



Additional Qualification Course Guideline Senior Division, Teaching Tuscarora

(Previously referred to as Additional Basic Qualification [ABQ] –
updated to reflect the Teachers' Qualifications Regulation 176/10)

Schedule A – Teachers' Qualifications Regulation
April 2021

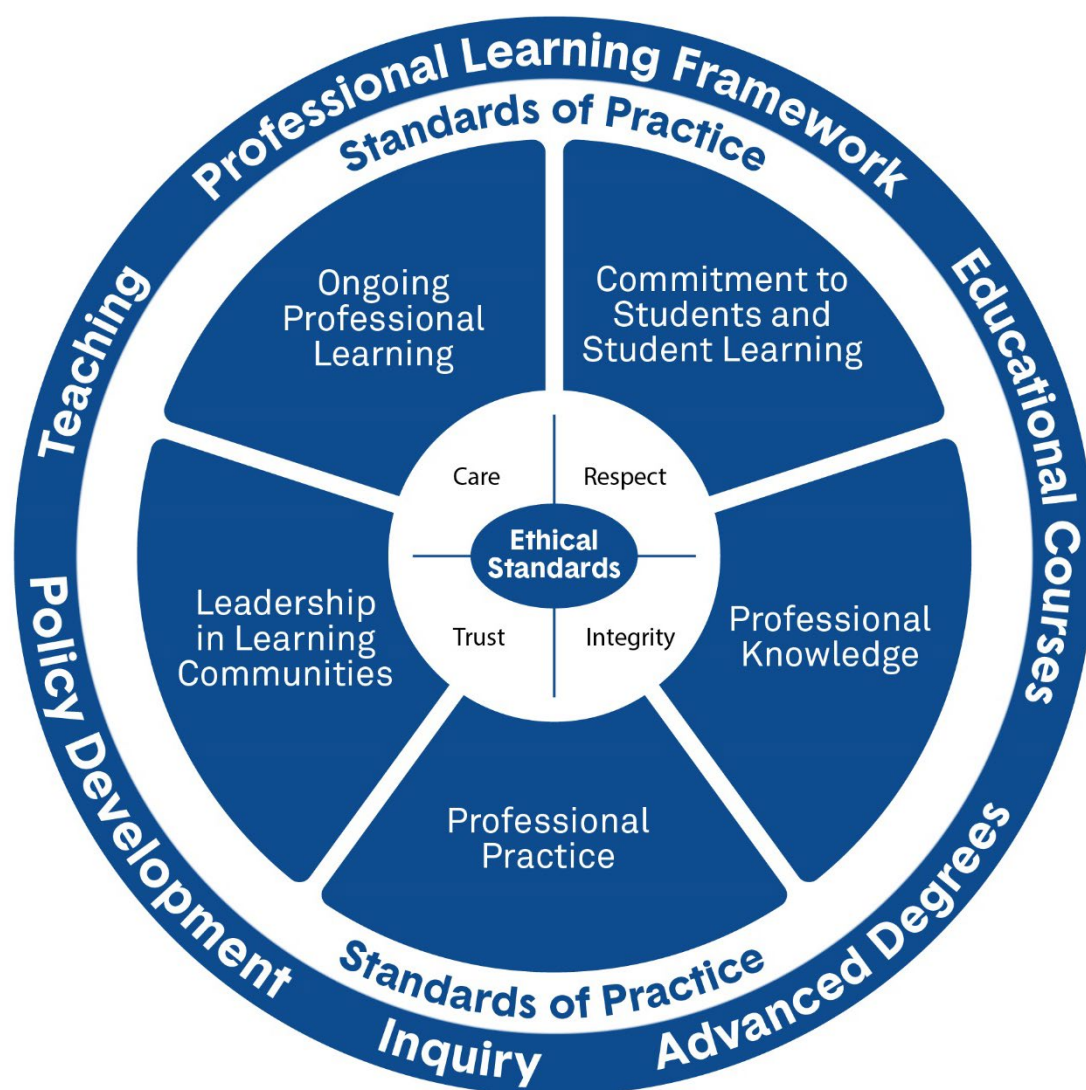




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Additional Qualification Course Guideline for Senior Division, Teaching Tuscarora

1. Introduction

Successful completion of the Additional Qualification course developed from this guideline enables educators to receive the Additional Qualification: *Senior Division, Teaching Tuscarora*.

The Additional Qualification Course: *Senior Division, Teaching Tuscarora* was developed collaboratively with Akunehsyè·ni? (Haudenosaunee) community members and educators from the Six Nations of the Grand River First Nation. With their guidance and expertise, Akunehsyè·ni? processes and protocols were used as a guide for the development of this document. These guidelines reflect traditional Akunehsyè·ni? principles as understood by the community members, which includes those responsible for caring for traditional knowledge. Akunehsyè·ni? knowledge, ways of knowing, culture, language and traditions are honoured and celebrated throughout the Additional Qualification Course: *Senior Division, Teaching Tuscarora*.

The Additional Qualification Course: *Senior Division, Teaching Tuscarora* is open to all educators. Candidates come to the Additional Qualification Course: *Senior Division, Teaching Tuscarora* with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation, and assessment of the program. Critical to the implementation of this Additional Qualification course is the creation of welcoming, inclusive and positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing 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 in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

Additional Qualification course providers, instructors and developers will use this 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 Additional Qualification course is the modeling of a positive learning environment that reflects care and the multiple dimensions of diversity and

equity. This Additional Qualification 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. In this document, all references to “candidates” are to educators enrolled in the Additional Qualification course. References to “learners” indicate those enrolled in school programs.

A. Context for development and delivery of the Additional Qualification Course: Senior Division, Teaching Tuscarora

Reinstatement and maintenance of the Akuneḥsyè·ni? languages, which are believed by the Akuneḥsyè·ni? Akuneḥsyè·ni? to have been given to them by the Creator, is central to sustaining Akuneḥsyè·ni? civilizations. Grounded in their values and cultural knowledge—which is also inherent in the languages—the Akuneḥsyè·ni? remain deeply rooted in their history, territories, ceremonies, cultural practices, and way of life, which have transcended colonialism, including the residential school era. With this in mind, the following are included as additional considerations for the development and delivery of the Additional Qualification Course: *Senior Division, Teaching Tuscarora* (Figure 1):

1. The importance of first-language speakers

First-language speakers have been placed at the forefront of the efforts to reinstate, maintain, and extend the Tuscarora language and the irreplaceable cultural knowledge it encodes. The leadership of these speakers in all aspects of teaching, learning, and development has been vital to ensuring that future generations of Akuneḥsyè·ni? speak, read and write Tuscarora, as well as understand their traditions. However, since most, if not all, first-language speakers of Tuscarora have passed away, we make use of all of the knowledge left to us in documented and recorded forms to continue the legacy they have established. In this way, the knowledge of first-language speakers continues to play a central role in both the development and delivery of the Additional Qualifications Course: *Senior Division, Teaching Tuscarora*.

2. *The importance of educator language proficiency*

Because Tuscarora is an endangered language; those who come to teach it are often second-language learners and speakers (meaning they did not acquire the language natively as children). As such, there is an understanding that educators of Tuscarora may also require additional training, for example to improve language proficiency or grammatical awareness, to ensure that students, language learners, and community efforts to reinstate Tuscarora are successful.

3. *The importance of immersed learning*

Learning of any kind in an immersion setting, when it comes to endangered languages such as Tuscarora, is identified as a priority, and so the design and delivery of the Additional Qualification Course: *Senior Division, Teaching Tuscarora* is envisioned as happening with an understanding that instruction and content be in Tuscarora, as skills permit, across the entire Additional Qualification course. Used cumulatively and in appropriate settings, it is believed that this will keep interest and incentive alive for candidates who are at an appropriate proficiency level. To provide incentive for those at a lower proficiency level, foundational language learning in Tuscarora may be offered to candidates wanting to take the Additional Qualification course.

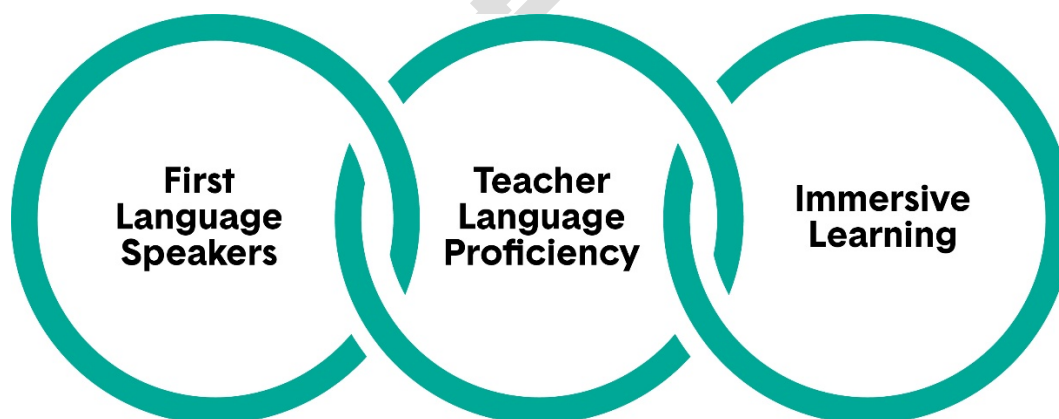


Figure 1: Important Context for the Development and Delivery of AQ Course

B. Additional Features: Theoretical and Cultural Underpinnings

In addition to language-specific material, the Additional Qualification course developed from this guideline also enables educators to appreciate the cultural and theoretical understandings that inform Akuneḥsyè·ni² educational practice. Additional cultural and theoretical understandings to be built into the course include:

- students and language learners do their best; they never stop learning
- support of students and language learners should happen in a gentle and respectful way to promote comfort in language use
- culture is represented within language; for example, deference to elders is an important Akuneḥsyè:ni? cultural consideration, and can be expressed via a variety of linguistic features such as pronominal use
- the mindset towards building language confidence includes staying in the language (immersion)
- the idea of traditional learning is in the language (for example, see it, feel it, experience it)
- education leaders encourage each other to speak Tuscarora in the school and community
- cultural and community practice informs associated language
- development of resources supports teachers, learners and course providers, and those resources are shared across the six Akuneḥsyè:ni? languages.

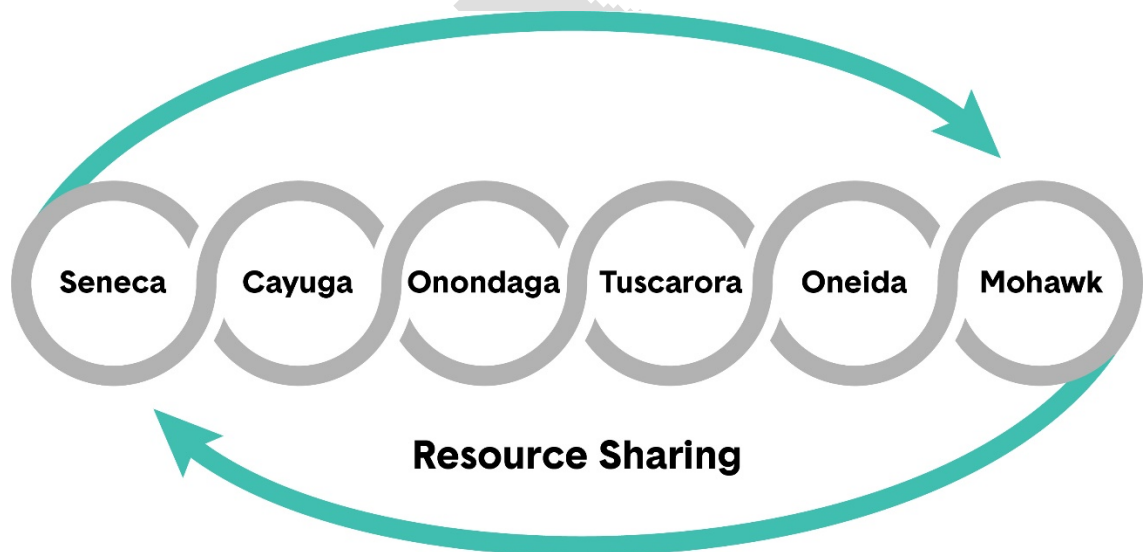


Figure 2: Resource Sharing Across Ogwehóweh Languages

These are only a sampling of what can be additionally considered for the development and delivery of the Additional Qualification course (Figure 2). It is assumed that further considerations of theory and cultural understanding will eventually enter into development and delivery.

2. 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, and with acknowledgement and respect given to the diverse, traditional knowledge and standards of practice of the Tuscarora people.
- 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 educators 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 Additional Qualification 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 Course: *Senior Division, Teaching Tuscarora*, listed in Schedule A of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

3. Foundations of Professional Practice

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be an educator in Ontario. This vision lies at the core of educator 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: *Senior Division, Teaching Tuscarora*. 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 of the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that educators 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](#).

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.

4. Course Overview

This Additional Qualification course extends skills and knowledge in the teaching of Tuscarora. Educators deepen understanding of Tuscarora culture in the context of our relationship with Akunehsyè`ni? history, traditions and civilization, and broaden their expertise in designing and implementing Akunehsyè`ni language programs that are culturally enhanced. Within an appropriate delivery model, educators explore topics and issues of relevance to the educational context in which they work or may work. In a flexible cycle of review, the Additional Qualification course may be revised to reflect the changing needs of educators, language learners and the local community.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are affirmed and embedded throughout this Additional Qualification course guideline.

A. Overall learning expectations related to the professional practice of teaching

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

- collaboratively engaging in the analysis, interpretation and implementation of Ministry of Education curriculum and district school board policies and guidelines
- collaboratively applying the theoretical understanding necessary to design, implement and assess programs and/or practices
- engaging in shared collegial practices related to modelling and adapting expectations, strategies and assessment practices in response to the individual needs of learners
- facilitating the collective creation of learning environments conducive to the intellectual, social, emotional, physical, environmental, linguistic, cultural, spiritual and moral development of the learner
- facilitating collaboration with in-school personnel, parents, guardians, caregivers and the community
- collaboratively accessing and exploring a variety of resources, including technological resources, within and beyond the educational system to enhance professional knowledge in support of student learning
- encouraging critical reflection and dialogue that promotes the ethical use of technology to support learners' safety, privacy and well-being

- utilizing strategies that refine collective professional practice through ongoing inquiry, dialogue and reflection
- facilitating the collaborative design and critical assessment of ethical practices
- collectively exploring and developing a shared understanding of the need to respect and conserve resources in the environment.

B. Overall learning expectations related to teaching within a Akuneḥsyè·ni? context

The Additional Qualification Course: *Senior Division, Teaching Tuscarora* is meant to be open and accessible to educators with some knowledge of Akuneḥsyè·ni? history and culture, and who have a desire to integrate that knowledge into their practice to teach language more effectively.

In addition to reaffirming and extending knowledge in the standards of professional practice for a teacher in Ontario, as suggested in Section A, within a Akuneḥsyè·ni? context the Additional Qualification Course: *Senior Division, Teaching Tuscarora* is meant to foster in candidates also the professional knowledge, skills, dispositions and practices related to the teaching of Tuscarora within a Akuneḥsyè·ni? context, including (Figure 3):

- knowledge of the philosophy and vision of Tuscarora language teaching
- an awareness and understanding that values and cultural knowledge are inherent in and expressed by the language
- enhanced teacher skills and knowledge to support language teaching in the classroom
- extended and deepened teaching skills specific to Tuscarora and how to apply that learning to delivery in the classroom
- opportunities to reflect, communicate and apply learning through practical and hands-on experiences
- an appreciation of the Tuscarora language and Akuneḥsyè·ni? civilization
- an understanding of authentic Tuscarora language experiences
- Tuscarora language literacy (reading and writing)
- extending knowledge of Tuscarora history, continuing contributions to Canadian national development and identity, political and spiritual leaders and ceremonial practices, including international relationships with the United States and other nations impacted by the Tuscarora and Akuneḥsyè·ni? peoples

- exploring opportunities to teach in the Tuscarora language
- fostering the professional agency and efficacy of Tuscarora language teachers
- fostering the professional identity of Tuscarora language teachers
- exploring and advocating for Tuscarora language revitalization strategies.



Figure 3: Learning Expectations

5. Course Content

The design, course content and implementation of the Additional Qualification Course: *Senior Division, Teaching Tuscarora* will support Akuneḥsyè·ni? educational contexts and cultural principles in conjunction with effective teacher education practices. These course guideline components provide a conceptual framework for the development of a holistic, integrated and experiential Additional Qualification course. The following components of this guideline support and inform effective professional knowledge, judgment and practice within the Additional Qualification Course: *Senior Division, Teaching Tuscarora*.

The Additional Qualification Course: *Senior Division, Teaching Tuscarora* will focus on the following course content for candidates, which will be addressed through holistic, integrative and experiential processes (Figure 4).

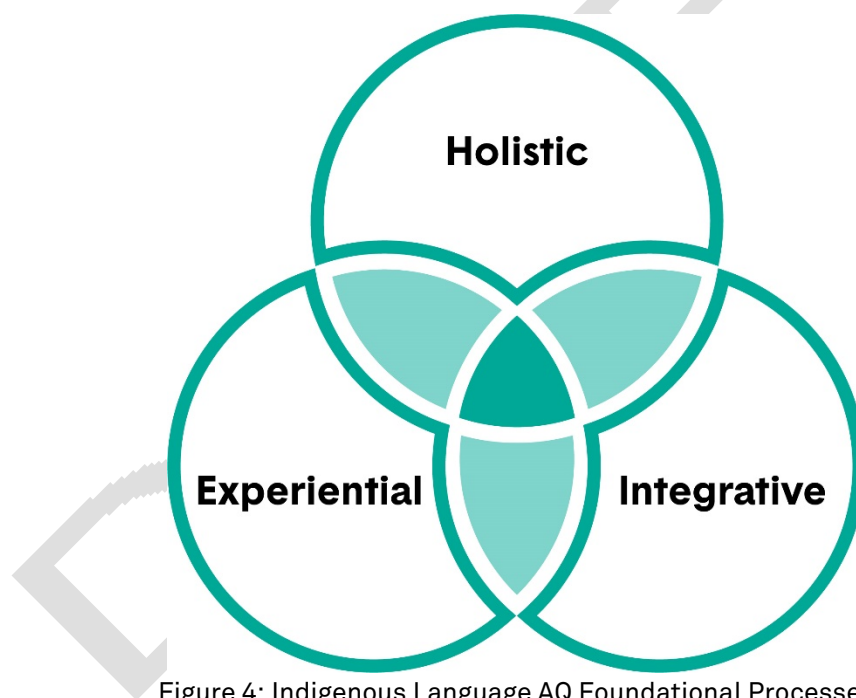


Figure 4: Indigenous Language AQ Foundational Processes

These processes will honor and reflect the local Akuneḥsyè·ni? community. This Additional Qualification course supports critically reflective inquiry and dialogue informed by the following focus areas:

A. Knowledge

- developing and applying a knowledge of language proficiency with regard to language learning (for example, the levels of the American Council on the Teaching of Foreign Languages or Finger Lakes Institute [F.L.I.]
- exploring linguistics in order to begin to build knowledge of how different language areas (phonetics, phonology, morphology, syntax, semantics, pragmatics) intersect and inform language teaching and learning
- developing and extending knowledge of the socio-community realities of endangered languages, and how those might impact teaching and learning
- developing an understanding of and integrating Akuneḥsyẽ·niʔ perspectives and ways of knowing, learning and teaching in course expectations, strategies and assessment practices
- developing an understanding of and examining Akuneḥsyẽ·niʔ history and political systems, and the cultural connectedness in which Tuscarora language originates
- integrating culturally knowledgeable people into language learning
- exploring Akuneḥsyẽ·niʔ ways of knowing, teaching, and learning (or more generally: knowledge transmission) as meaningful curriculum
- enhancing awareness of how Akuneḥsyẽ·niʔ ways and traditions contribute to a strong Akuneḥsyẽ·niʔ identity which supports student learning
- exploring Tuscarora history, important Tuscarora figures/leaders in the past and their role in Canada's history; the clan system and ceremonial cycle
- exploring processes and protocols for teaching or otherwise pursuing inquiry into some ceremonial events
- incorporating language structure with selected topics to reinforce correct word pronunciation
- critically exploring the influence of innovations and changing contexts for teaching and learning
- developing strategies to enable learners to know about life outside of the reservation context
- exploring strategies for teaching children traditional principles of etiquette at social and public events

- increasing awareness and access to documentation, historical records and recordings of Tuscarora and Akuneḥsyē`·ni? knowledge in outside institutions.

B. Skills and Practices

- applying the theoretical understanding needed to plan and organize a format to sequence language skills and content across all grades within a school
- applying theoretical knowledge of Tuscarora language structure in order to understand and teach the skills needed for Tuscarora language learning
- exploring strategies to develop engaging and effective Tuscarora language programs (for example, how to make the program colourful enough to engage learners)
- extending knowledge of the Tuscarora writing system to support the reading and proper pronunciation of Tuscarora words
- exploring and innovating with technology to support teaching of Tuscarora, (for example, interactive white boards, video recordings)
- exploring and applying second language teaching skills to support second language learners
- exploring strategies for educators to extend vocabulary skills that include proficiency with specialized language (for example, lacrosse stick making, sewing, harvesting maple syrup)
- applying theoretical understanding to the design of learning experiences that encourage learner development in all language skills
- exploring strategies that raise and reinforce language skills to express advanced concepts
- enhancing awareness of holistic spiritual, social, emotional and physical learning environments (for example, outdoor language camps, learning on the land and at important cultural sites and events)
- exploring reflective practices that support critical analysis and professional growth in *Senior Division, Teaching Tuscarora*
- modeling instructional strategies to meet the needs of all language learners in a multilevel Tuscarora language classroom.

C. Curriculum, Assessment and Evaluation

- developing an understanding of language proficiency: how it progresses, how it relates to curricula, and how to assess and evaluate it
- developing a program for language and cultural education that identifies kinds of knowledge learners should know (for example, the traditional knowledge teaching cycle developed by the educators of the Six Nations of the Grand River elementary education system)
- exploring strategies and practices that promote on-going reflective practice
- collaboratively designing and integrating programs that reflect the ethical use of technology in support of learners' safety, privacy and well-being
- reflecting on assessment, evaluation and self-evaluation practices using the Ontario Curriculum Grades 1-12 Native Languages achievement rubric
- critically examining alternate strategies for determining language achievement, (for example, Association for Computational Linguistics (ACL) guidelines and adaptation of Oral Proficiency Interview (OPI) training descriptors to reflect school centered learning and achievement or other locally-developed Tuscarora language assessment tools).

D. Research and Development

- exploring professional practice through ongoing inquiry into theory and pedagogy which are ever-changing and continuously revised and updated
- fostering and sustaining a positive approach to professional development, always striving to find new ways to engage language learners
- critically examining professional practice by asking ourselves what we used to do, what we do now, and how our practices can change to meet the needs of our learners
- exploring strategies for incorporating research and scholarship of pedagogy into language teaching practice
- engaging Native language educators/experts to inform research and scholarship of pedagogy related to Tuscarora language teaching.

E. Involvement of Community

- exploring strategies for collaboration with Akuneḥsyẽ·ni? parents, grandparents, extended families, culturally knowledgeable people and language educators, staff and researchers, as well as traditional ceremonial and political leaders
- supporting local Akuneḥsyẽ·ni? community educational institutes
- jointly planning with local community educational organizations for involvement of Tuscarora language speakers and Knowledge Keepers to support ongoing professional formation of Tuscarora language educators
- designing and delivering *Senior Division, Teaching Tuscarora* courses that utilize existing local educational resources and people to meet specific community needs
- promoting community conversations regarding Tuscarora language development strategies related to locally identified Akuneḥsyẽ·ni? community needs (for example, how do we get Knowledge Keepers involved? How do we get ceremonial knowledge taught?).

6. Instructional Design and Practices in the Additional Qualification Course: Senior Division, Teaching Tuscarora

The instructional design and practices (Figure 5) employed in this Additional Qualification 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.

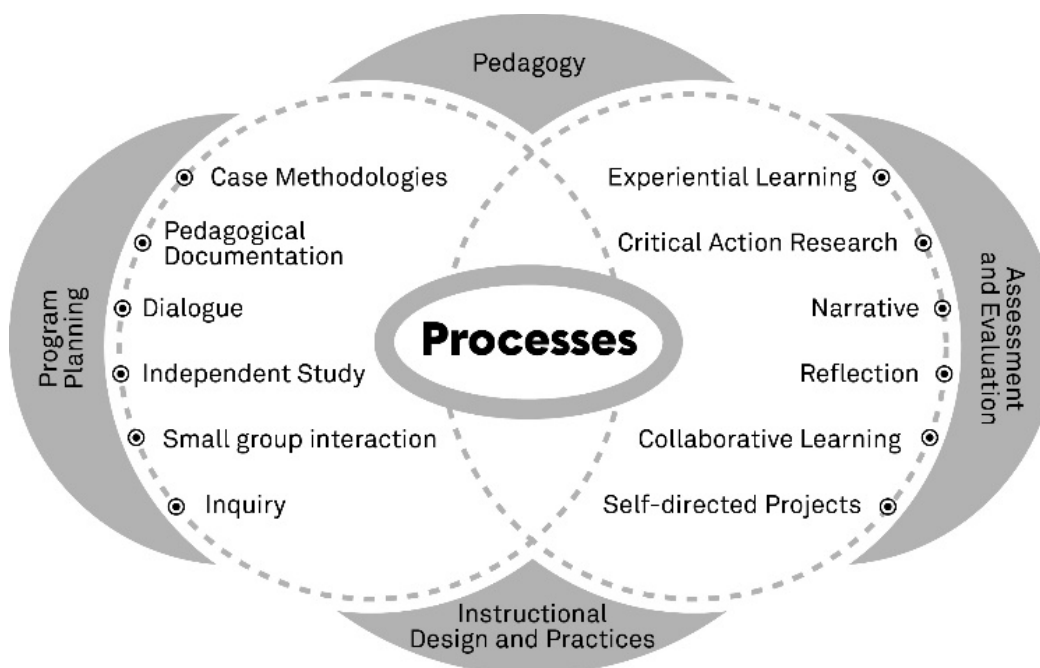


Figure 5: Instructional Processes

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, 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 *Senior Division, Teaching Tuscarora* 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 *Senior Division, Teaching Tuscarora*.

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](#).

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 Additional Qualification course. 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, 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 Portfolio:** creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments
- c) **Pedagogical Documentation:** assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts, records of students' learning) that enable educators, parents and learners to discuss, interpret and reflect upon the learning process
- 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 and/or case discussion

- f) **Transition Plan:** critically reflecting on and analyzing a learner 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, critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion
- h) **Innovative Learning Experience:** designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach
- i) **IEP Development:** collaboratively developing an IEP with the family, learner and school team
- j) **Partnership Plan:** designing a comprehensive plan that engages learners, parents, families and the school and local communities in collaborative partnerships that support learner and educator language learning, language growth, resiliency and well-being
- 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)
- 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) **Community advocacy:** Promoting community conversations about language development and meeting identified needs
- n) **Community leadership:** Supporting a local educational institute, to act as the provider for Additional Qualification courses designed and delivered within the Akuneḥsyèḥni? community
- o) **Community collaboration:** Designing and delivering an AQ course via local provider to recruit instructors, resource people and candidates and to meet specific community needs (for example, run course as a language camp in summer with immersion activities for learners)

- p) **Community Research:**
Exploring strategies for collaboration with parents, grandparents, extended families, culturally knowledgeable people and language educators, staff and researchers.

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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 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:



Figure 6: The Ethical Standards for the Teaching Profession

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: Instructional Processes from page 17 of this PDF

Figure 5 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.

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Appendix 3

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](#).

- Allard, C.C., Goldblatt, P.F., Kembell, J.I., Kendrick, S.A., Millen, K.J., & Smith, D. (2007). Becoming a reflective community of practice. *Reflective Practice*, 8(3), pp. 299-314.
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Appendix 4

Resources on teaching and learning for endangered languages, and Iroquoian (Akunehsyè-ni?) languages:

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