Additional Qualification Course Guideline Senior Division International Languages

Schedule A – Teachers' Qualifications Regulation

November 2023

Cette publication est également disponible en français sous le titre de *Langues internationales, au cycle supérieur.*

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Preface

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

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

AQ course guidelines are organized in the following two sections:

Section A: Additional Qualification Course Foundations

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

Section B: Additional Qualification Course Design

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

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

Introduction

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

- establishing and enforcing professional standards and ethical standards applicable to members of the College

- providing for the ongoing education of members of the College

- accrediting Additional Qualification (AQ) courses.

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

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school

- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

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

Section A: Additional Qualification Course Foundations

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

Professional Learning in Ontario

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

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

> The AQ Course *Senior Division International Languages* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

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

Professional Learning Framework for the Teaching Profession

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

Ethical Standards for the Teaching Profession

Standards of Practice for the Teaching Profession

Standards based resources can be found on the [College web site.](#)

Ontario's Learning Context

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

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

Anti-Oppression Foundation

An anti-oppression foundation is an approach that supports ensuring that equity and human rights are foundational to all Additional Qualification (AQ) courses and programs available to Ontario educators. An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices, inequities and inequalities. Ongoing teacher education must recognize and address historical contexts which have contributed to various forms of oppression. An anti-oppression foundation recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of each learner.

Indigenous Histories, Cultures, Perspectives, and Knowledge Systems in Education

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

Aménagement Linguistique Policy (PAL)

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

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

Learning for All

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

Accessibility for All

Accessibility for all is informed by the *Ontario Human Rights Code* and the *Accessibility of Ontarians with Disabilities Act*, 2005. Accessibility, inclusion and equity are fundamental to everyday practice for teaching and learning. Educators advocate for each learner to access and benefit from services and resources within the education system, understanding the unique needs presented by geographical and socioeconomic contexts. Educators design opportunities for each learner to showcase their abilities and fully participate in their learning. The implementation of adaptive strategies, such as assistive technology, accessible content and inclusive design for teaching and learning respects the strengths and needs of each learner.

Special Education

Each learner has their own unique profile. Under the *Education Act*, a learner may be identified by an Identification, Placement and Review Committee (IPRC) as having behavioural, communicational, intellectual, physical or multiple exceptionalities. An Individual Education Plan (IEP) must be developed by an interdisciplinary team to reflect the learner's strengths, needs, and abilities, according to Reg. 181/98. As educators are responsible for instruction, assessment and evaluation of all learners, they provide accommodations, modifications, or alternative programming outlined in the IEP.

Accreditation – Program of Additional Qualification

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

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

1. The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College.

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

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

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

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

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

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

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

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

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

Section B: Additional Qualification Course Design

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

Additional Basic Qualification (ABQ) – Schedule A (Single Session)

This schedule A course allows educators to gain knowledge and skills in the design and implementation of concepts specific to international languages in the Senior division.

Additional Qualification Course Requirements

The AQ course *Senior Division International Languages* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge

- Pedagogical Strategies

- The Learning Environment.

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

Within the context of the Senior division, this AQ course will enhance pedagogical practice related to International Languages in support of the adolescent learner.

The purpose of this AQ course is to enhance pedagogical practice related to International Languages (for example, German, Italian and Portuguese). This includes enabling learners to develop lifelong language learning skills to communicate and interact in authentic contexts. Candidates also learn strategies to develop learner awareness of plurilingualism.

Anti-Oppression Foundation

- theories and pedagogies about multiple forms of oppression applied to the design, assessment and implementation of programs and practices
- addressing individual and systemic biases, discrimination and barriers as well as manifestations of power and privilege within the International Language context (for example, differentiation between minority and minoritized languages and cultural and linguistic communities)
- addressing disproportionate representation of learners from equity seeking groups within specialized programs
- issues of oppression related to the target language and international languages in Canada and the world (for example, colonization, historical inequities, linguistic dominance).

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

- significance of the Ethical Standards and the Standards of Practice as theoretical foundations within the AQ Course
- ethical professional identity, knowledge, leadership, advocacy and collective practices to inform program planning.

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

- meaningful inclusion of First Nations, Métis, and Inuit histories, perspectives and knowledge systems in teaching and learning processes
- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action* (TRC)
- awareness of *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP)
- intercultural understanding and engagement opportunities locally, nationally and globally between Indigenous communities and target language learners (for example, Elders and Knowledge Keepers from international language and Indigenous communities).

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

- Ontario curriculum, policies, frameworks, strategies and resources related to International Languages
- policies, processes and practices that foster openness to innovation, culturally inclusive pedagogies and the democratization of knowledge.

Current Ontario legislation and regulation:

- relevant legislation (for example, Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15 and Freedom of Information and Protection of Privacy Act) and policies at the municipal, provincial, federal and international levels that support human rights and privacy for all

- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices.

Learning for All

- processes and program planning that provide equitable opportunities for each learner

- strategies that respond to the strengths, identities, needs and interests of each learner (for example, differentiated instruction, universal learning design and experiential learning)

- practices to understand learners' curiosities, motivations and experiences to empower them to reach their additional language acquisition learning goals.

Accessibility for All

- ethical responsibilities related to the *Ontario Human Rights Code* and *Accessibility for Ontarians with Disabilities Act* S.O., 2005

- advocacy for resources and services that respond to the cognitive, social, emotional, physical and contextual needs of each learner

- adaptive strategies, assistive supports and technologies to facilitate learning and foster inclusion

- strategies to address ableism that exists in processes and practices

- processes to create accessible international language learning environments

- accessibility policies, practices and realities in the areas of the international language

- recognition that international language acquisition is possible and accessible for each learner.

Special Education

- ethical responsibilities related to learner's Individual Education Plan (IEP), safety plan, and transition plan

- programs, strategies and services that support the identified learner in achieving individual goals outlined in their respective plans

- interdisciplinary teams to support learning, advocacy and transitions.

Educational research

- current research and literature associated with professional practices, policies, pedagogies and subject associations related to international languages
- research that reflects society's diverse changing nature and influence on learning and well-being
- theoretical foundation for the design, assessment and implementation of programs and practices in support of learning
- current research related to immersion practices to inform international language instruction.

Application of theories of learning and teaching

- theories and practices related to pedagogy and andragogy that support learning within an inclusive environment
- theoretical frameworks and fundamental principles underpinning this AQ
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities
- theories of inclusion, equity and critical literacy in additional language teaching and learning
- theories related to the teaching and acquisition of languages and literacies to meet the needs of each learner (for example, applied linguistics)
- theories, resources and strategies for teaching international languages in minority settings (for example, French-Language schools, First Nations schools).

Supports for learners

- policies, processes, practices to support learners cognitive, social, emotional and physical development (for example, creation and provision of resources, technologies and support systems)
- programs that respond to learners' lived experiences, identities, needs and well-being
- practices that respond to linguistic abilities of learners
- critical pedagogies and practices that support learners' well-being and efficacy (for example, trauma-informed pedagogy to address cultural content)
- asset-based strategies to assess learners' language skills using evidence-based tools (for example, Framework of Reference for Pluralistic Approaches to Languages and Cultures [FREPA], Common European Framework of Reference for Languages [CEFR])
- processes to foster confident, independent and collaborative language learners.

Teaching, assessing and evaluating

- program design and implementation that align with the principles and processes of Ontario curriculum and related policies
- culturally inclusive processes and practices to provide learning opportunities that respect the learning styles, voices and perspectives of each learner
- assessment and evaluation processes and practices to:
  - provide feedback to learners and adjust instruction (assessment *for* learning)
  - develop learners' capacity to be independent, autonomous learners (assessment *as* learning)
  - make informed professional judgments about the quality of learning (assessment *of* learning)
- instructional strategies to emphasize the importance of inquiry-based learning and transferable skills (for example, action-oriented, project-based and performance-based learning and assessment opportunities in the international language)
- responsive pedagogy informed by learners' competencies and stages of language acquisition
- strategies to build learner self-confidence to communicate in international languages (for example, embracing the joy of language learning, perseverance in fluency, linguistic risk-taking)
- implementation of plurilingualism and multilingualism in pedagogical practice
- strategies to co-create assessment and evaluation opportunities with learners
- processes for learner engagement in analyzing their own work and the work of their peers
- learner reflection on and engagement in the development of language learning experiences
- acknowledging dialects and varied pronunciations of the target language.

Pathway and transition planning

- processes and practices to support all transitions
- curriculum design using learners' career and life goals
- policies, programs and learning opportunities for all pathways related to international language learning (for example, co-operative education placements, exchange programs)
- practices that develop the transferable skills to support lifelong learning
- strategies to connect additional language skills and educational and career pathways.

Safe, equitable and inclusive learning environments

- policies and processes to create and maintain inclusive learning environments that respect diversity and encourage critical thinking (for example, making cultural connections to instructional content, respecting cultural perspectives, gender neutral language and resources in various formats)
- inclusive learning environments that facilitate learning, foster learner agency and perspectives
- practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians
- instruction that examines inclusive language structures and vocabulary in the international language.

Teaching and learning through e-Learning principles

- integration of information and communication technology to enhance teaching and learning (for example, online language learning tools)
- technological and communication resources to enhance professional knowledge in support of learning and agency
- ethical use of technology in support of learners' safety, privacy and well-being.

Culturally responsive and relevant pedagogical practices

- culturally responsive and relevant practices that reflect understanding of learners' diverse identities
- culturally inclusive resources that support learning to foster engagement and well-being
- awareness of cultural appropriation and cultural appreciation
- understanding how learners' lived experiences, identities and additional language acquisition inform pedagogical practices
- understanding culture and pluricultural and intercultural competencies within the international language classroom
- knowledge of the cultures of communities that use the international language
- opportunities for learners to experience language learning in authentic ways (for example, connecting intercultural experiences to language learning).

Social justice and democratic citizenship

- policies related to democratic citizenship within local, national and global contexts
- processes and practices that foster learners' voice and choice, respect diversity and promote social justice (for example, collaborative school, local, global initiatives)
- strategies for consensus-building, participatory democracy and empowerment within schools and the community
- social justice related to language (for example, history, context, hierarchy).

Environmental sustainability

- shared responsibility and partnership to foster ecological justice
- integration of environmentally sustainable policies, pedagogies and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability
- examination of environmental sustainability practices and vocabulary in Canada and the target language country.

Shared responsibility for learning

- processes and practices to foster ethical communication and collaboration with learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians, cultural organizations and the school community to support learning
- partnerships with families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians that value shared decision-making, confidentiality, advocacy and leadership
- community engagement opportunities to extend learning beyond the classroom, locally and globally (for example, cultural events, outreach, guest speakers and connections with other international language classes)
- advocacy for international language education, plurilingualism and multilingualism within school communities.

Communities of professional learning

- professional learning communities that promote critical pedagogy, evidence-based language instruction and collective efficacy
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- building relationships and engaging in professional learning communities at local, provincial and global levels (for example, Ontario Modern Language Teachers' Association, International Languages Educators' Association and research networks).

Resources

Resources to support the development of the AQ Course *Senior Division International Languages* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.

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