

EDUCATION

This degree is awarded to students who at the end of this program will be able to:

I. Depth and Breadth of Knowledge

- A. Discuss the role and importance of education in contemporary society with special emphasis on the Ontario context in which elementary or secondary schools operate, including 1) provincial legislation that governs education and the teaching profession, and 2) preparing students for the transitions to high school, college, university, apprenticeship and the workforce;
- B. Investigate how the social foundations of Western education and schooling have been shaped over time by various ideas and systems, each of which is rooted in a particular worldview;
- C. Examine the nature of education from within a critical appreciation of a Reformed Christian worldview while cultivating an open awareness of diverse perspectives within Canada's bilingual and multicultural society including the perspectives of First Nation, Métis and Inuit peoples;
- D. Understand the current Ontario curriculum and provincial policy documents relevant to each candidate's area of study and curriculum;
- E. Gather, interpret, evaluate, and use current research and data analysis in teaching and learning to inform their understanding of various fields of educational study and practice, such as child and adolescent development, mental and physical health, curriculum design, differentiated instruction, classroom management and organization, assessment and evaluation.

II. Knowledge of Methodologies

- A. Evaluate the worldview assumptions embedded in various research methods and in the pedagogical practices developed from educational research;
- B. Discern how valid insights gained from various research methods and pedagogical practices may enrich a Christian view of teaching and learning;
- C. Within a critical appreciation of a Christian frame of reference, use inquiry-based research, data, and assessment to design various teaching and learning strategies for a diverse range of student needs, abilities, and learning styles.

III. Application of Knowledge

- A. Plan, design, and prepare activities that aim at achieving significant learning goals guided by the Ontario curriculum and relevant provincial policy documents;
- B. Implement plans that
 - 1. Use a variety of learning and teaching strategies appropriate for different learning goals including differentiated instruction,
 - 2. Promote equity and support diversity in the classroom so that all students feel safe and accepted,
 - 3. Address the needs of all students including English language learners,
 - 4. Use appropriate technology as a teaching tool and,
 - 5. Incorporate effective classroom management and organization skills;
- C. Use current strategies relating to student observation, assessment and evaluation guided by the Ontario curriculum, specific curriculum subjects, and relevant provincial policy documents in responding to the needs and strengths of all students, including students identified as requiring special education supports.

IV. Communication Skills

- A. Receive and understand messages and meanings with an empathy that fosters a community of care and learning;
- B. Express thoughts and intentions truthfully, clearly, and graciously through speaking or writing or any other medium;
- C. Communicate effectively with a range of individuals including, but not limited to, learners in their care, parents and guardians, colleagues and supervisors.

V. Awareness of the Limits of Knowledge:

- A. A mindful awareness that each teaching or learning situation has a unique complexity, that
 - 1. general conclusions derived from educational research or previous experience, while helpful perhaps in developing a partial understanding of a specific situation, should never be applied in lived experience without careful attention to the particular, concrete details of an actual situation, and that
 - 2. careful attention is accompanied by an openness to adapt, modify, or even discard any conclusions reached and applied to an actual situation of teaching or learning;
- B. A humility to subject their own teaching to critical scrutiny, to learn from mistakes, and to reflect on their practice in an ongoing manner, realizing a commitment to life-long learning;

VI. Maturity and Professional Capacity

- A. Develop the personal qualities and professional knowledge to serve as teachers and educational leaders;
- B. Practice the disposition, maturity and professional skill to be recommended as Ontario Certified Teachers;
- C. Embody the professional obligations of members of the Ontario College of Teachers, specifically, the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession;
- D. Create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.