

YEAR ONE – LEARNING OUTCOMES

Semester One – Orientation to the Profession

Learning Outcome # 1 - Fall Semester

Teacher candidates will

- Actively engage in the work of the school and classroom to understand the role of all stakeholders [1] in creating and sustaining an engaging, inclusive, safe and equitable learning environment.

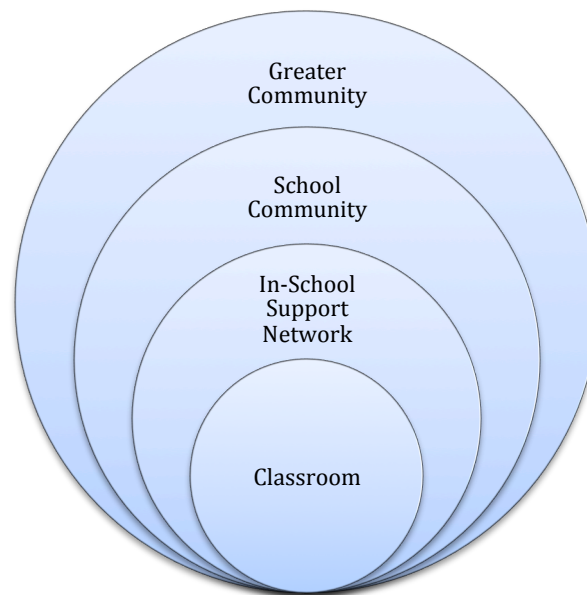


Figure 1: Stakeholders in Education

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Develop strategies and tools for communicating effectively with families, school faculty and staff, and community;
- Research current practices to contribute to a newsletter or website at local classroom or school/community level;
- Support capacity building in curriculum and community through initiatives such as literacy night, math program after school, family fit night, action teams for student leadership, alliances, anti-bullying, safe schools, community initiatives, etc.;
- Work with school faculty and student leaders to encourage student voice, etc.;

- Develop and share understandings of technology as a tool for communication and learning (e.g., blended learning, social media, website, interactive whiteboards etc.);
- Participate beyond the teaching day by attending division or staff meetings, participating in extra-curricular, etc.;
- Maintain a complete practicum binder detailing school policies, code of conduct, safety procedures, classroom routines, etc.;
- Collaborate with school and community to support student wellness;
- Inquire into school priorities, strengths, areas of growth, initiatives etc. to support students, community and beyond.

Learning Outcome # 2 - Fall Semester

- Demonstrate a professional manner in keeping with the Ontario College of Teachers Standards of Practice and Ethical Standards of Practice ([OCT Professional Standards](#)).

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Uphold the OCT Standards of Practice and Ethical Standards of Practice;
- Carefully review the [OCT Professional Advisories](#);
- Create a self-assessment check list:
 - Punctual Attendance (e.g. 30 minutes before the day begins),
 - Appropriate professional attire,
 - Professional manner,
 - Development of co-learning professional relationships,
 - Engagement in supporting student learning,
 - Extra-curricular involvement.
- Interact respectfully with students and school faculty and staff, always maintaining confidentiality;
- Demonstrate care, trust, integrity and respect in all professional interactions;
- Maintain an equity mindset, using a non-judgmental approach in teacher, student and parent interactions;
- Participate in ongoing professional learning (attending workshops, grade level meetings, staff meetings, PD, conferences)
- Be aware of and adhere to school policies, practices, etc. with respect to dress, use of personal devices, etc.;
- Document your experiences of professional and personal learning in a portfolio.

Learning Outcome # 3 - Fall Semester

- Develop professional relationships with students, teachers, other teacher candidates, school staff, parents and others.

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Engage in ongoing professional dialogue with mentors, other staff & TCs;
- Exhibit a positive attitude toward students, teachers, and others in the school community;
- Participate in co-curricular activities;
- Focus on professional communication.

Learning Outcome # 4 - Fall Semester

- Actively engage 100% of the day in the work of the school to support student learning.

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Under the direction of the MT work with small, groups, individual students, special needs students;
- Co-plan and co-teach with the MT;
- Keep a daily professional journal in a practicum binder;
- Keep a learning log in a practicum binder;
- Ask pertinent questions about school programming;
- Observe other sections of the school and other classes.

Learning Outcome # 5 - Fall Semester

- Reflect on how the school structure (physical environment, committees, extra-curricular activities, etc.) impacts student learning.

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Create a reflection log that includes
 - Observations, thoughts, wonderings;
 - Connections to/between theories of learning;
 - Artifacts/evidence within the learning environment (bulletin boards, events, activities).
- Consider
 - Cadence and flow that happens in a school;
 - Transitions within and beyond the classroom;
 - Inclusion, diversity, equity, sustainability and social justice.

Semester Two – Learners

In the second semester of the 2-year Bachelor of Education program the learning outcomes for Teacher Candidates will focus on Learners. Teacher candidates will continue to actively engage with the work of the classroom while reflecting critically on links between theory and practice, observing the impact of policy, teaching and learning strategies and resources on learners and the school environment and investigating learning at the micro-level with individual or small groups of students.

Learning Outcome # 1 - Winter Semester

Teacher candidates will

- Reflect critically on the links between theory and practice in Ontario schools.

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Highlight links between daily practice and theory through a professional journal or systematic anecdotal note-taking;
- Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio.

Learning Outcome # 2 - Winter Semester

Teacher candidates will

- Investigate learning from a micro-level perspective in support of small group and/or individual student learning.

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Create, implement and reflect upon learning engagements for individual or small groups of students;
- Make links to assignments and examples from relevant coursework;
- Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio.

Learning Outcome # 3 - Winter Semester

Teacher candidates will

- Observe and reflect upon the impact of Ontario Ministry of Education policy and/or documentation on learners and the school's learning environment (e.g. Safe Schools Act (2000), First Nation, Métis and Inuit Education Framework

(2007), Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010), Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being (2013), and others).

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Collect photos of "policy at work" in the school environment (bulletin boards, classroom anchor charts, etc.);
- Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio.

Learning Outcome # 4 - Winter Semester

Teacher candidates will

- Observe and reflect on the impact of strategies and resources on learners (teacher talk, text books, technology, manipulatives, transitions, success criteria, timing, planning, assessment, etc.).

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

- Collect samples or document lessons and/or classroom activities, reflecting on how these lessons or activities impact learners;
- Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio.