



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline Mathematics, Primary and Junior, Part II

Schedule D Teachers' Qualifications Regulation

June 2015

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle Mathématiques (cycles primaire et moyen), 2^e partie, juin 2015.*

Additional Qualification Course Guideline Mathematics, Primary and Junior, PART II

1. Introduction

The Schedule D Mathematics, Primary and Junior, Part II additional qualification course guideline provides a conceptual framework (Figure 1) for providers and instructors to develop and facilitate the Schedule D Mathematics, Primary and Junior, Part II course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Mathematics, Primary and Junior.

The additional qualification (AQ) guideline Mathematics, Primary and Junior is organized using the following conceptual framework,



Figure 1: Conceptual Framework

Three-session specialist Additional Qualification courses identified in Schedule D (Teachers' Qualifications Regulation 176/10) are designed for:

- critically exploring and enhancing professional practices, critical pedagogies, knowledge and skills as outlined in the Mathematics, Primary and Junior course (Part I)
- critically designing, applying and facilitating dialogue related to learning opportunities that integrate the professional knowledge, skills and pedagogical stances as outlined in the Mathematics, Primary and Junior course (Part II)

- critically and collaboratively cultivating professional efficacy, emancipatory leadership practices and advancing the scholarship of teaching by fostering cultures of critical reflection and inquiry as outlined in the Mathematics, Primary and Junior course (Specialist).

The Additional Qualification Course: Mathematics, Primary and Junior, Part II employs a critical, pedagogical lens to explore in a holistic and integrated manner theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

AQ Course Implementation

Course providers, instructors and developers will use this AQ guideline framework to inform the emphasis given to key guideline concepts in response to candidates' diverse professional contexts, knowledge, skills and understandings.

Critical to the holistic implementation of this course is the modeling of a positive learning environment that reflects care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing professional learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore topics and issues of particular relevance to the context in which they work or may work.

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and areas of emphasis. This flexibility will enable both language communities to implement Mathematics, Primary and Junior as understood from a variety of contexts.

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

2. Professional Identity and the Image of the Learner

The professional identity of the AQ course instructor and course candidates conveyed in this AQ course guideline reflects the vision of the educator articulated in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework*.

This vision of the educator (Figure 2) positions professional educators as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice, as well as:

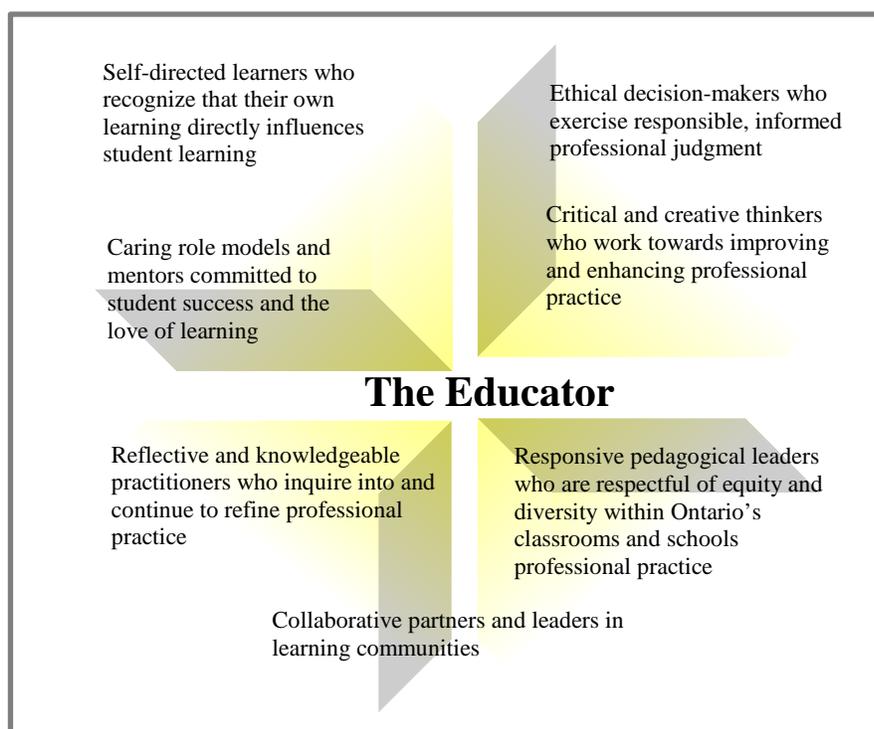


Figure 2: Image of the Educator¹

The image of the student conveyed in this AQ (Figure 3) is of a learner who is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-assured, a problem-solver, and whose voice and sense of efficacy are integral to shaping the teaching and learning process.

¹ Note. From “The Foundations of Professional Practice,” by Ontario College of Teachers, 2012, p. 17. Copyright 2012 by Ontario College of Teachers. Reprinted with permission.

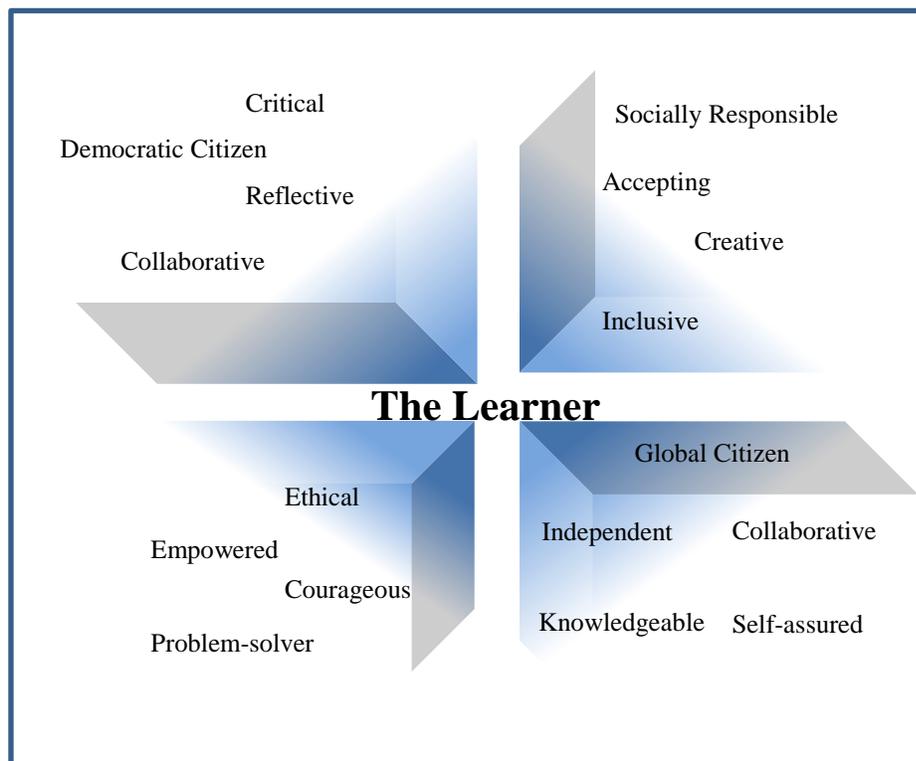


Figure 3: Image of the Learner

3. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College.
- to provide for the ongoing education of members of the College.
- to accredit additional qualification courses and more specifically,

The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession and in the program guidelines issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).

Additional qualifications for teachers are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

The AQ course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation*.

Successful completion of the course leading to the Additional Qualification: Mathematics, Primary and Junior Part II, listed in Schedule D of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

4. Foundations of Professional Practice

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) are the foundation for the development and implementation of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in the Additional Qualification Course: Mathematics, Primary and Junior Part II. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry and critical reflection, is central to the embodiment of the standards and the Professional Learning Framework within this AQ course and professional practice.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that teachers require in order to

teach effectively within and contribute to an environment that fosters *respect, care, trust* and *integrity*.

Teacher Education Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. These resources can be found on the College web site:

<http://www.oct.ca/resources/categories/professional-standards-and-designation>

These teacher education resources support the development of professional knowledge, judgment and efficacy through critical reflective praxis. The lived experiences of Ontario educators are illuminated in these teacher education resources and serve as key supports for AQ courses.

5. Pedagogical Inquiry Framework

The pedagogical inquiry framework (Figure 4) for Mathematics, Primary and Junior supports a holistic, integrated, experiential and inquiry-based AQ course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.



Figure 4: Pedagogical Inquiry Framework for Mathematics, Primary and Junior

A) *The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession:*

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* represent a collective vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The holistic integration of the standards within all course components supports the embodiment of the collective vision of the teaching profession that guides professional knowledge, learning, and practice. The following principles and concepts support this holistic integration within the AQ course.

- understanding and embodying care, trust, respect and integrity
- fostering commitment to students and student learning
- integrating professional knowledge

- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

Course candidates will continue to critically inquire into professional practices, pedagogies and ethical cultures through professional dialogue, collaborative reflection and the lenses of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

B) Guiding Concepts for Pedagogical Inquiry

The following theoretical concepts are provided to facilitate the holistic design and implementation of this AQ course through pedagogical and professional inquiries.

This Additional Qualification course supports critical reflective inquiry and dialogue informed by the following concepts which will be critically explored through holistic and interrelated processes:

- facilitating critical reflection and dialogue related to assumptions, beliefs and understandings associated with teaching and learning within the context of this AQ
- facilitating processes that strengthen the professional identity and practices associated with the views of teachers as co-inquirers, teacher scholars and teacher researchers working alongside student researchers in the co-creation of democratic, knowledge-rich learning environments
- facilitating critical dialogue and reflection related to Ontario's curriculum, policies, frameworks, strategies and guidelines
- fostering critical dialogue and inquiry that promotes the meaningful and respectful inclusion of First Nations, Métis and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as valid means to understand the world
- advancing professional practices through collegial dialogue and inquiry related to the inclusion of multiple ways of knowing and being in community
- facilitating collaborative reflection and dialogue related to critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs

- promoting critical reflection and dialogue related to pedagogical processes and assessment and evaluation practices that link curriculum to student interests, strengths, inquiries, needs, resiliency and well-being
- supporting collaborative dialogue and critical reflection that promotes inquiry into holistic learning environments that nurture the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- collaboratively designing and integrating processes and practices that foster engagement and collaboration with in-school personnel, parents/guardians and the community to support student learning, resiliency and well-being
- collaboratively designing a variety of resources, including technological and communication resources, to enhance professional knowledge in support of student learning, independence, well-being and agency
- refining professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy
- engaging in critical reflection and dialogue that promotes collective ethical practices, ethical knowledge and ethical efficacy
- collaboratively designing and critically assessing the integration of environmentally sustainable practices, policies and pedagogies.
- facilitating the collaborative design and critical assessment of practices to foster responsible and active environmental stewardship and democratic citizenship
- facilitating critical dialogue and action associated with inquiring into the design, creation and implementation of communities of inquiry that promote transformational professional learning and collective professional efficacy
- collaboratively designing, integrating and critically assessing innovative practices related to information and communication technology to enhance teaching and learning
- encouraging critical reflection and dialogue that promotes joint exploration into processes, policies and practices to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity, facilitate student learning, foster student voice, encourage critical thinking and promote social justice
- facilitating critical reflection and dialogue related to the design and integration of qualitative and quantitative research that impact professional practices, policies and pedagogies in support of student learning, empowerment and agency
- collaboratively designing critical pedagogies and practices that support students' well-being, resiliency, efficacy and mental health

- fostering critical reflection and dialogue related to inclusive and interprofessional practices that support the collaborative development and implementation of Individual Education Plans (IEPs) and Transition Plans for students
- facilitating critical reflection and dialogue related to cultures of inquiry that promote openness to innovation, change, culturally inclusive pedagogies and the democratization of knowledge within schools and/or systems.

C) Ontario Context: Curriculum, Policies, Legislation, Frameworks, Strategies and Resources

The Additional Qualification Course: Mathematics, Primary and Junior Part II is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform the design, development and implementation of the Additional Qualification Course: Mathematics, Primary and Junior, Part II and can be viewed at www.edu.gov.on.ca.

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to Mathematics, Primary and Junior.

D) Theoretical Foundations of Mathematics, Primary and Junior Part II

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- facilitating critical dialogue and inquiry related to various theoretical frameworks underpinning this AQ, the principles fundamental to these frameworks and their practical applications in supporting student learning
- collaboratively facilitating dialogue and inquiry that examines critical pedagogy and constructivist theories as theoretical foundations for this AQ
- collaboratively facilitating critical dialogue and inquiry that examines current theoretical research, literature and scholarship related to this AQ
- fostering critical dialogue regarding the significance of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for teacher professionalism within the Additional Qualification Course: Mathematics, Primary and Junior
- fostering leadership, critical reflection and professional dialogue regarding the relationship between theory and effective practice, as well as between effective practice and theory

- facilitating dialogue and inquiry regarding critical pedagogy that is committed to curriculum design using students' inquiry questions, passions and interests
- collaboratively engaging in critical dialogue regarding the application of theories of child and adolescent development
- facilitating critical dialogue regarding Ontario curriculum, resources and government policies, frameworks and strategies related to Mathematics, Primary and Junior
- facilitating critical dialogue and inquiry into learning theories and the individual learning strengths, styles and needs of all students
- collaboratively designing and sustaining safe, inclusive, accepting and engaging learning environments
- facilitating dialogue regarding the development of holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals
- collectively exploring and developing a shared understanding of the significance of relevant legislation including the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities of professional practice
- facilitating critical and collaborative dialogue regarding teachers' legal obligations and ethical responsibilities according to current provincial legislation and practices
- collaboratively implementing strategies informed by a variety of constructivist theories in the context of effective classroom environments (for example, growth mindset, transformative teaching approaches)
- collaboratively creating culturally relevant and responsive learning environments
- collaboratively developing strategies that incorporate digital learning strategies and the purposeful use of technology.

E) Program Design, Planning and Implementation

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically applying program planning frameworks (for example, backward mapping, design down)
- critically integrating connected math curriculum strands

- collaboratively developing relevant and responsive cross-curricular learning experiences that incorporate critical thinking in mathematics (for example, financial literacy, culturally-responsive pedagogy, current Ministry and board initiatives)
- collaboratively developing learning experiences that reflect the explicit and intentional integration of the mathematical process expectations
- collaboratively developing learning experiences that reflect intentional teaching in mathematics
- designing and integrating a program planning framework that reflects the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- collaboratively designing and integrating innovative programs that are responsive to society's diverse and changing nature and its influence on student learning, resiliency and well-being
- facilitating critical dialogue and inquiry regarding program design, planning development and implementation strategies and frameworks related to Mathematics, Primary and Junior
- critically and collaboratively exploring and extending the understanding of philosophical underpinnings that strengthen teachers' professional efficacy to support curricular and interdisciplinary integration
- collaboratively designing and integrating various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices, and the implementation of equitable assessment and evaluation practices
- facilitating dialogue with regard to the integration of concepts related to differentiated instruction, universal design and the tiered approach in program planning, development and implementation
- collaboratively designing and integrating learning resources that support student learning and engagement (for example, print, visual, digital)
- collaboratively designing and integrating learning opportunities and programs that support various educational pathways and goals
- critically designing and integrating innovative programs that respond to students' lived experiences, development, strengths, inquiries, interests and needs
- critically designing and integrating culturally inclusive pedagogies within program design, planning and development
- collaboratively designing and integrating strategies that support learners' resiliency, well-being and mental health

- collaboratively designing and integrating planning and instructional processes that honour students' learning styles, strengths and experiences
- collaboratively designing and integrating innovative pedagogical documentation and assessment processes to inform program planning, support student learning and foster student engagement
- critically integrating the foundations of key math concepts, models, strategies and tools that support program planning (for example, curriculum mapping, learning trajectory, continuum, Big Ideas, concrete materials).

F) Learning Environments and Instructional Strategies

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- collaboratively designing and integrating processes for the creation of inclusive and vibrant learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- collaboratively designing innovative processes that support positive, ethical, equitable, accepting, inclusive, engaging and safe learning environments
- collaboratively designing and integrating processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging
- collaboratively designing innovative and diverse processes that foster a collaborative community of empowered and engaged learners
- collaboratively designing engaging, trusting and inviting learning environments that promote student voice, leadership, critical inquiry, self-regulation, work habits and learning skills in a mathematics context
- critically designing and integrating a variety of instructional strategies to support student learning, resiliency and well-being
- collaboratively integrating safe, ethical, legal and respectful practices in the use of information and communication technologies to support pedagogical practices
- critically designing and reflecting on inclusive and innovative learning environments that integrate a variety of instructional strategies to respond the interests, strengths and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and the tiered approach)
- collaboratively designing innovative processes that engage students as active, democratic and global citizens in supporting environmental, social and economic sustainability

- critically designing and integrating innovative practices that reflect the professional identity and leadership of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, the *Professional Learning Framework*, and the *Foundations of Professional Practice*
- co-designing learning experiences that embrace co-learning, co-planning and co-teaching.

G) Reflecting, Documenting and Interpreting Learning

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- collaboratively integrating fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- collaboratively examining and designing feedback processes that empower and inspire students to positively reflect on and identify goals for their learning
- collaboratively fostering the critical examination of feedback that engages students in the critical analysis and interpretation of the learning process
- collaboratively examining and designing culturally inclusive processes for reflecting, documenting and interpreting learning
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents
- critically integrating assessment practices for the following three purposes: to provide feedback to students and to adjust instruction (assessment for learning); to develop students' capacity to be independent, autonomous learners (assessment as learning); to make informed judgements about the quality of student learning (assessment of learning)
- critically implementing strategies that analyze, deconstruct and honour student work
- co-designing learning experiences informed by the relationship between learning goals, success criteria, descriptive feedback and achievement charts.

H) Shared Responsibility for Learning

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically and collaboratively integrating a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies
- fostering and establishing innovative partnerships with parents/guardians that honour and value shared decision-making, advocacy and leadership
- critically and collaboratively integrating processes to promote student voice and efficacy in the learning process through shared decision-making and leadership
- critically and collaboratively integrating strategies and opportunities for professional collaboration that support co-learning, resiliency, well-being and leadership
- collaboratively designing programs that openly address biases, discrimination and systemic barriers in order to support student learning, resiliency, well-being and inclusion
- collaboratively implementing strategies that foster and sustain a positive, inclusive educational and professional culture in which perspectives are freely-expressed and critically analyzed
- implementing strategies that foster and sustain a positive, inclusive mathematical culture in which perspectives are freely expressed and critically analyzed
- creating and promoting opportunities for shared responsibility and partnership that promotes social and ecological justice as conveyed in the *Foundations of Professional Practice* and critically exploring their potential
- collaboratively participating in interdisciplinary teams to support student learning, resiliency, self-advocacy and transitions
- collaborating with interdisciplinary teams to support student transitions
- collaboratively exploring and designing transition plans for students (for example, from Kindergarten to Grade 1, from additive thinking to multiplicative thinking, from childhood to adolescence)
- collaboratively developing and accessing community resources.

I) Research, Professional Learning and the Scholarship of Pedagogy

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- facilitating a critical and collaborative examination of past, current and evolving practices in Mathematics, Primary and Junior

- critically and collaboratively examining professional practice through ongoing inquiry into theory and pedagogy/andragogy
- critically exploring transformational professional learning through research, scholarship and leadership
- fostering the collective capacity to integrate research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating and engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring innovative ways to implement knowledge-creation and mobilization to enhance professional practice and leadership
- collaboratively engaging in mathematical activities, co-learning, inquiry and problem-solving to improve understanding of conceptual foundations
- critically implementing mathematical high-yield instructional and learning strategies to deepen mathematical understanding and improve student learning (for example, asking effective questions, formative/descriptive feedback, accountable math talk and communication, teacher moderation of student work, explicit instruction, the three-part lesson).

6. Instructional Design and Practices in the Additional Qualification Course Mathematics, Primary and Junior Part II

The instructional design and practices (Figure 5) employed in this AQ course reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

Candidates collaboratively develop with course instructors the specific learning inquiries, learning experiences, holistic integration processes, and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification course, instructors **facilitate** andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration, and assessment and evaluation. The andragogical processes include but are not limited to: experiential learning, role-play, simulations, journal writing, self-directed projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.

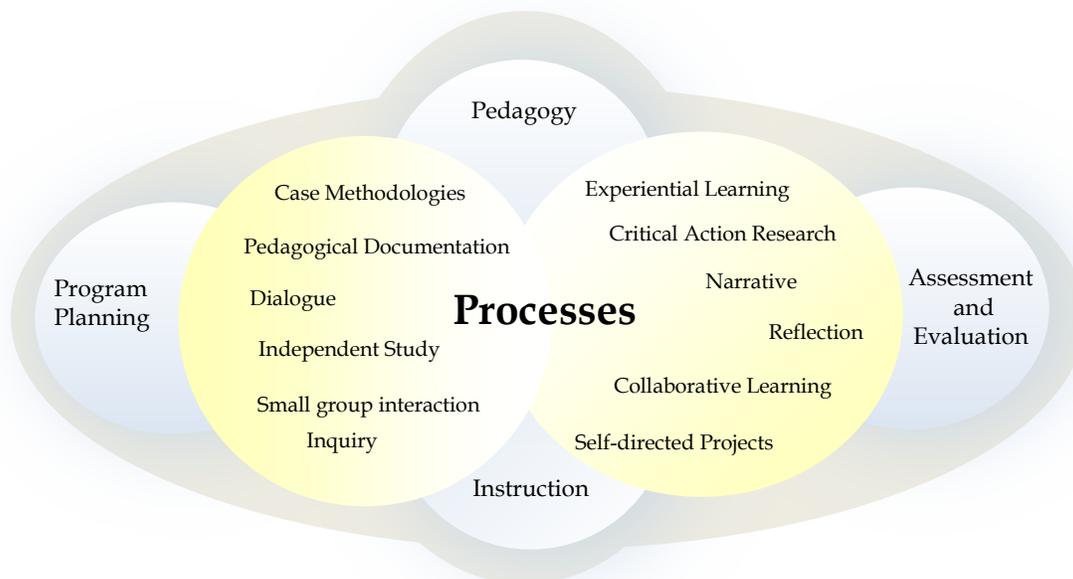


Figure 5: Instructional Processes

Instructors **embody** the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, respect candidates' experience, recognize prior learning, integrate culturally inclusive practices and respond to individual inquiries, interests and needs. Important to the course are opportunities for candidates to create support networks, receive feedback from colleagues and instructors and share their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors **model** critical inquiry, universal design, and differentiated instruction and assessment practices that can be replicated or adapted in a variety of classroom settings.

Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Mathematics, Primary and Junior as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities and inquiries related to Mathematics, Primary and Junior. The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College's standards-based resources help to support experiential learning through various professional inquiry processes. These can be found at: <http://www.oct.ca/resources/categories/professional-standards-and-designation>

7. Assessment and Evaluation of Candidates

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences, and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular and meaningful feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the course and are reflective of critical thinking and reflection as the candidate gains knowledge and skills over the duration of the course.

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the course. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final culminating experience in the course is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as a result of engagement in this AQ. It will also include critical reflections and an analysis of a candidate's learning over time.

The following processes are provided to guide assessment practices within this AQ course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

<p>a) Pedagogical Leadership: co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate student voice, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum</p> <p>b) Pedagogical Portfolio: creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments</p> <p>c) Pedagogical Documentation: assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts, records of students' learning) that enable teachers, parents and students to discuss, interpret and reflect upon the learning process</p> <p>d) Critical Action Research: engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches</p> <p>e) Case Inquiry: critically reflecting on and inquiring into professional practice through case writing and/or case discussion</p> <p>f) Transition Plan: critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement</p>	<p>g) Narrative Inquiry: collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership, critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion</p> <p>h) Innovative Learning Experience: designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach</p> <p>i) IEP Development: collaboratively developing an IEP with the family, student and school team</p> <p>j) Partnership Plan: designing a comprehensive plan that engages students, families and the school and local communities in collaborative partnerships that support student learning, growth, resiliency and well-being</p> <p>k) Critical Reflection: critically analyzing educational issues associated with this AQ utilizing scholarly research through multiple representations (for example, narratives, written documentation, images or graphics)</p> <p>l) Visual Narrative: creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy.</p>
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Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation,

resources and technology in planning for and responding to the needs of individual students and learning communities.

Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.