



Ontario
College of
Teachers

March 2010

At the beginning of 2008, the Ontario College of Teachers joined with the Ministry of Education's Aboriginal Education Office to examine Aboriginal teaching and Aboriginal teacher education in Ontario. This partnership was explored through a project titled *Aboriginal Teacher Education in Ontario: A Report for the Ontario Federation of Native Education Professionals*, released in January 2007.

The College believes that support for Aboriginal student success must come from their teachers who require appropriate knowledge and resources to encourage this success. When teachers are better prepared to work with Aboriginal students in the classroom and beyond, the benefits to the students themselves flow forth.

Knowledge of First Nations, Métis and Inuit histories, and the diversity of these distinct cultures, is necessary to understand the lens through which students and parents view the education system. Knowledge of Aboriginal perspectives and approaches to learning are equally important to help ensure Ontario's teachers are prepared to teach Aboriginal students and in Aboriginal communities. Further, understanding contemporary and traditional First Nations, Métis and Inuit cultures, histories and perspectives help teachers increase knowledge among non-Aboriginal students.

These conversations would not have been possible without a great many people. Funding from the Ministry of Education allowed us to engage in these dialogues across the province. Open and constructive planning with our First Nations, Métis and Inuit partners allowed us to host conversations that were respectful, reflective and meaningful. Thank you to all of those individuals who took the time to share their views with us. We offer this report as a record of our conversation and as a basis for going forward to build on what we heard.

Joe Jamieson
Deputy Registrar

Introduction

In the aftermath of 2008, the Ontario Council for Teacher Education (OCTE) was established as a reference point for the Ontario education system. Over a period of 12 months, OCTE conducted a series of consultations with the Ontario Education Council (OEC) and the Ontario Education Association (OEA) to explore the challenges and opportunities facing the profession. The findings of these consultations are presented in this report.

The following are the key findings of the report:

1. The OEC and OEA have a shared vision of the profession.
2. The OEC and OEA have a shared vision of the profession.
3. The OEC and OEA have a shared vision of the profession.
4. The OEC and OEA have a shared vision of the profession.

The report is organized into four main sections: Introduction, Context, Findings, and Recommendations. The following is a summary of the key findings of the report.

Context

The 2006 Royal Commission on Aboriginal Peoples (RCAP) report, *Aboriginal Peoples of Canada: A Real and Present Reality*, is a landmark document that has shaped the national discourse on Indigenous peoples. The RCAP report is a landmark document that has shaped the national discourse on Indigenous peoples. The RCAP report is a landmark document that has shaped the national discourse on Indigenous peoples.

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According to Statistics Canada, the 2006 census revealed that the Aboriginal population in Ontario was 242,500 in 2006, up from 224,000 in 2001. This represents a 8% increase in the population. The total Aboriginal identity population includes the Aboriginal groups, multiple Aboriginal responses and Aboriginal responses not included elsewhere.

1 Royal Commission on Aboriginal Peoples, "Report of the Royal Commission on Aboriginal Peoples," *Indian and Northern Affairs Canada* October 2006.

2 "An Evolving Terminology Relating to Aboriginal Peoples in Canada," *Indian and Northern Affairs Canada* October 2002.

3 The total Aboriginal identity population includes the Aboriginal groups, multiple Aboriginal responses and Aboriginal responses not included elsewhere.

College Mandate

In fact, as *Professionally Speaking*, former Registrar Brian McGowan describes the Commission's mandate, but the leader of the accreditation process described it as follows:

... the accreditation process is a process that is designed to ensure that the quality of education is maintained and that the standards of the profession are upheld. It is a process that is designed to ensure that the quality of education is maintained and that the standards of the profession are upheld.

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⁶ Brian McGowan, "Registrar's Report," *Professionally Speaking* March 2009:10-12.

Background

The Council for the Advancement of Learning and Research in Education (CALRE) was established in 2001. Since its establishment, CALRE has been a part of the research and development process.

2001 – Standards Review

In 2001, a data analysis of the 2005, Framework for National Curriculum, Mathematics and Literacy was conducted. The review identified the need for a new set of standards and a framework for teacher education. In 2005, Framework for National Curriculum, Mathematics and Literacy was reviewed and updated.

2005 – Teachers' Qualifications Review

In the fall of 2005, a consultation process was undertaken with the Teachers' Qualifications Review Committee. The committee was tasked with reviewing the current standards for teacher education and making recommendations for improvement. The review process was completed in June 2006. Recommendations for the new standards for teacher education were presented to the Council for the Advancement of Learning and Research in Education (CALRE) in July 2006. The new standards for teacher education were adopted in 2006. J/T11 1 T (5)T

The Certificate of the Ontario College of Teachers

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Self-Identification

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read . I are re e t t de t f e a r a t r a ve ed a a ab e
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