A photograph of a smiling woman with short brown hair, wearing a light orange button-down shirt, in the foreground. Behind her are three children: a boy on the left in a dark blue sweater, a girl in the center with red braids wearing a red patterned shirt, and a boy on the right in a light blue denim shirt. All are smiling and looking towards the right. The background is plain white.

Ontario
College of
Teachers
Dimensions
of Practice

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Introduction

The *Standards of Practice for the Teaching Profession* are five interdependent statements that describe professional practice.

The five domains of the standards are: Commitment to Students and Student Learning, Professional Knowledge, Professional Practice, Leadership in Learning Communities and Ongoing Professional Learning. Each domain of the standards conveys the multi-dimensional nature and complexity of effective practice.

The Dimensions of Practice highlight many of the concepts that comprise each domain of the standards of practice. Illustrated in charts, the dimensions address issues of knowledge, support, context and application of the standards.

Integrating the dimensions of the standards into these conversations can promote the development of professional knowledge and language. Members' discussions on the standards and how they are reflected in practice can support inquiry-based professional learning.



The Standards of Practice for the Teaching Profession

The Standards of Practice for the Teaching Profession include:

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.

A Framework Supporting Professional Practice

Each statement in the five standards of practice pertains to broader concepts that relate to professional practice. Together, these concepts form a framework that supports professional practice for the teaching profession. This framework provides pathways for communication that may assist members of the College when they discuss the standards of practice and engage in professional learning and self-reflection.



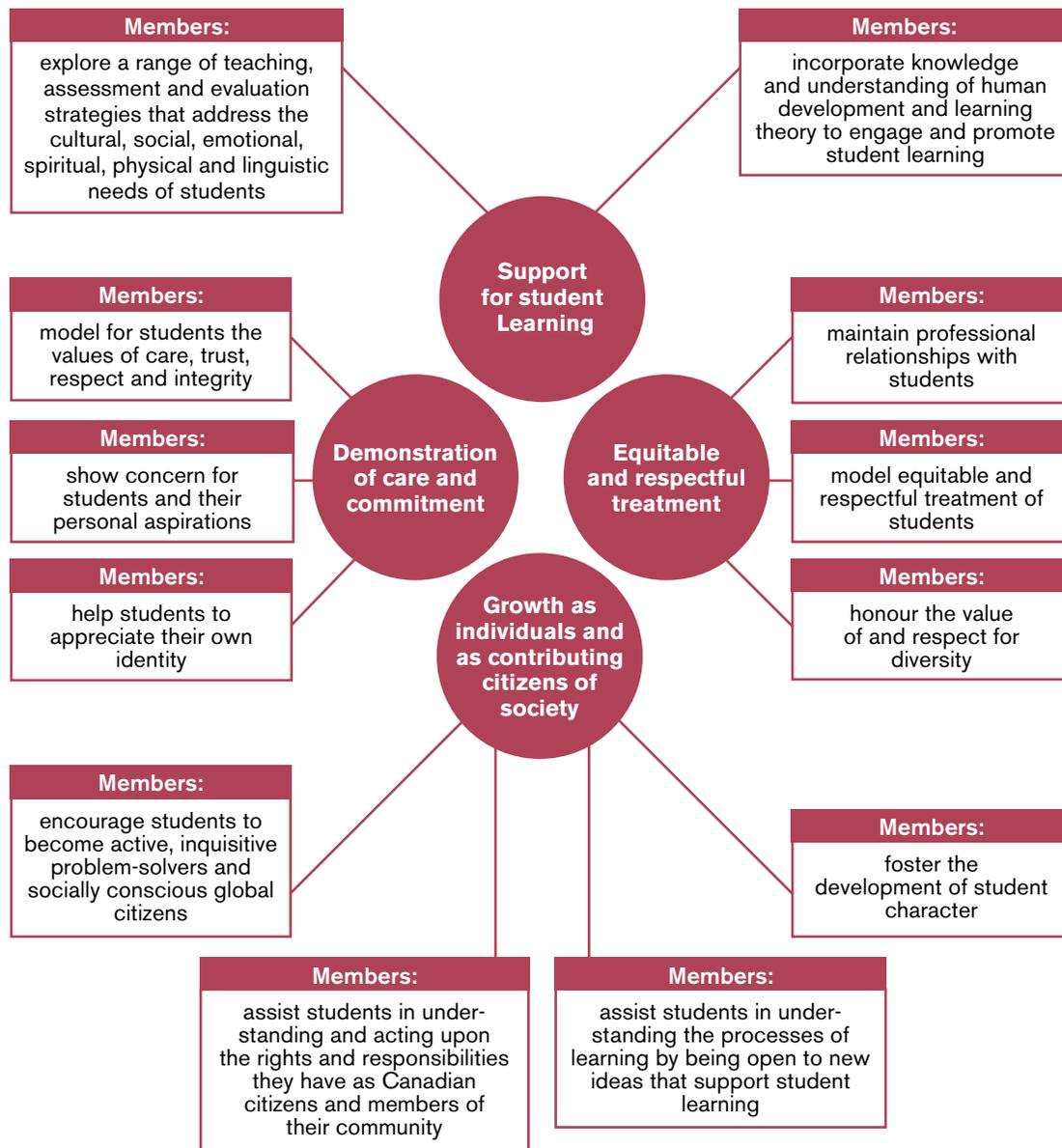
Members of the College have identified dimensions of practice that are related to each domain in the standards of practice. These dimensions are not intended to be an exhaustive list. Their purpose is to support dialogue, inquiry and reflection leading to a clearer understanding of professional practice.

Supplementary visual and written resources have been developed with and by members along with the public to illustrate the multiplicity of ways the standards can be lived out in professional practice.

Dimensions of Practice

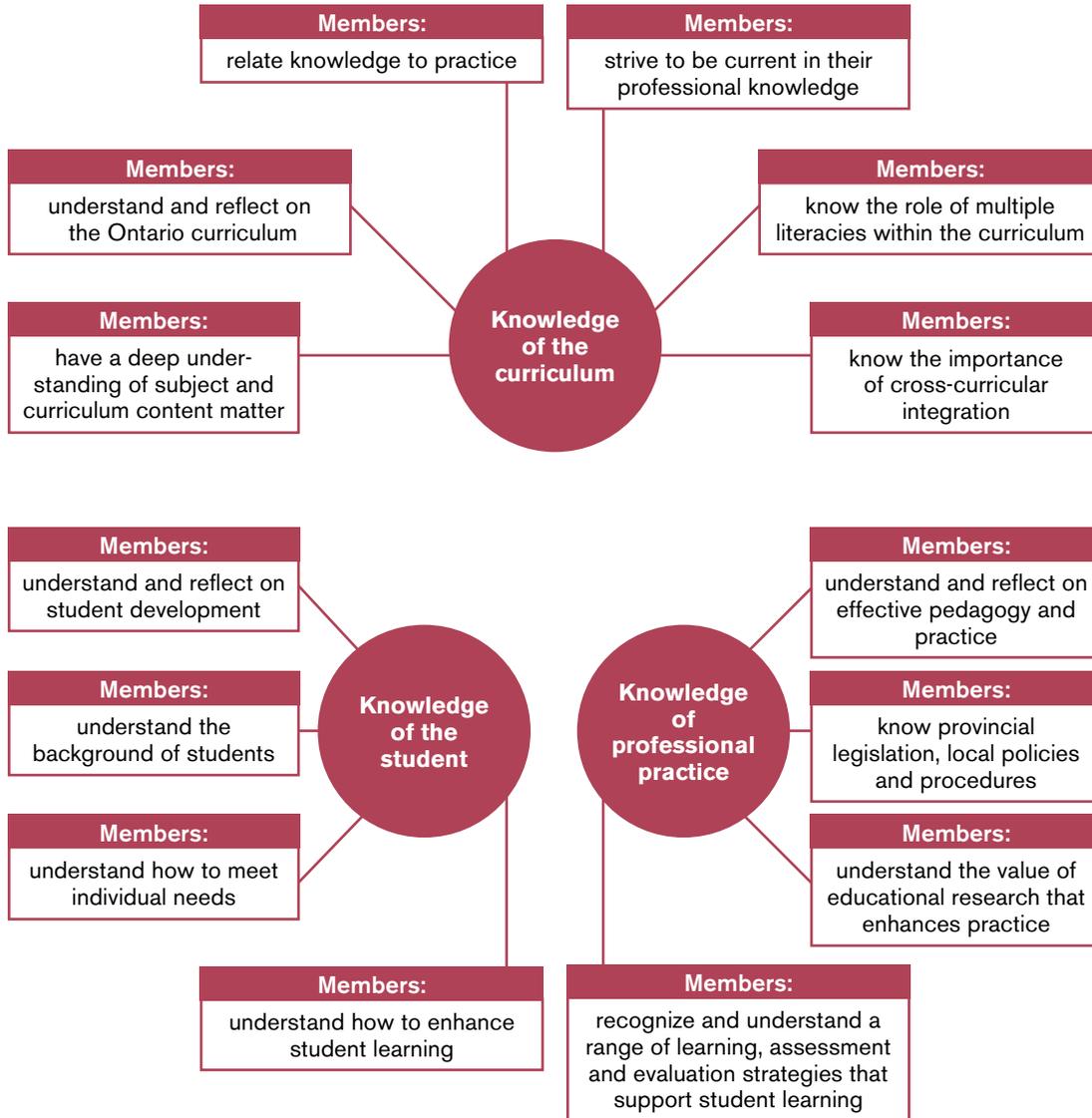
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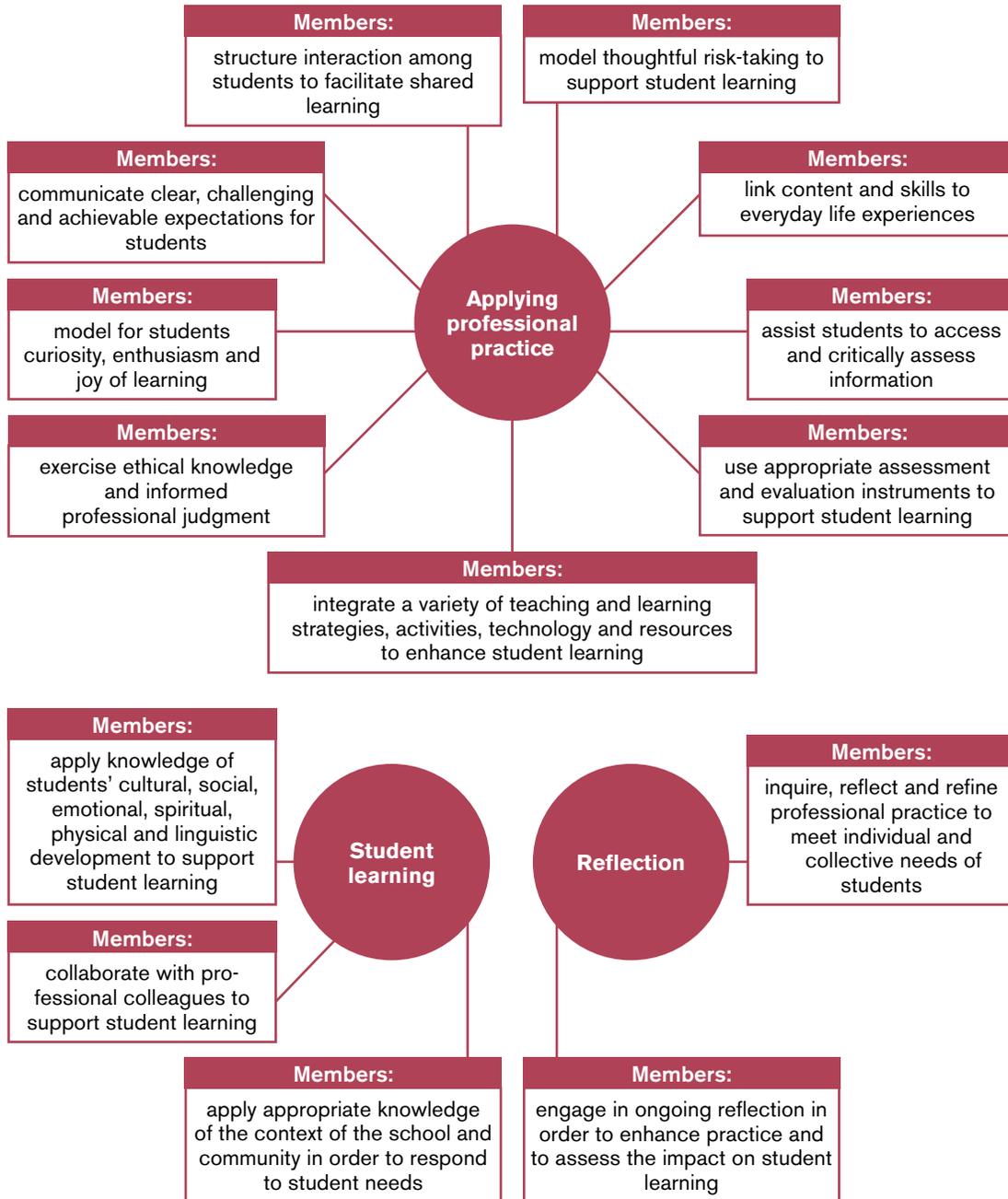
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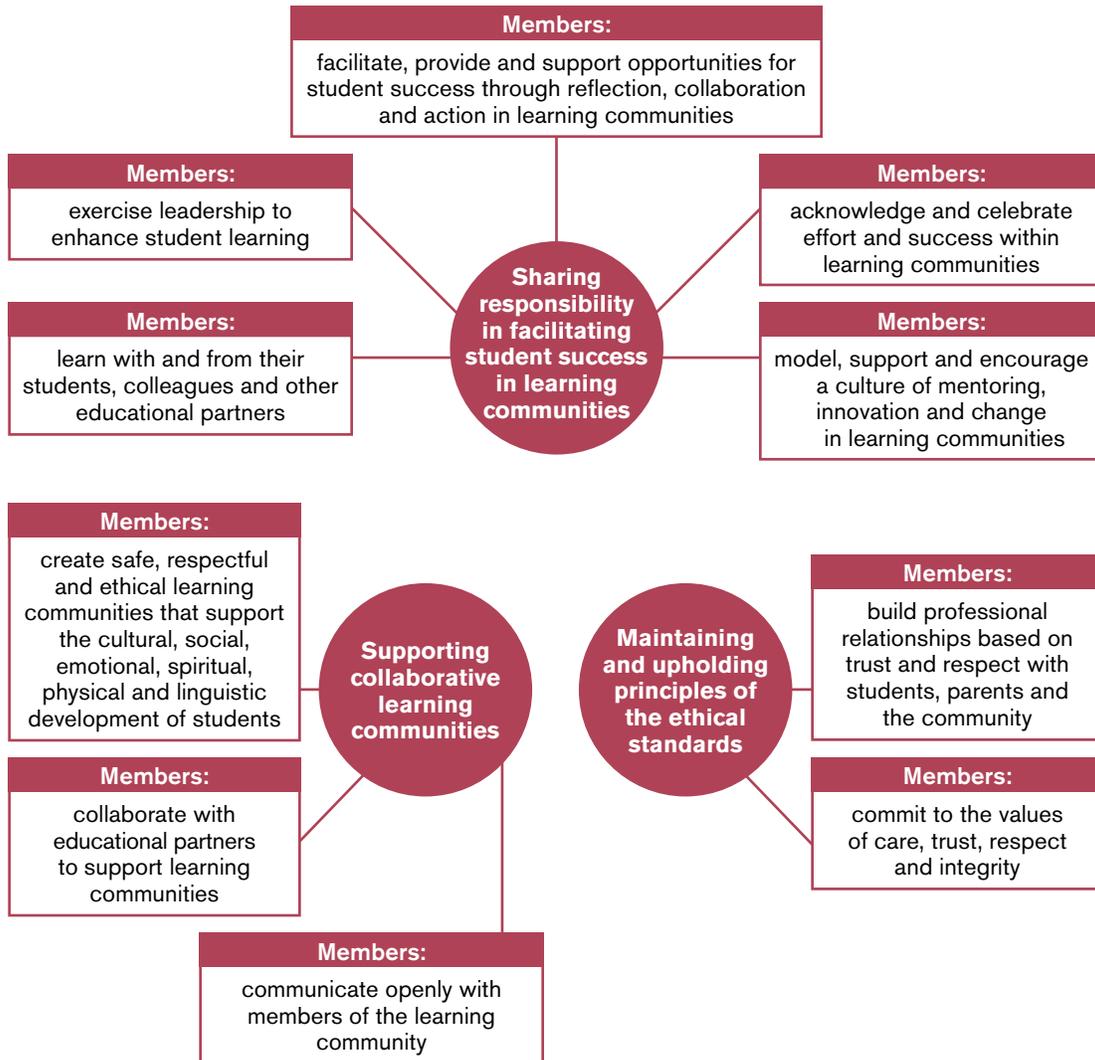
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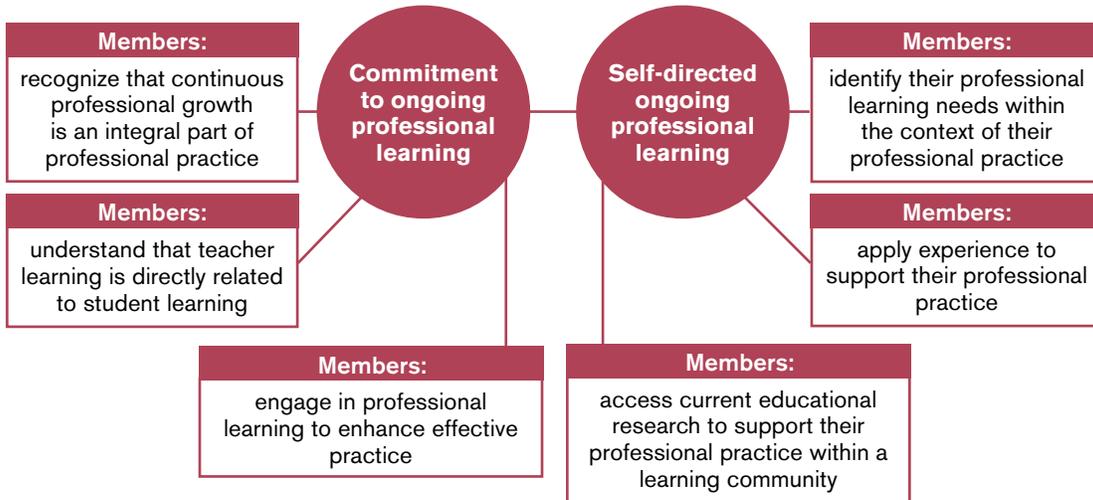
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Integrating the Standards Into Your Practice

The Dimensions of Practice begin to illuminate the complexity of the standards of practice. The dimensions suggest examples and opportunities for you to deepen the integration of the standards of practice into your own work.

Whether considering applications to professional practice, further support for student learning or reflection, you can use these dimensions to complement and reinforce the work you already do on a daily basis in your school.

Along with the Dimensions of Practice, the Ontario College of Teachers is pleased to provide you with other written and visual resources in the *Living the Standards*, available on the College web site at www.oct.ca → **Standards**.

These inquiry-based resources are teaching tools for you to share with colleagues or for your own professional learning and reflection.

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.

The Dimensions of Practice provide starting points for communication and exploration leading to a clearer understanding of professional practice.



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