



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline Teaching Transportation Technology - Auto Body

**Schedule F
Teachers' Qualifications Regulation**

January 2015

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Additional Qualification Course Guideline

1. Introduction

The guideline for Teaching Transportation Technology - Auto Body is organized using the following framework.



Diagram 1: Guideline Organization

Teachers are able to take the Additional Qualification course: Teaching Transportation Technology - Auto Body if they hold a technological education qualification at Grades 9 and 10 or Grades 11 and 12 in the broad-based area of Teaching Transportation Technology.

The Additional Qualification Course: Teaching Transportation Technology - Auto Body employs a critical, pedagogical lens to explore in holistic and integrated manner theoretical foundations, development of learners, program planning and implementation, instructional practices, assessment and evaluation, the learning environment and ethical considerations related to teaching and 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 topics and issues of particular relevance to the context in which they work or may work.

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

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

The Teaching Transportation Technology - Auto Body additional qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Teaching Transportation Technology - Auto Body course. The guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Teaching Transportation Technology - Auto Body.

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, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

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

Successful completion of the course leading to the Additional Qualification: Teaching Transportation Technology - Auto Body, listed in Schedule F of the *Teachers' Qualifications Regulation* is recorded on the Certificate of Qualification and Registration. Successful completion of three schedule F courses within a specific broad-based technology area will be deemed to be equivalent to one specialist or honour specialist qualification for purposes of entry into the principal's qualification or the supervisory officer qualification. (O. Reg. 176/10 S.49 (4) and (5))

In this document, all references to candidates are to teachers enrolled in the additional qualification course. References to students indicate those enrolled in school programs.

3. Foundations of Professional Practice

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) are the foundation for the development and in the realization of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning and are the foundation for the development and implementation of the Additional Qualification Course: Teaching Transportation Technology - Auto Body. In addition, the *Professional*

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

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

Teacher-Education Resources

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

4. Conceptual Framework

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

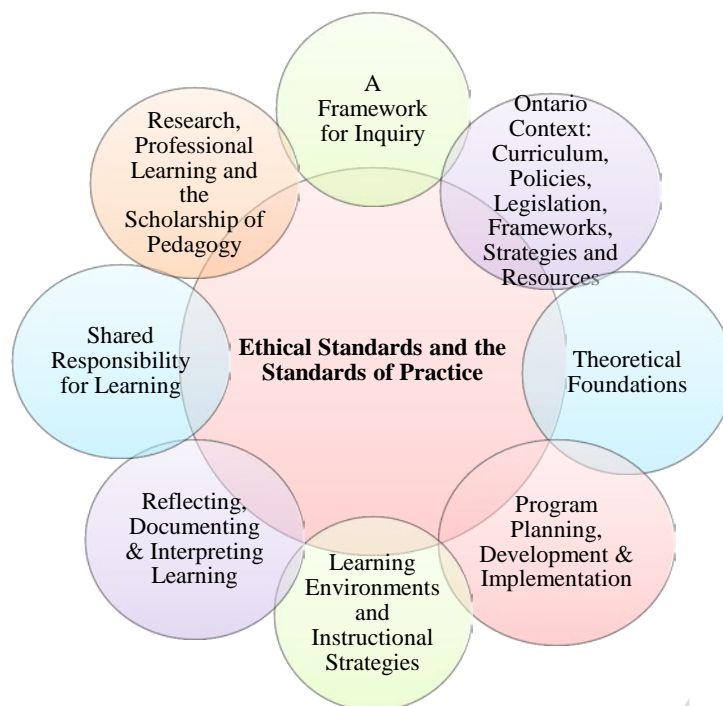


Diagram 2: Conceptual Framework for Teaching Transportation Technology - Auto Body

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

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

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

- understanding and embodying care, trust, respect and integrity

- fostering commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

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

B. A Framework for Inquiry

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

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

- analyzing, interpreting and implementing Ontario's curriculum, district school board policies, frameworks, strategies and guidelines related to the Broad Based Technology
- developing awareness of First Nations, Métis and Inuit ways of knowing and perspectives
- extending theoretical understanding to design, implement and assess practices and/or programs
- implementing pedagogical strategies and assessment and evaluation practices that are linked to expectations, meet the individual needs of students, and promote student learning
- creating holistic learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students
- working collaboratively with school personnel, parents/guardians, caregivers, the community, local business and industry as it relates to Teaching Transportation Technology - Auto Body

- exercising leadership in accessing a variety of resources, including technological resources, within and beyond the educational system to enhance and support student learning
- refining professional practice through ongoing collaborative inquiry, dialogue and reflection
- modelling ethical practices and addressing ethical issues
- critically exploring and integrating environmentally sustainable practices
- fostering responsible, active environmental citizenship
- collaboratively developing and sustaining professional learning communities for enhancing professional knowledge and supporting student learning
- fostering leadership in the integration of information and communication technology to enhance teaching and learning
- critically exploring innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity and foster student learning
- understanding the importance of critically examining qualitative and quantitative research related to professional practice
- critically exploring strategies to understand, gain insight into and support learners' well-being and mental health needs
- working collaboratively with interdisciplinary school teams to develop and implement Individual Education Plans (IEPs) of students
- exploring strategies that contribute to a culture that promotes openness to innovation and change
- demonstrating an awareness of emerging technologies related to Teaching Transportation Technology - Auto Body
- demonstrating an awareness of health and safety risks associated with Teaching Transportation Technology - Auto Body
- applying knowledge and skills to create and maintain a safe learning environment that addresses program needs: curriculum, material handling, tool handling and equipment storage, supervision, safety standards and practices that are respectful of the environment
- demonstrating technological literacy related to Teaching Transportation Technology - Auto Body

- writing technical reports and creating and managing portfolios
- demonstrating mathematical literacy in Teaching Transportation Technology - Auto Body
- demonstrating an understanding of business management and entrepreneurial practices related to Teaching Transportation Technology - Auto Body
- inquiring into practice through reflection, active engagement and collaboration
- understanding the various professional practices and career opportunities in Teaching Transportation Technology - Auto Body
- critically exploring the relationship between education, mental health and well-being
- identifying ways to modify expectations, instructional strategies and assessment practices in Teaching Transportation Technology - Auto Body.

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

The Additional Qualification Course: Teaching Transportation Technology - Auto Body is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: Teaching Transportation Technology - Auto Body and can be viewed at www.edu.gov.on.ca.

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to Teaching Transportation Technology - Auto Body.

D. Theoretical Foundations of Teaching Transportation Technology - Auto Body

- understanding theories of student development (social, emotional, physical, intellectual, linguistic, cultural, spiritual and moral)
- understanding Ontario curriculum, resources and government policies, frameworks and strategies related to Teaching Transportation Technology - Auto Body

- understanding learning theories and the particular learning needs of the adolescent in the Intermediate and Senior Divisions
- critically exploring a variety of conceptual frameworks related to Teaching Transportation Technology - Auto Body
- reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice
- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification Course: Teaching Transportation Technology - Auto Body
- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities within professional practice
- recognizing teachers' legal obligations and ethical responsibilities according to current provincial legislation
- critically inquiring into the dimensions associated with creating and sustaining safe learning environments
- critically exploring holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals
- critically exploring problem solving processes, methods and approaches as they relate to Teaching Transportation Technology - Auto Body
- critically exploring the fundamental technological concepts in Teaching Transportation Technology - Auto Body.

E. Program Planning, Development and Implementation

- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework
- critically exploring the influence of society's diverse and changing nature on student learning and well-being
- deepening understanding of program planning, development, implementation strategies and frameworks related to Teaching Transportation Technology - Auto Body

- deepening understanding of differentiated instruction, universal design and the tiered approach in program planning, development and implementation
- critically exploring learning resources (for example, print, visual, digital) that support student learning
- understanding the types of secondary school pathways (including apprenticeship, college, university, workplace) and their relationship to students' post-secondary goals and career opportunities
- critically exploring how students' lived experiences, development, strengths, interests and needs can inform program planning, development and implementation
- integrating culturally responsive pedagogy within program planning and development
- critically exploring strategies that support learners' well-being and mental health needs
- planning instructional strategies that integrate students' learning styles, strengths and experiences
- demonstrating leadership in implementing local and provincial guidelines and policies that support safe and effective learning environments
- inspecting and reporting on the learning environment, facilities, equipment needs, resources and state of maintenance and repair for delivering Teaching Transportation Technology - Auto Body
- applying the theoretical foundations of Teaching Transportation Technology - Auto Body by incorporating the broad-based pedagogical approach that embeds problem solving and the fundamental technological concepts
- identifying the safe, ethical and legal use of technology in Teaching Transportation Technology - Auto Body programs
- critically exploring and integrating multiple formal and informal assessment methods and data to inform program planning and support student learning.

F. Learning Environments and Instructional Strategies

- creating and sustaining positive, ethical, equitable, accepting and safe learning environments

- critically exploring strategies for fostering a collaborative community of empowered learners
- fostering engaging, trusting and inviting learning environments that promote student voice, leadership, critical inquiry and self-regulation
- critically exploring a variety of instructional strategies to support student learning
- developing strategies to create a positive and collaborative learning environment to support student learning
- cultivating safe, ethical and respectful practices in the use of technology in purposeful and legal ways
- integrating information and communication technologies that support student learning
- providing leadership in adapting instruction to meet the needs of all learners
- critically exploring strategies that engage students as active citizen in supporting environmental, social and economic sustainability
- using pedagogies that reflect the professional identity of educators as described in the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* and in the *Foundations of Professional Practice*
- creating inclusive learning environments that reflect the ethical standards and standards of practice
- implementing safe and effective management of a variety of technical learning environments
- planning, organizing and implementing effective health, safety, sanitation and environmental standards in the Teaching Transportation Technology - Auto Body facility
- demonstrating an understanding of facility design and maintenance practices as per industry standards
- understanding and complying with workplace health and safety legislation and standards related to Teaching Transportation Technology - Auto Body.

G. Reflecting, Documenting and Interpreting Learning

- collaboratively integrating fair and equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents
- 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 informed judgements about the quality of student learning (assessment of learning)
- critically exploring the use of baseline data as well as current assessment data to reflect on how the students are progressing and the effectiveness of the learning strategies used.

H. Shared Responsibility for Learning

- critically exploring and collaboratively integrating a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies
- critically exploring and engaging in strategies and opportunities for professional collaboration that supports student learning and well-being
- collaboratively designing programs that address biases, discrimination and systemic barriers in order to support student learning, well-being and inclusion
- fostering and sustaining a positive, inclusive educational culture in which all perspectives are encouraged, valued and heard
- understanding and respecting the importance of shared responsibility and partnership as conveyed in the standards and the Foundations of Professional Practice
- developing strategies to establish links between the school community, industry and the Teaching Transportation Technology - Auto Body program

- critically exploring sector-specific learning opportunities in other curriculum areas
- critically exploring professional collaboration within interdisciplinary teams to support student learning, self-advocacy and transitions.

I. Research, Professional Learning and the Scholarship of Pedagogy

- critically exploring past, present and evolving practices in Teaching Transportation Technology - Auto Body
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in professional learning through research, scholarship and leadership
- integrating research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating in research and the scholarship of pedagogy/andragogy
- critically exploring knowledge-creation and mobilization as professional practice.

5. Instructional Practice in the Additional Qualification Course: Teaching Transportation Technology - Auto Body

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

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

Instructors model the *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult

learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

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

A. Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Teaching Transportation Technology - Auto Body 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 Teaching Transportation Technology - Auto Body. The professional judgment, knowledge and pedagogy of candidates will be enhanced and refined through experiential learning and inquiry.

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

6. Assessment and Evaluation of Candidates

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

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

inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

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

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

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

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

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of Teaching Transportation Technology - Auto Body, and is based on Ministry of Education expectations
- b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice to Teaching Transportation Technology - Auto Body
- c) Presentation: developing a digital story, presenting an issue related to the teaching and learning related to Teaching Transportation Technology - Auto Body
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for one or several components related to Teaching Transportation Technology - Auto Body

- e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to Teaching Transportation Technology - Auto Body
- f) Independent project: addressing any aspect of the course that is approved by the instructor
- g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of Teaching Transportation Technology - Auto Body
- h) Reflective writing: reflecting on professional practice through journal-writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of Teaching Transportation Technology - Auto Body
- 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 Teaching Transportation Technology - Auto Body with the family, student and school team
- k) Facilitating a Learning Experience: developing and implementing an engaging learning experience that reflects differentiated instruction and universal design and the tiered approach.

7. Demonstrated Knowledge and Skill in Teaching Transportation Technology - Auto Body

Successful candidates will be able to demonstrate technical knowledge and skill in the following:

| | Transportation Technology Fundamentals | Transportation Technology Skills |
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| Understanding Engines | | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Problem solving and troubleshooting skills in the removal of an engine from a vehicle. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • The skills required to safely remove an engine from a vehicle. <p>Be able to use:</p> <ul style="list-style-type: none"> • The tools and equipment required to remove an engine from a vehicle (for example, sockets, ratchets, engine hoist). |
| Vehicle Power Trains | <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • A working knowledge of the components and principles of operation of a vehicle power train and the procedures involved in servicing it; (for example, engine components, transmission components, differential). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Service/collision manuals in order to remove | <p>Be able to perform:</p> <ul style="list-style-type: none"> • Service procedures of vehicle power trains; (for example, change fluids, remove/replace or reinstall components due to wear or damage) safely and correctly. • Inspection, testing and service procedures on an engine cooling system and Air conditioning system; (for example, perform pressure test, discharge A/C |

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| | <p>components for the purpose of repairing vehicle damage; (for example, engine components, transmission components, differential).</p> <p>Be able to identify:</p> <ul style="list-style-type: none"> • The components of a vehicle drive train; (for example, constant velocity joints and boots, axles, transaxle, transmission). | <p>system) safely and correctly.</p> <ul style="list-style-type: none"> • Inspection, testing and service procedures on an electrical system; (for example, test fuses, charge a battery) safely and correctly. • Inspection and service, removal and reinstallation procedures on engine exhaust system; (for example, replace a muffler, remove and reinstall exhaust to access repairs to vehicle structure) safely and correctly. <p>Be able to identify:</p> <ul style="list-style-type: none"> • Drive train components; (for example, transmission, transmission dipstick, differential fill plug) and perform drive train maintenance/removal safely and correctly. |
| <p>Service Maintenance</p> | <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • A working knowledge of the technical requirements, procedures, tools and equipment, and documentation connected with servicing and maintaining a vehicle; (for example, specifications related to torque, correct fasteners, specialty tools, estimates, work orders). <p>Be able to locate:</p> <ul style="list-style-type: none"> • Appropriate information sources (for example, shop manuals, owner’s manual, online data bases,) and consult as required for specifications, tools, equipment, and | <p>Be able to identify:</p> <ul style="list-style-type: none"> • The meaning of the letters and numbers of the vehicle identification number (VIN) (for example, place of origin, production year) on the basis of their placement in the VIN. <p>Be able to locate:</p> <ul style="list-style-type: none"> • Information in the owner’s manual, shop manual, collision repair manual and on the vehicle (for example, safety warnings, icon information, computer trouble codes, specifications such as tire size, tire pressure, identification labels, paint code) and apply as required when performing service, |

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| | <p>procedures used in servicing and maintaining vehicles.</p> | <p>repairs and maintenance procedures.</p> <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • The correct use of hand, power, machine and pneumatic tools and equipment required for service/repair tasks (for example, floor jacks and hoists, safety stands, wrenches, sockets, ratchets) store them safely and maintain them in good working order. <p>Be able to remove and replace:</p> <ul style="list-style-type: none"> • Components (for example, engine, transaxle, headlamps, bumpers) correctly, using appropriate product information and specifications as noted in the owner's manual and/or service/collision repair manual. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • The safe operation of a variety of heating, cutting, and welding equipment in performing service and maintenance tasks; (for example, Oxy-acetylene welding and cutting, MIG welding, Squeeze type resistance spot welding, Plasma arc cutting). |
| <p>Body, Brake, Steering and Suspension Systems</p> | <p>Be able to perform:</p> <ul style="list-style-type: none"> • General Service and maintenance on vehicle safety, using owner's manual, service/collision manuals, tool and equipment manuals, and identification and information labels; (for example, frame specifications, torques | <p>Be able to locate:</p> <ul style="list-style-type: none"> • And identify the major components of body, brake, steering and suspension systems; (for example, fender, emergency brake, tires, hydraulic steering and brake components, shocks and struts). |

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| | <p>specification, alignment specifications).</p> <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • A basic understanding of body, brake, steering and suspension systems and components, and procedures for their maintenance and service; (for example, brake bleeding, brake servicing, servicing steering components, alignment fundamentals). <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • Maintenance and service procedures related to body, brake, steering and suspension systems; (for example, panel alignment, door adjustment, paint and finish repair and maintenance, disc and drum brake service, steering component service, suspension inspection and service). | <p>Be able to correctly interpret:</p> <ul style="list-style-type: none"> • Assembly drawings that depict the components of body, brake, steering, and suspension; (for example, frame charts, component diagrams). <p>Be able to perform:</p> <ul style="list-style-type: none"> • Maintenance, repair and/or service procedures related to body, brake, steering and suspension systems; (for example, hood or door alignment, paint or finish repair/maintenance, brake bleeding, brake service, shock and strut inspection and service). <p>Be able to repair:</p> <ul style="list-style-type: none"> • Minor damage to body components; (for example, dents, rust out, panel replacement, lights) as required to maintain a vehicle in good and safe condition. |
| <p>Understanding Electrical and Electrical Components</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Basic electrical and electronic circuits and their components; • Basic procedures involved in circuit repair; (for example, use of heat shrink, use of solder and solderless connections) • How to work around air bags safely; (for example disconnecting the battery, unplugging the air bag harness, grounding strap). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Service manuals, work orders, estimates as it | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Ohms Law principles in reading and understanding circuits / diagrams in auto body repair diagnostics. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • Proper connections and repairs on electrical circuits. <p>Be able to use:</p> <ul style="list-style-type: none"> • Multi-meters, test lights, etc. when diagnosing / trouble shooting electrical concerns related to auto body repairs. |

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| | <p>relates to the repair of the auto body; (for example, following wiring diagrams, repairing damaged wiring)</p> <ul style="list-style-type: none"> • The components of a series and parallel circuit and how they relate to application in auto body repair. • The consequences of open, short, ground and unintentional ground circuits; (for example, electrical surges). <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • Principal of a series circuit as it relates to auto body repair. • Principals of a parallel circuit as it relates to auto body repair. • Principles of Ohms law as it relates to auto body repair. | |
| <p>Modifying Vehicles and or Craft</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • The techniques and materials required to modify the body of a vehicle; (for example spoilers, ground effects, flairs) • The legalities around vehicle modifications; (for example occupant safety and insurance implications). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Aftermarket manufacturer's instructions for body modification installations. | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Problem solving skills in the repair of damage to vehicles due to collision or rust. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • The skills required to repair, modify, perform modifications to vehicle bodies to bring the vehicle back to manufacturers' standards; (for example metal finishing, panel forming, Metal Inert gas welding, Squeeze type resistance spot welding, panel replacement, panel customizing, paintless dent repair). |

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| | <ul style="list-style-type: none"> • Product information sheets; (for example bonding of panels for installation of body modifications). <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • The effects that vehicle modifications; (for example changing tire size, clearance issues, quality repairs) have on interrelated mechanical systems). | <p>Be able to use:</p> <ul style="list-style-type: none"> • Tools and equipment to perform repair tasks in the modification of vehicles; (for example grinder, air saws, hammers, dollies, metal forming tools, metal inert gas welders, squeeze type resistance spot welder). |
| <p>Interior/Exterior Care and Maintenance</p> | <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • An understanding of the interior and exterior care and maintenance of a vehicle. <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • The components, materials and tools required to clean, repair, polish, remove and reinstall interior and exterior parts and surfaces. <p>Be able to recognize:</p> <ul style="list-style-type: none"> • The importance of maintaining the interior and exterior of a vehicle for customer and personal satisfaction. | <p>Be able to perform:</p> <ul style="list-style-type: none"> • Interior and exterior vehicle cleaning using appropriate cleaning products and applications; (for example exterior washing, interior cleaning, polishing, waxing,) • various repair techniques and make minor repairs to a vehicle body and finish; (for example small dent repair, scratch repair, small spot repair). <p>Be able to identify:</p> <ul style="list-style-type: none"> • The types of polishes, compounds, waxes and cleaners that are appropriate for various vehicle finishes; (for example base coat clear coat, single stage paints); and describe various types of fastening methods; (for example welding, nut and bolt, riveting adhesive bonding) used in maintenance procedures for vehicles. • Identify the consequences and legal/safety/insurance |

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| | | <p>implications of various vehicle customizations; (for example ground effects, body alterations, audio systems, window tinting).</p> <p>Be able to describe:</p> <ul style="list-style-type: none"> • various repair techniques and make minor repairs to a vehicle body finish; (for example stone chip repair, small dent repair). |
| <p>Technological Literacy and Numeracy</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Reading and writing estimates, work orders • Understanding of and apply the Essential Skills (for example reading text, writing, document use, computer use, oral communication, numeracy, and thinking skills as identified in the Ontario Skills Passport). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Titles on a typical service manuals, and electrical circuit diagrams. <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • General terminology in the auto body repair industry for correct use in written and oral communication. • Mathematical concepts and calculations; (for example imperial and metric measurement, ratios). | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Writing skills to create documents which describe design intention and content, making references for further information or context. • Appropriate mathematic and scientific concepts to product and process design. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • Appropriate technical language when reading, creating, technical reports, using estimating and management systems • Define and correctly calculate measurements related to vehicle; (for example dimensional checks on vehicle structure, alignment, gas and air flow through regulators, paint mixing ratios). <p>Be able to use:</p> <ul style="list-style-type: none"> • Imperial and metric units of measurement correctly, using typical scales. • Correctly use a torque wrench; (for example foot lbs., inch lbs.) |

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| | | <ul style="list-style-type: none"> • A variety of communications techniques and tools to present a work plan for a damaged vehicle. • Supporting documents including scaled drawings, technical reports, and cost analysis (estimate) of vehicle damage. |
| <p>Design Process</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • The design process and how Vehicle manufactures make use of it. • Tools and equipment selection process as it relates to the design process. • Fabrication processes as it relates to the design process. <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Diagnosis and process steps in a typical service manual, electrical circuit diagrams and frame specification sheets. • Body contours, shapes, panel construction as it relates to the repair of the vehicle body. <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • The elements of design; (for example line, shape, form, color, texture, space) • Principles of design; (for example proportion, patterns, movement). | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Client invoices and estimated hours and disbursements related to auto body repair projects. • Apply Diagnosis and process steps in a typical service/collision manual, and electrical circuit diagrams for auto body repair. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • Visual and Oral Presentations marketing the use of proposed designs to industry / Clients; (for example body modifications, custom painting, colour changes) • The design process to plan and develop products or processes with a focus on the auto body industry. <p>Be able to use:</p> <ul style="list-style-type: none"> • Research Reports and presentations found in industry; (for example cost estimation, warranty period reports, cost estimation) • Various research methods and strategies to gather, organize, and interpret auto body designs. • Scaled Drawings and process specification. |

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| <p style="text-align: center;">Tools Equipment and Materials</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • The function, purpose and operation of specialty tools, equipment and technologies as it applies to auto body repair • Measuring and layout tools for fabricating repair panels • Advanced measuring tools; (for example, tram bars, 3 D measurement tools) • Tools and equipment selection (for example imperial and metric sockets and wrenches, hand tools, air tools, specialty tools, frame straightening equipment) • Fabrication processes; (for example fabricating panels, installing major panels). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Owner’s manuals for tools and equipment. <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • The safety requirements for use of tools and equipment; (for example, personal protective equipment, guarding, protective screens, ventilation). | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Technical skills to layout, inspect, estimate and repair a vehicle. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • The safe use and operation of tools and equipment in the performance of repair tasks; (for example metal repairs, plastic repairs, welding operations). <p>Be able to use:</p> <ul style="list-style-type: none"> • Computers to operate and control systems; (for example estimating, computerized frame measuring) • Hand tools, machines, and equipment (for example sockets, ratchets, air tools, bead roller, English wheel, stud welder, MIG welder, squeeze type resistance spot welder, plastic welder) • Layout and set-up tools, machines, and equipment; (for example measuring tape, square, centre punch, scratch awl,) • Advanced measuring devices; (for example tram bar, 3 D measuring, computerized measuring systems). |
| <p style="text-align: center;">Transportation technology and The</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Legislation, regulations, and standards, relating to Government / Ministry guidelines • Environmentally harmful gasses and fumes are | <p>Be able to apply:</p> <ul style="list-style-type: none"> • The legislative requirements concerning the use of environmentally friendly products in the repair and service of vehicles and explain the costs and benefits |

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| <p>Environment</p> | <p>produced through combustion, welding, spray painting; (for example vehicle engines, welding fumes, material off gassing, spray painting).</p> <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • Government requirements / regulations on Volatile Organic Compounds compliance. | <p>of using such products; (Government regulated emission testing, diagnosis, and repairs to meet applicable environment guidelines).</p> <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • Environmentally responsible practices during the repair of vehicles in the auto body repair class. • Good housekeeping skills in order to promote being environmentally responsible; (for example shop clean up, recycling of products and materials, hazardous waste disposal). <p>Be able to use:</p> <ul style="list-style-type: none"> • Appropriate actions in the event of a spill of waste products (for example paint, solvent, gasoline, anti-freeze) and demonstrate the ability to safely implement such actions; (for example safety plan for the shop and carry it out). |
| <p>Challenges and Repair Problems</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Problem solving techniques required for a given repair process; (for example damage analysis, dent repair, defects in paint surfaces). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Basic trouble shooting techniques in the repair of an auto body; (for example following product manufacturers technical data sheets, standardized repair procedures, repair flow charts). | <p>Be able to assess and compare:</p> <ul style="list-style-type: none"> • Visual clues in the problem solving process to address a given auto body repair challenge; (for example, flow of damage in a panel, inspection of a painted surface for defects to find the correct repair process to follow, etc.) • Measurement data from a collision repair manual to a collision damaged vehicle in order to conceive a |

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| | <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • Issues related to a challenge or repair task; (for example, OEM parts vs. aftermarket/LKQ, repair vs. replace due to availability of parts, product failure). | <p>repair plan; (for example, using tram bar measurements of collision damage compared to factory specifications for comparison)</p> <p>Be able to identify:</p> <ul style="list-style-type: none"> • Issues related to a specific repair task; (for example, cost, availability of parts or materials, time requirements) and develop a repair plan that will not compromise the quality of the repair. <p>Be able to model:</p> <ul style="list-style-type: none"> • Teacher lead demonstrations of standard repair processes in the repair of sheet metal, plastics and composite materials; (for example, patching a rust hole, making templates, double sided plastic bumper repairs, and composite panel repairs etc.) <p>Be able to demonstrate proficiency:</p> <ul style="list-style-type: none"> • In the safe and correct use of a variety of heating, cutting and welding techniques when performing tasks related to auto body repair; (for example, welding a patch, welding on a panel, plastic welding, reshaping plastic panels etc.) • In accessing and using appropriate resources; (for example, repair manuals, online resources, equipment instructions etc.) as required to successfully address a repair challenge <p>Be able to perform:</p> <ul style="list-style-type: none"> • Various repairs; (for example, metal finishing, dent |
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| | | repair, patching, priming, painting etc.) to a high level of quality to return vehicles/projects to pre-accident conditions. |
| <p>Transportation Technology and Society</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Environmental issues in auto body and best practices to remedy or reduce the environmental effects of using specific products or processes; (for example, VOC legislation, Isocyanates in the workplace, safe handling practices, hazardous waste disposal). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Ways in which the auto body repair industry has been affected by VOC compliance legislation; (for example cost of implementation, changes to tools and equipment). <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • The potential benefits; (for example, technical safety, financial, business) to society of emerging technologies related to the auto body industry; (for example, collision avoidance systems, composite materials, low VOC [Volatile Organic Compounds] paint systems, high volume low pressure spray guns, air amplifiers). | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Professional networks to include local businesses, attractions and destinations, and post-secondary programs to support student learning and development through experiential learning in society; (for example class trips, guest speakers, job shadowing, volunteerism, scholarships and donations). <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • An understanding of political, economic, cultural, and environmental issues impacting the auto body repair industry. <p>Be able to use:</p> <ul style="list-style-type: none"> • Industry resources; (for example manufacturers websites, industry websites) to assess the effects that various aspects of the auto body industry have on society; (for example improperly repaired vehicles on the road). |

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| <p>Health and Safety</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Specific components of legislation and standards related to workplace safety in the auto body repair industry. <p>Demonstrate the use of:</p> <ul style="list-style-type: none"> • Professional work practices and procedures and compliance with occupational health and safety regulations and standards; (for example WHMIS, respirator fit testing, Isocyanate control plan, Apprenticeship and Certification act). <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Documents and policies related to health and safety in the auto body industry. <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • Common industry hazards. • Occupational Health and Safety Act, mandatory Personal Protective Equipment and safe practices. • Good housekeeping and safety practices in the work environment; (for example, cleaning up spills and leaks, keeping areas clean and clear of obstructions) • Potential health risks; (for example, solvent fumes, isocyanates, sanding dusts) • The proper use of protective clothing and equipment; (for example, eye, hearing | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Good housekeeping and safety practices in the work environment; (for example cleaning up spills and leaks, keeping areas clean and clear of obstructions) • Legislation and regulations related to procedures and operations used in an auto body repair shop (for example Occupational Health and Safety act [OHSA]; regulations and standards outlined in the Workplace Hazardous Materials Information System [WHMIS]; Apprenticeship and Certification Act [ACA]. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • Understanding of and apply safe procedures for using and maintaining materials, tools, and equipment; (for example checking for loose connections, proper guards on tools, proper personal protective equipment [PPE]) • Understanding of the Occupational Health and Safety Act;(for example duties of employers, rights and responsibilities of workers) • Ability to interpret the personal safety requirements from a material safety data sheet [MSDS] with regards to handling and personal protective equipment [PPE]. <p>Be able to use:</p> <ul style="list-style-type: none"> • Implementation and use of the Passport to Safety |
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| | <p>protection, gloves, breathing apparatus, hoist, safety stand) as required to ensure their own and others' safety in the work environment.</p> | <p>online challenge for teens.</p> <ul style="list-style-type: none"> • Protective clothing and equipment; (for example, safety shoes, eye protection, grinding shield, protective gloves, supplied air respirator, portable dust extraction system) as required to ensure their own and others safety in the work environment. |
| <p>Career Opportunities</p> | <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Understanding of and apply the Essential Skills; (for example reading text, writing, document use, computer use, oral communication, numeracy, and thinking skills as identified in the Ontario Skills Passport • Understanding of and apply the Work Habits; (for example initiative, organization, accountability, ethical conduct) as identified in the Ontario Skills Passport. <p>Be able to recognize and interpret:</p> <ul style="list-style-type: none"> • Professional associations relating to auto body repair; (for example Ontario College of Trades). <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> • Careers in Auto body repair that require a post-secondary education • Describe educational programs of study, the training certification (s) needed for entry into the various programs • Post-secondary education pathways relating to | <p>Be able to describe:</p> <ul style="list-style-type: none"> • Describe career opportunities in the auto body repair industry and the education and training required. <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • An understanding of and apply the Essential Skills that are important for success in the auto body repair industry, as identified in the Ontario Skills Passport; (for example job task planning and organizing, decision making, finding information); • An understanding of and apply work habits that are important for success in the auto body repair industry, as identified in the Ontario Skills Passport; (for example working safely, reliability, initiative). <p>Be able to:</p> <ul style="list-style-type: none"> • Maintain an up-to-date portfolio; (a record of progress and work experience) that includes pieces of design work and other material that provide evidence of their skills and achievements in areas related to the auto body repair industry; (for example Ontario Skills Passport, technical reports, |

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| | <p>Auto body repair; (for example university, college, apprenticeship)</p> <ul style="list-style-type: none"> • Occupations in the workplace, college, and university pathways • Educational, training and certifications needed for Auto body repair related occupations | <p>Passport to Safety Certificate, awards, reference letters) and explain why having a current portfolio is important for career development and advancement.</p> <ul style="list-style-type: none"> • Maintain an up-to-date Resume, Cover letter, and References, specifically directed towards the auto body repair industry. • Describe the regulations regarding restricted skill sets in the Apprenticeship and Certification Act (available at www.e-laws.gov.on.ca); • Describe a variety of career opportunities in the transportation industry; (for example, apprenticeship/trade, body shop manager, estimator). |
| <p>Troubleshooting the Powertrain</p> | | <p>Be able to apply:</p> <ul style="list-style-type: none"> • Describe symptoms (for example, no start, problems with starting system, charging system, ignition system). <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • Trouble shooting skills to diagnose power train issues using diagnostic steps; (for example, gather information, generate solutions, choose and apply a solution, validate the repair). <p>Be able to use:</p> <ul style="list-style-type: none"> • Communication skills to describe symptoms; (for example noise, vibration, rubbing, squeaks, odour) resulting from pre-accident or post-accident repairs |

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| | | to the power train. |
| <p>Understanding Major Systems & Components</p> | <ul style="list-style-type: none"> • | <p>Be able to identify:</p> <ul style="list-style-type: none"> • The function and explain the basic operation of the major components of various types of steering/control systems. • The function and explain the basic operation of the major components of various types of suspension systems; (for example, coil springs, struts, shocks) • The function and explain the basic operation of the major components of various types of brake systems; (for example, mechanical: emergency brake cable; hydraulic: master cylinder; pneumatic: air brake chamber) • Various body components of vehicles; (for example, fenders, bumpers, doors, rocker panels, quarter panels) • Describe common types of body and frame construction; (for example, unibody construction, sub-frame and structural assemblies). <p>Be able to demonstrate:</p> <ul style="list-style-type: none"> • The skills required to remove/replace/install various steering components in the repair of a collision damaged vehicle. • The skills required to remove/replace/install various suspension parts in the repair of a collision damaged vehicle. |

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| | | <ul style="list-style-type: none"> • The skills required to remove/replace/install various brake components of a collision damaged vehicle. • The skills required to remove/replace/install repair various body components due to collision or rust damage. <p>Be able to use:</p> <ul style="list-style-type: none"> • Proper tools and equipment in the repair of various vehicle systems and components using safe work practices. |
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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.