

Degree Level Expectations for Graduates Receiving the

Degree of Bachelor of Education, B.Ed.

Ontario Institute for Studies in Education (OISE)

University of Toronto

1 Introduction

Teacher education has been a part of the academic landscape of the University of Toronto since the implementation of the Degree of Pedagogy in 1894 and the establishment of the Faculty of Education in 1907. The Faculty of Education is now known as The Ontario Institute for Studies in Education (OISE), OISE strives to be an effective interactive learning community that, through research, scholarship and excellent instruction, provides the theoretical base for education as a domain of advanced study and professional practice. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. OISE is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

OISE's undergraduate teacher education program is one of the largest professional programs on campus and the largest teacher education program in Ontario. Each year it prepares over 1200 beginning teachers.

2 Degree Learning Objectives and Requirements

The Faculty's Academic Plan (2004) sets as our overall institutional goal, "to ensure that teacher education at OISE is of the highest quality, integrating the best professional knowledge with awareness of scholarship in the field" (p. 11). The conceptual framework that underpins the Bachelor of Education program is characterized by following:

- 1. Teaching Excellence**
- 2. Research-based and Research-driven**
- 3. Cohort-based Learning Communities**
- 4. Coherence**
- 5. Faculty Collaboration**
- 6. School/Field/University Partnerships**
- 7. Equity, Diversity and Social Justice**

The primary goal of the Bachelor of Education program is to prepare teacher candidates for excellence in the teaching profession. As well as obtaining a Bachelor of Education degree, teacher candidates enrolled in this professional program are recommended to the Ontario College of Teachers (OCT) for Certification as a teacher in the province of Ontario. Thus, the knowledge, skills and attitudes outlined in the Ontario College of Teachers Foundations for Professional Practice (*The Standards of Practice for the*

Teaching Profession, 2007 and *The Ethical Standards for the Teaching Profession, 2007*) inform the learning objectives and requirements for the degree program.

2.1 Overall Learning Objectives

The undergraduate Bachelor of Education program strives to prepare teacher candidates to become highly effective and skilled professional teachers who continue to learn and develop expertise through inquiry and reflective practice. Graduates of the teacher education program demonstrate that they:

- Can teach effectively in a classroom in alignment with the foundations of professional practice
- Appreciate and utilize instructional practices that reflect an understanding of development and diversity
- Have a commitment to professionalism, professional development and on-going learning
- Address equity and diversity issues in every course
- Comprehend and work effectively using Ministry of Education curriculum expectations, backward design planning, instructional strategies and assessment in order to provide success for all learners
- Recognize the importance of on-going inquiry and reflection on practice
- Have a strong sense of how to develop, implement and assess effective literacy (in its broadest sense) and numeracy programs
- Have knowledge of the culture and context of schools and the broader context of education in Ontario
- Understand the inter-connectedness of theory and practice
- Understand the roles, responsibilities and legal requirements governing a teacher in Ontario.

2.2 Requirements to Graduate

The undergraduate Bachelor of Education Program consists of an academic and a practical component. The academic component consists of mandatory courses and an elective related studies course. The Bachelor of Education program consists of the following seven components, for a total of 5 course weights. One full course (1.0) is a minimum of 72 contact hours and one half course (0.5) is a minimum of 36 contact hours. Teacher candidates must successfully complete all seven components in order to graduate with the Bachelor of Education degree and to be recommended for the Ontario Teachers' Certificate of Qualification.

PROGRAM COMPONENTS AND COURSES

ACADEMIC	PRACTICA
(1) Curriculum and Instruction 2.0	(6) Practicum 0.5 There are two practicum blocks of 20 days in two different subjects/divisions and two different.
(2) Teacher Education Seminar 1.0 Links experiences across program, emphasizes professional growth, includes effective classroom management and environment, assessment, legal requirements and lesson/unit planning	(7) Internship 0.0 Is a five week field-based experience serving as a bridge into their careers at the end of April
(3) Psychological Foundations of Learning and Development 0.5 focuses on key psychological theories and research like diversity among learners, intelligence and motivation.	
(4) School and Society 0.5 emphasizes relationships among school and society with focus on history and philosophy of education.	
(5) Related Studies 0.5 one elective course	

3.1 *Depth and Breadth of Knowledge*

The Faculty ensures that a student has mastered a body of knowledge with appropriate depth by requiring that each student successfully complete a rigorous program of study. The teacher candidates must take each of the following courses. The Curriculum and Instruction courses provide teacher candidates with subject specific content and pedagogical knowledge. These courses introduce teacher candidates to key concepts and disciplinary themes, curriculum documents, effective methodologies and approaches, instructional strategies, resources, integration and cross curricular connections. The Teacher Education Seminar synthesizes and links experiences across program in faculty and in schools, emphasizing reflective professional growth and including the study of effective classroom environments, working with diverse learners, assessment, legal requirements and lesson/unit planning. The Psychological Foundations of Learning and Development course focuses on key psychological theories and research that focuses on diversity among learners, intelligence and motivation assisting candidates to understand learners and learning at all stages of development. The School and Society course emphasizes the context of education and the inter-relationships among schools and society with focus on the history, sociology and philosophy of education. The teacher candidates choose one related studies elective course, selected from an array of options that enables the student to study a topic related to teaching and learning in greater depth. Each academic area is evaluated using a variety of assessment tools, including a portfolio of artifacts that identifies evidence of learning in key areas. Field experiences are evaluated in terms of a teacher

candidate's demonstrated skills in : planning, instruction and assessment, classroom management, understanding curriculum, understanding learners, diversity and equity in educational practice, and professional behaviour.

3.2 Knowledge of Methodologies

Teacher candidates learn appropriate pedagogies and methodologies in a variety of ways. They are taught by instructors with extensive and exemplary teaching experience who model planning, instructional and assessment practices that are evidence-based, appropriate to the division and address diverse learner needs. Within the required academic courses, effective methodologies and approaches, and instructional strategies, are directly taught as well as modeled. Teacher candidates apply their new learnings and acquire additional ones in the field settings.

3.3 Application of Knowledge

Application of knowledge is a key feature of the program. The teacher candidates are required to successfully complete three field experiences. Initially, elementary teacher candidates are required to participate in the **STEP Program** – (Student Teaching Experience Program). Secondary teacher candidates engage in Orientation Days. All teacher candidates observe and work with associate teachers and students in preparation for practicum sessions. Teacher candidates then attend designated practice teaching schools in two different subject areas/divisions and two different schools for each of the four-week required **Practica**. Following the completion of the in-faculty program, teacher candidates are required to complete an **Internship**, a five week self-selected field-based experience that serves as a bridge into their careers. The internship allows them to select an area of study and experience that is the first step in their ongoing professional learning. The field experiences well exceed the number of days required as in-school practicum placement by the Ontario College of Teachers.

3.4 Communication Skills

Effective communication is taught throughout the program. All teacher candidates participate in seminar courses, prepare and present assignments in both written and oral formats. In particular, there is a focus on clear instructional language, attentive listening, focused questioning and effective feedback. The teacher candidates are constantly evaluated on their ability to effectively communicate in both the in-faculty and field settings. Teacher candidates are taught strategies to assist them in communicating effectively with pupils, parents, and colleagues in both the academic and practical components. Throughout the program, teacher candidates prepare an individual portfolio that is an ongoing communication tool and a record of their developing skills as a beginning teacher.

3.5 Awareness of Limits of Knowledge

The nine-month Bachelor of Education program focuses on the development of the student as a life long learner. Throughout the program, teacher candidates are presented with opportunities to gain an appreciation of the uncertainties, ambiguities and limitations of knowledge in the domains of teaching and learning, in academic and practical settings. In their elective related studies courses, they frequently focus on

critical issues and perspectives in teaching and learning. The internship allows candidates to autonomously determine areas of continuing learning need and to develop a plan for pursuing learning in these areas as a beginning to their career long pursuit of professional learning and growth. Teacher candidates are introduced to the ways in which they can continue to develop as a teacher through exposure to Teacher Induction Programs, opportunities to gain additional qualification and the requirements to pursue graduate studies in education.

3.6 Autonomy and Professional Capacity

The Ontario College of Teachers identifies eight competencies for new teachers:

STANDARD A: Commitment to Pupils and Pupil Learning

- Teachers demonstrate commitment to the well-being and development of all pupils.
- Teachers are dedicated in their efforts to teach and support pupil learning and achievement.
- Teachers treat all pupils equitably and with respect.
- Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
- Teachers know their subject matter, the Ontario curriculum, and education-related legislation

STANDARD B: Professional Learning

- Teachers know their subject matter, the Ontario curriculum, and education-related legislation.

STANDARD C : Professional Practice

- Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching, practices, and classroom management strategies to promote the learning and achievement of their pupils.
- Teachers communicate effectively with pupils, parents, and colleagues.
- Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

These competencies are integrated throughout the program and are used as graduate outcomes. Teacher candidates develop their portfolio entries and evidence around these competencies and reflect upon their learning in these areas.

3.7 Other Degree Expectations.

All graduates of the program are expected to demonstrate *The Ethical Standards for the Teaching Profession*. These are Care, Respect, Trust, and Integrity.

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing teacher candidates' 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.

4. Implementation

OISE is engaged in an ongoing process of curriculum review and renewal framed by both internal working groups and our external credentialing agency – the Ontario College of teachers. Annually, graduates of the program complete an exit survey. Data collected informs ongoing program development and refinement. Every five years, the program must undergo self-study and a rigorous process of review by the Ontario College of Teachers, in order to maintain accredited status to offer teacher education programs. As well, faculty are working with provincial and national professional and academic organizations to explore the future of Canadian teacher education.