

**Initial Teacher Education, Bachelor of Education/Diploma in Technological Education Consecutive Program,
Master of Teaching Program and The University of Toronto Concurrent Program
LEARNER DOCUMENT**

Graduates of OISE's Bachelor of Education/Diploma in Technological Education Consecutive Program, Master of Teaching Program and The University of Toronto Concurrent Teacher Education Program will begin to demonstrate:

Knowledge of the Learner

... the capacities to:

- Understand how individuals and groups learn in order to ensure that teaching begins with the learner in mind.
- Understand both learning and human development progressions.
- Understand that teaching is more than a methodology. It includes an understanding of teaching redefined as responsibility for student learning.

Teacher Identity

... the capacities to:

- Understand the ways in which teachers' beliefs, social identity, visions, strengths, personal biases and assumptions influence their practice.
- Develop a personal philosophy of education that embodies principles of equity, diversity, inclusion, social justice and environmental justice.
- Commit to ongoing professional learning.
- Develop as a critical and reflective teacher with an inquiry habit of mind that is grounded in research and evidence-based practice.
- Understand the value and necessity of perseverance and self-assessment in the development of teaching excellence.
- Recognize their potential as collaborators, mentors, and leaders within a variety of professional contexts.
- Exercise informed professional and ethical judgment.

Transformative Purposes of Education

... the capacities to:

- Understand the transformative impact of education.
- Understand the roles teachers, learners, families, communities, schools and systems play in this transformative process.

Subject Matter and Pedagogical Content Knowledge

... the capacities to:

- Know the theory, history, methods, intellectual content, enduring understandings and practices of an academic discipline/domain, and understand the interconnectedness across them.
- Make informed pedagogical decisions with the goal of success for all students based on knowledge of the learner, context, curriculum, and assessment.
- Understand that curriculum planning and delivery are embedded in political, social, cultural and environmental contexts.
- Recognize the potential value added and influence of information communication technologies to support teaching and learning and make informed pedagogical decisions regarding when and how the use of technology can have the greatest impact upon learning.

Learning and Teaching in Social Contexts

... the capacities to:

- Understand that learning and teaching are socially constructed processes and what is valued is socially determined.
- Understand how systematic/institutional practices dis/advantage social groups/learners and ways that they can work with others to counter inequalities.
- Understand themselves as change agents and community members committed to act in socially just and environmentally responsible ways.
- Participate meaningfully and actively in professional learning communities.
- Collaborate effectively with a range of educational partners including families, community, professional resources, etc.