



# Additional Qualification Course Guideline Pre-School Education for Children who are Deaf or Hard of Hearing

Schedule C – Teachers' Qualifications Regulation

June 2015



Cette publication est également disponible en français sous le titre de  
*Éducation de la petite enfance pour les élèves ayant une surdité ou une surdité partielle.*

## **Table of Contents**

<b>Preface</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
<b>Section A: Additional Qualification Course Foundations</b>	<b>3</b>
Professional Learning in Ontario	3
Ontario’s Learning Context	4
Accreditation – Program of Additional Qualification	7
<b>Section B: Additional Qualification Course Design</b>	<b>8</b>
Additional Qualification – Schedule C (Single-Session)	8
Additional Qualification Course Requirements	8
Resources	20

# Preface

Additional Qualification (AQ) course guidelines are designed following extensive consultation and feedback from course providers, course writers and members of the teaching profession.

AQ course guidelines serve as the framework for providers and instructors to develop courses.

AQ course guidelines are organized in the following two sections:

## **Section A: Additional Qualification Course Foundations**

This section outlines the fundamental contexts that are embedded in the content of the AQ course. Education in Ontario embodies these to support educator and learner well-being. These fundamental contexts are essential to foster safe, welcoming and inclusive learning environments for all learners and educators.

## **Section B: Additional Qualification Course Design**

This section identifies the regulatory elements and core concepts that are accreditation requirements for all AQ courses. This section also outlines specific content that allows educators to gain in-depth knowledge and skills related to the AQ course.

In this document, all references to candidates are to educators enrolled in the AQ course. References to learners indicate those enrolled in school programs.

## Introduction

The Ontario College of Teachers (the College) is the self-regulating body for the teaching profession in Ontario and is responsible for:

- establishing and enforcing professional standards and ethical standards applicable to members of the College
- providing for the ongoing education of members of the College
- accrediting Additional Qualification (AQ) courses.

The College supports teaching excellence by preparing educators to work in varied and diverse educational contexts and geographical settings:

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in Regulation.

## Section A: Additional Qualification Course Foundations

Placing students' interests and well-being first is at the core of teaching in Ontario.

### Professional Learning in Ontario

Professional learning is an integral part of the teaching profession. Educators participate in ongoing professional learning with the goal of improving outcomes for Ontario learners.

Educators complete a four-semester, pre-service teacher education program to become qualified to teach in Ontario. Throughout their career, they continue to engage in professional learning offered in various formats such as sessions offered by Ministry of Education, School Board or community partners, professional reading and Additional Qualification (AQ) courses.

The AQ Course *Pre-School Education for Children who are Deaf or Hard of Hearing* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors facilitate adult learning practice that provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

AQ courses are designed by educators to inform and enhance professional practice. These courses allow educators to deepen their knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing educators for specific roles within the educational community.

When engaging in professional learning, educators are guided by the *Foundations of Professional Practice*.

### Professional Learning Framework for the Teaching Profession

The *Professional Learning Framework for the Teaching Profession* describes opportunities and processes that support ongoing professional learning for educators. AQ courses offer an opportunity for educators to inform and advance their professional knowledge, skills, practices and values.

## Ethical Standards for the Teaching Profession



## Standards of Practice for the Teaching Profession



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

## Ontario's Learning Context

Ontario educators recognize that learning is influenced by the individual student's strengths, needs, interests and identity. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* serves as the foundation for equitable, inclusive and accessible education.

The teaching profession in Ontario continues to evolve in response to the current and everchanging diversity of learners. Thus, educators are called upon to follow foundational principles that inform instructional practice. Through ongoing professional learning, educators deepen their understanding of the principles outlined below. In so doing, Ontario educators enhance their professional practice to support each student's learning and well-being.

### **Anti-Oppression Foundation**

An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices and inequalities. It recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of each learner.

### **Truth and Reconciliation Commission of Canada: Calls to Action**

Ontario's educators are responsible to uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align their professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). They engage in authentic reconciliatory action by exploring and integrating First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that conversation and collaboration with Indigenous communities will guide them on the reconciliation journey.

### **Aménagement Linguistique Policy (PAL)**

Section 23 of the Canadian Charter of Rights and Freedoms guarantees the French or English linguistic minority populations of a province the right to instruction in their own language.

In Ontario, the Aménagement Linguistique Policy (PAL) outlines the unique mandate of French-Language schools. Educators act as ambassadors and model the French language and francophone culture for learners. Educators deepen their understanding of learners' linguistic and cultural francophone identity. They collectively develop a provincial, national and international sense of belonging to *la Francophonie*.

## **Accessibility for All**

Accessibility for all is rooted in the Accessibility of Ontarians with Disabilities Act, 2005. Accessibility, inclusion, equity and diversity are fundamental to everyday practice for teaching and learning. Accessibility creates opportunities for each learner to fully participate in their learning, showcase their abilities and benefit from all aspects of the education system. The implementation of adaptive strategies, accessible content and inclusive design for teaching and learning honours the strengths and needs of each learner.

## **Learning for All – Special Education**

Educators believe that all students can learn. As stipulated in the Education Act, educators are required to provide programs and services that respond to each learner's unique needs and strengths. Evidence-based teaching and learning practices that are learner-centred provide equitable opportunities for all. Inclusive learning environments respect the identity of each learner and support their cognitive, social, emotional and physical development.



## Accreditation – Program of Additional Qualification

Accreditation requirements for Additional Qualification (AQ) courses are articulated in O. Reg. 347/02: *Accreditation of Teacher Education Programs*, s. 24.

*A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:*

1. 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.
2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program.
3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study.
4. The course content of the program makes appropriate provision for the application of theory in practice.
5. The program's format and structure are appropriate for the course content of the program.
  - 5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar.
6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.
7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.
8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.
9. The provider is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.

## Section B: Additional Qualification Course Design

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. This regulation includes courses that lead to AQs, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division, the Intermediate Division, the Senior Division and the Supervisory Officer's Qualifications. A session of a course leading to an AQ shall consist of a minimum of 125 hours as approved by the Registrar. Successful completion of the course is recorded on the candidate's Certificate of Qualification and Registration.

### Additional Qualification – Schedule C (Single-Session)

This schedule C course deepens educators' knowledge and skills in the design and delivery of *Pre-School Education for Children who are Deaf or Hard of Hearing*.

### Additional Qualification Course Requirements

The AQ course *Pre-School Education for Children who are Deaf or Hard of Hearing* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge
- Pedagogical Strategies
- The Learning Environment.

This AQ course is designed and delivered using adult learning instructional practices.

*Pre-School Education for Children who are Deaf or Hard of Hearing* develops and applies candidates' subject-specific professional practice, knowledge and skills in the following required elements:

#### A. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession:

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

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

- understanding and embodying care, trust, respect and integrity
- fostering commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

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

## **B. Guiding Concepts for Pedagogical Inquiry**

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

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

- critically exploring assumptions, beliefs and understandings associated with teaching and learning within the context of this AQ
- critically exploring the professional identity and practices associated with the views of teachers as co-inquirers, teacher scholars and teacher researchers working alongside student researchers in the co-creation of democratic, knowledge-rich learning environments
- critically exploring and interpreting Ontario's curriculum, policies, frameworks, strategies and guidelines
- collaboratively examining and integrating the meaningful and respectful inclusion of First Nations, Métis and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as valid means to understand the world
- critically exploring multiple ways of knowing and being in community
- applying the theories of early childhood development to the design, assessment and implementation of practices and/or programs
- critically exploring pedagogical processes and assessment and evaluation practices in response to the individual needs of children and their families

- critically examining processes, practices and policies to create and sustain holistic learning environments that nurture the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of children and their families
- critically exploring engagement processes and practices that foster collaboration with in-school personnel, parents/caregivers, other service providers and the community to support children's learning, resiliency and well-being
- critically exploring and integrating a variety of resources, including technological and communication resources, to enhance professional knowledge in support of children and their families
- critically exploring professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy
- critically examining the ethical principles, ethical knowledge and ethical actions that contribute to collective ethical pedagogy and leadership
- critically exploring and integrating environmentally sustainable practices, policies and pedagogies
- critically examining processes to foster responsible and active environmental stewardship and democratic citizenship
- collaboratively exploring the co-construction of communities of inquiry committed to critical pedagogy, ongoing professional learning and collective professional efficacy
- critically exploring innovative practices for integrating information and communication technology to enhance teaching and learning
- critically examining the processes involved in creating and sustaining safe, healthy, equitable and inclusive learning environments that honour and respect diversity, facilitate student learning, foster student voice, encourage critical thinking and promote social justice
- critically examining qualitative and quantitative research associated with professional practices, policies and pedagogies in support of student learning, empowerment and agency
- critically exploring educational processes, practices and policies that support students' well-being, resiliency, efficacy and mental health
- critically exploring inclusive processes for fostering interprofessional collaboration that support the collaborative development and implementation of Individual Education Plans (IEPS) and Transition Plans for students

- critically examining processes, practices and policies that contribute to a school and/or system culture of inquiry that promotes openness to innovation, change, culturally inclusive pedagogies and the democratization of knowledge
- developing an awareness of practices and resources in support of deaf or hard of hearing children with multiple exceptionalities
- understanding ableism and audism and their implications
- supporting and facilitating transitions to child care environments, pre-school settings and schools
- applying knowledge of adult learning styles
- demonstrating an awareness of research relevant to the Deaf or Hard of Hearing and understanding its implications
- understanding and supporting the use of various types of technology specific to deaf or hard of hearing children
- understanding and applying theories related to early language development and its implications for children who are deaf and hard of hearing who are learning to communicate through listening and spoken language or sign language
- understanding and supporting strategies for successful inclusion of pre-school students who are deaf or hard of hearing.

### **C. Ontario Context: Curriculum, Policies, Legislation, Frameworks, Strategies and Resources**

The Additional Qualification Course: Pre-School Education for Children who are Deaf or Hard of Hearing is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform the design, development and implementation of the Additional Qualification Course: Pre-School Education for Children who are Deaf or Hard of Hearing and can be viewed on the [Ontario Ministry of Education](#) website.

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to pre-school education for children who are deaf or hard of hearing.

#### D. Theoretical Foundations of Pre-School Education for Children who are Deaf or Hard of Hearing

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

- critically exploring various theoretical frameworks underpinning this AQ, the principles fundamental to these frameworks and their practical applications in supporting student learning
- critically exploring the relevance of critical pedagogy and constructivist theory as theoretical foundations for this AQ
- critically exploring current theoretical research, literature and scholarship related to this AQ
- critically exploring the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for teacher professionalism within the Additional Qualification Course: Pre-School Education for Children who are Deaf or Hard of Hearing
- critically reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice, as well as between practice and theory in the teaching of pre-school Deaf or Hard of Hearing children and their families
- critically exploring critical pedagogy that is committed to curriculum design using students' inquiry questions, passions and interests
- critically exploring theories of child and adolescent development
- critically exploring Ontario curriculum, resources and government policies, frameworks and strategies related to Pre-School Education for Children who are Deaf or Hard of Hearing
- critically exploring learning theories and the individual learning strengths, styles and needs of students
- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe, inclusive, accepting and engaging learning environments
- critically exploring holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals
- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities of professional practice

- critically exploring teachers' legal obligations and ethical responsibilities according to current provincial legislation and practices
- understanding the process of diagnosis and parental choice regarding language and communication, including the four official languages of instruction (ASL, LSQ, French and English)
- demonstrating an awareness of Early Intervention Programs and services available for Deaf or Hard of Hearing preschoolers
- demonstrating an awareness of on-going research findings in the area of early childhood and Deaf or Hard of Hearing education
- demonstrating knowledge of developmental milestones (language, communication, audition, vision, social, emotional, play, cognition, and physical/ motor development skills)
- demonstrating knowledge of the developmental stages of early literacy and understanding the relationships between language and literacy
- understanding the stages of speech development and parameters of sign language
- demonstrating an understanding of how contextual and cultural experiences of young Deaf or Hard of Hearing children are integral to early development
- understanding the theory and pedagogy of bilingualism and/or multilingualism in young children
- demonstrating an understanding of pediatric audiology specific to infants and children
- demonstrating an awareness of current hearing technology and assistive devices for preschool Deaf or Hard of Hearing children
- developing an understanding of formal and informal assessment tools for tracking early development of auditory, visual, speech, spoken and/or sign language, cognitive, play, and social skills.

#### **E. Program Design, Planning and Implementation**

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

- critically exploring and deepening understanding of how the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* can inform a program planning framework
- critically exploring the influence of society's diverse and changing nature on children who are deaf or hard of hearing

- critically exploring and deepening understanding of program design, planning, development and implementation strategies and frameworks related to Pre-School Education for Children who are Deaf or Hard of Hearing
- critically exploring the philosophical underpinnings that strengthen teachers' professional efficacy to support curricular and interdisciplinary integration
- critically exploring various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices, and the implementation of equitable assessment and evaluation practices
- critically exploring and deepening understanding of differentiated instruction, universal design and the tiered approach (which may include, but not limited to: acoustically friendly environments, hearing technology, assistive devices and ASL interpreters) in program planning, development and implementation
- critically exploring learning resources that support student learning and engagement (for example, print, visual, digital)
- critically exploring and planning learning opportunities and programs that support various educational pathways and goals
- critically exploring how students' lived experiences, development, strengths, inquiries, interests and needs can inform program planning, development and implementation
- critically exploring the integration of culturally inclusive pedagogies within program design, planning and development
- critically exploring strategies that support learners' resiliency, well-being and mental health
- critically exploring planning and instructional processes that honour students' learning styles, strengths and experiences
- critically exploring pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support student learning and foster student engagement
- connecting language development (spoken languages and/or sign languages) to children who are deaf or hard of hearing everyday experiences in their natural environment
- connecting social emotional, auditory, play, cognitive and literacy skills to children who are deaf or hard of hearing authentic experiences
- collaborating with professionals and community agencies providing services such as audiology, physiotherapy, occupational therapy, child development, speech language pathology, ASL consulting, parent support groups, social activities



- critically exploring the role of an educator in assisting with referrals and providing input for assessment for children with additional needs
- applying accommodations, modifications and/or alternative programming for children with additional needs
- integrating knowledge of audiological information and current amplification technology in planning programs
- utilizing and assessing professional knowledge to inform pedagogical practices
- integrating knowledge about typical development (in the areas of auditory, visual, speech, language, play, cognitive, social, and early literacy skills) in program planning
- utilizing assessment data to drive programming
- assisting families of preschoolers towards consistent use of assistive devices and technology
- guiding parents/caregivers as they promote the child's development through the stages of language acquisition and into literacy
- guiding parents/caregivers as they nurture their child's development through stages of cognitive, auditory, visual, social, emotional, play, and physical/motor development skills
- incorporating information from formal and informal assessment reports of cognitive development, linguistics, cultural background, and physical development into program planning
- incorporating information from paediatric audiology reports and observations of functional hearing into program planning where appropriate
- accessing resources, materials, and activities appropriate for preschool children and their families
- supporting parents/caregivers in accessing the services of professionals and community agencies
- supporting parents/caregivers in understanding the range of programs and opportunities available for the Deaf or Hard of Hearing preschool child
- incorporating knowledge of various developmental milestones in curriculum planning, development and implementation
- implementing strategies for effective collaborative practices.

## F. Learning Environments and Instructional Strategies

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

- critically exploring processes for the creation of inclusive and vibrant learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- creating and sustaining positive, ethical, equitable, accepting, inclusive, engaging and safe learning environments
- critically exploring processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging
- critically exploring processes for fostering a collaborative community of empowered and engaged learners
- fostering engaging, trusting and inviting learning environments that promote student voice, leadership, critical inquiry and self-regulation
- critically exploring a variety of instructional strategies to support the teaching of preschool Deaf or Hard of Hearing children
- cultivating safe, ethical, legal and respectful practices in the use of information and communication technologies to support pedagogical practices
- critically exploring inclusive and innovative learning environments that integrate a variety of instructional strategies to respond to the interests, strengths and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and the tiered approach)
- critically exploring processes that engage pre-school students as active, democratic and global citizens in supporting environmental, social and economic sustainability
- critically exploring the professional identity, knowledge and leadership practices of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, the *Professional Learning Framework*, and the *Foundations of Professional Practice*
- guiding parents/caregivers as they establish an environment conducive to their child's development through the stages of cognitive, auditory, visual, social, emotional, play, and physical/motor development skills
- guiding parents/caregivers in shaping an environment conducive to language and early literacy development

- guiding parents/caregivers in modeling language as the child moves through developmental stages
- implementing strategies to optimize the production and comprehension in the parameters of sign language development
- implementing strategies for young children to optimize speech development
- encouraging the use of language and/or communication with same-age peers
- applying knowledge of adult learning styles when working with parents/caregivers
- explore the need for alternative expectations, courses and programs to meet the needs of all learners
- assist and support the classroom teacher in creating inclusive an learning environment for the pre-school student
- collaboratively exploring strategies that support the specific communication and literacy learning needs of pre-school students who are deaf or hard of hearing.

#### **G. Reflecting, Documenting and Interpreting Learning**

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

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

- understanding and responding to the issues of assessment, evaluation and reporting particular to programming for Deaf or Hard of Hearing children
- using assessment tools to track the early development of auditory, visual, speech, parameters of sign language, language, cognitive, motor, play, and social skills
- understanding the implications of assessments and evaluations from other professionals in order to facilitate transitions.

#### **H. Shared Responsibility for Learning**

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

- critically exploring a variety of effective communication and engagement strategies for authentic collaboration with parents/caregivers, school/board personnel and community agencies
- fostering partnerships with parents/guardians that honour and value shared-decision-making, advocacy and leadership
- critically and creatively exploring processes to encourage and honour student voice and identity in the learning process through shared decision-making and leadership
- critically exploring strategies and opportunities for professional collaboration that support student learning, resiliency, well-being and leadership
- critically exploring and openly addressing biases, discrimination and systemic barriers in order to support student learning, resiliency, well-being and inclusion
- critically exploring and analyzing positive, inclusive educational and professional cultures in which perspectives are freely-expressed and critically analyzed
- understanding and respecting the importance of shared responsibility and partnership that promotes social and ecological justice as conveyed in the *Foundations of Professional Practice*
- critically exploring professional collaboration within interdisciplinary teams to support student learning, resiliency, self-advocacy and transitions
- communicating with, involving and supporting parents/caregivers
- developing methods to provide ongoing, supportive, meaningful, and detailed information and feedback to parents/caregivers
- providing information about resources to parents/caregivers (for example, support groups, online information, books, articles)

- communicating with families from diverse contexts (for example, cultural, linguistic, educational, access to resources, etc.)
- where appropriate, providing parents/caregivers with information about models/mentors in ASL and about the Deaf community
- providing parents/caregivers with information about opportunities to meet other families with Deaf or Hard of Hearing children
- collaboratively supporting the use and care of hearing technology and assistive devices for very young children
- critically exploring collaborative strategies for maximizing learning through the auditory and/or visual channel
- foster and sustain a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard
- understanding the roles and responsibilities of different professionals and community agencies involved with Deaf or Hard of Hearing children
- sharing information and resources about Deaf culture with parents/caregivers.

#### **I. Research, Professional Learning and the Scholarship of Pedagogy**

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

- critically exploring and reflecting on past, current and evolving practices in pre-school education for children who are deaf or hard of hearing
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in transformational professional learning through research, scholarship and leadership
- critically exploring critical pedagogy that integrates research and the scholarship of pedagogy/andragogy into teaching practice
- engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring knowledge-creation and mobilization to enhance professional practice and leadership.

## Resources

Resources to support the development of the AQ Course *Pre-School Education for Children who are Deaf or Hard of Hearing* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.



Ontario  
College of  
Teachers

Ontario's Teaching Regulator

For additional information:  
Ontario College of Teachers  
101 Bloor Street West  
Toronto ON M5S 0A1

Telephone: 416.961.8800  
Toll-free in Ontario:  
1.888.534.2222  
Fax: 416.961.8822  
E-mail: [info@oct.ca](mailto:info@oct.ca)  
[oct.ca](http://oct.ca)



[oct-oeeo.ca/fb](http://oct-oeeo.ca/fb)



[oct-oeeo.ca/tw](http://oct-oeeo.ca/tw)



[oct-oeeo.ca/ig](http://oct-oeeo.ca/ig)



[oct-oeeo.ca/pi](http://oct-oeeo.ca/pi)



[oct-oeeo.ca/yt](http://oct-oeeo.ca/yt)



[oct-oeeo.ca/li](http://oct-oeeo.ca/li)