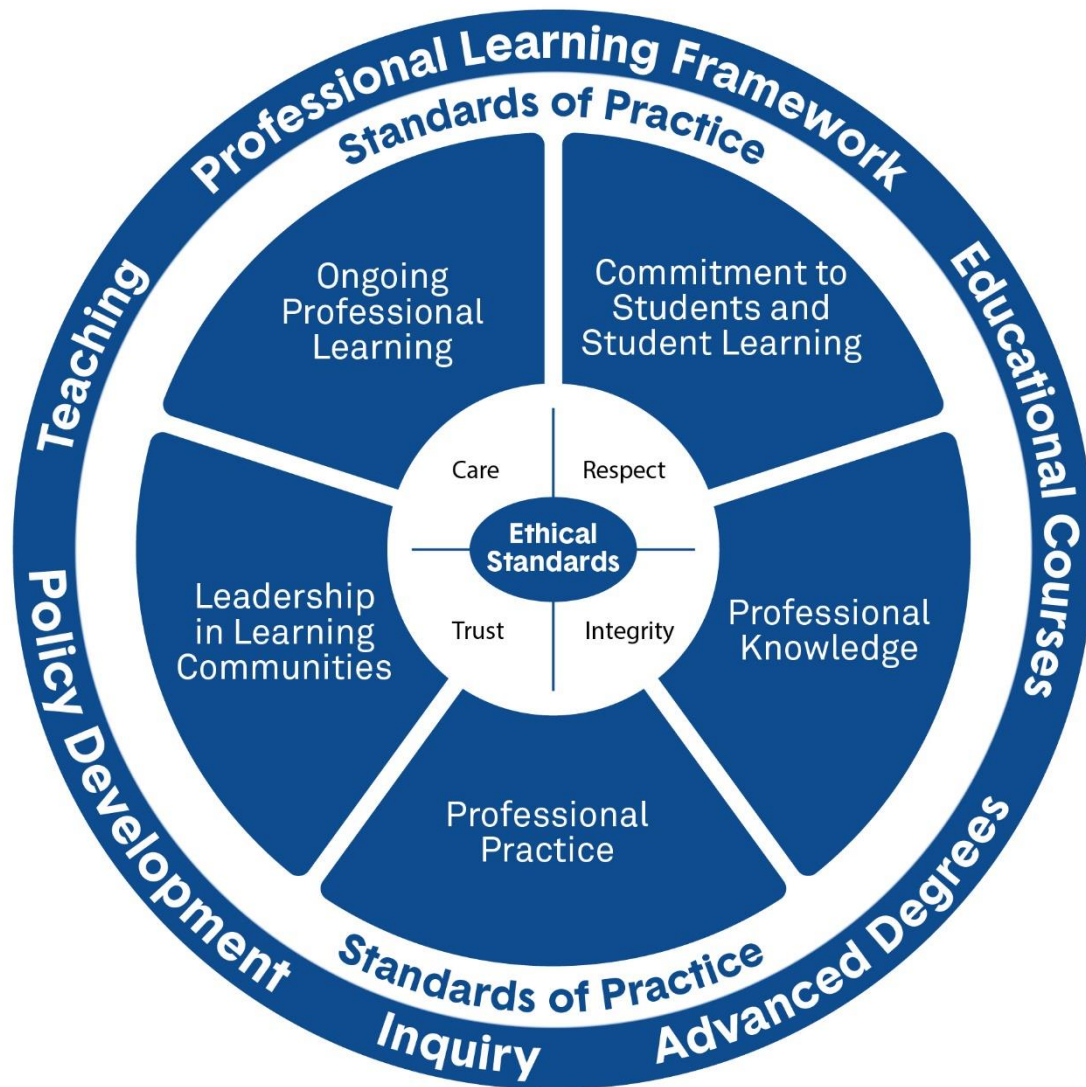




# Additional Qualification Course Guideline Music - Instrumental, Part II

Schedule D – Teachers' Qualifications Regulation

December 2021



Cette publication est également disponible en français sous le titre de *Ligne directrice du cours menant à la qualification additionnelle Musique instrumentale, 2<sup>e</sup> partie.*



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# Additional Qualification Course Guideline for Music - Instrumental, Part II

## 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:

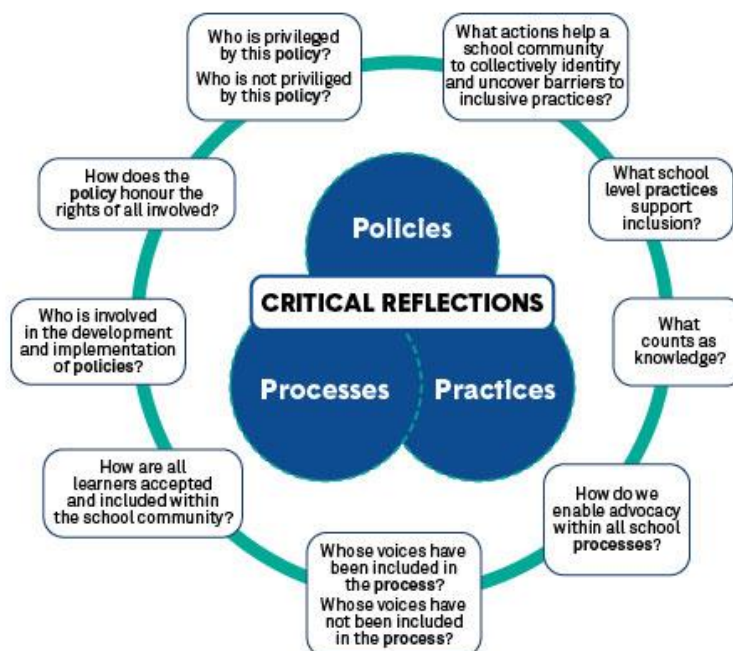


Figure 1: Critical Reflections

## 2. Additional Qualification Guideline Conceptual Framework

The Schedule D *Music - Instrumental, Part II* Additional Qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule D *Music - Instrumental, Part II* 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 II*.

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 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 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 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.

### **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 II*, 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 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 [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 II* 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.

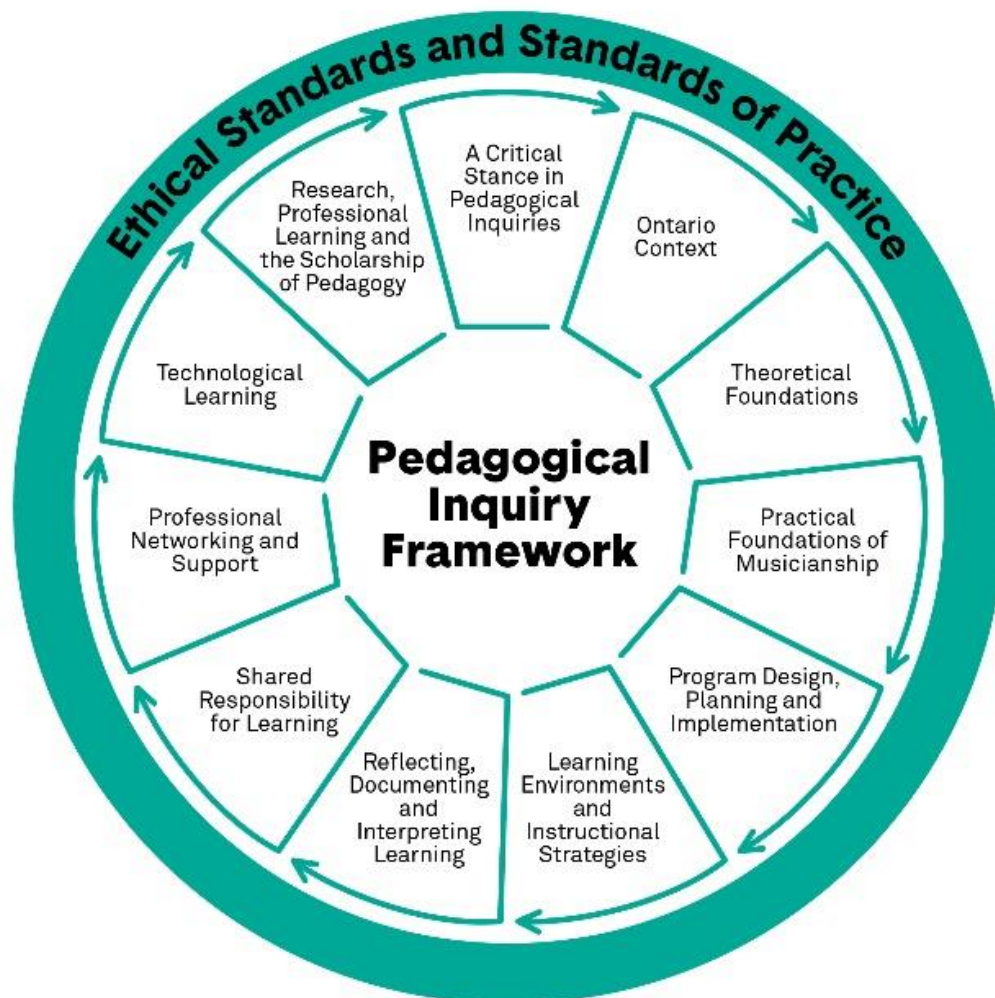


Figure 2: Pedagogical Inquiry Framework for  
*Music - Instrumental, Part II*

### 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 II*.

### **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:

- facilitating a critical examination of a wide range of pedagogical frameworks of music education that would support an anti-oppressive stance within instrumental music practice
- facilitating critical reflection and dialogue related to biases, assumptions, beliefs and understandings, power and privilege associated with teaching and learning instrumental music within the context of this Additional Qualification
- facilitating processes that strengthen 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
- facilitating critical dialogue and reflection related to Ontario's curriculum, policies, frameworks, strategies and guidelines informed by evidence-based practices
- facilitating critical reflection and dialogue related to the significance of safety related resources, guidelines and standards from school boards and subject associations

- 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
- critically exploring meaningful and respectful pedagogies of inclusion filtered through frameworks that are anti-oppressive, anti-racist culturally responsive and relevant
- critically exploring shared leadership that respects diverse cultures, traditions, communities, histories, social justice and the environment and explores ways to decolonize music education using an anti-oppression framework
- facilitating critical and reflective dialogue regarding the concepts of cultural appropriation and cultural appreciation in music education
- advancing professional practices through collegial dialogue and inquiry related to the inclusion of multiple ways of knowing and being in a musical community
- promoting deconstructing and analyzing pedagogies that are specific to music education and local musical communities
- facilitating critical reflection and dialogue on 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
- promoting critical reflection and dialogue related to 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
- supporting collaborative dialogue and critical reflection that promotes inquiry into 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
- collaboratively designing and integrating processes and practices that 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 strengthen professional knowledge and facilitate innovative assessment and evaluation practices in support of learning, independence, well-being and agency
- refining professional practice through ongoing collaborative inquiry, dialogue, critical reflection, innovation, dialectical thinking and learner engagement
- engaging in critical reflection and dialogue that promotes collective ethical practices, literature and ethical efficacy
- collaboratively designing and critically assessing the integration of environmentally sustainable practices, policies and pedagogies within the instrumental music classroom
- facilitating the collaborative design and critical assessment of practices to foster responsible and active environmental stewardship, ecological consciousness, social justice and active, responsible citizenship within local, national and global contexts
- facilitating collaborative design and critical pedagogical practices that honour the *Truth and Reconciliation Commission of Canada: Calls to Action*
- 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 the ethical integration of information and communication technology to strengthen 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 culturally responsive, relevant and inclusive learning environments that honour and respect diversity
- fostering pedagogies to sustain lifelong learning in music for both educators and learners
- facilitating critical exploration of the intersections between music education and social justice activism using an anti-oppression framework

- 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
- facilitating an exploration of the relationship between learners' diverse perspectives, identities, agencies and experiences and educators' professional judgement
- 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 professional cultures of inquiry that promote learners' creativity, innovation, change, culturally-inclusive pedagogies and the democratization of knowledge so that learners' perspectives and expression drive educators' practice
- engaging in the collaborative exploration of practices to challenge dominant discourses and assumptions related to *Music-Instrumental, Part II*
- facilitating critical reflection and dialogue related to individual and systemic manifestations of power (for example, cultural oppression, dehumanization and anti-intellectualism) and privilege to construct anti-oppressive pedagogies for instrumental music education
- facilitating critical reflection and dialogue related to colonialism and the implications for teaching, learning and well-being
- fostering critical dialogue and inquiry exploring links between pedagogical practice and teacher as musician
- advancing the essential skills of musicianship to support learning
- critically and collaboratively exploring how skills developed in music can be transferrable to other areas of learning
- critically and collaboratively exploring the potential for the integration of musical learning across multiple subject areas and curricula
- facilitating collaborative ways to develop pedagogical knowledge through independent artistic experiences while honouring diversity, identities and multiple ways of knowing and being

- supporting collaborative community that implements the creative and critical analysis processes in the music classroom

#### **D. Theoretical Foundations of Music - Instrumental, Part II**

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:

- 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 within an inclusive environment
- collaboratively engaging in critical dialogue regarding the application of theories of development and identity formation to inform practice that support learner well-being, identities, efficacy and agency
- collaboratively facilitating dialogue and inquiry that examines critical and culturally responsive and relevant pedagogy, as well as socio-constructivist principles and practices as theoretical foundations for this Additional Qualification
- implementing pedagogical research and scholarship related to music education
- fostering critical dialogue regarding the significance of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the main theoretical foundation for music pedagogy
- fostering leadership, critical reflection and professional dialogues regarding the relationships among evolving philosophies in music education (for example, utilitarian, aesthetic, praxial)
- implementing curriculum design and programming committed to developing non-hegemonic music programs based on learners' inquiry questions, cultural histories, identities and lived experiences
- facilitating critical dialogue regarding provincial and global curriculum, resources and government policies, frameworks and strategies related to *Music - Instrumental, Part II*
- facilitating critical dialogue and inquiry into learning theories and the individual learning strengths, profiles and needs of learners to build agency and identities
- 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 and experiences and empower them to reach their music learning goals
- collectively exploring and developing a shared understanding of legislation at the municipal, provincial, federal and international levels which inform ethical professional practices in music education
- collaboratively promoting the understanding of professionalism and ethics within the context of instrumental music education using professional resources, government legislation and relevant literature
- 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
- advancing a culture of critical inquiry regarding understanding music terminology
- collaboratively designing innovative pedagogical and cultural practices for integrating artistic expression to enhance teaching and learning
- fostering critical dialogue and action on music curriculum knowledge (for example, theory, composition, analysis, music history, active listening, critiquing)
- promoting the critical examination of 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:

- fostering critical exploration of various strategies and methods to foster musicianship (for example, various instrumental/composition techniques, accompanying, conducting, arranging/orchestrating)
- advancing personal musical development (for example, repertoire, instrumental skill, performance)
- collaboratively engaging in team musical development (for example, rehearsal techniques, demonstrating basic instrumental knowledge, ensembles)

- critically engaging with perspectives, methods and strategies for performance practices
- advancing expression and emotion in and through music and how expression and emotion inform technical skills in music.
- facilitating critical inquiry related to developing sight-reading, ear training and/or learning through imitation and call and response
- supporting a culture of critical inquiry and dialogue that explores 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:

- 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* to strengthen instrumental music 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 and collaborative exploration of how other forms of music reflect society's diverse and changing nature
- facilitating critical dialogue and inquiry regarding program design, planning, development and implementation strategies and frameworks related to *Music - Instrumental, Part II*
- engaging in critical reflection on how educators' professional efficacy supports teaching and learning
- facilitating critical and collaborative exploration of the 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 anti-oppressive, anti-biased assessment and evaluation practices that are fair, transparent and equitable



- facilitating dialogue with regard to the integration of concepts related to differentiated instruction, universal design and the tiered approach in program planning development and implementation
- 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 strengthen learner knowledge, skill and creativity 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, programs and strategies that support individual educational pathways and goals
- critically designing and integrating innovative programs that respond to learners' lived experiences, identities, narratives, development, strengths, inquiries, interests and needs
- advancing music program structures and performances of empowerment through cultural identities, personal narratives, skill development and local interests
- advancing transformative pedagogies to empower learners to express their cultural music
- fostering critical reflection and dialogue on the essential benefits of music education and the associated advocacy needed to enable access for all learners
- promoting critical reflection and dialogue on 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
- collaboratively designing and integrating strategies that support learners' well-being and self-regulation
- critically and collaboratively exploring what it means to have voice and agency
- implementing strategies that honour and engage learner voice

- collaboratively designing and integrating planning and instructional processes that honour the learning profiles, identities, voices, perspectives, strengths and experiences of learners
- advancing planning and pedagogical processes that honour the traditions of all musical styles
- developing a culture of inquiry that stems from the learner's own curiosities and music knowledge 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 constructing a variety of assessment processes to inform program planning that supports learning, engagement and evaluation
- implementing opportunities in curriculum to reflect on the identity of a musician and music educator
- fostering critical dialogue and reflection on the artistic growth it takes to be a musician/composer/arranger
- encouraging critical reflection and dialogue that promotes diverse types of music as a motivational and healing tool
- critically implementing diverse technologies (for example, instruments, tablets, digital audio workstations, recycled materials, digital composition, notation programs, sequencing programs) for arranging, composing and recording music
- critically exploring the rehearsal process, both individually and in group
- facilitating the critical exploration of diverse cultural expressions through music around the world (for example, local, regional and international artistry), including underrepresented cultural expressions
- facilitating the critical exploration of music pedagogies that respectfully include underrepresented cultural expressions, identities, social locations and lived experiences
- advancing LGBTQ+ voice and musicianship
- advancing diverse musical expressions through First Nations, Métis and Inuit cultures
- engaging in critical reflection and action on the pedagogical progression of ensemble playing and musical methodologies that foster learners' growth mindset and musicianship

- collaboratively identifying leadership practices within music education (for example, performances, musical excursions, student teaching, parent committees and cross-curricular integration)
- critically implementing 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)
- cultivating a culture of collaborative reflection on instructional approaches and the development of learning goals and success criteria related to music
- promoting leadership in facilitating critical reflection relating and responding to music in both oral and written forms.
- critically facilitating 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:

- engaging in critical reflection on 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*
- collaboratively promoting the ethical importance of the efficacy and empowerment of music educators
- collaboratively designing innovative processes that support ethical, positive, equitable, accepting, inclusive, safe, healthy and engaging learning environments for learners and parents, families, caregivers and guardians
- fostering safe and ethical learning environments, practices and policies that honour learner identities, assets, interests and agency
- advancing the dimensions of inclusive learning environments in music education

- collaboratively designing and integrating processes for engaging all members of the community by supporting dialogue and collegiality and nurturing a sense of belonging
- collaboratively designing innovative and diverse processes that foster a collaborative community of empowered and engaged student musicians
- collaboratively designing engaging, trusting and inviting learning environments that consider learners' identities and promote learner expression, perspectives, cultures, leadership, critical inquiry and self-advocacy
- critically refining and engaging in a variety of instructional strategies and classroom management techniques specific to the teaching of instrumental music and to support learning and well-being
- collaboratively integrating safe, ethical and legal practices in the use of different technological tools that support respectful and caring pedagogical practices
- critically designing and reflecting on 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)
- collaboratively designing innovative processes that engage learners as active, democratic and global citizens in supporting environmental, social and economic sustainability
- critically designing and integrating innovative practices that reflect the professional identity and leadership 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*
- collaboratively implementing methods for consensus-building, participatory democracy and empowerment at the school and community levels
- collaboratively designing opportunities for musical expression and performance (for example, assemblies, graduation ceremonies, sites, soundtracks)
- collaboratively exploring and engaging in strategies to motivate and engage others in pursuing music education

- collaboratively build community and foster and sustain a motivational learning environment
- collaboratively engage learners to create their own musical instruments
- advancing opportunities for learners to explore the playing and caring for various musical instruments
- critically exploring an awareness of health and safety practices associated with practicing, performing and listening to music
- facilitating an awareness of the effects of personal and communal discipline in creating and practicing music (for example, ensembleship)
- facilitating 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:

- collaboratively integrating fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, 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
- advancing authentic performance practice and feedback that will inspire learners to accept alternative interpretations of the artistic process
- collaboratively examining and designing equitable 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 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)
- critically implementing 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
- critically implementing multiple assessment methods to support learning diagnostic, formative and summative (for example, composing, improvising and interpreting/arranging)
- promoting the co-construction of a continuum of music knowledge and skill which will map learners' progression of personal accomplishments and next steps.
- fostering critical dialogue and reflection 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 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
- 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 authentic processes to promote learners' voice, perspectives and efficacy within 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

- critically analyzing how multiple systems of oppression (for example, racism, sexism, heteronormativity, ableism) impact the learning and well-being of music learners and take action to end oppression that impacts music learners
- collaboratively designing programs that openly address biases, discrimination and systemic barriers in order to support learning, well-being and inclusion in music education
- 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 and departments to support learning, well-being, self-advocacy and transitions
- critically exploring and implementing strategies to collaborate with local musicians and music educators to construct professional learning communities
- exploring and planning a collaborative rehearsal process between conductor and student musicians
- identifying and engaging in democratic pedagogies in music education whereby the teacher is the student and the student is the teacher
- critically exploring and engaging in strategies whereby students engage in leadership in music education
- critically and collaboratively exploring strategies to involve community members in music education
- critically dialoguing with members of the community to promote the 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:

- developing and sustaining networking supports (for example, peers, community organizations, providers, music stores, mentors) to foster student learning
- critically implementing a variety of strategies in order to manage programs and resources
- sustaining connections with various partners and associations to support professional learning and collaboration
- critically implementing strategies to foster and sustain self-artistic development
- collaboratively promoting 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 and implementing strategies to foster collaborative learning and to enhance musical technological endeavours in arranging and composition (for example, social media, apps, emerging technologies)
- extending an understanding of ethical responsibilities (for example, copyrights, downloads, sharing)
- extending an understanding of the music industry (for example, entertainment law, music business, contracts, copyrights, studio production, promotion)
- critically integrating, exploring, and engaging in 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:



- facilitating a critical and collaborative examination of traditional, current and evolving pedagogical practices of instrumental music education programs in Ontario
- critically and collaboratively examining professional practice through ongoing inquiry into theory and pedagogy/andragogy
- advancing professional learning through research, scholarship and leadership that may inform transformational practice
- 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
- supporting performance practices to advance educators' and learners' critical consciousness in music education
- critically exploring innovative ways to implement 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 and taking positive action
- critically engaging in frameworks and perspectives of action research.

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

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.

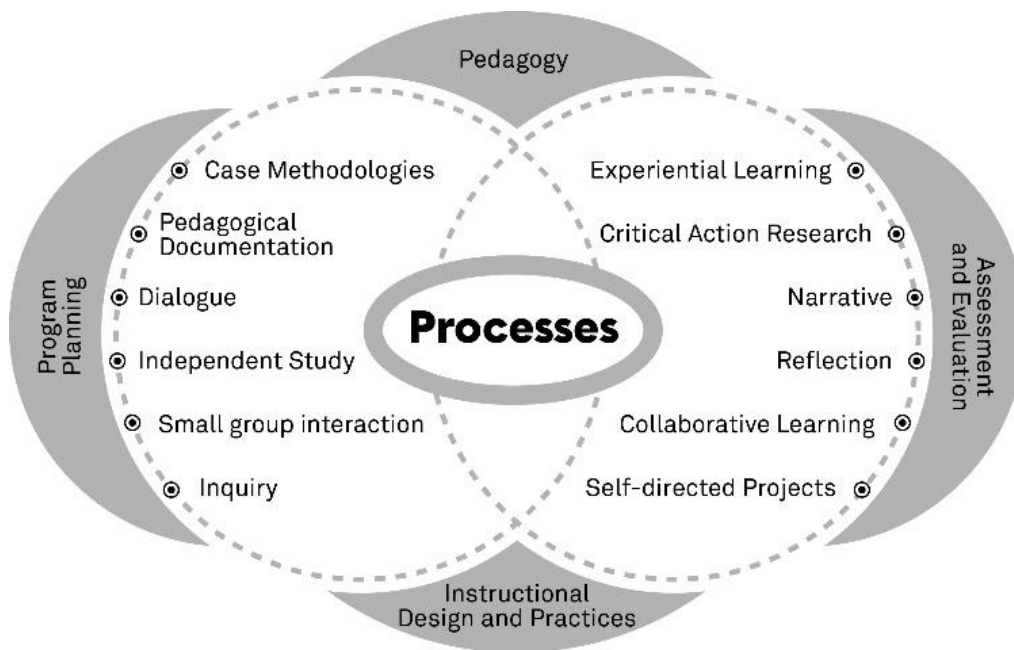


Figure 3: Instructional Processes

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 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 *Music - Instrumental, Part II*.

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 a 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 27 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](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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