

## BEd PROGRAM LEARNING OUTCOMES

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### A. Depth of Knowledge

- A1. Demonstrate an understanding of theories of teaching and learning, including constructivist teaching and learning principles.
- A2. Demonstrate knowledge of the Ontario curricula for the appropriate division and/or teachable subjects.
- A3. Demonstrate appropriate subject area knowledge.
- A4. Demonstrate appropriate pedagogical content knowledge.
- A5. Demonstrate ability to implement evidence-based teaching practices in content areas.
- A6. Demonstrate knowledge of effective assessment practices (assessment for, as and of learning) appropriate for the divisions in which they will teach and for a variety of pedagogies.
- A7. Demonstrate an understanding of curriculum processes and interconnections: planning, development, implementation and assessment.
- A8. Demonstrate an understanding of literacy strategies to incorporate into content area curricula to promote student learning.
- A9. Demonstrate knowledge of critical thinking and how to help students develop critical thinking skills.
- A10. Demonstrate awareness of key environmental issues and how to teach about these in age-appropriate, contextually appropriate ways.
- A11. Demonstrate an understanding of the relationship between democracy and education, and the demands democracy places on education

- A12. Demonstrate knowledge of the laws and regulations governing publicly and federally funded education in Ontario.
- A13. Demonstrate knowledge of current Ministry of Education and local school board policies and procedures.
- A14. Demonstrate an understanding of the ways in which the history of education affects current policies and practices.
- A15. Demonstrate knowledge of historic and current events, both national and international, and an awareness of how changing social forces impact students and classrooms.
- A16. Demonstrate an understanding of the impacts of social, economic, and ecological contexts in school success, and the ways in which factors such as poverty and social disadvantage may place certain children at risk of developmental, health, social, and academic achievement difficulties.
- A17. Understand colonialism and its continued effects on Aboriginal communities and learners.
- A18. Demonstrate knowledge of Aboriginal history, including an understanding of the continuing effect of colonialism and Residential Schools, on Aboriginal communities and learners.
- A19. Demonstrate knowledge about cultures of bullying, prejudice, and discrimination that gender and sexuality minority students, teachers, and families (e.g. lesbian, gay, bisexual, transgender) face in schools.
- A20. Understand the principles of culturally responsive teaching within an anti-racist framework.
- A21. Demonstrate knowledge and understanding of resources that facilitate implementation of culturally responsive and social justice oriented teaching.
- A22. Demonstrate an understanding of child and youth development (physical, emotional, social, moral, and cognitive) and the implications for practice across grade levels and divisions.
- A23. Demonstrate knowledge of the needs of exceptional students based on theoretical and practical research, and the ability to use this knowledge in making decisions concerning effective pedagogy and programming.
- A24. Determine differences in learners on multiple axes, including race, class, age, gender identity, sexual orientation, ability, size, religion and mental health.
- A25. Demonstrate an understanding of child, youth and parent mental health, and the requisite knowledge to link students and families to the necessary services.

- A26. Demonstrate an understanding of critical media literacy and develop strategies for their successful cross-curricular implementation.
- A27. Demonstrate an understanding of hands-on, production-centered digital literacies relevant for the pedagogies used in the content areas.
- A28. Demonstrate knowledge of multiple modes of communication, including oral, textual, visual, aural and multimodal expression.
- A29. Understand theories of classroom management and demonstrate the ability to respond flexibly and responsibly to varied scenarios.
- A30. Demonstrate knowledge of children's basic human rights.
- A31. Demonstrate knowledge of culturally responsive teaching practices in content areas.
- A32. Demonstrate knowledge of strategies for teaching English Language Learners [ELLs] in the content areas.
- A33. Demonstrate awareness of classroom management issues that may vary for diverse or at-risk students (e.g., from high poverty, in foster care, racialized, English Language Learners, LGBTQ, in the justice system, etc.)
- A34. Show an appreciation of experiential education, an understanding of its role in traditional Indigenous education and of its potential in today's education system.
- A35. Demonstrate an awareness of the importance of Treaties to Aboriginal/non-Aboriginal relations.
- A36. Demonstrate knowledge of how Professional Learning Communities (PLCs) work in schools, using assessment data and research findings to guide and differentiate instruction.

**B. Application of Knowledge**

- B1. Demonstrate the ability to apply educational theory to teaching practice.
- B2. Demonstrate the ability to plan engaging lessons for all students.
- B3. Demonstrate the ability to use reflective practice to evaluate one's engagement with educational theory to enhance teaching practice.
- B4. Demonstrate the ability to unpack the curriculum in order to extract the 'big ideas' and develop the enduring understandings from curriculum.
- B5. Demonstrate the ability to foster student engagement, motivation and a love of learning.
- B6. Demonstrate the ability to critically analyze social systems of which they are part, and take action for improvement.

- B7. Demonstrate the skills to help students: appreciate that their actions have multiple consequences; and act in personally, socially, and environmentally responsible ways.
- B8. Demonstrate the ability to design effective instruction for both Aboriginal and non-Aboriginal students and to teach both Aboriginal and non-Aboriginal students respectfully and effectively.
- B9. Demonstrate the ability to differentiate instruction for students of varying abilities, learning preferences, and diverse backgrounds.
- B10. Demonstrate the ability to guide instruction in large and small groups.
- B11. Demonstrate the ability to plan lessons and units taking into account relevant Ontario Ministry of Education curriculum, resource and policy documents, critical reflection and best practice.
- B12. Demonstrate the ability to design effective instruction for students from different cultures, and for English Language Learners [ELLs], and the ability to teach them respectfully and effectively.

**C. Knowledge of Educational Research Methodologies**

- C1. Demonstrate the ability to define and articulate the need for information and select strategies and tools to find that information.
- C2. Demonstrate the ability to identify problems, formulate questions, and employ advanced search strategies using various electronic retrieval systems, to locate information through professional and academic literature for use in teaching.
- C3. Demonstrate the ability to assess the quality and relevance of information found through various means.
- C4. Articulate an understanding of educational research procedures including action research.
- C5. Demonstrate the ability to write brief literature reviews and write up action research conducted by themselves and colleagues.
- C6. Demonstrate understanding of ethical considerations in conducting research with people, and knowledge of Aboriginal research considerations.

**D. Awareness of the Limits of Knowledge**

- D1. Articulate that knowledge is culturally situated and may be perceived differently by people from different backgrounds.
- D2. Demonstrate the understanding that our knowledge is never complete or absolute.

- D3. Demonstrate an awareness of how one's own socio-cultural-ecological background and context impacts perception, knowledge acquisition and belief formation.
- D4. Demonstrate an awareness of how Eurocentric and other dominant discourses have permeated, and continue to permeate, curriculum.
- D5. Demonstrate knowledge that literacy is culturally situated, political in nature, and constantly changing to meet the needs of societies.

## **E. Communication Skills**

- E1. Demonstrate the ability to articulate ideas clearly, read critically, and communicate precisely in writing for particular audiences (including colleagues, parents, students – including English Language Learners – and the public).
- E2. Demonstrate the ability to hear and respond to the needs of students.
- E3. Articulate an understanding that communication takes multiple forms, including artistic forms, and that the arts are effective in communicating culturally and epistemologically diverse knowledge.
- E4. Demonstrate the ability to communicate and teach effectively using educational technology as a tool to enhance learning.
- E5. Demonstrate the understanding that much communication occurs through body language.
- E6. Recognize and value the background and home literacies students bring to the classroom and the role these can and should play in the acquisition of English literacy.
- E7. Demonstrate an understanding of the nature of science and be able to describe what it means to be scientifically literate.

## **F. Self-Knowledge**

- F1. Articulate one's social, cultural and ecological positioning.
- F2. Articulate one's beliefs about teaching and learning.
- F3. Demonstrate the ability to assess one's own strengths as a teacher and state areas for growth.
- F4. Demonstrate an understanding of how personal educational practices and assumptions are informed by past educational experiences: analyze and critique those experiences.
- F5. Demonstrate knowledge of how personal learning preferences impact instructional practices.

- F6. Demonstrate an awareness of wellness and wellbeing and an ability to identify and respond to personal wellness needs.
- F7. Demonstrate an understanding of professional development as a career-long process.
- F8. Articulate one's own reasoned beliefs about the use of educational technologies.
- F9. Demonstrate an appreciation for First Nations, Métis and Inuit cultures.

**G. Autonomy and Professional Capacity**

- G1. Demonstrate knowledge of the Ontario College of Teachers' 'Standards of Practice for the Teaching Profession' and the 'Ethical Standards for the Teaching Profession'.
- G2. Act according to the Ontario College of Teachers' 'Standards of Practice for the Teaching Profession' and the 'Ethical Standards for the Teaching Profession'..
- G3. Demonstrate an understanding of appropriate advocacy on behalf of students.
- G4. Demonstrate the ability to work collaboratively with colleagues.
- G5. Be able to take responsibility for personal health, learning, growth and development.
- G6. Demonstrate an understanding of, and facility with, reflexive practice.
- G7. Demonstrate an understanding of collaborative inquiry and its potential to solve challenges and answer critical questions about teaching and learning.
- G8. Demonstrate a tolerance for, and ability to persevere in the face of, ambiguity, uncertainty and adversity.
- G9. Demonstrate integrity, compassion, and patience.
- G10. Demonstrate an understanding of how to build healthy relationships with people, places, and the natural world.
- G11. Demonstrate the ability to apply strategies for successful change within schools.
- G12. Demonstrate an awareness of and facility with skills for building positive and cooperative community climates in classrooms and schools.
- G13. Understand the need for a balance of physical, mental, spiritual and emotional health in students, communities, and ourselves.
- G14. Demonstrate the ability to practice critical reflection.
- G15. Demonstrate an ability to empathize with students who come from diverse socio-cultural-ecological backgrounds.