

OCT's Standards of Practice

Format

1-1.5 hour PD Session in August

Background Information

Dufferin Area Christian School is an independent School, with staff holding teaching credentials from our own teacher's college not currently recognized by the OCT. Therefore staff are not members of the OCT and are somewhat unfamiliar with their organization and practices.

Introduction

What is the OCT?

- Ontario College of Teachers
- Provides oversight and direction to the teaching profession in Ontario
- Mission: "Placing student's interests and well-being first by regulating and promoting excellence in teaching."¹

Why should this concern us?

- In 2017, the Canadian Reformed Teacher's College started working towards accreditation with the Ministry of Education and the Ontario College of Teachers (OCT) in order to grant it's teachers membership with the Ontario College of Teachers.

Commented [K1]: The goal is to keep things brief. Staff don't have a lot of time, and will appreciate getting a lot of work done in a short timeframe.

Commented [K2]: Using the Situational Leadership Theory, staff exhibits a low maturity level (M2), and there may be some resistance to change with some senior staff members who may question the necessity of such an exercise. I would use a "Selling" leadership style with high task and high relationship.

¹ (Mission, Vision, Values & Strategic Priorities, 2019)

The OCT's Ethical Standards & Standards of Practice

1. Provide staff members with a copy of the wheel outlining the 5 standards of practice for the teaching profession and the 4 ethical standards. As a group, brainstorm what we think each of these standards means. Have one person jot these down on the whiteboard. (5-10 minutes)
2. Break into pairs. Review the entire OCT poster² and explore each of the standards in greater detail, using these guiding questions: (15-20 minutes)
 - Was what we brainstormed in line with the standards?
 - Does current practice at DACS align with the standards? List specific ways where it does. Highlight areas where there is the potential for growth.
3. Coming back to whole-group, the staff would share highlights from their discussion. (10 minutes)

Commented [K3]: During the group brainstorming session I'm using a "Participating" style of leadership. The staff is very experienced, and although we are exploring something new, the task and content should be familiar. I would rate their maturity at an M3 level. Once the staff members break into pairs, I'd be employing a different style of leadership from "Telling", "Selling", "Participating" and "Delegating" depending on the individual maturity needs of each group. Most groups will be functioning at a M3 and M4 maturity level, but maturity levels may fluctuate during the exercise as they explore different aspects of the standards and challenge themselves to apply these to practice.

Commented [K4]: Staff should see that we are doing all of these things! This should help to encourage and motivate staff. A Transformational leadership style would really help to highlight the strengths of current practice, and motivate staff to strive for an ever greater level of excellence.

Commented [K5]: Everything is stated positively in order to encourage and motivate staff.

Linking Theory to Practice

4. Problem Solving: How can we use the standards when we encounter a moral dilemma?
 - a. Teachers will break into small groups, select one the case studies provided from the OCT³ and work through the inquiry process. (25 minutes)

Commented [K6]: I would use a continue to use a "Participating" style of leadership and scaffold the assistance and leadership style provided to each group in response to their needs.

Teaching & Social Media

1. Watch the video "Professional Advisory: Electronic Communication, Social Media from Ontario College of Teachers"⁴ (10 minutes)

² (Professional Standards Poster, 2019)

³ (Casework Inquiry for Educators, 2006)

⁴ (Maintaining Professionalism - Use of Electronic Communication and Social Media - Updated - Professional Advisory, 2019)

2. Discuss connections to the Ethical Standards and Standards of Practice. (10 minutes)

Follow-up

Display the OCT poster (Professional Standards Poster, 2019) on the bulletin board in the staffroom where it would be a daily reminder and available for reference.

Include a copy in the Personnel Manual.

Bibliography

- Casework Inquiry for Educators*. (2006). Retrieved from Ontario College of Teachers: https://www.oct.ca/-/media/PDF/Standards%20in%20Practice%20Booklet%201%20Casework%20Inquiry%20for%20Educators/EN/book1_e.pdf on 28 June 2019.
- Maintaining Professionalism - Use of Electronic Communication and Social Media - Updated - Professional Advisory*. (2019). Retrieved from Ontario College of Teachers: <https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media> on 27 June 2019.
- Mission, Vision, Values & Strategic Priorities*. (2019). Retrieved from Ontario College of Teachers: <https://www.oct.ca/about-the-college/mission-vision-values> on 27 June 2019.
- Professional Standards Poster*. (2019). Retrieved from Ontario College of Teachers: https://www.oct.ca/-/media/PDF/Standards%20Poster/standards_flyer_e.pdf on 27 June 2019.