



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# **Additional Qualification Course Guideline Teaching Health Care – Gerontology**

## **Schedule F Teachers' Qualifications Regulation**

**April 2017**

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle : Soins de santé des personnes âgées*, avril 2017.

# Additional Qualification Course Guideline Teaching Health Care – Gerontology

## 1. Introduction

The Schedule F *Teaching Health Care – Gerontology* Additional Qualification course guideline provides a conceptual framework (Figure 1) for providers and instructors to develop and facilitate the Schedule F *Teaching Health Care – Gerontology* course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with teaching health care and gerontology.

The Additional Qualification (AQ) course guideline for *Teaching Health Care – Gerontology* is organized using the following conceptual framework,

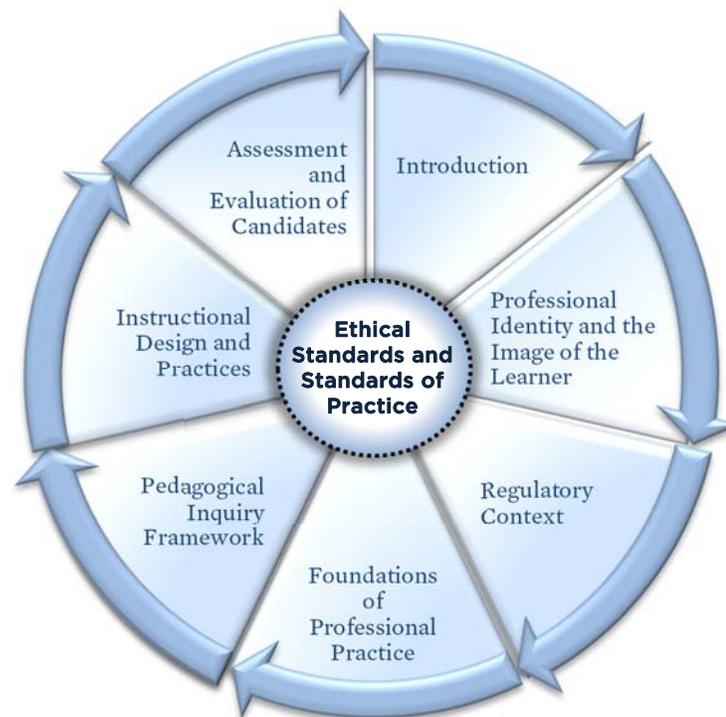


Figure 1: Conceptual Framework

Teachers are able to take the Additional Qualification Course: *Teaching Health Care – Gerontology* if they hold a technological education qualification at Grades 9 and 10 or Grades 11 and 12 in the broad-based area of teaching health care.

The Additional Qualification Course: *Teaching Health Care – Gerontology* employs a critical, pedagogical lens to explore in a holistic and integrated manner theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

Teachers qualified in *Teaching Health Care – Gerontology* facilitate active inquiry-based learning by combining knowledge of student development and learning with knowledge and understanding of subject matter, pedagogy and technological expertise. Successful candidates of this AQ will demonstrate technical proficiency in each of the technologies identified in **Part 8, Demonstrated Competence** in *Teaching Health Care – Gerontology*.

### **AQ Course Implementation**

Course providers, instructors and developers will use this AQ guideline framework to inform the emphasis given to key guideline concepts in response to candidates' diverse professional contexts, knowledge, skills and understandings.

Critical to the holistic 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 professional 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.

## Provincial Context

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

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.

## 2. Professional Identity and the Image of the Learner

The professional identity of the AQ course instructor and course candidates conveyed in this AQ course guideline reflects the vision of the educator articulated in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

This vision of the educator (Figure 2) positions professional educators as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice, as well as:

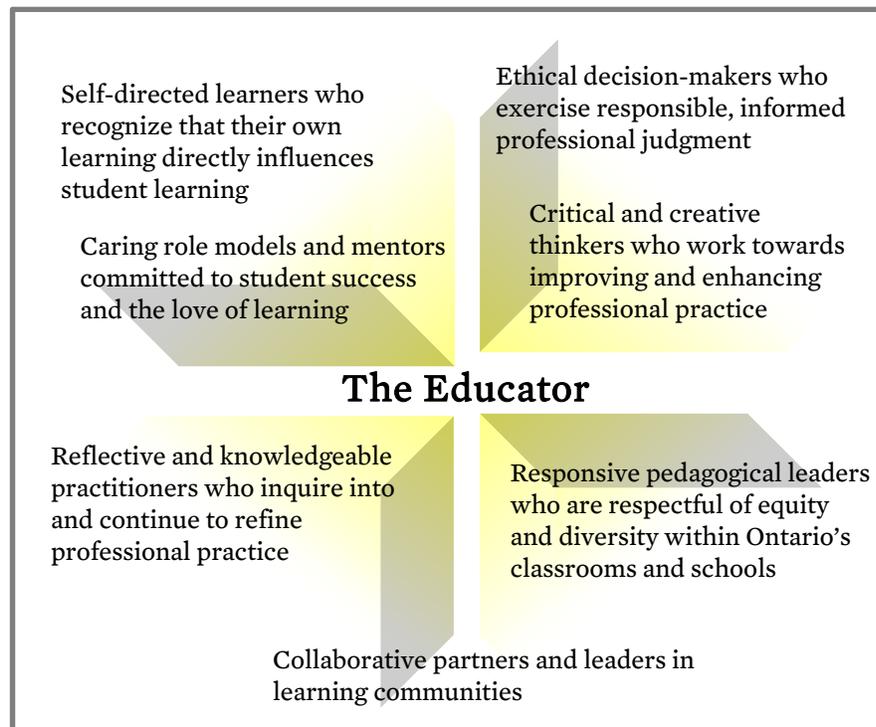


Figure 2: Image of the Educator<sup>1</sup>

The image of the student conveyed in this AQ (Figure 3) is of a learner who is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-efficacious, a problem-solver, and whose voice and sense of efficacy are integral to shaping the teaching and learning process.

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<sup>1</sup> Note. From "The Foundations of Professional Practice," by Ontario College of Teachers, 2016, p. 16. Copyright 2016 by Ontario College of Teachers. Reprinted with permission.

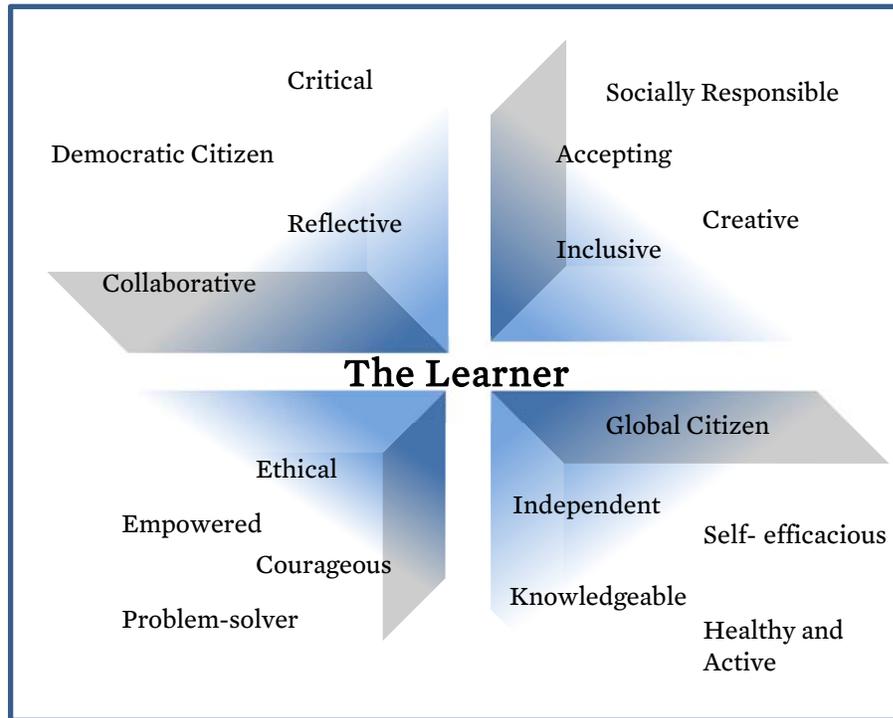


Figure 3: Image of the Learner

### 3. 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 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* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principals' Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division 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 AQ course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation*.

Successful completion of Additional Qualification Course: *Teaching Health Care – Gerontology*, listed in Schedule F of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

#### **4. 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 implementation of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in the Additional Qualification Course: *Teaching Health Care – Gerontology*. 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 critical reflection, is central to the embodiment of the standards and the *Professional Learning Framework for the Teaching Profession* within this AQ course and professional practice.

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

### **Teacher Education Resources**

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. These resources can be found on the College web site:

<http://www.oct.ca/resources/categories/professional-standards-and-designation>

These teacher education resources support the development of professional knowledge, judgment and efficacy through critical reflective praxis. The lived experiences of Ontario educators are illuminated in these teacher education resources and serve as key supports for AQ courses.

## **5. Pedagogical Inquiry Framework**

The pedagogical inquiry framework (Figure 4) for *Teaching Health Care – Gerontology* supports a holistic, integrated, experiential and inquiry-based AQ course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.



Figure 4: Pedagogical Inquiry Framework for  
*Teaching Health Care – Gerontology*

### **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.

Course candidates will continue to critically inquire into professional practices, pedagogies and ethical cultures through professional dialogue, collaborative reflection and the lenses of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

## **B. Guiding Concepts for Pedagogical Inquiry**

The following theoretical concepts are provided to facilitate the holistic design and implementation of this AQ course through pedagogical and professional inquiries.

This Additional Qualification course supports critical reflective inquiry and dialogue informed by the following concepts which will be critically explored through holistic and interrelated processes:

- critically exploring assumptions, beliefs and understandings associated with teaching and learning within the context of this AQ
- critically exploring the professional identity and practices associated with the views of teachers as co-inquirers, teacher scholars and teacher researchers working alongside student researchers in the co-creation of democratic, knowledge-rich learning environments
- critically exploring and interpreting Ontario's curriculum, policies, frameworks, strategies and guidelines related to the Broad Based Technology
- collaboratively examining and integrating the meaningful and respectful inclusion of First Nations, Métis and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as valid means to understand the world

- critically exploring multiple ways of knowing and being in community
- applying critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs
- critically exploring pedagogical processes and assessment and evaluation practices that link curriculum to student interests, strengths, inquiries, needs, resiliency, well-being and mental health
- critically examining processes, practices and policies to create and sustain holistic learning environments that nurture the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- engaging and collaborating with school personnel, parents/guardians, caregivers, the community, local business and industry as it relates to *Teaching Health Care – Gerontology*
- critically exploring engagement processes and practices that foster collaboration with in-school personnel, parents/guardians and the community to support student learning, resiliency and well-being
- critically exploring and integrating a variety of resources, including technological and communication resources, to enhance professional knowledge in support of student learning, independence, well-being and agency
- critically exploring professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy
- critically examining the ethical principles, ethical knowledge and ethical actions that contribute to collective ethical pedagogy and leadership
- critically exploring and integrating environmentally sustainable practices, policies and pedagogies
- critically examining processes to foster responsible and active environmental stewardship, social justice and democratic citizenship
- collaboratively exploring the co-construction of communities of inquiry committed to critical pedagogy, ongoing professional learning and collective professional efficacy
- critically exploring innovative practices for integrating information and communication technology to enhance teaching and learning

- critically examining the processes involved in creating and sustaining safe, healthy, equitable, holistic and inclusive learning environments that honour and respect diversity, facilitate student learning, foster student voice, encourage critical thinking and promote social justice
- critically examining qualitative and quantitative research associated with professional practices, policies and pedagogies in support of student learning, empowerment and agency
- critically exploring and integrating educational processes, practices and policies that support students' well-being, resiliency, efficacy and mental health
- critically exploring and integrating inclusive processes for fostering interprofessional collaboration that support the collaborative development and implementation of Individual Education Plans (IEPs) and Transition Plans for students
- critically examining processes, practices and policies that contribute to a school and/or system culture of inquiry that promotes openness to innovation, change, culturally inclusive pedagogies and the democratization of knowledge
- critically exploring and integrating emerging technologies that support *Teaching Health Care – Gerontology*
- critically reflecting on health and safety risks associated with *Teaching Health Care – Gerontology*
- critically 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
- collaboratively exploring and integrating technological literacy related to *Teaching Health Care – Gerontology*
- designing and managing portfolios as well as developing written technical reports
- critically exploring and integrating mathematical literacy in *Teaching Health Care – Gerontology*
- collaboratively exploring business management and entrepreneurial practices related to *Teaching Health Care – Gerontology*
- collaboratively and critically inquiring into practice through reflection, active engagement and innovation

- critically reflecting on the various professional practices and career opportunities associated with *Teaching Health Care – Gerontology*
- critically exploring and integrating differentiated instruction, universal design and experiential learning to support student growth and development.

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

The Additional Qualification Course: *Teaching Health Care – Gerontology* is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform the design, development and implementation of the Additional Qualification Course: *Teaching Health Care – Gerontology* and can be viewed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to *Teaching Health Care – Gerontology*.

### **D. Theoretical Foundations of Teaching Health Care – Gerontology**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring various theoretical frameworks underpinning this AQ, the principles fundamental to these frameworks and their practical applications in supporting student learning
- critically exploring the relevance of critical pedagogy and constructivist theories as theoretical foundations for this AQ
- critically exploring current theoretical research, literature and scholarship related to this AQ
- critically exploring the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for teacher professionalism within the Additional Qualification Course: *Teaching Health Care – Gerontology*

- critically reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice, as well as between practice and theory
- critically exploring critical pedagogy that is committed to curriculum design using students' inquiry questions, passions and interests
- critically exploring theories of child and adolescent development
- critically exploring Ontario curriculum, resources and government policies, frameworks and strategies related to *Teaching Health Care – Gerontology*
- critically exploring and integrating learning theories and the individual learning strengths, styles and needs of students
- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe, inclusive, accepting and engaging learning environments
- critically exploring and integrating holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals
- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, Safe Schools Act, Accepting Schools Act, Ontarians with Disabilities Act, Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities of professional practice
- critically exploring teachers' legal obligations and ethical responsibilities according to current provincial legislation and practices
- critically exploring and integrating problem solving processes, methods and approaches as they relate to *Teaching Health Care – Gerontology*
- critically exploring and integrating the fundamental technological concepts associated with *Teaching Health Care – Gerontology*.

### **E. Program Design, Planning and Implementation**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring and deepening understanding of how the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* can inform a program planning framework

- critically exploring the influence of society's diverse and changing nature on student learning, resiliency and well-being
- critically exploring and deepening understanding of program design, planning, development and implementation strategies and frameworks related to *Teaching Health Care – Gerontology*
- critically exploring the philosophical underpinnings that strengthen teachers' professional efficacy to support curricular and interdisciplinary integration
- critically exploring various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices and the implementation of equitable assessment and evaluation practices
- critically exploring and deepening understanding of differentiated instruction, universal design and the tiered approach in program planning, development and implementation
- critically exploring learning resources that support student learning and engagement (for example, print, visual and digital)
- critically exploring the types of secondary school pathways (including apprenticeship, college, university and workplace) and their relationship to students' post-secondary goals and career opportunities
- critically exploring how students' lived experiences, development, strengths, inquiries, interests and needs can inform program planning, development and implementation
- critically exploring the integration of culturally inclusive pedagogies within program design, planning and development
- critically exploring strategies that support learners' resiliency, well-being and mental health
- critically exploring planning and instructional processes that honour students' learning styles, strengths and experiences
- facilitating shared leadership in the implementation of local and provincial guidelines and policies that support safe and effective learning environments
- critically inspecting and reporting on the learning environment, facilities, equipment needs, resources and state of maintenance and repair for delivering *Teaching Health Care – Gerontology*

- critically applying the theoretical foundations of *Teaching Health Care – Gerontology* by incorporating the broad-based pedagogical approach that embeds problem solving and fundamental technological concepts
- fostering leadership and shared responsibility for the safe, ethical and legal use of technology in *Teaching Health Care – Gerontology* programs
- critically exploring pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support student learning and foster student engagement.

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

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring processes for the creation of inclusive and vibrant learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- creating and sustaining positive, ethical, equitable, accepting, inclusive, engaging and safe learning environments
- critically exploring processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging
- critically exploring processes for fostering a collaborative community of empowered and engaged 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, resiliency and well-being
- cultivating safe, ethical, legal and respectful practices in the use of information and communication technologies to support pedagogical practices
- critically exploring inclusive and innovative learning environments that integrate a variety of instructional strategies to respond the interests, strengths and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and the tiered approach)

- critically exploring processes that engage students as active, democratic and global citizens in supporting environmental, social and economic sustainability
- critically exploring the professional identity, knowledge and leadership practices of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, the *Professional Learning Framework for the Teaching Profession* and the *Foundations of Professional Practice*
- fostering shared leadership and responsibility for the safe and effective management of a variety of technical learning environments
- promoting a shared commitment and responsibility towards planning, organizing and implementing effective health, safety, sanitation and environmental standards in the *Teaching Health Care – Gerontology* facility
- cultivating a culture of shared leadership and responsibility towards facility design and maintenance practices as per industry standards
- fostering a culture of collective understanding and compliance with workplace health and safety legislation and standards related to *Teaching Health Care – Gerontology*.

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

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- critically exploring feedback processes that empower and inspire students to positively reflect on and identify goals for their learning
- fostering an examination of feedback that engages students in the critical analysis and interpretation of the learning process
- critically exploring culturally inclusive processes for reflecting, documenting and interpreting learning
- critically exploring and integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents

- critically exploring assessment practices 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).

## H. Shared Responsibility for Learning

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies
- fostering partnerships with parents/guardians that honour and value shared decision-making, advocacy and leadership
- critically and creatively exploring processes to encourage and honour student voice and identity in the learning process through shared decision-making and leadership
- critically exploring strategies and opportunities for professional collaboration that support student learning, resiliency, well-being and leadership
- critically exploring and openly addressing biases, discrimination and systemic barriers in order to support student learning, resiliency, well-being and inclusion
- critically exploring and analyzing positive, inclusive educational and professional cultures in which perspectives are freely-expressed and critically analyzed
- understanding and respecting the importance of shared responsibility and partnership that promote social and ecological justice as conveyed in the *Foundations of Professional Practice*
- collaboratively designing strategies for establishing links between the school community, industry and the *Teaching Health Care – Gerontology* program
- critically exploring and integrating sector-specific learning opportunities in other curriculum areas

- critically exploring professional collaboration within interdisciplinary teams to support student learning, resiliency, self-advocacy and transitions.

### **I. Research, Professional Learning and the Scholarship of Pedagogy**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring and reflecting on past, current and evolving practices in teaching health care and gerontology
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in transformational professional learning through research, scholarship and leadership
- critically exploring critical pedagogy that integrates research and the scholarship of pedagogy/andragogy into teaching practice
- engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring knowledge-creation and mobilization to enhance professional practice and leadership.

## **6. Instructional Design and Practices in the Additional Qualification Course: Teaching Health Care – Gerontology**

The instructional design and practices (Figure 5) employed in this AQ course reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

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

In the implementation of this Additional Qualification course, instructors **facilitate** andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration and assessment and evaluation. The andragogical processes include but are not limited to:

experiential learning, role-play, simulations, journal writing, self-directed projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.



Figure 5: Instructional Processes

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

Instructors **model** critical inquiry, universal design and differentiated instruction and assessment practices that can be replicated or adapted in a variety of classroom settings.

### **Experiential Learning**

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of *Teaching Health Care* –

*Gerontology* 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 and inquiries related to *Teaching Health Care – Gerontology*. The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College’s standards-based resources help to support experiential learning through various professional inquiry processes. These can be found at: <http://www.oct.ca/resources/categories/professional-standards-and-designation>

## **7. 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 and meaningful feedback regarding candidates’ progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) 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 also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the course and are reflective of

critical thinking and reflection as the candidate gains knowledge and skills over the duration of the course.

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the course. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final culminating experience in the course is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as a result of engagement in this AQ. It will also include critical reflections and an analysis of a candidate's learning over time.

The following processes are provided to guide assessment practices within this AQ course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

<p>a) <b>Pedagogical Leadership:</b> co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate student voice, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum</p> <p>b) <b>Pedagogical Portfolio:</b> creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments</p> <p>c) <b>Pedagogical Documentation:</b> assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and records of students' learning) that enable teachers, parents and students to discuss, interpret and reflect upon the learning process</p>	<p>g) <b>Narrative Inquiry:</b> collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion</p> <p>h) <b>Innovative Learning Experience:</b> designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach</p> <p>i) <b>IEP Development:</b> collaboratively developing an IEP with the family, student and school team</p> <p>j) <b>Partnership Plan:</b> designing a comprehensive plan that engages students, families and the school and local communities in collaborative partnerships that support student learning, growth, resiliency and well-being</p>
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<p>d) <b>Critical Action Research:</b> engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches</p> <p>e) <b>Case Inquiry:</b> critically reflecting on and inquiring into professional practice through case writing and/or case discussion</p> <p>f) <b>Transition Plan:</b> critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement</p>	<p>k) <b>Critical Reflection:</b> critically analyzing educational issues associated with this AQ utilizing scholarly research through multiple representations (for example, narratives, written documentation and images or graphics)</p> <p>l) <b>Visual Narrative:</b> creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy.</p>
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## 8. Demonstrated Knowledge and Skill in Teaching Health Care – Gerontology

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

<b>Health Care Terminology</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>• medical terminology, abbreviations and their correct use as they relate to the elderly population.</li> </ul>	<p><b>Demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>• using medical terminology and implementing abbreviations</li> <li>• communicating medical terminology in both written and oral communication.</li> </ul> <p><b>Will be able to assess:</b></p> <ul style="list-style-type: none"> <li>• how a scenario based disease progresses in the elderly (for example, presentation of symptoms and progression for client with myocardial infarction).</li> </ul>
<b>Human Anatomy and Physiology</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to demonstrate understanding of:</b></p> <ul style="list-style-type: none"> <li>• the anatomy and physiology of the different body systems as they go through the aging process</li> <li>• how normal anatomical changes will impact health (for example, client withdrawal from social interaction in early dementia)</li> <li>• the psychological and physiological</li> </ul>	<p><b>Be able to create:</b></p> <ul style="list-style-type: none"> <li>• a learning/teaching package of normal and abnormal age related anatomical changes for use and distribution at seniors' programs.</li> </ul> <p><b>Be able to assess and observe:</b></p> <ul style="list-style-type: none"> <li>• clients for age related anatomical and physiological changes (for example, arthritis, hearing loss,</li> </ul>

<p>changes that occur throughout the aging process</p> <ul style="list-style-type: none"> <li>• the normal and abnormal age-related changes throughout a lifespan.</li> </ul>	<p>visual impairments and changes in elimination).</p>
<b>Lifestyle Choices</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to describe:</b></p> <ul style="list-style-type: none"> <li>• the physical impacts of life choices on the body (for example, alcohol or drug abuse, poor diet and lack of exercise).</li> </ul> <p><b>Be able to explain:</b></p> <ul style="list-style-type: none"> <li>• how diet choices can impact both the psychological and physiological health of the body (for example, increased sodium intake can exacerbate heart or vascular disease)</li> <li>• how socioeconomic changes and demographics cause complications to health (for example, how widowed female lifestyle changes after the loss of a husband)</li> <li>• how kinship and relationship issues impact lifestyle and care of the elderly person</li> <li>• how the family/caregiver impacts the health and well-being of the older person.</li> </ul> <p><b>Be able to list and explain the need for:</b></p> <ul style="list-style-type: none"> <li>• various equipment and assistive devices to improve and optimize</li> </ul>	<p><b>Will be able to:</b></p> <ul style="list-style-type: none"> <li>• assess and record client age, weight and height to calculate Body Mass Index (BMI) and provide appropriate daily caloric requirement</li> <li>• recommend meal plan based on calculations and specific comorbid diagnoses (for example, diabetic diet and diet as tolerated)</li> <li>• recommend appropriate exercise plan</li> <li>• demonstrate proficiency in the ability to use and demonstrate use of ambulation aids.</li> </ul> <p><b>Will be able to develop:</b></p> <ul style="list-style-type: none"> <li>• professional responsibility related to scope of practice and accountability</li> <li>• an assessment tool to evaluate clients' strengths and weakness and be able to recommend appropriate assistive aids.</li> </ul>

daily living and promote independence (for example, walker, cane and wheelchair).	
<b>Pathology, Disease Prevention and Treatment</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>• the complexity and changes of disease processes specific to the elderly (for example, signs and symptoms displayed for urinary tract infection [UTI] in the elderly)</li> <li>• the pathogenesis, prevention and treatment of various diseases related to aging (for example, comorbid diagnoses that accelerate and exacerbate secondary diagnoses)</li> <li>• preventative treatments to maintain good health (for example, adherence to proper diet and alternative or homeopathic treatment)</li> <li>• preventive practices for health care providers to protect the elderly (for example, annual flu shot)</li> <li>• why falls occur and how to prevent falls in the elderly</li> <li>• how falls lead to compounded medical problems (for example, osteoporosis, poor diet and dementia).</li> </ul>	<p><b>Be able to evaluate and assess:</b></p> <ul style="list-style-type: none"> <li>• symptoms of communicable diseases (for example, pneumonia, Methicillin-resistant Staphylococcus aureus [MRSA], Vancomycin-resistant Enterococci [VRE] and influenza).</li> </ul> <p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>• provide counseling on recommended immunizations for people over the age 50</li> <li>• evaluate a long-term care (LTC) facility for tracking of the primary methods of transmission of communicable disease</li> <li>• educate families on the need for reduced visitation when they are sick</li> <li>• educate family and other caregivers on how to differentiate between a medical emergency and chronic cognitive changes</li> <li>• counsel the elderly on preventative measures related to falls.</li> </ul>

<b>Instruments, Equipment and Materials</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to demonstrate understanding of:</b></p> <ul style="list-style-type: none"> <li>possible physical complications related to the improper use of assistive devices (for example, decubitus ulcer and poor body alignment).</li> </ul> <p><b>Be able to demonstrate understanding of:</b></p> <ul style="list-style-type: none"> <li>policies and procedures for use of assistive devices (for example, walker, mechanical lifts and hearing aids).</li> </ul> <p><b>Be able to demonstrate understanding of:</b></p> <ul style="list-style-type: none"> <li>assessment tools used to evaluate elderly clients (for example, Edmonton Symptom Assessment System [ESAS] for pain in the oncology and palliative client and Braeden Scale).</li> </ul>	<p><b>Be able to develop:</b></p> <ul style="list-style-type: none"> <li>an assessment tool to evaluate the appropriate assistive device required for safe and improved mobility (for example, sizing, need, abilities and cost effectiveness).</li> </ul> <p><b>Be able to demonstrate the safe use of:</b></p> <ul style="list-style-type: none"> <li>mechanical devices (for example, proper sling selection, ceiling lift, Sara Lift and Hoyer Lift).</li> </ul> <p><b>Demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>complying with set policy/procedures (for example, storage, maintenance and cleaning of equipment)</li> <li>completing evaluative and assessment tools to determine client weaknesses, strengths and needs</li> <li>teaching clients to safely use assistive devices (for example, walkers and canes).</li> </ul> <p><b>Be able to assess and:</b></p> <ul style="list-style-type: none"> <li>create a checklist for staff to use and follow when applying/using mechanical devices</li> <li>educate staff to recognize and implement action for malfunctioning equipment (for</li> </ul>

	<p>example, demonstration in-service).</p> <p><b>Be able to develop:</b></p> <ul style="list-style-type: none"> <li>• an incident data tracking sheet to identify client falls and staff injury rates.</li> </ul>
<b>Skills and Techniques</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>• hand washing practices to prevent disease transmission</li> <li>• personal protective equipment (for example, gown, gloves and mask) to prevent the transmission of disease</li> <li>• routine hygienic practices to prevent the transmission of disease (for example, proper disposal of diapers and changing and handling of linens)</li> <li>• ergonomically correct patient transfers and lifts.</li> </ul>	<p><b>Be able to develop:</b></p> <ul style="list-style-type: none"> <li>• intergenerational programs to promote the well-being of both children and older adults</li> <li>• a care plan for health care providers highlighting developmental changes (for example, using different theorists' philosophies to show how client will progress through development stages and the aging process).</li> </ul> <p><b>Be able to demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>• correct hand hygiene techniques</li> <li>• routine hygienic practices to prevent disease transmission</li> <li>• the proper use and donning and doffing of Personal Protective Equipment (PPE) [for example, gown, gloves and mask] to prevent the transmission of disease.</li> </ul> <p><b>Be able to safely:</b></p> <ul style="list-style-type: none"> <li>• demonstrate competence in the disposal of bio hazardous materials (for example, client brief,</li> </ul>

	<p>contaminated sharps and soiled clothing)</p> <ul style="list-style-type: none"> <li>• use assistive devices.</li> </ul> <p><b>Be able to evaluate:</b></p> <ul style="list-style-type: none"> <li>• a client's history from a chart to plot the changing patterns and developmental stages.</li> </ul>
<b>Care, Planning, Communication and Documentation</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to identify:</b></p> <ul style="list-style-type: none"> <li>• services available to the elderly (for example, occupational therapy [OT], physical therapy [PT], respiratory therapy [RT], local health unit and Community Care Access Centre [CCAC])</li> <li>• how to refer to the appropriate service to meet the needs of the client.</li> </ul> <p><b>Be able to identify:</b></p> <ul style="list-style-type: none"> <li>• how methods of communication may be altered in elderly people (for example, due to cerebrovascular accident [CVA] and dementia)</li> <li>• the principles of confidentiality and data protection as outlined under the Personal Health Information Protection Act, 2004 (PHIPA)</li> <li>• how communication barriers created by staff or possessed by client will impair understanding (for example, speaking with face away from deaf client and client</li> </ul>	<p><b>Be able to model:</b></p> <ul style="list-style-type: none"> <li>• principles of confidentiality and data protection as outlined under the Personal Health Information Protection Act, 2004 (PHIPA).</li> </ul> <p><b>Be able to demonstrate:</b></p> <ul style="list-style-type: none"> <li>• proficiency in using therapeutic communication when speaking with a client or their family (for example, use of letter boards, large print letters and providing glasses)</li> <li>• utilizing diverse communication strategies to respectfully honour and respond to all individuals.</li> </ul> <p><b>Be able to demonstrate understanding and:</b></p> <ul style="list-style-type: none"> <li>• correctly maintain and document accurately within client chart</li> <li>• complete documentation using appropriate medical terminology</li> <li>• use various forms of documentation and communication (for example, electronic and written, verbal).</li> </ul>

<p>with cognitive impairment)</p> <ul style="list-style-type: none"> <li>the goals of care for client (for example, end of life care planning and need for rehabilitation).</li> </ul>	<p><b>Be able to create:</b></p> <ul style="list-style-type: none"> <li>an exemplar of a client chart adhering to provincial and facility standards (for example, abbreviations correct, terminology appropriate, legible and correct order)</li> <li>an end of life workshop for home care providers and clients on the expectations of end of life care (for example, health needs of palliative client and legal responsibilities of POA [Power of Attorney for personal care]).</li> </ul>
<b>Health Care in the Environment and Society</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to demonstrate understanding of:</b></p> <ul style="list-style-type: none"> <li>the aging process</li> <li>stereotypes surrounding the elderly population</li> <li>the changing demographic and how an increased elderly population will increase demands health care system</li> <li>advocacy for environmental and societal policies that promote the health of seniors (for example, Ontario Long Term Care Resident Bill of Rights, Ontario Long Term Care Act, Power of Attorney for Personal Care and Home Care Bill of Rights).</li> </ul>	<p><b>Demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>identifying the signs and symptoms of abuse</li> <li>following protocols for reporting elder abuse</li> <li>creating positive partnerships with families of the elderly in care settings.</li> </ul> <p><b>Be able to describe and interpret:</b></p> <ul style="list-style-type: none"> <li>steps to minimize increased health costs related to increased elderly population</li> <li>demographic and statistical information to determine relationship between increased elderly population and rising health care costs.</li> </ul>

	<p><b>Demonstrate ability to:</b></p> <ul style="list-style-type: none"> <li>educate families on increased costs when caregiving for elderly parent at home.</li> </ul>
<b>Health and Safety</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>safety concerns related to the geriatric client and how safety concerns change the delivery of health care practices</li> <li>how infection control is applied in various settings (for example, home care and hospital)</li> <li>services available to staff in the event of injury</li> <li>potential areas for causing injury (for example, incorrect use of body mechanics, transfers and improper use of personal protective equipment [PPE])</li> <li>role of Occupational Health and Safety Act (OHSA) in staff education and prevention</li> <li>legislation requirements for health and safety (for example, monthly health and safety reports, mandatory yearly in servicing Cardiopulmonary resuscitation [CPR] and Workplace Hazardous Materials Information System [WHMIS]).</li> </ul>	<p><b>Demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>adhering to safe and best practices for the use of equipment, bio hazardous materials and assistive devices</li> <li>completing required documentation in the event of incident or injury (for example, incident report, Workplace Safety and Insurance Board [WSIB] form and Occupational Health and Safety [OHS] document).</li> </ul> <p><b>To comply with:</b></p> <ul style="list-style-type: none"> <li>legislations and regulations for standards of practice and requirements of work place safety (for example, Occupational Health and Safety Act [OHSA]).</li> </ul> <p><b>To be able to implement:</b></p> <ul style="list-style-type: none"> <li>a passport to safety program at Long Term Care Facility (LTC) for staff development (for example, evacuation procedures training, Workplace Hazardous Materials Information System [WHMIS], equipment use and infection control)</li> <li>educate families on correct use of</li> </ul>

	equipment used in the care of their family member.
<b>Legislation and Professional Standards</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>To be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>▪ governing bodies for long term care workers and explain their roles and responsibilities;</li> <li>• the current legislative bodies of Ministry of Training, Colleges and Universities (MTCU), Ontario Ministry of Health and Long-Term Care (MHLTC), Ontario Community Support Association (OCSA) and Regulated Health Professions Act (RHPA) as they impact direct client care</li> <li>• government legislation, regulations and standards that establish procedures for protecting the elderly and agencies and organizations dedicated to the protection of the elderly</li> <li>• regulations for Patient Restraint Minimization Act of Ontario (PRMAO)</li> <li>• principles of and risk factors for elder abuse</li> <li>• resources for the prevention of elder abuse (for example, Ontario Network Prevention Elder Abuse [ONPEA]).</li> </ul>	<p><b>Demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>• creating a mission statement for a long term care home</li> <li>• adhering to facility and provincial standards of confidentiality</li> <li>• collating a list of services specific to a local area that provide legal and specific initiatives on the care of seniors.</li> </ul>

<b>Career Opportunities</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to identify and compare:</b></p> <ul style="list-style-type: none"> <li>• a variety of career opportunities related to gerontology (for example, Personal Support Worker and nursing home administrator)</li> <li>• post-secondary education pathways relating to gerontology (for example, university, college and specialized certification programs).</li> </ul>	<p><b>Be able to demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>• the essential skills that are important for success in the child care industry as outlined in the Ontario Skills Passport</li> <li>• the work habits that are important for success in the child care industry as outlined in the Ontario Skills Passport.</li> </ul> <p><b>Be able to create and maintain:</b></p> <ul style="list-style-type: none"> <li>• an up-to-date portfolio and explain the importance of maintaining a current career portfolio for career development and advancement.</li> </ul>

# 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, families, 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.

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, families and the public are based on trust.

#### Respect

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

#### 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.

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

#### **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.

#### **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.

#### **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

#### **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.