

Ontario  
College of  
Teachers  
Facilitator's  
Guide:  
Living the  
Standards

# Table of Contents

1	<b>Introduction</b>
2	<b>Overview of Visual Resources</b>
4	<b>Overview of Written Resources</b>
8	<b>Appendix I</b>
9	<b>Technical Help – DVD Operation</b>

Reproduction of this document, in whole or in part, is encouraged.  
Please credit the Ontario College of Teachers, 2007. A printable version  
of this document is available on the College web site at [www.oct.ca](http://www.oct.ca).

# Introduction

*Living the Standards* is a compilation of written and visual resources that supports the integration of the College's ethical standards and standards of practice within professional practice.

This facilitator's guide will introduce a variety of audio-visual and written components and suggest how each component might be used within various professional contexts.

The inquiry-based resources described herein are teaching tools to use for implementing the standards. We encourage you to share them with your colleagues or use them for your own professional learning and reflection. These resources can be found on the College web site at [www.oct.ca](http://www.oct.ca) → **Standards**.



# Overview of Visual Resources

The visual resources available on the *Living the Standards* DVD are organized into three categories: **Teacher Education**, **Educational Leadership** and **Self-Regulation in the Public Interest**. A number of videos are available in each category to support education and integration of the standards into professional practice.

## I. Teacher Education

The Teacher Education visual resources offer four videos: **Classroom Practice**, **Initial Teacher Education**, **Continuing Teacher Education** and **District School Board**.

### Classroom Practice: A Teacher's Story

This video focuses on the thoughts, knowledge and feelings of an educator who reflects on his life as a teacher. Through artifacts and photographs, the teacher entwines the ethical standards and standards of practice in his passionate story as a classroom teacher.

The use of this visual resource is complemented by the written resources **Booklet 2 – Classroom Practice: A Teacher's Story** and **Booklet 3 – Vignettes from Practice**, which can be found within the Written Resources section of the DVD.

### Initial Teacher Education

This video involves a group of teacher candidates who work through the case process. The group grapples with issues that concern teachers. They reflect on commentaries written on a case from teaching. They consider the role the ethical standards and standards of practice play in addressing the multiple scenarios that arise in classrooms. This video reveals the importance of reflection and dialogue in constructing professional knowledge.

To complement this video, viewers might also watch the video resource entitled **Continuing Teacher Education** as a group of educators reflect on the benefits of using cases with new teachers. To learn more about using cases, you may find that viewing **Educational Leadership: Part I, Case Exploration; Part II, Case Inquiry; and Part III, Case Writing** is helpful. The written resource **Booklet 5 – Cases from Daily Practice** offers further opportunities to work with cases.

### Continuing Teacher Education

In this video, a group of Additional Qualification course instructors reflect on their shared inquiry project that involves the integration of the standards within teacher education courses. Case writing is seen to be a highly effective approach to their further understanding and integration of the standards in professional practice. Participants discuss the value of collaboration for their practice as teacher educators. In particular, they highlight the case process and its benefits.

For examples of cases, please see **Booklet 5 – Cases from Daily Practice**. As well, the visual resources, **Educational Leadership: Part I, Exploring Ethical Dilemmas; Part II, Case Discussion; and Part III, Case Writing** will provide demonstrations of case discussion, case inquiry and case writing. Further, the visual resource, **Initial Teacher Education** shows initial teacher education candidates engaged in case inquiry.

### District School Board

Five educators at varying points in their careers present their understanding of the role the standards have played in their professional lives. Thoughtful reflections along with lively group interactions demonstrate how the standards can come alive for school board personnel and College members.

District School Board is complemented by the reflections of educators in the written resource **Booklet 3 – Vignettes from Practice**, **Booklet 4 – Facilitating a Standards Professional Learning Session** and **Booklet 6 – Dimensions of Practice**, which also build on the visual resource, **District School Board**.

## II. Educational Leadership: Parts I, II & III

The Educational Leadership visual resources offer three videos: **Part I, Exploring Ethical Dilemmas**, **Part II, Case Discussion**, and **Part III, Case Writing**. These visual resources illustrate the interactions and discussions of a group of educational leaders who work through ethical dilemmas experienced in their professional practice. **Part I, Exploring Ethical Dilemmas** reflects their discussion as they grapple with multiple issues. **Part II, Case Discussion** provides a step-by-step demonstration of working through case facilitation. **Part III, Case Writing** extends the case process as viewers watch the educational leaders actually transform their dilemmas into narratives. A second demonstration of the case discussion process may be seen in the visual resource **Initial Teacher Education**.

## III. Self-Regulation in the Public Interest

### Parents Talk About Effective Teaching

A group of parents gather to discuss their own and their children’s most positive learning experiences. The dialogue turns to the standards and how the standards are “lived out” in schools across Ontario. Parents convey their views of effective teaching. Their conversations are passionate, honest and revealing.

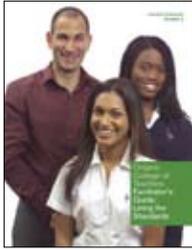
This visual resource might be combined with **Booklet 2 – Classroom Practice: A Teacher’s Story**.

### Members of the Council

Four members of Council reflect on the role of the standards from their unique perspectives as Council members at the Ontario College of Teachers.

# Overview of Written Resources

The written resources available on the *Living the Standards* DVD is comprised of six booklets and the *Foundations of Professional Practice*.



**Booklet 1**  
**Facilitator's Guide:  
Living the Standards**

This booklet provides a brief introduction to the components of *Living the Standards* and suggests how the standards and the multi-media resources might be integrated into initial teacher education, in-service teacher education for professional learning, or used with the public. A case discussion chart (Appendix I) focusing on facilitating a case discussion has been included to support working with the visual and written re-sources on the DVD.



**Booklet 2**  
**Classroom Practice:  
A Teacher's Story**

This booklet complements the visual resource entitled **Classroom Practice: A Teacher's Story**. This resource contains one storyboard that reiterates, sentence by sentence, the teacher's words in the video. The storyboard invites viewers' written reflections on the digital story. Viewers might consider how the teacher's words, images and actions reflect both the ethical standards and the standards of practice.

This resource might be used with parents to demonstrate a teacher's commitment to students and professional practice, as an inspirational piece to be shown and discussed with initial teacher education candidates, with students on career days, for professional learning with school councils, support for the induction process, or as pedagogy within teacher education.

**Booklet 2 – Classroom Practice: A Teacher's Story** may aid in facilitating reflection or serve as a catalyst for collegial discussion. Using the storyboards with parent or teacher groups may encourage meaningful conversations regarding the standards.

Viewers might consider reflecting on **Booklet 3 – Vignettes from Practice** or working with **Booklet 5 – Cases from Daily Practice** after their introduction to **Booklet 2 – Classroom Practice: A Teacher's Story**.



### Booklet 3

#### Vignettes from Practice

Written by educators and based on their own authentic experiences, these vignettes describe how each educator in this booklet has “lived” the standards in his or her own professional context. From special education teachers to directors, each writer has reflected on the ethical standards or the standards of practice. The words of these educators offer insight into the multiple ways the standards can be integrated into professional practice.

This resource might be used with educators, parents’ groups or school councils to initiate a dialogue regarding how standards underpin professional practice in learning communities.

Use of the vignettes might encourage discussion within initial teacher education to introduce the standards and provide practical, concrete examples from educators’ daily lives. School committees, in developing their strategic plans, might review the vignettes and consider the thoughts of teachers, principals, superintendents and directors. Teachers might want to author their own vignettes as a forum for sharing their understanding of how they “live” the standards in daily practice.

Viewers might complement this resource by investigating the visual resource **District School Board**, in which five educators relate their professional experiences with the standards.



### Booklet 4

#### Facilitating a Standards Professional Learning Session

This resource takes readers through a step-by-step process of introducing the standards to a group of educators. Beginning with personal understandings and examples from their own daily contexts, teachers may extend their knowledge of the standards. The initiator/facilitator of the process is provided with a guide and suggestions for encouraging others to relate the standards to their own particular contexts.

This resource might serve as a first step for introducing or working with the standards in continuing teacher education forums, as a professional learning activity at the beginning of the school year to initiate strategic planning, as a community builder within faculty teams and as a resource for reflection on professional practice.

To continue with professional activities that highlight the standards, facilitators might use **Booklet 5 – Cases from Daily Practice** and **Part II, Case Discussion** and **Part III, Case Writing** of the visual resource **Educational Leadership**. These visual resources provide demonstrations of both professional inquiry through case discussion and case writing processes. **Booklet 2 – Classroom Practice: A Teacher’s Story** may serve to extend thoughtful contemplation and discussion regarding the role of the standards in practice.



## Booklet 5

### Cases from Daily Practice

This resource presents three narratives based on the first-hand experiences of two teachers and a consultant. The dilemmas encountered by each educator involve both school and community. Questions may extend inquiry into the domains of the standards and into professional practice.

The experiences and dilemmas that College members share in these cases provide opportunities for discussing and considering the role standards can play in addressing the numerous issues that occur in schools. The case process and its facilitation provide a way to explore the ethical standards and standards of practice. A case discussion chart (Booklet 1 – Appendix I) for facilitating case discussion will support your work in this area.

The visual resources of **Educational Leadership** will further augment the use of cases to deepen understanding of the standards. Listening to Additional Qualification instructors discuss the benefits of using cases in the visual resource, **Continuing Teacher Education** may also be helpful to instructors of initial and continuing teacher education. Programs of professional teacher education, school councils and school communities might decide to integrate the standards into their work through discussing or writing their own cases.

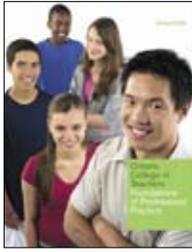


## Booklet 6

### Dimensions of Practice

Beginning with the standards of practice themselves, this resource identifies some of the concepts intrinsic to each standard. The intent of this booklet is aimed at self-reflection. The **Dimensions of Practice** presents aspirational goals of the profession and might serve as a resource for members to reflect on their own professional learning. The **Dimensions of Practice** extends understanding of the complexity and multiple contexts of professional practice. This booklet has the potential to enhance professional knowledge, language and action.

Course facilitators in initial and continuing teacher education programs might work with this booklet in conjunction with reflections from **Booklet 3 – Vignettes from Practice** or **Booklet 5 – Cases from Daily Practice**.



## Foundations of Professional Practice

The *Foundations of Professional Practice* outlines the principles of ethical behaviour, professional practice and ongoing learning for the teaching profession in Ontario. It contains the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework*. To enhance understanding, the booklet sets out additional concepts of professionalism: Beliefs About Professional Practice,

Professional Identity, Professional Teacher Education and Shared Responsibilities in Learning Communities. The standards provide a framework for communicating the knowledge, skills, values, responsibilities and commitments of the profession.

The *Foundations of Professional Practice* complements and underpins all visual and written resources in this DVD.

### Acknowledgements

The Ontario College of Teachers would like to acknowledge the many College members who shared their experiences and wisdom in the development of this collaborative educative resource.

# Appendix I – Standards-Based Case Discussions

The headings in this chart identify the steps in the case process. A facilitator will invite participants to establish the case facts, identify issues or dilemmas in the case, consider the multiple perspectives of the people in the case, and offer alternatives to address the cases dilemmas. Finally, participants will consider the connections between the events in the case to the ethical standards and standards of practice.

Facts of the Case	Issues/ Dilemmas	Multiple Perspectives	Alternatives	Connecting to the Ethical Standards and the Standards of Practice
		Teacher:		
		Learner:		
		Principal:		
		Parent:		
		Others:		

# Technical Support – DVD Operation

## Using a DVD player connected to a TV to view the DVD contents

1. Press power on the DVD player.
2. Press the Open/Close button on the DVD player, insert the DVD disk in the tray and close the tray.
3. Press the play button on either the DVD player or its remote control. If the main menu does not automatically appear, select the **Menu** button on the remote or on the DVD player to access the Main Menu of the DVD.
4. On the Main Menu you will find navigation buttons at the bottom of the screen. The **?** button offers information pertaining to all buttons. The two main buttons used to access all content are: **Visual Resources** and **Written Resources**.
5. Press the **Visual Resources** button to access the visual resources.
6. Press the **Written Resources** button to access the written resources.
7. To exit the DVD, press the **Stop** button, eject the DVD and/or turn off the power to your DVD player.

## Using a computer to view the DVD contents

1. Insert the DVD disk into the DVD drive then close the drive. Your computer should automatically detect the disk and run the application.
2. If the DVD menu does not automatically appear, launch your DVD player program (examples are Windows Media Player, Cyberlink DVD, PowerDVD, Apple DVD Player) then select the **Menu** button or Play button to access the Main Menu of the DVD. Consult the program help file or manual if you still can't play the disk.
3. On the Main Menu you will find navigation buttons at the bottom of the screen. The **?** button offers information pertaining to all buttons. The two main buttons used to access all content are: **Visual Resources** and **Written Resources**.
4. Press the **Visual Resources** button to access all the visual resources available.
5. Press the **Written Resources** button to access all the written resources available.
6. To exit the DVD, press the **Stop** button, eject the DVD and/or quit the DVD player program.

In *Living the Standards*, members of the teaching profession use the ethical standards and standards of practice as a framework for reflecting on their current practice and guiding their professional development.



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario