Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

# Additional Qualification Course Guideline Anti-Audism

Schedule C – Teachers' Qualifications Regulation

December 2022



Cette publication est également disponible en français sous le titre de *Ligne directrice du cours menant à la qualification additionnelle Antiaudisme.*

**Table of Contents**

# Preface

Additional Qualification (AQ) course guidelines are designed following extensive consultation and feedback from course providers, course writers and members of the teaching profession.

AQ course guidelines serve as the framework for providers and instructors to develop courses.

AQ course guidelines are organized in the following two sections:

## Section A: Additional Qualification Course Foundations

This section outlines the fundamental contexts that are embedded in the content of the AQ course. Education in Ontario embodies these to support educator and learner well-being. These fundamental contexts are essential to foster safe, welcoming and inclusive learning environments for all learners and educators.

## Section B: Additional Qualification Course Design

This section identifies the regulatory elements and core concepts that are accreditation requirements for all AQ courses. This section also outlines specific content that allows educators to gain in-depth knowledge and skills related to the AQ course.

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

# Introduction

The Ontario College of Teachers (the College) is the self-regulating body for the teaching profession in Ontario and is responsible for:

- establishing and enforcing professional standards and ethical standards applicable to members of the College
- providing for the ongoing education of members of the College
- accrediting Additional Qualification (AQ) courses.

The College supports teaching excellence by preparing educators to work in varied and diverse educational contexts and geographical settings:

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in Regulation.

# Section A: Additional Qualification Course Foundations

Placing students' interests and well-being first is at the core of teaching in Ontario.

## Professional Learning in Ontario

Professional learning is an integral part of the teaching profession. Educators participate in ongoing professional learning with the goal of improving outcomes for Ontario learners.

Educators complete a four-semester, pre-service teacher education program to become qualified to teach in Ontario. Throughout their career, they continue to engage in professional learning offered in various formats such as sessions offered by Ministry of Education, School Board or community partners, professional reading and Additional Qualification (AQ) courses.

The AQ Course *Anti-Audism* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors facilitate adult learning practice that provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

AQ courses are designed by educators to inform and enhance professional practice. These courses allow educators to deepen their knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing educators for specific roles within the educational community.

When engaging in professional learning, educators are guided by the *Foundations of Professional Practice.*

## Professional Learning Framework for the Teaching Profession

The *Professional Learning Framework for the Teaching Profession* describes opportunities and processes that support ongoing professional learning for educators. AQ courses offer an opportunity for educators to inform and advance their professional knowledge, skills, practices and values.

**Ethical Standards for the Teaching Profession**



**Standards of Practice for the Teaching Profession**



Standards based resources can be found on the College web site.

## Ontario's Learning Context

Ontario educators recognize that learning is influenced by the individual student's strengths, needs, interests and identity. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* serves as the foundation for equitable, inclusive and accessible education.

The teaching profession in Ontario continues to evolve in response to the current and everchanging diversity of learners. Thus, educators are called upon to follow foundational principles that inform instructional practice. Through ongoing professional learning, educators deepen their understanding of the principles outlined below. In so doing, Ontario educators enhance their professional practice to support each student's learning and well-being.

## Anti-Oppression Foundation

An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices and inequalities. It recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of each learner.

## Truth and Reconciliation Commission of Canada: Calls to Action

Ontario's educators are responsible to uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align their professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). They engage in authentic reconciliatory action by exploring and integrating First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that conversation and collaboration with Indigenous communities will guide them on the reconciliation journey.

## Aménagement Linguistique Policy (PAL)

Section 23 of the Canadian Charter of Rights and Freedoms guarantees the French or English linguistic minority populations of a province the right to instruction in their own language.

In Ontario, the Aménagement Linguistique Policy (PAL) outlines the unique mandate of French-Language schools. Educators act as ambassadors and model the French language and francophone culture for learners. Educators deepen their understanding of learners' linguistic and cultural francophone identity. They collectively develop a provincial, national and international sense of belonging to *la Francophonie*.

## Accessibility for All

Accessibility for all is rooted in the Accessibility of Ontarians with Disabilities Act, 2005. Accessibility, inclusion, equity and diversity are fundamental to everyday practice for teaching and learning. Accessibility creates opportunities for each learner to fully participate in their learning, showcase their abilities and benefit from all aspects of the education system. The implementation of adaptive strategies, accessible content and inclusive design for teaching and learning honours the strengths and needs of each learner.

## Learning for All – Special Education

Educators believe that all students can learn. As stipulated in the Education Act, educators are required to provide programs and services that respond to each learner's unique needs and strengths. Evidence-based teaching and learning practices that are learner-centred provide equitable opportunities for all. Inclusive learning environments respect the identity of each learner and support their cognitive, social, emotional and physical development.

## Accreditation – Program of Additional Qualification

Accreditation requirements for Additional Qualification (AQ) courses are articulated in O. Reg. 347/02: *Accreditation of Teacher Education Programs*, s. 24.

*A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:*

1. 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.

2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program.

3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study.

4. The course content of the program makes appropriate provision for the application of theory in practice.

5. The program's format and structure are appropriate for the course content of the program.

5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar.

6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.

7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.

8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.

9. The provider is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.
O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.

# Section B: Additional Qualification Course Design

## B. I: Anti-Audism Course Context

The Anti-Audism Additional Qualifications (AQ) course guideline was developed by Ontario certified educators, scholars and community members of American Sign Language (ASL), Langue des signes du Québec (LSQ) and Indigenous Sign Languages (ISL).

The Schedule C *Anti-Audism* AQ course emphasizes engaged language application and transformative pedagogical practice. This course invites candidates to use critical, reflective, social justice mindsets to examine their professional practice, knowledge and skills. In this way, educators can recognize and address oppression and audism within the education system and society.

### Historical Context and Definition of Audism

The experience of audism has been present for as long as there have been Deaf people in the world. Ideological differences have led to a medicalized perspective of "fixing" Deaf people's' hearing "loss"; for example, the goal of the hearingization process is to convert and assimilate Deaf people into an audiocentric society.

Educators, scholars, and individuals from sign language/non-sign language communities, who contributed to this guideline, created the following definition of Audism:

> *The Ideological and attitudinal discrimination toward [Deaf people] resulting in the stigmatization, devaluing and denouncing of [Deaf peoples'] lived experience as a sociolinguistic and sociocultural group. Audism is manifested on individual and internalized[1] and systemic levels. It simultaneously contributes to a narrative disparity and degrades a [Deaf person's] experience of and access to sign languages, education, workplaces, healthcare settings and communities. This is done by [non-Deaf] peoples' privilege in ways that subordinate the value of [Deaf people] in society.*

Sign Language emerged within Deaf populations and evolved as a result of cultural, social, political and environmental influences. This led to the growth of culture and language of Sign Language peoples.

It is important to note the following terminology:

- *Sign Language People* refers to Deaf people who use sign language
- *Non-Sign Language People* refers to Deaf people who do not use sign language.

Regardless of the distinction between these terms, audism is still a reality within the education system and society.

## A note on inclusive terminology

Inclusive language is a vital component of the College's regulatory mandate to support safe learning environments in Ontario's education system. The Anti-Audism guideline includes new and updated terms that are defined in the glossary on page 20.

## Sign Language/Non-Sign Language Learners

Sign Language/Non-Sign Language learners come from diverse language backgrounds and communities, including racialized, marginalized, and intersectional communities. Learners may use various languages, such as ASL, LSQ, ISL, English and French.

Knowledge of ASL, LSQ, English, French, Indigenous and other cultures supports learners while enhancing linguistic justice and equity.

> Throughout the AQ course guideline, the term learners refer to both *Sign Language learners* and *Non-Sign Language learners.*

## Anti-Audism Framework

This AQ course guideline offers an anti-audism framework for providers to develop and deliver the course. The components of the framework are interconnected.

### A. Accountability

Candidates examine their accountability as change agents within the education community and broader social contexts. Candidates reflect on and address individual and systemic privileges and biases within professional knowledge and practice to support the strengths, interests and needs of learners.

### B. Capitals

Candidates collaborate to facilitate learners' *capitals* which include their individuality, identities, languages, cultures and immediate communities. Candidates use critical thinking skills when they examine research and policy documents and establish meaningful achievable goals for students' learning.

### C. Liberation Pedagogy

Candidates implement liberation pedagogy, an anti-oppressive approach designed to liberate learners. Learners examine their individuality, cultural beliefs, interests, values and knowledge. By respecting learners' respective Sign Languages, they are liberated from historical experiences of audism.

### D. Analysis and Creativity

Candidates develop a transformative mindset of building knowledge and understanding of audism through analysis. They enhance their creativity by incorporating research-based strategies and resources into anti-audism practices.

This course enables candidates to analyze theoretical foundations, pedagogical practice, research and legislation to develop critical consciousness related to audism.

## B. II: Anti-Audism Course Content

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. This regulation includes courses that lead to AQs, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division, the Intermediate Division, the Senior Division and the Supervisory Officer's Qualifications. A session of a course leading to an AQ shall consist of a minimum of 125 hours as approved by the Registrar. Successful completion of the course is recorded on the candidate's Certificate of Qualification and Registration.

The Education Act identifies four languages of instruction: ASL, English, LSQ, and French. (Education Act S. 58.1).

### Additional Qualification – Schedule C (Single-Session)

This schedule C course deepens educators' knowledge and skills in the design and delivery of *Anti-Audism*.

### Additional Qualification Course Requirements

The AQ course *Anti-Audism* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge
- Pedagogical Strategies
- The Learning Environment.

This AQ course is designed and delivered using adult learning instructional practices.

**Anti-Audism** develops and applies candidates' subject-specific professional practice, knowledge and skills related to the following required elements:

### Anti-Oppression Foundation

- theories and pedagogies about multiple forms of oppression applied to the design, assessment and implementation of programs and practices
- addressing individual and systemic biases, discrimination and barriers as well as manifestations of power and privilege
- recognition of anti-audism initiatives at the local, provincial, national and international levels
- strategies to challenge and dismantle systemic audism in education to foster collective acceptance of anti-audism practices
- educator accountability to identify privilege (for example, audiocentric privilege) and practice critical consciousness in teaching and learning
- analysis of audism and its association with forms of oppression, including but not limited to:
  - dysconscious audism
  - phonocentrism
  - linguicism
  - linguistic imperialism
  - linguistic genocide.

### The Ethical Standards for the Teaching Profession and The Standards of Practice for the Teaching Profession

- significance of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations within the AQ *Anti-audism*
- ethical professional identity, anti-audism knowledge and leadership, and collective practices as described in the *Foundations of Professional Practice* to inform program planning
- creation of asset-based and anti-audism learning environments that reflect the *Ethical Standards* and the *Standards of Practice*
- understanding the impact of educator position and practice on each learner (for example, language deprivation).

**First Nations, Métis, and Inuit histories, perspectives and knowledge systems**

- meaningful inclusion of First Nations, Métis, and Inuit histories, perspectives and knowledge systems in teaching and learning processes
- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action* (TRC)
- awareness of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

**Current Ontario curriculum and related Ministry of Education policies, frameworks, guidelines, strategies and resources:**

- Ontario curriculum, policies, frameworks, strategies and resources for teaching learners within an asset-based, anti-audism foundation
- policies, processes and practices that foster openness to innovation, culturally inclusive pedagogies and the democratization of knowledge.

**Current Ontario legislation and regulation:**

- relevant legislation (for example, Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15 and Freedom of Information and Protection of Privacy Act) and policies at the municipal, provincial, federal and international levels that support human rights, accessibility and privacy for all
- candidates' legal obligations and ethical responsibilities according to current provincial legislation and practices
- legislation and policies that recognize and support linguistic rights of each learner
- impact of hearingization of Deaf individuals on legislation, policy and planning in education.

**Accessibility for All**

- ethical responsibilities related to *Accessibility for Ontarians with Disabilities Act* S.O., 2005
- assistive supports and technologies to facilitate learning and foster inclusion.

**Learning for All – Special Education**

- strategies (for example, universal learning design, experiential learning, differentiated instruction and inquiry) and services that respond to the interests and needs of each learner
- inclusive processes to support development and implementation of learner's Individual Education Plans (IEP) and transition plan that include voices and perspectives of those involved
- interdisciplinary teams to support learning, advocacy and transitions.

### Application of educational research

- current research and literature associated with professional practices, policies and pedagogies related to *Anti-audism*
- research that reflects society's diverse changing nature and influence on learning and well-being (for example, different perspectives of Sign Language/Non-Sign Language People in literature)
- theoretical foundation for the design, assessment and implementation of programs and practices in support of learning
- relationship between the medical and education systems in supporting learners.

### Application of theories of learning and teaching

- theories and practices related to pedagogy and andragogy that support learning within an inclusive environment
- theoretical frameworks and fundamental principles underpinning the AQ *Anti-audism*
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities
- anti-audism pedagogies and theories (for example, matrix of audism) as theoretical foundations for program planning and implementation of practices
- transformative learning theories to build agency and identities within an asset-based, anti-audism foundation.

### Learner-centred pedagogy

- processes and practices to understand learner's curiosities and experiences to empower them to reach their learning goals
- programs and processes that link curriculum to each learner's abilities, interests, strengths, inquiries and needs
- strategies that respect the development, identities, choices and well-being of each learner to foster shared decision-making and leadership within an anti-audism foundation
- relationship between language acquisition and identity development
- strategies to identify, address and prevent language deprivation among learners.

**Supports for learners**

- policies, processes, practices to support learners cognitive, social, emotional and physical development
- programs that respond to learners' lived experiences, identities, needs and well-being
- critical pedagogies and practices that support learner well-being and self-efficacy
- strategies and resources that support engagement, identities and cultures, safety, well-being and self-advocacy through inquiry and principles of social and linguistic justice
- impact of language deprivation and hearingization on each learner's education, identities, social, emotional, physical, language and cognitive development, mental health, and well-being
- impact of artificial communication systems and speech therapies (for example, Total Communication and Sign -supported speech) on perpetuating audism
- understanding how Sign Language/Non-Sign Language people use their capitals to build learners' resiliency against audism practices
- instructional strategies that foster learners' *capitals* and well-being within learning environments
- resources and strategies that support access to sign language for each learner.

**Teaching, assessing and evaluating**

- program design and implementation that align with the principles and processes of Ontario curriculum and related policies
- culturally inclusive processes and practices to provide learning opportunities that respect the learning styles, voices and perspectives of each learner
- assessment and evaluation processes and practices to:
    - provide feedback to learners and adjust instruction (assessment *for* learning)
    - develop learners' capacity to be independent, autonomous learners (assessment *as* learning)
    - make informed professional judgments about the quality of learning (assessment *of* learning)
- strategies to emphasize the importance of inquiry-based learning and transferable skills in learning *Anti-Audism*
- strategies to embed anti-audism and linguistic justice in pedagogical practice and the education system
- asset-based practices to prevent dysconscious audism in teaching and learning.

### Pathway and transition planning

- processes and practices to support all transitions

- curriculum design using learners' career and life goals

- programs and learning opportunities for all pathways

- practices that develop the transferable skills to support lifelong learning

- collaboration among interdisciplinary teams to support learning, well-being and self-advocacy within pathway and transition planning (for example, post-secondary settings and experiences.

### Safe, equitable and inclusive learning environments

- policies and processes to create and maintain anti-audist learning environments that respect diversity and encourage critical thinking

- inclusive learning environments that facilitate learning, foster learner agency and perspectives

- practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians

- strategies to differentiate between perceived and authentic inclusion

- school culture that recognizes and supports learners' identities, intersectionalities, cultures, languages and assets within an anti-audism foundation.

### Teaching and learning through e-Learning principles

- Integration of information and communication technology to enhance teaching and learning

- technological and communication resources to enhance professional knowledge in support of learning and agency

- ethical use of technology to support learners, their languages, safety, privacy and well-being.

### Culturally responsive and relevant pedagogical practices

- culturally responsive and relevant practices that reflect understanding of each learner's diverse identities

- culturally inclusive resources that support learning to foster engagement and well-being

- awareness of cultural appropriation and cultural appreciation (for example, cultural appropriation of sign languages within society) and the *phagocytagosis* of the Sign Language/Non-Sign Language identity
- meaningful inclusion of ASL, LSQ and ISL cultures, histories, perspectives and knowledge systems in teaching and learning processes.

## Social justice and democratic citizenship

- policies related to democratic citizenship within local, national and global contexts
- processes and practices that foster learners' voice and choice, respect diversity and promote social justice
- anti-audist pedagogical strategies that focus on social responsibility and building norms for consensus-building, participatory democracy and empowerment within schools and the community
- role of educators as advocates for anti-audism in education
- reflection on linguistic power and the legitimacy of sign languages
- understanding of linguistic justice
- inclusion of racialized, underrepresented and marginalized peoples' knowledge systems, cultures, histories and perspectives in teaching and learning processes
- institutional policies and practices that influence perspectives and actions towards Sign Language/Non-Sign Language people
- understanding how historical and current events have contributed to audism.

## Environmental sustainability

- shared responsibility and partnership to foster ecological justice as conveyed in the *Foundations of Professional Practice*
- integration of environmentally sustainable policies, pedagogies and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability

## Shared responsibility for learning

- processes and practices to foster communication and collaboration with learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians, agencies, community, and Sign Language/Non-Sign Language communities to support learning within an anti-audism foundation

- partnerships with families, caregivers, guardians, Elders, Knowledge Keepers, Knowledge Guardians and Sign Language/Non-Sign Language communities that value shared decision-making, confidentiality, advocacy and leadership
- role of stakeholders in advocating for and preserving human rights including linguistic accessibility and rights of each learner
- strategies that engage and support learners' immediate communities to nurture a sense of belonging.

**Communities of professional learning**

- professional learning communities that promote critical pedagogy and collective efficacy
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- processes, practices and strategies to foster collaboration with in-school personnel to support learning, well-being and leadership
- cultures in which individual perspectives are freely expressed and critically analyzed.

# Resources

Resources to support the development of the AQ Course *Anti-Audism* can be found on the College website and the Ontario Ministry of Education website.

# Glossary of Terms

- **Audiocentric:** A worldview where majority of a society is primarily dominated and/or led by hearing and emphasizes speech as preeminent; *phonocentrism*

- **Cultural Appropriation:** The act of adopting or using objects or elements of a non-dominant culture in an exploitative, disrespectful, or stereotypical way (for example, don't understand their original meaning, don't give credit to the source, or use it for his or her personal interest)

- **Dysconscious Audism:** Sign language/ non-sign language individuals experience internalized audism which means a form of accepting dominant hearing norms and privileges in a distorted way of thinking about Deaf consciousness (Gertz, 2016).

- **Hearingization:** An audist's behaviours, where they seek to remove "deaf" from individuals' natural status. They also seek to assimilate them into hearing-like persons (T. Hlibok, 2021).

- **Linguicism:** Discrimination, unfair treatment, unequal power and disparity of resources within ideologies, structures and practices are based solely on languages of underrepresented/ marginalized / racialized people.

- **Linguistic Genocide:** The process that affects the level of linguistic competence of speakers to decrease and then eventually a language loses the last native or fluent speaker. Known as *language death, linguistic extinction, or linguicide*

- **Linguistic Imperialism:** The process of one dominant language overtaking other languages. English often uses its power over other languages, influencing, controlling, and changing these languages.

- **Language Deprivation:** A preventable condition that deters individuals from acquiring a sign language. Individuals experience language deprivation when they either are turned away from or have not acquired the sign language enough to internalize for their education, identity, social, emotional, physical, and cognitive development.

- **Matrix of Audism:** An intersectional theory of audism that includes individual, institutional, metaphysical, and laissez-faire in covert, overt, and aversive practices within the education system and society (Bauman, 2004; Eckert; Eckert & Rowley, 2013; Lane, 1992, 1999; Humphries, 1977)

- **Phagocytosis**: A French term refers to an individual's "deaf" identity where it incorporates biological, political and institutional experience towards sign language in the arts (Schmitt, 2020).

- **Phonocentrism:** Emphasis of an importance on sounds and speech where they are being perceived as superior to, or better than, sign languages and/or written languages; *audiocentric*.

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