Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline Guidance and Career Education, Part I

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Schedule D
Teachers' Qualifications Regulation

July 2011

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Additional Qualification Course Guideline
Guidance and Career Education, PART I

1. Introduction

Three-session specialist Additional Qualification courses identified in Schedule D (Teachers' Qualifications Regulation) are intended to:

- enhance professional practice, and extend knowledge and skills in the delivery of Guidance and Career Education courses (Part I)
- enhance professional practice, and extend and apply knowledge and skills in the design and delivery of Guidance and Career Education courses (Part II)
- enhance professional practice, and extend and apply knowledge and skills in the curriculum leadership of Guidance and Career Education courses (Specialist).

The Additional Qualification course: Guidance and Career Education, Part I explores the theoretical foundations, the development of diverse learners, program planning and implementation including curriculum implementation and delivery, learning preferences, assessment and evaluation, the learning environment and ethical considerations related to teaching and learning across the divisions.

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

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to Additional Qualification includes the following:

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- 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. This regulation includes courses that lead to Additional Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours of work that is approved by the Registrar. Accredited Additional Qualification courses reflect the *Ethical Standards for the Teaching Profession,* the *Standards of Practice for the Teaching Profession and the Professional Learning Framework for the Teaching Profession.*

Successful completion of the course leading to the Additional Qualification: Guidance and Career Education, Part I listed in Schedule D of the Teachers' Qualifications Regulation, is recorded on the teacher's Certificate of Qualification and Registration.

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.

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3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification Course: Guidance and Career

Education, Part I. 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.

Standards Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession.*

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: Guidance and Career Education, Part I support effective teacher education practices. The following course components of this guideline support and inform effective professional knowledge and practice within the Additional Qualification Course: Guidance and Career Education, Part I.

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

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

- understanding and interpreting Ontario Ministry of Education curriculum, policies, programs, guidelines and educational initiatives
- applying the theoretical understanding necessary to implement and assess programs and/or practices related to Guidance and Career Education
- having awareness and integrating expectations, strategies and assessment practices in response to the individual needs of students, and the promotion of student success
- having an awareness of holistic learning environments (diversity, character development, equity, multiple intelligence, differentiated instruction)

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- exploring strategies for collaboration with in-school personnel, parents/guardians and the community
- developing awareness of First Nations, Métis and Inuit (Aboriginal) ways of knowing and perspectives
- integrating environmentally respectful perspectives and practices
- creating and sustaining safe, healthy, equitable and inclusive learning environments that honour and respect diversity
- becoming aware of a variety of appropriate resources, including technological and communication resources, to enhance professional knowledge in support of student learning
- exploring professional practice through ongoing inquiry, dialogue and reflection
- understanding the role of professional learning communities, professional subject associations and networking to enhance professional knowledge and to support student learning
- supporting and implementing Guidance and Career Education courses
- developing an understanding and working knowledge of the *Ethical Guidelines for Ontario School Counsellors* (Ontario School Counsellors' Association)
- understanding the role of the guidance teacher/counsellor in collaboration with all educational and community partners
- developing an understanding of the continuum of Guidance and Career Education including K-12 and post-secondary education.

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Candidates will explore and deepen their understanding of the following:

A. Ontario Curriculum and School Policies

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

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

- understanding and embodying care, trust, respect and integrity
- demonstrating commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

C. Theoretical Foundations of Guidance and Career Education, Part I

- understanding theories of child and adolescent physical and social development, and identity formation through the lens of equity and human rights
- exploring a variety of conceptual frameworks for Guidance and Career Education
- understanding Ontario curriculum and government policies and programs relevant to the teaching and learning of Guidance and Career Education
- reflecting on teaching practice and engaging in professional dialogue on the relationship of theory and practice in the teaching of Guidance and Career Education
- exploring 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: Guidance and Career Education, Part I
- exploring the complexity of the concept of culture (beyond ethnicity and race) and the intersection of cultures (for example, youth cultures, gender cultures)
- exploring theories of advocacy that cultivate the resilience of students and all members of the school community (students, teachers, administrators, support, parent/guardians/caregivers, community partners) within an equity and human rights framework.

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D. Program Planning, Development and Implementation

- exploring the creation of positive, equitable, accepting and safe learning environments which includes an awareness of social and emotional factors and their impact on student learning
- 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
- identifying factors in a diverse and changing society that have an impact on students' success
- connecting Guidance and Career Education to students' real life experiences through educational/career opportunities
- deepening understanding of curriculum planning, development, implementation strategies and frameworks related to Guidance and Career Education
- deepening understanding of differentiated instruction and universal design in the planning, development and implementation of learning experiences in Guidance and Career Education
- identifying and accessing community, print, electronic and collegial resources related to Guidance and Career Education
- exploring the continuum of student, interpersonal and career development from K-12 and post-secondary destinations
- developing an awareness of the role of effective transition planning (junior, intermediate and post-secondary education) in support of student learning
- exploring the experiences and impact of marginalization of students and members of the school community and exploring strategies of reengagement.

E. Instructional Strategies and the Learning Environment

- exploring strategies for fostering a collaborative community of learners
- having an awareness of relevant information and communication technology to support student learning in Guidance and Career Education
- understanding a variety of instructional strategies to support the teaching of Guidance and Career Education
- understanding a variety of strategies for adapting, modifying and accommodating instruction to meet the needs of all learners and exceptionalities

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- having awareness of differentiated instruction and universal design in the planning, development and implementation of learning experiences in Guidance and Career Education
- understanding the role of all current guidance and career education courses and programming to support student learning
- fostering a collaborative and positive community of diverse learners in the classroom and in the whole school environment.
- understanding appropriate information technology and communication technology to support student learning in Guidance and Career Education curriculum
- understanding adolescent brain development and its impact on instructional strategies and learning environment
- understanding a variety of instructional strategies, including differentiated instruction, appropriate to the learner of Guidance and Career Education curriculum
- understanding the role of individual, small and large group instructional strategies to deliver personal support, career and educational planning
- understanding a variety of strategies for adapting, modifying and accommodating instruction to meet the needs of diverse learners
- implementing strategies for the creation of a learning environment that reflects the ethical standards and the standards of practice and affirms the need to respect and conserve resources in the environment
- using pedagogies that reflect the professional identity of educators as described in the ethical standards, the standards of practice and in the *Foundations of Professional Practice*
- understanding and implementing interpersonal skills including attending skills, advocacy, teamwork, and conflict resolution, in support of individual student or group needs
- understanding and implementing formative and summative assessment (for example, assessment as learning, assessment for learning and assessment of learning) strategies that employ a variety of methodologies for the study of Guidance and Career Education curriculum
- having an awareness of fair and equitable counselling practices that honour the dignity, emotional wellness and cognitive development of all students

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- developing instructional strategies to engage students in addressing individual and systemic acts of bias and discrimination and the prejudicial premises from which they are derived.

F. Assessment and Evaluation

- understanding and implementing fair and equitable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- understanding and implementing formative and summative assessment strategies that employ a variety of methodologies for the study of Guidance and Career Education curriculum
- understanding instructional strategies and assessment and evaluation practices that are responsive to the needs of students who live diverse social and cognitive realities.

G. Shared Support for Learning

- understanding the importance of continuous, meaningful, detailed and supportive communication with parents/guardians and the community
- understanding of the wide range of community partners available to support students in their education and career planning including industry partners, cooperative education, community agencies, and health and wellness agencies
- understanding the importance of professional collaboration with school personnel, community partners and various student support teams
- understanding and respecting the importance of shared responsibility and partnership as conveyed in the *Foundations of Professional Practice.*

H. Programming Tools

- developing an awareness of the importance of data, documentation and technological skills required in the role of Guidance Teacher/Counselor.

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5. Instructional Practice in the Additional Qualification Course: Guidance and Career Education, PART I

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

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

Where possible, the course includes experiential learning and authentic school-based experiences such as: classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

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6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the course. 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 self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course expectations. The course provides opportunities for both formative and summative assessment and evaluation.

Central to teachers enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At

the same time, assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

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

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

The following list of assessment strategies 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 Guidance and Career Education and is based on Ministry of Education curriculum expectations
b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice of Guidance and Career Education
c) Presentation: developing a digital story, presenting an issue related to the teaching and learning of Guidance and Career Education
d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to Guidance and Career Education
e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to Guidance and Career Education
f) Independent project: addressing any aspect of the course that is approved by the instructor
g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of Guidance and Career Education

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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 Guidance and Career Education.

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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.

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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.

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Appendix 2

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J., & Smith, D.M. (2007). Becoming a reflective community of practice. *Reflective Practice (8*)3, 299-314.

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

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education (27*)3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). (Eds.). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (2008). *Living the standards.* [Resource kit 2]. Toronto, ON: Author.

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

Ontario College of Teachers. (2010). *Voices of wisdom* [DVD]. Toronto, ON: Author.

Smith, D., & Goldblatt, P.F. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.

Smith, D. & Goldblatt, P. (Eds.). (2009). *Exploring leadership and ethical*

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practice through professional inquiry. Québec City, QC: Les Presses de l'Université Laval.

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

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