



# Additional Qualification Course Guideline Teacher Librarian, Part II

Schedule D – Teachers' Qualifications Regulation

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## Table of Contents

1.	Introduction	1
2.	The Teacher Librarian and the Library Learning Commons	2
3.	Conceptual Framework	3
	Additional Qualification Course Implementation	3
	Provincial Context	4
4.	Regulatory Context	4
5.	Foundations of Professional Practice	5
	Teacher Education Resources	6
6.	Pedagogical Inquiry Framework	6
	A. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession	6
	B. Fundamental Rights-Based Frameworks, Legislation and Ontario Context	7
	C. Guiding Concepts for Pedagogical Inquiry	8
	D. Theoretical Foundations of Teacher Librarian, Part II	12
	E. Program Design, Planning and Implementation	14
	F. Learning Environments and Instructional Strategies	16
	G. Reflecting, Documenting and Interpreting Learning	17
	H. Shared Responsibility for Learning	18
	I. Research, Professional Learning and the Scholarship of Pedagogy	19
	J. Developing and Managing the Library Learning Commons	20
7.	Instructional Design and Practices in the Additional Qualification Course: Teacher Librarian, Part II	21
	Experiential Learning	22
8.	Assessment and Evaluation of Candidates	22
	Appendix 1	25
	Appendix 2	27
	Appendix 3	28
	Appendix 4	29
	Appendix 5	30

# Additional Qualification Course Guideline for Teacher Librarian, Part II

## 1. Introduction

Additional Qualification courses support educators in creating a safe, healthy, 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 using an anti-oppression and anti-racist foundation.

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:

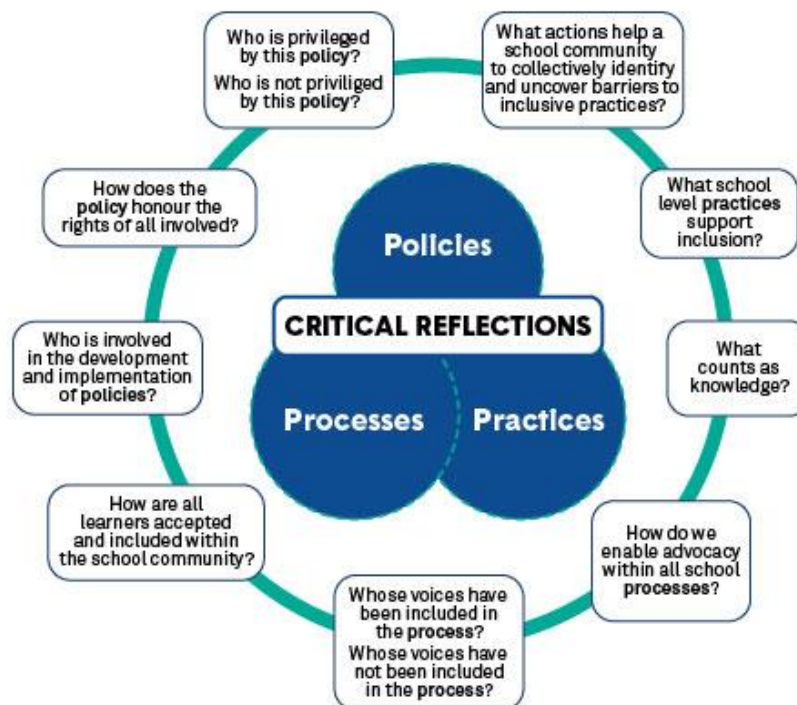


Figure 1: Critical Reflections

## 2. The Teacher Librarian and the Library Learning Commons

Teacher Librarians are central to the learning communities they are a part of and take on many diverse roles as they support their learning communities. The vision below (figure 2) captures the many facets, lenses and processes of the teacher librarian role that guide and inform their culturally relevant and responsive practices.

The vision shared below drives *Teacher Librarian, Part 2* acknowledging opportunities for colleagues both in elementary and secondary contexts to contextualize the learning for their communities. A more detailed description of this graphic is provided in Appendix 3.

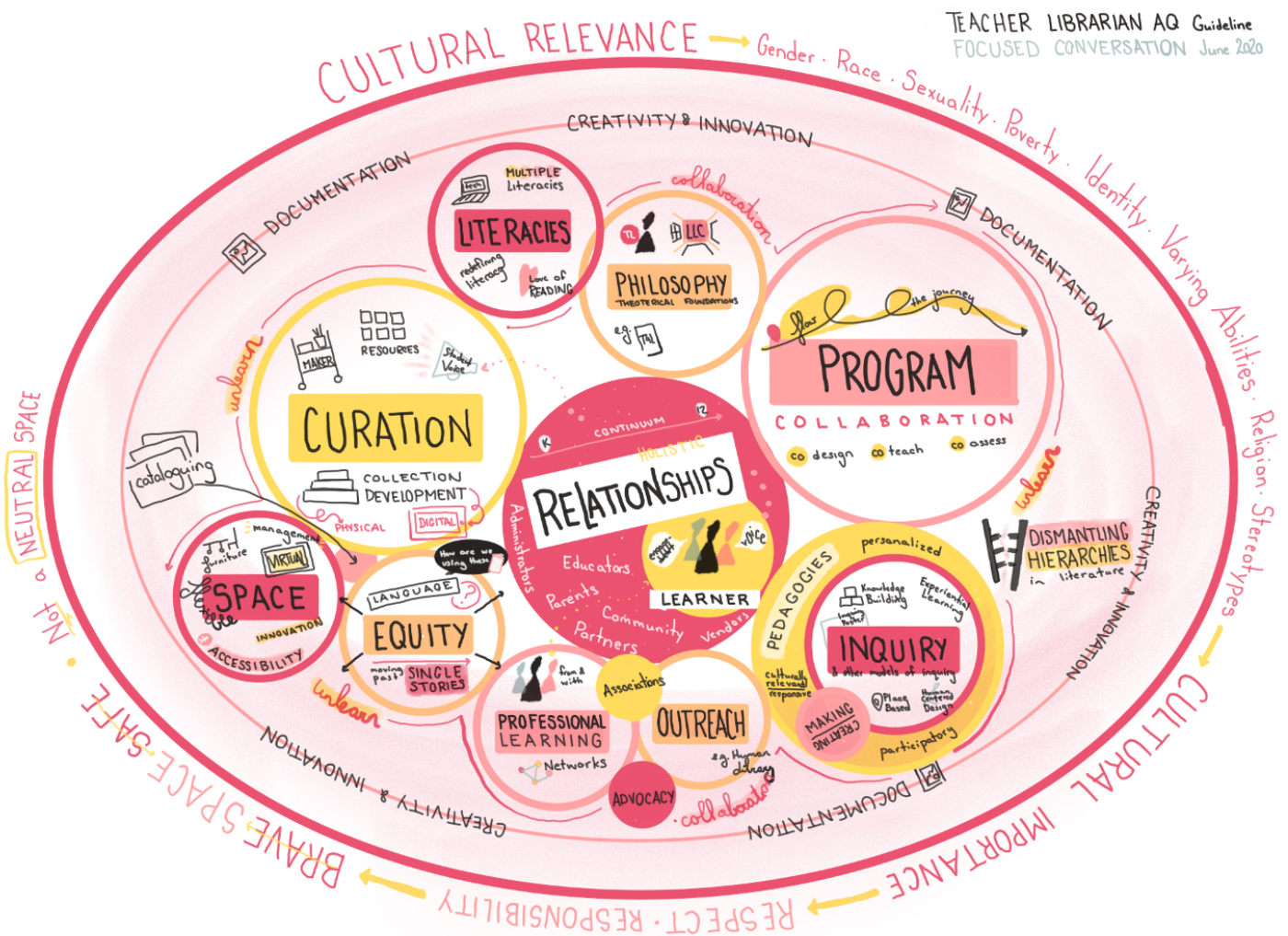


Figure 2: Vision of the role of the Teacher Librarian

### **3. Conceptual Framework**

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

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 *Teacher Librarian* 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 *Teacher Librarian* 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 *Teacher Librarian* course (Specialist).

The Additional Qualification Course: *Teacher Librarian, Part II* 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, while supporting professional judgment and inclusive learning environments 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 the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to build an inclusive learning environment.

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 *Teacher Librarian, Part II* 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.

## **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: *Teacher Librarian, Part II*, 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: *Teacher Librarian, Part II*. 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 for *Teacher Librarian, Part II* supports a holistic, integrated, experiential and inquiry-based Additional Qualification Course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies, anti-oppression, anti-racism and culturally responsive and relevant processes and practices of course candidates.

### **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, accessibility for all and cultural relevance that is responsive

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 required fundamentals for exploration within the context of the AQ course:

- Ontario curriculum and related Ministry of Education policies and resources
- 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
- Anti-Racism Act, 2017, S.O. 2017, c. 15
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of Persons with Disabilities
- Ontario First Nation, Metis, and Inuit Education Policy Framework
- Realizing the Promise of Diversity – Ontario’s Equity and Inclusive Education Strategy
- Report of the Advisor on Race Relations to the Premier of Ontario
- UNESCO Sustainable Development Goals.

These documents inform the design, development and implementation of the Additional Qualification Course: *Teacher Librarian*.

### **C. Guiding Concepts for Pedagogical Inquiry**

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 framed within an anti-oppression and anti-racism foundation:

- deepening an understanding the transformative role of the teacher librarian and school library as envisioned by school library associations (for example, Ontario School Library Association)
- implementing the role as facilitator of a School Library Learning Commons
- critically and collaboratively exploring School Library Learning Commons design and collection development in both physical and virtual spaces
- collaboratively exploring a variety of text materials with an emphasis on diverse literature and Canadian content in the School Library Learning Commons

- fostering critical dialogue and inquiry that promotes the meaningful and respectful inclusion of First Nations, Métis, and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as valid means to understand the world
- integrating information technology skills to support learning and inquiry in the School Library Learning Commons
- facilitating critical reflection and dialogue related to biases, assumptions, beliefs, understandings, power and privilege associated with teaching and learning within the context of this Additional Qualification
- facilitating processes that strengthen 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, inclusive, knowledge-rich learning environments
- facilitating critical dialogue and reflection related to Ontario's curriculum and related Ministry policies and resources, frameworks, strategies and guidelines informed by evidence-based practices
- facilitating critical reflection and dialogue related to the significance of safety related resources, guidelines and standards from school boards and subject associations
- facilitating critical and reflective dialogue regarding cultural appropriation, cultural appreciation and the difference between the two
- advancing professional practices through collegial dialogue and inquiry related to the inclusion of multiple ways of knowing and being in community
- facilitating collaborative reflection and dialogue related to critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs
- promoting critical reflection and dialogue related to pedagogical processes, including assessment and evaluation practices, that link curriculum to learners' interests, strengths, inquiries, needs and well-being
- supporting collaborative dialogue and critical reflection that promotes inquiry into holistic learning environments that develop and nurture the agency and identities of learners and their intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development

- collaboratively designing and integrating processes and practices intended to foster engagement and collaboration with learners, in-school personnel, parents, families, caregivers, guardians and the community to support the learning, identities and well-being of the school community
- collaboratively designing a variety of resources, including technological and communication resources, to enhance professional knowledge and facilitate innovative assessment and evaluation practices in support of learning, independence, well-being and agency
- refining professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation, critical pedagogy and learner engagement
- engaging in critical reflection and dialogue that promotes collective ethical practices, ethical knowledge and ethical efficacy
- collaboratively designing and critically assessing the integration of environmentally sustainable practices, policies and pedagogies
- facilitating the collaborative design and critical assessment of practices to foster responsible and active environmental stewardship, ecological consciousness, social justice and active, responsible citizenship within local, national and global contexts
- facilitating collaborative design and critical pedagogical practices that honour the *Truth and Reconciliation Commission of Canada: Calls to Action*
- facilitating critical dialogue and action associated with inquiring into the design, creation and implementation of communities of inquiry that promote transformational professional learning and collective professional efficacy
- encouraging critical reflection and dialogue that promotes the ethical and purposeful use of technology to support learners' safety, privacy and well-being (for example, the SAMR model)
- collaboratively designing, integrating and critically assessing innovative practices related to integrating information and communication technology to enhance teaching and learning

- encouraging critical reflection and dialogue that promotes joint exploration into processes, policies and practices to create and sustain safe, healthy, equitable, holistic and culturally responsive, relevant and inclusive learning environments that honour and respect diversity, facilitate learning, foster learner voice and perspectives, encourage critical thinking and promote social justice
- facilitating critical reflection and dialogue related to the design and integration of qualitative and quantitative research that impact professional practices, policies and pedagogies in support of learning, empowerment and agency
- collaboratively designing critical pedagogies and practices that support learners' well-being and efficacy
- facilitating an exploration of the relationship between learners' diverse voices, perspectives, identities, agencies and experiences and educators' professional judgement
- fostering critical reflection and dialogue related to inclusive and interprofessional practices that support the collaborative development and implementation of Individual Education Plans (IEP) and Transition Plans for learners that include the voices and perspectives of all those involved
- fostering critical reflection and dialogue related to inclusive processes for fostering interprofessional collaboration that supports English Language Learners, English Literacy Development learners and learners with exceptionalities
- facilitating critical reflection and dialogue related to cultures of inquiry that promote openness to innovation, change, culturally-inclusive pedagogies and the democratization of knowledge so that learners' perspectives and expression drive educators' practice
- engaging in the collaborative exploration of practices to challenge dominant discourses and assumptions related to *Teacher Librarian, Part II*
- empower candidates to dismantle systemic structures and systemic manifestations of power and privilege and their implications for their practice in the School Library Learning Commons
- facilitating critical reflection and dialogue related to colonialism and the implications for teaching, learning and well-being.

#### **D. Theoretical Foundations of Teacher Librarian, Part II**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- deepening an understanding the multi-faceted, transformative and evolving role of teacher librarian in response to the school community and a variety of stakeholders
- fostering and establishing how the role of the teacher librarian facilitates information literacy, fundamental and emerging literacies, media literacy, digital literacy, critical and creative thinking skills and multiple literacies that support curriculum, teaching and learning
- implementing the professional role of teacher librarians in building physical and virtual collections and learning environments to support all curriculum and the needs of all learners through resource curation
- critically and collaboratively building an awareness and advocating for innovative and emerging digital resources to meet the needs of learners
- critically examining text selection, diverse authors and building a collection that offers varied experiences (for example, Dr. Rudine Sims-Bishop: Doors, Windows, Mirrors)
- designing strategies to foster lifelong reading and learning
- critically and collaboratively implementing the global competencies
- facilitating critical dialogue and inquiry related to various theoretical frameworks underpinning this Additional Qualification, the principles fundamental to these frameworks and their practical applications in supporting learning (for example, Leading Learning: Standards of Practice for School Library Learning Commons in Canada by Canadian School Libraries)
- collaboratively engaging in critical dialogue regarding the application of theories of development and identity formation to inform practice that support learner well-being, identities, efficacy and agency
- collaboratively facilitating dialogue and inquiry that examines critical and culturally responsive and relevant pedagogy, as well as and socio-constructivist theories as theoretical foundations for this Additional Qualification

- collaboratively facilitating critical dialogue and inquiry that examines current theoretical research, literature and scholarship related to this Additional Qualification
- fostering critical dialogue regarding the significance of 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: *Teacher Librarian, Part II*
- fostering leadership, critical reflection and professional dialogue regarding the relationship between theory and practice, as well as between practice and theory
- analyzing and synthesizing critical pedagogy that is committed to curriculum design using learners' inquiry questions, passions, interests, identities and lived experiences
- facilitating critical dialogue regarding Ontario curriculum and related Ministry policies and resources, government policies, frameworks and strategies related to *Teacher Librarian, Part II*
- facilitating critical dialogue and inquiry into learning theories and the individual learning strengths, profiles and needs of learners to build agency and identities
- collaboratively designing and sustaining safe, healthy, equitable, inclusive, accepting and engaging learning environments
- facilitating dialogue regarding the development of holistic and inclusive educational programs that build on learners' abilities, interests and experiences and empower them to reach their learning goals
- collectively exploring and developing a shared understanding of the significance of relevant legislation at the municipal, provincial, federal and international levels and associated responsibilities of professional practice
- facilitating critical and collaborative dialogue regarding educators' legal obligations and ethical responsibilities according to current provincial legislation and practices
- deepening understanding of provincial legislation and policies that support accessibility for all
- deepening understanding of provincial legislation and policies that support human rights for all

- deepening understanding of provincial legislation and policies that support privacy for all
- collaboratively designing innovative practices for integrating artistic expression to enhance teaching and learning.

### **E. Program Design, Planning and Implementation**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- designing transformative school libraries in order to respond to societal changes and their influences on student learning
- collaboratively examining how the teacher librarian responds to the evolving needs of students (for example, collection development, flexible use of space, physical and digital environments and learning with technology)
- connecting and promoting learning in the School Library Learning Commons to learners' authentic experiences (for example, through collaborative design of problem-based research, motivation of independent reading, teaching learners how to develop and manage their own personal learning networks, human libraries, author visits, community elders)
- facilitating the creation of the school library learning commons as both a physical and virtual space that fosters student learning and provides equitable access to resources, technologies and instruction
- deepening an understanding and exploring research models and processes for inquiry (for example, Design Thinking, Project Based Learning, A Model for Inquiry, found in Together for Learning School Libraries and the Emergence of the Learning Commons)
- designing and integrating a program planning framework that reflects the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- collaboratively designing and integrating innovative programs that are responsive to society's diverse and changing nature and its influence on learning and well-being
- facilitating critical dialogue and inquiry regarding program design, planning, development and implementation strategies and frameworks related to *Teacher Librarian, Part II*

- critically and collaboratively exploring and extending the transferable skills and the understanding of philosophical underpinnings that strengthen educators' professional efficacy to support curricular and interdisciplinary integration
- collaboratively designing and integrating various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices and the implementation of anti-oppressive, anti-biased assessment and evaluation practices that are fair, transparent and equitable
- facilitating dialogue with regard to the integration of concepts related to differentiated instruction, universal design for learning and the tiered approach in program planning development and implementation
- collaboratively designing and integrating research-based, leading-edge and culturally-inclusive learning resources that support learning, engagement, self-identities, safety and well-being
- collaboratively exploring a variety of assistive technologies to support learning and well-being
- collaboratively designing and integrating programs that reflect the ethical use of technology in support of learners' safety, privacy and well-being
- collaboratively designing and integrating learning opportunities and programs that support various educational pathways and goals
- critically designing and integrating innovative programs that respond to learners' lived experiences, identities, narratives, development, strengths, inquiries, interests and needs
- critically designing and integrating culturally-inclusive pedagogies within program design, planning and development
- collaboratively designing and integrating strategies that support learners' well-being and self-regulation
- collaboratively designing and integrating planning and instructional processes that honour the learning profiles, identities, voices, perspectives, strengths 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 understanding of course inquiries

- collaboratively designing and integrating innovative pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support learning and foster engagement.

## **F. Learning Environments and Instructional Strategies**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- collaboratively designing and integrating processes for the creation of inclusive and vibrant learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- collaboratively designing innovative processes that support ethical, positive, equitable, accepting, inclusive, safe, healthy and engaging learning environments for learners and parents, families, caregivers and guardians
- fostering safe and brave learning environments, practices and policies that honour learner identities, assets, interests and agency and lead us from inclusionary to overtly anti-oppressive stances
- understanding no space is neutral, critically examine personal and systemic biases that contribute to systemic oppression including but not limited to overt, anti-Black racism, anti-Indigenous, Islamophobia, homophobia, transphobia, anti-Semitism, ableism and commitments to change practice
- collaboratively designing and integrating processes for engaging all stakeholders of the school library community in brave spaces, supporting dialogue that honours learner voice and collegiality, nurturing a sense of belonging in all
- collaboratively designing innovative and diverse processes that foster a collaborative community of empowered and engaged learners
- collaboratively designing engaging, trusting and inviting learning environments that consider learners' identities and promote learner voices, perspectives, leadership, critical inquiry and self-regulation
- critically designing and integrating a variety of instructional strategies to create authentic learning experiences, to support learning and well-being

- collaboratively integrating safe, ethical, legal and respectful practices in the use of different technological tools that support pedagogical practices
- critically designing and reflecting on inclusive and innovative learning environments that integrate a variety of instructional strategies to respond to the interests and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and personalized learning)
- collaboratively designing innovative processes that engage learners as active, democratic and global citizens in supporting environmental, social and economic sustainability
- critically designing and integrating innovative practices that reflect the professional identity and leadership 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*
- collaboratively implementing methods for consensus-building, participatory democracy and empowerment at the school and community levels including parent/family/guardian communities
- fostering different opportunities for whole school collaborations and initiatives that are guided by learner voice and interest
- collaboratively designing opportunities within and beyond the school library learning commons which enable learners to become producers of content and to share their learning process with audiences for feedback (for example, maker spaces, podcasting studio).

### **G. Reflecting, Documenting and Interpreting Learning**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- collaboratively integrating fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identities and development of all learners
- collaboratively examining and designing feedback and metacognition processes that empower and inspire learners to positively reflect on and identify goals for their learning within a participatory culture

- collaboratively fostering the critical examination of feedback that engages learners in the critical analysis and interpretation of the learning process
- collaboratively examining and designing equitable and inclusive processes for reflecting, documenting and interpreting learning through the use of data collection from all library stakeholders to inform and improve practice as well as to advocate for school library learning commons goals (for example, schedule, timetable, budget, collections, layout)
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum and related Ministry policies and resources
- critically integrating 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**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- collaboratively examining the importance of shared responsibility and partnership that promotes culturally relevant and responsive pedagogy, social and ecological justice as conveyed in the Foundations of Professional Practice and Together for Learning: School Libraries and the Emergence of the Learning Commons
- deepening an understanding of the role of the Teacher Librarian in creating learning partnerships for curriculum delivery, student learning and engagement
- critically and collaboratively exploring how the work of the School Library Learning Commons is aligned with school and board improvement plans (for example, literacy plans, technology plans and parent engagement)

- critically and collaboratively integrating a variety of effective communication and engagement strategies for authentic collaboration with parents, families, caregivers, guardians, school/board personnel and community agencies
- fostering and establishing open and transparent innovative partnerships with parents, families, caregivers and guardians that honour and value shared decision-making, confidentiality, learner advocacy and leadership
- critically and collaboratively integrating processes to promote learners' voice, perspectives and efficacy in the learning process through shared decision-making and leadership
- critically and collaboratively integrating strategies and opportunities for professional collaboration that support learning, well-being and leadership
- collaboratively designing programs that openly address biases, discrimination and systemic barriers in order to support learning, well-being and inclusion (for example, anti-Black racism, anti-Indigenous racism, Islamophobia, homophobia, transphobia, anti-semitism, ableism)
- collaboratively implementing strategies that foster and sustain a positive, inclusive educational and professional culture in which voices and perspectives are freely expressed and critically analyzed
- creating and promoting opportunities for shared responsibility and partnership that promotes social and ecological justice as conveyed in the *Foundations of Professional Practice* and critically exploring their potential
- collaboratively participating in interdisciplinary teams to support learning, well-being, self-advocacy and transitions
- participating in opportunities for building continuity between grades or whole school collaborations.

#### **I. Research, Professional Learning and the Scholarship of Pedagogy**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- facilitating a critical and collaborative examination of past, current and evolving practices in *Teacher Librarian. Part II*

- critically and collaboratively examining professional practice through ongoing inquiry into theory and pedagogy/andragogy
- critically exploring self-directed transformational professional learning through research, scholarship and leadership and as members in professional organizations/associations ((for example, Ontario School Library Association, Canadian School Libraries, OLA/OSLA/CSL/ISTE/ECOO/Teacher Federation standing committees, school teams, board collectives)
- fostering the collective capacity to integrate research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating and engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring innovative ways to implement 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*
- fostering dialogue regarding theories and pedagogies about multiple forms of oppression, power and privilege (for example, anti-Black racism, anti - Indigenous, Islamophobia, homophobia, transphobia, anti-semitism, ableism)
- critically exploring the intersectionality of identities.

#### **J. Developing and Managing the Library Learning Commons**

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- deepening an understanding of the various aspects of library management (for example, selection and de-selection of resources, cataloguing, budget, acquisition, scheduling and other operational procedures)
- collaboratively examining policies related to intellectual property (for example, copyright, citation, fair dealing)
- promoting policies related to academic honesty
- collaboratively implementing a continuum of skills and concepts for informational and digital citizenship

- critically and collaboratively advocating for and communicating with school administrators and the school community to address optimum development and utilization of the library facility, resources and programs.

## 7. Instructional Design and Practices in the Additional Qualification Course: Teacher Librarian, Part II

The instructional design and practices (Figure 3) 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.

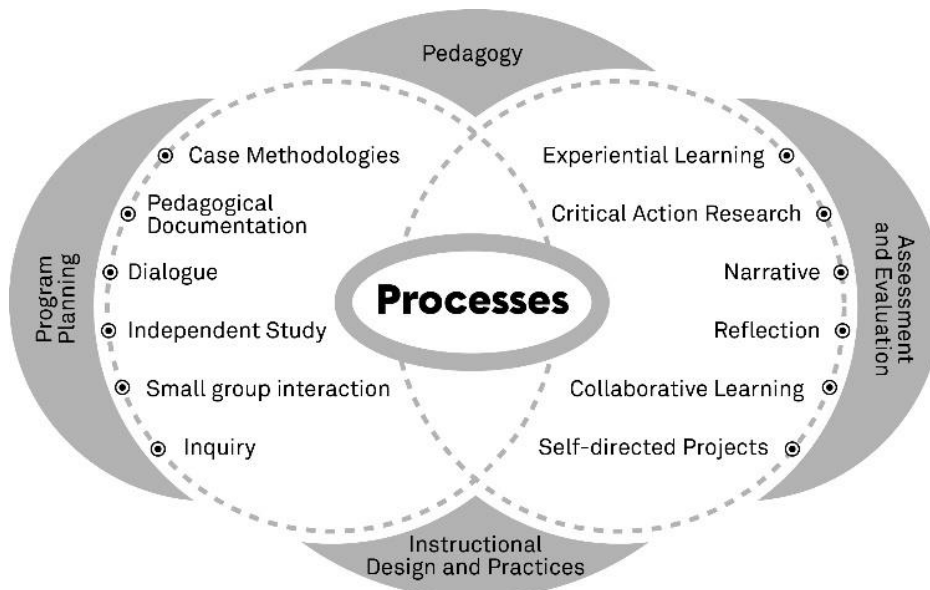


Figure 3: Instructional Processes

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 *Teacher Librarian, Part II* 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 *Teacher Librarian, Part II*.

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](#).

## **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 Ontario curriculum and related Ministry policies
- 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) **IEP Development:** collaboratively developing an IEP 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 3 of this PDF

Figure 1 is a 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 actions help a school community to collectively identify and uncover 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 2: Vision of the Role of the Teacher Librarian from page 4 of this PDF

The image is a collection of overlapping circles including key concepts, practices and lenses for the Teacher Librarian. Surrounding these ideas is an overarching shape that highlights that all is viewed through the lens of cultural relevance/importance exploring gender, race, sexuality, poverty, identity, varying abilities, religions and stereotypes. This lens brings with it a responsibility to foster respectful relationships while also engaging in ongoing reflection. The outer ring also notes the importance of creating safe and brave spaces that acknowledge no space is neutral.

In the center of the graphic is a circle identifying relationships with learners highlighted as well as educators, parents, community, partners, vendors and administrators. A continuum from K to 12 is also illustrated.

Surrounding the relationship circle in the middle clockwise are circles representing key concepts, lenses and practices including:

- Philosophy – Theoretical Foundations including the vision of the Teacher Librarian and the Library Learning Commons (Together for Learning document is referenced)
- Program – Collaboration addressing the flow of the program and the journey within the LLC including co-design, co-teach and co-assess
- A circle for inquiry and other model of inquiry (knowledge building, experiential, place based, human centered design) is embedded in a larger circle labelled pedagogies with notes on personalized learning, participatory learning, culturally relevant and responsive pedagogies as well as making/creating
- Outreach (for example, Human Library) overlaps circles labelled associations and advocacy as well as professional learning which includes networks and a note of learning from and with Learners
- The circle for Equity includes notes on moving past single stories, language and a reflective question on how we are using these resources. Arrows branch out from the Equity circle to other circles.
- Space includes notes on flexible space, accessibility, innovation, virtual spaces and a note on management
- The circle for curation includes notes on collection development both physical and digital as well as maker materials, curated resources and student voice (connecting back to the central idea of relationship)
- The last circle is labelled literacies with notes on multiple literacies, redefining literacy, fostering a love of reading and a laptop to represent technology

Woven around the inside concepts listed is a thread with the labels of unlearn and collaboration. One other outside thread that encompasses these ideas notes creativity, innovation and documentation.

## Appendix 4

### Accessibility for Ontarians with Disabilities Act (AODA) Text:

#### Figure 3: Instructional Processes from page 23 of this PDF

Figure 3 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 5

### 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](#).

- Ontario College of Teachers. (2003). *Standards in practice: Fostering professional inquiry*. [Resource kit]. Toronto, ON: Author.
- Ontario College of Teachers. (2006). *The ethical standards and the standards of practice for the teaching profession*. [Poster]. Toronto, ON: Author.
- 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, December 8). *Voices of wisdom*. [Video]. YouTube. [https://www.youtube.com/watch?v=AbxCtmteQ-U&feature=emb\\_logo](https://www.youtube.com/watch?v=AbxCtmteQ-U&feature=emb_logo)
- 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. (2016, July 6). *Acting on our ethics: Caring for Anishinaabe children*. [Video]. YouTube. <https://www.youtube.com/watch?v=6D4m-7p05Ws>
- Ontario College of Teachers. (2016, July 8). *Acting on our ethics: Caring for Haiti*. [Video]. YouTube. <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). *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). *Acting on our ethics: Exploring caring for Haiti*. [Discussion guide]. Toronto, ON. Author.
- Ontario College of Teachers. (2018), *Anishinaabe vision of the learner and the educator*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2018). *Exploring leadership practices through case inquiry*. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *A Rotinonhsyón:ni representation of the ethical standards for the teaching profession*. Toronto, ON. Author.
- Ontario College of Teachers. (2020). *A vision of the educator and learner*. [Poster]. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *Exploring ethical professional practice: Ecological consciousness and eco justice*. [Posters]. Toronto, ON: Author.
- Ontario College of Teachers. (2020). *Exploring ethical professional practice: Ecological consciousness and eco justice*. [Resource Cards]. Toronto, ON: Author.



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