



Memo

Date: October 9, 2020

To: Members of Council

From: Mary-Anne Mouawad, OCT
Vice-Chair, Standards of Practice and Education Committee

Subject: Report of the Standards of Practice and Education Committee

Committee Meeting Dates

The Committee met on September 30 and October 8, 2020 via GoToMeeting.

Summary of Discussions

The Vice-Chair welcomed newly appointed member, Stephen Zimmermann, to the Committee.

The Vice-Chair shared the following:

The Council motions moved at the June 22nd Standards of Practice and Education (SP&E) Committee meeting were going to be brought forward to the October Council meeting.

The two new ASL as a Second Language and LSQ as a Second Language are the first of their kind, and to support the release of the curricula, the College has expedited the approval and development of these guidelines.

The College has actively taken steps to ensure that multiple pathways are provided for educators to be involved in the consultation and development process for the new Anti-Black Racism AQ course. Karen Murray is an external facilitator who will be leading the College's policy development for this AQ.

An article in the June issue of *Professionally Speaking/Pour parler profession*, entitled, *Our Ethical Standards Guide Us*, is an example of how teaching in Ontario is being guided by the ethical standards of *Care, Trust, Integrity and Respect*. This article was highlighted by both the Council Chair and Deputy Registrar.

The Vice-Chair thanked staff for their continued service and support during the global pandemic.

1. Teaching Students who are Deaf or Hard of Hearing

The Committee received the following presentations from educators and a parent who participated in the provincial validation process for *Teaching Students who are Deaf or Hard of Hearing Program* guideline:

Presentation #1: Panel of Members involved in the Review Process

- Lidia Sardo, Central Resource Teacher, Hamilton-Wentworth Catholic District School Board
- Heather Kessler, Deaf and Hard of Hearing Education - Occasional Teacher, Toronto District School Board
- Heather Gibson – Education Officer, Ministry of Education, Student Achievement Division

The first panel spoke about the program guideline review process and highlighted the importance of the extensive consultation and collaboration that the College facilitated. The College's transparent and inclusive processes enabled multiple voices and perspectives to be included. The panel also stressed the importance of a critical social justice lens within the guideline. This content will help to ensure that the new guideline includes a strong critical pedagogical approach required of teacher candidates, in order to prepare them to teach Deaf and Hard of Hearing students and meet the complexities of students' individual needs.

Presentation #2: Panel of Sir James Whitney School Teaching Staff:

- Debbie Sicoli
- Sheri Manktelow
- Lianne Valiquette
- Laurie Gashinski

The second panel focused on the proposed changes to the *Teaching Students who are Deaf and Hard-of-Hearing Program* guideline, which have been informed by Deaf educators. These proposed changes were viewed by the Deaf educators as a step towards supporting all Deaf and Hard of Hearing learners in Ontario. The panel also addressed a proposal for a new AQ on Anti-Audism.

Presentation #3: Sharing Research on Deaf Education:

- Jenelle Rouse, Deaf Educator, Robarts School for the Deaf and a Doctor of Philosophy in the field of Applied Linguistics, from the Faculty of Education at Western University (UWO).

Jenelle shared her research on Deaf education, which focused on exploring the acquisition of American Sign Language (ASL) by Deaf Kindergarten children, concerning early language access and use of appropriate resources.

2. Teachers' Qualifications Regulation – FINAL Additional Qualification (AQ) Course Guidelines

The Committee approved the following **20 FINAL** AQ course guidelines for web release:

Program

1. Teaching Students who are Deaf or Hard of Hearing

Schedule B

2. Communications Technology, Grades 9 and 10
3. Communications Technology, Grades 11 and 12
4. Computer Technology, Grades 9 and 10
5. Computer Technology, Grades 11 and 12
6. Construction Technology, Grades 9 and 10
7. Construction Technology, Grades 11 and 12
8. Green Industries, Grades 9 and 10
9. Green Industries, Grades 11 and 12
10. Hairstyling and Aesthetics, Grades 9 and 10
11. Hairstyling and Aesthetics, Grades 11 and 12
12. Health Care, Grades, 9 and 10
13. Health Care, Grades, 11 and 12
14. Hospitality and Tourism, 9 and 10
15. Hospitality and Tourism, 11 and 12
16. Manufacturing Technology, 9 and 10
17. Manufacturing Technology, 11 and 12
18. Transportation Technology, 9 and 10
19. Transportation Technology, 11 and 12

Schedule C

20. Arts - grades 7 & 8.

3. 2021 Proposed Budget

The Committee reviewed and approved the proposed SP&E Committee budget for 2021. This budget reflects the projected regulatory work that the Committee will support in 2021.

4. Teachers' Qualifications Regulation – Draft AQ Course Guidelines

The Committee approved the following **14** draft Native Language AQ course guidelines for provincial validation:

Native Languages – Onondaga

1. Schedule A, Intermediate
2. Schedule A, Senior
3. Schedule C: One Part
4. Schedule D: Part 1
5. Schedule D: Part II
6. Schedule D: Specialist
7. Schedule E: Honour Specialist

Native Languages – Tuscarora

8. Schedule A, Intermediate
9. Schedule A, Senior
10. Schedule C: One Part
11. Schedule D: Part 1
12. Schedule D: Part II
13. Schedule D: Specialist
14. Schedule E: Honour Specialist.

Discussion ensued related to the role, stance and content of the draft *Teacher Librarian* guidelines that were developed by experienced teacher librarians and reflected the vision communicated by the Ontario School Library Association and the Canadian Library Association.

Subsequent to the discussion, the Committee approved the following **three** draft Teacher Librarian AQ course guidelines for provincial validation:

Teacher Librarian

1. Schedule D: Part I
2. Schedule D: Part II
3. Schedule D: Specialist.

5. Proposed Amendments to Regulation 176/10, Teachers' Qualifications – Proposed New Anti-Audism AQ

The Committee was presented with a regulatory request to consider a new Anti-Audism Additional Qualification (AQ) course be enacted in Schedules C of the Teachers'

Qualifications Regulation. This request emanated from a team of OCT members from Sir James Whitney School for the Deaf.

Audism is the oppressive practice of discrimination and prejudice against Deaf and Hard-of-Hearing persons. It is defined as the notion that one is superior based on one's ability to hear and speak, or behave in the manner of one who hears and speaks. (Audism Unveiled, 2017). Audism profoundly impacts the present-day lived experiences of Deaf and Hard-of-Hearing staff and students throughout Ontario's education system.

The creation of a one-part Anti-Audism AQ course guideline, in collaboration with the Deaf community, would exemplify the College's ongoing commitment to equity, diversity and inclusion by fostering greater awareness and acceptance of Deaf students' rights across the Province.

It would also provide College members with a new professional learning opportunity that furthers a collective goal to move towards an anti-oppressive education system in Ontario.

6. Proposed New Anti-Black Racism AQ

The College has commenced the collaborative development of an Anti-Black Racism AQ course guideline in June. Karen Murray, OCT, the Toronto District School Board's Centrally Assigned Principal for Equity, Anti-Racism and Anti-Oppression, has been contracted to lead the project. The College has released news items announcing the AQ and facilitated multiple interviews with CBC radio outlets, resulting in national media coverage reaching about 4.4 million listeners and positioning the College as a progressive supporter of diversity and inclusion.

A conceptual framework for the proposed policy development process for this new AQ course guideline is attached.

7. Election of Committee Chair/Vice Chair

Following the recent resignation from Council of the former chair, the Committee selected Mary-Anne Mouawad, OCT as the new Chair of the SP&E Committee for the balance of the term of 8th Council.

The Committee selected Mary Ellen Gucciardi, OCT to the position of Vice Chair of the SP&E Committee pending Council's approval of Mary Anne Mouawad to the position of Chair.

Statistics

N/A

Motions referred to Council

1. That Council recommend to the Minister of Education that: a new *Anti-Audism Additional Qualification* course be enacted in Schedule C of the *Teachers' Qualifications Regulation*.
2. That Council appoint Mary-Anne Mouawad, OCT as Chair of the Standards of Practice and Education Committee for the balance of the term of 8th Council.

Committee Mandate/Duties

The Standards of Practice and Education Committee acts as an advisory committee to Council on the development, implementation and ongoing review of:

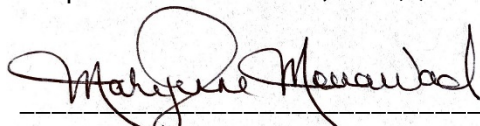
- (i) Pre-service and in-service standards of practice
- (ii) A provincial professional learning framework to support standards of practice and promote continuing competence among members of the College.

Future Meeting Date(s)

- November 23, 2020
- February 1, 2021
- March 29, 2021
- June 1, 2021.

Committee Members

Charles Dimitry Abraham, OCT (e)
Elizabeth Edgar-Webkamigad, OCT (a)
Erin Glen, OCT (e)
Mary Ellen Gucciardi (e)
Colleen Landers (a)
Mary-Anne Mouawad, OCT (e) (Vice-Chair)
Bonnie Oakes Charron (a)
Wanda Percival, OCT (a)
Stephen Zimmermann, OCT (a)

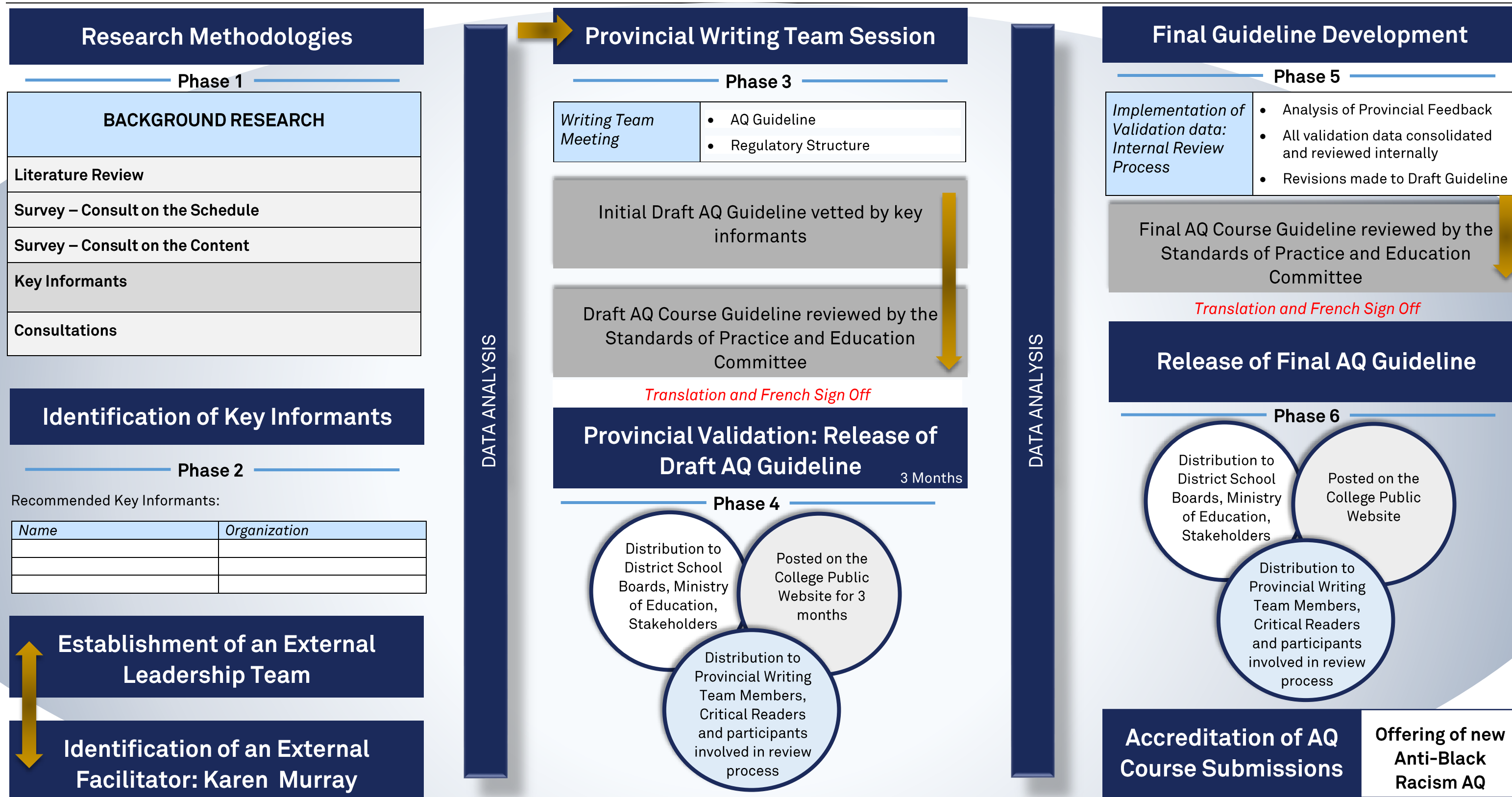


Mary-Anne Mouawad, OCT



Anti-Black Racism Additional Qualification

Proposed Policy Development Process





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Committee Meeting Dates

The Committee met on November 23, 2020 via GoToMeeting.

Summary of Discussions

1. Proposed Accreditation Committee Role and Responsibilities - Attributes, Competencies, Related Experience and Time Commitment Presentation by Colleen Landers

As part of the Vice-Chair's report, Colleen Landers, Chair of the Accreditation Committee, shared the Accreditation Committee's work related to Accreditation Committee Role and Responsibilities - Attributes, Competencies, Related Experience and Time Commitment.

The Standards of Practice and Education (SP&E) Committee directed staff to develop a similar committee member profile for review and approval at the February 1, 2021 Committee meeting.

2. Proposed Revisions to Standards Placemat

The Committee approved updates to the existing Standards Placemat resource illustrating the *Ethical Standards for the Teaching Profession* and *Standards of Practice for the Teaching Profession*. The updates include compliance with the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* as well the College's brand refresh in 2018.

3. AQ Accreditation through Virtual Platform

The Committee learned that Additional Qualifications (AQ) course providers have recently explored various virtual platforms to submit AQ course submissions for the accreditation.

Staff shared their experiences in accrediting AQ course submissions through these virtual platforms.

4. Teachers' Qualifications Regulation – Teaching Students who are Blind/Low Vision Additional Qualification (AQ) Course Consultation Feedback

During the consultation process for the review of the Schedule D: *Teaching Students who are Blind/Low Vision* Additional Qualification (AQ) course guideline, the College engaged in two surveys related to the following areas of inquiry,

1. Additional AQ courses that would augment the current Schedule D: *Teaching Students who are Blind/Low Vision* AQ and support educators ongoing professional education in this field as identified by educators involved in this area of continuing teacher education.
2. The structure of teaching qualifications for teaching students who are Blind/Low Vision (e.g. AQ structure, Program structure or Masters of Education Degree).

Staff presented a summary of the key findings of the survey data analysis. An external leadership group comprised of educators with experience in this field and in offering the *Teaching Students who are Blind/Low Vision* will be convened to review the survey results and generate recommendations for next steps.

5. Additional Qualification (AQ) Candidate Survey Feedback – Spring 2020 Data Analysis

Staff presented an overview of the key themes that emerged from 2020 survey data collected on 63 different AQ courses from 4828 AQ course candidates.

This feedback will be shared with AQ course providers to help support capacity building. The feedback will also inform future AQ policy development processes.

6. Teachers' Qualifications Regulation – Proposed New Additional Qualification (AQ) course(s) related to Well-Being

The Committee received a summary of the findings from a provincial consultation survey related to a proposed new AQ course(s) related to *well-being*.

The Committee passed a regulatory motion for a new *Supporting Cultures of Well-Being* Additional Qualification (AQ) course be enacted in Schedules D of the Teachers' Qualifications Regulation.

7. Teachers' Qualifications Regulation – Draft AQ Course Guidelines

The Committee approved three new draft AQ course guidelines in Langue des signes Québécois (LSQ), Langue seconde for provincial validation.

A Deaf Educator from Centre Jules Léger, facilitated a virtual writing team for these AQ course guidelines.

The Committee also received an update regarding the policy development process for the American Sign Language (ASL) as a Second Language AQ course guidelines and key themes that have been emerging, such as the importance of second language pedagogy and theories.

The Ministry of Education requested that the development of these two new AQs dealing with ASL as a Second Language and LSQ, Langue seconde be expedited as there will be a new secondary school curriculum for both of these languages in January 2021. These curricula are the first of their kind and respond to feedback from the ASL/LSQ community for a more equitable and inclusive education system. These AQ course guidelines will provide teachers with the relevant pedagogy to be able to provide secondary school learners with opportunities to develop their ASL and LSQ language skills, increase their knowledge and understanding of the respective cultures, and expand their knowledge, education, and career options.

8. Foundations of Professional Practice

The Committee received a presentation related to the *Foundations of Professional Practice* as follows:

Presentation:

- jeewan chanicka, Superintendent Equity, Anti-Racism & Anti-Oppression, Toronto District School Board
- Camille Logan, Superintendent of Education, York Region District School Board
- Lisa Leoni, Principal, Regency Acres P.S., York Region District School Board

This group of educators have reviewed the existing FOPP document and shared their proposed enhancements with the Committee. They also highlighted the significance of

these changes for ethical professional practice and for supporting ethical educational cultures.

Following the presentation, the Committee directed staff to develop a consultation plan for review at the next upcoming meeting on February 1, 2021, regarding proposed enhancements to these sections within the *Foundations of Professional Practice* document which support, explain and provide context for the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession:

- Beliefs about professional practice
- Professional identity and the standards.

9. Teachers' Qualifications Regulation - Anti-Black Racism

The Committee participated in the first of three educative sessions being facilitated by Karen Murray, an external facilitator who is leading the College's policy development for the Anti-Black Racism AQ.

These sessions will update Committee members on the policy development process and engage them in concepts that will be included in the AQ.

- **Educative Session by Karen Murray**, Principal of Equity, Anti-Racism and Anti-Oppression, Toronto District School Board

10. Teachers' Qualifications Regulation – Outstanding AQ Regulatory Recommendations with the Ministry of Education Since 2018

The Committee passed a motion related to 11 outstanding Council approved AQ regulatory motions.

Statistics

N/A

Motions referred to Council

1. That Council recommend to the Minister of Education that a new *Supporting Cultures of Well-Being* Additional Qualification course be enacted in Schedule D of the Teachers' Qualifications Regulation.

2. That Council request from the Minister of Education an update on the 11 Council recommended Additional Qualification Regulatory changes that were forwarded to the Ministry in June 2018.

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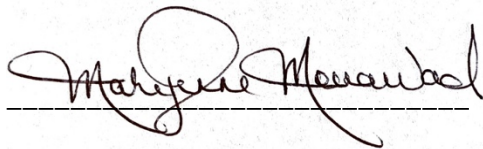
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