Additional Qualification Course Guideline Principal's Development Course

Teachers' Qualifications Regulation

June 2023

Standards of Practice

Ethical Standards

Ongoing Professional Learning

Commitment to Students and Student Learning

Care   Respect

Trust   Integrity

Leadership in Learning Communities

Professional Knowledge

Professional Practice

Cette publication est également disponible en français sous le titre de *Cours de perfectionnement des directrices et directeurs d'école.*

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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 regulatory elements and core concepts 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 students' 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 *Principal's Development Course* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors facilitate adult learning practice that 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.

The *Principal's Development Course* is designed to proactively explore leadership dimensions associated with the effective management of publicly funded schools. Candidates will increase their capacity to foster school improvement. Framed within an anti-oppression foundation, candidates will analyze issues and develop strategies for identifying and removing barriers at school and system levels to nurture a culture that promotes learner success, well-being and life-long learning.

When engaging in professional learning, educators are guided by the *Foundations of Professional Practice.*

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 and identity. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* serves 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 acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices and inequalities. It 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.

Truth and Reconciliation Commission of Canada: Calls to Action

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*.

Accessibility for All

Accessibility for all is rooted in the Accessibility of Ontarians with Disabilities Act, 2005. Accessibility, inclusion, equity and diversity are fundamental to everyday practice for teaching and learning. Accessibility creates opportunities for each learner to fully participate in their learning, showcase their abilities and benefit from all aspects of the education system. The implementation of adaptive strategies, accessible content and inclusive design for teaching and learning honours the strengths and needs of each learner.

Learning for All – Special Education

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

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 Intermediate Division, the Senior Division 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 Qualification – Principal's Development Course (PDC)

The *Principal's Development Course* is designed to support candidates in the development of knowledge, skills and attitudes required to uphold and foster equity and human rights as a principal or vice-principal in Ontario's publicly funded schools. The program allows educators to explore the leadership domains within the Ontario Leadership Framework to:

- Lead and manage effectively in contexts characterized by change and complexity
- Identify and respond to systemic barriers
- Develop their personal and professional capacity.

Additional Qualification Course Requirements

The *Principal's Development Course* enables candidates to advance their professional practice and learning goals to maintain a safe and inclusive school learning environment that ensures every learner receives equitable educational opportunities. Candidates of the PDC will be exposed to new and existing legislation (Appendix 1), as well as resources (Appendix 2) to be explored within the context of the course.

The PDC guideline is comprised of a list of required elements within categories. The required elements can be grouped in any combination in the AQ course. Within the minimum 125 hours, course candidates must complete the required elements in the "Human Rights and Equity" category to receive the PDC AQ.

For accreditation purposes, all required elements must be evident in the course.

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

Compulsory Course Content – Human Rights and Equity

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 (for example, disproportionate representation of learners from equity seeking groups within specialized programs) as well as manifestations of power and privilege
- responsive culture that fosters inclusion to support learning and well-being of learners and staff.

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

- significance of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations within the Principal's Development Course
- ethical professional identity, knowledge and leadership, and collective practices as described in the Foundations of Professional Practice to inform program planning
- self-reflective practices, supported by mentorship, to enhance self-efficacy and personal well-being (for example, concepts of emotional intelligence, personal leadership resources and self-care) to develop positive and effective relationships with stakeholders.

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

- school and system culture that respects First Nation, Métis and Inuit histories, perspectives and knowledge systems in pedagogical practices and learning processes
- leadership committed to practices that respond to the Truth and Reconciliation Commission of Canada: Calls to Action
- knowledge of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Current Ontario legislation and regulation

- relevant legislation (for example, *Ontario Human Rights Code*, *Anti-Racism Act*, 2017, S.O. 2017, c. 15, *Freedom of Information and Protection of Privacy Act* and *Health Protection and Promotion Act*) and policies at the municipal, provincial, federal and international levels that support human rights, accessibility and privacy for all
- principals' legal obligations and ethical responsibilities according to current municipal, provincial, federal and international legislation and associated responsibilities of professional practice.

Accessibility for All

- legislation and policies that support accessibility (for example, *Accessibility for Ontarians with Disabilities Acts S.O., 2005, c. 11*)

- advocacy for access to services, assistive supports and technologies to facilitate learning and foster inclusion of each learner

- program planning, development and implementation that integrates differentiated instruction, universal learning design, inquiry and experiential learning

- strategies to address ableism that exists in processes and practices.

Learning for All - Special Education

- leadership to support implementation of strategies (for example, adaptations of learning environment and modifications of curriculum expectations) and services that respond to the interests and needs of each learner

- inclusive processes to support development and implementation of learner's Individual Education Plans (IEP) and transition plan that include voices and perspectives of those involved

  - interdisciplinary teams to support learning, advocacy and transitions.

Additional Course Content

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

- instructional leadership within operational and organizational management

- design, assessment and implementation of policies, procedures, practices and programs at the local and district levels

- program design and implementation of the principles and processes that align with Ontario's curriculum, policies, frameworks, guidelines, strategies and resources

- policies, processes and practices that foster openness to innovation, culturally inclusive pedagogies and the democratization of knowledge.

Application of educational research

- current research and literature related to the *Principal's Development Course* to refine and advance leadership practice (for example, culturally responsive communication competencies and emotional intelligence)

- research that reflects society's diverse changing nature and influence on learning and well-being

- theoretical foundation for the design, assessment and implementation of school programs and practices in support of learning, inclusion, equity and diversity.

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 the *Principal's Development Course*

- theories of development and identity formation to inform practices that support each learner's well-being, efficacy and agency

- learning theories to develop learners' profiles and identities.

Learner-centred pedagogy

- culture where learner voice and perspectives are integral to the learning process, shared decision-making and leadership to foster a collaborative community of empowered learners

- processes that link curriculum to each learner's identities, interests, strengths, inquiries and needs

- leadership in design of programs and strategies that respond to each learner's lived experience, narratives and development.

Supports for learners

- policies, processes, practices to support each learner's cognitive, social, emotional and physical development

- tiered approach to program design and service delivery that respond to each learner's needs

- critical pedagogies and practices that support learner well-being and efficacy.

Teaching, assessing and evaluating

- instructional and assessment processes and practices that respect the learning profiles, identities, strengths and experiences of each learner

- planning models, resource development and assessment and evaluation practices that facilitate cross-curricular integration

- 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)

- strategies to emphasize the importance of inquiry-based learning and transferable skills
- resources to enhance professional knowledge and facilitate innovative and inclusive pedagogical practices.

Pathway and transition planning

- processes and practices to support all transitions
- design, implementation and evaluation of the *Education and Career/Life Planning Program* that supports learners' in making informed decisions regarding the personal, learning and career/life goals in their Individual Pathway Plan
- curriculum design using learners' educational, career and life goals
- strategies to engage families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians and the broader community in supporting learner's pathway and goals
- practices that develop the transferable skills to support lifelong learning.

Safe, equitable and inclusive learning environments

- policies and processes to create and maintain inclusive learning environments that respect diversity and encourage critical thinking
- inclusive learning environments to foster learner voice and perspectives, leadership, critical inquiry and agency
- practices that support safe, accepting and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians.

Teaching and learning through e-Learning principles

- processes and strategies for the integration of information and communication technology to enhance teaching and learning
- technological and communication resources to enhance professional knowledge in support of learning and agency
- ethical use of technology to support learner 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 pedagogies that support program design, planning and development

- culturally-inclusive resources that support learning to foster engagement and well-being
- concepts of cultural appropriation and cultural appreciation.

Social justice and democratic citizenship

- policies and school programs related to democratic citizenship within local, national and global contexts to promote social justice
- leadership that engages learners, educators and school personnel as active, democratic and global citizens in supporting social and economic sustainability
- culture that fosters responsible risk-taking, professional discourse and diversity of thinking
- leadership that facilitates consensus-building, participatory democracy and empowerment within schools and the community.

Environmental sustainability

- shared responsibility and partnership to foster ecological justice as conveyed in the *Foundations of Professional Practice*
- integration of environmentally sustainable policies and practices within school operations and programming
- processes that engage learners, in-school personnel and stakeholders in environmental sustainability.

Shared responsibility for learning

- leadership with learners, in-school personnel, families, caregivers, guardians, Elders, Knowledge Keepers, Knowledge Guardians, and the community to support the learning, identities and well-being of the school community
- culturally responsive and relevant communication and collaboration processes to engage with learners, families, caregivers, guardians, Elders, Knowledge Keepers, Knowledge Guardians, school and Board personnel, and community agencies
- partnerships with families, caregivers, guardians, Elders and Knowledge Keepers and Knowledge Guardians that value shared decision-making, confidentiality, advocacy and leadership
- relationships with federations, trustees and stakeholders at the local, community and provincial level to support learning.

Communities of professional learning

- leadership within professional learning communities that promote critical pedagogy and collective efficacy
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- processes, practices and strategies to foster collaboration with educators and school personnel in support of their ongoing professional learning.

Resources

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

Appendix 1

Legislation

The list below shall be modified to reflect changes in legislation.

- *Accessibility for Ontarians with Disabilities Act*, S.O., 2005, c. 11
- *Accepting Schools Act*, S.O., 2012, c. 5.
- *Anti-Racism Act* (2017)
- *Child Care and Early Years Act*, S.O. 2014, c. 11, Sched. 1.
- *Divorce Act*, R.S.C.1985, c. 3 (2nd supp.).
- *Early Childhood Educators Act*, S.O., 2007, c. 7, Sched. 8.
- *Education Act*, R.S.O., 1990, c. E-2. (and all regulations made under the Act)
- *Education Quality and Accountability Office Act*, S.O., 1996, c. 11.
- *Employment Standards Act*, S.O., 2000, c. 41.
- *Fire Protection and Prevention Act*, S.O., 1997, c. 4.
- *Human Rights Code*, R.S.O., 1990, c. H – 19.
- *Immunization of School Pupils Act*, R.S.O. 1990, c. C – I.1.
- *Indian Act*, R.S.C., 1985, c. I-5
- *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O., 1990, c. M 56.
- *Occupational Health and Safety Act*, R.S.O., 1990, c. O – 1.
- *Ontario College of Teachers Act*, S.O., 1996, c.12. and regulations made under the Act
- *Ontario Mental Health Act*, RSO 1990, c M.7 and legislation
- *Ontario Public Health Standards: Requirements for Programs, Services, and Accountability (Standards)*
- *Poverty Reduction Act*, 2009
- *Sabrina's Law*, S.O., 2005, c. 7.
- *Teaching Profession Act*, R.S.O., 1990, c. T – 2.
- *Truth and Reconciliation Commission of Canada: Calls to Action*
- *United Nations Declaration on the Rights of the Indigenous Peoples (UNDRIP)*
- *Youth Criminal Justice Act*, S.C. 2002, c. 1
- *Young Offenders Act*, R.S.C., 1985, c. Y – 1.

Additional Considerations:

- implications of the *Canadian Charter of Rights and Freedoms* including Minority Language Education Rights

- implications of the *Indian Act*

- implications of the *Ontario Human Rights Code* and the prohibited grounds of discrimination under the Code

- implications of the *Occupational Health and Safety Act*

- implications of the *School Board Collective Bargaining Act*, *Labour Relations Act* and the *Employment Standards Act*

- implications of the *Truth and Reconciliation Commission of Canada: Calls to Action*

- implications of the *United Nations Declaration on the Rights of Indigenous Peoples*.

- issues that have an impact on educational law

- legislation pertaining to professional misconduct

- legislation pertaining to special education

- legislation pertaining to teacher qualifications

- legislation specific to cyber security, data collection and privacy (for example, *Personal Health Information Protection Act* [PHIPA]

- linguistic rights and French language schools.

Appendix 2

Resources

The list below provides a starting point for exploration within the context of the PQP:

- Applicable legislation governing publicly funded education including the *Education Act*, and the *Ontario College of Teachers Act*
- *Black Youth Action Plan*
- *Caring and Safe Schools in Ontario*
- *The Centre for Addiction and Mental Health* – CAMH
- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12*, 2013
- *Environmental Education*
- *The Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- The First Nation, Métis and Inuit Education Policy Framework (2007)
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12*, 2010
- Health and safety standards
- Indigenous Education Strategy
- The Institute for Education Leadership
- The K-12 School Effectiveness Framework: A support for school improvement and student success (SEF) [2013]
- Ontario Human Rights Commission: Policy and guidelines on racism and racial discrimination (2005)
- Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's 3-Year Anti-Racism Strategic Plan
- Ontario's Education Equity Action Plan (2017)
- Ontario's Leadership Framework into Action (2013)
- Ontario's Aménagement Linguistique Policy for French-Language Education (PAL) [2005]
- School Mental Health Ontario
- Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide, 2017.

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