Western Education

Mapping the Bachelor of Education Competencies

Western University's Bachelor of Education (BEd) aligns with the following competency frameworks:

Ontario College of Teachers' Standards of Practice : graduates of this program are recommended for OCT certification and, as OCT members, are expected to uphold the Standards of Practice in their daily teaching.

O. Reg. 283/13 Accreditation of Teacher Education Programs (O. Reg.) : the BEd is an accredited Teacher Education Program and is regularly assessed to ensure the O. Reg. competencies are being taught.

Western University Degree Outcomes (WDO) : the WDO, in partnership with the Ontario Universities Council on Quality Assurance "University Degree Level Outcomes", ensure that all Western University graduates are educated to the highest standards of quality.

Canadians for 21st Century Learning and Innovation (C21) : under their Shifting Minds series of publications, C21 has developed a framework for 21st century competencies that will position youth for success in *their* future.

The chart below demonstrates how the Standards of Practice align with the various other professional competencies governing the Bachelor of Education:

Standards of Practice	Commitment to Learners & Learning			Professional Knowledge			Ongoing Professional Learning	
O. Reg.	Pedagogical & Instructional Strategies Knowledge	The Teaching Context Knowledge		Curriculum Knowledge	Pedagogical & Instructional Strategies Knowledge	The Teaching Context Knowledge		
WDO	Critical Inquiry & Creative Thinking			Knowledge		Literacies and Interdisciplinarity	Resilience and Life-Long Learning	
C21	Collaboration	Character	Culture & Ethical Citizenship	Communication		Culture & Ethical Citizenship	Character	Computer & Digital Technologies

Standards of Practice	Professional Practice					Leadership & Community			
O. Reg.	Pedagogical & Instructional Strategies Knowledge		The Teaching Context Knowledge			The Teaching Context Knowledge			
WDO	Communication		Professionalism & Ethical Conduct			Global & Community Engagement			
C21	Creativity, Innovation & Entrepreneurship	Critical Thinking	Communication	Character	Computer & Digital Technologies	Collaboration	Communication	Character	Culture & Ethical Citizenship

Teacher Candidates will review their learning with a focus on the **Primary BEd Competencies** developed from the Standards of Practice. See Page 3.

Instructors, Faculty and Staff will use the **Extended BEd Competencies** for the planning and review of the program and its courses. **We are now required to report on these outcomes annually**. See Page 4.

Western Education

Primary Bachelor of Education Competencies
Developed from the Ontario College of Teachers' Standards of Practice

1. Commitment to Learners & Learning

1.1 Teacher Candidates demonstrate an understanding of the relationship between well-being and development of all pupils.

1.2 Teacher Candidates demonstrate an understanding of the professionalism required of them to teach and support pupil learning and achievement.

1.3 Teacher Candidates demonstrate an understanding of why it is so important to treat all pupils equitably and with respect.

1.4 Teacher Candidates develop and understanding of how to develop an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

2. Professional Knowledge

2.1 Teacher Candidates demonstrate knowledge of their subject matter, and an awareness of how their work is governed by the Ontario curriculum, and education related legislation.

2.2 Teacher Candidates create and refine their process of pedagogical documentation of

-a variety of effective teaching and assessment practices.

-a variety of effective classroom management strategies.

-how pupils learn and the factors that influence pupil learning and achievement.

3. Professional Practice

3.1 Teacher Candidates begin to apply their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

3.2 Teacher Candidates identify strategies for communicating effectively with pupils, parents, and colleagues, and set goals to develop their own personal skills.

3.3 Teacher Candidates demonstrate their understanding of assessment through documenting the ongoing assessment of their own progress and achievement, leading a discussion of their progress with their instructor(s) regularly.

3.4 Teacher Candidates adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

3.5 Teacher Candidates use appropriate technology in their teaching practices and related professional responsibilities.

4. Leadership & Community

4.1 Teacher Candidates collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.

4.2 Teacher Candidates demonstrate an understanding of the need to work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

5. Ongoing Professional Learning

5.1 Teacher Candidates engage in ongoing professional learning and apply it to improve their teaching practices.

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Extended Bachelor of Education Competencies

1. Commitment to Learners & Learning: Teacher Candidates are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Teacher Candidates facilitate the development of students as contributing citizens of Canadian society.

2. Professional Knowledge: Teacher Candidates strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgement in practice.

3. Professional Practice: Teacher Candidates apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Teacher Candidates refine their professional practice through ongoing inquiry, dialogue and reflection.

4. Leadership & Community: Teacher Candidates promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Teacher Candidates maintain and uphold the principles of the ethical standards in these learning communities.

5. Ongoing Professional Learning: Teacher Candidates recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

By the end of the program, all Western University Bachelor of Education graduates are expected to demonstrate each of the following competencies:

1. Commitment to Learners & Learning

1.1 Teacher Candidates demonstrate an understanding of the relationship between well-being and development of all pupils.

1.2 Teacher Candidates demonstrate an understanding of the professionalism required of them to teach and support pupil learning and achievement.

1.3 Teacher Candidates demonstrate an understanding of why it is so important to treat all pupils equitably and with respect.

1.4 Teacher Candidates develop and understanding of how to develop an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

1.5 Teacher Candidates use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.[2]

1.6 Teacher Candidates learn Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.[2]

1.7 Teacher Candidates understand child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.[3]

1.8 Teacher Candidates learn the College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession".[3]

1.9 Teacher Candidates learn how to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.[3]

1.10 Teacher Candidates develop habits of constructive skepticism, differentiation and intellectual adaptability in their approaches to phenomena, artefacts, issues, or arguments. They are able to identify underlying assumptions, agendas, purposes, audiences, points of view, paradigms, evidence, implications, and logical strategies and thereby arrive at conclusions about reliability. They bring habits of careful judgment, an appetite for further refinement, aesthetic engagement, and artistic expression or highly developed problem-solving skills to their pursuits.[9]

1.11 Teacher Candidates have the ability to lead or work in a team and to relate to other people in varying contexts, including capacity to resolve and manage conflict.[13]

1.12 Teacher Candidates have the capacity for sensitivity to the issues and processes associated with collaborating across cultures.[13]

1.13 Teacher Candidates develop tolerance, ethics and fairness.[15]

1.14 Teacher Candidates develop mental and physical well-being.[15]

1.15 Teacher Candidates have the ability to appreciate cultural and societal diversity at the local, national and global levels.[16]

2. Professional Knowledge

2.1 Teacher Candidates demonstrate knowledge of their subject matter, and an awareness of how their work is governed by the Ontario curriculum, and education related legislation.

2.2 Teacher Candidates create and refine their process of pedagogical documentation of

-a variety of effective teaching and assessment practices.

-a variety of effective classroom management strategies.

-how pupils learn and the factors that influence pupil learning and achievement.

2.3 Teacher Candidates have knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.[1]

2.4 Teacher Candidates use current research in teaching and learning.[1]

2.5 Teacher Candidates use Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.[2]

2.6 Teacher Candidates understand the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.[2]

2.7 Teacher Candidates understand the Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.[3]

2.8 Teacher Candidates have a sense of discovery that drives their ability to ask and frame questions, seeking to make connections that are not immediately obvious among phenomena and ideas. Teacher Candidates explain the differences and linkages between the theories, research methods and core ideas of the disciplines they have studied, and analyze and solve problems according to the accepted methods of their field or fields. With their knowledge, Teacher Candidates can

identify opportunities in their disciplines and see connections between other areas of study in order to imagine, create or produce novel solutions, works or performances.[4]

2.9 Teacher Candidates use disciplinary discourse, technical language, numerical literacy or other appropriate disciplinary systems of knowledge, research methods or ways of knowing to identify, locate and evaluate oral, print, graphic, numerical, scientific or digital information. They explore complex problems from a variety of perspectives, recognizing bias, and identifying missing or underrepresented voices. Working under conditions of ambiguity or uncertainty, Teacher Candidates use disciplinary knowledge in order to research, reason and solve problems from a range of contexts relevant to practices in their disciplines. In proposing solutions, they describe limitations of the sources and methods they use.[5]

2.10 Teacher Candidates use technology to develop 21st Century competencies in the context of core subjects.[14]

2.11 Teacher Candidates have the capacity to comprehend Canada's political, social, economic and financial systems in a global context.[16]

2.12 Teacher Candidates understand key ideas and concepts related to democracy, social justice and human rights.[16]

2.13 Teacher Candidates understand the dynamic interactions of Earth's systems, the dependence of our social and economic systems on these natural systems, our fundamental connection to all living things, and the impact of humans upon the environment.[16]

2.14 Teacher Candidates consider the impact of societal and environmental trends and issues.[16]

3. Professional Practice

3.1 Teacher Candidates begin to apply their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

3.2 Teacher Candidates identify strategies for communicating effectively with pupils, parents, and colleagues, and set goals to develop their own personal skills.

3.3 Teacher Candidates demonstrate their understanding of assessment through documenting the ongoing assessment of their own progress and achievement, leading a discussion of their progress with their instructor(s) regularly.

3.4 Teacher Candidates adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

3.5 Teacher Candidates use appropriate technology in their teaching practices and related professional responsibilities.

3.6 Teacher Candidates use educational research and data analysis.[2]

3.7 Teacher Candidates use technology as a teaching tool.[2]

3.8 Teacher Candidates use learning and teaching theories and methods and differentiated instruction.[2]

3.9 Teacher Candidates develop classroom management and organization skills.[2]

3.10 Teacher Candidates use current strategies relating to student observation, assessment and evaluation.[2]

3.11 Teacher Candidates are able to teach students whose first language is not the language of instruction, whether English or French.[2]

3.12 Teacher Candidates have knowledge of the Ontario context in which elementary or secondary schools operate.[3]

3.13 Teacher Candidates interact and collaborate effectively with other individuals and groups using the language and reasoning appropriate to the communicative context, within and across their personal and professional communities and cultures.

Teacher Candidates present their ideas or perform their works in a way that is clear and accessible to a variety of audiences. Connecting with peers and experts, they communicate responsibly through digital and other means.[6]

3.14 Teacher Candidates recognize the ways in which their conduct affects others in their field or fields, profession, community, or society. They work effectively with others practically (e.g. time management, conflict resolution); ethically (e.g. division of intellectual responsibility and credit) and socially (e.g. respecting cultural differences, work preferences). Teacher Candidates apply their studies responsibly to situations they find in the world around them, with the ability to explore ideas, issues, and the world at large from viewpoints other than their own.[10]

3.15 Teacher Candidates apply creative thought processes to create something of value.[11]

3.16 Teacher Candidates create and apply new knowledge in innovative and entrepreneurial ways to create new products or solve complex problems.[11]

3.17 Teacher Candidates invent new problem solving heuristics when all standard protocols have failed.[11]

3.18 Teacher Candidates have a deep understanding of and capacity to apply the elements and processes associated with critical thinking and problem solving.[12]

3.19 Teacher Candidates acquire, process, interpret, rationalize and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely fashion.[12]

3.20 Teacher Candidates have high level literacy skills, including strength in a person's mother tongue with multilingual capacity a definite asset.[14]

3.21 Teacher Candidates communicate using a variety of media and technologies.[14]

3.22 Teacher Candidates access, analyze, integrate and manage large volumes of information.[14]

3.23 Teacher Candidates effectively use social media to communicate and resolve challenges.[14]

3.24 Teacher Candidates critically interpret and evaluate ideas presented through a variety of media and technologies.[14]

3.25 Teacher Candidates are responsible and accountable.[15]

3.26 Teacher Candidates are self-directed, adaptable and resilient.[15]

3.27 Teacher Candidates have personal productivity.[15]

3.28 Teacher Candidates are able to use computers and digital resources to access information and create knowledge, solutions, products and services.[17]

4. Leadership & Community

4.1 Teacher Candidates collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.

4.2 Teacher Candidates demonstrate an understanding of the need to work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

4.3 Teacher Candidates can 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.[3]

4.4 Teacher Candidates interact ethically and compassionately with others and with the natural and social world. They are ready to act locally and imagine globally; practice perspective taking and empathy; understand the interconnectedness of the world as expressed through technology, culture, belief systems, economics, and politics; understand and exercise social, political and environmental responsibility both at home and abroad.[8]

4.5 Teacher Candidates interact positively and respectfully with others in creating new ideas and developing products.[13]

4.6 Teacher Candidates collaborate across networks, using various information and communication technologies. [13] **4.7** Teacher Candidates have highly developed cooperative interpersonal capabilities. [14]

4.8 Teacher Candidates have interpersonal skills and proficiency in managing personal relationships. [15]

4.9 Teacher Candidates have disposition and skills necessary for effective civic engagement.[16]

5. Ongoing Professional Learning

5.1 Teacher Candidates engage in ongoing professional learning and apply it to improve their teaching practices.

5.2 Teacher Candidates adapt to personal and professional changes and challenges across the life course by being self-aware, resilient, and self-reflexive. In addition to their mastery of discipline specific knowledge and methods, Teacher Candidates can articulate a clear understanding of their own values, interests, and goals as well as the limitations of their own knowledge and perspectives. Accepting that change is ongoing, they recognize the advantages of stepping outside of their comfort zone to continue to enhance their knowledge and capabilities.[7]

5.3 Teacher Candidates develop life-long learner leadership.[15]

5.4 Teacher Candidates critically analyze the past and present and apply those understandings in planning for the future. [16]

5.5 Teacher Candidates have the capacity to use social media for learning. [17]

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[1] O. Reg. 283/13 Accreditation of Teacher Education Programs – Curriculum Knowledge
[2] O. Reg. 283/13 Accreditation of Teacher Education Programs – Pedagogical & Instructional Strategies Knowledge
[3] O. Reg. 283/13 Accreditation of Teacher Education Programs – The Teaching Context Knowledge
[4] Western University Degree Outcomes – Knowledge
[5] Western University Degree Outcomes – Literacies and Interdisciplinarity
[6] Western University Degree Outcomes – Communication
[7] Western University Degree Outcomes – Resilience and Lifelong Learning
[8] Western University Degree Outcomes – Global and Community Engagement
[9] Western University Degree Outcomes – Critical Inquiry and Creative Thinking
[10] Western University Degree Outcomes – Professionalism and Ethical Conduct
[11] Canadians for 21st Century Learning and Innovation – Creativity, Innovation and Entrepreneurship
[12] Canadians for 21st Century Learning and Innovation – Critical Thinking
[13] Canadians for 21st Century Learning and Innovation – Collaboration
[14] Canadians for 21st Century Learning and Innovation – Communication
[15] Canadians for 21st Century Learning and Innovation – Character
[16] Canadians for 21st Century Learning and Innovation – Culture and Ethical Citizenship
[17] Canadians for 21st Century Learning and Innovation – Computer and Digital Technologies