Additional Qualification Course Guideline Teaching Students who are Deafblind, Part I

(Formerly: Teaching Students who are Deaf-Blind, Part I)

**Schedule D
Teachers' Qualifications Regulation**

March 2016

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle Enseignement aux élèves ayant une surdicécité, 1ʳᵉ partie,* mars 2016.

DO with ME

Suzanne Piquette-Lachapelle, CECCE

Do with me and not for me

Encourage me
   I can learn

Able to make choices for myself

Feeling surrounds my well being
   You are my eyes, ears and at times my voice

Believe that I can learn
   Work hand in hand with me

Listen to me and observe my body language
   I need to communicate! I can learn to communicate!

Imagine who I can become....
   I have a future

Notice me!
   I want to live life to the fullest

Do with me and not for me
   I can teach you the person that I am
   How I learn? What I like, dislike and what I need?

Additional Qualification Course Guideline Teaching Students who are Deafblind, Part I

Guideline Contents:

1. Introduction

The Schedule D *Teaching Students who are Deafblind, Part I* Additional Qualification course guideline provides a conceptual framework (Figure 1) for providers and instructors to develop and facilitate the Schedule D *Teaching Students who are Deafblind, Part I* course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Teaching Students who are Deafblind*.

The Additional Qualification (AQ) guideline for *Teaching Students who are Deafblind* is organized using the following conceptual framework,
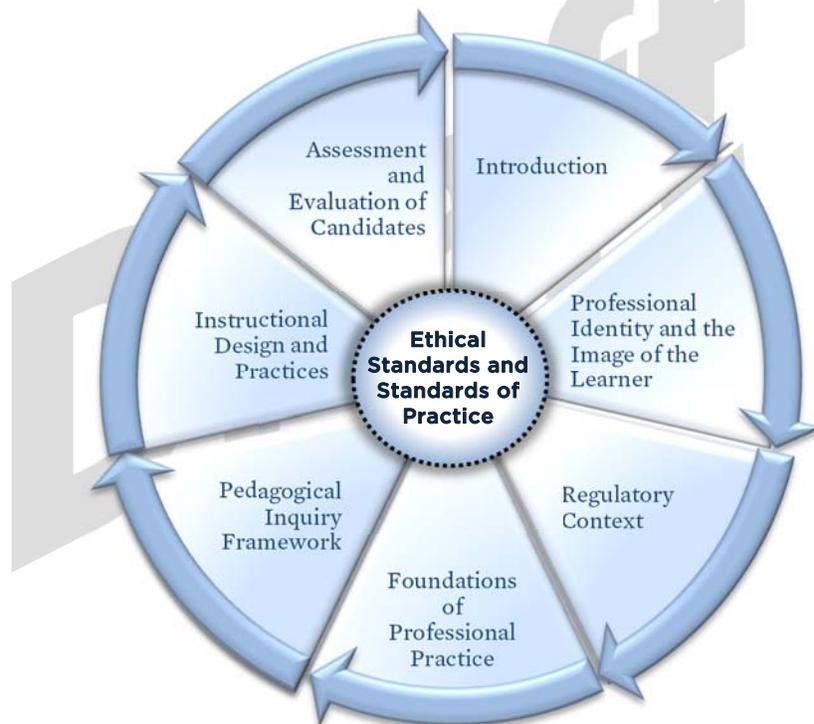

Figure 1: Conceptual Framework

Three-session specialist Additional Qualification courses identified in Schedule D (Teachers' Qualifications Regulation 176/10) are designed for:

- critically exploring and enhancing professional practices, critical pedagogies, knowledge and skills as outlined in the *Teaching Students who are Deafblind* course (Part I)

- critically designing, applying and facilitating dialogue related to learning opportunities that integrate the professional knowledge, skills and pedagogical stances as outlined in the *Teaching Students who are Deafblind* course (Part II)
- critically and collaboratively cultivating professional efficacy, emancipatory leadership practices and advancing the scholarship of teaching by fostering cultures of critical reflection and inquiry as outlined in the *Teaching Students who are Deafblind* course (Specialist).

The Additional Qualification Course: *Teaching Students who are Deafblind, Part I* 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, 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.

Provincial Context

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 Students who are Deafblind* 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.

2. Professional Identity and the Image of the Learner

The professional identity of the AQ course instructor and course candidates conveyed in this AQ course guideline reflects the vision of the educator articulated in the *Ethical Standards for the Teaching Profession,* the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession.*

This vision of the educator (Figure 2) positions professional educators as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice, as well as:
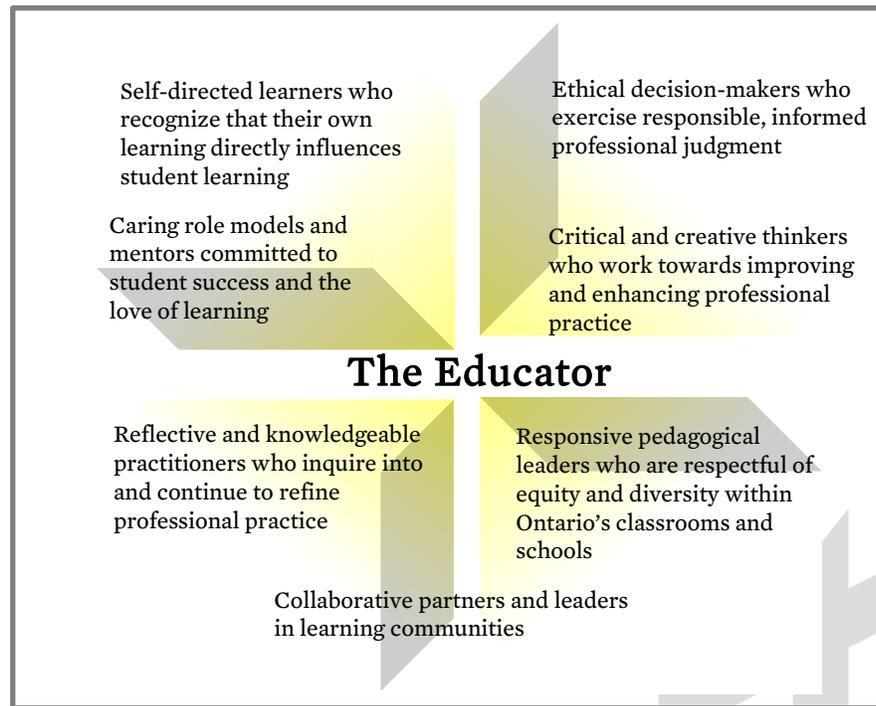
The Educator

Self-directed learners who recognize that their own learning directly influences student learning

Caring role models and mentors committed to student success and the love of learning

Ethical decision-makers who exercise responsible, informed professional judgment

Critical and creative thinkers who work towards improving and enhancing professional practice

Reflective and knowledgeable practitioners who inquire into and continue to refine professional practice

Responsive pedagogical leaders who are respectful of equity and diversity within Ontario's classrooms and schools

Collaborative partners and leaders in learning communities

Figure 2: Image of the Educator[1]

The image of the student conveyed in this AQ (Figure 3) is of a learner who is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-assured, a problem-solver, and whose voice and sense of efficacy are integral to shaping the teaching and learning process.

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[1] *Note.* From "The Foundations of Professional Practice," by Ontario College of Teachers, 2012, p. 17. Copyright 2012 by Ontario College of Teachers. Reprinted with permission.
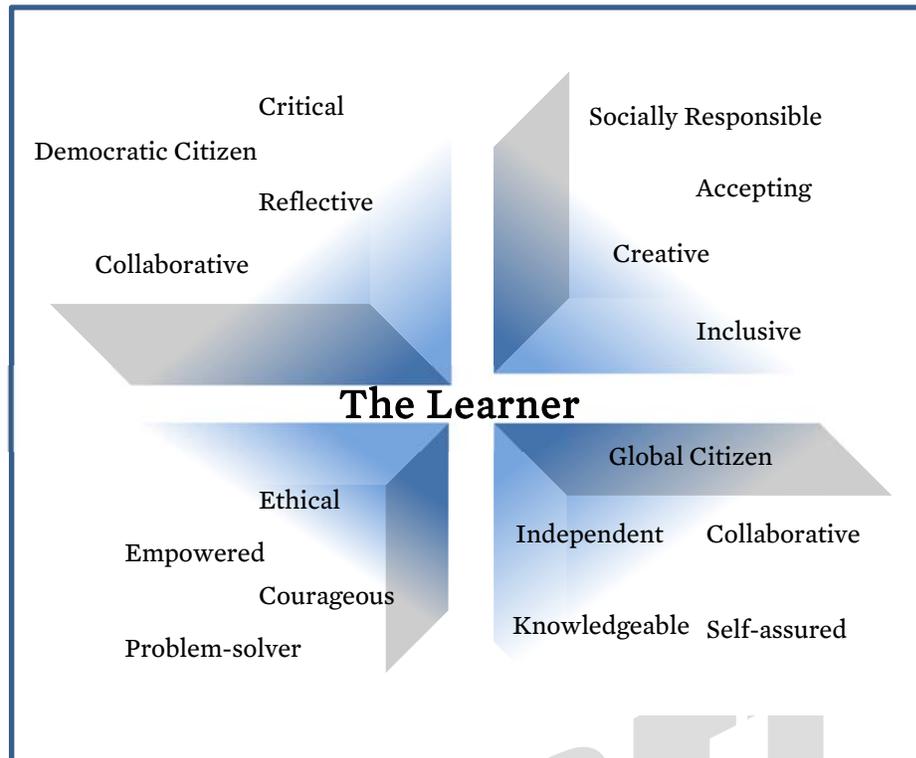
Critical

Democratic Citizen

Reflective

Collaborative

Socially Responsible

Accepting

Creative

Inclusive

The Learner

Ethical

Empowered

Courageous

Problem-solver

Global Citizen

Independent   Collaborative

Knowledgeable   Self-assured

Figure 3: Image of the Learner

3. 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.* Knowledge and experience with languages and/or a range of communication systems for students with deafblindness (for example, American Sign Language, Langue des signes québécoise, braille, total communication) would be beneficial in supporting candidates to meaningfully engage in course content inquiries.

Successful completion of the course leading to the Additional Qualification: *Teaching Students who are Deafblind, Part I,* listed in Schedule D of the *Teachers' Qualifications Regulation,* is recorded on the Certificate of Qualification and Registration.

4. 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 Students who are Deafblind Part I*. 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 for the Teaching Profession* 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.

5. Pedagogical Inquiry Framework

The pedagogical inquiry framework (Figure 4) for *Teaching Students who are Deafblind* supports a holistic, integrated, experiential and inquiry-based AQ course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.

Figure 4: Pedagogical Inquiry Framework for *Teaching Students who are Deafblind, Part I*

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

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

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

- understanding and embodying care, trust, respect and integrity

- fostering commitment to students and student learning

- integrating professional knowledge

- enriching and developing professional practice

- supporting leadership in learning communities

- engaging in ongoing professional learning.

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

B) Guiding Concepts for Pedagogical Inquiry

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

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

- critically exploring assumptions, beliefs and understandings associated with teaching and learning within the context of this AQ

- critically exploring the professional identity and practices associated with the views of teachers as co-inquirers, teacher scholars and teacher researchers working alongside student researchers in the co-creation of democratic, knowledge-rich learning environments

- critically exploring and interpreting Ontario's curriculum, policies, frameworks, strategies and guidelines

- critically exploring policy and regulatory requirements for developing transition plans to prepare students for life in the community

- collaboratively examining and integrating the meaningful and respectful inclusion of First Nations, Métis and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as valid means to understand the world

- critically exploring multiple ways of knowing and being in community

- applying critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs

- critically exploring pedagogical processes for reflecting, documenting and interpreting learning that link curriculum to student interests, strengths, inquiries, needs, resiliency, well-being and mental health

- critically examining processes, practices and policies to create and sustain holistic learning environments that nurture the identities of students and their intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development

- critically exploring engagement processes and practices intended to foster collaboration with students, in-school personnel, parents/guardians and the community to support the learning, identity, resiliency and well-being of the school community

- critically exploring and integrating a variety of resources, including technological and communication resources, to enhance professional knowledge in support of student learning, independence, well-being and agency

- critically exploring professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy

- critically examining the ethical principles, ethical knowledge and ethical actions that contribute to collective ethical pedagogy and leadership

- critically exploring and integrating environmentally sustainable practices, policies and pedagogies

- critically examining processes to foster responsible and active environmental stewardship and democratic citizenship

- collaboratively exploring the co-construction of communities of inquiry committed to critical pedagogy, ongoing professional learning and collective professional efficacy

- critically exploring innovative practices for integrating information and communication technology to enhance teaching and learning

- critically examining the processes involved in creating and sustaining safe, healthy, equitable, holistic and inclusive learning environments that honour and respect diversity, facilitate student learning, foster student voice, encourage critical thinking and promote social justice

- critically examining qualitative and quantitative research associated with professional practices, policies and pedagogies in support of student learning, empowerment and agency

- critically exploring and integrating educational processes, practices and policies that support students' well-being, resiliency, efficacy and mental health

- exploring a system culture that critically responds to the ethical dimensions of facilitating and advocating for timely referrals, assessments and identification processes

- critically exploring and integrating inclusive processes for fostering interprofessional collaboration that support the collaborative development and implementation of Individual Education Plans (IEPs) and Transition Plans for students that include the voices of all those involved

- critically examining processes, practices and policies that contribute to a school and/or system culture of inquiry that promotes openness to innovation, change, culturally inclusive pedagogies and the democratization of knowledge.

C) Ontario Context: Curriculum, Policies, Legislation, Frameworks, Strategies and Resources

The Additional Qualification Course: *Teaching Students who are Deafblind Part I* is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform the design, development and implementation of the Additional Qualification Course: *Teaching Students who are Deafblind Part I* and can be viewed at www.edu.gov.on.ca.

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to *Teaching Students who are Deafblind*.

D) Theoretical Foundations of Teaching Students who are Deafblind, Part I

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

- critically exploring the types and varying degrees of deafblindness and individual etiology

- critically exploring definitions of deafblindness

- engaging in critical dialogue regarding the complex identification process of deafblindness

- engaging in critical dialogue regarding theories and pedagogies to support varying types and degrees of deafblindness

- engaging in critical dialogue regarding the historical and philosophical perspectives of deafblind education and intervention services

- critically exploring theories of child and adolescent development and the implications for programming for students who are deafblind

- critically exploring various theoretical frameworks underpinning this AQ, the principles fundamental to these frameworks and their practical applications in supporting student learning

- critically exploring and integrating theories of development and identity formation to inform practice and support student well-being, efficacy and agency

- critically exploring the relevance of critical pedagogy and constructivist theories as theoretical foundations for this AQ

- critically exploring current theoretical research, literature and scholarship related to this AQ

- critically exploring the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for teacher professionalism within the Additional Qualification Course: *Teaching Students who are Deafblind*

- critically reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice, as well as between practice and theory

- critically exploring critical pedagogy that is committed to curriculum design using students' inquiry questions, passions and interests

- critically exploring Ontario curriculum, resources and government policies, frameworks and strategies related to teaching students who are deafblind

- critically exploring accommodated, modified or alternate Ontario curriculum

- critically exploring and integrating learning theories and the individual learning strengths, styles and needs of students who are deafblind

- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe, inclusive, accepting and engaging learning environments

- critically exploring and integrating holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals

- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, Safe Schools Act, Accepting Schools Act, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities of professional practice

- critically exploring teachers' legal obligations and ethical responsibilities according to current provincial legislation and practices

- critically exploring innovative practices for integrating artistic expression to enhance teaching and learning

- critically exploring the complex roles and responsibilities associated with being a teacher of students who are deafblind

- critically exploring the ethical dimensions related to supporting students who are deafblind

- critically exploring the theoretical underpinnings of learning styles and how they apply to individual students who are deafblind

- critically exploring theories of initial deafblind functional assessment in children and adults

- critically exploring behaviour as an avenue for providing insights into students' needs, expressive communication, learning and well-being

- critically exploring the role of the intervenor and the theory of intervention in supporting students who are deafblind

- critically exploring the theoretical underpinnings of assessment and evaluation for students who are deafblind

- critically exploring assessment tools for students who are deafblind

- critically exploring technology to support deafblind education

- critically exploring the importance of environmental and sensory input and environmental accommodations

- critically exploring sensory input systems and their implications for the overall development of perceptions, cognition and individual learning styles
- critically exploring different sensory processing disorders and their implications for the learning process
- critically exploring theories of neurological development and its implications for students with deafblindness
- critically exploring the complexity of teaching students with deafblindness who may also have other exceptionalities
- critically exploring how compassion, vulnerability and autonomy collectively contribute to the integrity of the unique relationship between the interdisciplinary team and students who are deafblind
- critically exploring the ethical knowledge, skills and processes required for establishing trusting and compassionate relationships with students who are deafblind and their families that are respectful of professional boundaries
- critically exploring the theoretical foundations of languages and/or a range of communication systems (for example, American Sign Language, Langue des signes québécoise, braille, total communication)
- critically exploring how educational systems across the province support students who are deafblind.

E) Program Design, Planning and Implementation

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

- critically exploring and deepening understanding of how the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* can inform a program planning framework
- critically exploring the influence of society's diverse and changing nature on student learning, resiliency and well-being
- critically exploring and deepening understanding of program design, planning, development and implementation strategies and frameworks related to teaching students who are deafblind

- critically exploring the philosophical underpinnings that strengthen teachers' professional efficacy to support curricular and interdisciplinary integration

- critically exploring various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices, and the implementation of equitable assessment and evaluation practices

- critically exploring and deepening understanding of differentiated instruction, universal design and the tiered approach in program planning, development and implementation

- critically exploring learning resources that support the learning and well-being of students who are deafblind (for example, pre-symbolic language, print, visual, digital, tactile cues, olfactory cues, sign language, braille, concrete cues)

- critically exploring practices and techniques that support orientation and mobility training for students who are deafblind

- critically exploring and planning learning opportunities and programs that support individual educational pathways and goals

- critically exploring how students' lived experiences, identities, narratives, development, strengths, inquiries, interests and needs can inform program planning, development and implementation

- critically exploring the integration of culturally inclusive pedagogies within program design, planning and development

- critically exploring the relationship between culture (for example, deaf culture, deafblind culture), cultural identity and deafblindness

- critically exploring strategies that support deafblind learners' resiliency, well-being, as well as physical and mental health

- critically exploring the significance of tactile sense and touch for the student who is deafblind (for example, learning, communication, socialization and perception of the environment)

- critically exploring of the ethical use of touch, respecting the individual preferences and needs of students

- critically exploring the importance of integrating social learning in programming

- critically exploring and planning instructional processes and techniques specific to deafblindness that honour students' medical/physical/sensory needs, learning styles, strengths and experiences

- critically exploring pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support student learning and foster student engagement

- critically exploring the history and associated philosophies of deafblind education to inform initial assessment, program design and implementation

- critically exploring how deafblindness influences family dynamics

- critically exploring complex and innovative equipment and technology that enhance student communication and learning

- critically exploring compensatory strategies to support the development of students who are deafblind

- critically exploring strategies for developing and implementing programs that support the attainment of IEP goals

- critically exploring strategies for the development and implementation of programs and schedules

- critically exploring languages and/or a range of communication systems (for example, American Sign Language, Langue des signes québécoise, braille, augmentative communication) to support students who are deafblind

- critically exploring the integration of languages and/or a range of communication systems into program planning (for example, American Sign Language, Langue des signes québécoise, braille, total communication)

- critically exploring holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals

- critically exploring programming necessary for sensory integration and development of all sensory systems including vestibular and proprioceptive systems, as well as fine and gross motor skills.

F) Learning Environments and Instructional Strategies

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

- critically exploring processes for the creation of inclusive and vibrant learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*

- creating and sustaining positive, ethical, equitable, accepting, inclusive, engaging and safe learning environments

- critically exploring processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging

- critically exploring processes for fostering a collaborative community of empowered and engaged learners

- fostering engaging, trusting and inviting learning environments that promote student voice, choice-making, leadership, critical inquiry and self-regulation

- critically exploring a variety of instructional strategies to support student learning, resiliency and well-being

- cultivating safe, ethical, legal and respectful practices in the use of information and communication technologies to support pedagogical practices

- critically exploring inclusive and innovative learning environments that integrate a variety of instructional strategies to respond to the interests, strengths and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and the tiered approach)

- critically exploring educational supports, technologies and learning environments that support the needs and well-being of students who are deafblind

- critically exploring processes that engage students as active, democratic and global citizens in supporting environmental, social and economic sustainability

- critically exploring the professional identity, knowledge and leadership practices of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession,* the *Professional Learning Framework for the Teaching Profession* and the *Foundations of Professional Practice*

- exploring methods for consensus-building, participatory democracy and student empowerment at the school and community levels

- critically exploring dimensions for a school-wide culture of inclusion

- critically exploring effective interdisciplinary teams at the classroom and system-level to support students who are deafblind
- critically exploring student self-regulation, empowerment and independence through an ethical lens
- critically exploring interdisciplinary collaboration with intervenors and other staff that will collectively support students who are deafblind (for example, workshops and simulations)
- critically exploring the dimensions of a collaborative school culture sensitive to the learning strengths, interests, needs and well-being of students who are deafblind
- critically exploring the leadership role of the teacher in facilitating the implementation of IEPs and transition plans
- critically exploring a variety of assessment tools, methodologies and strategies for students who are deafblind
- critically exploring the unique and specialized intervention services and funding for students who are deafblind
- critically exploring the role of the intervenor within the educational context
- critically exploring each students' etiology and medical needs and how they impact their learning and well-being
- critically exploring a culture of compassion, empathy and dialogue that is responsive to the complexities related to raising a child who is deafblind
- critically exploring a culture of shared responsibility that celebrates the contributions and supports the learning and well-being of students who are deafblind
- critically exploring the need for promoting and advocating for a shared vision that reflect the goals and aims of deafblind education
- critically exploring the importance of setting lifelong goal setting in collaboration with students, parents/guardians and the community
- critically exploring the vision of an inviting, engaging and inclusive learning environment.

G) Reflecting, Documenting and Interpreting Learning

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

- critically exploring the ethical dimensions of facilitating and advocating for timely referrals, assessments and identification processes

- critically exploring communication methods that respond to the individual students' needs as assessed through observation

- critically exploring the possible variance in philosophies that may exist within the interdisciplinary team related to meeting the needs of students who are deafblind

- critically exploring assessment and data collection tools for students who are deafblind

- critically exploring pedagogical documentation to support student learning and development in all areas specific to the assessment of students who are deafblind

- critically reflecting on the comprehensive professional knowledge, skills and experiences required for effectively facilitating a functional deafblind assessment and a reassessment when required

- critically exploring fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identity and development of all students

- critically exploring feedback processes that empower and inspire students to positively reflect on and identify goals for their learning

- fostering an examination of feedback that engages students in the critical analysis and interpretation of the learning process

- critically exploring equitable and inclusive processes for reflecting, documenting and interpreting learning

- critically exploring and integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents

- critically exploring assessment practices for the following three purposes: to provide feedback to students and to adjust instruction (assessment for learning); to develop students' capacity to be independent, autonomous learners (assessment as learning); to make informed judgements about the quality of student learning (assessment of learning).

H) Shared Responsibility for Learning

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

- critically exploring a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies (for example, provincial schools and deafblind resource services [French and/or English], Canadian Deafblind Association, Deafblind Ontario Services, Ministry of Community and Social Services, Canadian National Institute for the Blind, Canadian Hearing Society)

- fostering partnerships with parents/guardians that honour and value shared decision-making, advocacy and leadership

- critically and creatively exploring processes to encourage and honour student voice and identity in the learning process through shared decision-making and leadership

- critically exploring strategies and opportunities for professional collaboration that support student learning, resiliency, well-being and leadership

- critically exploring and openly addressing biases, discrimination and systemic barriers in order to support student learning, resiliency, well-being and inclusion

- critically exploring and analyzing positive, inclusive educational and professional cultures in which perspectives are freely-expressed and critically analyzed

- understanding and respecting the importance of shared responsibility and partnership that promotes social and ecological justice as conveyed in the *Foundations of Professional Practice*

- critically exploring professional collaboration and inquiry within interdisciplinary teams and families to support student learning, resiliency, self-advocacy, independence and transitions (for example, student, intervenors, interpreters, Occupational Therapists, Physical Therapists, Speech and Language Pathologists, Orientation and Mobility Specialists)

- critically exploring the role and ethical implications of functional deafblind assessments in programming as well as in the planning and implementation of transition plans and placements

- critically exploring the advocacy role of transition-planning advisory committees and transition teams regarding programming, placement, pathways and ongoing services
- critically exploring the collaborative development of transition plans with students, parents/guardians, school personnel and community agencies
- critically exploring team building and supportive collaboration between family/guardian, school and community services
- critically exploring services available from provincial schools and deafblind resource services
- critically exploring community agencies that provide services, resources and programs for individuals with deafblindness (for example, Rotary Cheshire Homes, Helen Keller Centre, Canadian Deafblind Association, Deafblind Ontario Services, Canadian Hearing Society, Canadian National Institute for the Blind, Community Living, Lions McInnes House, Centres Jules-Léger, W. Ross McDonald School, Canadian National Society for the Deafblind, Intervenor Organisation of Ontario)
- critically exploring a culture of wellness within the interdisciplinary team
- critically exploring professional learning activities which will foster understanding, compassion and empathy for individuals who are deafblind.

I) Research, Professional Learning and the Scholarship of Pedagogy

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:
- critically exploring and reflecting on past, current and evolving practices in teaching students who are deafblind
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in transformational professional learning through research, scholarship and leadership
- critically exploring critical pedagogy that integrates research and the scholarship of pedagogy/andragogy into teaching practice
- engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice

- critically exploring knowledge-creation and mobilization to enhance professional practice and leadership.

6. Instructional Design and Practices in the Additional Qualification Course Teaching Students who are Deafblind, Part I

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.
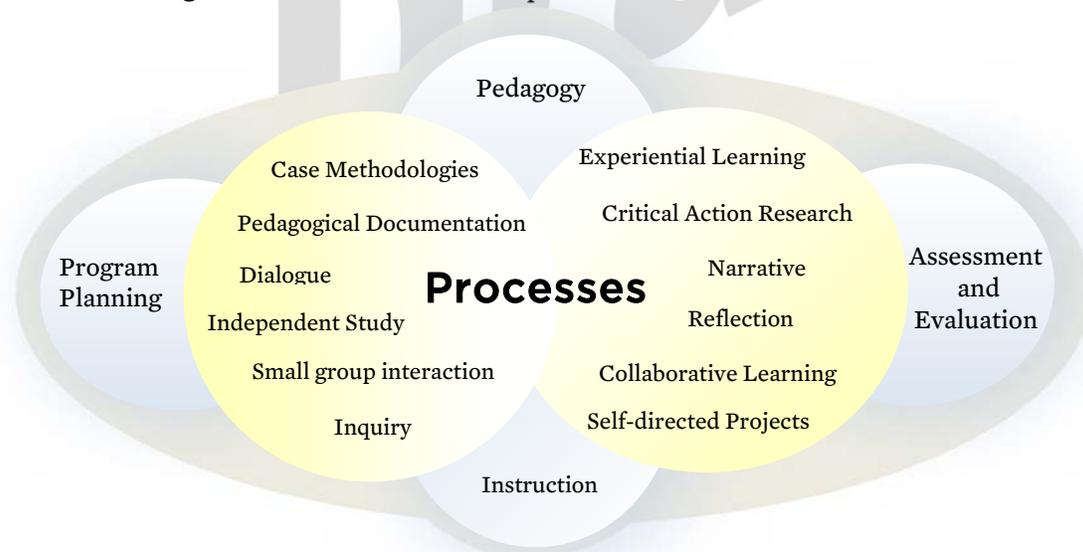

Figure 5: Instructional Processes

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 Students who are Deafblind* 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 Students who are Deafblind.* 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	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 and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion

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

c) **Pedagogical Documentation**: assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and 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

h) **Innovative Learning Experience**: designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach

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 and images or graphics)

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.

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.