Ontario College of Teachers

Additional Qualification Course Guideline

Native Language as a Second Language (Part I)

**Schedule D
Regulation 184/97
Teachers' Qualifications**

March 2005

1. Introduction

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario. Its mandate is to "provide for the ongoing education of members of the College" (*Ontario College of Teachers Act,* Part II Subsection 3 (1) paragraph 6).

In-service professional learning, within the mandate of the College, is identified in Regulation 184/97, Teachers' Qualifications. This regulation includes courses/ programs such as Additional Basic Qualification courses, Additional Qualification courses, the Principal's Qualification Program and the Supervisory Officer's Qualification Program. Accredited courses support the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* and meet the legislative requirements included in Regulation 184/97.

Successful completion of the Additional Qualification course: Native Language as a Second Language, Part I listed in Regulation 184/97 made under the *Ontario College of Teachers Act,* is recorded on the Certificate of Qualification issued to the members of the College.

The underlying purpose of the Additional Qualification course: Native Language as a Second Language, Part I is to develop awareness and understanding of classroom theory and practice in Native Languages. The Additional Qualification course: Native Language as a Second Language, Part I supports the expectations outlined in the Ministry of Education curriculum policy documents, programs and other Ministry of Education policies.

In this document, all references to candidates are to teachers enrolled in the Additional Qualification course. References to students indicate those in school programs.

2. Background

The Additional Qualification course: Native Language as a Second Language, Part I provides candidates with a foundation and understanding of the vision and underlying philosophy related to Native Language as a Second Language. The course is open to candidates who meet the entry requirements identified in Regulation 184/97. The College recognizes that candidates will have a need to explore, in an integrated delivery model, topics and issues of particular relevance to the educational context in which they work or may work.

The Additional Qualification course: Native Language as a Second Language, Part I is an introductory course that focuses on the theory and practice underpinning Native Language as a Second Language education. Candidates will have opportunities to reflect, communicate and apply their learning through practical learning experiences.

3. Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification course: Native Language as a Second Language, Part I. In addition, the *Professional Learning Framework for the Teaching Profession* supports the *Standards of Practice for the Teaching Profession*, articulates the principles on which effective teacher learning continues and provides a range of options to promote continuous professional learning.

4. Learning Expectations

The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* have been embedded in the learning expectations for the Additional Qualification course: Native Language as a Second Language, Part I.

This Additional Qualification course has the following learning expectations for candidates:

- understanding and implementing Ministry of Education curriculum and Ministry of Education and school board policies and guidelines

- having the theoretical understanding and foundation necessary to design, implement, and assess programs for students

- creating learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students

- understanding how to use, accommodate and modify expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students

- demonstrating an openness to innovation and change

- inquiring into practice through reflection, active engagement and collaboration

- demonstrating the ability to integrate information and communication technology into teaching Native Language as a Second Language

- accessing a variety of resources and networks within and beyond the educational system to enhance and support student learning
- working collaboratively with in-school personnel, parents/guardians, elders and the community
- demonstrating an understanding of theories and methodologies for teaching theoretical foundations of Native Language as a Second Language and applying these to practice
- demonstrating an understanding of fundamental concepts in Native Language as a Second Language development
- demonstrating an awareness of the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students
- developing personal management and organizational skills required in the delivery of Native Language as a Second Language education
- developing skills to maintain and promote Native Language as a Second Language across the curriculum

5. Curriculum Content, Part I

The Additional Qualification course: Native Language as a Second Language, Part I supports the following:

Choices into Action
Ontario Secondary Schools, Grades 9-12
Program Planning and Assessment, Grades 9-12
The Ontario Curriculum, Grades 1-8: Native Languages
The Ontario Curriculum, Grades 9 and 10: Native Languages
The Ontario Curriculum, Grades 11 and 12: Native Languages
The Ontario Curriculum, Grades 1 to 12: Native Languages: Ojibwe and Cree Resource Guide
Individual Education Plans: Standards for Development, Program Planning and Implementation

Successful candidates will demonstrate their understanding and ability to apply the following:

A. *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*

B. Theoretical Foundations of Native Language as a Second Language, Part I:

- understanding theories of child development in the context of language acquisition

- understanding theories of second language development and developing an awareness of research

- exploring a variety of conceptual frameworks for teaching Native Language as a Second Language

- linking theory to classroom practice

C. Program Development, Planning, Implementation, Assessment and Evaluation:

- demonstrating knowledge of the Ontario Ministry of Education curriculum policy documents related to the teaching of Native Language as a Second Language

- understanding the relationship among program planning, teaching/learning strategies, and assessment and evaluation

- using, accommodating, and modifying expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students

- identifying and using relevant student and teacher resources for Native Language as a Second Language teaching and learning

- identifying appropriate ways to access students' prior knowledge of the Native Language and to incorporate this knowledge in program planning

- analyzing classroom practice to ensure opportunities for students to develop commitment to and an understanding of the importance of Native Languages and their cultures in Ontario, Canada, and around the world

- understanding appropriate self, peer and teacher assessment and evaluation practices as related to teaching and learning Native Language as a Second Language

- understanding relevant and authentic assessment and evaluation practices that reflect the key components of Native Language as a Second Language curriculum

- understanding, devising and employing a variety of assessment and evaluation instruments appropriate to the developmental stage of students and the delivery of the curriculum

D. The Learning Environment:

- understanding the impact of a positive classroom community on student behavior and learning

- developing and fostering a positive classroom community with a focus on the social cohesiveness and development of the group

- demonstrating positive classroom management strategies appropriate for students

- planning and organizing an effective and safe program for students

- identifying factors in a diverse and changing society that impact on the student (e.g. media, technology, socio-economic status, family patterns, language, culture, gender)

E. Legal and Ethical Issues:

- demonstrating an awareness of relevant school, board and provincial guidelines, procedures, policies and regulations for Native Language as a Second Language education

F. School, Parent/Guardian and Community:

- understanding the importance of communicating with, involving and supporting parents/ guardians and elders in student learning in Native Language as a Second Language

- identifying opportunities for students to become involved in community events and activities related to Native Language as a Second Language

- investigating community resources available to support Native Language as a Second Language education

6. Instructional Practice

In the delivery of this Additional Qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction and assessment and evaluation. These include, but are not limited to, small group interaction, action research, peer presentations, case study analysis, independent inquiry, problem solving, co-operative learning and direct instruction. Instructors honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from peers and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, communication and expression are also integral parts of the course.

Where possible, experiential learning and authentic school-based experiences are included in the course, for example, classroom observations, practicum experiences, action research projects, teacher exchanges and mentoring. Instructors model effective instructional strategies and formative and summative assessment that can be duplicated in the candidates' classroom. Instructors may use technology to support candidates' learning via on-line communications, connections to quality resources and links to other sites.

7. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific expectations and forms of assessment and evaluation that will be used throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models best practice. Candidates demonstrate their learning through performance, written and oral assessments. There are opportunities for both formative and summative evaluation.

Central to the teachers enrolled in Additional Qualification courses is the opportunity to be engaged in productive and meaningful work. Assignments and projects should include a practical focus that assists teachers to make the connection between theory and practice. At the same time, assignments allow candidates flexibility, choice and individual inquiry opportunities.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance or a product that is new, meaningful and practical.

Other Assessment Experiences

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

a) Performance assessment: demonstrating learning through presentation of model lessons and activities

b) Oral presentation: sharing information with colleagues with respect to a new skill, resource, web site or organization; providing insight into an issue that impacts on the teaching of Native Language as a Second Language

c) Portfolio: using a portfolio to track progress through reflections on related readings and experiences; collect information and resources on a related topic

d) Action research: engaging in reflective practice through personal research and identifying its application within the context of Native Language as a Second Language

e) Written assessment: responding to questions; writing an essay on a topic related to the course content