



Ontario  
College of  
Teachers

Ordre des enseignantes  
et des enseignants  
de l'Ontario

**DRAFT**

# Additional Qualification Course Guideline Teaching Students who are Blind/Low Vision, Part II

Schedule D – Teacher’s Qualification Regulation  
December 2020





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# Additional Qualification Course Guideline for Teaching Students who are Blind/Low Vision, Part II

## 1. Introduction

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*They taught me more than I taught them. The resourcefulness they demonstrated. What stuck with me was students who are blind or visually impaired or partially sighted, are some of the most resourceful individuals I've met in my life. – Writing Team Participant, 2019*

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Additional Qualification courses support educators in creating a safe, inclusive and welcoming learning environment and provide the context for educators to explore the professional knowledge and practices needed, as they strive to honour the strengths, interests and needs of every learner.

Creating inclusive learning environments requires the commitment of all partners – educators, learners, parents, families, guardians, caregivers and the community. This understanding of inclusivity, as well as working to sustain it, requires ongoing effort and shared responsibility. This involves collectively and critically reflecting on the impact of policies, practices and processes on inclusive learning environments.

The following critical reflections (Figure 1) provide one of many possible frameworks that may guide educators in creating and sustaining an understanding of inclusive education:

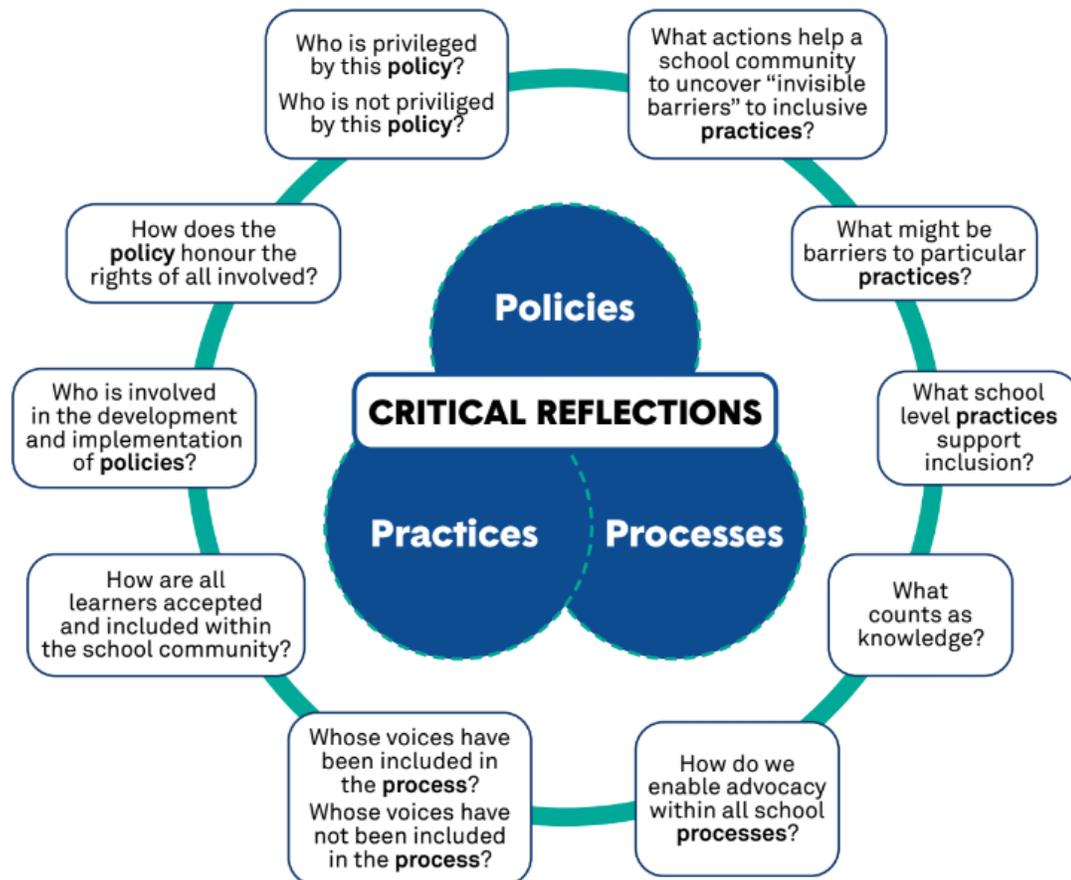


Figure 1: Critical Reflections

## 2. Conceptual Framework

The Schedule D *Teaching Students who are Blind/Low Vision*<sup>1</sup>, Part II Additional Qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule D *Teaching Students who are Blind/Low Vision, Part II* course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Teaching Students who are Blind/Low Vision, Part II*.

<sup>1</sup> **Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely. (Ontario Ministry of Education, 2017, p. A16).

The Additional Qualification course guideline for *Teaching Students who are Blind/Low Vision, Part II* is organized using the following conceptual framework (Figure 2),

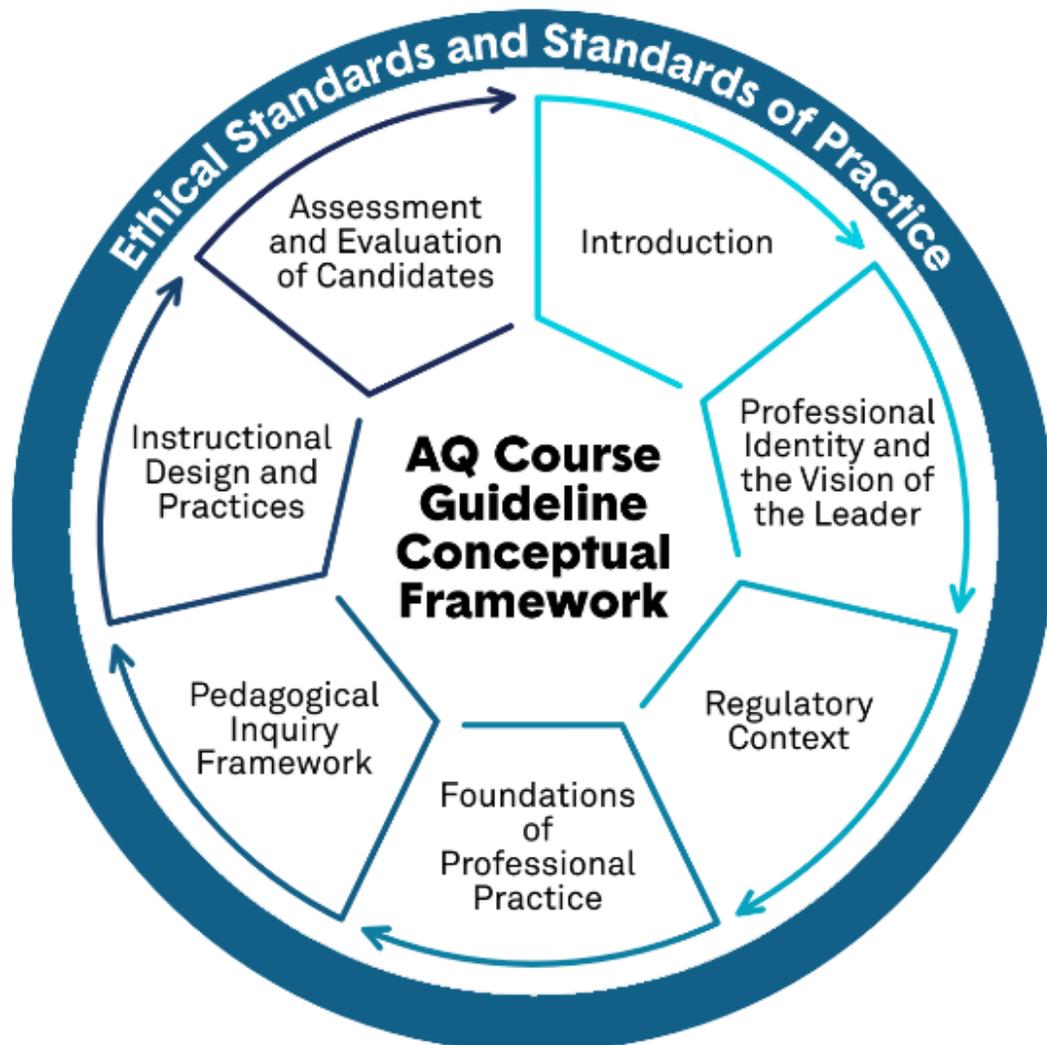


Figure 2: Conceptual Framework

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 Blind/Low Vision* 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 Blind/Low Vision* 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 Blind/Low Vision* course (Specialist).

The Additional Qualification Course: *Teaching Students who are Blind/Low Vision, Part II* 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 within and across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

### **Additional Qualification Course Implementation**

Course providers, instructors and developers will use this Additional Qualification 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, equity and agency from an asset-based and ethical lens. 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 may choose 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 Blind/Low Vision, Part II* as understood from a variety of contexts.

Educators in Ontario work in varied and diverse educational contexts. Educators may find themselves in a variety of educational settings such as: a rural French language school, a Catholic school, an urban public school, a First Nation school, a provincial school, a private or independent school. Educators will reflect on the unique context of each community to enhance learning, and well-being.

In this document, all references to “candidates” are to educators enrolled in the Additional Qualification course. References to “learners” indicate those enrolled in school programs.

### **3. Professional Identity and the Image of the Learner**

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*I think it's about looking at the student from a holistic standpoint, and thinking about their needs beyond necessarily what we might first see.- Writing Team Participant, 2019*

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The professional identity of the Additional Qualification course instructor and course candidates conveyed in this Additional Qualification course guideline reflects the image 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*, as well as through Additional Qualification consultations.

The professional identity of the educator positions members of the teaching profession as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice. Additional qualification courses support this collective professional identity (Figure 3, Image of the Educator).

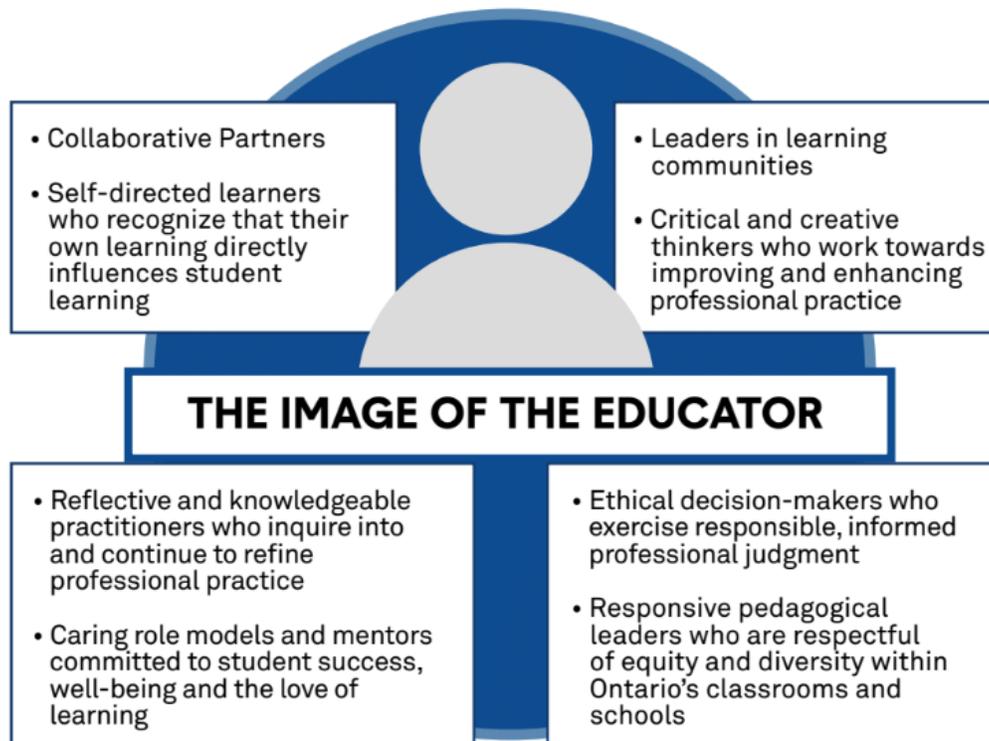


Figure 3: Image of the Educator<sup>2</sup>

The learner conveyed in this Additional Qualification (Figure 4) is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-efficacious, a problem-solver, and whose voice, perspectives and sense of efficacy and agency are integral to shaping the teaching and learning process.

<sup>2</sup> Note. From "The Foundations of Professional Practice," by Ontario College of Teachers, 2016, p. 16. Copyright 2016 by Ontario College of Teachers. Reprinted with permission.

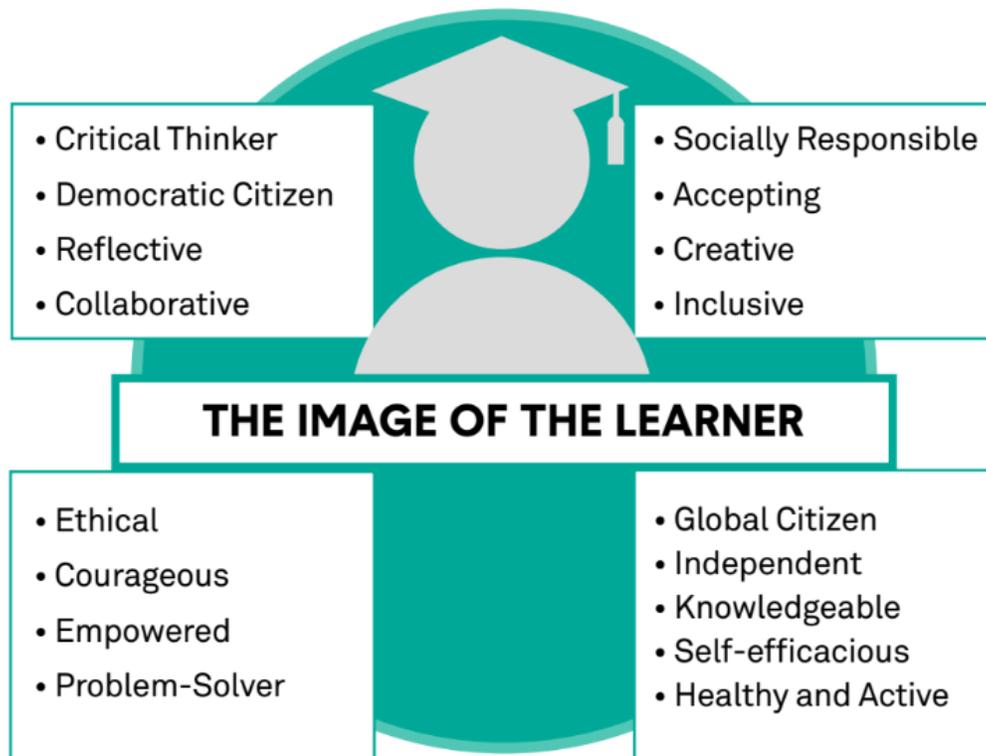


Figure 4: Image of the Learner

#### 4. 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 educators are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principal's 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 Additional Qualification 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 Course: *Teaching Students who are Blind/Low Vision, Part II*, listed in Schedule D of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

## **5. Foundations of Professional Practice**

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be an educator in Ontario. This vision lies at the core of educator professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (see 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 Blind/Low Vision, Part II*. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective educator 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 Additional Qualification course and professional practice.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that educators 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](#).

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 Additional Qualification courses.

## **6. Pedagogical Inquiry Framework**

The pedagogical inquiry framework (Figure 5) for *Teaching Students who are Blind/Low Vision, Part II* supports a holistic, integrated, experiential and inquiry-based Additional Qualification Course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.

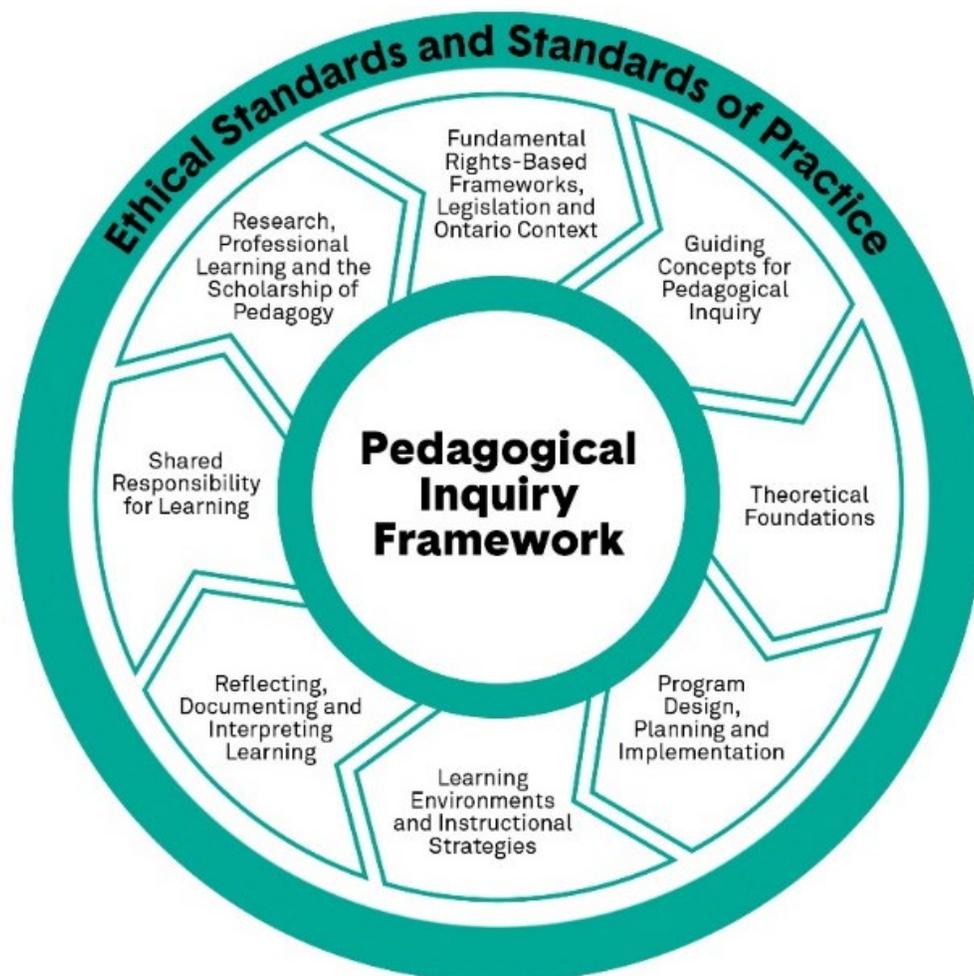


Figure 5: Pedagogical Inquiry Framework for Teaching Students who are Blind/Low Vision, Part II

**A. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession**

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*When you're a vision teacher, ECC, CVI, we need these. Just thinking about these parents and where those kids are coming from, arming vision teachers with how we support kids emotionally as well as parents as best as we can –*  
*Writing Team Participant, 2019*

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

The holistic integration of the standards within all course components supports the embodiment of the collective understanding of the teaching profession that guides professional knowledge, learning and practice. The following principles and concepts support this holistic integration within the Additional Qualification 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. Fundamental Rights-Based Frameworks, Legislation and Ontario Context**

Local, provincial, national and international rights-based frameworks and legislation are paramount to the development and implementation of Additional Qualification courses. These highlighted the requirements and responsibilities for sustaining human rights, social justice, liberatory practices and accessibility for all.

AQ Providers, course developers and course candidates are entreated to engage in critical reflection and dialogue related to these frameworks and legislations and explore the significance for professional practice

The list below, though non-exhaustive, provides a starting point for exploration within the context of the AQ course:

- [Ontario curriculum](#)
- Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11
- Ontarians with Disabilities Act, S.O., 2001, c. 32
- *Canadian Charter of Rights and Freedoms* Part 1 Schedule B Constitution Act 1982
- Canadian Human Rights Act of 1977
- Truth and Reconciliation Commission of Canada: Calls to Action
- United Nations Convention on the Rights of the Child
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of Persons with Disabilities

These documents inform the design, development and implementation of the Additional Qualification Course: *Teaching Students who are Blind/Low Vision, Part II*.

### C. Guiding Concepts for Pedagogical Inquiry

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*Transformations – constant – from meeting a student, learning from the student what you don't know to be able to help the student. Lifelong learning to help student, family, community to better understand who the kid is holistically – Writing Team Participant, 2019*

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The following theoretical concepts are provided to facilitate the holistic design and implementation of this Additional Qualification 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 equitable, holistic and interrelated processes:

- facilitating critical reflection and dialogue related to biases, assumptions, beliefs, understandings, power and privilege associated with teaching and learning within the context of this Additional Qualification
- facilitating processes that strengthen the professional identity and practices associated with the image of educators as co-inquirers, scholars and researchers working alongside empowered learners in the co-creation of democratic, knowledge-rich learning environments
- facilitating critical dialogue and reflection related to Ontario's curriculum, policies, frameworks, strategies and guidelines
- fostering critical dialogue and inquiry that promotes 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
- facilitating critical and reflective dialogue regarding the concept of cultural appropriation
- advancing professional practices through collegial dialogue and inquiry related to the inclusion of multiple ways of knowing and being in community
- facilitating collaborative reflection and dialogue related to critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs
- promoting critical reflection and dialogue related to pedagogical processes, including assessment and evaluation practices, that link curriculum to learners' interests, strengths, inquiries, needs and well-being
- supporting collaborative dialogue and critical reflection that promotes inquiry into holistic learning environments that nurture the identities of learners and their intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development
- collaboratively designing and integrating processes and practices intended to foster engagement and collaboration with learners, in-school personnel, parents, families, caregivers, guardians and the community to support the learning, identities and well-being of the school community
- collaboratively designing a variety of resources, including technological and communication resources, to enhance professional knowledge and facilitate innovative assessment and evaluation practices in support of

the learning, independence, well-being and agency of the learner who is blind or has low vision

- refining professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy
- engaging in critical reflection and dialogue that promotes collective ethical practices, ethical knowledge and ethical efficacy
- collaboratively designing and critically assessing the integration of environmentally sustainable practices, policies and pedagogies
- facilitating the collaborative design and critical assessment of practices to foster responsible and active environmental stewardship, ecological consciousness, social justice and democratic citizenship of the learner who is blind or has low vision within local, national and global contexts
- facilitating critical dialogue and action associated with inquiring into the design, creation and implementation of communities of inquiry that promote transformational professional learning and collective professional efficacy
- encouraging critical reflection and dialogue that promotes the ethical use of technology to support learners' safety, privacy and well-being
- collaboratively designing, integrating and critically assessing innovative practices related to integrating information and communication technology to enhance teaching and learning
- encouraging critical reflection and dialogue that promotes joint exploration into processes, policies and practices to create and sustain safe, healthy, equitable, holistic and inclusive learning environments that honour and respect diversity, facilitate learning, foster learner voice and perspectives, encourage critical thinking and promote social justice
- facilitating critical reflection and dialogue related to the design and integration of qualitative and quantitative research that impact professional practices, policies and pedagogies in support of learning, empowerment and agency
- collaboratively designing critical pedagogies and practices that support learners' well-being and efficacy
- fostering critical reflection and dialogue related to inclusive and interprofessional practices that support the collaborative development and implementation of Individual Education Plans (I.E.P.) and Transition Plans for learners that include the voices and perspectives of all those involved

- facilitating critical reflection and dialogue related to cultures of inquiry that promote openness to innovation, change, culturally-inclusive pedagogies and the democratization of knowledge
- engaging in the collaborative exploration of practices to challenge dominant discourses and assumptions related to *Teaching Students who are Blind/Low Visions, Part II*
- facilitating critical reflection and dialogue related to systemic manifestations of power and privilege and their implications for teaching and learning
- integrating into practice the Expanded Core Curriculum/Essential Skills that serves as the framework for educational practice for students who are blind or have low vision (i.e., communication modes and functional academics, orientation and mobility, social interaction, independent living, recreation and leisure, assistive technology, career education, sensory efficiency and self-determination)
- deepening understanding of educational standards and practices of various organizations that support students who have visual impairment(s) including blindness (for example, Canadian National Standards for the Education of Children and Youth who are Blind or Visually Impaired, Council for Exceptional Children and Canadian National Institute for the Blind [CNIB])
- critically exploring and addressing potential barriers and systemic biases that may affect access to all areas of the curriculum for students who are blind or have low vision
- critically integrating differentiated strategies for universal design and access so that students who are blind or have low vision may have their individual learning needs addressed in all curriculum areas throughout their school experience
- integrating into practice knowledge of Unified English Braille [UEB] – Literary and Technical and Music braille, as well as knowledge of the production of braille resources
- critically integrating literacy, numeracy and teaching strategies specific to learners who are blind or have low vision and/or have a condition of partial, or total impairment of sight or vision that even with correction affects educational performance adversely.

#### D. Theoretical Foundations of Teaching Students who are Blind/Low Vision, Part II

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*Understanding his blindness was key to him learning to communicate. We need reasons to communicate, to interact with others. Vision isn't necessary, but understanding vision loss is. – Writing Team Participant, 2019*

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

- facilitating critical dialogue and inquiry related to various theoretical frameworks underpinning this Additional Qualification, the principles fundamental to these frameworks and their practical applications in supporting learning
- collaboratively engaging in critical dialogue regarding the application of theories of development and identity formation to inform practice and support learner well-being, efficacy and agency
- collaboratively facilitating dialogue and inquiry that examines critical pedagogy and socio-constructivist theories as theoretical foundations for this Additional Qualification
- collaboratively implementing practices that enable a sense of belonging for students who are blind or have low vision in the school community through equitable opportunities
- collaboratively facilitating critical dialogue and inquiry that examines current theoretical research, literature and scholarship related to this Additional Qualification
- fostering critical dialogue regarding the significance of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for educator professionalism within the Additional Qualification Course: *Teaching Students who are Blind/Low Vision, Part II*
- fostering leadership, critical reflection and professional dialogue regarding the relationship between theory and practice, as well as between practice and theory

- facilitating dialogue and inquiry regarding critical pedagogy that is committed to curriculum design using learners' inquiry questions, passions, interests and unique needs of the Expanded Core Curriculum (E.C.C.)
- facilitating critical dialogue regarding Ontario curriculum, resources and government policies, frameworks and strategies related to *Teaching Students who are Blind/Low Vision, Part II*
- facilitating critical dialogue and inquiry into learning theories and the individual learning strengths, profiles and needs of learners
- collaboratively implementing pedagogical practices and strategies that have been informed by medical information related to students who are blind or have low vision
- collaboratively implementing practices that honour how students who are blind or have low vision come to know (for example, lived experiences, unique ways of doing and thinking)
- critically implementing practices that support the multiple uses of braille that meet the needs of students who are blind or have low vision
- collaboratively designing and sustaining safe, healthy, equitable, inclusive, accepting and engaging learning environments
- facilitating dialogue regarding the development of holistic and inclusive educational programs that build on learners' abilities, interests, experiences and unique needs and empower them to reach their learning goals
- collectively exploring and developing a shared understanding of the significance of relevant legislation at the municipal, provincial, federal and international levels and associated responsibilities of professional practice
- facilitating critical and collaborative dialogue regarding educators' legal obligations and ethical responsibilities according to current provincial legislation and practices
- deepening understanding of provincial legislation and policies that support accessibility for all
- deepening understanding of provincial legislation and policies that support human rights for all
- deepening understanding of provincial legislation and policies that support privacy for all

- collaboratively designing innovative practices for integrating artistic expression to enhance teaching and learning.

#### **E. Program Design, Planning and Implementation**

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*This speaks to the scope of our roles, and why we're here. Along with the accommodation, along with the technology, along with curriculum, there's also the whole mental health piece. There's also the student voice piece and the lived experience. And it's critical that those components, if a student can feel accepted in an environment, then it truly is inclusive. And if they don't the anxiety I think is a huge piece. ... Learning is not going to happen if we don't actually start there. – Writing Team Participant, 2019*

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

- designing and integrating a program planning framework that reflects the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- collaboratively implementing the Expanded Core Curriculum (E.C.C.) in program design and planning
- critically adapting innovative classroom materials to meet the concept development of learners who are blind or have low vision, including those with additional exceptionalities
- collaboratively implementing pedagogical practices and strategies that have been informed by medical, genetic and eye conditions including Cortical Visual Impairment (C.V.I.)
- collaboratively engaging in dialogue that deepens understanding of complexity and differences associated with learners' vision in relation to planning, developing and implementing programs
- collaboratively designing and integrating innovative programs that are responsive to society's diverse and changing nature and its influence on learning and well-being
- facilitating critical dialogue and inquiry regarding program design, planning, development and implementation strategies and frameworks related to *Teaching Students who are Blind/Low Vision, Part II*

- critically and collaboratively exploring and extending the understanding of philosophical underpinnings that strengthen educators' professional efficacy to support curricular and interdisciplinary integration
- collaboratively designing and integrating various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices and the implementation of assessment and evaluation practices that are fair, transparent and equitable
- critically implementing innovative professional practice using differentiated instruction, universal design and the tiered approach in ways that challenge and reject the dominant hegemony of a sighted world
- facilitating dialogue with regard to the integration of concepts related to differentiated instruction, universal design and the tiered approach in individualized programming for the unique needs of learners who are blind or have low vision, including those with additional exceptionalities
- collaboratively designing and integrating research-based, leading-edge and culturally inclusive learning resources that support learning, engagement, self-identities, safety and well-being
- collaboratively exploring a variety of assistive technologies to support learning and well-being
- collaboratively designing and integrating programs that reflect the ethical use of technology in support of learners' safety, privacy and well-being
- collaboratively designing and integrating learning opportunities and programs that support various educational pathways and goals
- critically designing and integrating innovative programs that respond to learners' lived experiences, identities, narratives, development, strengths, inquiries, interests and needs
- critically designing and integrating culturally inclusive pedagogies within program design, planning and development
- collaboratively designing and integrating strategies that support learners' well-being and self-regulation
- collaboratively engaging in dialogue that deepens understanding of braille acquisition, braille literacy and broad literacy skills and how they inform program planning, development and implementation

- collaboratively implementing safe and accessible physical learning environments for learners who are blind or have low vision in support of recommendations of orientation and mobility instructors and other paraprofessionals
- collaboratively designing and integrating planning and instructional processes that honour the learning profiles, voice, perspectives, strengths and experiences of learners
- developing a culture of inquiry that stems from the learner’s own curiosities and leverages the learner’s own context and experience to promote deeper engagement and understanding of course inquiries
- collaboratively designing and integrating innovative pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support learning and foster engagement.

#### **F. Learning Environments and Instructional Strategies**

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*You have to be able to communicate to classroom teachers, administrators, other staff that these students have abilities and skills, and it’s our job to help them bring those out and hone those skills and develop them into things that are going to lead them through life. So that goes back to advocacy, a key piece of the expanded core curriculum.”- Writing Team Participant, 2019*

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

- critically engaging in knowledge-creation and mobilization processes that embody ethical practices and reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- engaging in dialogue and mentorship opportunities that promote the collective professional identity and leadership of educators
- collaboratively designing inquiry and research initiatives that advance and inform professional knowledge, skills and practices in the field

- collaboratively designing innovative processes that support ethical, positive, equitable, accepting, accessible, inclusive, safe, healthy and engaging learning environments for learners and parents, families, caregivers, guardians, colleagues and community partners
- fostering safe learning environments, practices and policies that honour learner agency, assets and interests
- collaboratively designing and integrating processes for engaging all members of the community, supporting dialogue, collegiality, ongoing learning and nurturing a sense of belonging
- collaboratively designing engaging, trusting and inviting learning environments that promote learner voice and perspectives, leadership, agency and independence
- critically designing and integrating a variety of instructional strategies to support learning and well-being
- collaboratively integrating safe, ethical, legal and respectful practices in the use of braille and different technological tools that support each learner
- collaboratively deepening engagement in advocacy processes committed to holistic and collaborative learning environments
- critically deepening engagement in teacher leadership processes that nurture a commitment to the Expanded Core Curriculum (E.C.C.)
- collaboratively designing innovative processes that engage learners as active, independent, collaborative, democratic and global citizens in supporting environmental, social and economic sustainability
- collaboratively implementing methods for consensus-building, participatory democracy and empowerment at the school and community levels.

**G. Reflecting, Documenting and Interpreting Learning of the Learner who is Blind or has Low Vision**

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

- collaboratively integrating fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional well-being, identities and development of all learners

- collaboratively examining and designing feedback processes that empower and inspire learners to positively reflect on and identify goals for their learning
- collaboratively fostering the critical examination of feedback that engages learners in the critical analysis and interpretation of the learning process
- collaboratively examining and designing equitable, collaborative, interdisciplinary and inclusive processes for reflecting, documenting and interpreting learning
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents
- critically integrating assessment practices for the following three purposes: to provide feedback that informs instructional practice (assessment *for* learning); to develop learners' capacity to be independent, autonomous learners (assessment *as* learning); to make informed professional judgments about the quality of learning (assessment *of* learning).

#### H. Shared Responsibility for Learning

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*There is a lot more to that person just their vision, and that's also what we have to deal with. ... Supporting students in multiple ways beyond just their vision. ... That has to be part of you as a teacher. ... [To] have that initiative to make those connections with their community, to see what's out there for those students, whether it's different counselling systems or things for their family, ... ways to raise community for them.- Writing Team Participant, 2019*

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

- critically and collaboratively integrating a variety of effective communication and engagement strategies for authentic collaboration with parents, families, caregivers, guardians, school/board personnel and community agencies that support learners who are blind or have low vision

- fostering and establishing open and transparent innovative partnerships with parents, families, caregivers and guardians that honour and value shared decision-making, confidentiality, advocacy and leadership
- critically and collaboratively integrating processes to promote learners' perspectives, action and agency are integral to the learning process through shared decision-making and leadership
- critically and collaboratively integrating strategies and opportunities for professional collaboration that support learning, well-being and leadership
- collaboratively designing programs that openly address biases, discrimination and systemic barriers in order to support learning, well-being and inclusion
- collaboratively implementing strategies that foster and sustain a positive, inclusive educational and professional culture in which voices and perspectives are freely expressed and critically analyzed
- creating and promoting opportunities for shared responsibility and partnership that promotes social and ecological justice as conveyed in the *Foundations of Professional Practice* and critically exploring their potential
- collaboratively participating in interdisciplinary teams to support learning, well-being, self-advocacy and transitions
- collaboratively participating in interdisciplinary teams, partnerships and networks and evaluating and tapping into resources outside of one's immediate reach
- collaboratively exploring the development of professional communication/interpersonal teacher leadership skills (for example, communication skills, negotiation and advocacy skills, people based skills and dealing with difficult/challenging situations).

#### **I. Research, Professional Learning and the Scholarship of Pedagogy**

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

- facilitating a critical and collaborative examination of past, current and evolving practices in *Teaching Students who are Blind/Low Vision. Part II*
- critically and collaboratively examining professional practice through ongoing inquiry into theory and pedagogy/andragogy

- critically exploring transformational professional learning through research, scholarship and leadership
- fostering the collective capacity to integrate research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating and engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring innovative ways to implement knowledge-creation and mobilization to enhance professional practice and leadership
- critically exploring ethical responsibilities in research and scholarship that honour and embody the *Ethical Standards for the Teaching Profession*
- fostering dialogue regarding theories and pedagogies about multiple forms of oppression, power and privilege.

## 7. Practicum

Educators will benefit from a practicum experience which will allow them to meet and work with a learner who is blind or has low vision. Practicum experiences support course candidates to understand the intersectionalities within theory and practice. It allows course candidates to put into practice what they have learned throughout the course, as well as the opportunity to expand professional knowledge and skills related to the Expanded Core Curriculum concepts. Options for practicum experience may include a variety of settings which support learners who are blind or have low vision including school boards, provincial schools (W Ross Macdonald School for the Blind, Centre Jules-Léger) and the Canadian National Institute for the Blind.

## 8. Instructional Design and Practices in the Additional Qualification Course: Teaching Students who are Blind/Low Vision, Part II

The instructional design and practices (Figure 6) employed in this Additional Qualification 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.

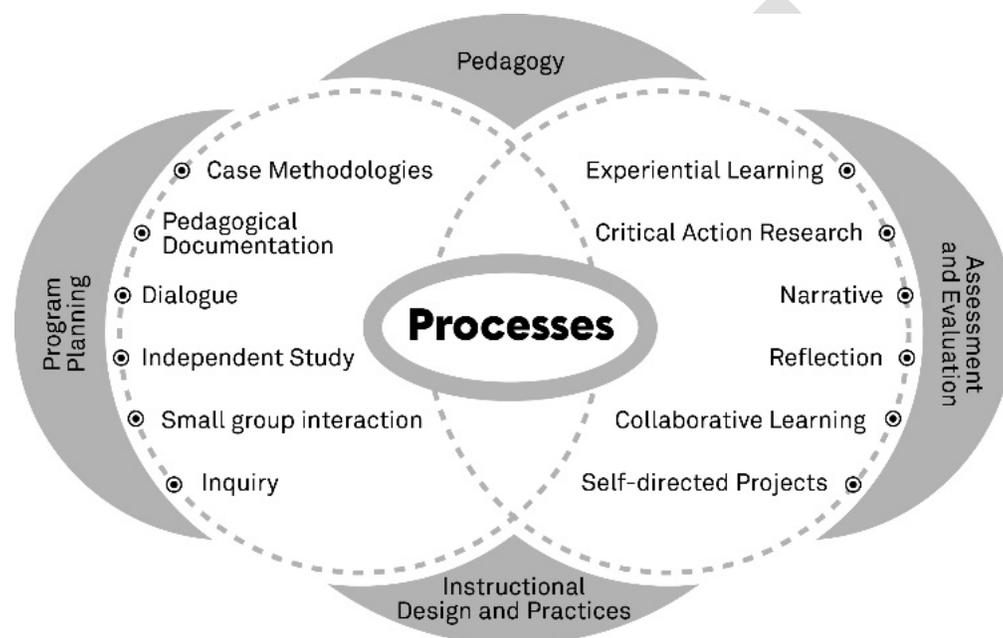


Figure 6: Instructional Processes

Instructors **embody** the *Ethical Standards for 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, 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 Blind/Low Vision, Part II* 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 Blind/Low Vision, Part II*.

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 resources can be found on the [College web site](#).

## **9. Assessment and Evaluation of Candidates**

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, 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 Additional Qualification. It will also include critical reflections and an analysis of a candidate's learning over time.

The following processes are provided to guide practices associated with assessment and evaluation within this Additional Qualification 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 voice and perspectives, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum
- b) **Pedagogical Documentation:** assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and records of learning) that enable educators, parents, families, caregivers, guardians and learners to discuss, interpret and reflect upon the learning process
- c) **Critical Reflection:** critically analyzing educational issues associated with this Additional Qualification utilizing scholarly research through multiple representations (for example, narratives, written documentation and images or graphics)
- 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 transition plan and generating recommendations for enhancement

- g) **Narrative Inquiry:** collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion
- h) **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
- i) **Innovative Learning Experience:** designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach
- j) **Partnership Plan:** designing a comprehensive plan that engages learners, parents, families, caregivers, guardians and the school and local communities in collaborative partnerships that support learning, growth and well-being
- k) **I.E.P. Development:** collaboratively developing an I.E.P. with parents, families, caregivers, guardians, learners and the school team
- l) **Visual Narrative:** creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy
- m) **Roles, Processes and Resources:** exploring technology, historical foundations, assessment with vision specific and standardized testing, vision specific assessments (for example, Learning Media Assessment and Functional Vision Assessment), resources to support learners who are blind or have low vision, accommodations and modifications for classroom learning, the role of the Vision Itinerant Teacher and how to support general educators

## Appendix 1

### The Ethical Standards for the Teaching Profession

The *Ethical Standards for the Teaching Profession* represent an understanding 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 to 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 understanding 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

- 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.

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.

#### 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.

#### 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.

#### 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



## Appendix 2

### Accessibility for Ontarians with Disabilities Act (AODA) Text:

#### Figure 1: Critical Pedagogical Stance from page 4 of this PDF

Figure 1 is graphic representation describing critical reflections. At the centre of the image is a Venn diagram of Policies, Practices and Processes. Surrounding this Venn diagram are critical inquiries related to these policies, practices and processes.

In terms of policies, reflections include:

- Who is privileged by this policy?
- Who is not privileged by this policy?
- How does the policy honour the rights of all involved?
- Who is involved in the development and implementation of policies?

In terms of practices, reflections include:

- What school level practices support inclusion?
- What might be barriers to particular practices?
- What actions help a school community to uncover “invisible barriers” to inclusive practices?
- What counts as knowledge?

In terms of processes, reflections include:

- Whose voices have been included in the process?
- Whose voices have not been included in the process?
- How are all learners accepted and included within the school community?
- How do we enable advocacy within all school processes?

### Appendix 3

#### Accessibility for Ontarians with Disabilities Act (AODA) Text:

#### Figure 6: Instructional Design and Practices from page 27 of this PDF

Figure 6 is a graphic representation of the possible andragogical instructional processes implemented in Additional Qualification courses. At the centre is a Venn diagram. In the right side of the Venn diagram, candidates are invited to explore the use of Experiential Learning, Critical Action Research, Narrative, Reflection, Collaborative Learning and Self-directed projects. In the left side of the Venn Diagram, candidates are invited to explore the use of Case Methodologies, Pedagogical Documentation, Dialogue, Independent Study, Small group interaction and Inquiry. These inquiry-based learning experiences interconnect at the centre to form a multiplicity of multifaceted processes that can enhance professional practice. The inquiry-based learning experiences outlined in the Venn diagram are related to the following four areas: Pedagogy, Assessment and Evaluation, Instructional Design and Practices and Program Planning, which surround the Venn diagram in an outer circle.

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## Appendix 4

### College Standards-Based Resources

Information pertaining to the following standards-based resources, which support learning through professional inquiry, is available through the [College web site](#).

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