

TLITE Capacities

Engaging educators in a learning environment that builds their professional as well as personal lives evolves ‘capacities’ that Field Programs has identified as fundamental within the TLITE Graduate Diploma program.

Through reading, field based focused inquiry, and dialogue, participants will experience growth as a:

- *Autonomous-Lifelong Learner*, developing a disposition for self-directed, continuous learning which is motivated and guided by a desire for professional development outside the traditional setting which may include challenging situations and involve some element of risk taking;
- *Reflective Practitioner*, being able to use self-assessment and formative evaluation on an ongoing basis to realistically monitor and value change in educational practice, personal learning experiences, and personal beliefs;
- *Critical Practitioner* by analyzing current educational theories, research, philosophies, and policies; resulting in thoughtful educational decisions which consider resources, culture, and diverse learning needs in their personal and professional environment;
- *Facilitator of Learning*, through understanding the educator’s role, selecting and using appropriate technologies to provide a safe, rich learning environment to achieve curricular outcomes while recognizing student autonomy in learning, diverse learner needs, and possible extension of learning outside the classroom;
- *Knowledgeable Educator*, being able to evaluate, select or create diverse learning and instructional opportunities for themselves and their students that are based on relevant literature and assessment data;
- *Supportive Colleague*, contributing constructively toward enhancing learning communities, supporting members of the community in their learning and inquiry, helping to design and evaluate learning projects, and valuing the contributions to learning of others and self;
- *Educational Leader*, helping others in understanding and using appropriate technology, facilitating learning activities, stimulating and facilitating discussion around educational issues, and being aware of their role as an agent of change; and
- *User of Technology* in their personal and professional roles which will enhance their learning and teaching.