



Ontario College of Teachers

Additional Qualification Course Guideline

Teacher of Ojibway

**Schedule C
Regulation 184/97
Teachers' Qualifications**

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Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle de professeur d'ojibway*.



Additional Qualification Course Guideline Teacher of Ojibway

1. Introduction

The Ontario College of Teachers is the self-regulatory body for the teaching profession in Ontario. Its mandate is to “provide for the ongoing education of members of the College” (*Ontario College of Teachers Act, Part II Subsection 3(1) paragraph 6*).

In-service professional learning, within the mandate of the College, is identified in Regulation 184/97, Teachers’ Qualifications. This regulation includes courses/ programs such as Additional Basic Qualification courses, Additional Qualification courses, the Principal’s Qualification Program and the Supervisory Officer’s Qualification Program. Accredited courses support the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* and meet the legislative requirements included in Regulation 184/97.

Successful completion of the Additional Qualification course: Teacher of Ojibway listed in Regulation 184/97 made under the *Ontario College of Teachers Act*, is recorded on the Certificate of Qualification issued to the members of the College.

The underlying purpose of the Additional Qualification course: Teacher of Ojibway is to extend the skills and knowledge of teachers in the teaching of the Ojibway language. This Additional Qualification course supports the expectations outlined in Ministry of Education policies and curricular documents.

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

2. Background

The Additional Qualification course: Teacher of Ojibway will be of interest to all teachers who wish to broaden and deepen their knowledge and expertise in developing and implementing the Ojibway language program. The course is open to candidates who meet the entry requirements identified in Regulation 184/97. The College recognizes that candidates will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the educational context in which they work or may work.

Critical to the delivery of Ojibway language education is the ability of teachers to ensure positive learning experiences for all students. Candidates will

have opportunities to reflect, communicate and apply their learning using practical experiences.

3. Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification course: Teacher of Ojibway. In addition, the *Professional Learning Framework for the Teaching Profession* supports the *Standards of Practice for the Teaching Profession*, articulates the principles on which effective teacher learning continues and provides a range of options to promote continuous professional learning.

4. Learning Expectations

The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* have been embedded in the learning expectations for the Additional Qualification course: Teacher of Ojibway.

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

- understanding and implementing Ministry of Education curriculum expectations, Ministry of Education and district school board policies and guidelines.
- having the understanding of theories and methodologies necessary to design, implement, and assess programs for students
- creating learning environments conducive to intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of students
- demonstrating an understanding of how to use, accommodate and modify expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students
- demonstrating strategies that facilitate working collaboratively with in-school personnel, parents/guardians and the community
- identifying, accessing and evaluating a variety of resources and networks within and beyond the educational system to enhance and support student learning
- demonstrating the ability to integrate information and communication technology into teaching the Ojibway language
- demonstrating an openness to innovation and change

- embedding theory into practice
- inquiring into and modifying practice through reflection, active engagement and collaboration
- acquiring practical skills related to the teaching of the Ojibway language
- developing communication skills to promote Ojibway literacy across the curriculum
- developing a holistic understanding of programming in order to meet the needs of individual students

5. Curriculum Content

The Additional Qualification course: Teacher of Ojibway supports the following:

Choices Into Action

Ontario Secondary Schools Grades 9-12

Program Planning and Assessment, Grades 9-12

The Kindergarten Program

The Ontario Curriculum, Grades 1-8

The Ontario Curriculum, Grades 9-10

The Ontario Curriculum, Grades 11-12

Individual Education Plans: Standards for Development, Program Planning and Implementation

Successful candidates will demonstrate their understanding and ability to apply the following:

- A. *Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession*
- B. Theoretical Foundations of Teacher of Ojibway:
 - exploring a variety of conceptual frameworks for Ojibway language programs
 - exploring frameworks for the creation and analysis of Ojibway language programs
 - investigating related provincial and national language and culture curriculum documents
 - applying theories of child development, knowledge learning preferences and research in the context of language acquisition
 - linking Ojibway language theory to classroom work
 - describing and applying Ojibway grammar structures (personal indexing system, noun/verb inflection, other internal structures)

- writing and reading using Ojibway Language Resources
- examining oral and written Ojibway literature and other literature in the Ojibway language for classroom use
- understanding dialect differences within the Ojibway language

C. Program Development, Planning, Implementation, Assessment and Evaluation:

- demonstrating knowledge of the curriculum design, development and implementation processes as part of the curriculum review, development, and implementation cycle
- demonstrating the relationship among program planning assessment and evaluation and teaching/learning strategies
- using accommodating and modifying expectation, learning strategies and assessment practices based on the developmental, cultural, or special needs of students
- understanding, devising and employing a variety of assessment and evaluation instruments appropriate to the developmental stage of students and the delivery of the curriculum
- applying assessment and evaluation policy and principles to Ojibway language programming
- gaining a working knowledge of self, peer and teacher assessment strategies that can be used in an active setting for the purposes of establishing meaningful and reflective assessment practices
- using active assessment and evaluation strategies that reflect key components of the Ojibway language curriculum

D. The Learning Environment:

- understanding the impact of a positive classroom community on student behavior and learning
- developing and fostering a positive classroom community with a focus on the social cohesiveness and development of the group
- implementing effective culturally relevant classroom management strategies appropriate for students
- planning and organizing an effective and safe program for students
- identifying factors in a diverse and changing society that impact on the student (e.g. media, technology socio-economics status, family patterns, language, culture, gender)
- understanding the environment and culture of schools

- examining and evaluating ways of making modifications and accommodations in activities and programs so that the needs of all learners are met
- expanding the use of technologies as a teaching and learning tool where appropriate

E. Legal and Ethical Issues:

- demonstrating knowledge of legal and ethical issues and responsibilities related to Ojibway language programs (e.g. privacy act, freedom of information act)

F. School, Parent/Guardian and Community:

- developing strategies to explain curriculum aims, rationale, expectations, programs, observations and assessments to parents/guardians
- establishing relationships in order to work collaboratively with community members and organizations with respect to facilities, personnel, expertise and equipment
- investigating the community resources available to support Ojibway language programs
- linking Ojibway language and culture programs to the overall development of the community
- soliciting community volunteers to work in partnership with the school community to support Ojibway language programs

6. Instructional Practice

In the delivery of this Additional Qualification course, instructors will use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction and assessment and evaluation. These include but are not limited to small group interaction, peer presentations, independent inquiry, action research, problem solving, co-operative learning and direct instruction. Instructors honor the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from peers and instructors and share the products of their learning with other. Opportunities for professional reading, reflection, communication and expression are also integral parts of the course.

Where possible, experiential learning and authentic school based experiences are included in the course, for example, classroom observations, practicum and cooperative education experiences, action research projects, teacher exchanges and mentoring. Instructors model effective holistic instructional strategies and formative

and summative assessment that can be replicated in the candidates' classroom. Instructors may use technology to support candidates' learning via on-line communications, connections to quality resources and links to other sites.

7. Assessment and Evaluation of Candidates

At the beginning of the course candidates are provided with the specific expectations and forms of assessment and evaluation that will be used throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models best practice. Candidates will demonstrate their learning through performance, written and oral assessments. There are opportunities for both formative and summative evaluation.

Central to the teachers enrolled in Additional Qualification courses is the opportunity to be engaged in productive and meaningful work. Assignments and project include practical materials that help teachers make the connection between theory and practice. At the same time, assignments allow candidates flexibility, choice and individual inquiry opportunities.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance or a product that is new, meaningful and practical.

Other Assessment Experiences

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

- a) Performance assessment: producing a written or media work in the Ojibway language
- b) Oral presentation: producing an Ojibway language curriculum unit, including assessment and evaluation tools which will contain a focus on audience
- c) Portfolio: creating a writing (learning) log which can include both analytical and creative material
- d) Action research: designing and conducting an inquiry that focuses on the links between the study of audience within a curriculum unit and teaching practices
- e) Written assessment: investigating and sharing research on Ojibway language programs, implementing Ojibway language curriculum; philosophy of Ojibway language

- f) Written test: responding to questions or writing an essay on an aspect of course content
- g) Group work: emphasizing group interaction and cooperative learning