

**WINDSOR
PROUD.**



University
of Windsor
Faculty of Education

CONTINUING TEACHER EDUCATION PROGRAM

*Changing the world
through Education*



uwindsor.ca/education/continuing

CONTINUING TEACHER EDUCATION PROGRAM



TABLE OF CONTENTS

Professional Development
for Educators1

ABQ Course Offerings.....5

AQ Course Offerings8

Honour Specialist
Course Offerings11

Principal's Qualification
Program Course Offerings12

International Educator
Certificate for IB Qualification....14

Course Registration Dates.....17

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Build a stand-out professional development portfolio by investing in your skills through the Continuing Teacher Education Program. We provide a variety of course options to advance motivated teachers on their quest towards life-long learning.

We offer Additional Qualification courses, Additional Basic Qualification courses, the Principal's Qualification Program, Technological Studies courses and the International Educator Certificate for International Baccalaureate Qualifications.

We recognize the importance of professional development in the teaching profession and we ensure that our courses meet the highest standards of pedagogical inquiry, enrichment, and engagement.



GET SOCIAL

Visit us at:



@uwindsored



"AQs are important to me because they help with my professional development. Looking towards the future, they will help me reach my goal of being in an administrative role."

- Kevin Ellsworth, BSc 2013, BEd 2019

WHAT ARE ADDITIONAL QUALIFICATION COURSES?

Additional Qualification courses (AQ) are courses teachers can take to upgrade and gain qualifications in a certain teaching division or subject area. Completed AQ courses will be listed on a teacher's Certificate of Qualification and Registration, posted on the public register by the Ontario College of Teachers (www.oct.ca), and used by school boards for hiring purposes. AQ courses are divided into five categories or "schedules," detailed at www.oct.ca

WHAT ARE ADDITIONAL BASIC QUALIFICATION COURSES?

Additional Basic Qualifications (ABQ) (or Schedule A) courses are intended for candidates who wish to obtain another teaching division. The Continuing Teacher Education Program offers ABQ's in the Primary and Junior Division and a number of subject specific courses in the Intermediate and Senior Divisions. With all but a few exceptions, ABQ courses have specific undergraduate credit pre-requisites.

WHAT ARE TECHNOLOGICAL STUDIES COURSES?

Technological Studies (or Schedule B) courses extend teaching knowledge and skills in the design, delivery and assessment of programs that address the development of adolescents, the school environment and other issues related to teaching and learning in secondary school technological education programs. Candidates select a subject-specific area for focus with the Technological Studies program and enter the course with related work experience and/or academic background. Technological Studies-Schedule B courses are intended for candidates who wish to obtain qualification in a technological subject area at the Grade 9 and 10 levels and/or the Grade 11 and 12 levels.

AQ COURSES- ONE SESSION: SCHEDULE C

Schedule C AQ's offer one-session courses to teachers in a variety of subjects or topics. These courses prepare teachers for specific teaching assignments through knowledge and skills development, design and delivery, and targets current matters in professional development.

AQ COURSES- THREE SESSIONS: SCHEDULE D

By completing Parts 1, 2 and Specialist, candidates will receive Specialist recognition on their OCT profile and may wish to consult with the Qualifications Evaluation Council of Ontario (QECO) or the Ontario Secondary School Teachers' Federation (OSSTF) to have their qualifications re-evaluated for a pay category change.

Course admissions for Part 2 require the completion of Part 1 plus one year of teaching experience confirmed by a Supervisory Officer in your school board. Course admissions for Part 3 (Specialist) require completion of Part 2 plus two years teaching experience confirmed by a Supervisory Officer in your board. For some courses, experience in the subject area is also required.

WHO IS ELIGIBLE TO RECEIVE CREDIT FOR AQ/ABQ COURSES?

Teachers certified and in good standing with the Ontario College of Teachers are eligible to take AQ and ABQ courses. Current Ontario Bachelor of Education students may take courses prior to membership with OCT if they have met all the requirements to graduate and if they have applied to the OCT for a Certificate of Qualification and Registration. Some of the courses have specific undergraduate pre-requisites.

MORE DETAILED INFO:

uwindsor.ca/education/continuing
aq@uwindsor.ca



SCHEDULE A **a**

One session
ABQ courses

SCHEDULE B **b**

One session
Technological Education
ABQ courses

SCHEDULE C **c**

One session
AQ courses

SCHEDULE D **d**

Three session
AQ courses

SCHEDULE E **e**

One session
Honour Specialist Qualifications

All courses can be taken by individuals outside of the Ontario College of Teachers; however, non-OCT members will not receive credit with the College.

The Continuing Teacher Education Program offers a mix of online and partially online (blended) courses. Unless otherwise stated, the mode of delivery for our course instruction is online.

All those enrolled in Continuing Teacher Education are course candidates until successful completion of the AQ or ABQ course.

SCHEDULE A

ADDITIONAL BASIC QUALIFICATION COURSES (ABQS)

BIOLOGY (SENIOR) 79-441

This course focuses on teaching skills and knowledge of the senior division science-biology. It is divided into instruction in the subject matter itself, and the creation of positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing learning.

BUSINESS STUDIES - GENERAL (SENIOR) 79-420

The underlying purpose of this course is to extend teaching skills and knowledge in the business senior division program. Business Studies provides career options for students, makes them better consumers, and helps them to understand how, in a capitalist society, business shapes most of the activities in which they engage.

DRAMATIC ARTS (INTERMEDIATE) 79-417

This course rediscovers drama as a tool for understanding diversity with a focus on a variety of methods and techniques for identifying, assessing and integrating academic, community, and technological resources that are relevant to Dramatic Arts.

ENGLISH (INTERMEDIATE) 79-404

ABQ English Intermediate consists of the following topics: adolescent learning theory; writing for a variety of purposes; critical analysis skills; connections to everyday experiences; integration with areas such as drama and media; information technology; safe classroom management; literature genres; research skills; and communication with parents and community.

ENGLISH (SENIOR) 79-432

The course will provide teachers with the essential skills and knowledge needed to develop and deliver an engaging English program at the senior level. An understanding of theoretical foundations,

reflections and exposure to a range of literature genres will enable candidates to develop dynamic teaching strategies inclusive of students with exceptionalities.

FIRST NATIONS, MÉTIS AND INUIT STUDIES (INTERMEDIATE) 79-408

This course is a prerequisite for teaching First Nations, Métis and Inuit Studies in the Intermediate division. It will prepare you, through your spiritual, emotional, mental, and physical well-being, for creating a positive learning experience for your intermediate students.

FRENCH (SENIOR) 79-433

This course focuses on methodology and evaluation of French as a Second Language at the senior level. Course candidates acquire specific skills and corrective techniques for languages learning, understand the use of a variety of audio-visual materials, and examine major programs and literature suitable for the senior division.

GEOGRAPHY (SENIOR) 79-434

This course enables teachers to implement curriculum planning, teaching strategies, and assessment of learning experiences. Students explore various dimensions of geography through completing assignments, directed readings and interactive discussions.

HEALTH AND PHYSICAL EDUCATION (INTERMEDIATE) 79-412

This course focuses on developing the ability of teachers to ensure a positive learning environment while encouraging a healthy school culture, as well as promoting the importance of daily physical activity and teamwork. This course is blended: 70 hours of face-to-face instruction and 30 hours online.

Schedule A continued on next page

SCHEDULE A

(CONTINUED)

a

ADDITIONAL BASIC QUALIFICATION COURSES (ABQS)

HISTORY (SENIOR) 79-435

In this course, candidates explore skills and knowledge for teaching history at the senior level using critical thinking and judgment of historical events which prepare candidates with evaluation of students and organizational approaches to the study of history.

JUNIOR DIVISION 79-401

This course extends skills and knowledge to develop an in-depth understanding in the design, delivery and assessment of the Ontario Curriculum for the Junior Grades 4-6. It focuses on active, play-based learning and development of an individualized curriculum to enhance and support social and language development of junior-aged students.

MATHEMATICS (INTERMEDIATE) 79-409

This course focuses on the curriculum in Grades 7 to 10. The two strands of this course are the curriculum content and the new trends of teaching and assessing mathematics for adolescent learners. Participants will examine a variety of modules of teaching mathematics. A proficiency test may be taken in place of the two full or four half credits in mathematics that are otherwise required.

MATHEMATICS (SENIOR) 79-437

This course engages candidates in developing an understanding of learning theories and their relation to mathematics. Course candidates examine methods for teaching curriculum content specific to the senior division.

MEDIA ARTS (SENIOR) 79-430

This course demonstrates methodology of teaching media arts at the Senior level. Emphasis will be placed on curriculum policy and Ministry resource documents, on modeling the use of media arts in instruction, and on understanding how to design, develop and manage a hybrid physical and virtual learning environment.

PRIMARY DIVISION 79-400

This course will extend skills and knowledge of teachers in the design, delivery and assessment of the primary basic division program. It focuses on the belief that primary programs include active, play-based learning and an individualized curriculum that has particular emphasis on social and language development. Candidates will participate in readings, creating new tools for teaching and a culminating task on planning and communication.

RELIGIOUS EDUCATION IN CATHOLIC SCHOOLS (INTERMEDIATE) 79-419

This course enables teachers to understand, plan and execute teaching strategies and learning assessments necessary for the intermediate division level. Topics include: making connections between the Catholic Church and the contemporary culture of adolescents; understanding the meaning of the sacraments; and understanding the connections between Religious Education, the life of the student, the family, the parish and the broader community.

SOCIAL SCIENCE: GENERAL (SENIOR) 79-436

This course will enable candidates to engage in creative and critical thinking and reflect on how to incorporate these features in the senior social science classroom. Candidates explore different aspects of social science such as anthropology, psychology and sociology, as well as classroom practice and organizational approaches related to the subject area.

VISUAL ARTS (SENIOR) 79-421

This course explores the perceptual and graphic motor stages of development, how art movements and historical periods emerge and evolve, the social and cultural implications of art, different interpretations of creativity, and multiple venues for showcasing art in ways that gets it out into the world.

SCHEDULE B*

b

ADDITIONAL BASIC QUALIFICATION COURSES (ABQS)

TECHNOLOGICAL EDUCATION 79-476

Topics for this course include: why teach technological education; one's philosophy for teaching technological education; and the assessment and evaluation of projects.

COMMUNICATIONS TECHNOLOGY, GRADES 9 AND 10 79-494

Topics for this course include: management of media projects; emerging related technologies; health and safety; safe handling of materials and tools; communication and literacy skills; technological resources; integrating differentiated instruction; building positive learning environments; etc.

COMMUNICATIONS TECHNOLOGY, GRADES 11 AND 12 79-495

This course addresses student development, program planning, and the school environment. It will assist in engaging instructional strategies to create real-world contexts, to integrate differentiated instruction and universal design in planning and implementation including health, safety and environmental standards in the classroom.

GREEN INDUSTRIES, GRADES 9 AND 10 79-492

The course provides an overview of the five main sectors of the Green Industries: Landscaping, Horticulture, Agriculture, Forestry and Floristry. Candidates will gain skills useful in a variety of learning environments.

GREEN INDUSTRIES, GRADES 11 AND 12 79-493

Successful candidates will demonstrate proficiency in: interpreting working drawings; designing a garden layout; designing a project or process in the Green Industries; demonstrating the use of appropriate tools, equipment and materials in each of the five areas of Green Industries.

TECHNOLOGICAL DESIGN, GRADES 9 AND 10 79-490

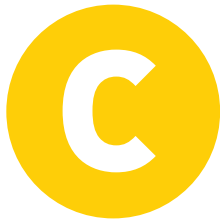
Candidates will design and develop prototypes for activities and projects employing technical elements such as electronics and CAD. Emphasis will be on curriculum design focusing on developing broad-based projects to integrate Technological Design with other broad-based technologies using a variety of design and problem-solving processes.

TECHNOLOGICAL DESIGN, GRADES 11 AND 12 79-491

Addressing all of the elements of 79-490 but at a Grade 11 and 12 level, this course also includes evaluation of participants' technical proficiency and safe use of tools and equipment.

*These courses are traditionally offered during for the Summer semester.

SCHEDULE C



ADDITIONAL QUALIFICATION COURSES (AQs)

CLASSROOM MANAGEMENT 79-150

This course explores structure and factors as they relate to creating classroom communities and rethinking classroom management. It also explores student/teacher self-care, mental health and well-being as it relates to classroom environments, teaching and learning.

MATH 7/8 79-162

This course is open to all teachers with an interest in the design, implementation, and assessment of the math program in Grades 7 and 8. Emphasis will be placed on connecting math to students' everyday experiences, on embedding multiple representations and a variety of tools and on implementing math-specific software and technology to develop conceptual understanding.

ORIENTATION TO TEACHING IN ONTARIO 79-146

This course reflects on the teaching practice of teaching in Ontario. It also explores policy and legislation relevant to teaching including the Education Quality and Accountability Office (EQAO), the role of the Ontario College of Teachers and the strategies related to differentiated instruction, diversity, special education and student assessment.

TEACHING AND LEARNING THROUGH E-LEARNING 79-144

This course explores a variety of resources to enhance professional knowledge in support of student e-Learning. It also explores curriculum planning in the e-Learning context and appropriate methods, media and strategies based on principles of instructional design that support high levels of student engagement and motivation.

TEACHING LGBTQ STUDENTS 79-170

Teaching LGBTQ students will be an educational journey through the complex struggles of gender and sexual/sexuality minorities (GSM) students. Candidates will learn about queer history and queer theory, queer culture, critical pedagogy, and, most importantly, the challenge to meet our lesbian, gay, bisexual, transgender, non-binary, intersexual, queer, questioning, ally, pansexual and two-spirited youth in a safer, inclusive, evolving, and celebratory space. Candidates will collaborate, conduct inquiries, reflect, and shift their mindset through an equity and inclusive stance. Reflecting back and looking forward, candidates will open up the present to make their classroom a space for all students.

USE OF KNOWLEDGE OF ASSISTIVE TECHNOLOGY 79-113

This course will provide candidates with an understanding of how Assistive Technology (AT) can address the educational needs of students. Topics include understanding the importance of matching AT tools, tasks, function and needs of the learner's profile and integrating AT into students' everyday experiences.

WRITING PART 1-79-116

Writing explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning across the divisions.

SCHEDULE D



ADDITIONAL QUALIFICATION COURSES (AQs)

CO-OPERATIVE EDUCATION PART 1 79-139

The Co-operative Education AQ courses provide a foundation for integrating learning in school with work experiences outside of school. Candidates are exposed to key components of experimental learning and their role in facilitating career development for students.

Part 2 79-239
Specialist 79-339

DANCE PART 1 79-110

ONLINE ON-SITE
These courses will provide candidates with a means to engage students with dance foundations through the study of fundamentals, dance philosophies and pedagogies. The focus is to incorporate rhythm, movement, and awareness of a broad spectrum of dance to facilitate student learning. Methods of student assessment and evaluation appropriate to dance are also explored.

Part 2 79-210
Specialist 79-310

DRAMATIC ARTS PART 2 79-217

This course extends the knowledge and skills of ABQ Dramatic Arts (Intermediate) for all teachers in both elementary and secondary school. The course continues to focus on the theory and practice underpinning dramatic arts education.

Specialist (79-317)

FAMILY STUDIES 79-174

The purpose of this course is to learn about and understand the theory and practice and implementation of family studies courses and the creation of lessons that will provide students with skills for life.

Part 2 79-274
Specialist 79-374

FRENCH AS A SECOND LANGUAGE PART 1 79-100

Course candidates develop an understanding of classroom theory and practice in FSL required for core and immersion programs. Candidates are equipped with the skills needed to teach FSL at the primary, junior, intermediate and senior levels.

Note: Veuillez noter que le cours sera donné entièrement en français! Proficiency Test required for admission into Part 1.

Part 1 P/J Teacher Candidates only.
ONLINE ON-SITE 79-100

Part 2 79-200
Specialist 79-300

GUIDANCE & CAREER STUDIES 79-169

Candidates examine principles of school guidance and explore current school issues. Candidates will develop counselling, interpersonal and Human Resources skills required for addressing the challenges of teaching in contemporary school settings.

Part 2 79-269
Specialist 79-369

HEALTH & PHYSICAL EDUCATION PART 2 INTERMEDIATE/SENIOR 79-236

ONLINE ON-SITE
The purpose of these courses is to extend and apply the skills, concepts and principles in the design, delivery and assessment of Health and Physical Education. Candidates focus on opportunities to explore advanced issues relative to program development, model a healthy active living approach, and integrate health education topics in a meaningful way.

Specialist 79-336
Note: The ABQ Health and Physical Education is equivalent to Part 1

INTEGRATION OF INFORMATION AND TECHNOLOGY PART 1 79-154

These courses develop the skills and knowledge of the candidates in the design, delivery and assessment of curriculum through information and communication technology. They aim to further candidates' understanding of computer technology and identify ways to integrate it into the classroom setting as an educational tool to extend and enrich students' learning.

Part 2 79-254
Specialist 79-354

KINDERGARTEN PART 1 79-120

These courses are designed to equip teachers with the diverse theories in types and stages of play and developing learning-based play for early childhood development. Candidates focus on strategies for building shared understanding of play-based program design and assessment practices that are based on a developmental continuum.

Part 2 79-220
Specialist 79-320

LIBRARIANSHIP PART 1 79-142

The following aspects of the School Library Information Centre (SLIC) are explored: the role of the teacher-librarian in the teaching/learning program of the school; enhancing learning through technology; developing avid and capable readers; the management of resources; guided inquiry; and information literacy and leadership development as a teacher-librarian. The course emphasizes awareness of professional materials and organizations for teacher librarians.

Part 2 79-242
Specialist 79-342



"ESL AQs are very important in a city as diverse as Windsor. This AQ will help me understand and support my students better."

- Vedrana Sarenac, HonsBA 2017 (French and Political Science), BEd 2019

Schedule D continued on next page

SCHEDULE D

(CONTINUED)



ADDITIONAL QUALIFICATION COURSES (AQs)

MATH PRIMARY AND JUNIOR
PART 1 79-160

Candidates explore the theoretical foundations, development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning math in the primary and junior division.

Part 2 79-260
Specialist 79-360

MEDIA PART 1 79-161

These courses will allow candidates to explore the theory and practice underpinning media studies in our ever expanding digital world. While learning to develop media literacy skills, this course allows for the opportunity to integrate critical thinking of the popular media and all mediums (digital, film, print, etc.) used to communicate and engage one another. This course will be of interest to all teachers who wish to teach Secondary English and Grades K-8 cross-curricula.

MUSIC-INSTRUMENTAL
PART 1 79-130

These courses develop the skills and knowledge of the candidates in the design, delivery and assessment of instrumental music studies. Topics include: demonstrating basic performance skills on two instruments (one brass, one woodwind); demonstrating knowledge of other performance media (strings, guitar, piano, recorder, percussion, voice, Musical Instrumental Digital Interface [MIDI]); and experiencing music practices, including creating/improvising, etc.

Part 2 79-230
Specialist 79-330

MUSIC – INSTRUMENTAL (STRINGS)
PART 1 79-131

Music – Instrumental (Strings) Part 1 demonstrating an understanding of how to successfully set up a string music classroom; understanding the theoretical and practical relevance of proper teaching methods demonstrating an understanding of basic theory and music history; the value of string instruction and music education advocacy within a community/school

Part 2 79-231
Specialist 79-331

MUSIC-VOCAL, INTERMEDIATE/SENIOR
PART 1 79-127

Music-Vocal courses emphasize the theoretical understanding necessary to design, implement, and assess programs for students, participating in a variety of music classroom activities and becoming involved in the processes of creating, presenting and responding in vocal music.

Part 2 79-227
Specialist 79-327

READING PART 1 79-106

Reading courses will explore the theory and practice of the reading curriculum. The process of learning and teaching reading will be the focus for examining the Ontario curriculum and related documents, commercial reading programs and resources, and assessment strategies.

Part 2 79-206
Specialist 79-306

RELIGIOUS EDUCATION IN
CATHOLIC SCHOOLS PART 2 79-257

This course explores the mission of Catholic schools, sacred scriptures, spiritual and liturgical life, ethics and morality, the Church and a post-modern world, the pedagogical practice for religious education, and the faith journal related to teaching and learning across the divisions.

Specialist 79-357

SPECIAL EDUCATION PART 1 79-172

Special Education involves the theories and practices for understanding and identifying exceptionalities of students. These courses explore creative program development and planning as well as flexible integration models for assessment of students with special needs. Emphasis is on experiential learning.

Part 2 79-272
Specialist 79-372

TEACHING ENGLISH LANGUAGE
LEARNERS PART 1 79-103

These courses develop a foundation and focus on theory and practice in second language teaching and learning. They examine the underlying factors influencing acculturation and instructional methods equipping candidates with the knowledge and skills to teach ESL in multicultural and multilingual classes.

Part 2 79-203
Specialist 79-303

VISUAL ARTS PART 1 79-115

These courses explore the teaching and learning of the concepts, curriculum, program delivery and connections between art theory and the production of art in its cultural contexts.

Part 2 79-215
Specialist 79-315

SCHEDULE E



HONOUR SPECIALIST COURSES

Schedule E AQ courses target leadership in particular subjects and prepare candidates for educational leadership opportunities. Honour Specialist courses have specific undergraduate credit pre-requisites along with two years of teaching experience as verified by your Superintendent.

BIOLOGY 79-470

This course explores development of leadership skills; use of computers in teaching science; relevant research in teaching biology; strategies for improving teaching; the Achievement Chart; assessment and evaluation; and the development and analysis of curriculum materials.

BUSINESS STUDIES 79-477

Addresses contexts and theories underpinning the study of business. Pedagogy, curriculum, assessment and evaluation, technology, child and adolescent development related to program planning and implementation.

ENGLISH 79-462

Emphasizes pedagogy, assessment and evaluation, technology, child and adolescent development related to program planning and implementation.

HISTORY 79-465

Emphasizes cross-curricular interdisciplinary studies in history education, development of an array of assessment and evaluation strategies and of knowledge and skills required to manage an area of responsibility.

MUSIC 79-468

For teachers with a deep level of knowledge about music and pedagogy gained from practical teaching experience, professional reading and previous course work.

HEALTH AND PHYSICAL EDUCATION
79-469

ONLINE ON-SITE
Provides a strong foundation and understanding of the health and physical education vision and philosophy. Focuses on leadership. Opportunities to participate in practical and theoretical experiences.

SOCIAL SCIENCES 79-478

Explores planning models, content and resources, pedagogical practices and the implementation of assessment. Nurtures culture related to instructional strategies. Develops skills to manage areas of responsibility including staffing, budgets, selection of texts, software and media.



STEFAN ADJETEY HONS BA 2008, BED 2009 - VICE PRINCIPAL, WALKERVILLE COLLEGIATE INSTITUTE

The Principal's Qualification Program (PQP) is intended for individuals who wish to pursue administrative leadership roles in their school boards. The PQP supports candidates working in a variety of educational settings and will explore, in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work. The PQP consists of a Part 1, Part 2 and a Leadership Practicum.

PQP PART 1

The information provided in Part 1 is organized into five domains as reflected in the Leadership Framework for Principals and Vice-Principals. The five leadership domains are: Setting Directions; Building Relationships and Developing People; Developing the Organization; Leading the Instructional Program; and Securing Accountability.

The Leadership Practicum is a required and integral component of the PQP. It is a structured educational leadership program experience. Candidates must develop a leadership practicum proposal before being recommended for Part 1 and successfully complete the Leadership Practicum experience before being recommended for Part 2. This course is blended. 80 hours face-to-face and 20 hours online.

- Certificate of Qualification and Registration
- An acceptable postsecondary degree or qualifications that the Registrar considers to be equivalent to such a degree
- Intermediate division qualification in a general education subject listed in Schedule A or Grades 9

and 10 technological subject from Schedule B, and entries for any two of the following qualifications:

- Primary division
- Junior division
- Either Grades 11 and 12 in a technological education subject from Schedule B or the Senior division in a general education subject from Schedule A

- Five school years of successful classroom teaching experience in a school providing elementary or secondary education

And one of the following:

- two specialist or honour specialist qualifications, or
- one specialist or honour specialist qualification, and at least half the number of graduate postsecondary credits required to qualify for a master's degree, or
- a master's degree that required completion of at least 30 graduate postsecondary credits or their equivalent, or a doctorate, or
- at least 30 graduate postsecondary credits or their equivalent

PQP PART 2

The content of Part 2 is organized into five domains as reflected in the Leadership Framework for Principals and Vice-Principals. The five leadership domains used to organize the content and guide the Leadership Practicum are: Setting Directions; Building Relationships and Developing People; Developing the Organization; Leading the instructional Program; and Securing Accountability. This course is blended; 65 hours face-to-face and 35 hours online.



"As an instructor of PQP-Part 1, I enjoyed sharing my experiences as an administrator with the group of teachers that were so eager to learn. It was wonderful to watch their confidence grow and see how they value this additional professional development. I also feel that I myself learned from being an instructor. As they say, teaching is the best form of learning!"

- Lee Ann Poisson Hons BA 1993, BEd 2000, Principal, St. John Vianney Catholic Elementary School



THE INTERNATIONAL EDUCATOR CERTIFICATE (IEC) FOR INTERNATIONAL BACCALAUREATE (IB) QUALIFICATION PROGRAMME

The International Educator Certificate for IB Qualification programme will qualify you for an IB Certificate in Teaching and Learning. This highly-valued credential will help open up teaching opportunities for you in the 100+ IB schools within Ontario and over 4700 schools across the globe.

The IB Certificate in Teaching and Learning offers students the opportunity to examine the principles and practices associated with one of three IB programmes (Primary Years, Middle Years and Diploma Programmes). This certificate programme shapes pre-service, new and experienced educators into reflective practitioners and teacher researchers.

This programme is comprised of 4 online courses and a practical component. The practical component consists of a professional learning community (PLC) facilitated online. Thus, students can satisfy all certificate requirements fully online, from anywhere in the world!

The programme is available to practicing teachers, current Bachelor of Education students as well as international educators. With 3 intakes per year (January, June or September) the IB Certificate programme is flexible for pre-service, new and experienced educators. Complete the certificate at your own pace in as little as 8 months.

Once course candidates complete the programme, they will receive a Certificate of Completion from the Faculty of Education. Candidates will also have the opportunity to register with the International Baccalaureate Organization (IBO) to be recognized around the world as an IB Educator.



FIRST OF ITS KIND

UWindsor is the first institution east of Alberta, and the first in Ontario, to offer the International Educator Certificate (IEC) for the International Baccalaureate (IB) Qualifications. We are the only Faculty of Education to offer the IEC for IB Qualifications to all pre-service teacher candidates.



FUN FACT

INpact Collective purchases goods from artisans in India and directs a portion of profits to students who attend Pehchaan, a school run by 45 volunteers on a street corner in India.

Founder Dylan Verburg, a Windsor student, hopes to see these children become active members of society who pay it forward. Products offered by INpact Collective imports include Himalayan shawls (sheep wool, yak wool and rabbit fur), pashminas, leather bags, and décor.

At left: INpact Collective co-founder, Aditi, is pictured with students from Pehchaan.

To support INpact, visit inpact.ca

PROGRAM
STRUCTURE AND
COURSE OFFERINGS



“The IB Programme helped to advance my skills as a teacher. I wanted to learn more about developing students as global citizens and how to foster critical thinking skills and reflective practice in my students.”

- Emilia Iaccobelli, Honours BSc Chemistry & Concurrent Education 2017; MEd 2019; PhD Student

Four courses and a practical component are required in order to receive program certification.

1. CURRICULUM PROCESSES

This course focuses on the learner and learning in relation to developing knowledge, understanding, skills and attitudes in their students. Candidates will develop an understanding of the IB programme curriculum frameworks and its processes. Students will gain practical knowledge of how the IB programmes are designed, interpreted and implemented. This course has four primary domains: a focus on international education and the role and philosophy of the IB programmes; the development of curriculum frameworks; curriculum and instructional design; and curriculum articulation.

2. TEACHING AND LEARNING

This course provides an overview of international education and the role of the International Baccalaureate (IB) in determining principles, standards and practices for the K-12 continuum. This course introduces the nature of inquiry, the role of standards and assessment in formulating instruction in IB settings.

3. ASSESSMENT AND EVALUATION

This course focuses on being able to demonstrate knowledge and understanding of assessment practices both in terms of formative and summative processes and has five primary domains: the principles of assessment; developing assessment strategies; designing assessment tasks and rubrics; differentiation of assessment; and effective feedback.

4. PROFESSIONAL LEARNING

This course focuses on the engagement of self-reflection and improvement. Students will reflect to

both model effective learning and to enhance their own understanding of the practices of the IB programmes and their role in promoting international education. Students will develop and articulate a personal, independent and critical stance in relation to contrasting perspectives on issues, policies, and developments in the IB programmes. Students will demonstrate their review practice and identify where improvements can be made. Collaborative engagement will present opportunities for professional learning with fellow international educators, within their schools and throughout the globe. This course has three primary domains: the principles and processes of reflective practice; collaborative working, planning, implementation and evaluation; and the use of information and communication technology to support the building of communities of practice.

5. PROFESSIONAL LEARNING COMMUNITY

In-service students will participate in an online Professional Learning Community (PLC) during their final term of course work. The PLC will be administered by a Faculty Advisor. The PLC will require a minimum of one hour of commitment each week during the course work. The PLC will include discussions on (but not limited to):

- Impact of course work on teaching practice
- Insights gained from course work

FOR MORE INFORMATION:
uwindsor.ca/education/continuing/iec-ib
ib@uwindsor.ca

CONTINUING TEACHER EDUCATION COURSES

REGISTRATION
DATES



VISIT OUR SITE

For the most up-to-date offerings and information, visit our website:
uwindsor.ca/education/continuing

For the most up-to-date information regarding course offerings, registration dates, and modes of delivery for course instruction, check our website: uwindsor.ca/education/continuing. Although every effort will be made to notify course registrants of cancellations prior to the start date, course cancellation may occur without advanced notice.

AQ/ABQ COURSES IMPORTANT DATES

Term	Registration Opens	Registration Closes	Courses Start	Courses End	Withdrawal Deadline	# of weeks
Fall 2019	01-May-19	8-Sep-19	30-Sep-19	16-Dec-19	14-Oct-19	11w
Winter 2020	26-Aug-19	5-Jan-20	27-Jan-20	13-Apr-20	10-Feb-20	11w
Spring 2020	13-Nov-19	5-Apr-20	27-Apr-20	08-Jun-20	11-May-20	6w
Summer 2020	13-Nov-19	24-May-20	15-Jun-20	31-Aug-20	29-Jun-20	11w
Fall 2020	01-May-20	6-Sep-20	28-Sep-20	14-Dec-20	05-Oct-20	11w

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Term	Registration Opens	Registration Closes	Courses Start	Courses End	Withdrawal Deadline	# of weeks
Fall 2019	01-May-19	01-Sep-19	23-Sep-19	2-Dec-19	7-Oct-19	10w
Winter 2020	26-Aug-19	23-Dec-20	20-Jan-20	30-Mar-20	3-Feb-20	10w
Summer 2020	13-Nov-19	17-May-20	08-Jun-20	17-Aug-20	22-Jun-20	10w
Fall 2020	01-May-20	06-Sep-20	21-Sep-20	30-Nov-20	5-Oct-20	10w



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