



Additional Qualification Course Guideline Alternative Education

Schedule C – Teachers' Qualifications Regulation

December 2025



Cette publication est également disponible en français sous le titre de
Enseignement alternatif.

Table of Contents

Preface	2
Introduction	3
Accreditation – Program of Additional Qualification	3
Overview: Additional Qualification Course Guideline Design	4
Additional Qualification Course Guideline Foundations	5
Alternative Education	6
Additional Qualification – Schedule C (Single-Session)	6
Additional Qualification Course Requirements	6
Ontario’s Learning Context	7
Professional Learning	8
First Nations, Métis, and Inuit Histories, Cultures, Perspectives and Knowledge Systems in Education	9
Anti-Oppression Foundation	10
Learner-Centred Pedagogy	11
Teaching, Assessing and Evaluating	12
Resources	14

Preface

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

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 and Demonstration school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting

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.

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

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. This regulation includes courses that lead to AQs, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division, the Intermediate Division, the Senior Division, 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.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in O. Reg. 347/02: *Accreditation of Teacher Education Programs*.

Accreditation – Program of Additional Qualification

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

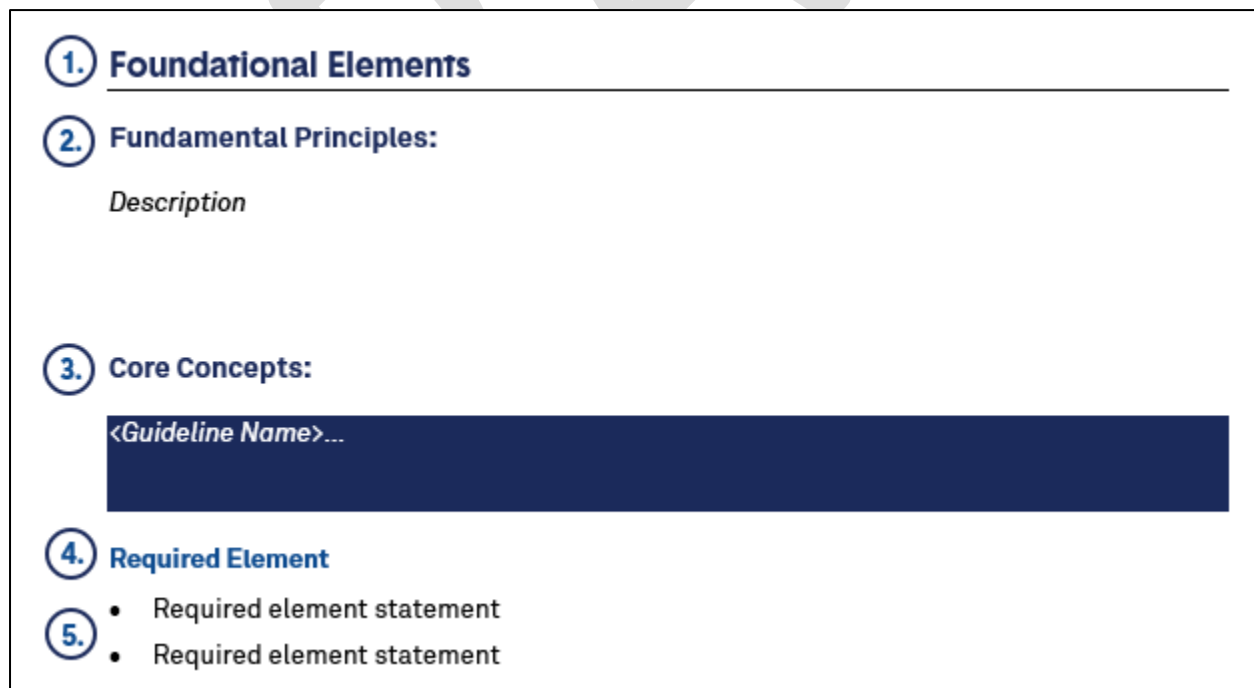
A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:

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.

Overview: Additional Qualification Course Guideline Design

The following section of AQ course guidelines are organized using the structure and content described below (Figure 1):

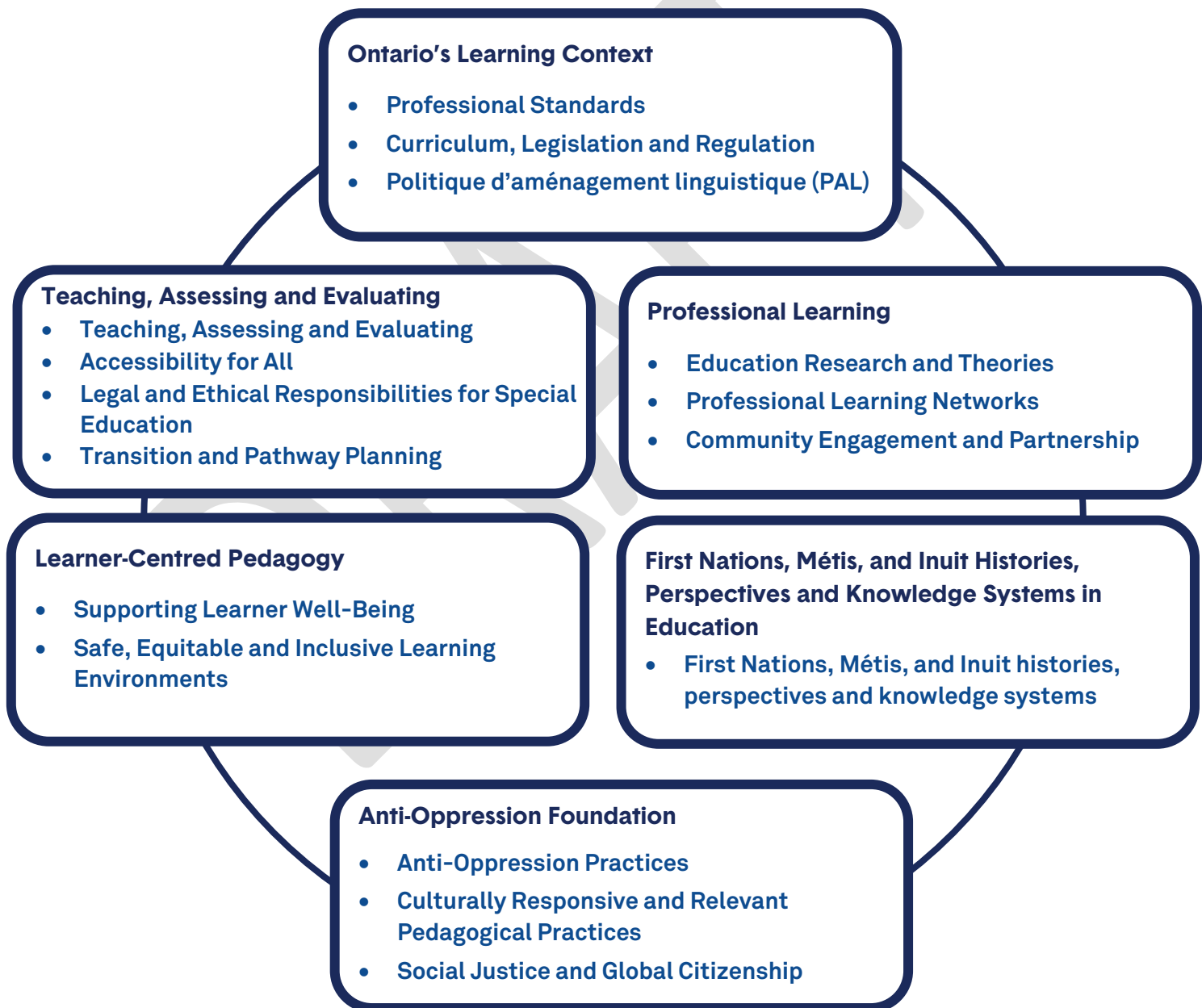
1. **Foundational elements** – six overarching distinct but interconnected elements grounding AQ course guidelines
2. **Fundamental principles** – accreditation requirements that are infused throughout the content of the AQ course and serve to inform providers and instructors of the conceptual framework from which to design AQ courses
3. **Core concepts** – candidates’ professional experience and learning needs in relation to the required elements of the AQ course
4. **Required elements** – subject and/or division specific knowledge, skills, practices and values that AQ course providers must infuse throughout the content of the AQ course
5. **Required element statements** – description of the professional knowledge, skills, practices and values related to the required element.



Additional Qualification Course Guideline Foundations

AQ course guidelines are grounded in **six foundational elements**, which are distinct but interconnected.

There are 15 required elements in English-language AQ course guidelines and 16 required elements in French-language AQ course guidelines:



Alternative Education

Additional Qualification – Schedule C (Single-Session)

This schedule C course deepens educators' knowledge and skills in the design and delivery of Alternative Education.

Additional Qualification Course Requirements

The AQ course *Alternative Education* 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.

The AQ Course *Alternative Education* 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.

The purpose of this AQ is to support candidates in the development of professional knowledge, skills and practices related to teaching and learning in alternative education settings. This course enables educators to understand the roles and responsibilities in supporting learners' social-emotional and academic needs while challenging oppressive practices and building safe, equitable and inclusive learning environments. Educators who participate in the Alternative Education AQ will further their professional practice by promoting communication and collaboration with parents, families, guardians, caregivers, school staff and community partners.

Ontario's Learning Context

Fundamental Principles:

Education in Ontario is complex and dynamic with learning communities that reflect the province's diversity. As the teaching profession continually evolves to meet the ever-changing needs of learners, educators are called upon to follow foundational principles that inform instructional practice.

Professional standards, the Ontario curriculum, and related legislation and regulation, including the *Ontario Human Rights Code*, the *Education Act* and *Aménagement Linguistique Policy* (for French-Language schools) serve as the foundation for equitable, inclusive and accessible education.

Through ongoing professional learning, educators deepen their understanding of these principles, thereby advancing their professional practice to support each student's learning and well-being.

Core Concepts:

Alternative Education develops and applies candidates' subject-specific professional practice, knowledge and skills through explicit instruction, reflections, guiding questions or resources in the following required elements:

Professional Standards

- significance of the Ethical Standards, Standards of Practice and Professional Advisories as theoretical foundations within *Alternative Education*
- ethical professional identity, knowledge, leadership, advocacy and collective practices to inform program planning (for example, through an exploration of a variety of resources, including community-based and information and communication technology)
- opportunities for ongoing reflective practice to support teaching and learning.

Ontario curriculum and related Legislation and Regulation

- current Ontario curriculum, policies, frameworks, strategies and resources related to *Alternative Education* (for example, cross-curricular, interdisciplinary and integrated learning, prior learning assessment and recognition [PLAR] and credit recovery)
- relevant legislation and policies at the municipal, provincial, federal and international levels that support human rights and privacy for all (for example, *Canadian Charter of Rights and Freedoms*, *Canadian Human Rights Act*, *Ontario Human Rights Code*, *Anti-Racism Act*, 2017, S.O. 2017, c. 15 and *Freedom of Information and Protection of Privacy Act*)
- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices.

Professional Learning

Fundamental Principles:

Professional learning is an integral part of the teaching profession and is essential for fostering continuous growth and improving outcomes for Ontario learners.

Throughout their career, educators continue to engage in ongoing professional learning informed by educational research and theories, including sessions offered by school boards or community partners, professional reading and AQ courses.

AQ courses serve as a key tool for enhancing professional practice by preparing educators for specific roles within the educational community. As part of their professional learning, educators are called upon to participate and lead in Professional Learning Networks and Community Engagement and Partnership opportunities that foster knowledge sharing, collaboration, and innovation to respond to diverse learner needs and create inclusive learning environments.

Core Concepts:

Alternative Education develops and applies candidates' subject-specific professional practice, knowledge and skills through explicit instruction, reflections, guiding questions or resources in the following required elements:

Educational Research and Theories

- current research and contributions representative of diverse voices and cultures associated with professional practices, policies and pedagogies related to *Alternative Education* (for example, real-world case studies and models of education)
- research and theories that reflects society's diverse changing nature and influence on learning and well-being (for example, trauma-informed pedagogical practices and mental health resources)
- theoretical foundation for the design, assessment and implementation of programs and practices in support of learning
- application of theories of development and identity formation that support learner well-being, efficacy and agency
- examination and integration of evidence-based processes, practices and policies that support educators' and learners' well-being and efficacy (for example, social emotional learning).

Professional Learning Networks

- professional learning communities that promote critical pedagogy and collective efficacy
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation

- practices to foster ongoing positive, trusting and collaborative relationships through mentorship, sharing of resources and expertise and communication strategies
- collective understanding of the purpose and vision of alternative education at all school levels (for example, intake and eligibility criteria for alternative education learner).

Community Engagement and Partnerships

- culturally responsive strategies to engage with learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians, agencies and the school community including:
 - processes and practices to foster communication and collaboration to support learning
 - partnerships that value shared decision-making, confidentiality, advocacy and leadership
 - empowerment to navigate the education system and support learning and well-being
- strategies to explore and build community partnerships that promote reciprocal learning experiences and provide access to local support services.

First Nations, Métis, and Inuit Histories, Cultures, Perspectives and Knowledge Systems in Education

Fundamental Principles:

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 learning from and valuing First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that learning about, and upholding treaty responsibilities will guide them on the reconciliation journey.

Core Concepts:

Alternative Education develops and applies candidates' subject-specific professional practice, knowledge and skills through explicit instruction, reflections, guiding questions or resources in the following required elements:

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).

Anti-Oppression Foundation

Fundamental Principles:

An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices, inequities and inequalities. It is an approach that ensures equity and human rights are foundational to all AQ courses and programs.

Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers, including the impact of biases and assumptions related to power and privilege. Ongoing teacher education must recognize and address historical contexts that have contributed to various forms of oppression.

Through culturally responsive and relevant pedagogical practices, educators provide learning opportunities that respect diversity, foster learner well-being, and promote social justice and global citizenship.

Core Concepts:

Alternative Education develops and applies candidates' subject-specific professional practice, knowledge and skills through explicit instruction, reflections, guiding questions or resources in the following required elements:

Anti-Oppression Practices

- 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 (for example, challenging traditional models of success)
- addressing disproportionate representation of learners from equity seeking groups within specialized programs
- critical pedagogy to address connections between forms of oppression and intersectionality of learners in alternative education
- strategies to address barriers that impact accessibility of alternative education programs and services.

Culturally Responsive and Relevant Pedagogical Practices

- culturally responsive and relevant practices that reflect understanding of learners' identities and intersectionalities
- strategies for exploring the difference between cultural appropriation and cultural appreciation
- culturally inclusive processes, practices and resources to provide learning opportunities that respect the learning styles, voices and perspectives of each learner while nurturing a sense of belonging, respect and trust
- culturally relevant learning environments reflective of the community of learners, including the tenets of high expectations.

Social Justice and Global Citizenship

- processes and practices that foster learners' voice and choice, respect diversity and promote self-advocacy
- strategies for consensus-building, participatory democracy and empowerment within schools and the community
- processes that engage learners as active global citizens in supporting environmental and economic sustainability
- addressing barriers to facilitate participation of learners in alternative education settings and school activities.

Learner-Centred Pedagogy

Fundamental Principles:

Learner-centred pedagogy prioritizes learner engagement, well-being and success. Educators support student learning and well-being by encouraging learner voice, choice, and collaboration with families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians and community partners.

Educators create safe, equitable, and inclusive learning environments that value diverse identities, experiences, and learning needs to ensure that all learners are empowered to reach their learning goals.

Core Concepts:

Alternative Education develops and applies candidates' subject-specific professional practice, knowledge and skills through explicit instruction, reflections, guiding questions or resources in the following required elements:

Supporting Learner Well-Being

- policies, processes and practices to support learners' cognitive, social, emotional, spiritual and physical development
- strategies that respond to the strengths, identities, needs and interests of each learner
- programs that respond to learners' lived experiences, linguistic abilities, mental health and well-being
- practices to understand learner's curiosities and experiences to empower them to reach their learning goals
- strategies to identify and collaborate with interdisciplinary school teams, including guidance counselors, child, youth and social workers, to support learners' academic and social emotional needs
- importance of developing learning skills and promoting a growth mindset to support learner confidence, boundaries and identity
- integration of processes and supports for learners with alternative education needs (for example, restorative practices, and early and ongoing intervention and prevention strategies).

Safe, Equitable and Inclusive Learning Environments

- policies and processes to create and maintain inclusive learning environments that:
 - respect diversity
 - encourage critical thinking
 - foster learner agency and empowerment
 - promote learner self-regulation
- strategies to foster inclusive learning environments (for example, gender neutral language and resources in various formats)
- practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians
- ethical use of technology in support of learners' safety, privacy and well-being
- resources to support implementation of learner safety plans and plans of care
- advocacy to foster safe and brave spaces and facilitate courageous conversations
- exploration of processes that center the learners' strengths, lived experiences and perspectives to create an inclusive learning environment that fosters an asset-based and affirming learning community.

Teaching, Assessing and Evaluating

Fundamental Principles:

Educators believe that each student can learn. Through evidence-based teaching and learning practices that are learner-centred, educators provide programs and services that offer equitable, inclusive and accessible opportunities for all. Educators use instructional strategies and assessment practices that respect the identities of each learner and support their cognitive, social, emotional, spiritual and physical development.

Accessibility, inclusion and equity are fundamental to everyday practice for teaching and learning. Informed by the *Ontario Human Rights Code*, *Accessibility of Ontarians with Disabilities Act, 2005*, and the *Education Act*, 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.

As educators are responsible for instruction, assessment and evaluation of all learners, they provide accommodations, modifications, or alternative programming outlined in the Individual Education Plan (IEP), which must be developed by an interdisciplinary team to reflect the learner's strengths, needs, and abilities, according to Reg. 181/98.

Each learner has their own unique profile and goals. As such, educators design opportunities that support their transition, education, and life and career planning.

Core Concepts:

Alternative Education develops and applies candidates' subject-specific professional practice, knowledge and skills through explicit instruction, reflections, guiding questions or resources in the following required elements:

Teaching, Assessing and Evaluating

- program design and implementation aligned with the Ontario curriculum that foster transferable skills to support lifelong learning (for example, critical thinking, collaboration and innovation)
- instructional strategies and approaches (for example, differentiated instruction, universal learning design, experiential learning, outdoor learning and inquiry-based learning)
- 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)
- integration of information and communication technology to enhance teaching and learning
- integration of learning resources and tools that support learning and engagement (for example, human, community, environmental, print, visual and digital)
- strategies to explore the scope of the curriculum to make pedagogical and content decisions within alternative education settings (for example, flexible groupings, combined grades and interdisciplinary and specialized programs).

Accessibility for All

- ethical responsibilities related to the Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act S.O., 2005
- adaptive strategies, such as assistive technologies, accessible content and inclusive design to facilitate learning and foster inclusion
- strategies to address ableism that exists in processes and practices
- processes and strategies to promote accessibility of community services, programs and resources that are culturally responsive
- educator role and responsibility in knowing each learner both individually and through related documentation, including within different contexts (for example, school, home and community).

Legal and Ethical Responsibilities related to Special Education

- legal and ethical responsibilities related to learner's Individual Education Plan (IEP), safety plan, and transition plan
- programs, strategies and services that support the learner in achieving individual goals outlined in their respective plans
- interdisciplinary teams to support learning, advocacy and transitions
- strategies to understand reports from specialists, paraprofessionals and community partners that inform decisions related to learners' IEP, programs and placement.

Transition and Pathway Planning

Transition Planning

- processes and practices to support all transitions from elementary to secondary and secondary to post-secondary, including college, apprenticeship, university, workplace and community living
- policies, programs and learning opportunities that value each pathway equally and equitably
- internal and external processes that support transitions to and from alternative education settings (for example, cross-panel/division meetings and communication with families, guardians and caregivers)
- importance of communication of transition planning outcomes to validate learner-chosen educational pathways and goals and evaluating traditional models of success.

Education, Life and Career Planning

- curriculum design to relate classroom learning to learners' career and life planning
- exploration of a variety of entry points to all career pathways (for example, Co-Operative Education, Ontario Youth Apprenticeship Program [OYAP], Specialist High Skills Major [SHSM], Dual Credit Programs and School Within A College [SWAC]).

Resources

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



Ontario
College of
Teachers

Ontario's Teaching Regulator



[oct-oeeo.ca/fb](https://www.facebook.com/oct-oeeo.ca/fb)



[oct-oeeo.ca/yt](https://www.youtube.com/oct-oeeo.ca/yt)



[oct-oeeo.ca/tw](https://www.twitter.com/oct-oeeo.ca/tw)



[oct-oeeo.ca/li](https://www.linkedin.com/company/oct-oeeo.ca/li)

For additional information:
Ontario College of Teachers
101 Bloor Street West
Toronto ON M5S 0A1

Telephone: 437.880.3000
Toll-free (Canada and U.S.A.)
1.833.966.5588
Email: info@oct.ca
[oct.ca](https://www.oct.ca)