



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline



Teaching Oneida (Onyota'a:kaKalihun^nitsla')



Schedule C Teachers' Qualifications Regulation

January 2015

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle Enseignement de l'oneida (Onyota'a:ka Kalihun^nitsla')*, janvier 2015.

Additional Qualification Course Guideline Teaching Oneida (Onyota'a:kaKalihun^nitsla')

1. Introduction

The Additional Qualification Course: Teaching Oneida (Onyota'a:kaKalihun^nitsla') was developed collaboratively with the leadership of Lotinushuni (the believers in the traditional ways) community members and educators. The inclusion of these Indigenous processes and protocols guided the development of this document. The voices and wisdom of Elders and community members are reflected in this guideline. Lotinushuni knowledge, ways of knowing, culture, language and traditions are honoured and celebrated throughout the AQ course Teaching Oneida. Additional Qualification Course: Teaching Oneida is open to all teachers. Candidates come to the Additional Qualification course Teaching Oneida with an interest or background in this area and a desire to extend and apply knowledge, skills and practices in the design, implementation, assessment and evaluation related to the teaching of the Oneida language.

The Additional Qualification Course: Teaching Oneida 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.

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.

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and areas of emphasis. This flexibility will enable both language communities to implement Teaching Oneida as understood from a variety of contexts.

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.

This course will provide experiential learning opportunities to explore the following:

- Oneida language instruction through a revitalization perspective
- theories of teaching First Nations languages
- traditional and cultural knowledge that guide Oneida language planning, development, assessment and evaluation
- leadership and collaboration with communities.

The structure and content of this course is framed by the conceptual image of a strawberry plant. This symbol is highly-significant for the Oneida people. The strawberry plant has strong cultural significance as the leader of the fruit bearers. The image of the strawberry plant provides the theoretical foundation for the Additional Qualification: Teaching Oneida.

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 Oneida, 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 Oneida. 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:

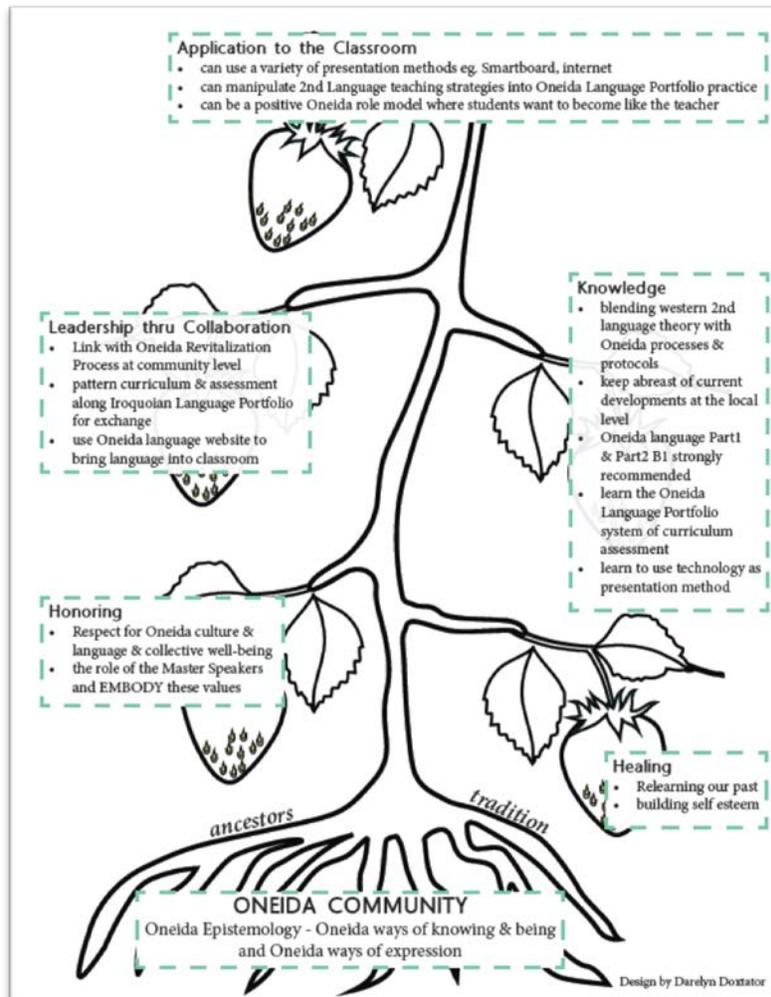
<http://www.oct.ca/resources/categories/professional-standards-and-designation>

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. Theoretical Foundations

The theoretical foundations for this course are represented through the conceptual framework of the strawberry plant symbol (Figure 1). The key theoretical foundations for the Additional Qualification course Teaching Oneida are depicted holistically in the various interconnected parts of the strawberry plant. These foundations include: *Knowledge, Healing, the Oneida Community Epistemology, Honoring Culture, Language and Traditions, Leadership through Collaboration and Application to the Classroom.*

Figure 1.A Conceptual Framework for Teaching Oneida



A. Foundational Underpinnings

The roots and branches of the strawberry plant symbolize the foundational underpinnings of the Additional Qualification course: Teaching Oneida.

- **The Roots:** At the heart of learning the Oneida language is the connection to ancestral and traditional ways of knowing and being that can only be discovered through a profound and spiritual relationship with the Oneida community.
- **The Branches:** The following represent the theoretical underpinnings of Oneida language learning.

B. Theoretical Concepts

The conceptual framework of the strawberry plant integrates various theoretical concepts that guide the Additional Qualification course: Teaching Oneida. These theoretical concepts are integral throughout the course content, instructional practices, and assessment and evaluation processes. These theoretical concepts include the following:

Healing

- exploring the traditional knowledge and worldview of the Oneida
- exploring the significance of reconnecting to traditional values and culture as a part of Oneida identity and collective healing processes
- exploring the relationship of cultural revitalization and the teaching of the Oneida language.

Honouring

- exploring the values and principles that reflect the Oneida worldview
- inquiring into how Oneida worldview values and principles are internalized within pedagogical instructional practices
- reflecting on the significance of the collective well-being of the Oneida
- honouring and including the Oneida Knowledge Keepers, Master speakers and Elders
- demonstrating and promoting a positive attitude toward the Oneida community, the Oneida people and Oneida language and cultural practices.

Leadership through Collaboration

- respecting Oneida cultural and language leadership
- exploring opportunities for collaboration that connect to traditional community resources
- inquiring into the relationship between the embodiment of Oneida language, culture and well-being
- fostering relationships with Oneida Master speakers.

Knowledge

- exploring theories of language development that support Teaching Oneida
- inquiring into processes and protocols related to Teaching Oneida
- applying the Oneida language within authentic learning situations
- exploring the importance of current and emerging technological resources that can support Teaching Oneida.

Application to the Classroom

- exploring the application of technological resources and strategies for Teaching Oneidaexploring the practical and authentic application of the Oneida language within instructional practice
- exploring immersion practices in Teaching Oneida
- exploring local community, provincial and other resources that will support Teaching Oneida.

5. Course Content

The course content for the Additional Qualification: Teaching Oneida is intended to guide experiential learning opportunities that explore the holistic nature of Oneida language development. The integration of the theoretical foundations and concepts represented in the conceptual framework of the strawberry plant form the course content.

The design, course content and implementation of the Additional Qualification course guideline: Teaching Oneida support effective teacher education practices. These course guideline components provide a conceptual framework for the development of a holistic, integrated and experiential course. The following conceptual framework supports and informs professional knowledge, judgment and practices within the Additional Qualification course: Teaching Oneida. Experiential learning opportunities are provided for candidates to explore relevant and authentic applications of course objectives in their own teaching context.

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. Cultural Knowledge, Traditions and Healing

Candidates will have the opportunity to explore and engage in the following:

- Oneida world view
- holistic perspective of relatedness
- the Great Law and the Oneida belief system
- Principles of Peace, Power and Righteousness
- Oneida cultural tradition as distinct from other First Nations' traditional teachings.

Teachers of Oneida language will become grounded in the Oneida world view, values and belief systems and understand the holistic perspective of relatedness among all living things seen and unseen. There is a cultural gap between the young and the old in the Oneida community where generations of Oneida families turned away from their cultural traditions and did not learn Oneida history or understand the social conditioning and government policy that enforced discrimination against First Nations languages and cultural practices. This is problematic where young adults know virtually nothing about their history or cultural tradition and societal and economic forces tell them that their culture and language is less powerful and therefore less important than the dominant language.

The Oneida cultural tradition lies in the tenets of the Great Law and these must be relearned in a comprehensive and organized way for the connections to language to be properly understood and for language to be taught in a culturally relevant manner. The principles of Peace, Power and Righteousness are central to the Oneida belief systems and should be distinct from other First Nations traditions.

C. Honouring Cultural Practices and Community Leadership

Candidates will have the opportunity to explore and engage in the following:

- Oneida people
- Oneida language practices
- Oneida cultural practices
- Oneida speakers
- language revitalization
- Oneida cultural proprietary rights.

The single most important criterion for Teachers of Oneida, besides language proficiency, is to demonstrate and promote a positive attitude toward the Oneida community, the Oneida people and Oneida language and cultural practices. In particular, the few remaining mother tongue speakers of Oneida should be honoured and respected as the National Treasures that they are. Teachers will become an extension of the Oneida-speaking community in the classroom situation where they will embody the Oneida cultural values and become a positive Oneida role model where learners will want to become like them. Fostering a positive attitude toward the target language has a positive correlation to learner motivation which is so necessary for language learning to occur.

Teachers of Oneida language will become engaged in the language revitalization process which is seated in the Oneida community. Teachers will understand that the Oneida community holds custodial leadership of matters concerning language where permissions, protocols and boundaries concerning sacred and sensitive materials must be observed. It is recognized that the Oneida community holds all copyright to Oneida language materials and has privilege of intellectual property rights in regard to language materials produced.

D. Professional Knowledge and Collaboration

Curriculum planning, language teaching methodologies and strategies, and assessment of learning experience, will be interwoven with Oneida epistemology to integrate Oneida processes and protocols into the teaching approach. This blend will serve to bridge both Oneida and Ontario professional standards as they apply to classroom practice.

Candidates will have the opportunity to explore and engage in the following:

- curriculum planning, instructional strategies and assessment practices for Teaching Oneida
- frameworks for Teaching Oneida
- Orthography
- engagement with Elders
- creating authentic learning environments for Oneida language development
- master/apprentice relationships in Oneida language development
- networking opportunities for exchanging professional knowledge related to Oneida language teaching
- the importance of other factors in Oneida language development and communication (for example, contextual factors, cultural nuances, intonation, gestures, role relationships of speakers and listeners)
- exploring grammatical structures of language
- frameworks for teaching the Oneida language
- learner autonomy as it relates to Teaching Oneida
- assessment and evaluation of communication skills
- written Oneida language processes and practices
- linguistic structures
- various instructional and pedagogical strategies to support the teaching of the Oneida language
- internet, multi-media and digital presentation tools and technology to support instructional practice.

E. Application in the Classroom

Candidates will have the opportunity to explore and engage in the following:

- wide range of collaborative learning activities that support the Oneida language teaching
- appropriate language protocols in addressing Oneida students
- models for implementing Oneida as a language of instruction.

F. Reflecting, Documenting and Interpreting Learning

Candidates will have the opportunity to explore and engage in the following:

- exploring methods for tracking and assessing language development
- exploring the value of the conceptual framework for the additional qualification course: Teaching Oneida to guide assessment and evaluation
- 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 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)
- critically exploring the use of baseline data as well as current assessment data to reflect on how the students are progressing and the effectiveness of the learning strategies used
- understanding and responding to the issues of assessment, evaluation and reporting particular to the study of Oneida language.

G. Research, Professional Learning and the Scholarship of Pedagogy

Candidates will have the opportunity to explore and engage in the following:

- 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 Oneida language teaching.

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

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.

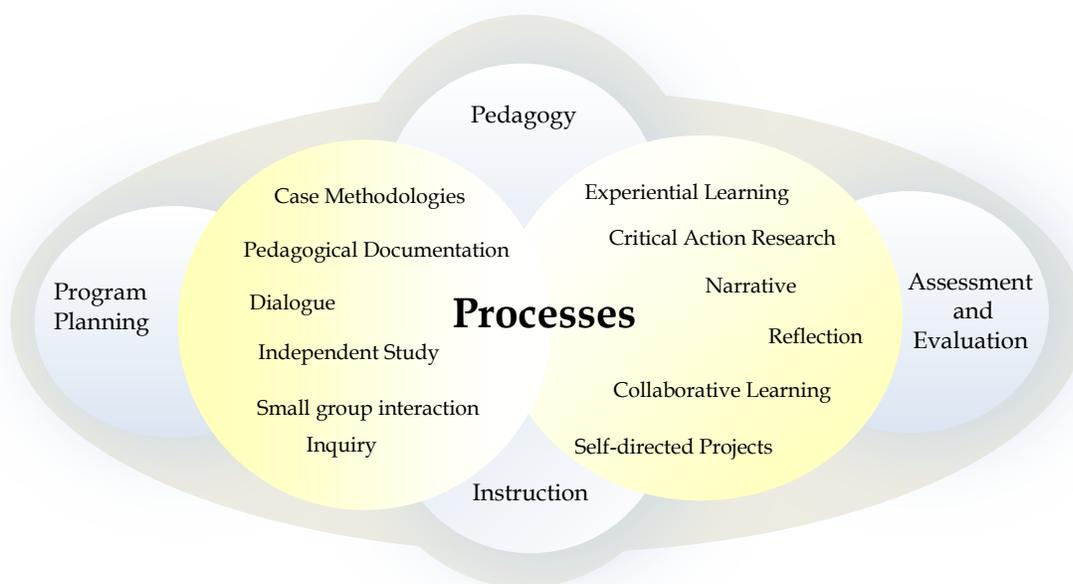


Figure 5: Instructional Processes

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 Oneida 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 Oneida. 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.

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| <p>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</p> | <p>i) IEP Development: collaboratively developing an IEP with the family, student and school team</p> |
| <p>b) Pedagogical Portfolio: creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments</p> | <p>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</p> |
| <p>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</p> | <p>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)</p> |
| <p>d) Critical Action Research: engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches</p> | <p>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</p> |
| <p>e) Case Inquiry: critically reflecting on and inquiring into professional practice through case writing and/or case discussion</p> | <p>m) Community advocacy: Promoting community conversations on action related to language revitalization to meet identified needs (for example, how do we get Elders involved? How do we get ceremonies taught?)</p> |
| <p>f) Transition Plan: critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement</p> | <p>n) Community leadership: Supporting a local educational institute, teacher education institutions, AQ courses designed and delivered within the Oneida community</p> |
| <p>g) Narrative Inquiry: collaboratively and critically analyzing narratives of teaching and learning</p> | <p>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> |

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

p) Community Research: Exploring strategies for collaboration with Oneida 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.

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.

Appendix 2

Guideline-Specific Resources

Elijah, M.J. (2012). *Iroquois Language Portfolio*. Oneida, ON: Oneida Language & Cultural Centre.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), pp. 106-116. Retrieved from <http://jte.sagepub.com>.

Little, D. (2002). The european language portfolio: Structure, origins, implementation and challenges. *Language Teaching*, 35(3), p. 182.

Kanatawakhon, D. (2011). *Oneida Stative and actives: A grammar for second language learners*. London, ON: Kanyen'keha Books.