



# Additional Qualification Course Guideline Native Languages: Cayuga (Gayogohó:nq), Part II

Schedule D – Teachers' Qualifications Regulation

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Cette publication est également disponible en français sous le titre de  
*Langues autochtones : Cayuga (gayogohó:nq), 2<sup>e</sup> partie.*

The title of this Additional Qualification, as it appears in O. Reg. 176/10: *Teachers' Qualifications Regulation*, is *Native Languages*. Throughout this document, the course will be titled *Teaching Cayuga, Part II*.

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## **Preface**

Additional Qualification (AQ) course guidelines are designed following extensive consultation and feedback from course providers, course writers and members of the teaching profession.

AQ course guidelines serve as the framework for providers and instructors to develop courses.

AQ course guidelines are organized in the following two sections:

### **Section A: Additional Qualification Course Foundations**

This section outlines the fundamental contexts that are embedded in the content of the AQ course. Education in Ontario embodies these to support educator and learner well-being. These fundamental contexts are essential to foster safe, welcoming and inclusive learning environments for all learners and educators.

### **Section B: Additional Qualification Course Design**

This section identifies the core concepts and related elements that are accreditation requirements for all AQ courses. This section also outlines specific content that allows educators to gain in-depth knowledge and skills related to the AQ course.

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

## Introduction

The Ontario College of Teachers (the College) is the self-regulating body for the teaching profession in Ontario and is responsible for:

- establishing and enforcing professional standards and ethical standards applicable to members of the College
- providing for the ongoing education of members of the College
- accrediting Additional Qualification (AQ) courses.

The College supports teaching excellence by preparing educators to work in varied and diverse educational contexts and geographical settings:

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in Regulation.

## Section A: Additional Qualification Course Foundations

Placing each student's interests and well-being first is at the core of teaching in Ontario.

### Professional Learning in Ontario

Professional learning is an integral part of the teaching profession. Educators participate in ongoing professional learning with the goal of improving outcomes for Ontario learners.

Educators complete a four-semester, pre-service teacher education program to become qualified to teach in Ontario. Throughout their career, they continue to engage in professional learning offered in various formats such as sessions offered by Ministry of Education, School Board or community partners, professional reading and Additional Qualification (AQ) courses.

The AQ Course *Teaching Cayuga, Part II* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

AQ courses are designed by educators to inform and enhance professional practice. These courses allow educators to deepen their knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing educators for specific roles within the educational community.

### Professional Learning Framework for the Teaching Profession

The *Professional Learning Framework for the Teaching Profession* describes opportunities and processes that support ongoing professional learning for educators. AQ courses offer an opportunity for educators to inform and advance their professional knowledge, skills, practices and values.

## Ethical Standards for the Teaching Profession



## Standards of Practice for the Teaching Profession



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

## Ontario's Learning Context

Ontario educators recognize that learning is influenced by the individual student's strengths, needs, interests, lived experiences and identities. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* and the *Education Act* serve as the foundation for equitable, inclusive and accessible education.

The teaching profession in Ontario continues to evolve in response to the current and everchanging diversity of learners. Thus, educators are called upon to follow foundational principles that inform instructional practice. Through ongoing professional learning, educators deepen their understanding of the principles outlined below. In so doing, Ontario educators enhance their professional practice to support each student's learning and well-being.

### **Anti-Oppression Foundation**

An anti-oppression foundation is an approach that supports ensuring that equity and human rights are foundational to all Additional Qualification (AQ) courses and programs available to Ontario educators. An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices, inequities and inequalities. Ongoing teacher education must recognize and address historical contexts which have contributed to various forms of oppression. An anti-oppression foundation recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of each learner.

### **Indigenous Histories, Cultures, Perspectives, and Knowledge Systems in Education**

Ontario's educators are responsible to uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align their professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). They engage in authentic reconciliatory action by exploring and integrating First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that conversation and collaboration with Indigenous communities will guide them on the reconciliation journey.

### **Aménagement Linguistique Policy (PAL)**

Section 23 of the Canadian Charter of Rights and Freedoms guarantees the French or English linguistic minority populations of a province the right to instruction in their own language.

In Ontario, the *Aménagement Linguistique Policy* (PAL) outlines the unique mandate of French-Language schools. Educators act as ambassadors and model the French language and francophone culture for learners. Educators deepen their understanding of learners' linguistic and cultural francophone identity. They collectively develop a provincial, national and international sense of belonging to *la Francophonie*.

## **Learning for All**

Educators believe that each student can learn. Educators provide programs and services that respond to each learner's unique strengths and needs. Evidence-based teaching and learning practices that are learner-centred provide equitable opportunities for all. Inclusive learning environments respect the identities of each learner and support their cognitive, social, emotional and physical development.

## **Accessibility for All**

Accessibility for all is informed by the *Ontario Human Rights Code* and the *Accessibility of Ontarians with Disabilities Act, 2005*. Accessibility, inclusion and equity are fundamental to everyday practice for teaching and learning. Educators advocate for each learner to access and benefit from services and resources within the education system, understanding the unique needs presented by geographical and socioeconomic contexts. Educators design opportunities for each learner to showcase their abilities and fully participate in their learning. The implementation of adaptive strategies, such as assistive technology, accessible content and inclusive design for teaching and learning respects the strengths and needs of each learner.

## **Special Education**

Each learner has their own unique profile. Under the *Education Act*, a learner may be identified by an Identification, Placement and Review Committee (IPRC) as having behavioural, communicational, intellectual, physical or multiple exceptionalities. An Individual Education Plan (IEP) must be developed by an interdisciplinary team to reflect the learner's strengths, needs, and abilities, according to Reg. 181/98. As educators are responsible for instruction, assessment and evaluation of all learners, they provide accommodations, modifications, or alternative programming outlined in the IEP.



## Accreditation – Program of Additional Qualification

Accreditation requirements for Additional Qualification (AQ) courses are articulated in O. Reg. 347/02: *Accreditation of Teacher Education Programs*, s. 24.

*A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:*

1. 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.
2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program.
3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study.
4. The course content of the program makes appropriate provision for the application of theory in practice.
5. The program's format and structure are appropriate for the course content of the program
  - 5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar
6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.
7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.
8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.
9. The provider is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment. O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.

## Section B: Additional Qualification Course Design

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. This regulation includes courses that lead to AQs, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division, the Intermediate Division, the Senior Division, the Supervisory Officer's Development Qualification and the Supervisory Officer's Qualifications. A session of a course leading to an AQ shall consist of a minimum of 125 hours as approved by the Registrar. Successful completion of the course is recorded on the candidate's Certificate of Qualification and Registration.

### Additional Qualification – Schedule D, Part I/Part II/Specialist (Three Session)

Schedule D (see Appendix 1), three-session specialist Additional Qualification courses, allow educators to:

- enhance subject-specific professional practice, knowledge and skills as outlined in the *Teaching Cayuga, Part I* course
- extend subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities as outlined in the *Teaching Cayuga, Part II* course
- apply the subject-specific professional practice, knowledge and skills in a leadership role as outlined in the *Teaching Cayuga, Part I, Specialist* course.

### Additional Qualification Course Requirements

The AQ course *Teaching Cayuga, Part II* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge
- Pedagogical Strategies
- The Learning Environment.

This AQ course is designed and delivered using adult learning instructional practices.

The purpose of this AQ course is to enhance pedagogical practice related to teaching Cayuga. This includes:

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

*Teaching Cayuga, Part II* extends subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities in the following required elements:

### **Anti-Oppression Foundation**

- theories and pedagogies about multiple forms of oppression applied to the design, assessment and implementation of programs and practices
- structures, policies, programs and resources to address individual and systemic biases, discrimination and barriers as well as manifestations of power and privilege
- addressing disproportionate representation of learners from equity seeking groups within specialized programs
- policies, programs, and human resources that honour the knowledge, values, skills and world views found in Gayogohó:no and Ongwehoni-ha (Cayuga language and culture).

### **The Ethical Standards for the Teaching Profession and The Standards of Practice for the Teaching Profession**

- ethical professional identity, knowledge, leadership, advocacy and collective practices to inform program planning
- the influence of the Hodinohso:ni<sup>1</sup> (Haudenosaunee) perspectives on the Ethical Standards and the Standards of Practice and how this impacts teacher education
- lived experience, inquiry and critical reflection central to the embodiment of the Ethical Standards and the Standards of Practice.

### **First Nations, Métis, and Inuit histories, perspectives and knowledge systems**

- meaningful inclusion of Hodinohso:ni perspectives (particularly Gayogohó:no versions) and knowledge systems in teaching and learning processes
- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action* (TRC)
- Two Row Wampum agreement between the Hodinohso:ni and the first settlers to respect customs and traditions, and uphold educational policies and practices
- uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP)
- authentic reconciliatory action that explores and integrates Hodinohso:ni perspectives and knowledge systems, in teaching and learning
- reconciliation journey informed by conversation and collaboration with Indigenous communities and educators, as treaty partners and allies
- connection between Gayogohó:no and Hodinohso:ni world view.

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<sup>1</sup> Hodinohso:ni is the preferred articulation of Haudenosaunee within the context of Cayuga and is used throughout this document.

### **Current Ontario curriculum and related Ministry of Education policies, frameworks, guidelines, strategies and resources:**

- Ontario curriculum, policies, frameworks, strategies and resources related to *Teaching Cayuga*
- policies, processes and practices that foster openness to innovation, culturally inclusive pedagogies and the democratization of knowledge
- visual frameworks and life-long learning models which provide Indigenous perspectives on learning, measuring success, importance of community, and care for the land
- strategies and resources that reflect varying contexts for teaching Gayogohóno, such as immersion programs and second language programs.

### **Current Ontario legislation and regulation:**

- relevant legislation (for example, Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15 and Freedom of Information and Protection of Privacy Act) and policies at the municipal, provincial, federal and international levels that support human rights and privacy for all
- legislation, accords and policies impacting Hodinohso:ni people, including United Nations Declaration of the Rights of Indigenous People, The Child and Family Services Act, and The Indian Act
- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices
- responsibilities related to upholding Hodinohso:ni treaties
- regulations and school board/authority policies related to land-based and place-based learning.

### **Learning for All**

- processes and program planning that provide equitable opportunities for each learner to engage in Cayuga language acquisition
- strategies that respond to the strengths, identities, needs and interests of each learner (for example, differentiated instruction, universal learning design and experiential learning)
- practices to understand learner's curiosities and experiences to empower them to reach their learning goals.

### **Accessibility for All**

- ethical responsibilities related to the *Ontario Human Rights Code* and *Accessibility for Ontarians with Disabilities Act S.O., 2005*
- advocacy for resources and services that respond to the cognitive, social, emotional, physical and contextual needs of each learner
- adaptive strategies, assistive supports and technologies to facilitate learning and foster inclusion

- strategies to address ableism that exists in processes and practices
- teachings of the Good Mind which comes from a foundation of peace
- adaptive strategies, accessible content and inclusive design that incorporate cross-curricular understanding when utilizing Hodinohso:ni knowledge systems and the connection to wampum, beading, painting, music, basketry, leather, cornhusk arts, and environmental sustainability.
- opportunities for all learners to fully participate in a holistic educational experience responsive to learner strengths, talents, and abilities
- multi-modal and multi-sensory presentation of the language.

### Special Education

- ethical responsibilities related to learner's Individual Education Plan (IEP), safety plan, and transition plan
- programs, strategies and services that support the identified learner in achieving individual goals outlined in their respective plans
- interdisciplinary teams to support learning, advocacy and transitions.

### Educational research

- current research and literature associated with professional practices, policies and pedagogies related to *Teaching Cayuga*
- research that reflects society's diverse changing nature and influence on learning and well-being
- theoretical foundation for the design, assessment and implementation of programs and practices in support of learning
- analysis of learner data as the basis for program modifications and learning cycles
- trauma informed educational strategies that acknowledge impacts on learners and cultivates resilience.

### Application of theories of learning and teaching

- theories and practices related to pedagogy and andragogy that support learning within an inclusive environment
- theoretical frameworks and fundamental principles underpinning *Teaching Cayuga*
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities
- lived experiences of Indigenous educators, families, and language speakers as key supports for educator and student learning
- traditional teachings, such as Dish with One Spoon (that ensures every learner gets what they need and there is enough for all).

## Supports for learners

- policies, processes, practices to support learners' cognitive, social, emotional and physical development
- programs that respond to learners' lived experiences, identities, needs and well-being
- practices that respond to linguistic abilities of learners
- critical pedagogies and practices that support learners' well-being and efficacy
- language learner life experience as the foundation for Gayogohó:no learning (for example, traditional knowledge, knowledge of ceremonial cycle)
- application of traditional teachings such as Ganigohiyó: (Good Mind) to support the well-being of Gayogoh'ó:no learners
- trauma informed practices to identify, understand and respond to impacts of colonization (for example, intergenerational and multi-generational trauma related to Residential schools and current issues including Missing and Murdered Indigenous Women, and child welfare)
- various communication styles of Hodinohso:ni children and how these can inform professional practices.

## Teaching, assessing and evaluating

- program design and implementation that align with the principles and processes of Ontario curriculum and related policies
- culturally inclusive processes and practices to provide learning and assessment opportunities that respect the learning styles, voices and perspectives of each learner
- assessment and evaluation processes and practices to:
  - provide feedback to learners and adjust instruction (*assessment for learning*)
  - develop learners' capacity to be independent, autonomous learners (*assessment as learning*)
  - make informed professional judgments about the quality of learning (*assessment of learning*)
- instructional strategies to emphasize the importance of inquiry-based learning, land-based learning, and transferable skills
- sequencing of language skills and content across grade levels
- cross-curricular approach to language and literacy instruction
- expectations, strategies, and assessment practices that reflect the holistic nature of Indigenous learning, and respond to the individual strengths, needs, and interests of Gayogohó:no language learners

- frameworks for determining language achievement (for example, the American Council of Foreign Languages Proficiency Guidelines, Common European Framework of Reference for Languages)
- incorporation of Hodinohso:ni history, clan system, and traditional teaching cycle to promote learner engagement and language acquisition.

### **Pathway and transition planning**

- processes and practices to support all transitions
- Gayogohó:no curriculum design using learners' career and individual life goals
- programs and learning opportunities for all pathways
- practices that develop the transferable skills to support lifelong learning
- strategies to develop learner capacity to make informed education and career/life choices, including awareness of local and global trends
- implementation of a Kindergarten to Grade 12 career and life planning program
- program planning related to three areas of learning: learner development, interpersonal development and career development in terms of Gayogohó:no acquisition.

### **Safe, equitable and inclusive learning environments**

- policies and processes to create and maintain inclusive learning environments that respect diversity, promote equity and encourage critical thinking (for example, gender neutral language and resources in various formats)
- inclusive learning environments that facilitate learning, foster learner agency and perspectives
- practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians
- cumulative use of Gayogohó:no as a language of instruction to foster equitable and inclusive learning environments
- diverse approaches for creating authentic Gayogohó:no learning environments that support language acquisition and retention.

### **Teaching and learning through e-Learning principles**

- integration of information and communication technology to enhance teaching and learning
- technological and communication resources to enhance professional knowledge in support of learning and agency
- ethical use of technology in support of learners' safety, privacy and well-being
- access to digital tools, resources, and accompanying support
- strategies to address the digital divide that exists for many Hodinohso:ni learners.

### **Culturally responsive and relevant pedagogical practices**

- culturally responsive and relevant practices that reflect understanding of learners' diverse identities
- culturally inclusive resources and frameworks that support learning to foster engagement and well-being (for example, wampum belts)
- awareness of cultural appropriation and cultural appreciation
- instructional practices including land-based approaches that honour and acknowledge previous learning and lived experiences
- learners' linguistic and cultural identities
- cultural competency to understand and identify culture and language intrinsic to Hodinohso:ni people (for example, totem poles are an important symbol for west coast Indigenous peoples but are not part of Hodinohso:ni culture)
- authentic language acquisition and application through cultural traditions and practices (for example, prioritizing local wild game, wild food gathering and community gardening as main source of healthy food)
- contemporary application of traditional instructional practices (for example, storytelling, experiential, connections to community and kinship).

### **Social justice and democratic citizenship**

- policies related to democratic citizenship within local, national and global contexts
- processes and practices that foster learners' voice and choice, respect diversity and promote social justice
- strategies for consensus-building, participatory democracy and empowerment within schools and the community
- practices to dismantle systemic barriers that perpetuate colonial thinking
- environments that support free expression and analysis of multiple voices and perspectives
- concepts of sovereign nations and self-determination as they relate to language acquisition and retention.

### **Environmental sustainability**

- shared responsibility and partnership to foster ecological justice
- Hodinohso:ni Thanksgiving Address -the Words That Come Before All Else- to enhance practice (for example, environmental healing and well-being)
- integration of environmentally sustainable policies, pedagogies, and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability



- the Land and environment as our first teacher to help us understand the world and our roles and responsibilities to all living things
- design and deliver courses that use existing local resources and people to meet specific community environmental needs.

### **Shared responsibility for learning**

- Gayogohó:no as a vibrant and important component of the general school culture
- processes and practices to foster communication and collaboration with learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians, agencies and the school community to support learning and well-being
- partnerships with families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians that value shared decision-making, confidentiality, advocacy and leadership
- community services that promote language revitalization and healing
- development of community connections to the Ontario curriculum and goal setting for Gayogohó:no language learners.

### **Communities of professional learning**

- global and local professional learning communities that promote critical pedagogy and collective efficacy related to learning Gayogohó:no
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- strategies to collaborate with school personnel to understand and incorporate Gayogohó:no and Ongwehoni-ha throughout the school
- self-directed learning that connects Gayogohó:no and traditional practices such as tanning, hunting, fishing, corn husk art, food preparation, preservation, and sustainability
- strategic networking with fluent speakers and knowledge keepers
- examine and question curriculum development for currency and relevance.

### **Resources**

Resources to support the development of the AQ Course *Teaching Cayuga, Part II* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.

## Appendix 1

### Continuum Of Learning in Schedule D Additional Qualification (AQ) Courses

#### Considerations

- Consistency across the three Schedule D sessions to:
  - support the development and progression of knowledge, implementation and leadership
  - support candidates who take the sessions from different providers
- Candidates' professional experience and learning needs in relation to the required elements of the AQ course.

#### Schedule D, Part 1

#### Schedule D, Part 2

#### Schedule D, Specialist - Leadership

#### Learning and Applying



#### Applying and Extending



#### Leading and Researching

What do candidates need to know about the subject matter? – Develop content knowledge



What more do candidates need to know? – Deepen knowledge and implementation strategies



How do candidates become leaders in the subject area? - Develop leadership skills

Instructor (expert in the subject area) driven



Instructor and candidate driven



Candidate driven supported by instructor

Instructor leads co-construction of learning goals



Instructors and candidates share responsibility of the learning goals related to the subject matter



Candidates develop learning goals to bring their knowledge to others

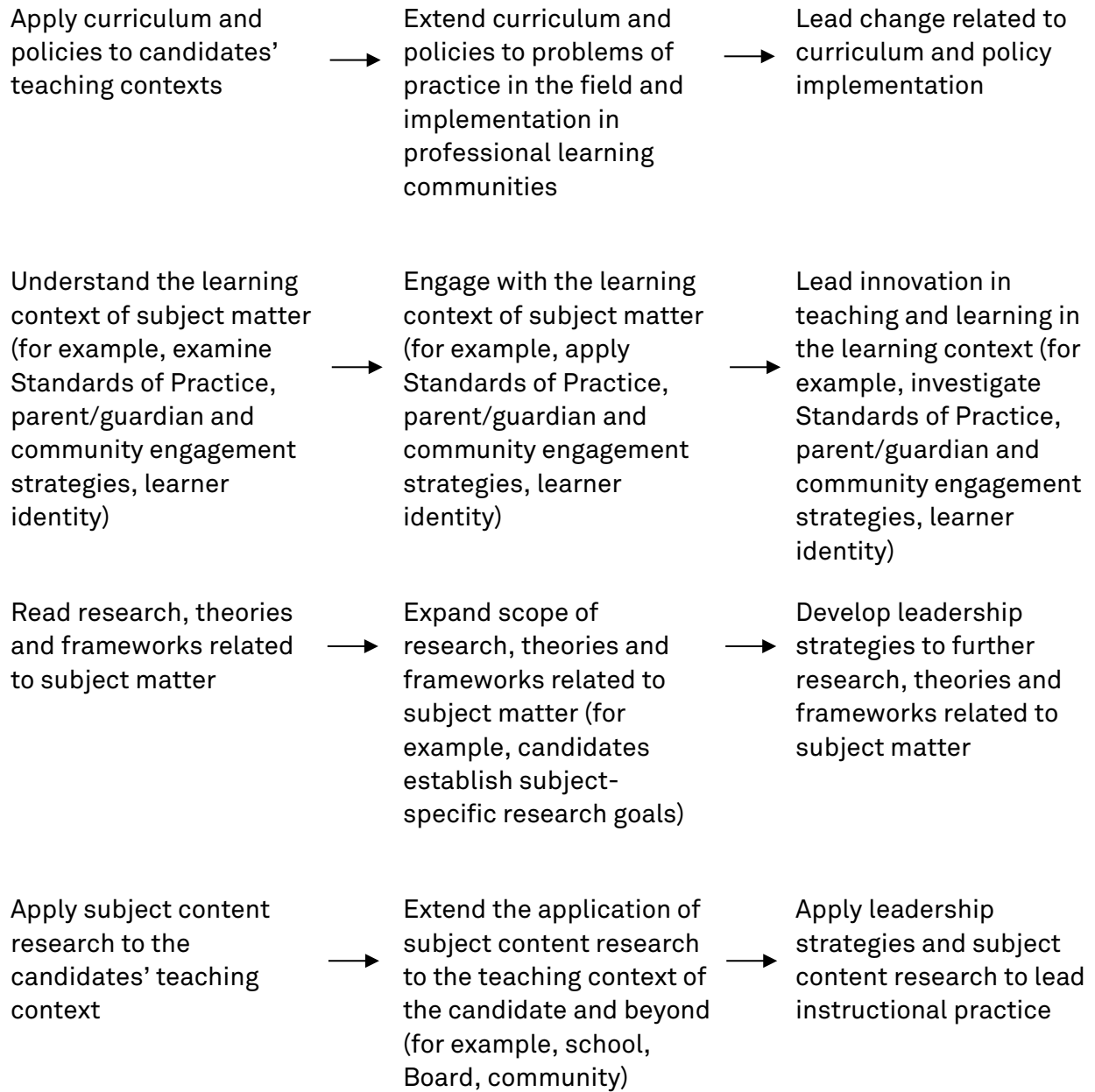
Understand pertinent legislation and policies



Dig deeper/Investigate into pertinent legislation and policies



Analyze pertinent legislation and policies and measure impact at school and system level



## **Continuum of Learning in Schedule D Additional Qualification (AQ) Courses**

*Accessibility for Ontarians with Disabilities Act (AODA) Compliant Text:*

### **Schedule D, Part 1**

*This is the first level on a three-level continuum as outlined in the columns above.*

#### **Learning and Applying**

- What do candidates need to know about the subject matter? – Develop content knowledge
- Instructor (expert in the subject area) driven
- Instructor leads co-construction of learning goals
- Understand pertinent legislation and policies
- Apply curriculum and policies to candidates' teaching contexts
- Understand the learning context of subject matter (for example, examine Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Read research, theories and frameworks related to subject matter
- Apply subject content research to the candidates' teaching context.

### **Schedule D, Part 2**

*This is the second level on a three-level continuum as outlined in the columns above.*

#### **Applying and Extending**

- What more do candidates need to know? – Deepen knowledge and implementation strategies
- Instructor and candidate driven
- Instructors and candidates share responsibility of the learning goals related to the subject matter
- Dig deeper/Investigate into pertinent legislation and policies
- Extend curriculum and policies to problems of practice in the field and implementation in professional learning communities
- Engage with the learning context of subject matter (for example, apply Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Expand scope of research, theories and frameworks related to subject matter (for example, candidates establish subject-specific research goals)
- Extend the application of subject content research
- to the teaching context of the candidate and beyond (for example, school, Board, community).

## **Schedule D, Specialist – Leadership**

*This is the third level on a three-level continuum as outlined in the columns above.*

### **Leading and Researching**

- How do candidates become leaders in the subject area? - Develop leadership skills
- Candidate driven supported by instructor,
- Candidates develop learning goals to bring their knowledge to others
- Analyze pertinent legislation and policies and measure impact at school and system level
- Lead change related to curriculum and policy implementation
- Lead innovation in teaching and learning in the learning context (for example, investigate Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Develop leadership strategies to further research, theories and frameworks related to subject matter
- Apply leadership strategies and subject content research to lead instructional practice.



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

Telephone: 437.880.3000  
Toll-free (Canada and U.S.A.)  
1.833.966.5588  
Email: [info@oct.ca](mailto:info@oct.ca)  
[oct.ca](https://www.oct.ca)