



Curriculum Design and Program Development (CDPD) 500 Fall, 2012

Course Title

Introduction to the Principles and Practices of Curriculum Design and Program Development

Course Description

This course introduces students to selected ideas and practices that guide teachers' professional practices in designing curriculum and developing programs for children in today's schools (K-6). Students will be introduced to the nine main disciplines used to organize learning experiences in schools, and undertake an interpretation of why curriculum is designed and programs are planned as they are in schools. The main intention of this course is for students to experience how best to design curriculum and plan programs so all children can learn in school settings. In addition, this course is designed to assist students of education to understand the problems and possible solutions associated with curriculum design and program development in school and community contexts; and, to develop a set of executive strategies to guide their future professional practices in design of curriculum and planning of programs. The students will be expected to work cross disciplinary units in the program and integrate course work outcomes. Literacy and numeracy will be emphasized.

CDPD 500 is the first of three graduated and integrated courses in curriculum design and program development and is intended to provide students with foundational information and practices regarding the requirements of curriculum design and program development in elementary school classrooms in Alberta. Through this course, students will gain an understanding of the role of the teacher in translating the requirements into plans for teaching so that all learners can learn, including learners with special learning needs and those from various cultural backgrounds, and will explore the various orientations and methods regarding curriculum decision-making in schools. Students will examine the role of technologies in education, as well as community, societal, political and school variables that influence curriculum design and program development in elementary schools.

Course Topics

Program development: principles and practices
Five types of resources used in schools to support program development
Disciplinary organization of school programs
Curriculum theory and development

Lesson planning, unit planning and yearly planning models
 Inclusion and differentiation of instruction
 Technology integration and the Elementary School classroom
 Instructional design: challenges and opportunities in designing learning experiences
 Language Arts
 Social Studies
 Mathematics
 Science
 Physical Education
 Health and Wellness Education
 Religious Education
 Fine Arts and Music
 Additional Language acquisition

Teaching Quality Standard (TQS)

The integrated design of the B.Ed. program components and courses gives students an opportunity to develop the knowledge, skills and attributes (KSAs) of the Teaching Quality Standard of Alberta. Students will be given a deliberate opportunity in this course to explain their understanding of the KSAs. Students will have one take home examination (see assignments) in which they will be given opportunity to assess and evaluate their progress towards achievement of the KSAs and the Teaching Quality Standards in the Ministerial Directive 4.2.1.

KSA	Teaching Quality Standards, Ministerial Directive 4.2.1. Interim Professional Certification
Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:	
a	contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
b	the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
c	the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
d	the subject disciplines they teach. They have completed a structured program of

	studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
e	all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;
f	the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
g	students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;
h	the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;
i	there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
j	the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
k	the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
l	the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;
m	student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n	the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
o	the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
p	the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience;
q	they are expected to achieve the Teaching Quality Standard.

Class Schedules

T/Th 8:15-11:15 a.m.

Instructor Information

bpotvin@ambrose.edu

Office hours: T/Th 11:15-12:00

Additional Information

Graduates of the B Ed program at Ambrose will have been prepared to undertake thorough analyses of the contexts in which optimum learning occurs and to make instructional decisions regarding which pedagogical knowledge and abilities to apply that will result in optimal learning by students. A successful graduate will be an effective beginning teacher who:

- holds a high view of teaching as a vocation;
- supports Christian-based values;
- believes strongly in the primacy of learning for children in schools;
- has a thorough understanding of, and confidence to work with, inquiry-based learning;
- possesses knowledge of curriculum and learning theory;
- displays a readiness to engage in shared praxis;
- possesses an ability to build positive relationships with children, parents, and colleagues;
- believes in the intrinsic value and uniqueness of each child;

- is confident to design inclusive learning and teaching practices;
- is sensitive to cultural realities and differences;
- articulates a clear philosophy of learning and teaching.

A successful graduate is one who has met or exceeded expectations regarding Program Competencies and KSAs drawn from the Government of Alberta Ministerial Directive, 4.2.1, Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta and the Descriptors of the Knowledge, Skills and Attributes Related to Interim Certification. Our assessment of our graduates will be based on evidence given of competencies achieved through study and work in each of the course in each component of the B Ed program. In CDPD 500, I will be assisting each student to develop a foundational understanding and development of the following competencies:

Expected Learning Outcomes

Students will be expected to give evidence of the following competencies:

Competency	Description
1	Build affirmative relationships with children.
2	Apply theories of curriculum, learning, and assessment to the development of programs.
3	Build learning communities.
4	Design teaching and learning scenarios that include inquiry-based learning.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6	Engage in shared praxis.
7	Design and implement programs that incorporate attention to cultural realities and diversities.
8	Understand critical and creative thinking as essential to learning in all programs.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10	Address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.

Textbooks

K-6 Program of Studies: Alberta Education

On Reserve

Caffarella, Rosemary (2002): *Planning programs for adult learners*. San Francisco, CA: Jossey-Bass

Attendance

Attendance at each class is mandatory.

Course Requirements

Students are required to design nine learning experiences (lesson plans), one each for language arts, social studies, mathematics, science, physical education, fine arts/music, health and wellness education, additional/second language acquisition and art.

Students are expected to give evidence in each designed learning experience of the following:

- statement(s) of goals, intended learning outcomes, purpose, advanced organiser, set induction, activity for connecting learning experiences to learner's prior learning and content (identified as value, concept, skill, competency, knowledge as specified by the Program of Studies);
- plans for their inclusion of children with special educational needs (choose one special need);
- deliberate decisions (at least two) regarding differentiation of instruction;
- application of at least one principle of experiential learning;
- application of at least one general principle of learning;
- relevance/connection of the learning experience (lesson as planned) to the life of children [(age/culture appropriate)];
- at least one inquiry based learning principle;
- at least one assessment and one evaluation decision for each plan;
- selection of at least two appropriate learning resources to support the children's learning success;
- statement of how the lesson plan connects with the Program of Studies

Students are expected to implement (teach) their plan as designed to a set of Ambrose B Ed students. Each teaching session is not to exceed twenty minutes.

Evaluation: 45% (5% for each submitted designed learning experience).

Rubric

	Exemplary	Proficient	Intermediate	Beginning
Adherence to the Program of Studies				
Evidences (of assignment's criteria) are explicit and clear				
Fidelity evident to the essence of each discipline				
Creativity of design				
Overall impression				

Class participation

Students are expected to contribute to class discussions, offer feedback to colleagues and inform the professor of problems, questions and issues, and to do so regularly, professionally and appreciatively. Because the course is designed to be interactive and experiential, attendance is mandatory. I will deduct 5% for each unexcused absence from class.

Evaluation: 35%

Examination

Students will be asked to complete one course-based take home examination consisting of six questions. Date due: December 11th

Evaluation: 20%

Final Examination

The final examination for this course is the take home examination (above) due to be submitted on December 11th

Graded final examinations will be available for supervised review at the request of the student. Please contact the Registrar's Office.

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	Good
B+	
B	
B-	

C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

If you will be using percentages, please indicate a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but **MUST** be stated in the syllabus.

Important Notes/Dates:

Include here such information as is relevant to the course but not listed above.

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty – Friday, September 21, 2012 (Fall semester) or Friday, January 18, 2013 (winter semester)

The last day to voluntarily withdraw from a course or change to audit without academic penalty – Friday, November 9, 2012 (Fall semester) or Friday, March 15, 2013 (Winter semester)

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

Other Syllabus Features: Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. The following information must be included in your syllabus.

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Students are advised to retain this syllabus for their records.

Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student’s registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

CDPD 500 Course Outline

Week 1/2-September 6th, 11th and 13th

Topic: Program development: principles and practices

Readings: Handouts/Moodle postings;

Week 3-September 18th and 20th

Topic: Five types of resources used in schools to support program development

Readings: Alberta Education Program of Studies: (Skim); Handouts/Moodle postings
Presentation of initial designed learning experience

Week 4-September 25th

Topic: Disciplinary organization of school programs

Readings: Resource Guides (pick 3-skim only) used in Elementary School program design and implementation

Week 5-October 2nd and 4th

**Topics: Inclusion and differentiation of instruction/ Curriculum theory and development/
Lesson planning, unit planning and yearly planning models**

Readings: Handouts/Moodle postings

Week 6-October 9th

Topic: Instructional design: challenges and opportunities in designing learning experiences

Readings: Handouts/Program of Studies-Physical Education

Week 6-October 11th

Topic: Physical Education and Health/Wellness (change and meet in gym)

Readings: (P.E.) design of learning experience

Week 7-October 16th

Topic: Presentation of two designed learning experiences- Physical Education and Health/Wellness

Readings (Mathematics and Science) background and design of learning experiences

Week 7-October 18th

Topic: Mathematics

Readings: (Mathematics and Science) Design and preparation of two learning experiences-
Mathematics and Science

Week 8-October 23rd

Topic: Science

Readings: Design and preparation of two learning experiences-Mathematics and Science

Week 8-October 25th

Topic: Presentation Mathematics designed learning experience

Week 9-October 30th

Topic: Presentation of Science designed learning experience

Readings: (English Language Arts and Social Studies) background and design of learning experiences

Week 9-November 1st

Topic: English Language Arts

Week 10-November 6th

Topic: Social Studies

Readings: Design and preparation of learning experiences for English Language Arts and Social Studies

Week 10-November 8th

Topic: presentation of English Language Arts learning experience

Week 11-November 13th

Topic: Presentation of Social Studies designed learning experience

Readings: Music and Fine Arts-background and design of learning experiences

Week 11- November 15th
Topic: Fine Arts

Week 12-November 20th
Topic: Music

Readings: (Fine Arts and Music) Design and preparation of Fine Arts and Music learning experiences

Week 12: November 22nd
Topic: Presentation of Fine Arts and Music designed learning experiences

Readings: Religious Education and Additional Language Learning-background and design of learning experiences

Week 13-November 27th
Topic: Religious Education

Week 13-November 29th
Topic: Additional language acquisition

Week 14-December 4th
Topic: Presentation of Religious Education and Additional Language Acquisition learning experiences

Week 14-December 6th
Topic: Course wrap -up

Assessment Guide
(Based on the Alberta Education Teaching Quality Standard)

Teaching Quality Standard Applicable to the Provision of Basic Education	BEd: Ambrose Core and Elective Competency Related to KSA Descriptor	Course Midpoint Assessment	Disciplinary Unit and Course Related KSA and Competencies Emphasized
DESCRIPTOR	COMPETENCY	ASSESSMENT	
<p>The student demonstrates consistently that they understand the contextual variables that affect teaching and learning.</p> <p><i>They know how to analyse many variables at one time and how to respond by making reasoned decisions about their teaching practice and students' learning.</i></p>	<p>Utilizing Shared Praxis</p> <p><i>The student has given evidence of the ability to create, nurture and sustain respectful relationships utilizing shared praxis.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Evidence</p>	<p><i>Course Related KSAs Emphasized</i></p> <p>CDPD 500-a, c, d, f, l</p> <p>Curriculum Design and Program Development Competencies Emphasized</p> <p>Applying Learning Theory to Instructional Design</p> <p>Utilizing Shared Praxis</p> <p>Building Learning Communities</p> <p>Building Relationships</p> <p>Building Teaching Scenarios</p> <p>Demonstrate Good thinking Regarding Inclusive Practices</p>

<p>The student demonstrates consistently that they understand the structure of the Alberta education system.</p> <p><i>They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy.</i></p>	<p>Choosing Relevant Professional Development Activities</p> <p><i>The student has given evidence of personally designed approaches to professional life-long learning.</i></p>		
<p>The student demonstrates consistently that they understand the purposes of the guide to Education and programs of study.</p> <p><i>They know how to use these documents to inform and direct their planning, instruction and assessment of student progress.</i></p>	<p>Building Learning Communities</p> <p><i>The student has given evidence of the ability to create learning communities with technologies that encompass school staff, parents, society, resources and requirements of program of studies.</i></p>		
<p>The student demonstrates consistently that they understand the</p>	<p>Designing and Implementing Lesson and Assessment Plans</p>		

<p>subject disciplines they teach.</p> <p><i>They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.</i></p>	<p>Based on Children’s Learning</p> <p><i>The student has given evidence of the ability to design and implement learning and assessment centered lesson plans in a school’s main subjects or disciplines.</i></p>	
<p>The student demonstrates consistently that they understand that all students can learn, albeit at different rates and in different ways.</p> <p><i>They know how (including when and how to engage others) to identify students’ different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs.</i></p>	<p>Applying Learning Theory to Instructional Design</p> <p><i>The student has given evidence of the ability to apply to instructional design three interrelated aspects of learning: transfer of learning; knowledge utilization and construction; and, student strategic self-regulation of learning.</i></p> <p>Viewing Children in Affirmative Ways</p> <p><i>The student has given evidence that they desire to maintain a high view of children.</i></p> <p>Demonstrate Good Thinking Regarding Inclusive Practices</p> <p><i>The student has given evidence of the ability to demonstrate critical, creative and dialogical thinking</i></p>	

	<p><i>skills when designing inclusive practices, instruction that is differentiated so as to include each boy and girl in a classroom, regardless of their cultural background, learning or developmental need.</i></p>	
<p>The student demonstrates consistently that they understand the purposes of short, medium and long term range planning.</p> <p><i>They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students.</i></p>	<p>Designing and Implementing Lesson and Assessment Plans Based on Children’s Learning</p> <p><i>The student has given evidence of the ability to design and implement learning centered lesson plans in a school’s nine main subjects or disciplines.</i></p>	
<p>The student demonstrates consistently that they understand students’ needs for physical, social, cultural and psychological security.</p> <p><i>They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management</i></p>	<p>Building Learning Communities</p> <p><i>The student has given evidence of the ability to create learning communities that encompass school staff, parents, society resources and requirements of program of studies.</i></p>	

<p><i>strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning.</i></p>		
<p>The student demonstrates consistently that they understand the importance of respecting students' human dignity.</p> <p><i>They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony.</i></p>	<p>Building Relationships</p> <p><i>The student has given evidence of the ability to create, nurture and sustain respectful relationships.</i></p>	
<p>The student demonstrates consistently that they understand that there are many approaches to teaching and learning.</p> <p><i>They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach and know which strategies are appropriate to help different students achieve different outcomes.</i></p>	<p>Building Teaching Scenarios</p> <p><i>The student has given evidence of the ability to create and apply scenarios that reflect good teacher thinking when designing lesson, unit and yearly plans for multi-cultural and cross-cultural classroom, including those in First Nations, aboriginal settings.</i></p>	
<p>The student demonstrates consistently that they</p>	<p>Building Learning Communities</p>	

<p>understand the functions of traditional and electronic teaching/learning technologies.</p> <p><i>They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, work process, manage information, and keep records.</i></p>	<p><i>The student has given evidence of the ability to create learning communities with technologies that encompass school staff, parents, society resources and requirements of program of studies.</i></p>	
<p>The student demonstrates consistently that they understand the purposes of student assessment.</p> <p><i>They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments.</i> <i>They know how to analyse the results of classroom and large scale assessment</i></p>	<p>Designing and Implementing lesson and Assessment Plans Based on Children’s Learning</p> <p><i>The student has given evidence of the ability to design and implement learning and assessment centered lesson plans in a school’s main subjects or disciplines.</i></p>	

<p><i>instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students.</i></p>		
<p>The student demonstrates consistently that they understand the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.</p> <p><i>They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students.</i></p>	<p>Building Learning Communities</p> <p><i>The student has given evidence of the ability to create learning communities with technologies that encompass school staff, parents, society resources and requirements of program of studies.</i></p>	
<p>The student demonstrates consistently that they understand student learning is enhanced through the use of home and community resources.</p> <p><i>They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning.</i></p>		
<p>The student</p>		

<p>demonstrates consistently that they understand the importance of contributing, independently and collegially, to the quality of their school.</p> <p><i>They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues.</i></p>		
<p>The student demonstrates consistently that they understand of career long learning.</p> <p><i>They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities.</i></p>	<p>Practicing Informed Reflection on Professional Practice</p> <p><i>The student has given evidence of the ability to reflect on professional practice using judiciously chosen information with which to reflect.</i></p>	
<p>The student demonstrates consistently that they</p>	<p>Recognizing Personal Value in Their Professional</p>	

<p>understand of guiding their actions with a personal overall vision of the purpose of teaching.</p> <p><i>They know how to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.</i></p>	<p>Practice</p> <p><i>The student has given evidence of the ability to communicate a high view of their work and their vocation.</i></p>	
<p><i>The student demonstrates consistently that they understand they are expected to achieve the Teaching Quality Standard</i></p>	<p>Choosing Relevant Professional Development Activities</p> <p><i>The student has given evidence of personally designed approaches to life-long learning.</i></p>	