



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline Honour Specialist Religious Education in Catholic Schools

(Formerly: Honour Specialist Religious
Education)

Schedule E Teachers' Qualifications Regulation

December 2014

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle, Éducation religieuse en milieu scolaire catholique, décembre 2014.*

Additional Qualification Course Guideline Honour Specialist Religious Education in Catholic Schools

1. Introduction

The Honours Specialist Religious Education in Catholic Schools additional qualification course guideline provides a conceptual framework (Figure 1) for providers and instructors to develop and facilitate the Honour Specialist Religious Education in Catholic Schools course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Religious Education in Catholic Schools.

The additional qualification (AQ) guideline Religious Education in Catholic Schools is organized using the following conceptual framework,

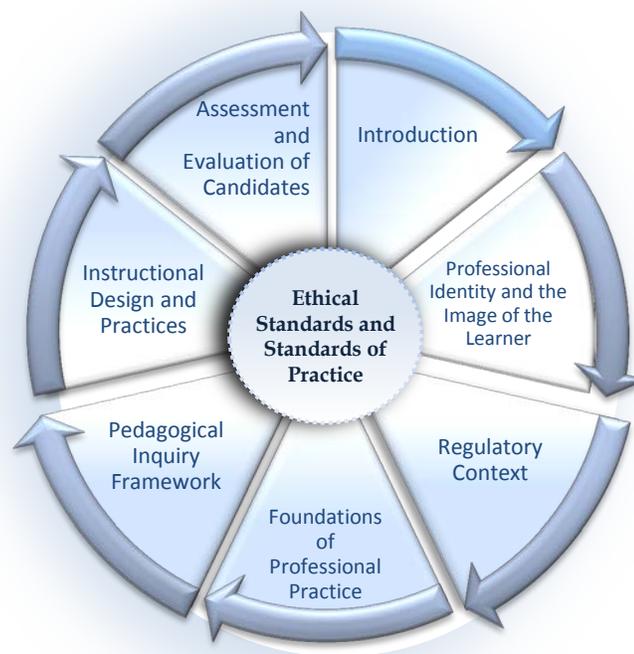


Figure 1: Conceptual Framework

The Additional Qualification Course: Honour Specialist Religious Education in Catholic Schools employs a critical, pedagogical lens to explore in a holistic and

integrated manner theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

AQ Course Implementation

Course providers, instructors and developers will use this AQ guideline framework to inform the emphasis given to key guideline concepts in response to candidates' diverse professional contexts, knowledge, skills and understandings.

Critical to the holistic implementation of this course is the modeling of a positive learning environment that reflects care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing professional learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore topics and issues of particular relevance to the context in which they work or may work.

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 Religious Education in Catholic Schools as understood from a variety of contexts.

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

2. Professional Identity and the Image of the Learner

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

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

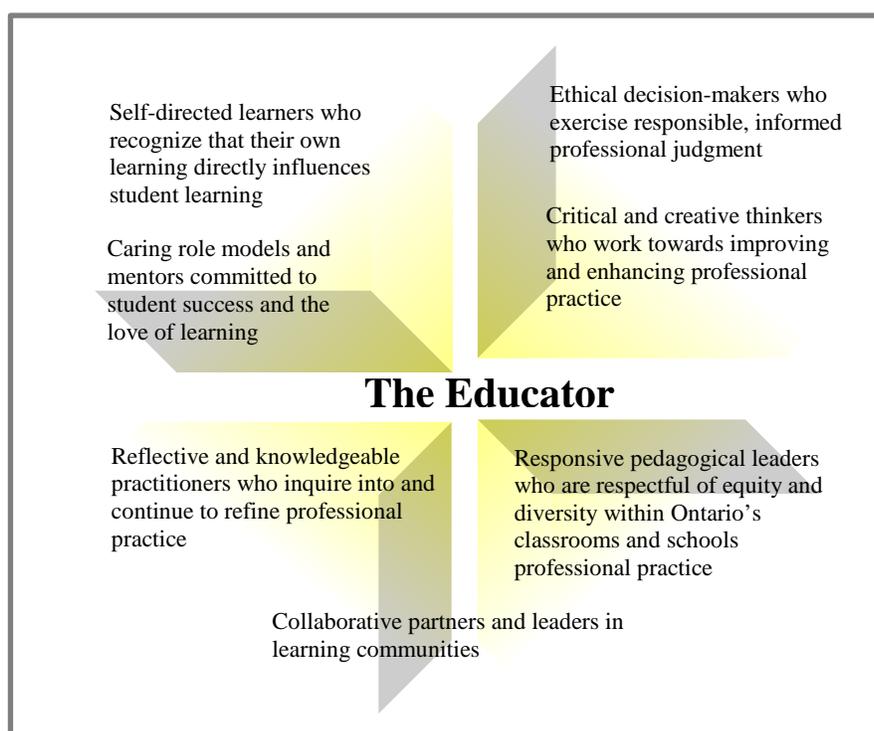


Figure 2: Image of the Educator¹

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

¹ *Note.* From “The Foundations of Professional Practice,” by Ontario College of Teachers, 2012, p. 17. Copyright 2012 by Ontario College of Teachers. Reprinted with permission.

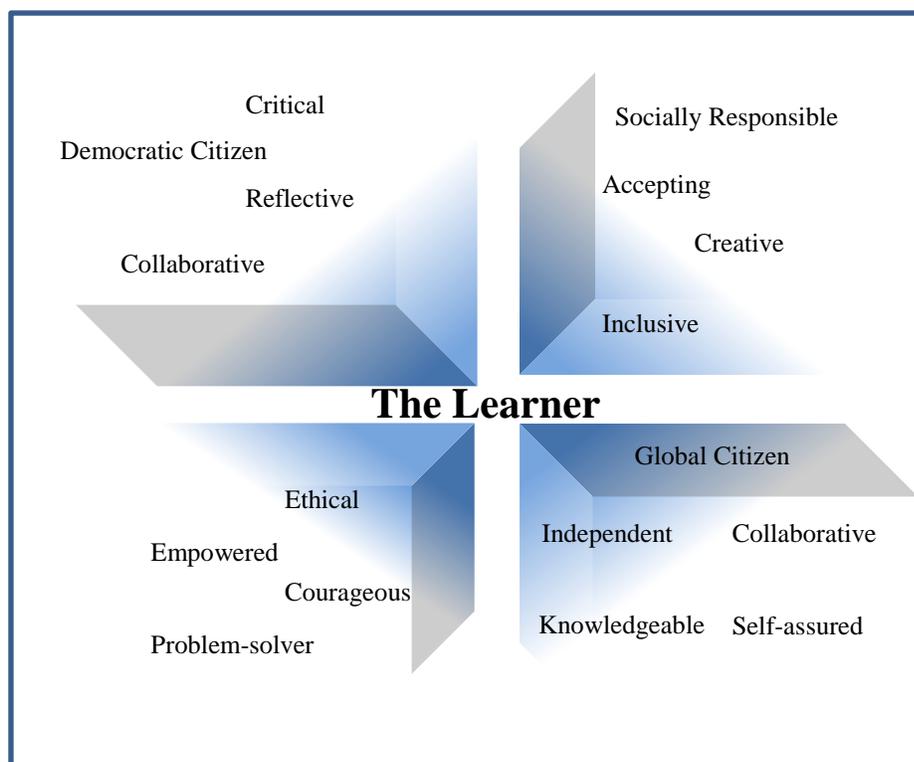


Figure 3: Image of the Learner

3. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College.
- to provide for the ongoing education of members of the College.
- to accredit additional qualification courses and more specifically,

The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines

issued by the College. (Regulation 347/02, Accreditation of Teacher Education Programs, Part IV Subsection 24).

Additional qualifications for teachers are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the 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 AQ 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: Honour Specialist Religious Education in Catholic Schools, listed in Schedule E of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

4. Foundations of Professional Practice

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) are the foundation for the development and implementation of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in the Additional Qualification course: Honour Specialist Religious Education in Catholic Schools. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry and critical reflection, is

central to the embodiment of the standards and the *Professional Learning Framework* within this AQ course and professional practice.

The *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that teachers require in order to teach effectively within and contribute to an environment that fosters *respect, care, trust* and *integrity*.

Teacher Education Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. These resources can be found on the College web site:

<http://www.oct.ca/resources/categories/professional-standards-and-designation>

These teacher education resources support the development of professional knowledge, judgment and efficacy through critical reflective praxis. The lived experiences of Ontario educators are illuminated in these teacher education resources and serve as key supports for AQ courses.

5. Pedagogical Inquiry Framework

The pedagogical inquiry framework (Figure 4) for Religious Education in Catholic Schools supports a holistic, integrated, experiential and inquiry-based AQ course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.

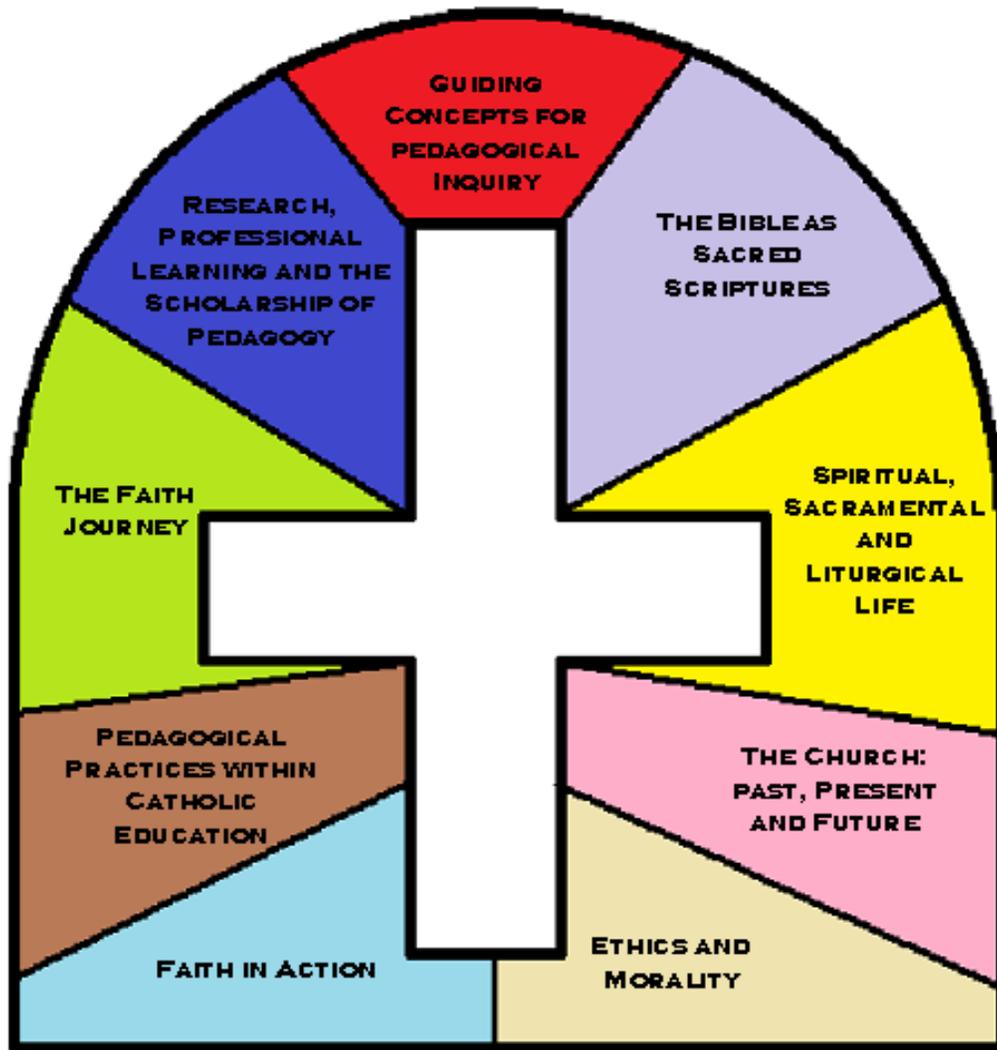


Figure 4: Pedagogical Inquiry Framework for Religious Education in Catholic Schools

Symbolism of the Conceptual Framework for Religious Education in Catholic Schools

The stained glass image symbolizes a conceptual framework representing core facets of religious education for Catholic schools. Each facet reflects spiritual meaning for the teaching and learning of religious education in Catholic schools.

Stained glass windows in medieval churches were designed to bring light into sacred space. Such a window represents the light of Christ illuminating the darkness that can reside within lives. These windows were shaped and designed to teach the worshippers about the sacred story. Depictions of scriptural characters and sacred symbols served as a curriculum for those who could not read the scriptures.

At the centre of the stained glass is the cross, the symbol of Jesus Christ. Religious education in Catholic schools leads towards deepening relationships with Jesus, so all facets touch the cross. Indeed, they are centred on the cross. The cross itself has powerful symbolism. The cross is both a symbol of salvation and a powerful representation of the two orientations of Christian life: the vertical and horizontal.

The vertical dimension is symbolic of our relationship with the transcendent, with God. The horizontal dimension is symbolic of our relationship with the immanent, our family, friends and larger community. The vertical and horizontal meet showing that the two dimensions are united. The outer frame of the stained glass window provides the parameters of the AQ course. In Medieval churches no two stained windows were identical, as each conveyed unique perspectives. Each course structure will also be individualized to respond to the unique perspectives and needs of the course participants and the local context.

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

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

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

- understanding and embodying care, trust, respect and integrity

- fostering commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

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

B. Guiding Concepts for Pedagogical Inquiry

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

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

- modeling the integration of fundamental pedagogical foundations, curriculum guidelines and expectations related to religious education for Catholic schools in Ontario
- critically interpreting and adapting practices to reflect Ontario's curriculum, policies, frameworks, strategies and guidelines, through the perspective of Catholic education (for example, Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act [AODA])
- engaging with colleagues in the collaborative exploration and integration of the ethical standards and standards of practice as embodied within the context of Catholic education
- promoting reflection, questioning, active engagement and collaboration to enhance professional practice
- collaboratively exploring and enhancing professional practice through ongoing collaborative inquiry, dialogue and reflection

- facilitating the exploration that the Bible as Sacred Scriptures is God's revelation to humanity, the story of God's relationship with the Jewish people and the early Christian communities, and encouraging critical reflection on personal and social realities
- facilitating dialogue regarding an understanding of the meaning of creation and our ecological co-responsibilities as conveyed in the Bible and theology
- encouraging reflection on ways of integrating gospel values across the curriculum and in educational experiences
- facilitating dialogue regarding the meaning of the Church as expressed throughout history, official church documents, curriculum and pedagogy
- engaging in collaborative reflection on the contributions of Catholic education to society
- encouraging reflection on the importance of the expression of faith (spiritual, sacramental and liturgical life, celebration of faith) on the Christian journey
- engaging in dialogue regarding similarities and differences between the basic tenets of Christianity and those of various world religions, while emphasizing the importance attributed by the Catholic Church to the ecumenical movement and interreligious dialogue
- critically exploring and engaging in dialogue regarding First Nations, Métis and Inuit ways of knowing, spirituality and perspectives in teaching practice
- engaging in collaborative exploration regarding the meaning of ethics and morality informed by Catholic faith and taking part in discussions reflecting on the issues involved in ethical practices
- facilitating the development of professional learning faith communities in enhancing professional knowledge and supporting student learning
- engaging with colleagues in the collaborative exploration of innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour the worth and dignity of each person
- facilitating the critical exploration and integration of expectations and strategies in response to the faith journey and individual needs of all students
- engaging in leadership related to the creation of holistic learning environments (physical, spiritual and moral, intellectual, social, emotional, environmental, linguistic and cultural)
- facilitating discussions on the theoretical understandings necessary to develop teaching and learning tools and practices for religious education and pastoral ministry

- facilitating the use of a variety of appropriate resources, including information communication technology, to enhance professional knowledge in support of student learning
- critically exploring with others pedagogical approaches and resources that support living out one's faith through religious education and pastoral experiences
- facilitating the critical integration of assessment methods in response to the individual needs of students
- facilitating collaboration with in-school personnel, parents/guardians, parish and the community
- modelling the movement from theory to practice in living out one's faith
- exploring otherness and Otherness
- facilitating critical reflection on qualitative and quantitative research and its integration into professional practice.

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

The Additional Qualification Course: Honour Specialist Religious Education in Catholic Schools is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform the design, development and implementation of the Additional Qualification Course: Honour Specialist Religious Education in Catholic Schools and can be viewed at www.edu.gov.on.ca.

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to Religious Education in Catholic Schools.

D. The Bible as Sacred Scriptures

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

- facilitating a comprehension of the origins, structures and concepts of the Bible to understand the Word of God
- facilitating dialogue regarding the relationship between biblical texts, core beliefs of the Catholic faith and the faith journey

- collectively contemplating, through the Bible, the revelation of God, the meaning of creation and the ability of God to reveal one's destiny.

E. Spiritual, Sacramental and Liturgical Life

- facilitating reflection on the importance of the sacraments in the Church and in Catholic life
- facilitating dialogue regarding the importance and role of the Word of God, prayer and/or liturgy in the expression of faith
- modelling the integration of the components of liturgy
- facilitating dialogue regarding one's relationship with Jesus Christ as the core of Catholic teacher spirituality
- engaging in critical dialogue on different spiritualities as reflected in Scripture, Tradition and the world
- facilitating critical reflection on experiences connected to a quest for meaning.

F. The Church: Past, Present and Future

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

- facilitating critical dialogue with colleagues to explore and share the history of Catholic Education in Ontario
- facilitating critical dialogue in explaining the main phases of Church history, from the early Christian communities to the present, emphasizing the significance and implications of Vatican II in discerning the presence of God
- engaging in critical dialogue regarding the significance of the beliefs and practices of the Catholic faith through the history of the Church
- promoting the integration of official Church documents within professional practice (for example, General Directory for Catechesis, Catechism of the Catholic Church)
- collaboratively facilitating the exploration of the relationships between biblical texts and the doctrines in the Apostles' Creed and recognizing that the Creed is a summary of Catholic faith

- collaboratively facilitating the integration of religious education curriculum documents to support teaching and learning
- facilitating critical reflection and dialogue related to the challenges facing the Catholic Church through post-modern perspectives
- collaboratively facilitating the critical reflection of actions initiated by the Catholic Church with various Christian denominations and world religions through post-modern perspectives
- facilitating critical reflection on a personal vision of God, and the contribution of the Catholic worldview as well as the sacredness of each person
- facilitating an understanding of the influences which create or enhance identity as a Catholic in the post-modern world
- exploring emerging concepts and ideas related to the New Evangelization (for example, poor church, beauty, simplicity of life).

G. Ethics and Morality

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

- facilitating dialogue related to the meaning of ethics and morality from theological perspectives
- critically reflecting on moral discernment processes in the Catholic perspective
- facilitating dialogue that explores lived experiences related to the evolution of social teachings of the Catholic Church
- facilitating dialogue that explores the ethical and moral contributions that Catholic social teachings and practices make to society
- collaboratively exploring the integration of Catholic social teachings throughout the curriculum and educational experiences
- encouraging discussion and analyzing current moral and ethical issues in authentic situations (for example, biases, discrimination and systemic barriers)
- promoting the importance of understanding and analyzing ecological practices from the perspective of Catholic social teachings

- facilitating dialogue that promotes a relational and inclusive school climate based on the inherent dignity of the human being and the principles of Catholic social teachings
- promoting the integration of the ethical standards and the standards of practice within the mission of Catholic education
- promoting a discussion on the use of social media and other technology through the lens of Catholic moral, ethical and social teachings.

H. Faith in Action

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

- facilitating a theoretical understandings necessary to develop teaching and learning tools and practices for religious education and pastoral experiences
- witnessing faith in action through Christian leadership
- facilitating discussions regarding the importance of shared responsibility, partnership and leadership in the community as conveyed in the *Foundations of Professional Practice*
- facilitating discussions regarding shared responsibility and partnership involving family, school, parish and the community in the expression of the faith journey
- facilitating professional dialogue related to the key components and principles associated with the mission of Catholic schools and exploring ways of integrating them across the curriculum and in educational experiences
- promoting the principles, policies and practices associated with pastoral ministry in Catholic education.

I. Pedagogical Practices within Catholic Education

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

- critically exploring religious education policy documents for Catholic schools and links to the curriculum of other subjects

- critically inquiring into government policies, guidelines and new approaches in education, as well as the policies and documents of the Assembly of Catholic Bishops of Ontario and the Catholic district school boards
- facilitating critical dialogue related to the selection and use of instructional resources and pedagogical practices to support Catholic education
- critically exploring the facilitation and integration of various forms of prayer within professional practice
- engaging in shared inquiry related to the implementation of processes for the creation of collaborative, positive, equitable, accepting and safe learning communities that nurture holistic formation
- encouraging colleagues to explore and utilize a range of approaches, methods, strategies, instructional resources, and information and communication technologies to support student learning and formation in Catholic schools
- facilitating the application of pedagogical practices that respond to the individual needs and developmental levels of all students
- collaboratively reflecting and engaging in dialogue on personal teaching practice and the relationship of theory and practice in religious education in Catholic schools
- collaboratively fostering a learning and living environment that nourishes knowledge, skills and interpersonal qualities through the light of the Gospel values
- collaboratively leading the exploration and integration of fair and equitable assessment and evaluation methods that promote student learning and support the dignity, emotional wellness and development of all students in religious education and across the curriculum
- facilitating the collaborative exploration of the theoretical understandings and knowledge necessary to design and assess programs and practices within the context of Catholic schools
- promoting reflection on the importance of questioning, innovation and collaboration to enhance teaching practice
- collaboratively developing teaching practices that respect the stages and processes associated with personal development and formation within faith education
- collaboratively facilitating the exploration and integration of pedagogies that reflect the professional identity of educators as described in the ethical

standards, the standards of practice and in the *Foundations of Professional Practice*

- encouraging reflection on the principles of adult education and group facilitation.

J. The Faith Journey

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

- collaboratively facilitating the exploration and understanding of the processes, challenges, responsibilities and fulfillment of the spiritual journey for the Catholic educator
- collaboratively facilitating dialogue related to how one's relationship with Jesus Christ is at the core of Catholic teacher spirituality
- critically engaging colleagues in dialogue and reflection related to spirituality from Scripture, Tradition, experiences with various faiths and post-modern perspectives
- critically exploring various forms of prayer that support and nurture the vocation of the Catholic educator
- facilitating reflection and dialogue regarding the faith journey of teachers, students, parish and the Christian community
- facilitating dialogue that explores the importance of lifelong learning and the faith journey of Catholic educators
- modelling the importance of being a conscious and living witness of faith for realizing the transformational purpose of Catholic education
- engaging in critical reflection and dialogue regarding the meanings of believing
- promoting understanding that the Catholic faith journey is an invitation to believe that Christians are "clothed with the life of Christ himself" (Galatians 3.27) and called to be faithful witnesses by inspiring others in the Catholic school environment to also become "salt of all mankind and light for the whole world" (Matthew 5.13-14).

K. Research, Professional Learning and the Scholarship of Pedagogy

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

- fostering a reflective culture that critically investigates past, current and evolving practices in Religious Education in Catholic Schools
- promoting a culture of shared leadership that critically and collaboratively explores professional practice through ongoing inquiry into theory and pedagogy/andragogy
- fostering critical dialogue and inquiry regarding transformational professional learning through research, scholarship and leadership
- cultivating a culture of critical pedagogy that critically utilizes research and the scholarship of pedagogy/andragogy to refine and advance teaching practice
- facilitating a culture of collaborative engagement in which research and the scholarship of critical pedagogy/andragogy are employed to advance communities of practice
- collaboratively fostering a culture of knowledge-creation and mobilization to enhance professional practice and leadership.

6. Instructional Design and Practices in the Additional Qualification Course: Honour Specialist Religious Education in Catholic Schools

The instructional design and practices (Figure 5) employed in this AQ course reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

Candidates collaboratively develop with course instructors the specific learning inquiries, learning experiences, holistic integration processes, and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification course, instructors **facilitate** andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration, and assessment and evaluation. The andragogical processes include but are not limited to:

experiential learning, role-play, simulations, journal writing, self-directed projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.

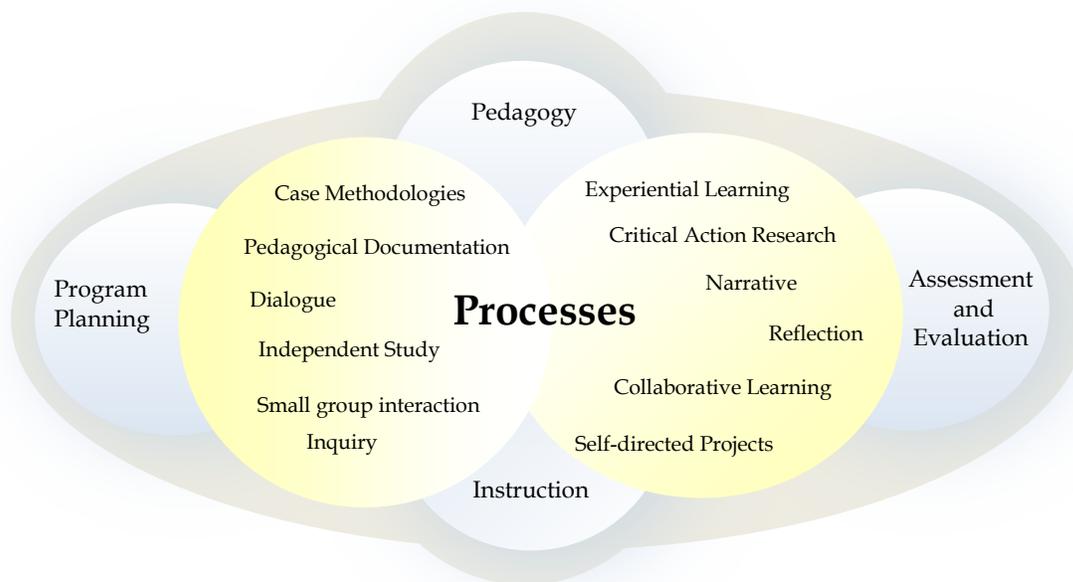


Figure 5: Instructional Processes

Instructors **embody** the *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, respect candidates' experience, recognize prior learning, integrate culturally inclusive practices and respond to individual inquiries, interests and needs. Important to the course are opportunities for candidates to create support networks, receive feedback from colleagues and instructors and share their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors **model** critical inquiry, universal design, and differentiated instruction and assessment practices that can be replicated or adapted in a variety of classroom settings.

Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Religious Education in Catholic Schools 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 Religious Education in Catholic Schools. The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College's standards-based resources help to support experiential learning through various professional inquiry processes. These can be found at: <http://www.oct.ca/resources/categories/professional-standards-and-designation>

7. Assessment and Evaluation of Candidates

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences, and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular and meaningful feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the course and are reflective of critical thinking and reflection as the candidate gains knowledge and skills over the duration of the course.

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the course. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final culminating experience in the course is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as a result of engagement in this AQ. It will also include critical reflections and an analysis of a candidate's learning over time.

The following processes are provided to guide assessment practices within this AQ course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

- | | |
|---|---|
| <p>a) Pedagogical Leadership: co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate student voice, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum</p> | <p>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, critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion</p> |
| <p>b) Pedagogical Portfolio: creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments</p> | <p>h) Innovative Learning Experience: designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach</p> |
| <p>c) Pedagogical Documentation: assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts, records of students' learning) that enable teachers, parents and students to discuss, interpret and reflect upon the learning process</p> | <p>i) IEP Development: collaboratively developing an IEP with the family, student and school team</p> |
| <p>d) Critical Action Research: engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches</p> | <p>j) Partnership Plan: designing a comprehensive plan that engages students, families and the school and local communities in collaborative partnerships that support student learning, growth, resiliency and well-being</p> |
| <p>e) Case Inquiry: critically reflecting on and inquiring into professional practice through case writing and/or case discussion</p> | <p>k) Critical Reflection: critically analyzing educational issues associated with this AQ utilizing scholarly research through multiple representations (for example, narratives, written documentation, images or graphics)</p> |
| <p>f) Transition Plan: critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement</p> | <p>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.</p> |

Appendix 1

The *Ethical Standards for the Teaching Profession*

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

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

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.

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.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

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

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

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

Professional Knowledge

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

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation,

resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

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

Ongoing Professional Learning

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

