



The Standards of Practice for the Teaching Profession

The standards of practice include five statements about:

- Commitment to Students and Student Learning
- Professional Knowledge
- Teaching Practice
- Leadership and Community
- Ongoing Professional Learning

The key elements are examples that expand upon the five standards of practice statements. The standards may be evidenced by, but are not limited to, the key elements.

Commitment to Students and Student Learning

Members of the Ontario College of Teachers demonstrate care for and commitment to students. They are dedicated in their efforts to teach and to support student learning. They treat students equitably and with respect. They encourage students to grow as individuals and as contributing members of society. Members of the Ontario College of Teachers assist students to become lifelong learners.

KEY ELEMENTS

1. Demonstration of care and commitment

Members of the Ontario College of Teachers:

- (a) model for students the curiosity, enthusiasm and joy of learning
- (b) help students to appreciate their own identity, to learn more of their cultural heritage and to build self-esteem
- (c) demonstrate concern for student character, peer relationships and personal aspirations.

2. Support for student learning

Members of the Ontario College of Teachers:

- (a) understand and use a range of teaching methods to address learning, cultural, spiritual and language differences, and family situations
- (b) develop programs for students that incorporate a knowledge and understanding of human development and learning theory.

3. Equitable and respectful treatment

Members of the Ontario College of Teachers:

- (a) accommodate the differences in students and respect their diversity
- (b) help students to connect learning to their own life experiences and spiritual and cultural understandings.

4. Growing as individuals and as contributing members of society

Members of the Ontario College of Teachers:

- (a) encourage students to become active, inquisitive and discerning citizens
- (b) create opportunities for students to understand, facilitate and respond to change
- (c) reinforce the rights and responsibilities students have as citizens.

5. Assistance in becoming lifelong learners

Members of the Ontario College of Teachers:

- (a) link the curriculum and learning experiences to everyday life
- (b) encourage students to know about, reflect on and monitor their own learning
- (c) challenge students in the pursuit of excellence.

Professional Knowledge

Professional knowledge is the foundation of teaching practice. Members of the Ontario College of Teachers know the curriculum, the subject matter, the student, and teaching practice. They know education-related legislation, methods of communication, and ways to teach in a changing world.

KEY ELEMENTS

1. Knowledge of the student

Members of the Ontario College of Teachers know:

- (a) how differences arising from cultural heritage, language, family, gender, community and other factors shape experience and impact on learning
- (b) how to recognize strengths and weaknesses of students
- (c) how teaching is shaped by what is known about human development and learning
- (d) that teaching students with exceptionalities requires the use of specialized knowledge and skills.

2. Knowledge of the curriculum

Members of the Ontario College of Teachers know:

- (a) the subject matter
- (b) how knowledge in their subject area is created, linked to other subjects and applied to life experiences
- (c) the curriculum relevant to their subject(s)
- (d) ways to connect curriculum expectations to curriculum resources and technologies.

3. Knowledge of teaching practice

Members of the Ontario College of Teachers know ways to:

- (a) make knowledge and skills accessible to others
- (b) shape instruction so that it is helpful to students who learn in a variety of ways
- (c) motivate students
- (d) establish and modify instructional settings
- (e) manage time for instruction
- (f) establish classroom management strategies that support learning and respect the dignity of students
- (g) collaborate and structure interaction among students to ensure that shared learning, as well as individual learning, occurs
- (h) assess and evaluate student learning, student approaches to learning and the achievement of curriculum expectations
- (i) communicate and collaborate with parents and others involved in the education of students.

4. Knowledge of the learning environment

Members of the Ontario College of Teachers know ways to identify and respond to:

- (a) change
- (b) the factors in a diverse and changing society that impact on learning
- (c) provincial legislation, local policies and procedures and community norms that guide the decisions they make.

Teaching Practice

Members of the Ontario College of Teachers apply professional knowledge and understanding of the student, curriculum, teaching, and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. They modify and refine teaching practice through continuous reflection.

KEY ELEMENTS

1. The student

Members of the Ontario College of Teachers planning for instruction:

- (a) collaborate with professional colleagues to support student learning
- (b) apply knowledge of student backgrounds, experiences and learning styles
- (c) apply knowledge of how students develop and learn
- (d) apply knowledge of a student's physical, social and cognitive development
- (e) respond to learning exceptionalities and special needs
- (f) adapt teaching practice based on student achievement.

2. Curriculum

Members of the Ontario College of Teachers:

- (a) adapt the methods of inquiry, content knowledge, and skills required in the curriculum
- (b) link content and skills to everyday life experiences
- (c) integrate a variety of teaching and learning strategies, activities, and resources
- (d) assist students to develop and use ways to access and critically assess information.

Teachers learn how to link content and skills to everyday life experiences



3. Teaching and the changing context of the learning environment

Members of the Ontario College of Teachers:

- (a) carry out their duties as outlined in legislation
- (b) establish a safe and supportive learning environment
- (c) establish and maintain standards for student behaviour
- (d) enhance the learning environment with a variety of curriculum resources and available technologies
- (e) organize time and space to enrich the learning environment
- (f) develop student activities to promote social and group responsibilities
- (g) use classroom management skills to enhance learning
- (h) apply teaching strategies to meet student needs.

4. Assessment and evaluation of students

Members of the Ontario College of Teachers:

- (a) communicate clear, challenging and achievable expectations for students
- (b) gather data on student performance using a variety of assessment strategies
- (c) keep a continuous and comprehensive record of group and individual achievement
- (d) report and provide ongoing feedback of individual achievement to students and parents.

5. Reflection

Members of the Ontario College of Teachers:

- (a) integrate curriculum expectations into current teaching practice
- (b) reflect on current practice to determine if needs of individuals and groups of students are being met
- (c) modify and refine teaching practice using a variety of sources and resources.

Leadership and Community

Members of the Ontario College of Teachers are educational leaders who create and sustain learning communities in their classrooms, in their schools, and in their profession. They collaborate with their colleagues and other professionals, with parents, and with other members of the community to enhance school programs and student learning.

KEY ELEMENTS

1. Responsibility and service

Members of the Ontario College of Teachers:

- (a) build trust with students, parents and the community
- (b) exercise professional integrity and judgement.

2. Creation of a learning community

Members of the Ontario College of Teachers:

- (a) learn with and from their students, colleagues and others in communities of learners
- (b) motivate and inspire through sharing their vision
- (c) create opportunities for students to share their learning with their classmates, schoolmates, parents and the community
- (d) invite parents and members of the community to share their knowledge and skills in supporting classroom and school activities.

3. Sustaining learning through innovation and change

Members of the Ontario College of Teachers:

- (a) innovate and effect change through decision-making, initiating change, and evaluating and communicating results
- (b) engage others through shared problem-solving and conflict resolution
- (c) act both as team members and as team leaders
- (d) acknowledge and celebrate effort and success.

Ongoing Professional Learning

Members of the Ontario College of Teachers are learners who acknowledge the interdependence of teacher learning and student learning. They engage in a continuum of professional growth to improve their practice.

KEY ELEMENTS

1. Teacher learning and student learning

Members of the Ontario College of Teachers:

- (a) understand that teacher learning is directly related to student learning
- (b) act as role models who demonstrate lifelong learning
- (c) engage in a variety of learning opportunities both individual and collaborative that are integrated into practice for the benefit of student learning.

2. Professional growth

Members of the Ontario College of Teachers:

- (a) recognize that continuous professional growth is an integral part of teaching
- (b) recognize that teaching and professional growth are influenced by personal, social and educational contexts
- (c) understand that teaching practice is enhanced by many forms of knowledge, ways of knowing and ways to access that knowledge
- (d) anticipate and plan the kinds of learning they will need to respond to a variety of educational contexts.

3. Improving practice

Members of the Ontario College of Teachers:

- (a) demonstrate a commitment to continued professional growth
- (b) know that professional learning is most effective when it is job-embedded, relevant and supported by others within the educational community
- (c) reflect on their practice and learn from experience
- (d) draw on and contribute, where appropriate, to various forms of educational research
- (e) collaborate with colleagues to improve practice.

What does it mean to be a teacher
in Ontario?

It means being part of a culture
of care, support and meaningful
instruction for students.

It means living according to an ethic
of responsibility in collaboration
with our educational partners.

It means creating a community of
lifelong learners.