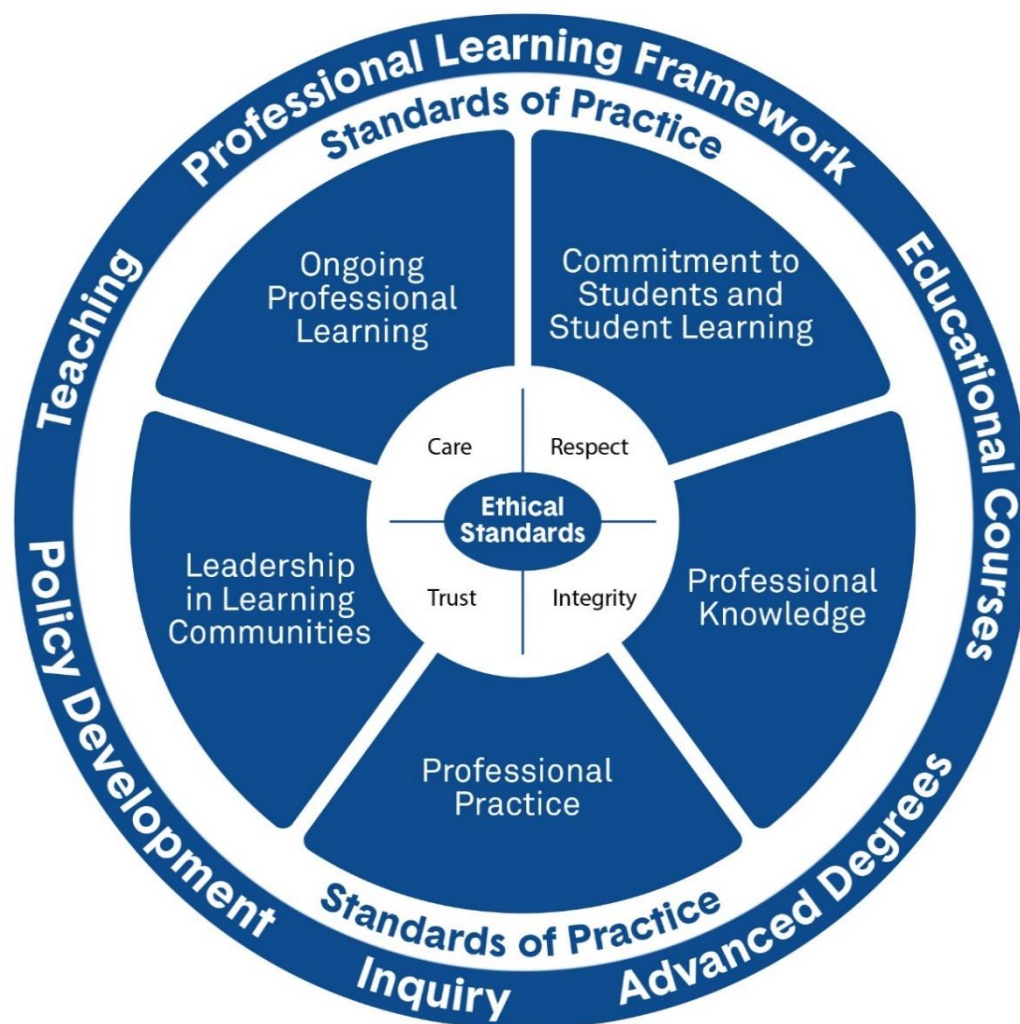




Teaching Students who are Deaf or Hard of Hearing

December 2020



Cette publication est également disponible en français sous le titre de *Enseigner aux élèves ayant une surdité ou une surdité partielle*.

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Teaching Students who are Deaf or Hard of Hearing

1. Program Vision

Candidates considering this program are lifelong learners who value reflective practice and research that promotes the learning, well-being and efficacy of learners who are Deaf or hard of hearing^{1,2}.

Candidates of the program will critically examine Deaf or hard of hearing education and its relevant issues using both the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as a foundation of professional practice.

Candidates will expand their professional knowledge based on a learner-centered approach which values linguistic and cultural uniqueness, diversity, equity and social justice.

Candidates will be exposed to a variety of learning environments pertinent to learners who are Deaf or hard of hearing that would prepare them to teach in a variety of educational settings that support the interests, goals and well-being of learners.

Candidates will be provided with opportunities to critically explore and expand knowledge, understanding and skills related to the education of learners who are Deaf or hard of hearing.

Critical to the implementation of this program is the asset-based creation of positive lifelong learning experiences that reflect care, trust, understanding, professional knowledge, ethical practice and leadership.

¹ Note: The term 'Deaf' has been capitalized throughout this document as per Canadian Hearing Society protocol, the Ministry of Education July 4, 2007 memo, Provincial Schools and the Ministry of Education's Curriculum, Assessment and Student Success Policy Branch

² References to learners within the *Teaching Students who are Deaf or Hard of Hearing* guideline will be: Deaf or hard of hearing as per the Ministry of Education recommendation (December 2019).

2. Professional Identity and the Vision of the Learner

The professional identity of the Additional Qualification course instructor, course candidates and learners conveyed in this Additional Qualification course guideline reflects the vision of the educator and learner articulated in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*, as well as through Additional Qualification consultations.

The lenses of cultural and linguistic frameworks, with an awareness of audism, linguistic imperialism, colonization and its implications, informs the vision and professional practices of course instructors.

The professional identity of the educator positions members of the teaching profession as innovative scholars and practitioners, critical pedagogues who foster social and ecological justice and reconciliation, through anti-imperialist and decolonizing practices. The vision of the educator supports this collective professional identity through the engagement of anti-audism and anti-deficit pedagogies. (Figure 3, Vision of the Educator).

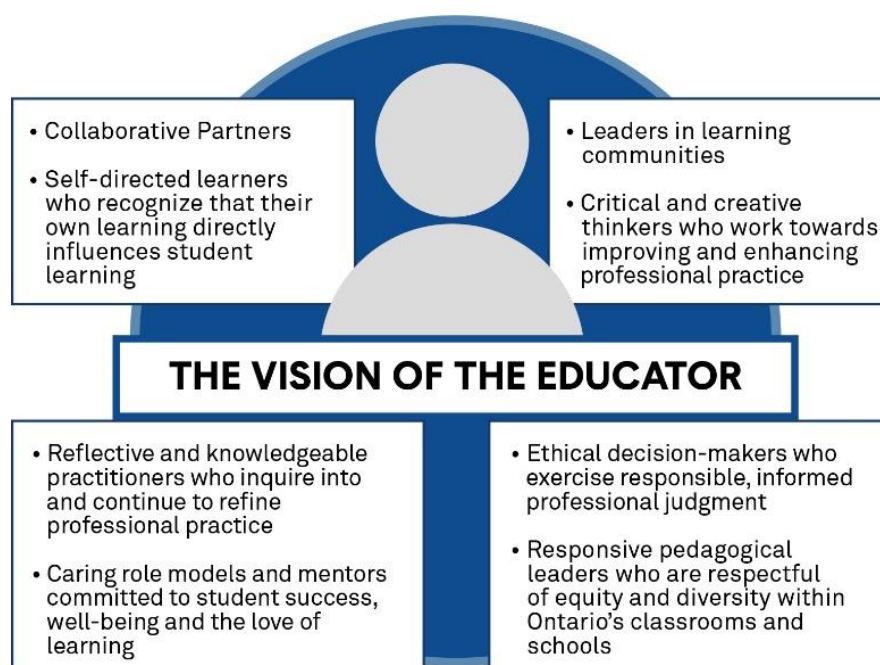


Figure 1: Vision of the Educator³

³ Note. From "The Foundations of Professional Practice," by Ontario College of Teachers, 2016, p. 16. Copyright 2016 by Ontario College of Teachers. Reprinted with permission.

The Vision of the Educator embraces the learning, language(s) and cultures of Deaf or hard of hearing learners across the province. The Additional Qualification Program *Teaching Students who are Deaf or Hard of Hearing* supports this vision.

The learner conveyed in this Additional Qualification (Figure 4, Vision of the Learner) is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-efficacious, a problem-solver and whose language(s), culture, perspectives and sense of efficacy are integral to shaping the teaching and learning process.

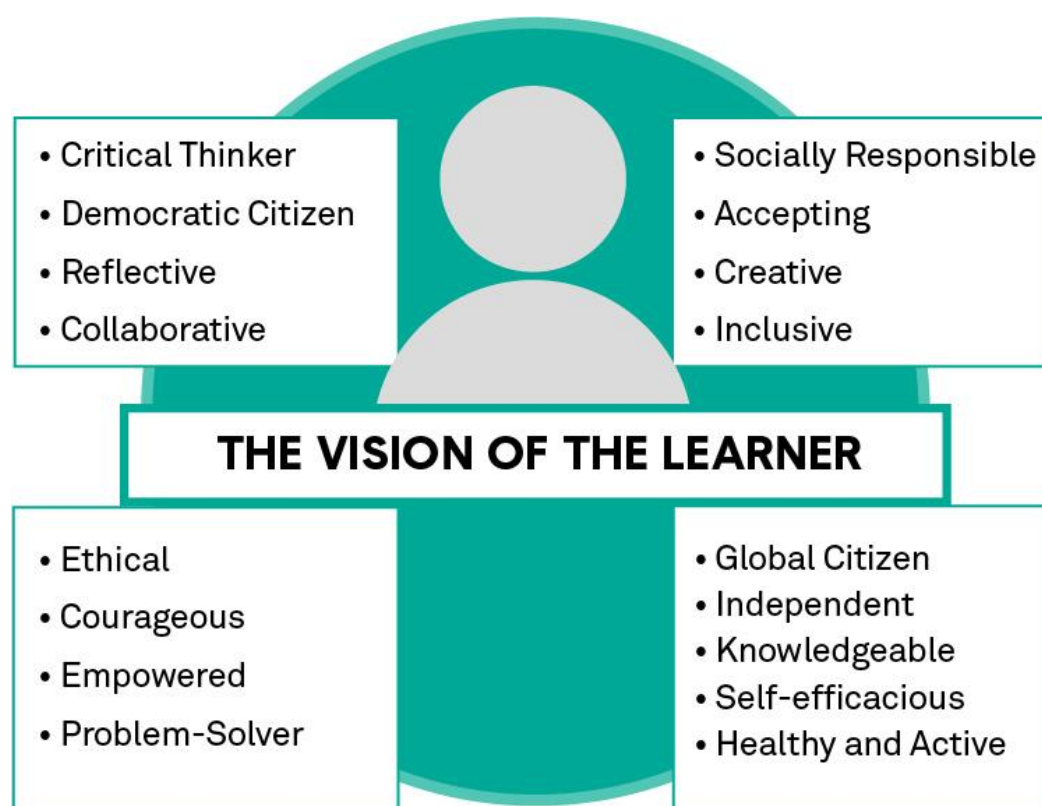


Figure 2: Vision of the Learner

3. Regulatory Context

Additional Qualification

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 (Ontario College of Teachers, Object 7)
- to provide for the ongoing education of members of the College (Ontario College of Teachers, Object 6)
- to accredit Additional Qualification courses (Ontario College of Teachers, Object 9) 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 educators are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). 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 Additional Qualification course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation* (O. Reg. 176/10).

Additional Qualification Prerequisite Requirement

The admission requirements for *Teaching Students who are Deaf or Hard of Hearing* are outlined in the *Teachers' Qualifications Regulation*. The candidate must have completed at least two courses in American Sign Language (ASL) or Langue des signes québécoise (LSQ) acceptable to the College (O. Reg. 176/10, Subsection 30 (1) a) i and ii) or equivalency.

4. Program Overview

This section of the guideline presents an overview of the components of the *Teaching Students who are Deaf or Hard of Hearing* program.

Duration and Components

The duration of the program is two academic semesters. The instructional program consists of three components (Figure 1):

- a core component
- enhanced course component(s)
 - American Sign Language (ASL) or Langue des signes Québécoise (LSQ)
 - Aural and Oral communication
- and a practicum component consisting of 400 hours.



Figure 3: Regulatory program components associated with *Teaching Students who are Deaf or Hard of Hearing*

The program content requirements associated with this Additional Qualification program include the above proposed regulatory amendment to O. Reg. 347/02, Accreditation of Teacher Education Programs.

Additional Qualifications

Successful completion of the program enables educators to receive *Teaching Students who are Deaf or Hard of Hearing* Additional Qualification

These qualifications enable educators to be assigned to teach learners who are Deaf or hard of hearing in Ontario.

Specialist Qualification

The Specialist Qualification is awarded once the candidate has at least one school year of successful teaching experience within or outside Ontario in one or more positions requiring the relevant qualification (Figure 2). The experience has been verified by the appropriate supervisory officer or the appropriate supervisory official (O. Reg. 176/10 31. (1)).

- *Teaching Students who are Deaf or Hard of Hearing*

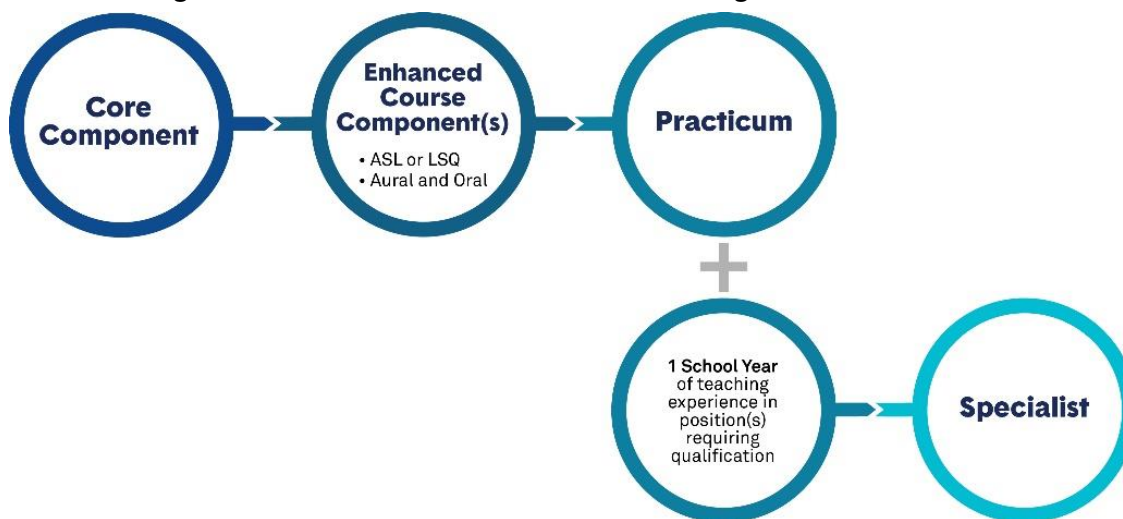


Figure 4: Process to obtain the Specialist Qualification

5. Ontario Context

Education in Ontario is diverse, complex and dynamic. Educators, parents, families, caregivers, guardians, learners, school councils, Indigenous Elders, community members, including ASL, LSQ and/or Indigenous Sign Languages (ISL)⁴ communities, and other stakeholders are engaged in creating a better future for learners. Together, these perspectives guide education in the province.

The Ontario College of Teachers recognizes that candidates, including Deaf or hard of hearing candidates, working in publicly funded school boards, school authorities, provincial schools, First Nations schools, independent schools/institutions or private schools will have a need to explore, in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work. Indigenous communities, French language communities and English language communities, including ASL, LSQ and/or ISL, will explore the guideline content from distinct perspectives and areas of emphasis.

⁴ Indigenous Sign Languages will be referred to as ISL throughout the guideline.

The Education Act identifies four languages of instruction: English, American Sign Language, French and Langue des signes Québécoise. Throughout this guideline, reference made to instructional ‘language’ encompasses ASL, LSQ, English and French (Education Act S. 58.1 (1)). Knowledge of ASL, LSQ, English, French, Indigenous and other cultures is critical to support the nurturing and well-being of learners while enhancing linguistic justice and equity. This Additional Qualification Program also recognizes that learners who are Deaf or hard of hearing may use additional sign languages.

A. Fundamental Rights-Based Frameworks, Legislation and Ontario Context

Local, provincial, national and international rights-based frameworks and legislation are paramount to the development and implementation of Additional Qualification courses. These highlighted the requirements and responsibilities for sustaining human rights, social justice, liberatory practices and accessibility for all.

AQ Providers, course developers and course candidates are entreated to engage in critical reflection and dialogue related to these frameworks and legislations and explore the significance for professional practice.

The list below, though non-exhaustive, provides a starting point for exploration within the context of the AQ course:

- Ontario curriculum
- The Ontario Education Equity Action Plan
- Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11
- Ontarians with Disabilities Act, S.O., 2001, c. 32
- *Canadian Charter of Rights and Freedoms* Part 1 Schedule B Constitution Act 1982
- Canadian Human Rights Act of 1977
- Truth and Reconciliation Commission of Canada: Calls to Action
- United Nations Convention on the Rights of the Child
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of Persons with Disabilities

These documents inform the design, development and implementation of the Additional Qualification Course: *Teaching Students who are Deaf or Hard of Hearing*.

6. Foundations of Professional Practice

The *Foundations of Professional Practice* (2016), which is founded on the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (see Appendix 1), conveys a provincial vision of what it means to be an educator 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* serve as the core for the development and accreditation of Additional Qualification courses. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in the Additional Qualification Program: *Teaching Students who are Deaf or Hard of Hearing*. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective educator 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 for the Teaching Profession* within this Additional Qualification 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 of educators. Educators facilitate learning environments that foster *respect, care, trust, integrity*, justice and reconciliation.

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](#).

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 Additional Qualification courses.

7. Critical Pedagogical Stance

The *Teaching Students who are Deaf or Hard of Hearing* program guideline supports a critical pedagogical stance (Figure 5). This stance involves collectively and critically reflecting on policies, practices and processes that impact the teaching of learners who are Deaf or hard of hearing. Critical reflections are also informed by the values, perspectives and lived experiences of individuals who are Deaf or hard of hearing. Through critical reflection, audism and other forms of oppression can be identified and addressed through policies, practices and processes.

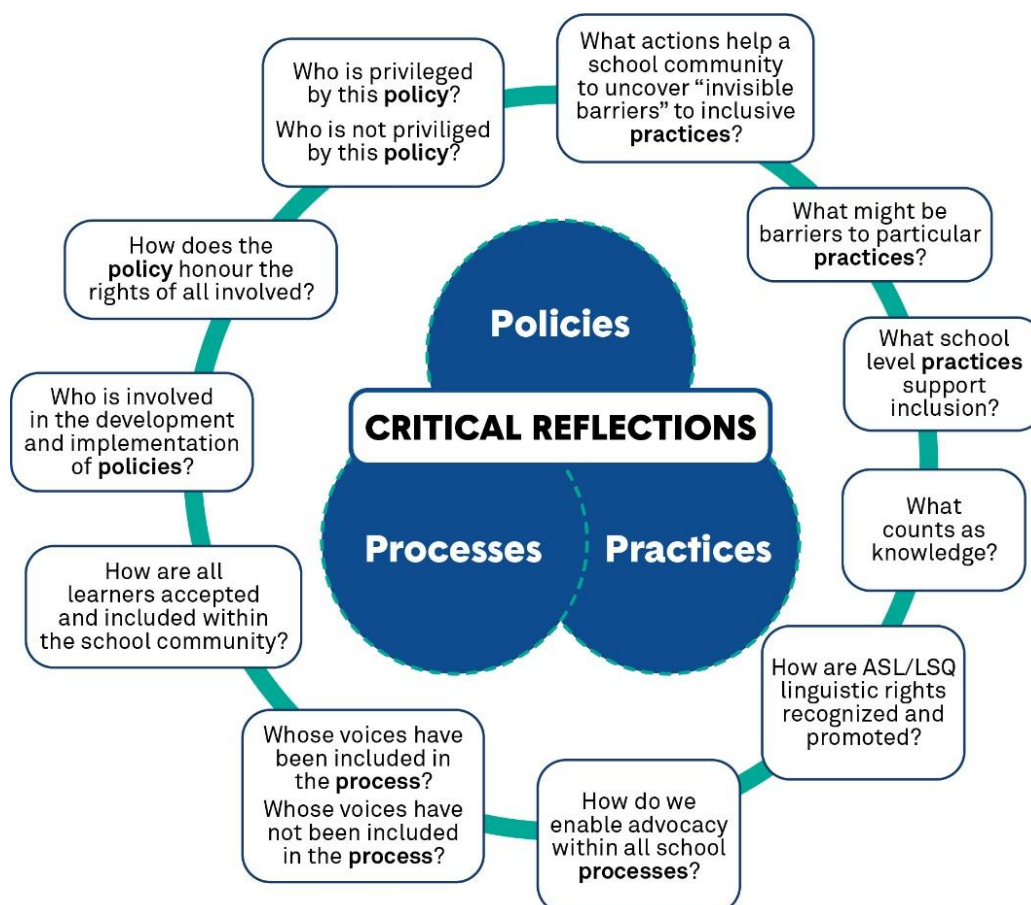


Figure 5: Critical Pedagogical Stance

8. Conceptual Framework

The *Teaching Students who are Deaf or Hard of Hearing* Additional Qualification guideline provides a conceptual framework (Figure 6) for Additional Qualification providers and instructors to develop and facilitate the program. This conceptual framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Teaching Students who are Deaf or Hard of Hearing*.

The guideline components are comprised of

- core component (17 areas of critical inquiry)
- enhanced course component(s)
 - ASL or LSQ
 - Aural/Oral
- and a practicum (400 hours).



Figure 6: Conceptual Framework

A. Guiding Concepts for Pedagogical Inquiry

The following theoretical concepts are provided to facilitate the holistic design and implementation of this Additional Qualification program through pedagogical and professional inquiries. These concepts will be critically examined through equitable, holistic, inclusive and interrelated processes.

- critically analyzing, interpreting and implementing Ontario curriculum, including ASL/LSQ curriculum, policies, frameworks, strategies, guidelines and legislation related to teaching learners who are Deaf or hard of hearing

- critically examining bilingual education, including program design, research and application, for learners who are Deaf or hard of hearing
- honouring and including languages, cultures, histories and perspectives in the teaching and learning process in a holistic learning environment
- fostering an understanding and respect for the diversity of second languages (spoken or sign)
- critically examining the importance of ASL and/or LSQ for learning and well-being of learners who are Deaf or hard of hearing
- critically examining the importance of the four languages of instruction (ASL, LSQ, English, French) in supporting learning and well-being of learners who are Deaf or hard of hearing
- critically exploring strategies to design, implement, adapt and assess programs and/or practices in teaching learners who are Deaf or hard of hearing
- critically examining instructional strategies, assessment and evaluation practices in response to the curriculum and to the learning, well-being and efficacy of learners by honouring their interests, strengths and needs
- critically examining processes, practices and policies to create learning environments conducive to the identities of learners and their resiliency, cognitive, social, emotional and physical development
- fostering, respecting and instilling the self-advocacy and self-determination of learners who are Deaf or hard of hearing
- collaborating with in-school personnel, other professionals, parents, families, caregivers, guardians and the community in their preferred language(s) and the language(s) that is accessible for the community, incorporating a multidisciplinary, collaborative approach
- collaboratively inquiring into and utilizing a variety of resources, including digital and technological resources and learning technologies, within and beyond the educational system to enhance professional knowledge in support of learning, independence, well-being and agency
- creating a culture of professional practice that engages in inquiry, dialogue, reflection and active engagement to promote the learning and well-being of learners who are Deaf or hard of hearing

- fostering a professional learning culture through a variety of ethical educative, research and inquiry-based processes (for example, collaborative inquiry, dialogue, reflection, innovation and critical pedagogy)
- facilitating and promoting the role of advocacy in the creation of inclusive learning environments for learners and all members of the school community
- facilitating and instilling the role of advocacy in developing strong language, culture and self-identification among learners
- nurturing a culture that explores the significance of linguistic and socio-cultural diversities, including sign languages
- critically exploring the theoretical and philosophical foundations of ASL and/or LSQ culture and bilingualism
- critically exploring the theoretical and philosophical foundations of aural/oral communication
- nurturing a culture of ethical leadership that critically inquires into practices that promote responsible and active environmental stewardship, ecological consciousness, social justice and democratic citizenship within local, national and global contexts
- critically exploring strategies to collaboratively develop, create and sustain professional learning communities
- critically examining the ethical principles, ethical knowledge and ethical actions that contribute to collective ethical pedagogy and leadership
- critically exploring the complex interrelationships between the factors that influence language(s) and literacy development, including ASL and/or LSQ and bi-literacy development
- collaboratively nurturing educational cultures that reflect inclusive, equitable, emancipatory and accessible education for all
- critically analyzing the validity and reliability of research studies that focus on pedagogies for teaching learners who are Deaf or hard of hearing
- critically examining the processes involved in creating and sustaining safe, healthy, equitable, holistic and inclusive learning environments that honour and respect diversity, facilitate student learning, foster student voice, encourage critical thinking and promote social justice

- critically examining qualitative and quantitative research associated with professional practices, policies and pedagogies in support of student learning, empowerment and agency.

B. Linguistic Socio/Cultural Diversity and Community

- facilitating the critical exploration of programs and services offered by various organizations and communities including, ASL communities, LSQ communities, English/French-language communities and Deaf or hard of hearing Indigenous communities that serve learners who are Deaf or hard of hearing at local, provincial, national and international levels
- acknowledging and examining the role of cultural and linguistic identity within professional practice
- critically examining the impact of cultural, linguistic imperialism and colonization for teaching learners who are Deaf or hard of hearing
- facilitating a culture that mitigates against ableism, audism, cultural and linguistic imperialism and colonization in professional practice
- using critical inquiry that supports and addresses the transition of 'home sign' use to that of ASL, LSQ or ISL
- critically examining professional practices to support ASL, LSQ and ISL cultures and the culture of other Deaf or hard of hearing communities
- critically utilizing collaborative, equitable and inclusive strategies that effectively include and engage all parents, families, caregivers and guardians
- critically exploring processes that respect and honour the diversity of decisions families may make related to the education of their children who are Deaf or hard of hearing
- facilitating the critical exploration of the socio-cultural, historical and political forces and educational practices for learners who are Deaf or hard of hearing
- promoting critical inquiry that addresses discriminatory practices as well as environmental and systemic barriers that can impact linguistic diversity, self-identity, well-being and education of learners who are Deaf or hard of hearing and respecting the culture of the learner
- facilitating the critical examination of the concept of cultural appropriation and its impact on professional practices

- fostering an awareness of available services, community groups and supports and language learning opportunities for learners who are Deaf or hard of hearing and their families (for example, Assistance for Children with Severe Disabilities [ACSD], Assistive Device Program [ADP], Ontario Disability Support Program [ODSP], Registered Disability Savings Plan [RDSP] and interpreting services).

C. Language Acquisition and Development

- critically examining the stages of first and second language acquisition, development and the interrelationship between them, including but not limited to ASL and/or LSQ, other languages (sign and spoken) and English/French
- critically co-constructing a shared understanding of language development (sign and spoken) and bilingualism found in past and current research and scholarship related to Deaf or hard of hearing
- critically exploring different stances to language development
- critically examining pedagogies based on theories of multilingual language (sign or spoken) education
- critically examining language development (for example, plurilingualism, bilingualism, monolingualism and oralism) and its impact on cognitive development
- critically examining strategies for monitoring, identifying and advocating for the language development of sign language and aural/oral in order to prevent language delay and language deprivation
- critically researching and exploring the impact of language deprivation and Language Deprivation Syndrome on learners who are Deaf or hard of hearing in reaching their full potential
- collaboratively facilitating processes and practices that support early identification and early intervention for learners who are Deaf or hard of hearing
- critically exploring and collaboratively implementing visual, kinesthetic and auditory strategies to enhance a child's language and literacy development
- fostering a culture of interprofessional collaboration that engages family participation in determining support language acquisition and development in learners who are Deaf or hard of hearing.

D. Sign Languages and Cultural Development

- modeling professional practices that honour the history, culture, perspectives, values and literacies associated with ASL, LSQ and ISL communities and their impact on Deaf or hard of hearing learners' engagement and success
- critically examining and applying the cultural aspects of different languages such as ASL, LSQ and ISL into professional pedagogy
- critically examining ASL, LSQ and ISL assessments and the implications for professional practice
- critically exploring current research and scholarship in the use of sign language, including ASL, LSQ and ISL
- critically examining how ASL, LSQ and ISL and their respective communities develop cultural identity
- fostering a culture of critical pedagogy that explores and utilizes different theories and strategies to develop competency in ASL, LSQ or ISL
- collaboratively utilizing current research and scholarship related to sign languages for enhancing professional practice
- critically exploring culture within Deaf or hard of hearing, ASL, LSQ, Indigenous and other sign language communities
- critically exploring other sign languages that may be in use by learners in Ontario (for example, Oneida, Inuit, Ukrainian or Chinese)
- critically examining fluency and efficacy in sign language as it relates to learning and well-being of learners who are Deaf or hard of hearing
- collaboratively advocating for the development of sign language and culture among learners who are Deaf or hard of hearing within school and broader communities.

E. Understanding Hearing

- facilitating a culture of professional practice that acknowledges the diverse profiles and experiences of learners who are Deaf or hard of hearing
- examining the nature and levels of hearing and the related services required for learners who are Deaf or hard of hearing

- examining oral language development stages/benchmarks in order to prevent language delay/language deprivation and to begin intervention accordingly
- collaboratively exploring the need and implications for audiological evaluation
- collaboratively developing educational plans and programs that support learners who are Deaf or hard of hearing
- collaboratively engaging in processes that develop a critical awareness of audiological procedures in order to work collaboratively with parents, families, caregivers, guardians, audiologists and other professionals
- critically examining amplification options and their benefits, implications and limitations
- critically evaluating the accommodations and modifications required for optimal learning environments for learners who are Deaf or hard of hearing
- critically examining the conditions and context that influence language deprivation and the impact on student learning, identities and well-being
- fostering school and system knowledge related to the levels of hearing, the stage the learner is at in language development and educational programming for learners who are Deaf or hard of hearing

F. Speech, Auditory Skills and Listening to Understand

- critically examining various theories of speech development
- critically exploring speech/voice and auditory mechanisms
- critically exploring and understanding the auditory skills hierarchy and its relationship to listening skills development in spoken form and language(s)
- critically exploring strategies to enhance collaboration with other professionals in supporting speech and auditory skills
- collaboratively designing and implementing a diversity of instructional strategies in order to develop and enhance speech, auditory and listening skills that enhance learning and well-being
- demonstrating knowledge and understanding of the connections between speaking, listening, reading, writing and literacy skills
- critically exploring language assessments and the implications for supporting speech, auditory and listening skills

- critically exploring assessments of speech and auditory skills
- critically examining theories that support the use of sign language in the development of auditory and spoken language skills.

G. Bilingualism and Second-Language Teaching

- deepening one's understanding of the mind and ASL and/or LSQ acquisition: linguistics, neuroscience, cognitive psychology, language development, sociolinguistics, and bilingualism
- critically examining sign language theories and pedagogies of bilingual and/or multilingual education
- critically examining aspects of biliteracy programming that support a strong foundation in language development (ASL/LSQ and English/French)
- critically examining a variety of models for teaching first and second languages (bilingual)
- critically examining strategies for implementing Ministry curriculums related to ASL or LSQ
- critically examining strategies for using ASL, LSQ and/or ISL as languages of instruction across different content areas

H. Literacy, Reading and Writing

- collaboratively implementing current research-based programs that support language(s) and literacy/bi-literacy development
- utilizing high-yield instructional strategies for teaching reading and writing to learners who are Deaf or hard of hearing
- integrating differentiated instruction in teaching practices that respond to the individual learning profiles of learners who are Deaf or hard of hearing
- collaboratively implementing pedagogical practices that support literacy/bi-literacy development in first and additional languages
- facilitating knowledge-mobilization related to reading and writing processes that promote the empowerment and well-being of learners who are Deaf or hard of hearing

- critically exploring pedagogical methods, strategies and resources that support literacy/bi-literacy learning through a linguistically appropriate approach towards the acquisition of one or more languages (for example, ASL graphemes, ASL gloss, phonemic awareness and comprehension strategies)
- engaging in critical dialogue related to various assessment and instruction processes to support literacy.

I. Literacy, Comprehension and Construction of ASL, LSQ and/or ISL

- critically examining programs for the development of literacy, comprehension and construction skills of ASL, LSQ and/or ISL
- critically examining pedagogical practices that support ASL, LSQ and/or ISL language and ASL, LSQ and/or ISL literacy development
- researching and implementing high-yield instructional strategies for teaching ASL, LSQ and/or ISL comprehension and ASL, LSQ and/or ISL construction to Deaf or hard of hearing learners
- critically examining the application of differentiated instruction in pedagogical practices that meet learning styles of Deaf or hard of hearing learners
- facilitating ASL, LSQ and/or ISL comprehension and ASL, LSQ and/or ISL construction processes that promote the learning and empowerment of Deaf or hard of hearing learners
- researching and discussing a variety of ASL, LSQ and/or ISL assessments and instruction processes to support ASL, LSQ and/or ISL literacy and ASL, LSQ and/or ISL language
- critically examining and adopting methods, strategies and ASL resources that are responsive to ethical, cultural, and social values of ASL/LSQ/ISL communities

J. Legislation and Policies

- critically examine the Identification Placement Review Committee (IPRC) and Individual Education Plans (IEP) process that support program planning and transitions that honour the well-being and learning goals of learners who are Deaf or hard of hearing
- critically examining the decision-making processes involved in the identification and placement of Deaf or hard of hearing learners, with special considerations of learners with multiple exceptionalities (IPRC)

- critically examining the shared responsibility and accountability for implementing placement by implementing IEP recommendations that support the well-being and learning goals of learners who are Deaf or hard of hearing
- facilitating a culture of shared understanding of Ontario Ministry of Education regulations, curriculum policy and resource documents for teaching learners who are Deaf or hard of hearing
- facilitating a culture of critical inquiry into current Ontario provincial legislation, Canadian legislation and educators' legal responsibilities as it applies to learners who are Deaf or hard of hearing
- promoting a culture of critical inquiry that examines the significance of human rights documents that are relevant to teaching learners who are Deaf or hard of hearing (for example, the Ontario Human Rights Code, United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission of Canada: Calls to Action, Deaf People and Human Rights, World Federation of the Deaf - Sign Language Rights for All, Canadian Association of the Deaf – the Sign Language Rights for All, A New Era: Deaf Participation and Collaboration)
- promoting critical pedagogy that reflects the professional identity of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, *Professional Learning Framework for the Teaching Profession* and in the *Foundations of Professional Practice*, to support ASL and/or LSQ and Deaf or hard of hearing Indigenous communities.

K. Intersectionality within Individual Learning Profiles

- critically exploring a continuum of K-12 Educational Placements for learners who are Deaf or hard of hearing
- critically examining the intersectionalities of various identities, cultures, learning profiles, and experiences of learners
- critically examining the intersectionalities within individual learning profiles of learners who are Deaf or hard of hearing
- critically implementing differentiated instruction that support the engagement of learners who are Deaf or hard of hearing with diverse learning profiles

- collaboratively fostering partnerships with all parents, families, caregivers, guardians, as well as school/board personnel, professionals and community partnerships in program development that honours the intersectionalities within individual learning profiles
- explore and consider shared responsibilities associated with collaborative program planning and implementation approaches within the school community and that honour the individual learning profile
- critically reflecting on the “Theory of Mind” and how it relates to the individual learning profiles of learners who are Deaf or hard of hearing
- critically listening to experiences, opinions and voices of Deaf Indigenous, Black, and People of Colour to inform educational planning.

L. Self-Advocacy, Social Justice and Equitable Education

- critically analyzing one’s own positionality, attitudes, values and privileges in relation to their understanding, perceptions and responsibilities toward learners who are Deaf or hard of hearing and other minority groups
- engaging in critical consciousness and knowledge of educational, cultural and linguistic rights to develop strategies that support and enhance equity among social groups and diverse learners who are Deaf or hard of hearing
- engaging in critical social justice conversations with educational partners and community members regarding educational and linguistic rights of learners who are Deaf or hard of hearing
- critically discussing their roles and responsibilities for long term partnership with families of learners who are Deaf or hard of hearing and Deaf communities to lead their instructional practices
- critically examining the strategies and resources that support the development and empowerment of culturally and linguistically diverse learners who are Deaf or hard of hearing through self-advocacy skills and a greater sense of agency rooted in a comprehensive understanding of their rights
- critically examining how causes of systemic inequalities occur within educational systems and its impact on the development of educational goals of learners who are Deaf or hard of hearing
- collaboratively consulting with the Deaf community to ensure equity within the educational system

- understanding how policies, laws and regulations impact and influence education of learners who are Deaf or hard of hearing at the provincial, federal and international level (for example, The United Nations Conventions of the Rights of the Child (UNCRC), Ontario Human Rights Commission (OHRC), Canadian Bill of Rights and the Education Act)
- critically examining roles and resources that support the individual development, social, cultural and spiritual well-being of learners who are Deaf or Hard of Hearing.

M. Learning Environment

- creating relational culture that reflects care, commitment and respect for learners who are Deaf or hard of hearing
- creating an ethical culture that recognizes and honours ASL communities, LSQ communities and Deaf or hard of hearing Indigenous communities
- critically exploring the various contexts, roles and responsibilities of educators of learners who are Deaf or hard of hearing
- critically examining the importance and interconnectedness of multidisciplinary professions that support learners who are Deaf or hard of hearing
- fostering interprofessional collaboration to support the learning and well-being of learners who are Deaf or hard of hearing
- facilitating the engagement of early education support services
- collaboratively designing inclusive, equitable, emancipatory and accessible learning environments that engage learners, parents, families, caregivers, guardians and community organizations
- critically examining the importance of relationships, interactions and networking for fostering an inclusive community which recognizes the identities, languages and assets of all learners
- collaboratively creating equitable learning environments that respect the cultural identity of all learners, including Deaf or hard of hearing Indigenous learners, and their supportive communities
- promoting innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity and well-being
- advocating for learners in the school learning environment and promoting the self-advocacy, self-determination and efficacy of learners

- collaboratively fostering school learning environments that enable self-advocacy, self-determination and efficacy while honouring identities of learners
- critically exploring strategies that support equitable access to language (for example, real-time captioning, oral and ASL to English or LSQ to French interpretation, learning and hearing technologies, digital learning tools)
- creating inclusive learning environments that incorporate the language(s) of instruction as identified in the Ontario Education Act and that may be required by learners who are Deaf or hard of hearing (English, ASL, French and LSQ).

N. Instructional Strategies and Program Implementation

- critically exploring strategies to accommodate and/or modify the curriculum that is responsive to the identities and culture of learners who are Deaf or hard of hearing
- innovating strategies to implement support for Deaf or hard of hearing learners in Northern and remote communities in culturally appropriate ways
- meaningfully integrating knowledge of various cultures, including Deaf culture and associated language(s) such as ASL and/or LSQ, into program planning and implementation
- meaningfully integrating knowledge of the use of a bilingual-bicultural pedagogical approach
- critically applying principles of universal design in the development of instructional strategies and teaching tools
- promoting a culture of interprofessional collaboration committed to critically inquiring into the collaborative development and implementation of Individual Education Plans (IEP) and Transition Plans for learners
- fostering an innovative and critical, asset-based culture committed to culturally rich and inclusive pedagogies that support program design, planning and development

O. Technology

- critically exploring the use of current learning technologies and digital learning tools to support the development of language(s) and literacy/bi-literacy skills in learners who are Deaf or hard of hearing

- critically examining the ethical and cultural use of various technologies and digital learning tools to support learners who are Deaf or hard of hearing
- facilitating knowledge-creation and mobilization related to the use and care of current learning technologies and digital learning tools that support learners who are Deaf or hard of hearing
- critically exploring applications and possible limitations of assistive devices for learners who are Deaf or hard of hearing
- critically exploring and implementing troubleshooting strategies for assistive devices
- collaboratively examining how to acquire assistive devices, learning technologies and digital learning tools to support learners who are Deaf or hard of hearing.

P. Assessment, Evaluation and Reporting

- facilitating an ethical community of practice that critically integrates assessment practices for the following purposes: to provide feedback to learners and to adjust instruction (assessment *for* learning); to develop learners' capacity to be independent and autonomous (assessment *as* learning); to make informed professional judgements about the quality of learning (assessment *of* learning)
- critically exploring a learner's language and literacy development as conveyed in a variety of assessment processes
- collaborating with other professionals to enhance understanding of language and literacy assessment strategies and tools that promote the learning and well-being of learners who are Deaf or hard of hearing
- fostering an ethical culture that integrates a variety of effective engagement strategies for ongoing collaboration with parents, families, caregivers, guardians, school/board personnel and community agencies
- promoting and establishing a culture of shared leadership that fosters innovative, ongoing, open and transparent partnerships with parents, families, caregivers and guardians that honour and value shared decision-making, confidentiality, advocacy and leadership
- fostering a culture committed to fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identities and development of all learners

- fostering a culture of inquiry that critically examines assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents
- integrating multiple assessment methods that are ongoing, varied in nature and implemented over a period of time to support student learning.

Q. Leadership

- committing to an inclusive culture that honours collaboration and partnerships with parents, families, caregivers, guardians, colleagues, other professionals/service providers and the community at the school/board and provincial levels including Deaf or hard of hearing communities (for example, ASL, LSQ and/or ISL)
- fostering a culture of shared leadership that critically and collaboratively examines professional learning opportunities for the school community and parents, families, caregivers and guardians in promoting the learning and well-being of learners who are Deaf or hard of hearing
- facilitating a culture of shared responsibility and partnership in promoting the learning and well-being of learners who are Deaf or hard of hearing
- critically exploring post-secondary options, services, supports and financial resources according to the learner's profile, interests and goals
- critically fostering a culture of advocacy in promoting the learning and well-being of learners who are Deaf or hard of hearing
- fostering the leadership role of educators as advocates for learners who are Deaf or hard of hearing and their families
- critically examining strategies for fostering self-advocacy and self-determination in Deaf or hard of hearing learners
- fostering a shared commitment and action to support the well-being of learners who are Deaf or hard of hearing
- cultivating a sense of belonging within a respectful, accepting and inclusive culture at the system, school and community level
- nurturing an environment and professional and ethical stance that supports explicitly identifying and addressing discriminatory biases, systemic barriers, cultural and linguistic imperialism to enhance the education, well-being and future of learners who are Deaf or hard of hearing

- interrogating the impact of language deprivation on the education, well-being and future of learners who are Deaf or hard of hearing
- engaging in critical reflection regarding one's own individual assumptions and biases related to the teaching of learners who are Deaf or hard of hearing
- fostering a culture that critically examines and responds to programmatic, institutional and societal biases that impact learners who are Deaf or hard of hearing
- facilitating leadership in the transformative change of policies and practices to enhance the present and future learning and well-being of learners who are Deaf or hard of hearing
- creating ongoing professional learning opportunities for members of the school community to enhance the learning and well-being of learners who are Deaf or hard of hearing.

9. Enhanced Course Component(s)

The enhanced course component(s) are designed to enable candidates to gain deeper understanding beyond the related concepts explored in the *Core Component*.

A. American Sign Language or Langue des signes québécoise

- fostering a culture committed to collaboratively developing educational plans and programs that support ASL and/or LSQ learners
- creating a culture of inquiry that critically examines and extends understanding and knowledge of the linguistics of ASL, LSQ and/or ISL
- facilitating critical inquiry and dialogue that collectively explores ableism and audism, and their implications on Deaf or hard of hearing learners' identities, well-being, education, placement and transitions
- facilitating inquiry to understand cultural and linguistic imperialism, colonization and the implications on education, placement, identities and well-being
- cultivating knowledge mobilization regarding professional development opportunities for educators in support of Deaf or hard of hearing, bilingual, plurilingualism and anti-racist education
- nurturing a culture of critical inquiry into ASL, LSQ and/or ISL research and applications to the bilingual education of learners

- promoting a culture of critical inquiry that explores a theoretical understanding of pedagogical approaches to first and second language and literacy/bi-literacy development
- cultivating an innovative culture that critically explores ASL/English and LSQ/French instructional strategies and cross-curricular (ASL and/or LSQ and the Ontario curriculum expectations) connections
- facilitating inquiry into a theoretical understanding of the role of ASL and/or LSQ as the transliteration language of instruction with support from English/French (correlating Ontario Language Arts curriculum and ASL and/or LSQ curriculum as the first language and transforming it to second language and from second language to first language)
- facilitating inquiry into a theoretical framework for translanguaging pedagogy and how it is related to ASL and/or LSQ literacy pedagogy and pedagogical practices
- fostering an understanding of teaching strategies to develop transliteration skills (for example, comprehension and analysis of two languages, ASL and/or LSQ Proficiency Assessment [PA] benchmark, Manipulative Visual Language)
- promoting a culture of critical pedagogical practices that explores the significance and application of sign language resources (for example, ASL, LSQ, and ISL)
- creating a culture of inquiry that explores and extends understanding of early sign language acquisition (for example, ASL, LSQ and ISL)
- creating a culture of inquiry that explores and extends understanding of bilingual education and the use of language in social situations and a variety of contexts (for example, academic, social and professional)
- facilitating critical dialogue to understand the difference between Bilingual Deaf Education and other program models of bilingual education
- collaboratively implementing a variety of ASL and/or LSQ assessment techniques and strategies and their use in developing bilingual programs
- cultivating a culture of critical pedagogy that explores the connections between sign languages (for example, ASL, LSQ, and ISL) and enhanced literacy skills

- collaboratively designing and implementing tools and strategies that foster professional learning opportunities for the school community and parents, families, caregivers and guardians to promote the learning and well-being of learners who are Deaf or hard of hearing
- creating a culture of inquiry committed to exploring evolving research and scholarship related to ASL and/or LSQ
- critically examining how the development of sign language and culture benefit and impact Deaf or hard of hearing learners' well-being and self-identification in reaching their full potential

B. Aural and Oral Communication

- critically exploring the impact of acoustics on hearing (for example, distance, noise and reverberation)
- fostering a culture of critical pedagogy that explores and utilizes different theories and strategies to develop content, form and pragmatic use of spoken language
- fostering a culture of critical pedagogy that explores and utilizes theories and strategies to develop speech
- fostering a culture of critical pedagogy that explores and utilizes different theories and strategies to develop listening skills for spoken language
- critically exploring the stages of oral language development, including non-linguistic aspects of communication (for example, intonation, pitch and intensity)
- critically exploring the relationship between an audiogram and aspects of speech, listening and spoken language
- critically exploring formal and informal audition, listening and speaking assessments
- exploring and using a variety of assessment and evaluation processes to support learners who are Deaf or hard of hearing
- fostering critical dialogue and inquiry regarding the use of hearing technologies and their applications and limitations
- collaboratively fostering a culture of knowledge mobilization regarding current cross-cultural and cross-disciplinary (for example, neuroscience, medicine and linguistics) research and the implications for aural and oral communications

- facilitating critical inquiry and dialogue that collectively explores ableism/audism and its implication on Deaf or hard of hearing learners' education, placement and identity
- promoting a culture of inquiry that promotes a theoretical understanding of pedagogical approaches to first and second language and literacy development
- fostering a culture of critical pedagogy that examines evolving research and scholarship related to aural and oral communication.

10. Practicum

The practicum consists of 400 hours of educational inquiry experiences intended to provide an authentic opportunity for candidates to observe, to teach and to engage with and learn from learners who are Deaf or hard of hearing.

Rich and varied practicum experiences will enable candidates to promote the learning and well-being of learners who are Deaf or hard of hearing (ASL, LSQ, ISL, bilingualism, Aural and Oral) and who have a diversity of learning profiles.

Opportunities to experience a variety of different educational settings will enhance candidates' ability to explore inclusive designs that are culturally and linguistically respectful (for example, bi-lingual/bi-literacy programs, provincial & demonstration schools, home visiting, itinerant sites and integrated programs).

Candidates will confer with program coordinators to identify practicum experiences that address their professional learning goals and will support their teaching of learners who are Deaf or hard of hearing. Throughout the practicum experience, candidates will enhance their professional knowledge, skills and practices through reflection, dialogue and collaboration with colleagues.

Candidates currently teaching in any context within their current work environment that enables them to promote the learning and well-being of learners who are Deaf or hard of hearing may use this experience as a component of the practicum.

The practicum will be successfully completed prior to being recommended for the qualification.

11. Instructional Design and Processes in the Additional Qualification Program: Teaching Students who are Deaf or Hard of Hearing

The instructional design and processes (Figure 7) employed in this Additional Qualification program 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 program, 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, ASL, LSQ or ISL video text, 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.

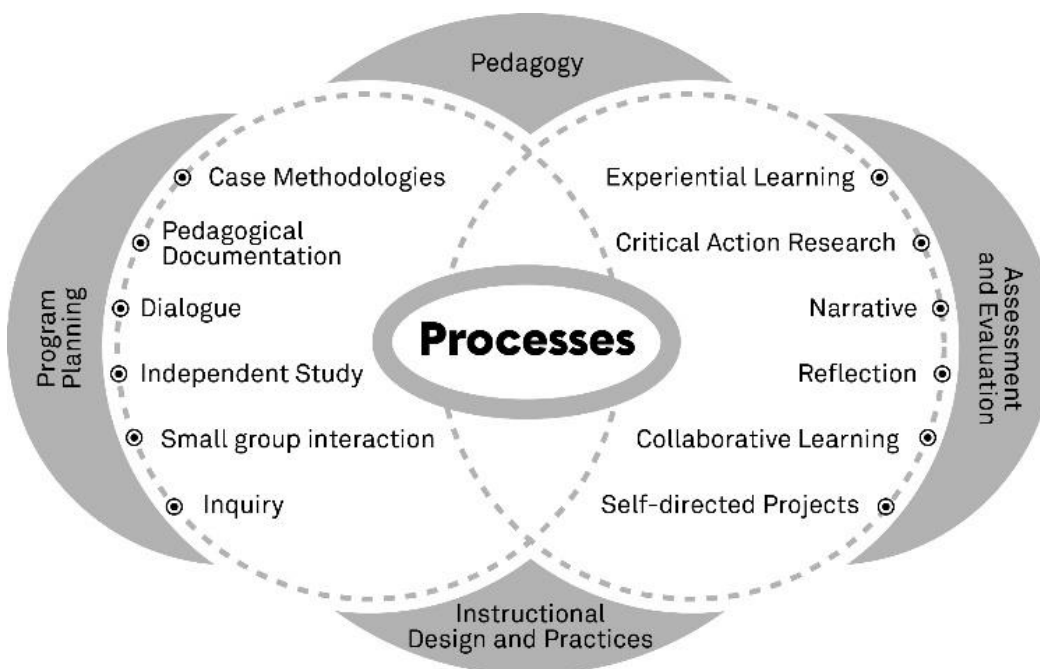


Figure 7: Instructional Processes

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, 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 *Teaching Students who are Deaf or Hard of Hearing* 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 *Teaching Students who are Deaf or Hard of Hearing*.

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 resources can be found on the [College web site](#).

12. Assessment and Evaluation of Candidates

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, 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 Additional Qualification. 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 Additional Qualification course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

- a) **Pedagogical Leadership:** co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate learner voice and perspectives, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum
- b) **Pedagogical Documentation:** assembling visible records (for example, written notes, photos, video texts, audio recordings, artefacts and records of learning) that enable educators, parents, families, caregivers, guardians and learners to discuss, interpret and reflect upon the learning process
- c) **Critical Reflection:** critically analyzing educational issues associated with this Additional Qualification utilizing scholarly research through multiple representations (for example, video text, narratives, written documentation and images or graphics)
- d) **Critical Action Research:** engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches
- e) **Case Inquiry:** critically reflecting on and inquiring into professional practice through case writing, case video text and/or case discussion
- f) **Transition Plan:** critically reflecting on and analyzing a transition plan and generating recommendations for enhancement
- 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 and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion
- h) **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
- i) **Innovative Learning Experience:** designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach
- j) **Partnership Plan:** designing a comprehensive plan that engages learners, parents, families, caregivers, guardians and the school and local communities in collaborative partnerships that promote learning, growth, resiliency and well-being
- k) **Individual Education Plan (IEP) Development:** collaboratively supporting an IEP with the parents, family, caregiver, guardian, learner and school team

- 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
- m) **Identification, Placement, Review Committee (IPRC):** critically journaling engagement in an IPRC process for a particular learner over a period of time.

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 to 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.

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.

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.

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

- 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.



Appendix 2

Accessibility for Ontarians with Disabilities Act (AODA) Text:

Figure 5: Critical Pedagogical Stance from page 12 of this PDF

Figure 5 is an image describing critical reflections. At the centre of the image is a Venn diagram of Policies, Practices and Processes. Surrounding this Venn diagram are critical inquiries related to these policies, practices and processes.

In terms of policies, reflections include:

- Who is privileged by this policy?
- Who is not privileged by this policy?
- How does the policy honour the rights of all involved?
- Who is involved in the development and implementation of policies?

In terms of practices, reflections include:

- What school level practices support inclusion?
- What might be barriers to particular practices?
- What actions help a school community to uncover “invisible barriers” to inclusive practices?
- What counts as knowledge?
- How are ASL/LSQ linguistic rights recognized and promoted?

In terms of processes, reflections include:

- Whose voices have been included in the process?
- Whose voices have not been included in the process?
- How are all learners accepted and included within the school community?
- How do we enable advocacy within all school processes?

Appendix 3

Accessibility for Ontarians with Disabilities Act (AODA) Text:

Figure 7: Instructional Processes from page 33 of this PDF

Figure 7 is a graphic representation of the possible andragogical instructional processes implemented in Additional Qualification courses. At the centre is a Venn diagram. In the right side of the Venn diagram, candidates are invited to explore the use of Experiential Learning, Critical Action Research, Narrative, Reflection, Collaborative Learning and Self-directed projects. In the left side of the Venn Diagram, candidates are invited to explore the use of Case Methodologies, Pedagogical Documentation, Dialogue, Independent Study, Small group interaction and Inquiry. These inquiry-based learning experiences interconnect at the centre to form a multiplicity of multifaceted processes that can enhance professional practice. The inquiry-based learning experiences outlined in the Venn diagram are related to the following four areas: Pedagogy, Assessment and Evaluation, Instructional Design and Practices and Program Planning, which surround the Venn diagram in an outer circle.

Appendix 4

College Standards-Based Resources

Information pertaining to the following standards-based resources, which support learning through professional inquiry, is available through the [College web site](#).

- Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2006). *The ethical standards and the standards of practice for the teaching profession*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2008). *Living the standards*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2009). *Learning from experience: Supporting beginning teachers and mentors*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2010). *A self-reflective professional learning tool*. Toronto, ON: Author.
- Ontario College of Teachers. (2010, December 8). *Voices of wisdom*. [Video]. YouTube. https://www.youtube.com/watch?v=AbxCtmteQ-U&feature=emb_logo
- Ontario College of Teachers & College of Early Childhood Educators. (2014). *Exploring interprofessional collaboration and ethical leadership*. Toronto, ON: Ontario College of Teachers.
- Ontario College of Teachers. (2014). *Exploring ethical professional relationships*. Toronto, ON: Author.
- Ontario College of Teachers. (2014). *Inquiring into the ethical dimensions of professional practice*. Toronto, ON: Author.
- Ontario College of Teachers. (2014). *Knowledge keepers discussion guide*. Toronto, ON: Author.
- Ontario College of Teachers. (2016, July 6). *Acting on our ethics: Caring for Anishinaabe children*. [Video]. YouTube. <https://www.youtube.com/watch?v=6D4m-7p05Ws>
- Ontario College of Teachers. (2016, July 8). *Acting on our ethics: Caring for Haiti*. [Video]. YouTube. <https://www.youtube.com/watch?v=aWM4ygXisbQ>
- Ontario College of Teachers. (2016). *Foundations of professional practice*. Toronto, ON: Author.
- Ontario College of Teachers. (2016). *Professional learning framework for the teaching profession*. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the ethical standards for the teaching profession through Anishinaabe art*. [Discussion guide]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the ethical standards for the teaching profession through Anishinaabe art*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the standards of practice for the teaching profession through Anishinaabe art*. [Discussion guide]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the standards of practice for the teaching profession through Anishinaabe art*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Strengthening a vision: A critical discourse on the ethical standards for the teaching profession*. Toronto, ON: Author.

- Ontario College of Teachers. (2018). *Acting on our ethics: Exploring caring for Haiti*. [Discussion guide]. Toronto, ON. Author.
- Ontario College of Teachers. (2018). *Anishinaabe vision of the learner and the educator*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2018). *Exploring leadership practices through case inquiry*. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *A Rotinonhsyón:ni representation of the ethical standards for the teaching profession*. Toronto, ON. Author.
- Ontario College of Teachers. (2020). *A vision of the educator and learner*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *Exploring ethical professional practice: Ecological consciousness and eco justice*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *Exploring ethical professional practice: Ecological consciousness and eco justice*. [Resource Cards]. Toronto, ON: Author.

Appendix 5

Legislation

The following is a list of relevant legislation that informs professional practice in Ontario. Candidates of the *Teaching Students who are Deaf or Hard of Hearing* program will be exposed to new and existing legislation within the course. The *Teaching Students who are Deaf or Hard of Hearing* program will be modified by course providers to reflect changes in legislation.

Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11

Canadian Charter of Rights and Freedoms Part 1 Schedule B Constitution Act 1982

Child Care and Early Years Act, S.O. 2014, c. 11, Sched. 1.

Education Act, R. S. O., 1990 – O. Reg. 181/98 _ Identification and Placement of Exceptional Pupils

Education Act, R. S. O., 1990 – O. Reg. 296 – Ontario Schools for the Blind and Deaf

Education Act, R. S. O., 1990 – O. Reg. 298 - Operation of schools – general

Education Act, R. S. O., 1990 – O. Reg. 306 – Special Education Programs and Services

Education Act, R. S. O., 1990 – O. Reg. 464/97 – Special Education Advisory Committee

Health Care Consent Act, S.O, 1996, c. 2 schedule A

Human Rights Code, R.S.O., 1990, c. H – 19

Ministry of Education. (2007, July 4). *Ontario regulation 258/07*.

<http://www.edu.gov.on.ca/eng/policyfunding/memos/NewASLRegulations.pdf>

Ministry of Education. (2016). *Collaborative professionalism*. [Policy/Program Memorandum No. 159]. Toronto, ON: Author.

Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990, c. M-56

Occupational Health and Safety Act, R.S.O., 1990, c. O – 1

Ontario College of Teachers Act, S.O., 1996, c. 12. (and all regulations made under the act)

Ontarians with Disabilities Act, S.O., 2001, c. 32



**Ontario
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Ontario's Teaching Regulator

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