

Introduction

The General Qualification (GQ) is designed to introduce new teachers to the OSSD Global High School program, our differentiated and higher order thinking skill focused teaching practice, our Rosedale learning management platform, and all the prepared instructional resources. Teachers participate in the GQ training program prior to the school year so that they are well prepared to seamlessly deliver the OSSD program in their classroom from the first day of classes.

New teachers will focus on the foundational knowledge needed to understand differentiated Instruction and higher order thinking skill development in the Rosedale OSSD curriculum, how students are assessed and evaluated according to OSSD policy and how Rosedale's comprehensive instructional resources can help them to create a collaborative and student-centred environment for learning from day one. New Teachers also have an opportunity to preview sample instructional strategies in action with demonstrations from Rosedale expert teachers. Additionally, the GQ training helps classroom teachers to be familiar with the Global High School academic policies, the teacher management tools on the Rosedale Digital Learning Platform, and Rosedale's teacher supports to help establish a smooth program operation from the start.

Upon successful completion of this GQ program, the classroom teachers will receive a Rosedale certificate in General Qualification.

Objectives of General Qualification (GQ)

- Prepare classroom teachers to provide engaging and collaborative student learning experiences, with Rosedale pre-prepared instructional resources
- Ensure the quality of Global High School program through effective teacher performance
- Promote teacher's adoption of OSSD educational philosophies and student success
- Equip classroom teachers with the strategies and techniques to develop students' higher order thinking skills, learning skills and academic skills
- Ensure classroom teachers' clear understanding and implementation of learning goals, evaluations, academic policies, tools and related administrative tasks
- Support classroom teachers in career development focusing on professionalism, proficiency, and expertise

GHS Teacher Training Program

General Qualification (GQ) Outline

ROSEDALE



Program Structure & Hours

The GQ Teacher Training Program requires a commitment of approximately **27 hours**.

Activity	Time
4 Units with total 21 Independent Learning Lessons (Text, videos, animations, resources, etc.)	12 Hours
5 Live Teacher Training Sessions with Teacher Trainers through Zoom	10 Hours
7 Teaching in Practice Activities with Teacher Trainer Feedback <ul style="list-style-type: none">• 2 Multiple Choice Quizzes• 1 Short Answer Quiz• 2 - Teaching in Action: Multimedia Presentations• 2 - Teaching in Action: Hands on Activities	5 Hours
Total Training Hours	27 Hours

Program Highlights

- Blended learning program with live interactive training sessions lead by experienced teacher trainers and well-structured multimedia online learning modules and resources
- Intensive teacher training with a focus on the key components for Global High School Instructional excellence and student success
- Sufficient “Teaching in Practice” activities enable new teachers to apply learning to practice
- Experienced teacher trainers to provide one on one feedback to practice assignments
- Total 27 hours of training program typically spread out to 4 weeks

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Grading Table

Following is the distribution of Teaching in Practice activities and live Zoom sessions:

Distribution	Unit/Session Name	Teaching in Practice Activities	Grade %
80%	Unit 1: Introduction to the Global High School (GHS) Program	Multiple Choice Quiz	5%
	Unit 2: GHS Academic Management, Policies and Teacher's Tools	Multiple Choice Quiz & Short Answers	15%
	Unit 3: GHS Instructional Excellence	Customized Lesson Plan, Demonstration of a Key Strategy & Written Reflection	40%
	Unit 4: Assessments & Evaluations	Case Study	20%
20%	Session 1: Introduction to Global High School Program and HOTS Focused Curriculum	Participation in Live Sessions	4%
	Session 2: Rosedale Digital Learning Platform and Academic Management	Participation in Live Sessions	4%
	Session 3: GHS Instructional Excellence: Part A	Participation in Live Sessions	4%
	Session 4: GHS Instructional Excellence: Part B	Participation in Live Sessions	4%
	Session 5: Assessments and Evaluations	Participation in Live Sessions	4%

Schedule of Cohorts for Live Online Teaching Sessions

Cohort	Commencement Week	Completion Deadline
A	28-Jun-21	30-Jul-21
B	12-Jul-21	13-Aug-21
C	09-Aug-21	10-Sep-21
D	23-Aug-21	24-Sep-21

General Qualification (GQ) Outline	
Unit 1: Introduction to the Global High School (GHS) Program	Total Time Commitment 4 Hours 15 Minutes
Learning Goals <ul style="list-style-type: none"> Learn about GHS vision, educational philosophies, transformative learning and holistic student success Understand the critical role of classroom teacher, expectations and how to collaborate with Rosedale Understand Rosedale OSSD curriculum and its importance as the foundation of instructional excellence Understand how Rosedale courses embed higher order thinking skill development 	
Independent Learning Lessons	2 Hours
Lesson 1-1: Rosedale Academy Global High School Program	
<ul style="list-style-type: none"> Overview of Rosedale OSSD GHS Program GHS Program for Transformative Learning GHS Academic Delivery Model & holistic Student Success GHS Academic Quality Assurance & Teacher Training Programs Your Important Role as Classroom Teacher, Responsibilities and expectations 	
Lesson 1-2: OSSD Curriculum and Rosedale's OSSD Course List	
<ul style="list-style-type: none"> OSSD – World recognized differentiated education system The requirements for earning an OSSD Understanding OSSD curriculum and Rosedale's course portfolio Rosedale Curriculum Highlights – The Foundation of Instructional Excellence Higher Order Thinking Skill (HOTS) development in Rosedale Curriculum 	
Lesson 1-3: Rosedale Multi-Media Course Walkthrough	
<ul style="list-style-type: none"> Defined Course Structure and Overview Understanding Learning Goals and Success Criteria Content and Activities to Support Instruction Overview of the Lesson plan and differentiated resources How HOTS are embedded throughout the teaching and learning process 	

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Lesson 1-4: Rosedale Digital Learning Platform	
<ul style="list-style-type: none"> • Overview of Rosedale Digital Learning Platform • Teacher's resources and tools • Student's resource and tools • Guidance • Administration • Rosedale Grading / Administration 	
Live Session 1: Introduction to Global High School Program and HOTS Focused Curriculum	2 Hours
Teaching in Practice Activity	15 Minutes

Unit 2: GHS Academic Management, Policies and Teacher's Tools	Total Time Commitment 5 Hours 45 Minutes
Learning Goals <ul style="list-style-type: none"> • Understand GHS's centralized evaluation and academic administration management • Understand GHS's academic policies and how to implement our academic policies with teacher's tools • Understand the implementation of academic integrity and the Classroom Teachers' Role and Responsibilities • Understand Rosedale's GHS Service Level Agreement (SLA) • Know who at Rosedale can provide support to classroom teachers 	
Independent Learning Lessons	3 Hours
Lesson: 2-1: Rosedale's Central Delivery Team	
<ul style="list-style-type: none"> • Role of the Rosedale's Central Delivery Team • Specific Roles & Division of Responsibilities – Rosedale & Partner School Staff • About Rosedale's Service Level Agreement 	
Lesson: 2-2 Academic Integrity	
<ul style="list-style-type: none"> • Importance of Academic integrity • Assignment Plagiarism & Evaluation Cheating • Rosedale Policies on Academic Integrity • Academic Integrity Violation Processes • Best Practices for Communication with Students and Parents 	

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Lesson: 2-3 Student Management	
<ul style="list-style-type: none"> • Class Schedule and Deadline Management • Student Performance Management • Resubmissions & Participation Power • Course Withdrawal • Course Retake 	
Lesson: 2-4 Evaluation	
<ul style="list-style-type: none"> • Administering Tests & Exams • Process of Grade Appeals • Midterm and Final Reporting • Summary of Policies & CT Policy Guide 	
Lesson 2-5 Collaboration in GHS	
<ul style="list-style-type: none"> • Who to contact and when • Best Practices for Communication with Grading Teachers (GT) • Common CT Challenges 	
Live Session 2: Rosedale Digital Learning Platform and Academic Management	2 Hours
Teaching in Practice Activity	45 Minutes
Unit 3: GHS Instructional Excellence	Total Time Commitment 11 Hours
Learning Goals <ul style="list-style-type: none"> • Understand GHS Standards of Instructional Excellence- Seven C's strategies for effective teaching • Understand the components necessary to create a classroom environment open to student collaboration and higher order thinking • Identify teaching strategies that enhance higher order thinking skills • Understand key effective instructional strategies for everyday teaching to deepen student collaboration and promote student talk 	

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Independent Learning Lessons	4 Hours
Lesson 3-1: Instructional Excellence Overview (Teacher Success - 7 c's)	
<ul style="list-style-type: none"> • GHS Standards of instructional excellence - The Seven C's of Effective Teaching • The Foundation for Instructional Excellence in a HOTS Based Classroom <ul style="list-style-type: none"> ○ Growth Mindset ○ Mistakes as Learning Opportunities ○ Desk Arrangement ○ Strategies to Encourage Student Movement – Stand Up Game, Gallery Walk 	
Lesson 3-2: Implementing Higher Order Thinking Skills Development in Your Classroom	
<ul style="list-style-type: none"> • Thinking Skills – Blooms Taxonomy • The Higher Order Thinking Skills Explained • HOTS Basic Strategy – Think/Pair/Share • How to Create Questions that Promote Higher Order Thinking 	
Lesson 3-3: Student Talk and Collaborative Learning	
<ul style="list-style-type: none"> • Respectful talk • Group Structure • Group Strategies 	
Lesson 3-4: Key Effective Instructional Strategies	
<ul style="list-style-type: none"> • Creating Engaging Lectures • Teaching Text Reading Strategies • Modelling <ul style="list-style-type: none"> ○ Demonstration ○ Use of Examples 	
Live Session 3: GHS Instructional Excellence: Part A	2 Hours
Teaching in Practice Activity	60 Minutes
Lesson 3-5: Classroom Management	
<ul style="list-style-type: none"> • Attention Getting Strategies • Managing the Use of Technology in the Classroom • Motivating Student Participation and Assignment Completion 	

Lesson 3-6: Supporting all Learners - Accommodating Individualized Learning	
<ul style="list-style-type: none"> • Checking for Understanding – Thumbs Up, Traffic Light, Exit Cards • Chunking Learning Content • Scaffolding Tools to Support All Learners Review and Practice 	
Lesson 3-7: Creating Differentiated Lesson Plans	
<ul style="list-style-type: none"> • Using the Predesigned Lesson Plans to Teach Effectively • Identifying Key Instructional Strategies in Lesson Plans • Creating a Customized Lesson Plan • Using the Designated Hours Effectively for Content Instruction and Assessments at a Lesson Level 	
Lesson 3-8: OSSD Demo Lesson	
<ul style="list-style-type: none"> • Sample Model Lesson Videos to Demonstrate Effective Delivery of Subject Specific Content <ul style="list-style-type: none"> ○ ESL/English ○ Math/Physics ○ Chemistry/Biology ○ Business/Social Studies 	
Live Session 4: GHS Instructional Excellence: Part B	2 Hours
Teaching in Practice Activity	120 Minutes
Unit 4: Assessments & Evaluations	Total Time Commitment 6 Hours
Learning Goals <ul style="list-style-type: none"> • Understand the typical format for assessments in Rosedale courses • Recognize the differences between formative assessment and summative evaluations • Teach not only academic skills, but also learning skills according to the Growing Success Policy • Identify the types of formatives that are used in Rosedale courses 	

Independent Learning Lessons	3 Hours
Lesson 4-1: OSSD Evaluation Methods and Strategies	
<ul style="list-style-type: none"> • OSSD Progressive and Diverse Evaluation • Types of Assessments • Evaluation Methodology and the Achievement Chart • Evaluation Criteria – Rubrics or Marking Schemes • Determining the Grade in the KICA Gradebook • Mid-Term and Final Report Cards 	
Lesson 4-2: Understanding and Using Rubrics	
<ul style="list-style-type: none"> • What are Rubrics • Understanding How to Read Rubrics • How Assignments are Graded based on Rubrics • How to Read GT Grading and Feedback on Sample Student Work 	
Lesson 4-3: How to Provide Descriptive Feedback to Students	
<ul style="list-style-type: none"> • Feedback Structure • Evaluative vs Descriptive Feedback • Link Feedback to Rubrics and Learning Goals • Type and Amount of Feedback 	
Lesson 4-4: How to Improve Student Performance on Evaluations	
<ul style="list-style-type: none"> • Prepare Students for Summative Submissions <ul style="list-style-type: none"> ○ Reviewing Success Criteria and Rubric ○ Providing Formative Feedback • How to Help Students Understand GT Feedback on Assignments • Prepare Students for Unit Tests and Exams Using Review Strategies • How to Help Students to Understand Report Cards 	
Live Session 5: Assessments and Evaluations	2 Hours
Teaching in Practice Activity	60 Minutes