



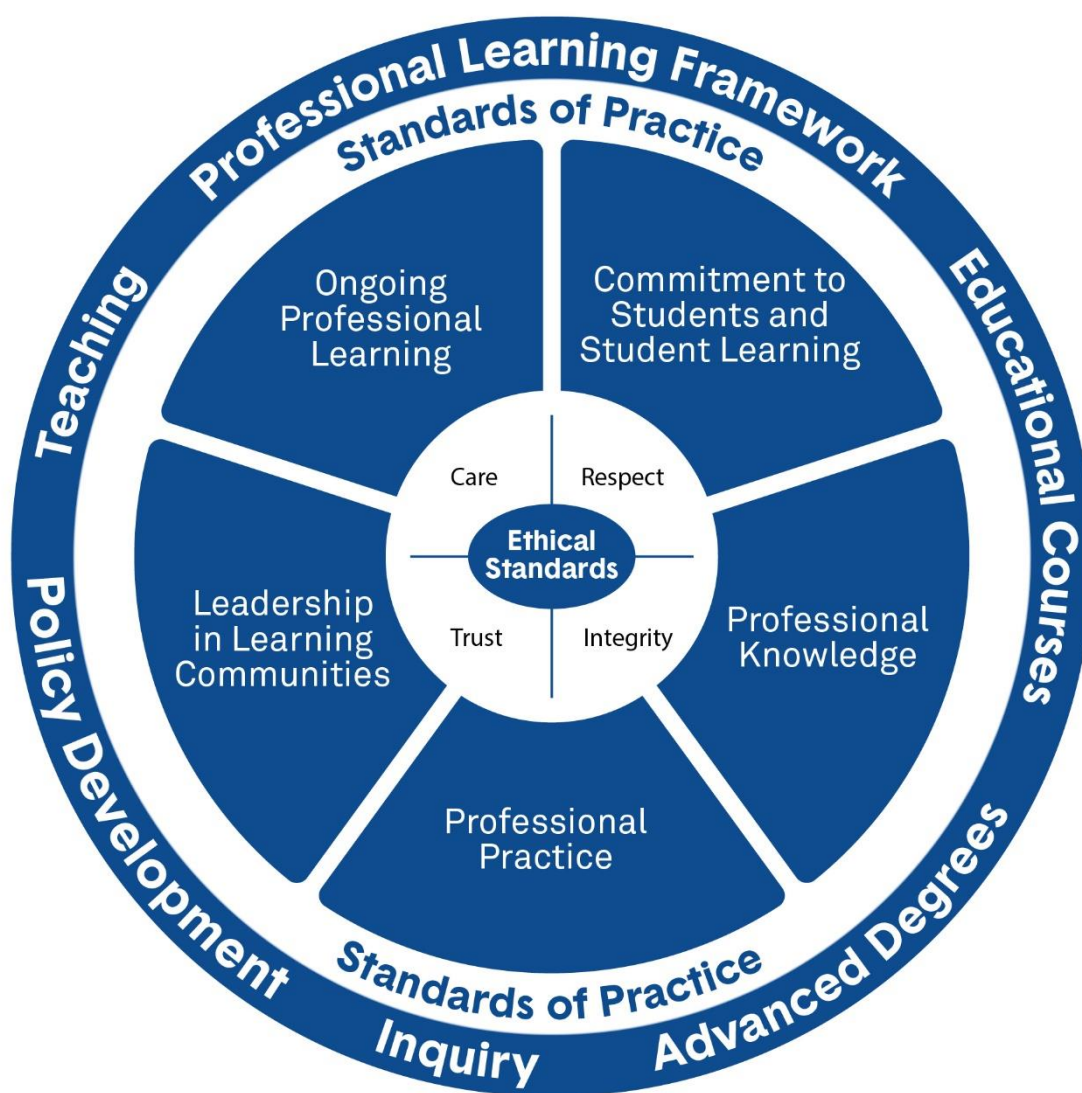
Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Additional Qualification Course Guideline First Nations' School Leader Program: Leadership

Schedule C – Teachers' Qualifications Regulation

September 2018



Cette publication est également disponible en français sous le titre de
Programme à l'intention des leaders scolaires des Premières Nations : Leadership



Table of Contents

1. Introduction	1
2. Conceptual Framework	2
Additional Qualification Course Implementation	4
Provincial Context	4
3. Professional Identity and the Vision of the Learner	4
4. Regulatory Context	7
5. Foundations of First Nations' School Leadership	8
6. Foundations of Professional Practice	9
Teacher Education Resources	9
7. Pedagogical Inquiry Framework	10
A. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession	11
B. Fundamental Rights-Based Frameworks, Legislation and Ontario Context	11
C. Essential Dimensions of First Nation Leaders' Program: Leaders' Role	12
8. Instructional Design and Practices in the Additional Qualification Course: First Nations' School Leader Program: Leadership	17
Experiential Learning	18
9. Assessment and Evaluation of Candidates	18
Appendix 1	21
Appendix 2	23
Appendix 3	24
Appendix 4	25

Additional Qualification Course Guideline for First Nations' School Leader Program: Leadership

1. Introduction

Additional Qualification courses support educators in creating a safe, inclusive and welcoming learning environment and provide 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:

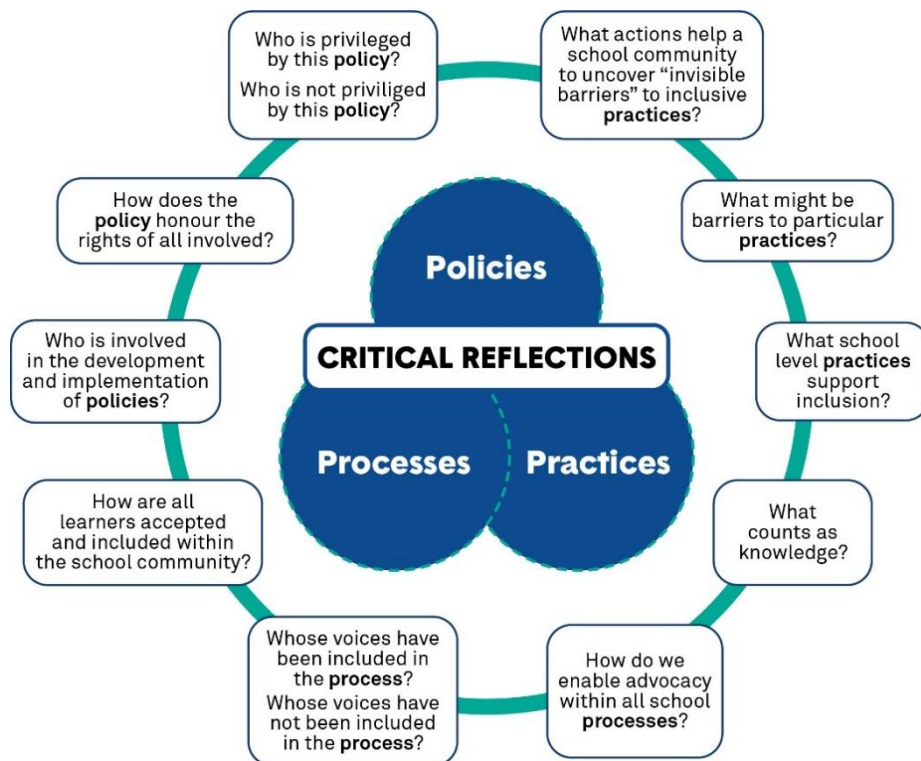


Figure 1: Critical Reflections

2. Conceptual Framework

The Schedule C First Nations’ School Leader Program: Leadership Additional Qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Schedule C First Nations’ School Leader Program: Leadership course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with First Nations’ School Leader Program: Leadership. The Additional Qualification course guideline for First Nations’ School Leader Program: Leadership, is organized using the following conceptual framework (Figure 2),

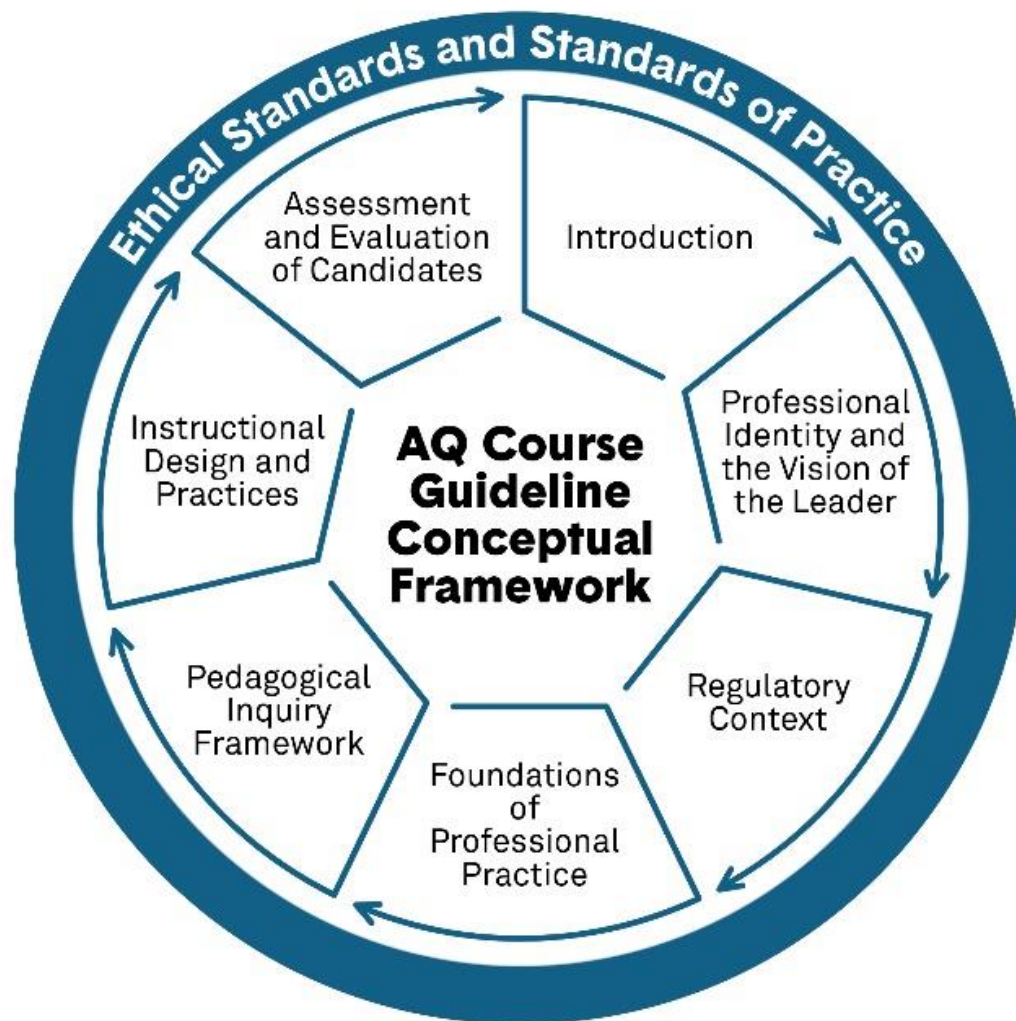


Figure 2: Conceptual Framework

The Additional Qualification Course: First Nations' School Leader Program: Leadership 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 First Nations' School Leader Program: Leadership 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 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 teacher is walking with students. The teacher has many gifts and great responsibility to share and pass on the teachings to the young ones.

The community supports the work of the teacher. The teacher is holding a hand drum while a student carries the drum stick.

The two students that are fully visible have learned many things from their teacher. The teacher has laid a foundation of learning for these students and they, in turn, will continue to expand their knowledge and experiences throughout their life journey.

The other students that are not fully visible are the young ones yet to learn the teachings of the drum and the songs.

They too, will learn responsibility and be able to follow the path of holistic well-being.



Figure 3: Vision of the Educator

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.

The learner stands in the centre, with curiosity and a desire to learn about the surrounding environment.

With courage, the learner is able to move forward away from the community and explore all that is to be learned.

The community supports the learning process.

They learn to value the surrounding environment, animate and inanimate.

The learner comes to know and respect all that is.



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: First Nations' School Leader Program: Leadership listed in Schedule C of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

5. Foundations of First Nations' School Leadership

Inherent in the guideline development process and reflected in the guideline design and content are the 5 R Guiding Principles: Relevance, Relationships, Respect, Reciprocity and Responsibility. These principles, based in First Nations world views harmonize with the professional standards of the teaching profession and the ethical standards of care, respect trust and integrity to form a strong ethical foundation for professional inquiry and practice.

- **Relationships:** Relationships form the basis for knowledge, understanding and connections with each other, the land and all our relations. This AQ encourage school leaders to deeply examine the relationships and interconnections between school leadership, teachers, students, family members, the local community and the land.
- **Respect:** Course content stresses the importance of creating respectful relationships and respectful and welcoming learning environments that honour Indigenous ways of knowing and learning including the meaningful incorporation of culturally appropriate curricula and assessment measures.
- **Responsibility:** Principals of First Nations schools have a responsibility to ground learning in local First Nations values, traditions, language and culture. This AQ aims to empower school leaders with the tools needed to foster a shared vision for education and ensure goals for school improvement are based on the values, beliefs and aspirations of their local community.
- **Relevance:** Learning is hands-on, practical and responsive to the needs of school leaders in their day-to-day reality administering a First Nations school and working with teachers, students, parents, community members, band councils and funders.
- **Reciprocity:** This AQ demonstrates the value of reciprocity by emphasizing learning as a two-way process and underscoring the importance of balance in all relationships.

6. 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: First Nations' School Leader Program: Leadership. 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.

7. Pedagogical Inquiry Framework

The pedagogical inquiry framework (Figure 5) for First Nations' School Leader Program: Leadership 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 First Nations' School Leader Program: Leadership

All inquiries are explored in light of the underlying expectation that First Nations languages, cultures and histories will be honoured.

"Community is the way we need to lead."

Writing Team Participant, 2017

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: First Nations' School Leader Program: Leadership.

C. Essential Dimensions of First Nation Leaders' Program: Leaders' Role

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:

Honouring First Nation Languages, Cultures and Histories

- invite, respect and honour the guidance of Knowledge Keepers and Elders
- honour, celebrate and promote language, culture, language instruction, traditional teachings and ceremony
- respect and foster the culture of the local community
- explore relationship between school and community
- make school a reflection of the cultural strength of the community
- learn about First Nation cultures, histories and traditions

- help preserve and revitalize language and culture
- explore land-based learning
- honour restorative practices and indigenous ways of knowing.

History of First Nations' Education

- First Nations histories must inform professional practice
- First Nations' education policies, statutes and strategies (i.e. Indian Act, Indian Control of Indian Education, Residential Schools, The White Paper, The Red Paper, treaties, Truth and Reconciliation Commission)
- exploring the history of education in First Nations' communities through anti-oppressive and decolonizing frameworks for education
- recognize the importance of oral tradition.

Identity and Well-Being

- critically explore and address personal assumptions and biases
- identify strategies that promote wellness and balance for self, students, staff and the community
- develop and reflect on strategies for resolving ethical dilemmas
- explore ways to make the 5 R's come alive in practice
- critically inquire into processes, practices and policies that support student and professional efficacy
- foster an open and equitable culture that promotes student voice, leadership, critical inquiry, empathy and care
- nurture and develop leadership gifts and those of others
- design a personal leadership profile including a plan for personal growth and development.

Nurturing a Community of Learning

- explore and implement innovative and creative ways to provide for educational programs given, but not restricted to, available materials and resources
- enhance strategies to support land-based learning
- design processes for fostering a culture of collective inquiry that contributes to learning, well-being and school improvement
- foster a shared vision for creating safe and engaging learning environments

- create and sustain an inclusive, respectful and equitable school culture that supports student learning and well-being
- identify, understand and address/eliminate barriers to academic success
- understand multiple definitions and interpretations of success
- data-informed decision making
- risk management in school operations and educational programming
- management of daily operations
- implement performance appraisal policies and practices in relation to ongoing professional learning
- leverage the knowledge, skills and experience of all members of the community to foster innovative practice
- collectively build assessment knowledge and practice that supports learning for all students
- utilize local community knowledge as the foundation for curriculum design
- informed decision-making to mitigate risks in program and instructional decisions
- explore a variety of strategies, protocols and plans for sustaining safe school environments (i.e. crisis prevention and intervention, emergency plans, evacuation plans and lockdown procedures)
- foster an innovative culture committed to local and global environmental sustainability.

Instructional Leadership

- foster leadership styles that embrace the concept of shared leadership
- critically explore the multi-faceted and interconnected contexts that First Nations' school leaders function within (for example, within the school and beyond the school)
- build a culture of learning and collaboration
- implement practices that create and enhance professional relationships and promote capacity building
- build, communicate, inspire and implement a shared vision
- foster critical dialogue regarding effective practices for promoting leadership in instructional programs

- make courageous decisions as an instructional leader
- develop effective conflict resolution skills
- develop consensus-building skills
- explore various leadership styles, methods and roles (for example, reflective, empathetic, coaching, mentoring)
- investigate strategies to plan and promote ongoing professional learning to support educators
- analyze and develop pedagogical practices that foster an open, equitable and inclusive culture
- foster creativity and innovation in curriculum and program design and implementation
- explore ways to use data to guide instruction
- establish professional networks and relationships within and beyond the community.

Learning for All

- critically reflect on and implement holistic learning as a process that interconnects the mind, body and spirit
- reflect on how to support the notion that “all children can learn.”
- reflect on inclusive and culturally-relevant educational practices
- ensure special education programs are in place to support student learning and inform instructional practices
- foster a professional learning community that shares responsibility for the learning of all students
- coordinate second-level service to support student learning and well-being
- foster a culture committed to implementing differentiated instruction, universal design, experiential learning that supports the education of all students
- inspire both students and staff to be lifelong learners.

Parental and Community Engagement

- explore processes for co-constructing the school’s visions and goals
- develop strategies for inspiring and empowering others to realize and enhance the school’s visions and goals

- nurture voice of students, teachers and community members
- involve student, teacher and community voice in school-level planning
- nurture relationships (community, parents, teachers)
- awareness of all organizations and resources that influence and support the school
- develop consensus building strategies that can be used with staff, students and stakeholders
- cultivate and create engagement and leadership opportunities from the community
- develop ways to embrace indigeneity
- involving the community in school leadership (i.e. restorative circles, ceremonies)
- find ways to connect school activities to the daily lives of community and family
- develop processes to engage educators, students, parents/ guardians and all stakeholders to collaborate on improving school effectiveness
- explore processes for engaging staff, students and community in school improvement planning
- provide opportunities for community mentorship (i.e. Elders, artists, Knowledge Keepers).

Governance of Education

- explore the governance of education within treaties
- acknowledge in what context the Education Act applies to learners
- negotiate education service agreements with provincial schools and service providers
- manage financial accountability and local, provincial and federal reporting (i.e. proposals, budgeting, briefs, projections)
- understand laws related to labour and human resources and how they apply in a First Nations context
- understand how band councils operate and their involvement in the education program
- take on multiple roles to support regular school operations
- take on additional management roles

- engage in policy development and implementation
- foster a culture focused on equitable hiring processes.

8. Instructional Design and Practices in the Additional Qualification Course: First Nations' School Leader Program: Leadership

The instructional design and practices (Figure 6) employed in this Additional Qualification course reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

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

In the implementation of this Additional Qualification course, instructors **facilitate** andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration and assessment and evaluation. The andragogical processes include but are not limited to: experiential learning, role-play, simulations, journal writing, self-directed projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.

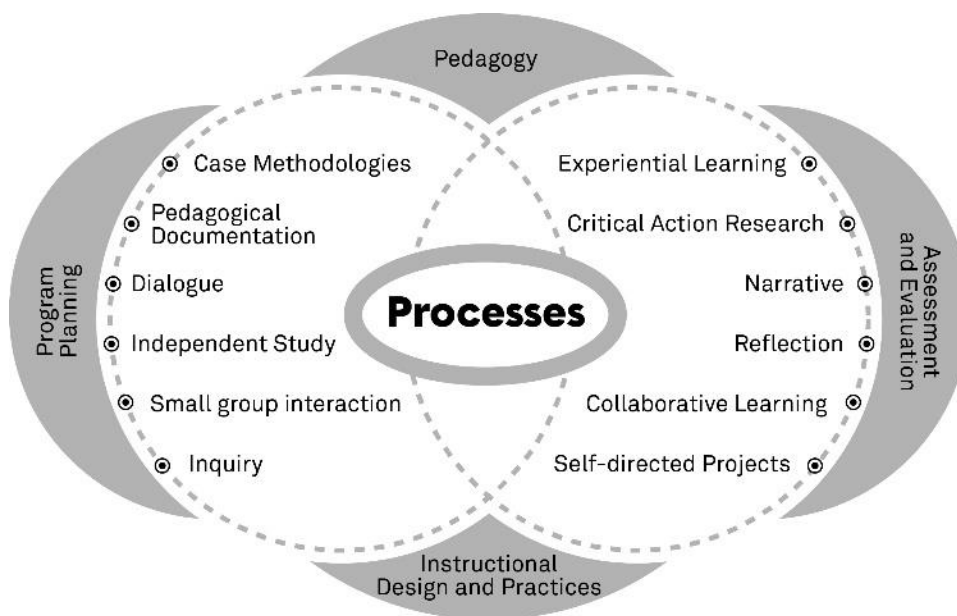


Figure 6: Instructional Processes

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 First Nations' School Leader Program: Leadership 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 First Nations' School Leader Program: Leadership.

The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College's standards-based resources help to support experiential learning through various professional inquiry processes. These resources can be found on the [College web site](#).

9. 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 practices within this Additional Qualification course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

- | | |
|--|---|
| <p>a) Pedagogical Leadership: co-constructing, designing and critically assessing culturally-inclusive learning opportunities that integrate 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</p> | <p>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</p> |
|--|---|

- 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 Reflections from page 4 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 Processes from page 19 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](#).

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