Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline Special Education, Part I

Schedule D – Teacher's Qualification Regulation

September 2020

Table of Contents

Additional Qualification Course Guideline for Special Education, Part I

1.   Introduction

> *Many students will be coming from backgrounds that we could not even imagine - poverty, escaping prejudice, war-torn countries, escaping violence, living in violence. Education is the most important of equalizers...it rests with teachers to be that singular lifeline that can change the life of a child.*
>
> *– Special Education Guideline Writer, 2017*

The *Special Education, Part I* Additional Qualification course guideline supports educators in creating a safe, inclusive and welcoming learning environment. This Additional Qualification provides the context for educators to explore the professional knowledge and practices needed, as they strive to honour the strengths, interests and needs of every learner.

Creating inclusive learning environments requires the commitment of all partners – educators, learners, parents, families, guardians, caregivers and the community. This vision of inclusivity, as well as working to sustain it, requires ongoing effort and shared responsibility. This involves collectively and critically reflecting on the impact of policies, practices and processes on inclusive learning environments.

The following critical reflections (Figure 1) provide one of many possible frameworks that may guide educators in creating and sustaining a vision of inclusive education:

Figure 1: Critical Reflections

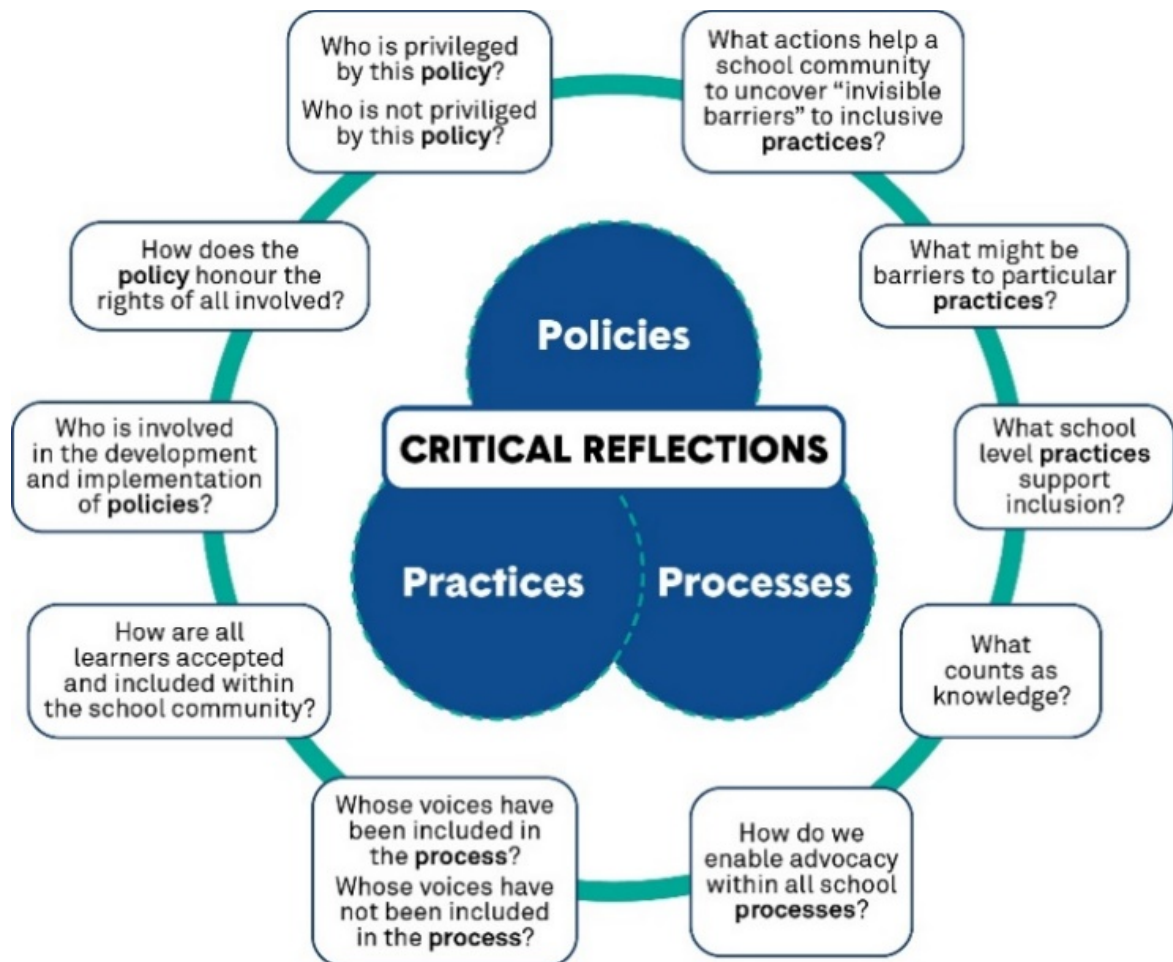## 2. Conceptual Framework

I think you have to find the student's strengths, appreciate their needs, and then have the ability to select strategies according to their needs and learning and the demands of the task. Part of that is having an understanding of how we learn ourselves, because typically, I find that we teach to how we learn.

– Participant, Special Education Review Process, 2017

The Schedule D *Special Education, Part I* Additional Qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule D *Special Education, Part I* course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Special Education, Part I*.

The Additional Qualification course guideline for *Special Education, Part I* is organized using the following conceptual framework (Figure 2),
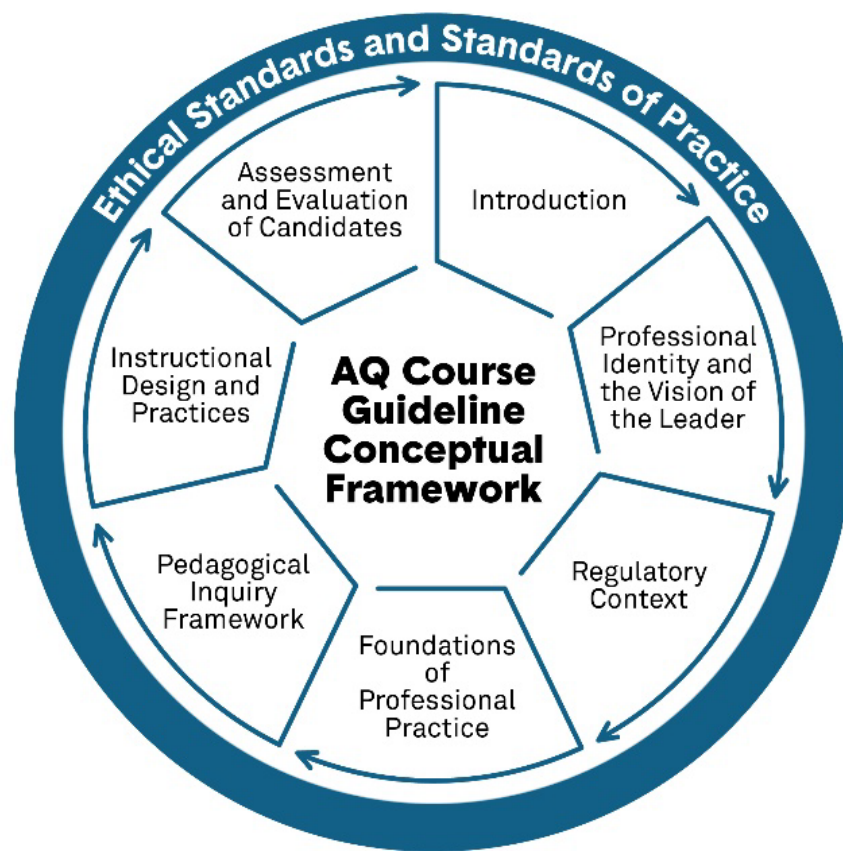

Figure 2: Conceptual Framework

Three-session specialist Additional Qualification courses identified in Schedule D (Teachers' Qualifications Regulation 176/10) are designed for:

- critically exploring and enhancing professional practices, critical pedagogies, knowledge and skills as outlined in the *Special Education* course (Part I)

- critically designing, applying and facilitating dialogue related to learning opportunities that integrate the professional knowledge, skills and pedagogical stances as outlined in the *Special Education* course (Part II)

- critically and collaboratively cultivating professional efficacy, emancipatory leadership practices and advancing the scholarship of teaching by fostering cultures of critical reflection and inquiry as outlined in the *Special Education* course (Specialist).

Critical Pedagogical Lens

The Additional Qualification Course: *Special Education, Part I* 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 within and across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

Additional Qualification Course Implementation

Course providers, instructors and developers will use this Additional Qualification 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, equity and agency from an asset-based and ethical lens. 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.

Provincial Context

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and areas of emphasis. This flexibility will enable both language communities to implement *Special Education, Part I* as understood from a variety of contexts.

Educators in Ontario work in varied and diverse educational contexts. Educators may find themselves in a variety of educational settings such as: a rural French language school, a Catholic school, an urban public school, a First Nation school, a provincial school, a private or independent school. Educators will reflect on the unique context of each community to enhance learning, and well-being.

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

3.   Professional Identity and the Vision of the Learner

> *The student with a learning difference is easily misunderstood in the school system. Each student wants acceptance. Each student deserves understanding, empathy, respect and compassion.*
>
> *– Narrative Writer, Special Education Review Process, 2017*

The professional identity of the Additional Qualification course instructor and course candidates conveyed in this Additional Qualification 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 for the Teaching Profession, as well as through Additional Qualification consultations.

The professional identity of the educator positions members of the teaching profession as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice. Additional qualification courses support this collective professional identity (Figure 3, Vision of the Educator).
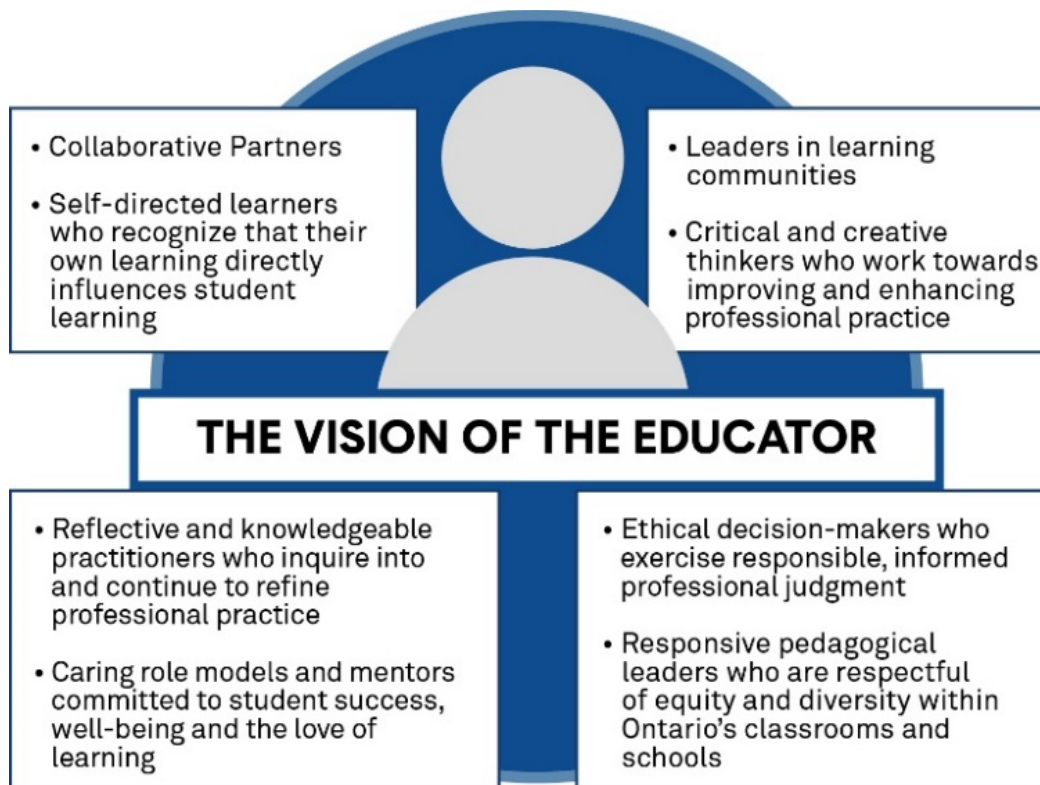
THE VISION OF THE EDUCATOR

- Collaborative Partners
- Self-directed learners who recognize that their own learning directly influences student learning

- Leaders in learning communities
- Critical and creative thinkers who work towards improving and enhancing professional practice

- Reflective and knowledgeable practitioners who inquire into and continue to refine professional practice
- Caring role models and mentors committed to student success, well-being and the love of learning

- Ethical decision-makers who exercise responsible, informed professional judgment
- Responsive pedagogical leaders who are respectful of equity and diversity within Ontario's classrooms and schools

Figure 3: Vision of the Educator[1]

The learner conveyed in this Additional Qualification (Figure 4) is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-efficacious, a problem-solver, and whose voice, perspectives and sense of efficacy and agency are integral to shaping the teaching and learning process.

---

[1] *Note.* From "The Foundations of Professional Practice," by Ontario College of Teachers, 2016, p. 16. Copyright 2016 by Ontario College of Teachers. Reprinted with permission.
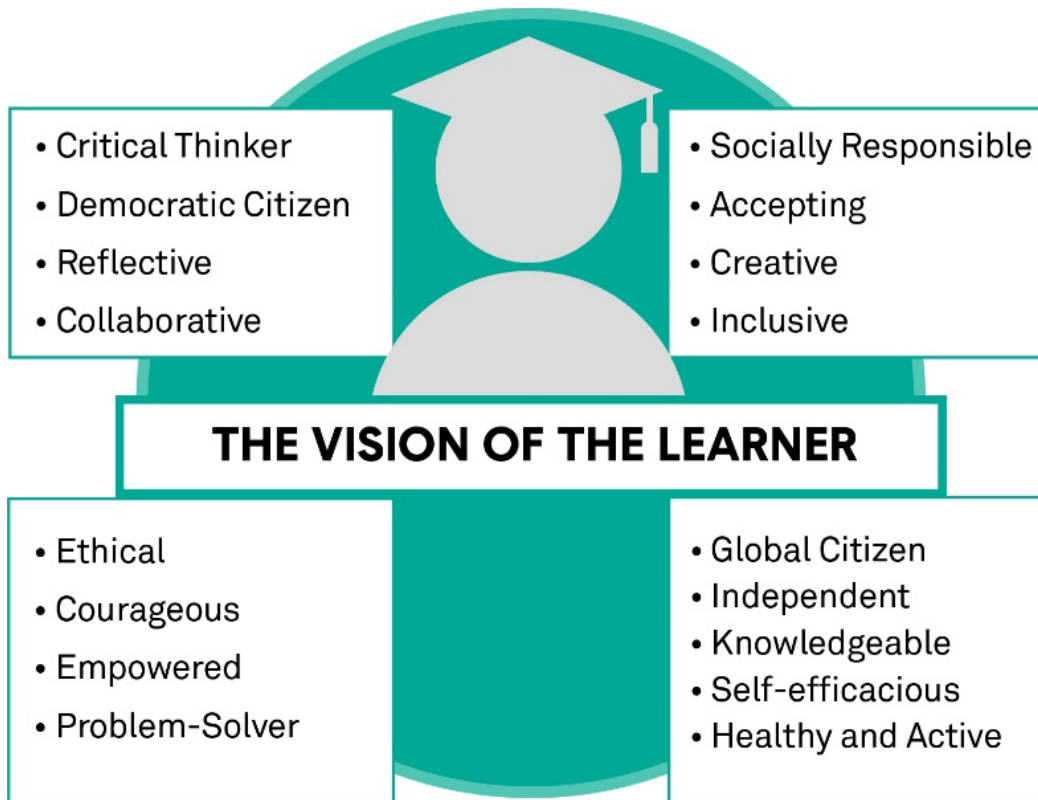
Figure 4: Vision of the Learner

4.   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 educators are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited Additional Qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession.*

The Additional Qualification course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation.*

Successful completion of the course leading to the Additional Qualification Course: *Special Education*, *Part* I, listed in Schedule D of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

5.   Foundations of Professional Practice

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

The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry and critical reflection, is central to the embodiment of the standards and the *Professional Learning Framework for the Teaching Profession* within this Additional Qualification course and professional practice.

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

Teacher Education Resources

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

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

6.　　Pedagogical Inquiry Framework

The pedagogical inquiry framework (Figure 5) for *Special Education, Part I* supports a holistic, integrated, experiential and inquiry-based Additional Qualification Course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.
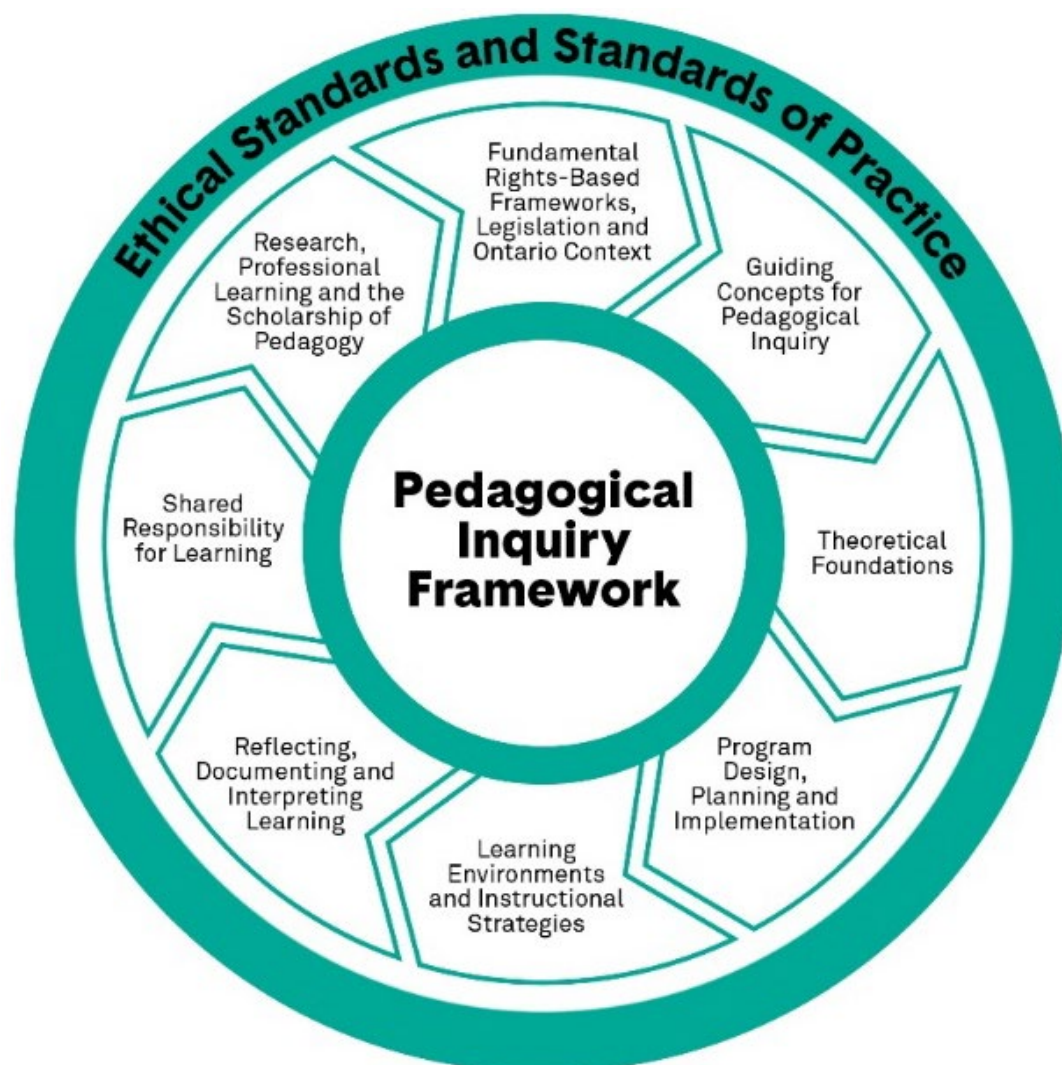
Figure 5: Pedagogical Inquiry Framework for
Special Education, Part I

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

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

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

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

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

B. Fundamental Rights-Based Frameworks, Legislation and Ontario Context

Local, provincial, national and international rights-based frameworks and legislation are paramount to the development and implementation of Additional Qualification courses. These highlighted the requirements and responsibilities for sustaining human rights, social justice, liberatory practices and accessibility for all.

AQ Providers, course developers and course candidates are entreated to engage in critical reflection and dialogue related to these frameworks and legislations and explore the significance for professional practice

The list below, though non-exhaustive, provides a starting point for exploration within the context of the AQ course:

- [Ontario curriculum](#)
- Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11
- Ontarians with Disabilities Act, S.O., 2001, c. 32

- *Canadian Charter of Rights and Freedoms* Part 1 Schedule B Constitution Act 1982
- Canadian Human Rights Act of 1977
- Truth and Reconciliation Commission of Canada: Calls to Action
- United Nations Convention on the Rights of the Child
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of Persons with Disabilities

These documents inform the design, development and implementation of the Additional Qualification Course: *Special Education, Part I.*

C. Guiding Concepts for Pedagogical Inquiry

One priority is that teachers understand the history of disability: its intersections with race, sexual orientation, gender, etc., and special education as reproducing status quo.

– Participant, Special Education Review Process, 2017

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

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

- critically exploring biases, assumptions, beliefs, understandings, power and privilege regarding learners, teaching and learning and disability
- critically exploring the professional identity and practices associated with the vision of educators as co-inquirers, scholars and researchers working alongside empowered learners in the co-creation of democratic, knowledge-rich learning environments
- critically reflecting on practices that support anti-racist and anti-oppressive education

- critically exploring and interpreting Ontario's curriculum, policies, frameworks, strategies and guidelines in ways that are responsive to learners' assets, interests, needs and safety

- collaboratively examining and integrating the meaningful and respectful inclusion of First Nations, Métis, and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as a valid and valued means to understand the world

- critically exploring teaching practices that are committed to the *Truth and Reconciliation Commission of Canada: Calls to Action*

- critically exploring the concept of cultural appropriation

- critically exploring multiple ways of knowing and being

- applying critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs

- critically exploring pedagogical processes, including assessment and evaluation practices, that link curriculum to learners' interests, strengths, inquiries, assets, needs and holistic well-being

- critically examining processes, practices and policies to create and sustain equitable, inclusive and holistic learning environments that nurture the identities and assets of learners

- critically exploring engagement processes and practices intended to foster collaboration with learners, school/board personnel, parents, families, caregivers, guardians and community partnerships to support the learning, identities and well-being of the school community

- critically exploring and integrating a variety of resources to enhance professional knowledge and facilitate innovative assessment and evaluation practices in support of learning, independence, holistic well-being and agency

- critically exploring professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy

- critically examining the ethical principles, knowledge and actions that contribute to collective ethical pedagogy and leadership

- critically exploring and integrating environmentally sustainable practices, policies and pedagogies

- critically examining processes to foster responsible and active environmental stewardship, ecological consciousness, social justice and democratic citizenship within local, national and global contexts

- collaboratively exploring the co-construction of communities of inquiry committed to critical pedagogy, ongoing professional learning and collective professional efficacy

- critically reflecting on the ethical use of technology to support learners' safety, privacy and well-being

- critically exploring innovative, inclusive practices for integrating technology to enhance teaching and learning

- critically examining inclusion and inclusive processes involved in creating and sustaining safe, healthy, equitable and holistic learning environments that respect diversity, facilitate learning, foster learner voice and perspectives, encourage critical thinking and promote social justice

- critically examining qualitative and quantitative research on inclusion associated with professional practices, policies and pedagogies in support of learning, empowerment and agency

- critically exploring and integrating inclusive processes for fostering interprofessional collaboration that support the collaborative development and implementation of Individual Education Plans (I.E.P.) and Transition Plans for learners that include the voices and perspectives of learners, parents, families, caregivers, guardians and all those involved

- critically examining processes, practices and policies that contribute to a school and/or system culture of inquiry that promotes openness to innovation, change, culturally-inclusive pedagogies and the democratization of knowledge

- critically exploring practices to challenge dominant discourses and assumptions related to ableism and disability

- critically analyzing systemic manifestations of power and privilege and their implications for teaching and learning

- critically reflecting on how systemic power and privilege influence and impact educational policies, practices and processes

- critically exploring an asset-based approach to professional learning and practice

- critically analyzing inclusive practices and access to the most enabling learning environments for learners

- critically exploring the idea that all learners are partners, knowledge-holders and experts in their own experience

- critically exploring how to respond to visible and invisible barriers to learning and inclusion within the education system
- critically exploring strategies to respond to ableism and associated attitudes, stereotypes and stigma
- exploring practices that engage family, caregiver, guardian and community voices and perspectives in the learning process.

D. Theoretical Foundations of Special Education, Part I

Change can only occur with a shift in mindset.

– Participant, Special Education Review Process, 2017

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

- critically exploring rights of all learners in policies, practices and processes related to special education
- critically exploring various theoretical frameworks underpinning this Additional Qualification, the principles fundamental to these frameworks and their practical applications in supporting inclusion, inclusive practices and learning
- critically exploring and integrating theories of learning and identity formation to inform practice and support the well-being, efficacy, self-advocacy and agency of learners
- critically exploring the relevance of critical pedagogy, experiential, multiliteracy and social constructivist theories and inclusive education as core theoretical foundations for this Additional Qualification
- deconstructing and challenging the social construction of disability to inform policies, practices and processes
- deconstructing and challenging the social construction of special education to inform policies, practices and processes
- critically exploring intersectionality and disability
- critically exploring the barriers encountered by learners and challenging ableism

- critically exploring current theoretical research, literature and scholarship to inform professional practice
- critically exploring the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for educator professionalism within the Additional Qualification Course: *Special Education, Part I*
- critically reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice, as well as between practice and theory
- critically exploring critical pedagogy that is committed to program design using learners' assets, interests, inquiries, voice, perspectives and experiences
- critically exploring Ontario curriculum, resources and government policies, frameworks and strategies related to *Special Education, Part I*
- critically exploring and integrating learning theories and the individual learning assets, strengths, agency, needs and experiences of learners
- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe, healthy, equitable, inclusive, accepting and engaging learning environments
- critically exploring and integrating holistic, inclusive and asset-based educational programs that build on learners' assets, abilities, interests and experiences and empower them to reach their learning goals
- critically exploring the significance of relevant legislation at the municipal, provincial, federal and international levels and associated responsibilities of professional practice
- critically exploring educators' legal obligations and ethical responsibilities according to current provincial legislation and practices
- critically exploring provincial legislation and policies that support accessibility for all
- critically exploring provincial legislation and policies that support human rights for all
- critically exploring provincial legislation and policies that support privacy for all
- critically exploring innovative practices for fostering creative and multiple forms of expression to enhance teaching and learning

- critically exploring empowering, accessible and enabling learning environments.

E. Program Design, Planning and Implementation

An asset-oriented approach (essential to transforming thinking, language and practices with respect to disability/for students with disabilities).

– Participant, Special Education Review Process, 2017

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

- critically exploring and deepening understanding of how the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* can inform a program planning framework

- critically exploring the influence of society's diverse and changing nature on student learning and holistic well-being

- critically exploring and deepening understanding of program design, planning, development and implementation strategies and frameworks

- critically exploring the philosophical underpinnings that strengthen educators' professional efficacy to support curricular and interdisciplinary integration and inclusion

- critically exploring various approaches to curricular integration through diverse planning models, content and resource development, pedagogical documentation and the implementation of varied assessment and evaluation practices that are fair, transparent and equitable

- critically exploring and deepening understanding of differentiated instruction, universal design and the tiered approach in program planning development and implementation

- critically exploring research-based, leading-edge and culturally inclusive learning resources that support learning, engagement, self-identities, safety and well-being

- critically exploring a variety of assistive technologies to support learning and well-being

- critically designing programs that reflect the ethical use of technology in support of learners' safety, privacy and well-being
- critically exploring and planning relevant and authentic learning opportunities and programs that support various educational pathways and goals for life
- critically exploring how learners' lived experiences, identities, narratives, development, strengths, inquiries, interests, assets and needs can inform program planning, development and implementation
- critically exploring the integration of culturally inclusive pedagogies within program design, planning and development
- critically exploring strategies that support learners' holistic well-being and learning profile
- critically exploring planning and instructional processes that are informed by the learning preferences, literacies, voice, perspectives, strengths, assets and experiences of learners
- developing a culture of inquiry that stems from the learner's own curiosities and leverages the learner's own context and experience to promote deeper engagement and understand of course inquiries
- critically exploring pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support learning and foster engagement
- exploring the design of Individual Education Plans, Transition Plans and programs with learners and parents, families, caregivers and guardians
- critically exploring strategies to engage learners, parents, families, caregivers, guardians, as well as school/board personnel, professionals and community partners in the ongoing process of programmatic review.

Self-advocacy: every single teacher should be facilitating students' understanding of their own strengths and their own needs, and including them in the IEP process.

– Participant, Special Education Review Process, 2017

F. Learning Environments and Instructional Strategies

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

That the students are part of and in the centre of decisions that are affecting their education like decision-making processes like IEPs.

*– Participant, Special Education
Review Process, 2017*

- critically exploring processes for the creation of inclusive, diverse and engaging learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*

- creating and sustaining ethical, positive, equitable, accepting, inclusive, safe, healthy and engaging learning environments for learners alongside parents, families, caregivers and guardians

- critically exploring safe learning environments, practices and policies that honour learner agency, assets and interests

- critically exploring processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging

- critically exploring processes for fostering a collaborative community of empowered and engaged learners

- fostering engaging, trusting and socially just learning environments that promote learner voice and perspectives, leadership, self-advocacy, aspirations and life goals

- critically exploring a variety of instructional strategies to support learning and holistic well-being

- cultivating safe, ethical, legal and respectful practices in the use of different technological tools that support pedagogical practices

- critically exploring inclusive and innovative learning environments that integrate a variety of instructional strategies and tools to respond to the assets, interests and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry, the tiered approach and assistive technologies)

- critically exploring processes that engage learners as democratic and global citizens and leaders with rights and responsibilities in supporting environmental, social and economic sustainability and well-being

- critically exploring the professional identity, knowledge and leadership practices of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, the *Professional Learning Framework for the Teaching Profession* and the *Foundations of Professional Practice*

- exploring methods for consensus-building, participatory democracy and empowerment at the school and community levels.

G. Reflecting, Documenting and Interpreting Learning

Understand students as people first. It is so important that students feel valued and that they develop relationships with these teachers.

– Participant, Special Education Review Process, 2017

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

- critically exploring equitable, transparent, valid and reliable assessment and evaluation methods that respect and respond to the holistic well-being, identities, agency, literacies and assets of all learners

- critically exploring feedback processes that empower and inspire learners to positively reflect on and identify goals for their current and lifelong learning

- fostering an examination of feedback that engages learners in the critical analysis and interpretation of the learning processes

- critically exploring equitable and inclusive processes for reflecting, documenting and interpreting learning

- critically exploring and integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks, policy and resource documents

- critically exploring assessment practices for the following three purposes: to provide feedback to learners and to adjust instruction (assessment *for* learning); to develop learners' capacity to be independent, autonomous learners (assessment *as* learning); to make informed professional judgments about the quality of learning (assessment *of* learning).

H. Shared Responsibility for Learning

A thing that has really changed is a diverse family unit. Educators have to be mindful when picking mentors, texts and conversations; that we don't have bias within our own language and connections so that kids can feel connected and safe in their classroom.

*– Participant, Special Education
Review Process, 2017*

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

- critically exploring a variety of effective communication and engagement strategies for authentic collaboration with learners, parents, families, caregivers and guardians, as well as school/board personnel, professionals and community partnerships

- fostering open and transparent partnerships with learners, parents, families, caregivers and guardians that respond to and value shared decision-making, confidentiality, advocacy, reciprocity, aspirations and leadership

- critically and creatively exploring processes to encourage and honour learner voice, perspectives and identities in the learning process through shared decision-making and leadership

- critically exploring strategies and opportunities for professional collaboration that support learning, holistic well-being and leadership

- critically exploring and openly addressing biases, discrimination, ableism and systemic barriers in order to support learning, holistic well-being and inclusion

- critically exploring and analyzing positive, inclusive educational and professional cultures in which voices and perspectives are freely expressed and critically analyzed to collectively transform structures and systems

- understanding and respecting the importance of shared responsibility and partnership that promotes social and ecological justice as conveyed in the *Foundations of Professional Practice*

- critically exploring professional collaboration within interdisciplinary and interprofessional teams to support learning, well-being, self-advocacy, transitions and inclusion

- critically exploring the development and implementation of transition plans through schooling and beyond by engaging learners, parents, families, caregivers, guardians, school/board personnel and community partnerships.

> *...consultation with parents, school staff, and other professionals provides an invaluable perspective on a child's personality, development and learning. Developing a collaborative culture opened-up "the conversation" and allowed for growth-oriented professional dialogue and opportunities for meaningful reflection.*
>
> *– Narrative Writer, Special Education Review Process, 2017*

I. Research, Professional Learning and the Scholarship of Pedagogy

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

> *Understanding of all aspects of student well-being – especially mental health, in order to create a learning environment that is responsive to student needs.*
>
> *– Participant, Special Education Review Process, 2017*

- critically exploring and reflecting on past, current and evolving practices in *Special Education, Part I*

- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in transformational professional learning through research, scholarship and leadership
- critically exploring critical pedagogy that integrates research and the scholarship of pedagogy/andragogy into teaching practice
- engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring knowledge-creation and mobilization to enhance professional practice and leadership
- critically exploring ethical responsibilities in research and scholarship that honour and embody the *Ethical Standards for the Teaching Profession*
- critically exploring theories and pedagogies about multiple forms of oppression, power and privilege.

7. Instructional Design and Practices in the Additional Qualification Course: Special Education, Part I

The instructional design and practices (Figure 6) employed in this Additional Qualification course reflect adult learning theories, effective andragogical processes and experiential learning methods and differentiated processes 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, differentiated 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.
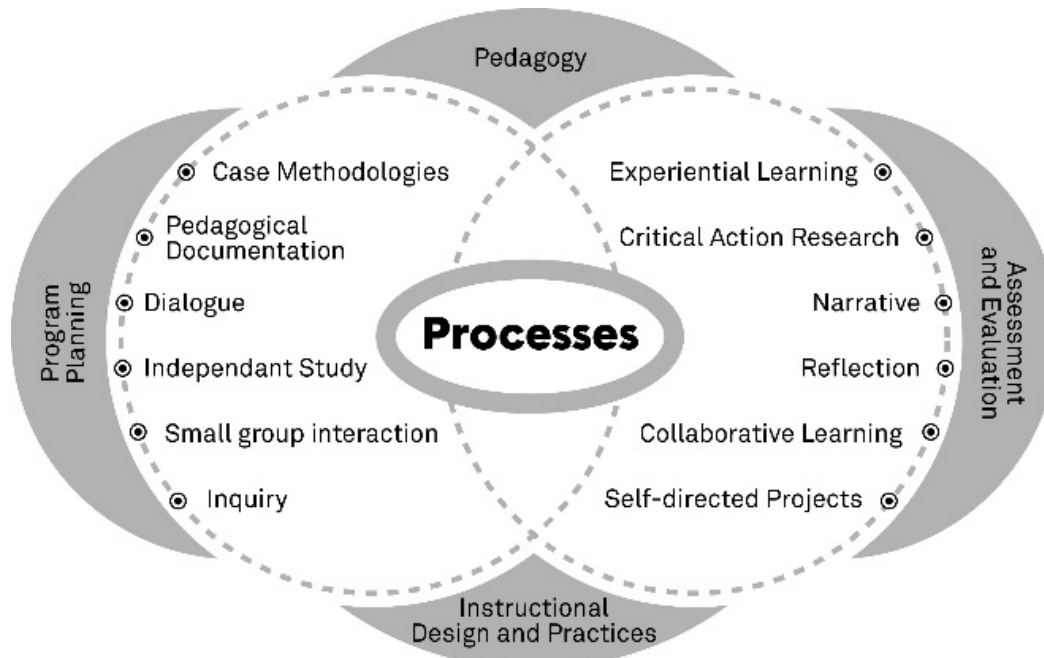
Figure 6: Instructional Processes

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

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

Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of *Special Education, Part I* 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 *Special Education, Part I*.

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.

8.   Assessment and Evaluation of Candidates

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

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

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

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

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

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

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

a) **Pedagogical Leadership:** co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate voice and perspectives, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum

b) **Pedagogical Documentation:** assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and records of learning) that enable educators, parents, families, caregivers, guardians and learners to discuss, interpret and reflect upon the learning process

c) **Critical Reflection:** critically analyzing educational issues associated with this Additional Qualification utilizing scholarly research through multiple representations (for example, narratives, written documentation and images or graphics)

d) **Critical Action Research:** engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches

e) **Case Inquiry:** critically reflecting on and inquiring into professional practice through case writing and/or case discussion

f) **Transition Plan:** critically reflecting on and analyzing a transition plan and generating recommendations for enhancement

g) **Narrative Inquiry:** collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion

h) **Pedagogical Portfolio:** creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments

i) **Innovative Learning Experience:** designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach

j) **Partnership Plan:** designing a comprehensive plan that engages learners, parents, families, caregivers, guardians and the school and local communities in collaborative partnerships that support learning, growth and well-being

k) **I.E.P. Development:** collaboratively developing an I.E.P. with parents, families, caregivers, guardians, learners and the school team

l) **Visual Narrative:** creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy.

Appendix 1

The Ethical Standards for the Teaching Profession

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

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

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

The Ethical Standards for the Teaching Profession are:

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

Trust
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect
Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

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

The Standards of Practice for the Teaching Profession

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

The Purposes of the Standards of Practice for the Teaching Profession

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

The Standards of Practice for the Teaching Profession are:

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

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

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection

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

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

Appendix 2

Accessibility for Ontarians with Disabilities Act (AODA) Text:
Figure 1: Critical Pedagogical Stance from page 5 of this PDF

Figure 1 is graphic representation describing critical reflections. At the centre of the image is a Venn diagram of Policies, Practices and Processes. Surrounding this Venn diagram are critical inquiries related to these policies, practices and processes.

In terms of policies, reflections include:

- Who is privileged by this policy?

- Who is not privileged by this policy?

- How does the policy honour the rights of all involved?

- Who is involved in the development and implementation of policies?

In terms of practices, reflections include:

- What school level practices support inclusion?

- What might be barriers to particular practices?

- What actions help a school community to uncover "invisible barriers" to inclusive practices?

- What counts as knowledge?

In terms of processes, reflections include:

- Whose voices have been included in the process?

- Whose voices have not been included in the process?

- How are all learners accepted and included within the school community?

- How do we enable advocacy within all school processes?

Appendix 3

Accessibility for Ontarians with Disabilities Act (AODA) Text:
Figure 6: Instructional Design and Practices from page 27 of this PDF

Figure 6 is a graphic representation of the possible andragogical instructional processes implemented in Additional Qualification courses. At the centre is a Venn diagram. In the right side of the Venn diagram, candidates are invited to explore the use of Experiential Learning, Critical Action Research, Narrative, Reflection, Collaborative Learning and Self-directed projects. In the left side of the Venn Diagram, candidates are invited to explore the use of Case Methodologies, Pedagogical Documentation, Dialogue, Independent Study, Small group interaction and Inquiry. These inquiry-based learning experiences interconnect at the centre to form a multiplicity of multifaceted processes that can enhance professional practice. The inquiry-based learning experiences outlined in the Venn diagram are related to the following four areas: Pedagogy, Assessment and Evaluation, Instructional Design and Practices and Program Planning, which surround the Venn diagram in an outer circle.

Appendix 4

College Standards-Based Resources

Information pertaining to the following standards-based resources, which support learning through professional inquiry, is available through the [College web site](#).

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), pp. 299-314.

Cherubini, L., Kitchen, J., Goldblatt, P., & Smith, D. (2011). Broadening landscapes and affirming professional capacity: A metacognitive approach to teacher induction. *The Professional Educator, 35*(1), pp. 1-15.

Cherubini, L., Smith, D., Goldblatt, P.F., Engemann, J., & Kitchen, J. (2008). *Learning from experience: Supporting beginning teachers and mentors [Resource kit]*. Toronto, ON: Ontario College of Teachers.

Ciuffetelli Parker, D., Smith, D., & Goldblatt, P. (2009). Teacher education partnerships: Integration of case studies within an initial teacher education program. *Brock Education, 18*(2), pp. 96-113.

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

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

Killoran, I., Zaretsky, H., Jordan, A., Smith, D., Allard, C., & Moloney, J. (2013). Supporting teachers to work with children with exceptionalities. *Canadian Journal of Education, 1*(36), pp. 240-270.

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

Ontario College of Teachers. (2006). *The ethical standards for the teaching profession.* [Poster]. Retrieved from http://www.oct.ca/resources/categories/professional-standards-and-designation

Ontario College of Teachers. (2006). *The standards of practice for the teaching profession.* [Poster]. Retrieved from http://www.oct.ca/resources/categories/professional-standards-and-designation

Ontario College of Teachers. (2008). *Living the standards.* [Resource kit]. Toronto, ON: Author.

Ontario College of Teachers. (2009). *Learning from experience: Supporting beginning teachers and mentors.* [Resource kit]. Toronto, ON: Author.

Ontario College of Teachers. (2010). *A self-reflective professional learning tool.* Toronto, ON: Author.

Ontario College of Teachers. (2010). *Voices of wisdom* [DVD]. Toronto, ON: Author.

Ontario College of Teachers & College of Early Childhood Educators. (2014). *Exploring interprofessional collaboration and ethical leadership.* Toronto, ON: Ontario College of Teachers.

Ontario College of Teachers. (2014). *Exploring ethical professional relationships.* Toronto, ON: Author.

Ontario College of Teachers. (2014). *Inquiring into the ethical dimensions of professional practice.* Toronto, ON: Author.

Ontario College of Teachers. (2014). *Knowledge keepers discussion guide.* Toronto, ON: Author.

Ontario College of Teachers. (2015). *Acting on our ethics: Caring for Anishinaabe children.* [Video]. Retrieved from https://www.youtube.com/watch?v=6D4m-7p05Ws

Ontario College of Teachers. (2015). *Acting on our ethics: Caring for Haiti.* [Video]. Retrieved from https://www.youtube.com/watch?v=aWM4ygXisbQ

Ontario College of Teachers. (2016). *Foundations of professional practice.* Toronto, ON: Author.

Ontario College of Teachers. (2016). *Professional learning framework for the teaching profession.* Toronto, ON: Author.

Ontario College of Teachers. (2017). *Acting on our ethics: Caring for Haiti.* [Discussion guide]. Toronto, ON: Author.

Ontario College of Teachers. (2017). *Exploring the ethical standards for the teaching profession through Anishinaabe art.* [Discussion guide]. Toronto, ON: Author.

Ontario College of Teachers. (2017). *Exploring the ethical standards for the teaching profession through Anishinaabe art.* [Posters]. Toronto, ON: Author.

Ontario College of Teachers. (2017). *Exploring the standards of practice for the teaching profession through Anishinaabe art.* [Discussion guide]. Toronto, ON: Author.

Ontario College of Teachers. (2017). *Exploring the standards of practice for the teaching profession through Anishinaabe art.* [Posters]. Toronto, ON: Author.

Ontario College of Teachers. (2017). *Strengthening a vision: A critical discourse on the ethical standards for the teaching profession.* Toronto, ON: Author.

Ontario College of Teachers. (2018). *Exploring leadership practices through case inquiry.* Toronto, ON: Author.

Ontario College of Teachers. (2018). *The image of the educator.* [Poster]. Toronto, ON: Author.

Ontario College of Teachers. (2018). *The image of the learner.* [Poster]. Toronto, ON: Author.

Smith, D. (2010). Developing leaders using case inquiry. *Scholar-Practitioner Quarterly, 4*(2), pp. 105-123.

Smith, D. (2012). Supporting new teacher development using narrative based professional learning. *Reflective Practice, 13*(1), pp. 149-165.

Smith, D. (2012). Teaching and learning through e-learning: A new additional qualification course for the teaching profession. In, Barbour, M. (Ed). *State of the nation: K-12 online learning in Canada.* Victoria, BC: Open School BC.

Smith, D. (2013). A dialogic construction of ethical standards for the teaching profession. *Issues in Teacher Education,* pp. 49-62.

Smith, D. (2013). The power of collective narratives to inform public policy: Re-conceptualizing a Principal's Qualification Program. *International Journal of Leadership in Education, 16*(3), pp. 349-366.

Smith, D. (2014). Fostering collective ethical capacity with the teaching profession. *Journal of Academic Ethics, 12*(4), pp. 271-286.

Smith, D. (2015). Exploring inter-professional collaboration and ethical practice: A story of emancipatory professional learning. *Reflective Practice: International and Multidisciplinary Perspectives, 16*(5), pp. 652-676. doi: 10.1080/14623943.2015.1071246.

Smith, D. (2015). Exploring leadership development with supervisory officers through case inquiry. *Reflective Practice, 16*(4), pp. 559-574.

Smith, D. (2015). Pedagogies for teacher education policy development in Canada: Democratic dialogue in international teacher education: Promising pedagogies, Part C. *Advances in Research on Teaching, 22C,* pp. 253-279. Emerald Group Publishing Limited. doi: 10.1108/S1479-36872015000022012.

Smith, D., Allard, C., Flett, J., Debassige, D., Maracle, B., Freeman, K., & Roy, S. (in press.) *Nourishing the teaching spirit: Collaborative development of indigenous teacher education additional qualification course guidelines.*

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

Smith, D., & Goldblatt, P.F. (Eds.). (2009). *Exploring leadership and ethical practice through professional inquiry.* Québec City, QC: Les Presses de l'Université Laval.

Smith, D., Kelly, D., & Allard, C. (2016). Dialogic spaces: A critical policy development perspective of educational leadership qualifications. *International Journal of Leadership in Education, 20*(4), pp. 393-415. doi: 10.1080/13603124.2015.1116608.

Smith, D., & Qua-Hiansen, J. (2015). Democratic dialogue as a process to inform public policy: Re-conceptualizing a supervisory officer's qualification program. *International Journal of Education Policy and Leadership, 10*(1), pp. 1-32.

oct-oeeo.ca/fb   oct-oeeo.ca/pi

oct-oeeo.ca/tw   oct-oeeo.ca/yt

oct-oeeo.ca/ig   oct-oeeo.ca/li

Ontario College of Teachers

Setting the
Standard for
Great Teaching

Cette publication est également disponible en français sous le titre de
Éducation de l'enfance en difficulté, 1ʳᵉ partie.