



Anishnaabemowin Pathways – Developing the Next

Project Name: ***Generation of Language Teachers,
Programmers and Language Activators***

Project Number: **2016-19**

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List of Participants and Partner Institutions

Georgian College

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Bernice Trudeau	Professor, ANLP (Faculty Resource)
James Andrew Baker	Professor, ANLP (Faculty Resource)
Stephen Pinney	Professor, ANLP (Faculty Resource)
Tareyn Johnson	Language Learner (Language Learner Resource)
Lorraine McRae	Elder and Language Speaker
Ernestine Baldwin	Elder and Language Speaker
Berdina Johnston	Elder and Language Speaker (Subject Matter Expert)
Emily Norton	Elder and Language Speaker (Subject Matter Expert)
Shirley John	Elder and Language Speaker (Subject Matter Expert)
Loretta McDonald	Elder and Language Speaker (Subject Matter Expert)
Austen Mixemong	Elder and Language Speaker (Subject Matter Expert)
Roland St.Germain	Elder and Language Speaker (Subject Matter Expert)
Pat Strong	Elder and Language Speaker (Subject Matter Expert)
Maryann Fifield, BScN, MA	Associate Vice President Academic (Academic Oversight)
Julie Madden	Project Support
Liliana DeGasperis	Program Administration
Sandi Pallister-Gougeon	Program Assistant (Program Resource)

Lakehead University

Bruce Beardy, MA, B.Ed	Co-ordinator, Native Language Instructors Program
Donald Kerr, Ph.D	Acting Chair, Aboriginal Education (NLIP Subject Matter Expert)
John O'Meara, Ph.D	Dean, Faculty of Education (Subject Matter Expert)

Executive Summary

The Anishnaabemowin Pathways project identified a pathway for students enrolled in the Anishnaabemowin (Ojibwe) Language Programming (ANLP) program at Georgian College to transfer seamlessly into Lakehead University's Indigenous Language Teacher Diploma (ILTD) formerly Native Language Teacher's Certificate program. This will be done through an integrated delivery format between Georgian College (Barrie) and Lakehead University (Orillia). Prior to implementation, Lakehead University will need to complete the revisions to its credential to meet new Ontario College of Teachers standards. As part of the ONCAT supported work, Georgian also reviewed and revised its existing program with the help of language and subject matter experts and Elders. We anticipate that students entering the Sept 2017 cohort at Georgian will have the option of moving into the ILTD upon completion of the Georgian program in 2019.

Project Purpose and Goal -

The project's purpose and goal is **to establish an academic pathway that enables students who complete Georgian's Anishnaabemowin Language Programming (ANLP) two year program to move directly into the first term of Lakehead's Indigenous Language Teacher Diploma (ILTD) program.**

The new ILTD, currently moving through Lakehead's Senate approval process, will consist of four four-week sessions delivered over four consecutive summers, plus additional coursework in the fall or winter terms, and completion of a student teaching practicum. Following this model, it will take students on the Lakehead Thunder Bay campus four years to earn this credential.

In the pathway developed for this ONCAT funded project, Lakehead has agreed to re-configure the four year model to be delivered in two years or less (depending on accreditation requirements from Ontario college of Teachers). Therefore, students pursuing Georgian's two-year ANLP diploma and Lakehead's NLTC certification consecutively will finish both credentials in approximately four-years.

Georgian and Lakehead agreed to work towards the following goals:

- Conduct a detailed review of the learning outcomes and curriculum for both programs;
- Ensure the programs are cohesive, meet targeted curriculum goals, and address issues of dialect; and
- Integrate the programs to create a seamless pathway that provides graduates with a wide range of employment opportunities in a shorter timeframe.

The key steps in achieving the goal of an integrated pathway for Georgian's ANLP and Lakehead's NLTC programs included:

- Detailed review of learning outcomes and curriculum from both programs,
- Mapping Lakehead's ILTD admission requirement to the ANLP exit/outcome requirements
- Renew/restructure and enhance the two programs to ensure they are complementary and can be delivered to students appropriately.

Georgian and Lakehead are collaborating on this pathway development. Together, the two institutions will contract faculty curriculum consultants to work with Anishnaabemowin language teachers/speakers who are the subject matter experts to do these reviews and complete the program enhancements.

Pathway Development

a) Methodology

Lakehead's Faculty of Education offers the ILTD program (previously the NLTC) to educate fluent native speakers to teach their own language, usually in their home communities. ILTD is the only program in Canada that provides certified instruction for future instructors of Ojibwe (Anishinaabemowin) and Cree (Ininiimowin), two of the most important indigenous languages of Canada. This program has an important legacy of language revitalization in the region, throughout Ontario and beyond. By meeting the need for university-level education in language and teaching, this program has built individual and community-level capacity, and contributed to language and cultural development. It has also acted, and continues to act, as an access program for many students who spring from, what was previously a three-year certificate program based on their native language, to further university studies and degree completion.

In 2006, Lakehead University established its satellite campus in Orillia, which offers an interdisciplinary undergraduate program in arts and sciences, as well as programs in business, education, social work, criminology and media studies. Together, Georgian and Lakehead are the two established postsecondary institutions that serve Simcoe County and surrounding regions.

Lakehead and Georgian recognize the value of university-college collaboration on delivery of degree-level education; the two institutions formalized their commitment to their partnership in 2012 with a goal to deliver integrated degree/diploma programs and reaffirmed their commitment in 2013. Both Lakehead's and Georgian's Strategic Mandate Agreements (SMAs) highlight this collaborative plan to expand degree capacity. The two institutions have worked closely to develop a suite of high-calibre, applied, career-focused degrees, using a cost-effective model that is relevant to the new economy.

An Aboriginal language teaching program was identified as one of the integrated credential offerings for the Lakehead-Georgian partnership, based on regional demand and institutional capacity. This opportunity not only aligns with the *Truth and Reconciliation Commission of Canada: Calls to Action*, but specifically with Call to Action #14, which addresses the preservation, revitalization, and strengthening of Aboriginal languages and cultures.

b) Program Comparison and Analysis

Georgian found the best strategy for program comparison and analysis for gaps was by working with the established curriculum team, Elders and a wide range of subject matter experts (Language speaking Elders). The initial step was to look at Lakehead's ILTD program curriculum and compare it with Georgian's current program, ANLP. We were looking for strengths in our ANLP program that would provide the students with a pathway to the ILTD program.

Meetings and discussions with Lakehead's department led us to a decision to strengthen and balance the number of language courses the students would receive throughout the two-year program. A challenge for the comparison was keeping in mind that not all Georgian's students would be moving onto Lakehead's ILTD program. The strategy upon which the renewal was based, was to maintain the overall purpose of the original College diploma program, while also increasing opportunities in the program for students to read, write and speak the language. This was in addition to providing them and to provide them with the skills to go into a community or organization and create language programs. This was done, with the goal of creating a seamless pathway into ILTD.

Georgian's curriculum team, comprised of subject experts (faculty teaching in the program), our language speaking Elders and experts in curriculum design, along with individuals from the Centre for Teaching and Learning and the Quality Assurance department, analyzed each individual course and made significant changes to course descriptions, outcomes, content and evaluation.

Students who graduate from the Anishnaabemowin and Program Development program, formerly known as the Anishnaabemowin Language Programming program (Appendices 1.2 and 2.2,) will have acquired necessary skills, practice and instruction to pass the admission requirements for the Lakehead's ILTD program.

Georgian's team collaboratively worked on the program outline as a whole; including looking at the program name, descriptions, and outcomes. Five new program outcomes were added to reflect the changes to the program. Once approved by GC's Academic Council, the team continued to meet weekly to work on individual course outlines. The process was to begin with Term 1 and work through to Term 4. Faculty who are presently teaching were consulted with regard to best practices regarding their course. The process was to start with the course title, followed by the description, outcomes, content, and evaluation – always with a lens to how this met both the original mandates of the program, and also how it would align with Lakehead's program.

Implementation Process and Timelines Deliverables

Dates	Deliverables	Actual Deliverables Met
<p>March 2016: Conception</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Meetings between Lakehead and Georgian to review the ONCAT proposal, review budget, review and refine the critical path including timelines and overall role clarification for the project • Determine meeting dates and locations • Hold orientation for faculty, curriculum reviewers and language resource people <p>Key Milestones:</p> <ul style="list-style-type: none"> • Role clarification; critical path and timelines (e.g., detailed project plan); staff contracted and orientation provided; project underway. 	<p>Project startup March 28, 2016</p> <p>Curriculum Team assembled and ready</p> <ul style="list-style-type: none"> • Met with Curriculum team to look at current ANLP Program Summary – flow of Term 1, 2, 3 and 4 – sequence of courses for two-year program • Looked at courses that needed changing due to feedback from Elders, faculty and students for the last 4 years – 2 cohorts of ANLP. • Team looked at balance of language, program development and culture in each term

Date	Deliverables	Actual Deliverables Met
<p>April - June 2016: Detailed Review of Programs</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Gather and review all program documents for both ANLP and NLTC • Undertake review of curriculum and learning outcomes for the ANLP and NLTC • Map learning outcomes from ANLP by year against admission requirements and learning outcomes of each of the three sessions of the NLTC program to determine alignments and gaps • Develop recommendations on how to restructure ANLP and NLTC to facilitate a seamless pathway for concurrent delivery of the two programs, as well as enhancements (e.g., online component) that would benefit the programs • Conduct a team meeting to review project to date <p>Key Milestones:</p> <ul style="list-style-type: none"> • Data collection; curriculum review; synergies and gaps identified; means to address gaps identified; recommendations for change/revisions prepared; consultation and agreement on the recommendations; approval of recommendations. 	<p>Scheduled conference call with Lakehead Outcomes:</p> <ul style="list-style-type: none"> • Discussed dates and initial planning until March 10th deadline for finishing the project and marketing the project • 1st deliverable – May 17th, Review all program documents • Sent current ANLP Program and Course Outlines to Lakehead • GC curriculum team looked at the NLTC curriculum to identify gaps and to make changes to provide a seamless pathway for students • Process for GC is to make changes to Program Outline first • Curriculum team worked on program outline, description, name and individual course descriptions • It was determined by the team to change the name to reflect the changes to ANLP • New name “Anishnaabemowin and Program Development (ANPD)”, as there was a balance of language courses and courses to learn how to develop a language program • Five new courses were added, along with Indigenous Heritage, Tradition and Culture • Five courses were renamed, and 6 courses will have Anishnaabe titles.

Date	Deliverables	Actual Deliverables Met
<p>April - June 2016: Detailed Review of Programs</p>		<ul style="list-style-type: none"> • Georgian College, Indigenous Studies curriculum team met every Monday • Georgian College team made changes to curriculum after identifying gaps to provide course strengths for an easier transition to the NLTC • Elders, students and faculty were consulted about changes, and approved all content • May 2016, final Program outline was sent to GC program curriculum approval committee and it was approved at that program level. • Conference call to Lakehead – discuss recommendations to present; gaps, changes, seamless pathway, on-line delivery Lakehead to Barrie GC campus – one-year program - Best possible pathway • Georgian College ANPD Program Outline and name change approved by College-wide curriculum approval body, Academic Council – June 2016

Date	Deliverables	Actual Deliverables Met
<p style="text-align: center;">July-November 2016: Develop Pathway from ALTC to NLTC</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Complete curriculum modifications for both programs in accordance with each institutions' curriculum development processes • Review pathway program and curriculum modifications with respective AECs and Elder Advisory Circles • Develop additional component (e.g., online) that were identified, if any • Prepare interim report for ONCAT • Conduct team meetings to review project to date <p>Key Milestones:</p> <ul style="list-style-type: none"> • Changes to curriculum made; interim report prepared and submitted to ONCAT (October) 	<ul style="list-style-type: none"> • Met with Elders from the Elders Advisory Circle – went over the current program and presented proposed changes. .– Approval was granted <p>Curriculum modifications</p> <ul style="list-style-type: none"> • Georgian College Curriculum team met weekly and worked on individual course outlines for ANPD; outcomes, content and evaluation • Term 1 to Term 4 – completed November 11, 2016 <p>Meeting at Georgian College Barrie Campus with Lakehead Department leads and staff</p> <ul style="list-style-type: none"> • Marketing plan needs to be determined and timeline of events • Block Transfer agreement discussed and agreed to in principle. • Time line of program needs to be determined • Group decided Spring 2019 needs to be the start date due to transfer credits and ANDP program mapping • Individual course outlines to be approved by VP of Academics and then by the Georgian College's Registrar's Office– once up loaded – then links can be sent to Lakehead for the mapping

Date	Deliverables	Actual Deliverables Met
28 October 2016	Submit Interim Report To ONCAT	<ul style="list-style-type: none"> Interim Report was submitted to ONCAT
December 2016 – January 2017: Completion	<p>Key Activities:</p> <ul style="list-style-type: none"> Process curriculum modifications through respective institutional channels and protocols for ratification/approval <p>Key Milestones:</p> <ul style="list-style-type: none"> Fully approved curriculum at both institutions going forward 	<p>Curriculum Approval</p> <ul style="list-style-type: none"> Through Registrar’s office and Quality Assurance Dept. Final Approval from VP of Academics <p>Discussions with Lakehead department leads</p> <ul style="list-style-type: none"> Lakehead University’s Coordinator of NLTC resigned completion of curriculum mapping by Lakehead University pending Lakehead’s Acting Coordinator of prepared a curriculum analysis for potential transfer credits from ANLP and ANPD to NLTC Georgian College curriculum leads were informed that there would be no transfer credits granted and students of ANLP and ANPD would need to be prepared to meet the admission requirements set out by Lakehead University to enter into the NLTC program It was agreed to re-visit the analysis of the credits earned toward the Lakehead credential

Date	Deliverables	Actual Deliverables Met
<p style="text-align: center;">February 2017: Implementation</p>	<p>Key Activities:</p> <ul style="list-style-type: none"> • Develop marketing/promotion plan for the new Anishnaabemowin postsecondary learning pathway that will be executed by both institutions • Prepare final report to ONCAT <p>Key Milestones:</p> <ul style="list-style-type: none"> • Project completion; joint marketing plan developed 	<p>Conference call with Lakehead’s team for update on key milestones; marketing and project completion</p> <ul style="list-style-type: none"> • Revisions to Lakehead’s program submitted to Senate approval process; decision in place as of Sept 2017 • The delivery of the NLTC program which also will have a new name – Indigenous Language Teacher’s Diploma program, will also need approval from the Ontario College of Teachers • Lakehead University will submit their new plan to the College in Fall 2017 • Current plan is to deliver the ILTD program at the Barrie campus with its first intake in spring 2019 (no later than Fall 2019) and run for a minimum 16 months <p>Meeting with VP of Academics, Georgian College and Community Liaison Officer and ANPD Coordinator to discuss marketing plan for pathway</p> <ul style="list-style-type: none"> • Due to NLTC’s Coordinator resigning, contact and clarification on this role of marketing to be determined <p>Plan from Georgian College</p> <ul style="list-style-type: none"> • Mail out • Intro letter • Posters • Ads in newspapers; Simcoe, Grey Bruce, North Bay, Sudbury, Manitoulin, to community’s south of Simcoe • On reserve newspapers and newsletters

Date	Deliverables	Actual Deliverables Met
		<p>Radio</p> <ul style="list-style-type: none"> • Create ads for community radio; Wasauksing, Little Current, Cape Croker, Georgina Island, Cristian Island and Manitoulin Island <p>Market to Anishnaabe Education and Training Circle members –</p> <ul style="list-style-type: none"> • Georgian College’s Indigenous Education Advisory Board – comprised of over 21 communities and organizations <p>Outreach</p> <ul style="list-style-type: none"> • Attend community education and career fairs • Spring and summer Pow Wow’s • Organize and attend community organizations meetings <p>Direct Students</p> <ul style="list-style-type: none"> • Organize on campus day events and tours with students registered in Indigenous studies and language courses in district area high schools <p>Final meeting with the Elder’s Advisory Circle</p> <ul style="list-style-type: none"> • The purpose of the meeting was to obtain final approval of finished program, Anishnaabemowin and Program Development and update the Elder’s on the planned partnership with Lakehead University. The Elders were very welcoming to the idea of the partnership and expressed the outcome of a student obtaining a teaching diploma would be beneficial for the communities.

Promising Practices and Lessons Learned

- The best promising practice is to have a strong, collaborative team.
- Develop a team with individuals that bring various strengths to the table.
- Meet on a regular basis and commit to at least 3 hours a week for curriculum development.
- Consult with subject matter experts, students, faculty, and individuals that have an added interest to the change process.
- Curriculum team used as a reference the Common European Framework Reference (CEFR) model for the design of new courses.
- The Common European Framework Reference (CEFR) was developed by the Council of Europe to standardize second-language proficiency across several countries. CEFR is a self-assessment tool for determining one's proficiency in a second-language through a series of "Can Do" Statements to determine the skill level of the user. The CEFR model has already been adapted to suit a variety of languages across Europe and is ideal for standardizing second-language learning self-assessment.
- Georgian decided to use the Common European Framework Reference due to its success in its application across all the languages included in the Council of Europe as well as its adaptation to indigenous European languages such as Romany. While we are aware that Anishnaabemowin is very different from English and other European languages we recognized the highly flexible structure of the CEFR rubric and determined it to be the best reference for our self-assessment tool.

Lessons Learned

- Be prepared for institution processes that are different than your own
- Preparation for your own institution's changing processes. From the initial beginning of a project to the end date, could be a year, in that timeframe, changes to how an institution does a process, can change, even more than once
- Prepare a contingency plan in the even that players change during the process or criteria required by third party provider changes.

Summary of Pathway(s) Created

The basis for a pathway has been created. Georgian's program continues to be strong and prepare graduates to go into their community to assist in developing language skills. The framework for direct access into Lakeheads' Native Language teacher training program has been mapped and the pathway ready to be fully put in place. The community has been asking for a southern site (Barrie or Orillia) for the past decade and with the partnership between Lakehead and Georgian, we are getting closer to this reality. At this time, there is a delay in rolling out the actual pathway due to changes to the Ontario College of Teachers credential standards and the impact of these changes on the Indigenous Language Teacher Diploma program. Once these changes have been sorted out and incorporated into the program, Georgian and Lakehead will continue to move this project forward. It is encouraging to the language revitalization champions in this region to see Georgian and Lakehead continuing to work closely together to meet the needs of the local Indigenous community.

Financial Report (separate document)

Appendices

- 1.2 Current Program Summary of Anishnaabemowin and Language Programming program
- 2.2 Approved program changes for Fall 2017. Anishnaabemowin and Program Development Program. Changes to the program are highlighted in red.

**Appendix 1.2 Anishnaabemowin and Language Programming Program –
Program Summary – Current**



INDIGENOUS STUDIES
Anishnaabemowin Language Programming
Program Summary – 2016/2017

CURRENT

Term One

Year 1

COMM	Communications selected at registration	42
GNED9000	General Education	42
ANLP1000	Anishnaabemowin History Intro	42
ANLP 1001	Nouns and the Everyday Environment	42
ANLP 1002	Verbs and the Everyday Environment	42
ANLP 1003	Writing Systems	42
ANLP1008	Interactive Immersion Lab 1	112

Term Two

COMM	Communications selected at registration	42
GNED9000	General Education	42
ANLP 1004	Language and the Community	42
ANLP1005	Language and the Workplace	42
ANLP2004	Introduction to ASL Computer Lab	42
ANLP1007	English Language Structure and Properties	42
ANLP1009	Interactive Immersion Lab 2	154

Term Three

Year Two

GNED9000	General Education	42
ANLP2001	Critical Issues in Aboriginal Language Programming	42
ANLP2002	Preservation of Anishnaabemowin	42
ANLP1006	Animate and Inanimate Structure	42
ANLP2003	Introduction to Language Immersion	42
ANLP2009	ASL Computer Lab	42
ANLP2010	Interactive Immersion Lab 3	154

Term Four

GNED9000	General Education	42
ANLP2005	Introduction to Teaching ASL	42
ANLP2006	Anishnaabemowin and English Comparison	42
ANLP2007	Professional Practice for Language Programmers	42
ANLP2008	Language Immersion	42
ANLP2000	Language and the Everyday Environment	42
ANLP2011	Interactive Immersion Lab 4	154

Appendix 2.2 Anishnaabemowin and Program Development Program –
Program Summary – Fall 2017



INDIGENOUS STUDIES
Anishnaabemowin and Program Development
Program Summary – 2017/2018 - NEW

Term One

Year 1

COMM	Communications selected at registration	42
ANPD1000	History of Anishnaabemowin	42
ANPD1001	Writing Systems	42
INDG1001	Indigenous Heritage, Tradition and Culture – combined course with ICSD	42
ANPD 1002	Verbs and Nouns 1 – New Course – combined Verbs and Nouns 1	42
ANPD 1003	Language in the Home – New Course	42
ANPD1004	Anishnaabemdaa 1 – revised and new name	126

Term Two

COMM	Communications selected at registration	42
GNED9000	General Education	42
ANPD 1005	Kinoomaadwin1 – revised and new name	42
ANPD1006	Language in the Community	42
ANPD1007	Verbs and Nouns 2 – New course	42
ANPD1008	Anishnaabemowin Resources 1 – revised and renamed	42
ANPD1009	Anishnaabemdaa 2 – revised and new name	126

Term Three

Year Two

GNED9000	General Education	42
ANPD2000	Language Preservation and Revitalization – combined 2 courses, new name	42
ANPD2001	Anishnaabemowin Resources 2 – revised and new name	42
ANPD2002	Language Placement 1	42
ANPD2003	Language in the Workplace	42
ANPD2004	Anishnaabemowin Structures – new course	42
ANPD2005	Anishnaabemdaa 3- revised and new name	126

Term Four

GNED9000	General Education	42
ANPD2006	Language and the Natural Environment – new course	42
ANPD2007	Language Placement 2	42
ANPD2008	Anishnaabemowin Program Development – combined and new name	42
ANPD2009	Interactive Anishnaabemowin	42
ANPD2010	Kinoomaadwin2 – new course	42
ANPD2011	Anishnaabemdaa 4 – revised and new name	126

Department of Aboriginal Education
Anishnaabemowin Pathways Program Proposal

DRAFT Indigenous Languages Teacher Diploma Program									
Faculty of Education, Lakehead University									
Term 1	Practicum 1	Term 1	Term 2	Term 2	Practicum 2	Term 3	Term 3	Practicum 3	Term 4
Algonquian 1212: Oral Algonquian Structure Part 1 (Methods) 0.5 FCE	EDUC AAXX: Minimum 10 days practice teaching completed.	EDUC 1XXX: Mental Health and Aboriginal Education (Foundations) 0.5 FCE, online	Algonquian 1232: Oral Algonquian Structure Part 2 (Methods) 0.5 FCE	EDUC 2XXX: Educational Research and Data Analysis (Foundations) 0.5 FCE, online	EDUC BBXX: Minimum 20 days practice teaching completed, before start of 3 rd summer.	Algonquian 2213: Oral Algonquian Structure Part 3 (Methods) 0.5 FCE	EDUC 3XXX: Technology as a Teaching and Learning Tool (Methods) 0.5 FCE, online	EDUC CCXX: Minimum 50 days practice teaching completed before start of 4 th summer.	Algonquian 2233: Oral Algonquian Structure Part 4 (Methods) 0.5 FCE
EDUC 1351: NASL Methods Part 1 (Methods) 0.5 FCE			EDUC 1352: NASL Methods Part 2 (Methods) 0.5 FCE			EDUC 1353: NASL Methods Part 3 (Methods) 0.5 FCE			Education 1354: NASL Methods Part 4 (Methods) 0.5 FCE
EDUC 1571: Introduction to Teaching (Foundations) 0.5 FCE			EDUC 1572: The Development of the Child (Foundations) 0.5 FCE			EDUC 1573: Current Issues in Native Language Education (Foundations) 0.5 FCE			Education 1574: Approaches to Bilingual Education (Foundations) 0.5 FCE
EDUC 0190: Student Teaching (Methods) 0.5 FCE			EDUC 0290: Student Teaching (Methods) 0.5 FCE			EDUC 0390: Student Teaching (Methods)			Education 1599: Reflection on Student Teaching 0.5 FCE
Total FCE: 2.0	0.25	0.5	2.0	0.5	0.25	2.0	0.5	0.5	2.0
Total FCE for program: 10.5									
Minimum time to completion: 4 terms, including coursework and practicum.									

1 FCE = 72 instructional hours = 6 credits

When students have completed Term 1 and Practicum 1, they will be recommended to the College of Teachers for a Transitional Certificate. When they have completed the entire program, they will be recommended for their Certificate of Qualification (Restricted).

A minimum of 80 days of practicum will be completed: 10 days in the first term, 20 days in the second term, and 50 days in the third term. Credit weighting of 1.0 FCE will be assigned to the practicum, split over each practice teaching session as 0.25, 0.25 and 0.5 FCE respectively.

The minimum time to completion of the program is four terms.

New Courses

The following new courses are being calendared:

Educ 1XXX: Mental Health and Indigenous Education

Focuses on the relationship between mental health, well-being and student achievement. An Indigenous model of health will be used to describe the teacher's role in health promotion, and identifying students who need additional intervention and support. Supports available for both students and teachers will be addressed.

Credit weight: 0.5 FCE

Offered online either in the Fall or Winter term.

Course will include the following learner outcomes:

- Educate students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment, particularly in Indigenous schools and remote communities.
- The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession"
- The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.
- Provide a safe, supportive, inclusive and engaging classroom environment for all students.

Educ 2XXX: Educational Research and Data Analysis

Focuses on how to access and make use of current educational research to inform one's knowledge and practice, and the use of data currently available on learners in one's classroom and school. Assessing one's students to guide one's own practice.

Credit weight: 0.5 FCE

Offered online either in the Fall or Winter term.

Course will include the following learner outcomes:

- Use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.
- Learner assessment and evaluation.

Educ 3XXX: Technology as a Teaching and Learning Tool

The use of technology to reach and teach students, both by distance learning and in the classroom and school. Includes choosing and assessing technological resources, giving students tools to enhance the power of their learning and performance, and modeling knowledge creation and responsible use of technology.

Credit weight: 0.5 FCE

Offered online either in the Fall or Winter term.

Course will include the following learner outcomes:

- Locate and evaluate technology resources and tools for different purposes and to model critical viewing, representing, and thinking for students;
- Use technology to enhance differentiation, collaborative learning, and construction and mobilization of knowledge as well as to encourage innovation, intellectual curiosity, and creativity;
- The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports;
- Use of a variety of technology to enhance learning of students who are geographically dispersed over a wide area.

The following course will be substantially altered (this may require a new course number):

Educ 1599: Reflection on Student Teaching

This seminar will involve reflection on students' teaching placement experiences, and the use of data and research to inform practice.

Credit Weight: 0.5

Note: Students will register for Educ 1599 in their fourth summer of study, but will be expected to participate in the seminars in each of their second, third and fourth summers (12 hours/summer; total 36 hours instruction)

Course will include the following learner outcomes:

- How to use educational research and data analysis.
- How to reflect and self-assess on one's practice in order to respond to changing and challenging conditions.
- How to reflect on one's own professional judgement, problem-solve, and learn from one's own practice.
- How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

Practice teaching requirements will be calendared as:

Educ AAXX: Student Teaching (Indigenous Languages) Part 1

A practical placement in which students have extended opportunity to observe and practice teach in schools and classrooms appropriate to their level of study. The placements will be arranged by the students in accordance with the regulations for Teacher Certification in Ontario, in conjunction with the Faculty of Education.

Credit Weight: 0.25

Offering: A total of 10 days to be completed before the second summer of study in the program. Students will be recommended to the Ontario College of Teachers for an Interim Teaching Certificate upon successful completion of the first summer of study and this practical placement.

Educ BBXX: Student Teaching (Indigenous Languages) Part 2

A practical placement in which students have extended opportunity to observe and practice teach in schools and classrooms appropriate to their level of study. The placements will be arranged by the students in accordance with the regulations for Teacher Certification in Ontario, in conjunction with the Faculty of Education.

Credit Weight: 0.25

Offering: A total of 20 days to be completed before the third summer of study in the program.

Educ CCXX: Student Teaching (Indigenous Languages) Part 3

A practical placement in which students have extended opportunity to observe and practice teach in schools and classrooms appropriate to their level of study. The placements will be arranged by the students in accordance with the regulations for Teacher Certification in Ontario, in conjunction with the Faculty of Education.

Credit Weight: 0.5

Offering: A total of 50 days to be completed before the fourth summer of study in the program.

Rationale

The three new courses meet important needs in our students' preparation to teach Indigenous languages, particularly in remote communities. Students will gain additional knowledge and skills in important areas of curriculum, such as assessment, meeting their students' needs (such as by having an awareness of mental health issues relevant to the school context), and in the teaching context. Relating theory to practice is a central focus of these three courses, and the revised EDUC 1599.

Students will also have a much improved and focused education in accessing research and making use of data to guide their teaching decision-making, and in reflecting on their own practice. EDUC 1599 is an important part of this. This seminar-style course will progressively move students through improved reflection on practice, and learning from their peers, as they complete their practicum requirements for the program. Students will register for EDUC 1599 in their fourth summer, but will be expected to take part in the course in each of their 2nd, 3rd and 4th summers, following completion of their three practicum components: EDUC AAXX, BBXX and CCXX. This course will be 12 hours each summer for 3 summers.

Calendaring the practicum as courses allows us to better record and reflect our students' learning in the program and on their transcripts, and is a better indication of the work undertaken to complete the program.

The three online courses allow our students to continue their education while also returning to their communities and families, and to employment. This is important in a fragile program where students are often coming to a large city for the first time, are committing to their education over a long period of time, and need to work over the course of the program. These particular courses will be taught online in a way that allows the students to reflect on their learning in concert with other students in the program.

The three new online courses EDUC 1XXX, 2XXX and 3XXX may be offered in rotation, depending on student numbers. This allows us to have more participation and sharing of student learning in times when we have fewer students in a particular year of the program.

Upon successful completion of the program students will be recommended to the Ontario College of Teachers for their Certificate of Qualification (Restricted), and also will have earned a Diploma in Teaching Native Languages.