



New Teacher Induction Program:College Supplement

Overview

For students attending college the experience can be quite daunting. It may be the first time they are on their own and their reactions will vary from nervousness to elation. In any case it is stressful. As a college instructor, you will likely have specific expectations and assumptions. The intent of this document is to provide some insights and supports that will make the transition easier for you and the students.

Student Profile

Students coming into your programs will have a variety of educational and skill backgrounds. The level of ability can vary from poor to very high. Some may be very good at theory, and all thumbs at practical work and vice versa. Although the curriculum is standard throughout Ontario, the delivery will vary from school to school and teacher to teacher. This is the reality of the situation. In general, admission is granted based upon an average mark, not subject specific marks e.g. high mark in English and a poor math mark. Given these conditions, it is essential that you get to know your students. Not only will this provide useful information that will help guide your delivery, but it will also make a connection with the student (just as you need to know them, they want to know you). Students entering college programs will come directly from high school or be returning “mature” students. For this, we will discuss high school students only as this seems to be the area of greatest need. You need to ask:

- Why did you take this course?
- Do you have experience doing practical work? Assessment of skill level (i.e. students coming from a rural/farm setting will likely be more self reliant and skilled at repairs and problem solving. The urban student may not have had the opportunity to “tinker”).
- Did you take a special program such as SHSM (Specialist High Skills Major), Dual Credit, Co-op?
- Do you have a part time job? (Students may be depending upon this income to live and pay for school. You need to be aware of any potential conflict e.g. what comes first, the job or the education).
- Do you have a preferred learning style? (e.g. listening and note taking, learning through practice)

This can easily be accomplished through a short questionnaire and it could include a simple math assessment e.g. this is the type of math that will be used in the course. If you cannot do this, please inform the instructor and contact... for assistance. Depending upon the social/economic situation and the environment that the student is coming from (rural vs. Urban,), you may experience:

- Sense of entitlement
- Little self reliance/regulation/respect
- Poor work ethic

Trends in Education

During their secondary education, students are constantly exposed to changes in education pedagogy

- **Collaboration**-this encourages students to work with students, teachers to work with teachers and teachers to work with students with the intent to learn together
- **Inquiry**-the intent here is to answer questions such as why and how by digging deeper, to develop an in-depth understanding
- **Rich Tasks**- A Rich Task is an activity, project, task, or assignment that connects different subjects (interdisciplinary) and involves a variety of teaching and learning methods. In a Rich Task, students are encouraged to ***display their learning throughout the task, not just at the end.***
- **Global Competencies**- Character, Citizenship, Communications, Critical Thinking and Problem Solving, Collaboration, Creativity and Imagination
- **STEM**-Science, Technology, Engineering and Math
- **Applied Learning**-essentially learning the theory by doing the work e.g. learning how a small engine works by taking it apart

Teaching and Learning Techniques and Strategies

There are college protocols that the students need to understand, but there are essentials that must be covered upfront without overwhelming them. These can be given as a handout, but must be discussed. It is worth spending the time (Essentially they need to know and understand the difference between high school and college)

First Day Routine and Information:

- **Instructor/student contact**-They need to understand that this is between you and them only! No Parental Involvement. For some this will be a big change and can be perplexing as they have had parental involvement throughout their education journey (and it is very important that the parents understand this as well)
- **Expectations** of the college, program, and course instructor, e.g. deadlines, independent learning
- **Respect** (for teacher, facility, equipment, each other)
- **Attendance**- Missing/Late to class
- **Eating in class**
- **Rules** (keep them short, 5 major rules max e.g. always wear safety glasses/PPE and the consequences of failure)

Useful Links

The Ontario Council for Technology Education (www.octe.ca)

Ministry of Education of Ontario (<http://www.edu.gov.on.ca>)

Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>