



Additional Qualification Course Guideline Music - Instrumental, Part I

Schedule D – Teachers' Qualifications Regulation

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Cette publication est également disponible en français sous le titre de *Ligne directrice du cours menant à la qualification additionnelle Musique instrumentale, 1^{re} partie.*



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Additional Qualification Course Guideline for Music - Instrumental, Part I

1. Introduction

Additional Qualification courses support educators in creating a safe, healthy, 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 vision 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 using an anti-oppression and anti-racist foundation.

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

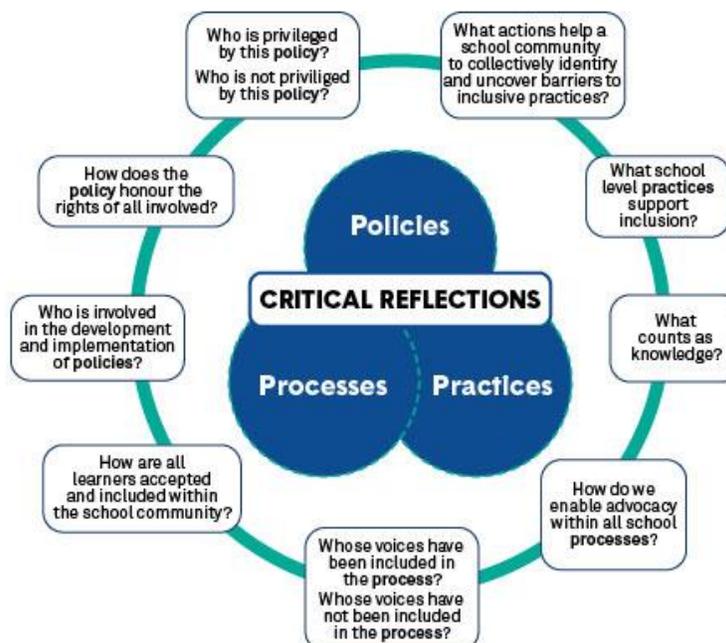


Figure 1: Critical Reflections

2. Additional Qualification Guideline Conceptual Framework

The Schedule D *Music - Instrumental, Part I* Additional Qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule D *Music - Instrumental, Part I* course. The foundation of this conceptual guideline framework is the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*. The guideline is intended to be a fluid, holistic and integrated representation of key concepts associated with *Music - Instrumental, Part I*.

Three-session specialist Additional Qualification courses are identified in Schedule D of the *Teachers' Qualifications Regulation* (O. Reg. 176/10).

Additional Qualification courses are designed for:

- critically exploring and enhancing professional practices, critical pedagogies, knowledge and skills as outlined in the *Music - Instrumental* 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 *Music - Instrumental* course (Part II)
- 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 *Music - Instrumental* course (Specialist).

The Additional Qualification Course: *Music - Instrumental, 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 instrumental music within and across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, while supporting professional judgment and inclusive learning environments and generating new knowledge for practice.

Additional Qualification Course Implementation

Candidates' diverse professional contexts, knowledge, skills, understandings and lived experiences will inform the emphasis given to key guideline concepts (Figures 2, 3, 4, 5 and 6).

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 the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to build an inclusive learning environment.

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, lived experiences and local interests of particular relevance to the context in which they work or may work.

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.

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 *Music - Instrumental, Part I* 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.

3. Regulatory Context

The College is the self-regulating body for the teaching profession under the *Ontario College of Teachers Act, 1996*. 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: *Music - Instrumental, 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 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: *Music - Instrumental, Part I*.

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 [Professional Learning Framework for the Teaching Profession](#) identifies diverse pathways for professional development in education, which may be acquired through processes such as lived social/community experiences, professional communities of inquiry, cultural engagement, leadership, research, and critical reflection.

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, ethical 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.

5. Pedagogical Inquiry Framework

The pedagogical inquiry framework (Figure 2) for *Music - Instrumental, Part I* supports a holistic, integrated, experiential and inquiry-based Additional Qualification Course. This pedagogical inquiry framework guides critical exploration into the professional knowledge, ethical judgment, critical pedagogies, anti-oppression, anti-racism and culturally responsive and relevant processes and leadership practices of course candidates.

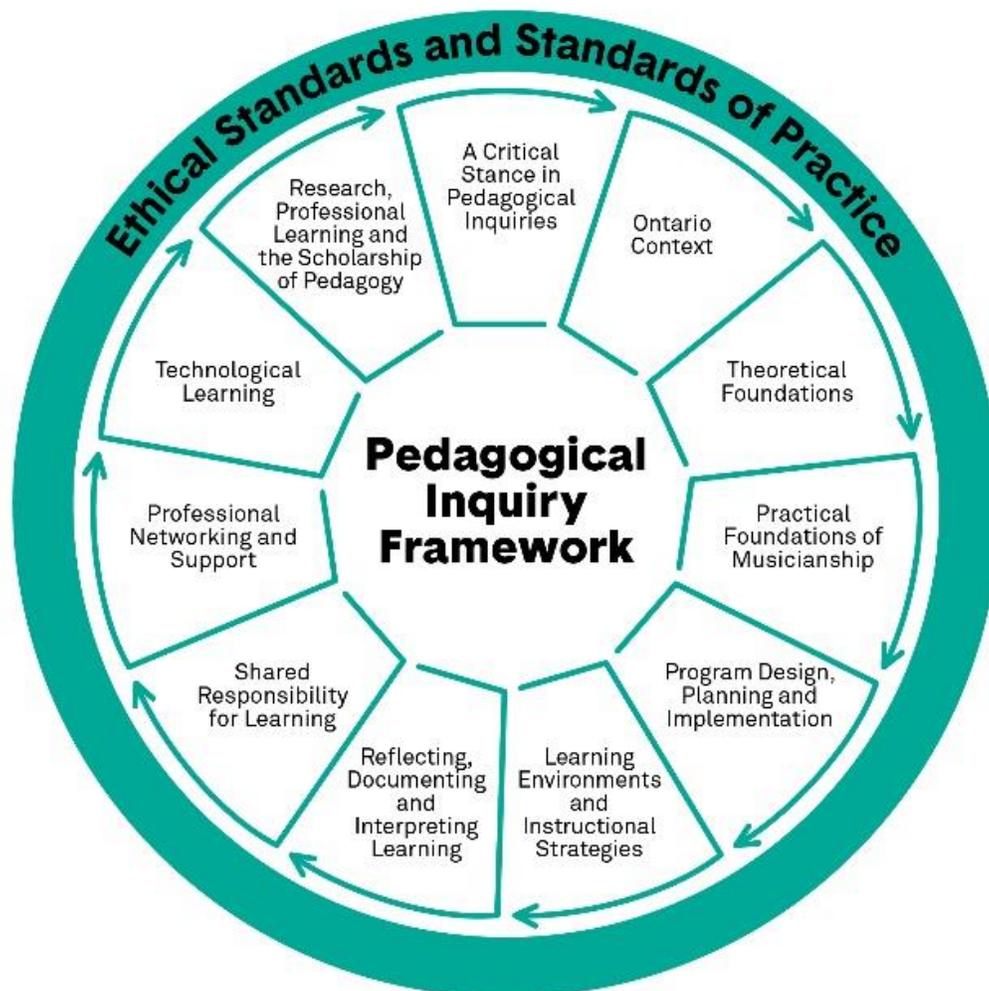


Figure 2: Pedagogical Inquiry Framework for *Music - Instrumental, Part I*

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 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 vision 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 and related Ministry of Education policies and resources
- 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: *Music - Instrumental, Part I*.

C. A Critical Stance in Pedagogical Inquiries

The following 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 critical concepts, which will be critically explored through equitable, holistic and interrelated processes framed within an anti-oppression and anti-racism foundation:

- critically examining a wide range of pedagogical frameworks of music education that would support an anti-oppressive stance within instrumental music practice
- critically exploring biases, assumptions, beliefs, understandings power and privilege associated with teaching and learning instrumental music within the context of this Additional Qualification
- critically exploring the professional identities, practices and goals associated with the visions of educators as co-inquirers, scholars and researchers working alongside empowered learners in the co-creation of democratic, inclusive, knowledge-rich learning environments
- critically exploring and interpreting Ontario's curriculum, policies, frameworks, strategies and guidelines informed by evidence-based practices
- critically exploring and developing a shared understanding of the significance of safety related resources, guidelines and standards from school boards and subject associations

- 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
- collaboratively examining and integrating meaningful and respectful pedagogies of inclusion filtered through frameworks that are anti-oppressive, anti-racist culturally responsive and relevant
- respecting diverse cultures, traditions, communities, histories, social justice and the environment and exploring ways to decolonize music education using an anti-oppression framework
- critically exploring the concepts of cultural appropriation and cultural appreciation in music education
- critically exploring multiple ways of knowing and being in a musical community
- deconstructing and analyzing pedagogies that are specific to music education and local musical communities
- exploring the conceptual interrelationships between empowerment and knowledge (for example, praxis, dialectical thinking, dialogical learning, empowerment and cultural capital) and identifying pedagogies to promote a democratic music classroom
- critically exploring pedagogical processes, including assessment and evaluation practices, that are linked to artistry and musicianship and that link curriculum to learners' interests, strengths, inquiries, needs and well-being
- critically examining processes, pedagogical practices and policies to create and sustain holistic learning environments that develop and nurture the agency and identities of learners: intellectual, social, emotional, physical, linguistic, cultural, spiritual/religious and/or moral development
- critically exploring engagement processes and practices that foster 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
- critically exploring and integrating a variety of resources, including technological and communication resources, to strengthen professional knowledge and facilitates innovative assessment and evaluation practices in support of learning, independence, well-being and agency

- critically exploring professional practice through ongoing collaborative inquiry, dialogue, critical reflection, innovation, dialectical thinking and learner engagement
- critically examining the ethical principles, literature and actions that contribute to collective ethical pedagogy and leadership
- critically exploring and integrating environmentally sustainable practices, policies and pedagogies within the instrumental music classroom
- critically examining processes to foster responsible and active environmental stewardship, ecological consciousness, social justice and active, responsible citizenship within local, national and global contexts
- critically exploring and integrating pedagogical practices that honour the *Truth and Reconciliation Commission of Canada: Calls to Action*
- collaboratively exploring the co-construction of communities of inquiry committed to critical pedagogy, ongoing professional learning and collective professional efficacy
- critically reflecting on the ethical use of technology to support learners' safety, privacy and well-being
- critically exploring innovative practices for the ethical integration of information and communication technology to strengthen teaching and learning
- critically examining the processes involved in creating and sustaining safe, healthy, equitable, holistic and culturally responsive, relevant and inclusive learning environments that honour and respect diversity
- critically exploring pedagogies to sustain lifelong learning in music for both educators and learners
- critically exploring the intersections between music education and social justice activism using an anti-oppression framework
- critically examining qualitative and quantitative research associated with professional practices, policies and pedagogies in support of learning, empowerment and agency
- critically exploring and integrating educational processes, practices and policies that support learners' well-being and efficacy
- critically exploring the relationship between learners' diverse perspectives, identities, agencies and experiences and educators' professional judgement

- critically exploring and integrating inclusive processes for fostering interprofessional collaboration 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
- critically examining and identifying processes, practices and policies that contribute to a professional culture of inquiry that promotes learners' creativity, innovation, change, culturally-inclusive pedagogies and the democratization of knowledge so that learners' perspectives and expression drive educators' practice
- critically exploring practices to challenge dominant discourses and assumptions related to Instrumental Music, Part 1
- critically analyzing systemic manifestations of power (for example, cultural oppression, dehumanization and anti-intellectualism) and privilege to construct anti-oppressive pedagogies for instrumental music education
- critically analyzing colonialism and the implications for teaching, learning and well-being
- critically exploring links between pedagogical practice and teacher as musician
- identifying and/or developing the essential skills of musicianship to support learning
- critically exploring how skills developed in music can be transferrable to other areas of learning
- exploring the potential for the integration of musical learning across multiple subject areas and curricula
- critically exploring ways to develop pedagogical knowledge through independent artistic experiences while honouring diversity, identities and multiple ways of knowing and being.

D. Theoretical Foundations of Music - Instrumental, Part I

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- critically exploring various theoretical frameworks underpinning this Additional Qualification, the principles fundamental to these frameworks and their practical applications in supporting learning within an inclusive environment

- critically exploring and integrating theories of development and identity formation to inform practice that support learner well-being, identities, efficacy and agency
- critically exploring and integrating critical and culturally responsive and relevant pedagogy, as well as socio-constructivist principles and practices as theoretical foundations for this Additional Qualification
- critically exploring the range of pedagogical research and scholarship related to music education
- critically exploring the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the main theoretical foundation for music pedagogy
- critically reflecting on teaching practice and engaging in professional dialogues regarding the relationships among evolving philosophies in music education (for example, utilitarian, aesthetic, praxial)
- critically exploring curriculum design and programming committed to developing non-hegemonic music programs based on learners' inquiry questions, cultural histories, identities and lived experiences
- critically exploring provincial and global curriculum, resources and government policies, frameworks and strategies related to *Music - Instrumental, Part I*
- critically exploring and integrating learning theories and the individual learning strengths, profiles and needs of learners to build agency and identities
- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe, healthy, equitable, inclusive, accepting and engaging learning environments
- critically exploring and integrating holistic and inclusive educational programs that build on learners' abilities, interests and experiences and empower them to reach their music learning goals
- critically exploring legislation at the municipal, provincial, federal and international levels which inform ethical professional practices in music education
- promoting the understanding of professionalism and ethics within the context of instrumental music education using professional resources, government legislation and relevant literature
- critically exploring provincial legislation and policies that support accessibility for all

- critically exploring provincial legislation and policies that support human rights for all
- critically exploring provincial legislation and policies that support privacy for all
- critically exploring innovative pedagogical and cultural practices for integrating artistic expression to enhance teaching and learning
- exploring and understanding music curriculum knowledge (for example, theory, composition, analysis, music history, active listening, critiquing)
- critically examining the scope and sequence of musical development in instrumental music.

E. Practical Foundations of Musicianship

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- critically exploring various strategies and methods to foster musicianship (for example, various instrumental/composition techniques, accompanying, conducting, arranging/orchestrating)
- critically examining and supporting facets of personal musical development (for example, repertoire, instrumental skill, performance)
- engaging in team musical development (for example, rehearsal techniques, demonstrating basic instrumental knowledge, ensembles)
- critically exploring perspectives, methods and strategies for performance practices
- critically and creatively exploring expression and emotion in and through music and how expression and emotion inform technical skills in music.
- critically exploring the development of sight-reading, ear training and/or learning through imitation and call and response
- critically exploring practices and strategies to de-Westernize current music education to be more inclusive of all practices.

F. Program Design, Planning and Implementation

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- critically exploring and deepening understanding of how the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* strengthens instrumental music programs
- critically exploring the influence of society's diverse and changing nature on learning and well-being
- critically exploring how other forms of music reflect society's diverse and changing nature
- critically exploring and deepening understanding of program design, planning, development and implementation strategies and frameworks related to *Music - Instrumental, Part I*
- critically exploring how educators' professional efficacy supports teaching and learning
- critically exploring the philosophical underpinnings that strengthen educators' 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 anti-oppressive, anti-biased assessment and evaluation practices that are fair, transparent and equitable
- critically exploring and deepening understanding of differentiated instruction, universal design and the tiered approach in program planning development and implementation
- critically exploring research-based, leading-edge and culturally-inclusive learning resources that support learning, engagement, self-identities, safety and well-being
- critically exploring a variety of assistive technologies to strengthen learner knowledge, skill and creativity to support learning and well-being
- critically designing programs that reflect the ethical use of technology in support of learners' safety, privacy and well-being
- critically exploring and planning learning opportunities, programs and strategies that support individual educational pathways and goals
- critically exploring how learners' lived experiences, identities, narratives, development, strengths, inquiries, interests and needs can inform program planning, development and implementation

- critically exploring music program structures and performances of empowerment through cultural identities, personal narratives, skill development and local interests
- explore transformative pedagogies to empower learners to express their cultural music
- critically exploring the essential benefits of music education and the associated advocacy needed to enable access for all learners
- critically exploring the concepts of culturally-inclusive music education (for example, cultural bearer, music praxis, dialectical thinking and teaching authenticity) to support inclusive program design, planning and development
- critically exploring strategies that support learners' well-being and self-regulation
- critically exploring what it means to have voice and agency
- critically exploring strategies that honour and engage learner voice
- critically exploring planning and instructional processes that honour the learning profiles, identities, voices, perspectives, strengths and experiences of learners
- critically exploring planning and pedagogical processes that honour the traditions of all musical styles
- critically exploring practices that promote deeper engagement and understanding of course inquiries through music knowledge and the learner's own curiosities and leveraging the learner's own context and experience
- critically exploring pedagogical documentation and constructing a variety of assessment processes to inform program planning that supports learning, engagement and evaluation
- exploring opportunities in curriculum to reflect on the identity of a musician and music educator
- critically reflecting on the artistic growth it takes to be a musician/composer/arranger
- critically exploring diverse types of music as a motivational and healing tool

- critically exploring diverse technologies (for example, instruments, tablets, digital audio workstations, recycled materials, digital composition, notation programs, sequencing programs) for arranging, composing and recording music
- exploring the rehearsal process, both individually and in group
- critically exploring and deepening understanding of diverse cultural expressions through music around the world (for example, local, regional and international artistry), including underrepresented cultural expressions
- critically exploring music pedagogies that respectfully include underrepresented cultural expressions, identities, social locations and lived experiences
- critically exploring LGBTQ+ voice and musicianship
- critically exploring and deepening understanding of diverse musical expressions through First Nations, Métis, and Inuit cultures
- critically exploring the pedagogical progression of ensemble playing and musical methodologies that foster learners' growth mindset and musicianship
- identifying leadership practices within music education (for example, performances, musical excursions, student teaching, parent committees and cross-curricular integration)
- exploring ensemble repertory that promotes artistry and sustains a growth mindset within the context of 'flexible' music ensembles (i.e., primary level) and beginning concert band (i.e., junior/intermediate level)
- collaboratively reflecting on instructional approaches and the development of learning goals and success criteria related to music
- critically reflecting on how to relate and respond to music in both oral and written forms.
- critically exploring strategies that foster leadership skills in managing resources and programs (for example, budget, fundraising, music leadership student council, merchandise, extra-curricular activities, inventory and liaising with community and other departments).

G. Learning Environments and Instructional Strategies

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- 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*
- critically examining the ethical importance of the efficacy and empowerment of music educators
- creating and sustaining ethical, positive, equitable, accepting, inclusive, safe, healthy and engaging learning environments for learners and parents, families, caregivers and guardians
- identifying the dimensions of inclusive learning environments in music education
- critically exploring safe and ethical learning environments, practices and policies that honour learner identities, assets, interests agency
- critically exploring processes for engaging all members of the community by supporting dialogue and collegiality and nurturing a sense of belonging
- critically exploring processes for fostering a collaborative community of empowered and engaged student musicians
- fostering engaging, trusting and inviting learning environments that consider learners' identities and promote learner expression, perspectives, cultures, leadership, critical inquiry and self-advocacy
- critically exploring a variety of instructional strategies and classroom management techniques specific to the teaching of instrumental music and to support learning and well-being
- cultivating safe, ethical and legal practices in the use of different technological tools that support respectful and caring pedagogical practices
- critically exploring inclusive and innovative learning environments that integrate a variety of instructional strategies to respond to the interests and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and the tiered approach)

- critically exploring processes that engage learners 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 empowerment at the school and community levels
- exploring opportunities for musical expression and performance (for example, assemblies, graduation ceremonies, sites, soundtracks)
- exploring strategies to motivate and engage others in pursuing music education
- identifying and exploring strategies to build community and foster and sustain a motivational learning environment
- engaging learners to create their own musical instruments
- promoting opportunities for learners to explore the playing and caring for various musical instruments
- critically reflecting on developing an awareness of health and safety practices associated with practicing, performing and listening to music
- critically exploring the effects of personal and communal discipline in creating and practicing music (for example, ensembleship)
- engaging in critical dialogue that explores factors that promote and motivate self-artistic development.

H. Reflecting, Documenting and Interpreting Learning

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- critically exploring fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identities and development of all learners
- critically exploring feedback processes that empower and inspire learners to positively reflect on and identify goals for their learning

- fostering an examination of feedback that engages learners in the critical analysis and interpretation of the learning process
- promoting an examination of authentic performance practice and feedback that will inspire learners to accept alternative interpretations of the artistic 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 learners and to adjust instruction (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)
- exploring multiple assessment methods that are ongoing, varied in nature (for example, ensemble evaluation, self-evaluation, peer evaluation) and implemented over a period of time to support student learning
- exploring multiple assessment methods to support learning diagnostic, formative and summative (for example, composing, improvising and interpreting/arranging)
- critically exploring the co-construction of a continuum of music knowledge and skill which will map learners' progression of personal accomplishments and next steps
- collaboratively creating a community of practice that inquires into how music has been used as an oppressive tool.

I. Shared Responsibility for Learning

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- critically exploring a variety of effective communication and engagement strategies for authentic collaboration with parents, families, caregivers, guardians, school/board personnel and community agencies

- fostering open and transparent partnerships with parents, families, caregivers and guardians that honour and value shared decision-making, confidentiality, advocacy and leadership
- critically and creatively exploring authentic processes to encourage and honour learners' voice, perspectives and identities within the learning process through shared decision-making and leadership
- critically exploring strategies and opportunities for professional collaboration that support learning, well-being and leadership
- critically analyzing how multiple systems of oppression (for example, racism, sexism, heteronormativity, ableism) impact the learning and well-being of music learners
- critically exploring and openly addressing biases, discrimination and systemic barriers in order to support learning, well-being and inclusion in music education
- critically exploring and analyzing positive, inclusive educational and professional cultures in which voices and 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 within interdisciplinary teams and departments to support learning, well-being, self-advocacy and transitions
- critically exploring strategies to collaborate with local musicians and music educators to construct professional learning communities
- exploring the collaborative nature of the rehearsal process between conductor and student musicians
- identifying democratic pedagogies in music education whereby the teacher is the student and the student is the teacher
- critically exploring strategies whereby students engage in leadership in music education
- critically exploring strategies to involve community members in music education
- critically dialoguing with members of the community regarding fundamental principles and goals of music education.

J. Professional Networking and Support

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- exploring and developing networking supports (for example, peers, community organizations, providers, music stores, mentors) to foster student learning
- exploring and using a variety of strategies in order to manage programs and resources
- exploring opportunities to foster connections with various partners and associations to support professional learning and collaboration
- exploring strategies to foster and sustain self-artistic development
- critically fostering a community of educator researchers that enhance music education.

K. Technological Learning

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- exploring strategies to foster collaborative learning and to enhance musical technological endeavours in arranging and composition (for example, social media, apps, emerging technologies)
- developing an understanding of ethical responsibilities (for example, copyrights, downloads, sharing)
- developing an understanding of the music industry (for example, entertainment law, music business, contracts, copyrights, studio production, promotion)
- critically integrating and exploring various musical notation processes.

L. 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 framed within an anti-oppression and anti-racism foundation:

- critically exploring and reflecting on traditional, current and evolving pedagogical practices of instrumental music education programs in Ontario

- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in professional learning through research, scholarship and leadership that may inform transformational practice
- 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
- identifying performance practices to advance educators' and learners' critical consciousness in music education
- critically exploring knowledge-creation, mobilization and empowerment 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*
- critically exploring forms of social oppression, power and privilege in the instrumental music education program
- critically examining frameworks and perspectives of action research.

6. Instructional Design and Practices in the Additional Qualification Course: Music - Instrumental, Part I

The instructional design and practices (Figure 3) 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.

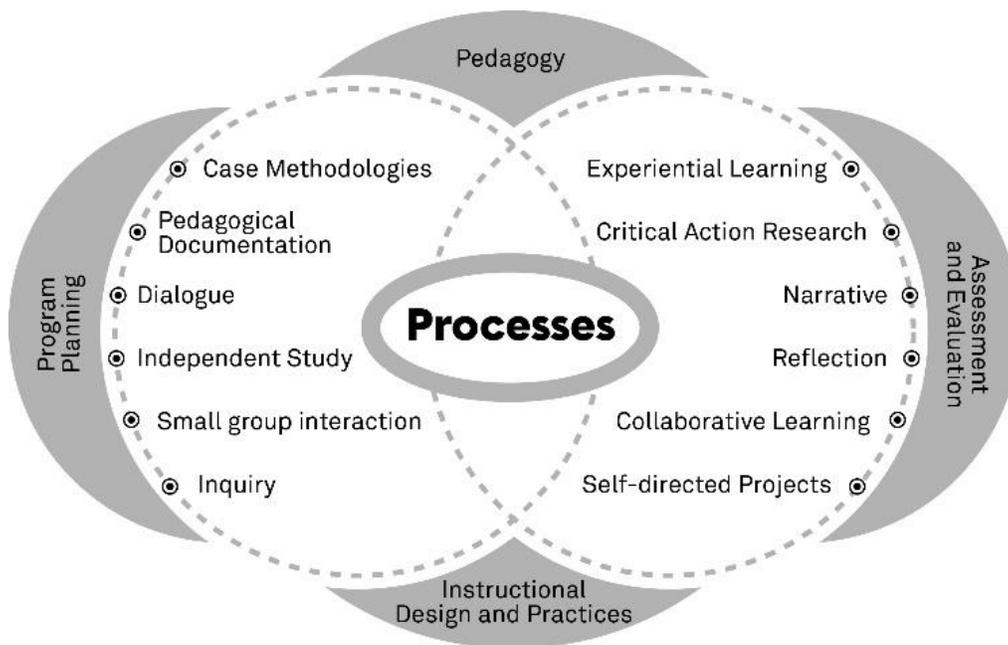


Figure 3: Instructional Processes

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

The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of *Music - Instrumental, Part I* 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 *Music - Instrumental, Part I*.

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](#).

7. 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 practices 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) **Mentoring:** engaging in a reciprocal, learning-focused relationship
- n) **Artistic Creation:** arranging scores for musical study, ensembles and school performances
- o) **Musical Development:** exploring processes to support the development of fluency in an instrument.

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 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 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

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning:

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge:

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice:

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection

Leadership in Learning Communities:

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning:

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.



Appendix 2

Accessibility for Ontarians with Disabilities Act (AODA) Text:

Figure 1: Critical Pedagogical Stance from page 3 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 actions help a school community to collectively identify and uncover 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 3: Instructional Design and Practices from page 25 of this PDF

Figure 3 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.

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](#).

- Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2006). *The ethical standards and the standards of practice for the teaching profession*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2008). *Living the standards*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2009). *Learning from experience: Supporting beginning teachers and mentors*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2010). *A self-reflective professional learning tool*. Toronto, ON: Author.
- Ontario College of Teachers. (2010, December 8). *Voices of wisdom*. [Video]. YouTube. https://www.youtube.com/watch?v=AbxCtmteQ-U&feature=emb_logo
- Ontario College of Teachers & College of Early Childhood Educators. (2014). *Exploring interprofessional collaboration and ethical leadership*. Toronto, ON: Ontario College of Teachers.
- Ontario College of Teachers. (2014). *Exploring ethical professional relationships*. Toronto, ON: Author.
- Ontario College of Teachers. (2014). *Inquiring into the ethical dimensions of professional practice*. Toronto, ON: Author.
- Ontario College of Teachers. (2014). *Knowledge keepers discussion guide*. Toronto, ON: Author.
- Ontario College of Teachers. (2016, July 6). *Acting on our ethics: Caring for Anishinaabe children*. [Video]. YouTube. <https://www.youtube.com/watch?v=6D4m-7p05Ws>
- Ontario College of Teachers. (2016, July 8). *Acting on our ethics: Caring for Haiti*. [Video]. YouTube. <https://www.youtube.com/watch?v=aWM4ygXisbQ>
- Ontario College of Teachers. (2016). *Foundations of professional practice*. Toronto, ON: Author.
- Ontario College of Teachers. (2016). *Professional learning framework for the teaching profession*. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the ethical standards for the teaching profession through Anishinaabe art*. [Discussion guide]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the ethical standards for the teaching profession through Anishinaabe art*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the standards of practice for the teaching profession through Anishinaabe art*. [Discussion guide]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Exploring the standards of practice for the teaching profession through Anishinaabe art*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2017). *Strengthening a vision: A critical discourse on the ethical standards for the teaching profession*. Toronto, ON: Author.

- Ontario College of Teachers. (2018). *Acting on our ethics: Exploring caring for Haiti*. [Discussion guide]. Toronto, ON. Author.
- Ontario College of Teachers. (2018). *Anishinaabe vision of the learner and the educator*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2018). *Exploring leadership practices through case inquiry*. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *A Rotinonhsyón:ni representation of the ethical standards for the teaching profession*. Toronto, ON. Author.
- Ontario College of Teachers. (2020). *A vision of the educator and learner*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *Exploring ethical professional practice: Ecological consciousness and eco justice*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *Exploring ethical professional practice: Ecological consciousness and eco justice*. [Resource Cards]. Toronto, ON: Author.



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For additional information:
Ontario College of Teachers
101 Bloor Street West
Toronto ON M5S 0A1

Telephone: 416.961.8800
Toll-free in Ontario:
1.888.534.2222
Fax: 416-961-8822
E-mail: info@oct.ca
oct.ca



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