Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline Teaching Cayuga (Gadaihǫnyę Gayogohó:nǫ)

Schedule C
Teachers' Qualifications Regulation

December 2014

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Additional Qualification Course Guideline Teaching Cayuga (Gadaihǫnyę Gayogohó:nǫ)

1. Introduction

The Schedule C Teaching Cayuga (Gadaihǫnyę Gayogohó:nǫ) additional qualification course guideline provides a conceptual framework (Figure 1) for providers and instructors to develop and facilitate the Schedule C Teaching Cayuga course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Teaching Cayuga.

The additional qualification (AQ) guideline for Teaching Cayuga is organized using the following conceptual framework,
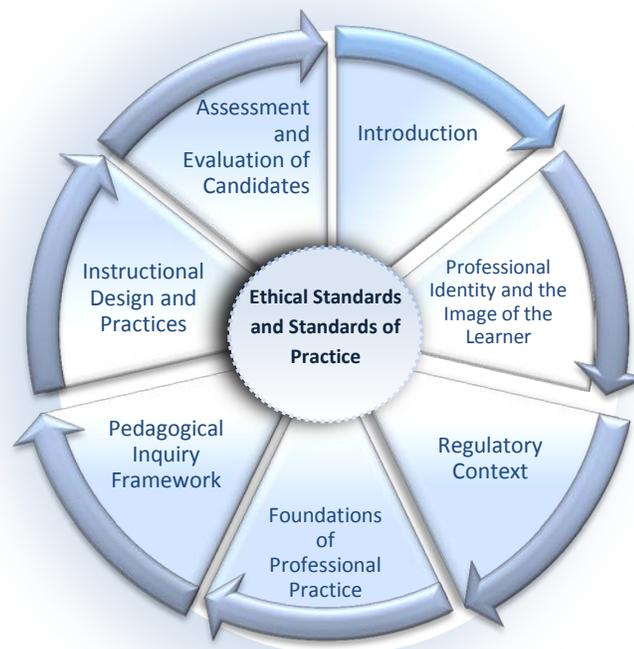

Figure 1: Conceptual Framework

The Additional Qualification Course: Teaching Cayuga was developed collaboratively with the leadership of Hodinohso:ni: community members and educators. The inclusion of these Indigenous processes and protocols guided the

development of this document. The voices and wisdom of Knowledge Keepers and community members are reflected in this guideline. Hodinohso:ni: knowledge, ways of knowing, culture, language and traditions are honoured and celebrated throughout the AQ course Teaching Cayuga.

The Additional Qualification Course: Teaching Cayuga employs a critical, pedagogical lens to explore in a holistic and integrated manner theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

The Additional Qualification Course: Teaching Cayuga is open to all teachers. Candidates come to the Additional Qualification course Teaching Cayuga 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.

AQ Course Implementation

Course providers, instructors and developers will use this AQ 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 course is the modeling of a positive learning environment that reflects care and the multiple dimensions of diversity and equity. This 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 teachers enrolled in the Additional Qualification course. References to "students" indicate those enrolled in school programs.

A. Maintaining Hodinohso:ni Languages & Civilizations

Maintenance and revitalization of Hodinohso:ni languages given to us by the Creator is central to sustaining Hodinohso:ni civilizations. Grounded in values and cultural knowledge inherent in those languages, Hodinohso:ni remain deeply rooted in our history, territories, ceremonies, cultural practices, and way of life that have transcended colonialism, including the residential school era. With respect to Cayuga language, we place first language speakers at the forefront of our efforts to maintain, develop and enhance the language and its irreplaceable cultural knowledge. Their leadership, whether as teachers, co-teachers, mentors or researchers in all aspects of language development, is vital to teaching and learning practices that will ensure future generations of Hodinohso:ni speak Cayuga and practice our traditions. First language speakers will play a central role in AQ course development and delivery. An expression of appreciation for the persistence of our people over many years to maintain Cayuga language honours our tradition of helping each other to meet challenges, make improvements and realize progress.

B. Features of Cayuga Language Courses

The course developed from this guideline enables teachers to appreciate cultural and theoretical understanding that informs educational practice, including the design of an AQ course in Cayuga language. Essential features of Cayuga language courses include:

- students and language learners do their best - they never quit learning
- respectful and gentle support of students and language learners promotes comfort and ease in language learning
- Cayuga language has respect built into it thus culture is built into the language
- the mindset to build language confidence is staying in the language
- the idea of traditional learning is in the language (for example, see it, feel it, experience it)
- education leaders encourage each other to speak Cayuga in the school and community
- cultural and community practice informs associated language, thus that language is not lost

- development of resources support teachers, learners and course providers and some of those resources are shared across the six Hodinohso:ni languages.

C. Context for AQ Course Development and Delivery

Teachers of Cayuga language require additional qualifications to improve and reach a higher level of language instruction that benefits students, language learners and ultimately community efforts to sustain Cayuga language as spoken by fluent, first language speakers. Because language learning in an immersion setting is identified as a priority, additional qualifications courses, designed and delivered in partnership with first language speakers, aim for instruction such that teacher and students strive to stay in the language as skills permit across all AQ courses. To provide incentive to keep learning the language while enhancing teaching skills and practices, foundational experiences may be offered for beginning Cayuga learners wanting to take AQ courses. Cayuga as language of instruction, used cumulatively and in appropriate settings will keep interest and incentive for course candidates at a higher fluency level.

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.
- 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 teachers are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principals' 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 AQ 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: Teaching Cayuga, listed in Schedule C 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 a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (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 Cayuga. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher 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* within this AQ 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 teachers 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:
http://www.oct.ca/resources/categories/professional-standards-and-designation

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 AQ courses.

4. Course Overview

This course builds upon skills and knowledge of teachers in the teaching of Cayuga language. Teachers deepen understanding of Hodinohso:ni history, traditions and civilizations in which Cayuga is conducted and broaden their expertise in designing and implementing Cayuga language programs that are culturally enhanced. Within an appropriate delivery model, teachers 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 teachers, language learners and the local community.

A. The underlying purposes of the AQ course, Teaching Cayuga, include:

- to offer teachers a foundation and an understanding of the vision and underlying philosophy related to teaching Cayuga language
- to develop awareness and understanding that Hodinohso:ni values and cultural knowledge are in Cayuga language
- to provide a teacher with skills and knowledge to teach Cayuga language in the classroom
- to extend and deepen teaching skills specific to Cayuga language and how to apply that learning to delivery in the classroom using the best methods available
- to engage teachers in opportunities to reflect, communicate and apply their learning through practical and hands-on experiences

- to be open and accessible to teachers with some knowledge of Hodinohso:ni history and culture and a desire to integrate that knowledge into their practice to better teach children.

Knowledge of Cayuga language and Hodinohso:ni culture may benefit candidate`s learning. Teachers who come to the AQ course, Teaching Cayuga will have opportunities to enhance the following areas of professional knowledge, skills, dispositions and practices related to the Cayuga language:

- deep appreciation of Cayuga language and Hodinohso:ni civilizations

- opportunities for authentic Cayuga language experiences

- knowledge of literacy (reading and writing) of Cayuga language

- knowledge of Cayuga history, the role they played in the formation of the country, political and spiritual leadership and ceremonial practice

- opportunities to teach in the Cayuga language

- professional agency and efficacy of Cayuga language teachers

- professional identity of Cayuga language teachers

- Cayuga language revitalization strategies.

5. Course Components

The design, course content and implementation of the AQ Course Guideline Teaching Cayuga will support Hodinohso:ni educational contexts and cultural principles in conjunction with effective teacher education practices. Teaching Cayuga will focus on the following expectations for candidates, which will be addressed through holistic, integrative and experiential processes. These processes will honor and reflect the local Hodinohso:ni community.

A. Knowledge

- developing understanding and integrating Ongwehoweh (Real People) perspective and ways of knowing, learning and teaching in course expectations, strategies and assessment practices

- developing understanding and examining Hodinohso:ni history, political system and our cultural connectedness in which Cayuga language originates

- including the knowledge of culturally knowledgeable people and first language speakers
- understanding the importance of Hodinohso:ni way of knowing and teachings as meaningful curriculum
- enhancing awareness and providing opportunity for teachers to understand the ways and traditions contributive to Hodinohso:ni identity so as to assist student learning
- learning Cayuga-specific history, important Cayuga figures/leaders in the past in their role in Canada's history, clan system and ceremonial cycle
- exploring strategies to teach process and protocol for some ceremonial events
- incorporating language structure with selected topics to reinforce correct word pronunciation as similarly stated in Native Languages, Achievement Levels rubric
- critically exploring the influence of innovations and changing contexts for teaching and learning
- developing awareness of importance that students know about life outside the reserve
- exploring strategies for teaching children traditional principles of etiquette at social and public events
- critically reflecting and exploring the AQ course content required for Cayuga language teachers.

B. Skills and Practices

- applying theoretical understanding needed to plan and organize a format of curriculum to sequence language skills and content across all grades within a school
- relying on theoretical knowledge to understand structure of Cayuga language in order to examine the kind of language skills imparted to students and the best methods to teach those skills
- extending awareness about importance of programming to develop effective teaching skills (for example, how to make the program colourful enough to engage students)

- providing a basic ability to read and pronounce words properly by extending knowledge of the Cayuga writing system

- exploring and innovating with technology to support teaching of Cayuga, (for example, smart boards, video recordings)

- exploring and applying second language skills to support second language learners

- exploring strategies for teachers 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 student development in all language skills

- exploring strategies that raise and reinforce language skills to express advanced concepts

- enhancing awareness of holistic learning environments (spiritual, social, emotional, physical) such as outdoor language camps, learning on the land and at important cultural sites

- exploring reflective practices that support critical analysis and professional growth in teaching Cayuga

- modeling how a teacher in a multilevel classroom can meet the needs of all language learners in the class

- developing, sharing and extending awareness of a variety of language resources to enhance professional knowledge in support of student learning.

C. Curriculum, Assessment and Evaluation

- developing a program for language and cultural education that identifies kinds of knowledge students should know (for example, an annual teaching cycle of traditional knowledge)

- exploring the First Nation Student Success Program (FNSSP) model as a framework for a way of looking at curriculum development

- enhancing the FNSSP model as an evaluation tool for parents to follow curriculum planning related to language and culture and to provide feedback on an annual basis

- exploring strategies and practices that promote on-going reflective practice

- exploring 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, American Council of Foreign Languages (ACTFL) guidelines and adaptation of Oral Proficiency Interview (OPI) training descriptors to reflect school centered learning and achievement).

D. Research and Development

- critically examining what we used to do, what we do now, and how our practices are changing
- 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
- exploring strategies for incorporating research and the scholarship of pedagogy into language teaching practice
- engaging Native language teachers/experts to inform research and the scholarship of pedagogy.

E. Involvement of Community

- exploring strategies for collaboration with Ongwehoweh parents, grandparents, extended families, culturally knowledgeable people and language teachers, staff and researchers
- supporting local Hodinohso:ni community educational institutes' participation in the on-going professional formation of Cayuga language teachers
- jointly planning with local community educational organizations for involvement of Cayuga language speakers and Knowledge Keepers to support on-going professional formation of Cayuga language teachers
- designing and delivering Teaching Cayuga courses that utilize existing local educational resources and people to meet specific community needs
- promoting community conversations regarding Cayuga language development strategies identified by the local Hodinohso:ni community

identified needs (for example, involving Knowledge Keepers, teaching ceremonies)

6. Instructional Design and Practices in the Additional Qualification Course: Teaching Cayuga

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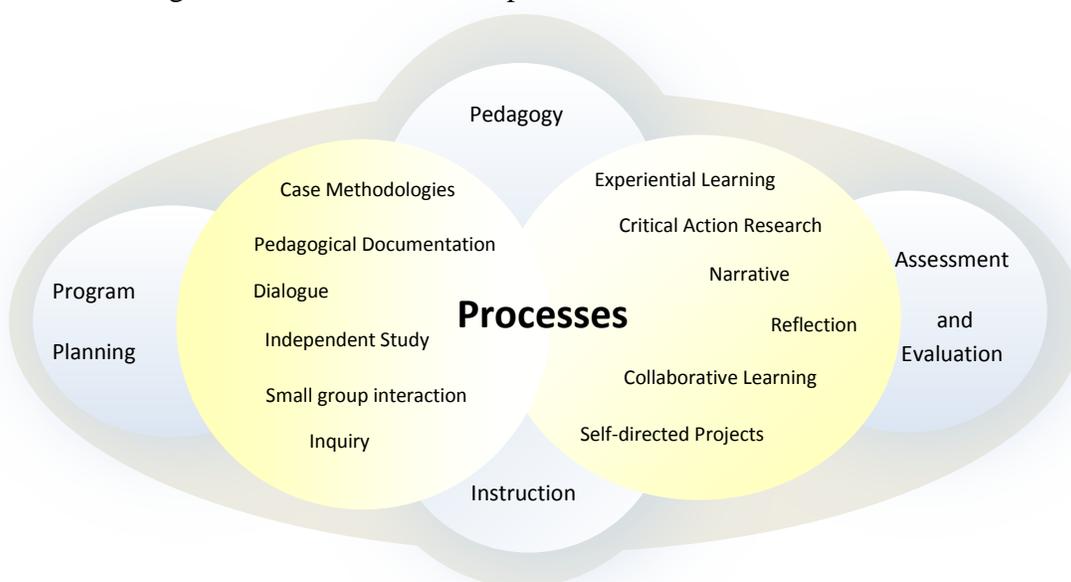

Figure 5: Instructional Processes

Instructors **embody** the *Ethical Standards of 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, and 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 Cayuga 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 Cayuga. 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 can be found at: http://www.oct.ca/resources/categories/professional-standards-and-designation

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 AQ. 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 AQ 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 student 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

i) **IEP Development**: collaboratively developing an IEP with the family, student and school team

j) **Partnership Plan**: designing a comprehensive plan that engages students, families and the school and local communities in collaborative partnerships that support student learning, 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)

democratic learning environments

c) **Pedagogical Documentation**: assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts, records of students' learning) that enable teachers, parents and students 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 student 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

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 on action related to language revitalization to meet identified needs, e.g. how do we get Knowledge Keepers involved? How do we get ceremonies taught?

n) **Community leadership:** Supporting a local educational institute, e.g. Six Nations Polytechnic, teacher education institutions, AQ courses designed and delivered within the Hodinohso:ni community

o) **Community collaboration**: 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 students.

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

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 in 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 are:

- 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.