



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline

Teaching in the Catholic School System

Schedule C Regulation 184/97 Teachers' Qualifications

January 2009

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle, Enseignement dans le système scolaire catholique, janvier 2009*

Additional Qualification Course Guideline Teaching the Catholic School System

1. Introduction

Successful completion of the course developed from this guideline enables teachers to receive the Additional Qualification: Teaching in the Catholic School System.

The Additional Qualification Course: Teaching in the Catholic School System is open to all teachers. Candidates come to this additional qualification course with an interest or background in this area and a desire to extend and apply knowledge, skills and practices related to Teaching in the Catholic School System.

Critical to the implementation of this course is the creation of positive learning experiences that reflect care, professional knowledge, ethical practice, leadership and ongoing 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 in an integrated delivery model, topics and issues of particular relevance to the context in which they work or may work.

2. 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 or programs 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 Regulation 184/97, Teachers' Qualifications. This regulation includes courses/programs that lead to Additional Qualifications, Additional Basic Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours of work that is 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*.

Successful completion of the course leading to the Additional Qualification: Teaching in the Catholic School System, listed in Schedule C of Regulation 184/97, Teachers' Qualifications is recorded on the Certificate of Qualification issued to the members of the College.

In this document, all references to candidates are to teachers enrolled in the additional qualification course. References to students indicate those in school programs.

3. The Ethical Standards and the Standards of Practice for the Teaching Profession

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) provide the focus for ongoing professional learning and are the foundation for the development of the Additional Qualification Course: Teaching in the Catholic School System. 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.

Standards Resources

The College has developed resources to support the effective integration of the standards within additional qualification courses and programs. These resources explore the integration of the standards through a variety of educative and inquiry-based processes. A list of these resources can be found in Appendix 2 and are available through the College web site (www.oct.ca). This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

4. Course Components

The design, course content and implementation of the Additional Qualification Course Guideline: Teaching in the Catholic School System support effective teacher education practices. The following expectations and course components of this guideline support and inform effective professional knowledge and practice within the Additional Qualification Course: Teaching in the Catholic School System.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded within the overall expectations for candidates.

This additional qualification course has the following overall learning expectations for candidates:

- analyzing, interpreting and implementing Ministry of Education curriculum and district school board policies and guidelines
- analyzing, interpreting and implementing curriculum specific to Catholic schools in Ontario
- having and applying the theoretical understanding necessary to design, implement and assess programs and/or practices
- modelling and adapting expectations, strategies and assessment practices in response to the individual needs of students
- facilitating the creation of learning environments conducive to the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- collaborating with in-school personnel, parents/guardians and the community
- accessing and exploring a variety of resources, including technological resources, within and beyond the educational system to enhance professional knowledge in support of student learning
- refining professional practice through ongoing inquiry, dialogue and reflection
- supporting and modelling ethical practices
- understanding the need to respect and conserve resources in the environment
- understanding how to create and sustain professional learning communities

- integrating theological foundations (doctrinal, biblical, moral, sacramental and liturgical) for teaching and leading in the Catholic school system
- integrating pedagogical foundations for teaching in the Catholic school system
- encouraging dialogue between faith and culture in order to promote the development of critical thinking while contributing to the faith formation, character development and identity construction of students as Catholics
- understanding the foundational importance of vocational awareness for teaching and leading in the Catholic school system
- understanding the shared responsibility of family, school and parish for the spiritual formation of learners.

Successful candidates will demonstrate their understanding of and ability to apply the following:

A. Ontario Curriculum and Policies

The Additional Qualification Course: Teaching in the Catholic School System is aligned with current Ontario curriculum, relevant legislation, government policies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: Teaching in the Catholic School System. These resources can be viewed at www.edu.gov.on.ca.

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

- understanding and embodying care, trust, respect and integrity
- demonstrating commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

C. Theoretical Foundations of Teaching in the Catholic School System

- understanding the history and the distinctive features of Catholic education with a particular focus on the provincial and local context

- understanding the essential role of the Catholic worldview, in the ongoing development of Catholic Education
- understanding and integrating the core teachings of the Church – biblical, doctrinal, moral, sacramental and liturgical
- understanding, and engaging in self reflection about the Church’s teaching regarding vocation and spiritual formation as it relates to teaching and leading in the Catholic school system
- understanding the unique dimensions of teaching and leading in Catholic schools
- knowing and understanding the theological orientation, scope and sequence of the Religious Education programs appropriate to Catholic schools in Ontario
- identifying factors in a diverse and changing society that impact on Catholic education in Ontario, and on the lives of students in Catholic schools
- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification Course: Teaching in the Catholic School System
- developing awareness of First Nations, Métis and Inuit (Aboriginal) ways of knowing and perspectives
- providing a holistic and inclusive educational program that builds on learners’ abilities and enables them to reach their potential.

D. Program Planning, Development and Implementation

- integrating faith perspectives across the curriculum while respecting and affirming the diversity and interdependence of the world’s people and cultures
- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework
- understanding and engaging in reflection about the unique role of Catholic educational leaders
- understanding and engaging in reflection regarding the commitment of Catholic educators to be engaged in ongoing spiritual formation

- using a wide variety of resources to engage students with moral decision-making
- creating and maintaining a positive, safe and inclusive environment based on the inherent dignity and worth of every student
- exploring the different facets of Catholic educational theory as applied to learning expectations, methodologies, and instructional strands
- understanding the physical, emotional, social, moral and developmental aspects of the student while respecting the unique spiritual journey of all students
- developing skills conducive to teaching an integrated program where there are strong connections between spiritual formation, religious learning and the life of the student
- employing a variety of instructional strategies appropriate to the needs of students in Catholic schools
- modelling a holistic approach to life by integrating learning from various subject areas, experiences and perspectives
- encouraging students to develop their God-given potential and to recognize the call to use those talents to make a meaningful contribution to society
- utilizing the policies, instructional tools and resources developed by the Ontario Catholic education partners to support the delivery of Ministry of Education curriculum in Catholic schools.

E. Instructional Strategies and the Learning Environment

- fostering an environment which supports, invites and enhances the faith life of the students
- providing opportunities to celebrate the signs of God's presence through prayer, liturgy, sacraments, reflection and moral living
- encouraging students to examine and explore life choices and activities in relation to specific gospel values as reflected in Church teachings
- providing opportunities for learners to experience and express their faith in a variety of ways (for example, through the arts and media)
- exploring Catholic social teaching through activities that promote equality, democracy, and solidarity for a just, peaceful and compassionate society
- fostering the development of learners as discerning believers formed in the Catholic faith community

- adapting, modifying and accommodating instruction to meet the needs of all students
- fostering awareness of the faith connections inherent within all aspects of the curriculum and school life.

F. Assessment and Evaluation

- integrating multiple assessment methods to support student learning: formative, summative (for example, assessment *as* learning, assessment *for* learning and assessment *of* learning)
- use a range of assessment and evaluation strategies that support the total development of all students
- creating assessment and evaluation tools that promote optimal learning for all students
- creating evaluation tools that enable students to demonstrate the integration of self-understanding, faith, religious knowledge and the curriculum.

G. Shared Support for Learners

- understanding the roles played by the partners in Ontario Catholic education
- recognizing and understanding the partnership between home, school and parish in the educational experience and faith formation of students in Catholic schools
- understanding the importance of communicating with, involving and supporting parents/guardians
- understanding and employing a variety of effective communication strategies for collaborating with parents/guardians, parish, school and community personnel
- understanding and respecting the importance of shared responsibility and partnership as conveyed in the standards and the *Foundations of Professional Practice*.

5. Instructional Practice in the Additional Qualification Course: Teaching in the Catholic School System

In the implementation of this additional qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about program, instruction, pedagogy and assessment and evaluation. Instructors model the standards, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. These include but are not limited to, small group interaction, action research, presentations, independent inquiry, problem solving, collaborative learning and direct instruction. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Where possible, experiential learning and authentic school-based experiences are included in the course, for example, classroom observations, practicum experiences and action research projects. Instructors model effective instructional strategies and formative and summative assessment that can be replicated or adapted in the candidate's classroom.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates are provided with the specific learning expectations and forms of assessment and evaluation that will be used throughout the course. Opportunities will be provided by instructors for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self and peer assessment and instructor evaluation, and models effective practices. A variety of assessment approaches will be used that enable candidates to convey their learning. The course provides opportunities for both formative and summative assessment and evaluation.

Central to teachers enrolled in additional qualification courses is the opportunity to be engaged in relevant and meaningful work. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice, and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of religious knowledge, skills, pedagogy, moral and ethical practices and faith leadership. Similarly, if a portfolio assignment is used, it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is genuinely new, meaningful and practical.

The following list of assessment strategies is not exhaustive; it is intended to serve as a guide only.

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of Teaching in the Catholic School System, and reflects the Ontario Catholic School Graduate Expectations and Ministry of Education expectations
- b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to teaching or leading in the Catholic school system
- c) Presentation: developing a digital story, presenting an issue related to teaching, leading and learning in the Catholic school system
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for each component related to teaching in the Catholic school system
- e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching and/or leadership practice in the Catholic school system
- f) Independent Project: addressing any aspect of the course that is approved by the instructor (for example, the development of a social justice project or resource for implementation in a Catholic School)
- g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy in the Catholic school system
- h) Reflective writing: reflecting on a personal faith journey through journal writing, prayer or writing a case or vignette that supports ongoing formation

and vocational awareness related to teaching and learning in the Catholic school system

- i) Faith resource: developing a prayer service, retreat, social justice experience or similar faith resource, that expresses the Catholic worldview.

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.

Appendix 2

Standards Resources

Information pertaining to the following standards resources is available through the College web site at www.oct.ca.

Allard, C.C., Goldblatt, P.F., Kemball, J.I., Kendrick, S.A., Millen, K.J. & Smith, D. (2007). Becoming a reflective community of practice. *Reflective Practice* (8)3, 299-314.

Goldblatt, P.F., & Smith, D. (2004). Illuminating and facilitating professional knowledge through casework. *European Journal of Teacher Education* (27)3, 334-354.

Goldblatt, P.F., & Smith, D. (2005). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.

Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit 1]. Toronto, ON: Author.

Ontario College of Teachers. (2006). *Foundations of professional practice*. Toronto, ON: Author.

Ontario College of Teachers. (In Press). *Living the standards*. [Resource kit 2]. Toronto, ON: Author.

Smith, D. & Goldblatt, P.M. (Eds.). (2006). *Casebook guide for teacher education*. Toronto, ON: Ontario College of Teachers.

Appendix 3

Suggested Resources for Catholic Education (in English)

The Vatican – www.vatican.va

Canadian Conference of Catholic Bishops (CCCCB) – www.cccb.ca

Ontario Conference of Catholic Bishops (OCCB) – www.occb.on.ca

Institute for Catholic Education (ICE) – www.occb.on.ca/ice

Catholic Principals' Council of Ontario (CPCO) – www.cpco.on.ca

Ontario Catholic School Trustees' Association (OCSTA) – www.ocsta.on.ca

Ontario English Catholic Teachers Association (OECTA) – www.oecta.on.ca

Ontario Association of Parents in Catholic Education (OAPCE) – www.oapce.on.ca

Ontario Catholic Supervisory Officers' Association (OCSOA) – www.ocsoa.ca

Ontario Catholic School Business Officials' Association (OCSBOA) – www.ocsboa.ca

Catholic Association of Religious & Family Life Educators (CARFLEO) –
www.carfleo.org

Canadian Catholic School Trustees' Association (CCSTA) – www.cesta.ca

Catholic Curriculum Corporation – Central & Western Ontario Region (CCC) –
www.catholiccurriculumcorp.org

Eastern Ontario Catholic Curriculum Cooperative (EOCCC) – www.eoccc.org

Northern Ontario Catholic Curriculum Cooperative (NOCCC) – www.noccc.on.ca