



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

**Additional Qualification  
Course Guideline  
Teaching Mohawk  
(Ieskaiéhston  
Enshiatonhseraién:ta'ne  
Tsi nahò:ten sateweiénstha  
Enshrorihákíe  
Enhsherihónnien Kanien'kéha)**

**Schedule C  
Teachers' Qualifications Regulation**

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**December 2014**

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**Ieskaiéhstón Ensahiatónhseraiènita'ne Tsi nahōiten**  
**Sateueiènstha Ensahrórhákíe**  
*(Additional Qualification Course Guideline)*

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*“You are what you speak”*

Chief Arnie General, Six Nations Polytechnic 28 Feb. – 1 Mar. 2011

## **1. Tewatahsawahkhwa (Introduction)**

Successful completion of the course developed from this guideline enables teachers to receive the Additional Qualification: Teaching Mohawk (Enhsherihónnien Kanien'kéha).

The Additional Qualification course: Teaching Mohawk was developed collaboratively with the leadership of Rotinonhsón: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. Rotinonhsón:ni knowledge, ways of knowing, culture, language, traditions and perspectives are honoured and celebrated throughout the AQ course Teaching Mohawk. In developing the course guideline Teaching Mohawk, local community members and educators participated in conversation circles and engaged in reflective dialogue regarding the professional knowledge, skills and ethical responsibilities related to teaching the Mohawk language. This reflection and dialogue focused on the following areas of inquiry which informed the development of the additional qualification course guideline:

1. What do teachers need to **Understand?**
2. What do teachers need to **Do?**
3. What do teachers need to **Honour?**
4. What do teachers need to **Know?**

The Additional Qualification course: Teaching Mohawk is open to all teachers. Candidates come to the Additional Qualification course: Teaching Mohawk with an interest or background in this area and a desire to extend and apply their knowledge, skills, practices and language proficiency in the design, implementation, and assessment of these educational programs. Candidates will

have already developed some proficiency in the Mohawk language as a significant portion of the course will be taught in Mohawk.

### **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 Rotinonhsón:ni Languages & Civilizations**

Maintenance and revitalization of Rotinonhsón:ni languages given to us by the Creator is central to sustaining Rotinonhsón:ni civilizations. Grounded in values and cultural knowledge inherent in those languages, Rotinonhsón: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 Mohawk 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 Rotinonhsón:ni speak Mohawk and practice our traditions. First language speakers will play a central role in AQ course development and implementation.

## **B. Features of Mohawk Language Courses**

The course developed from this guideline enables teachers to appreciate cultural and theoretical understandings that inform educational practice, including the design of an Additional Qualification course in Mohawk language. Essential features of Mohawk 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
- Mohawk 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 Mohawk 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 Rotinonhsón:ni languages.

## **C. Context for Teaching Mohawk Additional Qualification Course Development and Delivery**

Teachers of Mohawk 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 Mohawk language as spoken by fluent, first language speakers. Language learning in an immersion setting is identified as a priority by Rotinonhsón:ni. The Teaching Mohawk additional qualification course is designed and implemented in partnership with first language speakers. The teacher and students strive to stay in the language throughout the instructional, experiential and interactive components of the additional qualification course. In order to provide incentive to keep learning the language while enhancing teaching skills and practices, foundational experiences may be offered for beginning Mohawk learners wanting to take the Mohawk language Additional Qualification course. Mohawk as language of instruction,

used cumulatively and in appropriate settings will keep interest and incentive for course candidates at a higher fluency level.

## **2. Tsi thatiianerenhserón:ni Tsi nahò:ten Kahiá:ton** (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 with acknowledgement and respect given to the diverse, traditional knowledge and standards of practice of Mohawk people.
- to provide for the ongoing education of members of the College.
- to accredit additional qualification courses and more specifically,

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

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

### **3. Tsi nihatiweiennò:ten Tsi nikiòtte tánon ne Tsi nikiòtte ne Ronteweiénstha ne':'e ne Iakotirihonnién:ni Aotio'ténhsera**

*(The Ethical Standards and the Standards of Practice 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 *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* (Appendix 1), and *Kaianer kó:wa (The Great Law of Peace)* (Appendix 2) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification Course: Teaching Mohawk. 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 reflection, is central to the embodiment of the standards and the *Professional Learning Framework for the Teaching Profession* within this AQ course and professional practice.

#### **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. The Additional Qualification: Teaching Mohawk also reflects the four ethical standards (4 R's) of Aboriginal education (Appendix 2): *Karihwakweniéntshera (Respect)*,

Onkwaió`ténhsera (*Responsibility*), Karihwanó:ron (*Relevance*) and Tekarihwaienawá:kon (*Reciprocity*).

#### **4. Tewater'nikonhratka':wen** (*Theoretical Foundations*)

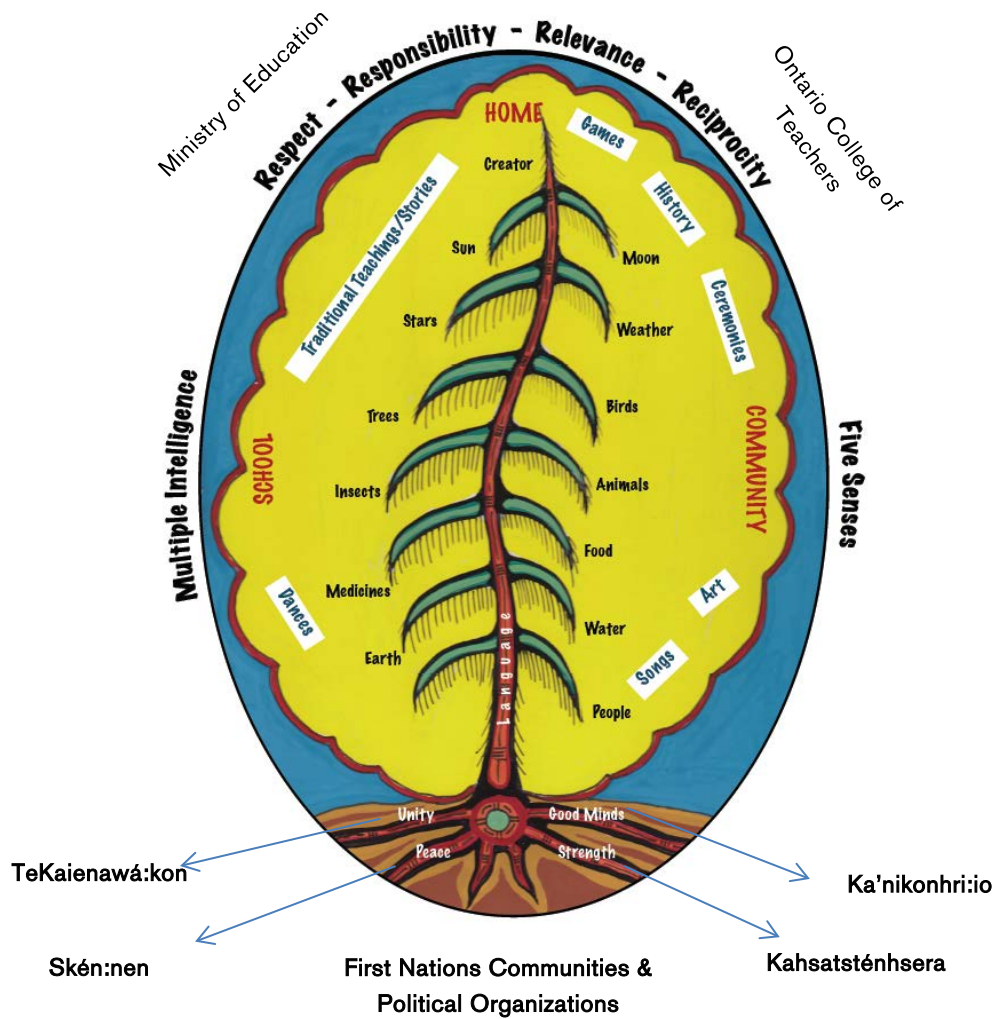
The theoretical foundations for this course are represented through the conceptual framework of the Mohawk symbol, Tsionerahtase' Kó:wa (*Tree of Peace*). Using this framework, the key theoretical foundations for the Additional Qualification course Teaching Mohawk are depicted holistically in the various interconnected parts of the tree. Tsionerahtase' Kó:wa in the Mohawk worldview is used as a medicine. Language is also viewed as a medicine for our Mohawk nation.

The Tsionerahtase' Kó:wa (*Tree of Peace*) is a conceptual framework for Teaching Mohawk. This conceptual framework is outlined in Figure 1, Figure 2 and Figure 3, and reflects the following understandings:

- the size of the tree is reflective of the scope and depth of learning at that level
- themes are drawn from the entities of creation that are addressed in the Ohén:ton Karihwaterhkwen – The Thanksgiving Address
- the Language Tree as format with foundation of the Tree being the philosophy of the Kaianerkó:wa, the Great Law of Peace – Unity, Peace, Strength, Good Mind
- within the language-learning circle are traditional teachings and stories, songs, dances, ceremonies – all being reinforced at School, Home, Community activities and events
- additional cultural guidelines remain, being the 4R's (*Karihwakweniéhntshera (Respect)*, *Onkwaió`ténhsera (Responsibility)*, *Karihwanó:ron (Relevance)* and *Tekarihwaienawá:kon (Reciprocity)*) of Aboriginal Education, the Five Senses, and the nine Multiple Intelligences
- throughout the increasing levels of language-learning and proficiency, the branches of the Tree become solid, far-reaching limbs
- through the increasing levels of language-learning and proficiency, the roots of the Tree become more deeply rooted.

**Figure 1. Tsi nika'nikonhrò:ten Karihwakwatákwen ne Ronwatirihonnién:ni Kanien'kéha**  
(A Conceptual Framework for Teaching Mohawk: Primary Language Level)

**Tsionerahtase' Kó:wa**  
(Tree of Peace)

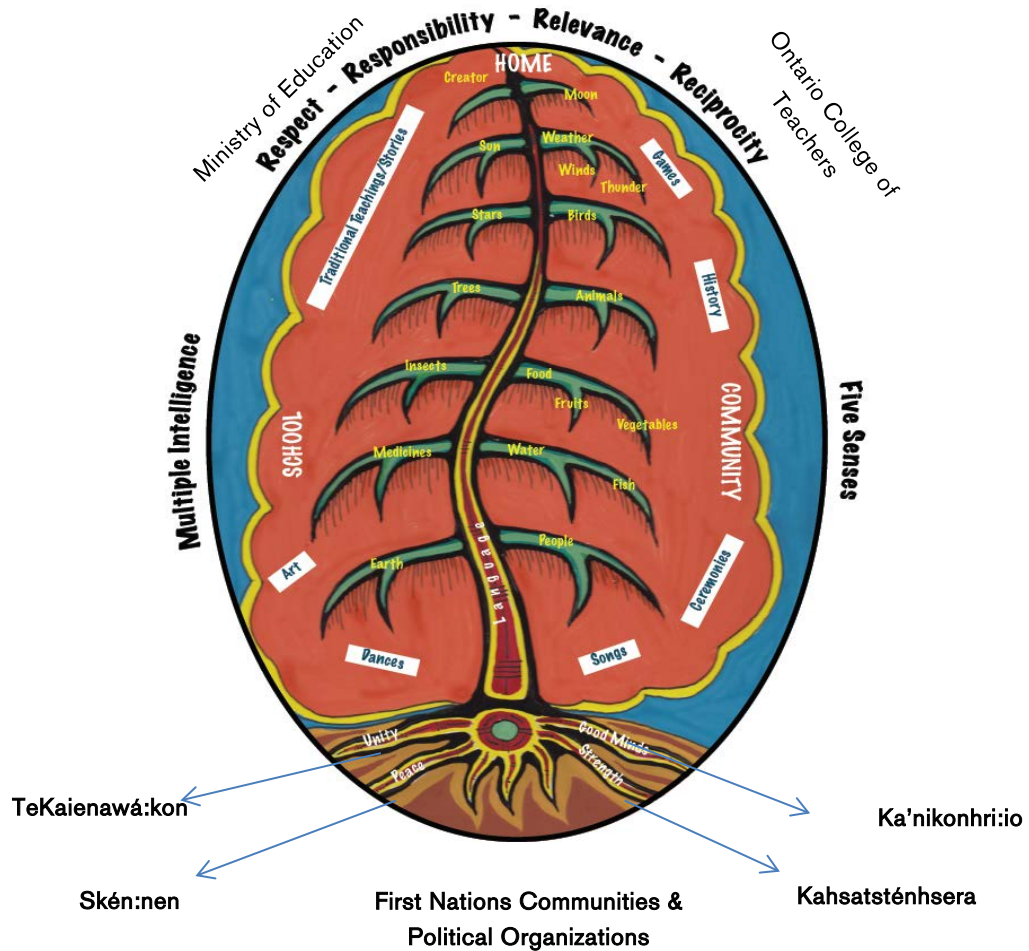




**Figure 2. Tsi nika'nikonhrò:ten Karihwakwatákwen ne Ronwatirihonnién:ni Kanien'kéha**

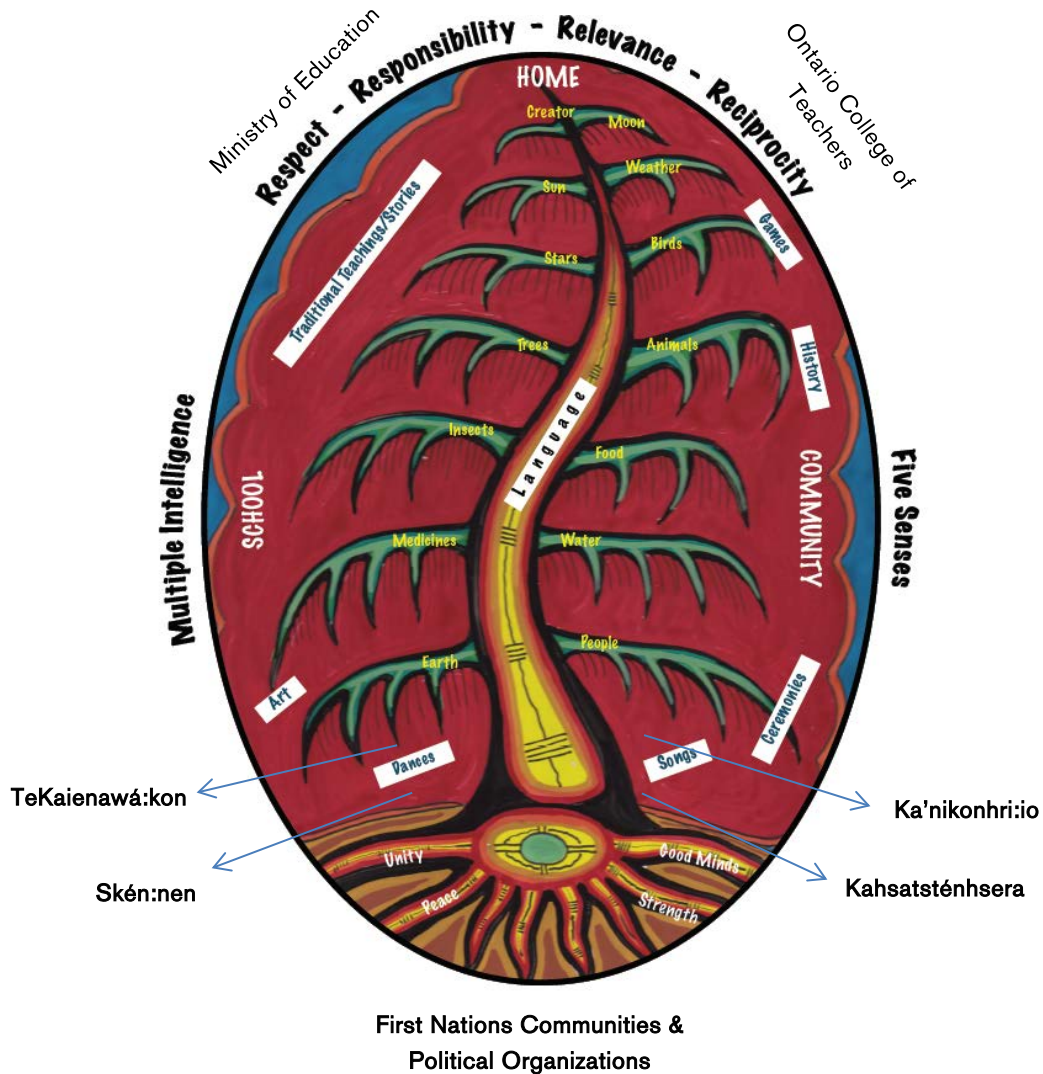
*(A Conceptual Framework for Teaching Mohawk: Intermediate Language Level)*

**Tsionerahtase' Kó:wa**  
*(Tree of Peace)*



**Figure 3. Tsi nika'nikonhrò:ten Karihwakwatákwen ne Ronwatirihonnién:ni Kanien'kéha**  
(A Conceptual Framework for Teaching Mohawk: Senior Language Level)

**Tsionerahtase' Kó:wa**  
(Tree of Peace)



## 5. Tsi nahò:ten ronteweienstha Thatika'én:ions (Course Overview)

This course extends the professional knowledge and skills of teachers in the teaching of Mohawk language. Teachers deepen understanding of Rotinonhsón:ni history, traditions and civilizations and broaden their expertise in designing and implementing Mohawk language programs that are culturally enhanced. 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.

The underlying purposes of the AQ course Teaching Mohawk include:

- to explore the philosophy and vision of Mohawk language teaching
- to develop awareness and understanding that Rotinonhsón:ni values and cultural knowledge is in Mohawk language
- to enhance teacher skills and knowledge to support teaching Mohawk language in the classroom
- to extend and deepen teaching skills specific to Mohawk language and how to apply that learning to delivery in the classroom
- 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 Rotinonhsón:ni history and culture and a desire to integrate that knowledge into their practice to teach the language more effectively.

Knowledge of Mohawk language and Rotinonhsón:ni culture supports candidates' learning. Teachers who come to the AQ course Teaching Mohawk will have opportunities to enhance the following areas of professional knowledge, skills, understandings and practices related to the Mohawk language:

- appreciating Mohawk language and Rotinonhsón:ni civilizations
- understanding of authentic Mohawk language experiences
- extending Mohawk language literacy (reading and writing)

- extending knowledge of Mohawk history, continuing contributions to Canadian national development and identity, political and spiritual leaders and ceremonial practices
- exploring opportunities to teach in the Mohawk language
- fostering the professional agency and efficacy of Mohawk language teachers
- fostering the professional identity of Mohawk language teachers
- exploring and advocating for Mohawk language revitalization strategies.

## **6. Tsi nahó:ten ronteweiénstha Tekarihwakhánion** (Course Components)

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*Language is integral to identity. Through language, one can express the richness of a culture. Language is an interconnectedness of thought, language and culture. Teaching language reflects who we are.*

*- Lazore & Maracle, 2013<sup>i</sup>*

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

### **A. A Framework for Inquiry**

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

This Additional Qualification course supports critically reflective inquiry and dialogue informed by the following:

- critically exploring instructional strategies for a Mohawk language class
- critically exploring and employing strategies for enhancing reading Mohawk

- critically exploring and employing strategies for enhancing writing Mohawk
- critically exploring and employing strategies that support the literal translations of the language
- developing an understanding of the different Mohawk writing systems
- developing an understanding of introductory linguistics (how language is acquired)
- developing an understanding of language teaching strategies
- developing an understanding of the phonetics and grammar of the language
- developing an understanding of assessment of language proficiency and progression stages
- exploring second language acquisition, second language teaching techniques and assessment practices
- deepening knowledge of Mohawk stories, songs and music
- developing Mohawk language resources and materials for the classroom
- developing an understanding of culturally relevant strategies for respectful classroom interactions
- critically exploring authentic Mohawk language experiences (use, protocols and practices at cultural events, ceremonies and/or other Mohawk community events)
- exploring and employing protocols and practices in engaging assistance and support of fluent Mohawk community members in the teaching of the Mohawk language
- critically inquiring into effective language lesson planning to sequence a progression in language learning and developing language proficiency
- fostering authentic integration of cultural knowledge, resources, and experiences into student language learning, both inside and outside the classroom
- creating innovative language learning curriculum utilizing culturally relevant frameworks
- exploring a diversity of approaches for creating authentic Mohawk language learning environments.

## 7. Tsi nahò:ten Ronteweiénstha Kawennarónnion (*Course Content*)

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*Through language one can teach the humor, respect and pride. It empowers education. Through language, one can take responsibility for our learning experience*

*- Lazore & Maracle, 2013<sup>ii</sup>*

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Teaching Mohawk will focus on the following course content for candidates, which will be addressed through holistic, integrative and experiential processes. These processes will honor and reflect the local Rotinonhsón:ni community.

This Additional Qualification course supports critically reflective inquiry and dialogue informed by the following focus areas:

### A. Knowledge

- developing an understanding and integrating Rotinonhsón:ni perspectives and ways of knowing, learning and teaching in course expectations, strategies and assessment practices
- developing an understanding and examining Rotinonhsón:ni history, political system and our cultural connectedness in which Mohawk language originates
- integrating the knowledge of Knowledge Keepers, culturally knowledgeable people and first language speakers into Mohawk language learning
- exploring Rotinonhsón:ni way of knowing and teachings as meaningful curriculum
- enhancing awareness of how Rotinonhsón:ni ways and traditions contribute to a strong Rotinonhsón:ni identity which supports student learning
- exploring Mohawk history, important Mohawk figures/leaders in the past, their role in Canada's history, clan system and ceremonial cycle
- exploring processes and protocols for teaching some ceremonial events
- incorporating language structure with selected topics to reinforce correct word pronunciation

- critically exploring the influence of innovations and changing contexts for teaching and learning developing strategies to enable students to know about life outside the reserve
- exploring strategies for teaching children traditional principles of etiquette at social and public events.

## **B. Skills and Practices**

- applying theoretical understanding needed to plan and organize a format to sequence language skills and content across all grades within a school
- applying theoretical knowledge of Mohawk language structure in order to understand and teach the skills needed for Mohawk language learning
- exploring strategies to develop engaging and effective Mohawk language programs (for example, how to make the program colourful enough to engage students)
- extending knowledge of the Mohawk writing system to support the reading and proper pronunciation of Mohawk words
- exploring and innovating with technology to support teaching of Mohawk, (for example, interactive white 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 spiritual, social, emotional and physical learning environments (for example, outdoor language camps, learning on the land and at important cultural sites)
- exploring reflective practices that support critical analysis and professional growth in teaching Mohawk
- modeling instructional strategies to meet the needs of all language learners in a multilevel Mohawk language classroom

- 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 strategies and practices that promote on-going reflective practice
- reflecting on assessment, evaluation and self-evaluation practices using the Ontario Curriculum Grades 1-12 Native Languages achievement rubric
- critically examining alternate strategies for determining language achievement, (for example, Association for Computational Linguistics (ACL) guidelines and adaptation of Oral Proficiency Interview (OPI) training descriptors to reflect school centered learning and achievement or other locally-developed Mohawk language assessment tools).

### **D. Research and Development**

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

### **E. Involvement of Community**

- exploring strategies for collaboration with Rotinonhsón:ni parents, grandparents, extended families, culturally knowledgeable people and language teachers, staff and researchers



- supporting local Rotinonhsón:ni community educational institutes' participation in the ongoing professional formation of Mohawk language teachers
- jointly planning with local community educational organizations for involvement of Mohawk language speakers and Knowledge Keepers to support ongoing professional formation of Mohawk language teachers
- designing and delivering Teaching Mohawk courses that utilize existing local educational resources and people to meet specific community needs
- promoting community conversations regarding Mohawk language development strategies related to locally identified Rotinonhsón:ni community needs (for example, how do we get Knowledge Keepers involved? How do we get ceremonies taught?).

## **8. Ronwatirihonnién:ni Ronteweiénstha ne Ieskaiéhston Enhonwatihiatóhseron Ratihseré Ronwatirihonnién:ni Kanien'kéha**

*(Instructional Practice in the Additional Qualification Course:  
Teaching Mohawk)*

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.

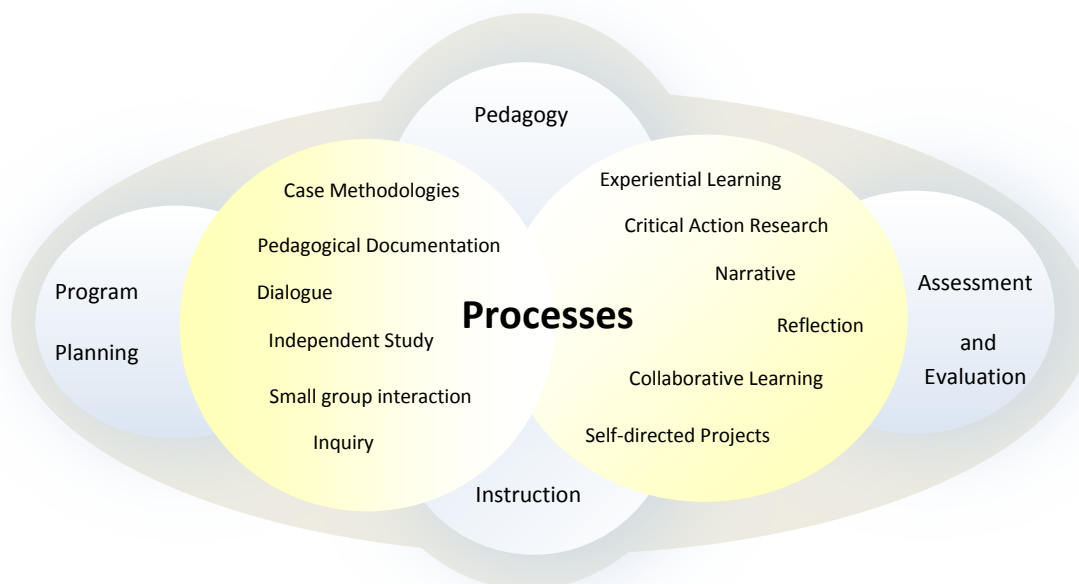


Figure 5: Instructional Processes

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 Mohawk 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 Mohawk. 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>

## **9. Ronwanatkén:se ta'non Watkén:se ne Ronteweiénstha** *(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.

- |   |  |
|---|--|
| <p>a) <b>Pedagogical Leadership:</b> 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</p> | <p>i) <b>IEP Development:</b> collaboratively developing an IEP with the family, student and school team</p>   |
| <p>b) <b>Pedagogical Portfolio:</b> creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments</p>  | <p>j) <b>Partnership Plan:</b> 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</p>  |
| <p>c) <b>Pedagogical Documentation:</b> 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</p>  | <p>k) <b>Critical Reflection:</b> critically analyzing educational issues associated with this AQ utilizing scholarly research through multiple representations (for example, narratives, written documentation, images or graphics)</p>   |
| <p>d) <b>Critical Action Research:</b> engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches</p>   | <p>l) <b>Visual Narrative:</b> 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</p>   |
| <p>e) <b>Case Inquiry:</b> critically reflecting on and inquiring into professional practice through case writing and/or case discussion</p>  | <p>m) <b>Community advocacy:</b> Promoting community conversations about language development and meeting identified needs</p>   |
| <p>f) <b>Transition Plan:</b> critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement</p>   | <p>n) <b>Community leadership:</b> Supporting a local educational institute, to act as the provider for AQ courses designed and delivered within the Rotinonhsón:ni community</p>  |
| <p>g) <b>Narrative Inquiry:</b> 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</p>  | <p>o) <b>Community collaboration:</b> Designing and delivering an AQ course via local provider to recruit instructors, resource people and candidates and to meet specific community needs (for example, run course as a language camp in summer with immersion activities for students)</p> |
|   | <p>p) <b>Community Research:</b> Exploring strategies for collaboration with parents, grandparents, extended families, culturally knowledgeable people and language teachers, staff and researchers.</p>   |

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

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*The value of our language lies in the hearts of every native person who speaks it and uses it in various situations of the native worldview.*

*- Lazore & Maracle, 2013<sup>iii</sup>*

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## **Iesewahsón:tere 1**

*(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.

##### **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.

##### **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.

##### **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.

## **Iesewahsón:tere 2**

*(Appendix 2)*

### **Foundations of the Great Law of Peace for the Teaching Profession**

- Unity – TeKaienawá:kon
- Peace – Skén:nen
- Strength – Kahsatsténhsera
- Good Mind – Ka’nikonhri:io

### **Aboriginal Education Standards for the Teaching Profession (*The 4 R’s*)**

- Karihwakweni énhstshera (Respect)
- Onkwaióténhsera (Responsibility)
- Karihwanó:ron (Relevance)
- Tekarihwaienawá:kon (Reciprocity)

### **Tsi tewatá:ti ne Kanien’kéha**

*Let’s speak again in our Language*

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<sup>i</sup> Lazore, D. & Maracle, B.J. (2013). *Native Language Symposium* . Toronto, ON.

<sup>ii</sup> Ibid.

<sup>iii</sup> Ibid.