

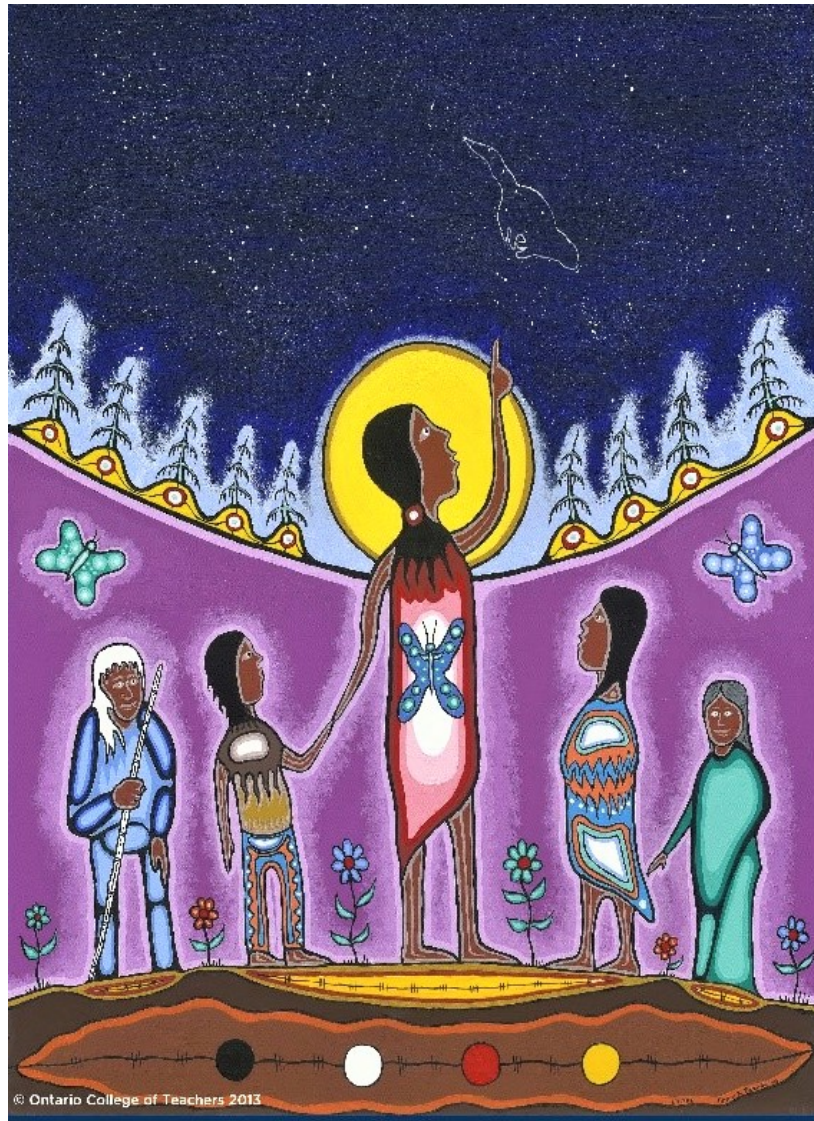


Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Additional Qualification Course Guideline Teaching Lenape

Schedule C – Teacher’s Qualification Regulation
July 2021



Cette publication est également disponible en français sous le titre de
Ligne directrice du cours menant à la qualification additionnelle : Enseignement du lenape

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Additional Qualification Course Guideline for Teaching Lenape

1. Introduction

Successful completion of the course developed from this guideline enables educators to receive the Additional Qualification: *Teaching Lenape*.

The Additional Qualification Course: *Teaching Lenape* was developed collaboratively with the leadership of the Lenape community members and educators. Lenape knowledge, ways of knowing, culture, language and traditions are honoured and celebrated throughout the Additional Qualification Course: *Teaching Lenape*.

The Additional Qualification Course: *Teaching Lenape* is open to all educators. Candidates come to the Additional Qualification Course: *Teaching Lenape* 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 these educational programs. Learning an additional language supports learner academic achievement and maintains a school as welcoming, inclusive and positive environments for Lenape learners.

Critical to the implementation of this course is the creation of positive and holistic learning experiences that embody care, diversity and equity. This course should stimulate extended learning, understanding and promotion of the Lenape language. This course supports the enhancement of 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.

The *Teaching Lenape* Additional Qualification Course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule C *Teaching Lenape* course. All work in developing coursework should involve the Lenape community.

The guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Teaching Lenape*.

2. Lenape Language and Culture

Working to understand and use a second language allows the learner to “unlock” deeper cultural understanding. Story, legend, ways of knowing and tradition are interwoven through the Lenape language. The Lenape people have experienced the negative effects of dispossession, oppression and marginalization for over four centuries, including multiple migrations, poverty, ill health, significant loss of language and legal, social and moral regulation through such coercive forms as the Indian Act, federal education programming and federal control over band membership. In spite of this long history of colonization, Lenape communities remain proud of their distinct culture and ways of understanding. With active first language speakers and second language speakers, all course work developed for the Additional Qualification Course should involve Lenape speakers in order to develop meaningful materials and delivery of the course. This critical step acknowledges and honours the Lenape community and instills confidence that the course will be taught in the “right way.”

3. Features of Lenape Language Courses

The course developed from this guideline enables educators to appreciate cultural and pedagogical understandings that informs education practice, including the design of an Additional Qualification Course in Lenape language. Essential features of Lenape language courses include:

- development of resources to support educators, learners and course providers
- cultural and community practice informs associated language so that language is living and changing
- learners and leaders are encouraged to actively use the Lenape language at school and at home
- learning second language proficiency means to use the language as much as possible
- language learning is lifelong
- traditional knowledge and learning exists within the language; Perspective learners of Lenape will be immersed in this learning
- support, understanding and differentiating teaching and learning approaches supports learning, understanding and practice
- language instruction and material creation needs to be completed in partnership with the two Lenape communities

- in partnership with the two Lenape communities existing language materials and class models exist which could inform Lenape Additional Qualification course construction.

4. Context for Additional Qualification Course Development and Delivery

Educators teaching the Lenape language require Additional Qualifications to improve and reach a higher level of language instruction that benefits learners, language learners and ultimately community efforts to sustain Lenape language as spoken by fluent, first language speakers. The Additional Qualification Course should provide a “gateway” to this process of the learner becoming proficient and an active second language user. Further development of additional courses with support of the Lenape community will be necessary in order to promote life-long learning and proficiency in the Lenape language. These courses should take the form of increased immersion in the Lenape language as well as culture and tradition. Lenape, as language of instruction, used cumulatively and in appropriate settings, will keep interest and incentive for course candidates at a higher fluency level.

5. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College’s responsibility related to courses leading to Additional Qualifications includes the following:

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

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

Additional Qualifications for 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: *Teaching Lenape*, listed in Schedule C of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

6. 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* (see 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: *Teaching Lenape*. 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 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.

7. Course Overview

This course builds upon skills and knowledge of educators in the teaching of Lenape language. Participants in this course will develop a deeper understanding and knowledge of Lenape history, traditions, ceremony and way of life, all intertwined within the context of Lenape language learning. Within an appropriate and well-constructed 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 course may be revised to reflect the changing needs of educators, language learners and the local community.

A. The underlying purposes of the Additional Qualification Course: Teaching Lenape include:

- to develop an awareness on how Lenape values and cultural knowledge are embedded within the Lenape language
- to provide an educator with skills and knowledge to teach Lenape language in the classroom
- to provide an understanding of the vision and philosophy supporting teaching Lenape language
- apply culturally appropriate teaching methods for learning Lenape language
- extend language use and teaching skills of the Lenape language
- make connections with Lenape communities to work together in promoting Lenape language
- to encourage reflection, communication and application through practical and hands-on experiences

- to be open and accessible to educators with some knowledge of Lenape history and culture and a desire to integrate that knowledge into their practice.

Knowledge of the Lenape language and culture may benefit the candidate's learning. Educators who come to the Additional Qualification Course: *Teaching Lenape* will have opportunities to enhance the following areas of professional knowledge, skills, dispositions and practices related to the Lenape language,

- deep appreciation of Lenape language
- opportunities for authentic Lenape language experiences
- knowledge of literacy (reading and writing) of Lenape language
- knowledge of Lenape history
- opportunities to teach in the Lenape language
- Lenape language revitalization strategies.

8. Course Components

The design, course content and implementation of the Additional Qualification Course guideline for *Teaching Lenape* will support Lenape educational contexts and cultural principles in conjunction with effective teacher education practices. *Teaching Lenape* will focus on the following expectations for candidates, which will be addressed through holistic, integrative and experiential processes. These processes will honour and reflect the Lenape communities.

A. Nihtahtoow | Knowledge

- learn Lenape -specific history including migrations, treaties, political and social leaders and contributions to Canadian history
- develop an understanding of Lenape perspective, worldview and traditional ways of learning
- examine the Lenape political system, clan system and matrilineal society
- make connections between 21st century learning and second language acquisition
- examine traditional Lenape ceremonies and religion
- explore story and legend that is integral in Lenape culture and language
- learn from culturally knowledgeable people and first language speakers

- examine Lenape social songs, dance and musical instruments
- develop an awareness of protocol for working with elders and traditional educators and teaching the information to learners
- reflect on information with the view of accessing community members/elders/traditional educators for clarification
- reflect on creating an environment for learners that addresses the four key needs of the Lenape learner.

B. Skills and Practice

- apply theoretical understanding needed to plan and organize a format of curriculum to sequence language skills and content across all grades within a school
- examine and use theoretical knowledge to understand the structure of Lenape language in order to develop lessons that will impart language skills to learners and the best methods to teach those skills
- apply differentiated learning strategies that incorporate different methods in which learners can use the language (for example movie making, radio commercials)
- provide a basic ability to read and pronounce words properly by extending knowledge of the Lenape writing system
- critically reflecting on the ethical use of technology to support learners' safety, privacy and well-being
- use technology to enhance language acquisition and address the 21st century learning skills
- explore, apply and promote strong second language skills
- explore teaching and learning strategies that support Lenape language acquisition and curriculum
- apply holistic teaching strategies to support second language learning
- demonstrate reflective practice that supports professional growth in teaching and learning Lenape
- provide “real life” situations in order to use and explore Lenape language
- provide situations where language can be used in a “hands-on context” (for example cooking, basket making)
- explore strategies that raise and reinforce language skills to express advanced concepts

- model how an educator in a multilevel classroom can meet the needs of all language learners in the class
- develop, share and extend awareness of a variety of language resources to enhance professional knowledge in support of learning.

C. Lakehkiimeew, kwsaheew | Curriculum, Assessment and Evaluation

- develop a program for language and cultural education that identifies kinds of knowledge learners should know
- explore assessment, evaluation and self-evaluation practices using the Ontario Curriculum Grades 1-12 Native Languages achievement rubric.

D. Ndawaapameew waak Kiishiiheew | Research and Development

- critically examine what we used to do, what we do now and how our practices are changing
- engage Native language educators/experts to inform research and methods of pedagogy
- continually explore and implement research and pedagogy into the language teaching practice
- seek out professional development and conferences, demonstrating interest in maintaining an effective language program with the support of peers and colleagues
- actively involve the community in language understanding, new word development, etc.

E. Takwundemeewak | Involvement of Community

- explore strategies for collaboration with Lenape parents, grandparents, extended families, culturally knowledgeable people and language educators, staff and researchers
- support Lenape community initiatives for professional language development (P.D.)
- in conjunction with the Lenape community, engage in planning for the involvement of Lenape language speakers and to support on-going professional formation of Lenape language educators.
- design and deliver the *Teaching Lenape* course that uses local education resources and people to meet specific community needs.
- establish and promote meaningful conversations regarding Lenape language development strategies identified by the Lenape communities

(for example, how do we get Lenape Knowledge Keepers involved?, what is the protocol for ceremony?).

9. Instructional Design and Practices in the Additional Qualification Course: Teaching Lenape

The instructional design and practices (Figure 1) 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.

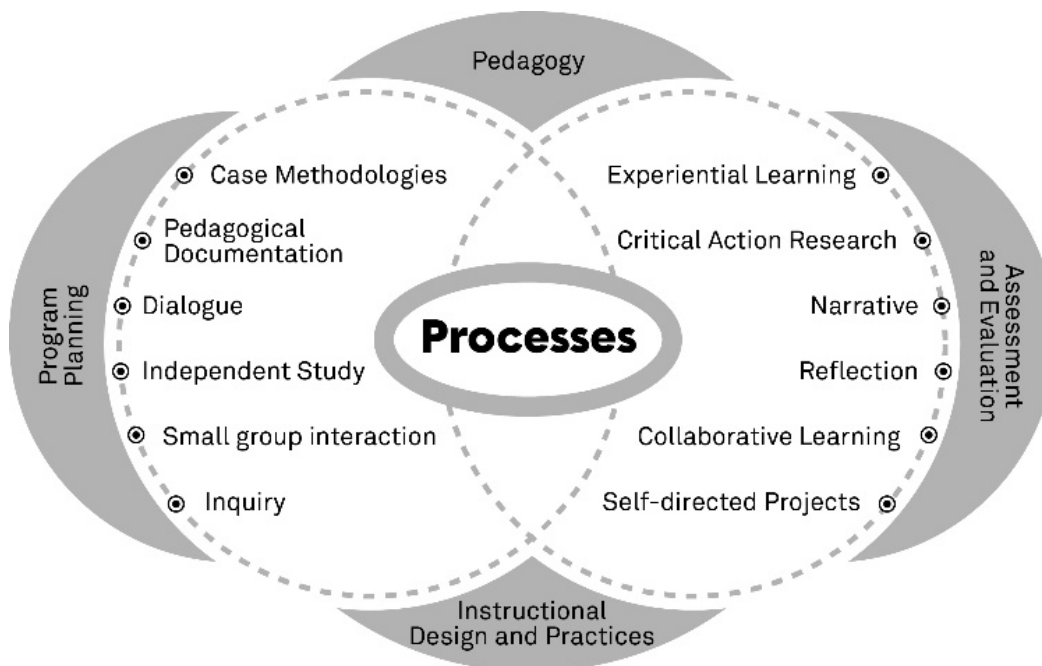


Figure 1: Instructional Processes

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 Lenape* 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 Lenape*.

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](#).

10. 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 practices associated with assessment and evaluation within this AQ course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a) Pedagogical Leadership: co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate 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</p> | <p>b) Pedagogical Documentation: assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and records of learning) that enable educators, Lenape parents, families, caregivers, guardians and learners to discuss, interpret and reflect upon the learning process</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- c) **Critical Reflection:** critically analyzing educational issues associated with this AQ utilizing scholarly research through multiple representations (for example, 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 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) Develop interesting and engaging activities that support the Lenape language learners highlighting differentiated instruction and assessment and universal design. (i.e. songs, real life situations)
- k) **Community advocacy:** Promoting community conversations on action related to language revitalization to meet identified needs.
- l) **Community leadership:** Supporting Lenape educational institutions, language nests, AQ courses designed and delivered within the Lenape community.
- m) **Community collaborations:** Designing and delivering an AQ course via a 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.
- n) **Community Research:** Exploring strategies for collaboration with Lenape parents, grandparents, extended families, culturally knowledgeable people and language educators, staff and researchers.

- o) Partnership Plan:** designing a comprehensive plan that engages learners, Lenape parents, families, caregivers, guardians and the school and local communities in collaborative partnerships that support learning, growth and well-being
- p) I.E.P. Development:** collaboratively developing an I.E.P. with Lenape parents, families, caregivers, guardians, learners and the school team
- q) 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.

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 1: Instructional Design and Practices from page 11 of this PDF

Figure 1 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 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](#).

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