

Council Briefing Note

Item:	Removal of Divisional Prerequisites for First Nations, Métis and Inuit-related Schedule D Specialist Qualifications
Public Interest Rationale:	<p>Expanding pathways to Specialist qualifications will permit more qualified members without a division to earn the following Schedule D qualifications:</p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures • First Nations, Métis and Inuit Students: Counselling and Support • First Nations, Métis and Inuit Studies <p>This change would also complement Council's March 2024 decision to request that College and Ministerial staff draft regulations to remove the degree requirement as a condition for entry into the Principals' Qualification Program (PQP) Part 1 by removing a divisional barrier for Technological Education and Indigenous Languages teachers to obtain a specialist qualification.</p>
Strategic Alignment:	A regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.
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Issue

A longstanding inequity exists among technological education teachers and Indigenous language teachers who enter the profession without an undergraduate degree and who as a result, have not been granted a division requiring an undergraduate degree - these teachers lack the necessary divisional pre-requisite for being granted specialist First Nations, Métis and Inuit-related Schedule D Additional Qualifications (AQs). As a result, the College is recommending the removal of this divisional barrier for these courses.

The proposed change also supports Council's March 2024 direction to the College to work with the Ministry to develop new leadership pathways for teachers and supports the College's truth and reconciliation initiatives.

Risks and Mitigating Factors

There are few identifiable risks in expanding the number of First Nations, Métis and Inuit-related AQs given the breadth of experience these teachers have obtained during their careers. It is also noteworthy that providers of these courses recommended that specialized pathway holders should be allowed to take Schedule D First Nations, Métis and Inuit-related AQs.

Background

A historical challenge posed by the post-secondary degree requirement noted above is that teachers licensed under specialized pathways are not required to hold a post-secondary degree, and therefore, do not possess the divisional requirements that would permit them to gain qualifications in certain First Nations, Métis and Inuit-related AQs. At present, and despite possessing unique experiences and skills that are valued in the current education system, and having successfully completed an accredited initial teacher education program, these teachers face a barrier to certain courses leading to additional qualifications.

Most teachers are initially certified with basic teaching qualifications in two of three consecutive divisions: Primary/Junior, Junior/Intermediate or Intermediate/Senior. Teachers holding basic qualifications to teach in the Primary and Junior divisions are qualified to teach Kindergarten to Grade 6. Teachers qualified to teach in the Junior and Intermediate divisions are qualified to teach in the Junior division, Grades 4 to 6. They are also qualified to teach in the Intermediate division, Grades 7 to 10, and are certified in a single subject taught in these grades. Teachers qualified to teach in the Intermediate and Senior divisions require two subject specialties and are certified to teach Grades 7 to 10 and Grades 11 to 12. To obtain qualifications in these teaching divisions, a teacher must have an undergraduate degree to access teaching methodology courses.

Teachers with qualifications in Technological Education have teaching specialties in one or more of the broad-based technologies. Teachers with qualifications in Native Language as a Second Language can teach a Native language in kindergarten to Grade 12. Because these specialized teachers do not necessarily have an undergraduate degree, they are ineligible for division-specific teaching methodology courses (other than for specialized subjects such as technological education or Indigenous languages) and therefore, are “division-barred” from certifying in certain AQs such as First Nations, Métis and Inuit-related AQs.

The College responded to inquiries from education providers, Indigenous education leaders, and school boards regarding the importance of accessibility of education and support for ongoing efforts to remove barriers from the teaching profession, particularly pathways to leadership. In February 2023, a College staff working group began developing a series of proposed regulatory amendments to O. Reg. 176/10. To inform this work, the working group administered a survey and received responses from more than 80 education partners.

While the survey did not specifically address the question of First Nations, Métis and Inuit-related AQs, the proposal to expand the number of eligible First Nations, Métis and Inuit-related AQs that do not require a division prerequisite supports the removal of barriers of specialized educators from pursuing leadership roles and expands the number of areas of study these educators may qualify to teach.

It is also noted that one of the four possible pathways to fulfilling prerequisites for entry into the PQP Part 1 program, is for the candidate to hold two specialist (Schedule D) AQs. By expanding the number of specialist courses that do not require a divisional prerequisite, more members will be able to access a greater number of specialist level qualifications.



Committee Meeting

On November 7, 2024, the Standards of Practice and Education Committee approved a motion endorsing the proposed removal of divisional barriers to the First Nations, Métis and Inuit-related Schedule D Additional Qualifications.

Decision Sought

It is recommended:

1. **That Council request that the Minister of Education amend O. Reg. 176/10, Teachers' Qualifications to remove the divisional prerequisites for the following Schedule D Additional Qualifications:**
 - a) **First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures,**
 - b) **First Nations, Métis and Inuit Students: Counselling and Support, and**
 - c) **First Nations, Métis and Inuit Studies.**

Next Steps

Should Council approve the request for amendments to O. Reg. 176/10, Teachers' Qualifications, College staff will work with Ministry of Education staff to amend the regulation to remove divisional prerequisites for granting the above- noted Schedule D Additional Qualifications. These regulatory amendments will be brought to Council for consideration at a subsequent meeting.