to Additional Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours 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 for the Teaching Profession*.

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

Successful completion of the course leading to the Additional Qualification: Honour Specialist Qualification in Technological Education, listed in 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. References to students indicate those in school programs.

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: Honour Specialist Qualification in Technological. In addition, the *Professional Learning*

Framework for the Teaching Profession is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning. The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry, and reflection, is central to the embodiment of the standards and the Professional Learning Framework within this AQ course and professional practice.

A. Standards Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative and inquiry-based processes. This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). These resources support the development of professional knowledge and professional judgment through reflective practice. The lived experiences of Ontario educators are illuminated in the resources and serve as AQ course support for teacher education.

4. Course Components

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

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

A. Overall Expectations

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

- providing leadership in the implementation of Ontario's curriculum, policies, frameworks, strategies and guidelines
- modelling the integration of First Nations, Métis and Inuit ways of knowing and perspectives
- supporting others to apply the theoretical understanding necessary to implement and assess programs and/or practices at the local and district level
- modelling and providing leadership regarding setting expectations and identifying and implementing strategies and assessment practices in response to the individual needs of students, and the promotion of student success
- providing leadership in the creation of learning environments conducive to the intellectual, social, emotional, physical, environmental, linguistic, cultural, spiritual and moral development of students
- providing leadership to foster collaboration with in-school personnel, parents/guardians and the community
- facilitating the use of a variety of appropriate resources, including technological and communication resources, to enhance professional knowledge in support of student learning
- supporting others to enhance professional practice through ongoing inquiry, dialogue and reflection across all technological education areas
- providing leadership in support of ethical practices
- providing leadership to facilitate the development of professional learning communities to enhance professional knowledge and support student learning
- modeling environmentally respectful perspectives and practices
- providing leadership for sustaining safe, healthy, equitable and inclusive learning environments that honour and respect diversity
- providing leadership in identifying and promoting appropriate health and safety practices across all technological education programs
- integrating and refining administrative skills as they apply to managing technological education programs
- providing leadership in exploring marketing strategies for sustaining and expanding technological education programs.

Candidates will explore and deepen their understanding of the following:

B. Ontario Curriculum and Policies

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

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

D. Theoretical Foundations of the Honour Specialist Qualification in Technological Education

- demonstrating leadership in the application of theories of adolescent development
- providing leadership in the understanding and application of conceptual frameworks in technological education
- demonstrating leadership in implementing current Ontario curriculum and government policies relevant to the teaching and learning in technological education
- assisting colleagues to reflect on teaching practice and to engage in professional dialogue on the relationship of theory and practice in technological education

- modeling teacher professionalism reflective of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* within the context of technological education
- supporting others in understanding the significance of the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities within professional practice.

E. Program Planning, Development and Implementation

- assisting others to create and sustain positive, equitable, accepting and safe learning communities
- providing leadership in exploring and developing program planning frameworks that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- providing leadership in the development and implementation of programs that are sensitive and adapt to society's diverse and changing nature and its influence on students and the environment
- providing leadership in integrating authentic and hands-on learning experiences in program planning and development
- providing leadership in program planning, development, implementation strategies and frameworks related to technological education programs
- providing leadership in differentiating instruction and applying universal design in the planning, development and implementation of learning experiences in technological education programs
- offering leadership in identifying, accessing, integrating and assessing community, print, electronic and collegial resources related to technological education
- providing leadership in exploring new and emerging technology, techniques and materials
- providing leadership in promoting technological education within the school and community
- providing leadership in developing strategies to create partnerships with business, industries, post-secondary institutions and the community
- providing leadership understanding the importance of critically examining qualitative and quantitative research related to professional practice

- assisting others in integrating culturally responsive pedagogy within program planning and development
- assisting others in developing an understanding of the mental health needs of students and the implications for teaching and learning.

F. Leadership in the Instructional Setting

- providing leadership in building and sustaining collaborative communities
- providing leadership in the relevant use of technologies to support student learning in technological education programs
- providing leadership in adopting, developing and implementing a variety of instructional strategies to support the teaching of technological education
- providing leadership in the application of strategies for adapting, modifying and accommodating instruction to meet the needs of all learners
- providing leadership in the implementation of strategies for the creation of inclusive learning environments that reflect the ethical standards and standards of practice and affirms the need to respect and conserve resources in the environment
- providing leadership in the application of pedagogies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*
- providing leadership in developing health and safety awareness and protocols related to broad-based technology programs.

G. Assessment and Evaluation

- providing leadership in the development and implementation of fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- assisting others in ensuring that assessment, evaluation and reporting are consistent with the principles and practices and expectations reflected in Ontario's policy documents
- supporting others in using assessment for the following three purposes: to provide feedback to students and to adjust instruction (assessment *for* learning); to develop students' capacity to be independent, autonomous

learners (assessment *as* learning); to make judgements about the quality of student learning (assessment *of* learning)

- providing leadership in integrating multiple assessment methods that are ongoing, varied in nature and implemented over a period of time to support student learning
- providing leadership in integrating multiple assessment methods to support student learning: diagnostic, formative, and summative
- providing leadership in the development and use of assessment and evaluation tools appropriate to project-based learning.

H. Shared Support for Learning

- providing leadership in implementing effective strategies for continuous, meaningful, detailed and supportive communication with parents/guardians and the community
- providing leadership in implementing and affirming professional collaboration that supports student learning
- providing leadership in the development of shared responsibility and partnership as conveyed in the *Foundations of Professional Practice*
- providing leadership in exploring professional development opportunities
- fostering and sustaining a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard.

5. Instructional Practice in the Additional Qualification Course: Honour Specialist Qualification in Technological 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 program, instruction, pedagogy and assessment and evaluation. These 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.

Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

A. Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Honour Specialist Qualification in Technological Education as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities related to Honour Specialist Qualification in Technological Education. The professional judgment, knowledge and pedagogy of candidates will be enhanced and refined through experiential learning and, inquiry.

The College's standards resources (Appendix 2) can be integrated into AQ courses to help support experiential learning through professional inquiry.

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 related to course expectations. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful 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, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used, it will also include reflections and analysis of a candidate's learning over time.

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

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

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of Technological Education and is based on Ministry of Education curriculum expectations
- b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice in Technological Education
- c) Presentation: developing a digital story, presenting an issue related to the teaching and learning in Technological Education
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to Technological Education
- e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice in Technological Education
- f) Independent project: addressing any aspect of the course that is approved by the instructor
- g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning in Technological Education

- h) Reflective writing: reflecting on professional practice through journal writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning in Technological Education
- i) Case inquiry: writing or exploring a case related to collaboration and shared partnerships, with parents, colleagues, and community organizations
- j) IEP development: collaboratively develop an IEP related to Technological Education with the family, student and school team
- k) Facilitating a Learning Experience: developing and implementing an engaging learning experience that reflects differentiated instruction and universal design

Appendix 1

The *Ethical Standards for the Teaching Profession*

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

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

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

The Ethical Standards for the Teaching Profession are:

Care

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

Respect

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

Trust

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

Integrity

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

The Standards of Practice for the Teaching Profession

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

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

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

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

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

Professional Knowledge

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

Professional Practice

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

resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

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

Ongoing Professional Learning

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

Appendix 2

Standards-Based Professional Resources

Information pertaining to the following standards resources which support learning through professional inquiry 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.

Cherubini, L., Smith, D., Goldblatt, P., Engemann, J., & Kitchen, J. (2008). *Learning from Experience: Supporting beginning and mentor teachers*. Toronto, ON: Ontario College of Teachers.

Ciuffetelli Parker, D., Smith, D., & Goldblatt, P. (2009). Teacher education partnerships: Integration of case studies within an initial teacher education program. *Brock Education*, 18(2), pp. 96-113

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.

Ontario College of Teachers. (2010). *A self-reflective professional learning tool*. Toronto, ON: Author.

Ontario College of Teachers. (2010). *Voices of wisdom* [DVD]. 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.

Smith, D. (2010). Developing leaders using case inquiry. *School-Practitioner Quarterly*, 4(2), 105-123.

Smith, D. (2012). Supporting new teacher development using narrative based professional learning. *Reflective Practice*, (13)1, 149-165.