



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Additional Qualification Course Guideline Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

**Schedule F
Teachers' Qualifications Regulation**

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Additional Qualification Course Guideline

1. Introduction

The guideline for Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling is organized using the following framework.



Diagram 1: Guideline Organization

Teachers are able to take the Additional Qualification course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling if they hold a technological education qualification at Grades 9 and 10 or Grades 11 and 12 in the broad-based area of Teaching Hairstyling and Aesthetics.

The Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling employs a critical, pedagogical lens to explore in holistic and integrated manner theoretical foundations, development of learners, program planning and implementation, instructional practices, assessment and evaluation, the learning environment and ethical considerations related to teaching and learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore topics and issues of particular relevance to the context in which they work or may work.

Critical to the implementation of this course is the creation of positive learning experiences that reflect care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing learning.

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and emphasis. This flexibility will enable both language communities to implement Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling as understood from a variety of contexts.

The Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling additional qualification course guideline provides a conceptual framework for providers and instructors to develop and facilitate the Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling course. The guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling.

2. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to additional qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College
- to provide for the ongoing education of members of the College
- to accredit additional qualification courses or programs and more specifically,

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. (Accreditation of Teacher Education Programs Regulation, Part IV, Subsection 24).

Additional qualifications for teachers are identified in the *Teachers' Qualifications Regulation*. This regulation includes courses/programs that lead to Additional Qualifications, the Principal's Qualifications and the Supervisory Officer's Qualifications. A session of a course leading to an additional qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited additional qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

The course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation*.

Successful completion of the course leading to the Additional Qualification: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling, listed in Schedule F of the *Teachers' Qualifications Regulation* is recorded on the Certificate of Qualification and Registration. Successful completion of three schedule F courses within a specific broad-based technology area will be deemed to be equivalent to one specialist or honour specialist qualification for purposes of entry into the principal's qualification or the supervisory officer qualification. (O. Reg. 176/10 S.49 (4) and (5))

In this document, all references to candidates are to teachers enrolled in the additional qualification course. References to students indicate those enrolled in school programs.

3. Foundations of Professional Practice

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) are the foundation for the development and in the realization of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning and are the foundation for the

development and implementation of the Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning. The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry, and reflection, is central to the embodiment of the standards and the Professional Learning Framework within this AQ course and professional practice.

The *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that teachers require in order to teach effectively within and contribute to an environment that fosters *respect, care, trust* and *integrity*.

Teacher-Education Resources

The College has developed resources to support the effective integration of the standards within Additional Qualification courses and programs. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. This guideline has been designed to reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*. These resources can be found on the College web site (www.oct.ca). These resources support the development of professional knowledge and professional judgment through reflective practice. The lived experiences of Ontario educators are illuminated in the resources and serve as AQ course support for teacher education.

4. Conceptual Framework

The design, course content and implementation of the Additional Qualification Course Guideline: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling support effective teacher education practices. These course guideline components provide a conceptual framework for the development of a holistic, integrated, experiential and inquiry-based course. The following conceptual framework supports and informs professional knowledge, judgment and practices

within the Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling.



Diagram 2: Conceptual Framework for Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

A. *The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession:*

The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession represent a collective vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The holistic integration of the standards within all course components supports the embodiment of the collective vision of the teaching profession that guides

professional knowledge, learning, and practice. The following principles and concepts support this holistic integration within the AQ course.

- understanding and embodying care, trust, respect and integrity
- fostering commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

Through professional dialogue, collaborative reflection and an ethical culture, course candidates will continue to critically inquire into and refine professional practice and ethical culture through the lens of the *Standards of Practice for the Teaching Profession*.

B. A Framework for Inquiry

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* are embedded throughout the Additional Qualification course guideline.

This Additional Qualification course supports critical reflective inquiry and dialogue informed by the following:

- analyzing, interpreting and implementing Ontario's curriculum, district school board policies, frameworks, strategies and guidelines related to the Broad Based Technology
- developing awareness of First Nations, Métis and Inuit ways of knowing and perspectives
- extending theoretical understanding to design, implement and assess practices and/or programs
- implementing pedagogical strategies and assessment and evaluation practices that are linked to expectations, meet the individual needs of students, and promote student learning

- creating holistic learning environments conducive to the intellectual, social, emotional, physical, , linguistic, cultural, spiritual and moral development of students
- working collaboratively with school personnel, parents/guardians, caregivers, the community, local business and industry as it relates to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- exercising leadership in accessing a variety of resources, including technological resources, within and beyond the educational system to enhance and support student learning
- refining professional practice through ongoing collaborative inquiry, dialogue and reflection
- modelling ethical practices and addressing ethical issues
- critically exploring and integrating environmentally sustainable practices
- fostering responsible, active environmental citizenship
- collaboratively developing and sustaining professional learning communities for enhancing professional knowledge and supporting student learning
- fostering leadership in the integration of information and communication technology to enhance teaching and learning
- critically exploring innovative strategies to create and sustain safe, healthy, equitable and inclusive learning environments that honour and respect diversity and foster student learning
- understanding the importance of critically examining qualitative and quantitative research related to professional practice
- critically exploring strategies to understand, gain insight into and support learners' well-being and mental health needs
- working collaboratively with interdisciplinary school teams to develop and implement Individual Education Plans (IEPs) of students
- exploring strategies that contribute to a culture that promotes openness to innovation and change
- demonstrating an awareness of emerging technologies related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- demonstrating an awareness of health and safety risks associated with Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

- applying knowledge and skills to create and maintain a safe learning environment that addresses program needs: curriculum, material handling, tool handling and equipment storage, supervision, safety standards and practices that are respectful of the environment
- demonstrating technological literacy related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- writing technical reports and creating and managing portfolios
- demonstrating mathematical literacy in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- demonstrating an understanding of business management and entrepreneurial practices related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- inquiring into practice through reflection, active engagement and collaboration
- understanding the various professional practices and career opportunities in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- critically exploring the relationship between education, mental health and well-being
- identifying ways to modify expectations, instructional strategies and assessment practices in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

C. Ontario Context: Curriculum, Policies, Legislation, Frameworks, Strategies and Resources

The Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform and reflect the development and implementation of the Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling and can be viewed at www.edu.gov.on.ca.

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling.

D. Theoretical Foundations of Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

- understanding theories of student development (social, emotional, physical, intellectual, linguistic, cultural, spiritual and moral)
- understanding Ontario curriculum, resources and government policies, frameworks and strategies related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- understanding learning theories and the particular learning needs of the adolescent in the Intermediate and Senior Divisions
- critically exploring a variety of conceptual frameworks related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice
- integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as the foundation for teacher professionalism within the Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities within professional practice
- recognizing teachers' legal obligations and ethical responsibilities according to current provincial legislation
- critically inquiring into the dimensions associated with creating and sustaining safe learning environments
- critically exploring holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals
- critically exploring problem solving processes, methods and approaches as they relate to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- critically exploring the fundamental technological concepts in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling.

E. Program Planning, Development and Implementation

- applying the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* to inform a program planning framework
- critically exploring the influence of society's diverse and changing nature on student learning and well-being
- deepening understanding of program planning, development, implementation strategies and frameworks related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- deepening understanding of differentiated instruction, universal design and the tiered approach in program planning, development and implementation
- critically exploring learning resources (for example, print, visual, digital) that support student learning
- understanding the types of secondary school pathways (including apprenticeship, college, university, workplace) and their relationship to students' post-secondary goals and career opportunities
- critically exploring how students' lived experiences, development, strengths, interests and needs can inform program planning, development and implementation
- integrating culturally responsive pedagogy within program planning and development
- critically exploring strategies that support learners' well-being and mental health needs
- planning instructional strategies that integrate students' learning styles, strengths and experiences
- demonstrating leadership in implementing local and provincial guidelines and policies that support safe and effective learning environments
- inspecting and reporting on the learning environment, facilities, equipment needs, resources and state of maintenance and repair for delivering Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- applying the theoretical foundations of Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling by incorporating the broad-based pedagogical approach that embeds problem solving and the fundamental technological concepts

- identifying the safe, ethical and legal use of technology in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling programs
- critically exploring and integrating multiple formal and informal assessment methods and data to inform program planning and support student learning.

F. Learning Environments and Instructional Strategies

- creating and sustaining positive, ethical, equitable, accepting and safe learning environments
- critically exploring strategies for fostering a collaborative community of empowered learners
- fostering engaging, trusting and inviting learning environments that promote student voice, leadership, critical inquiry and self-regulation
- critically exploring a variety of instructional strategies to support student learning
- developing strategies to create a positive and collaborative learning environment to support student learning
- cultivating safe, ethical and respectful practices in the use of technology in purposeful and legal ways
- integrating information and communication technologies that support student learning
- providing leadership in adapting instruction to meet the needs of all learners
- critically exploring strategies that engage students as active citizen in supporting environmental, social and economic sustainability
- using pedagogies that reflect the professional identity of educators as described in the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* and in the *Foundations of Professional Practice*
- creating inclusive learning environments that reflect the ethical standards and standards of practice
- implementing safe and effective management of a variety of technical learning environments

- planning, organizing and implementing effective health, safety, sanitation and environmental standards in the Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling facility
- demonstrating an understanding of facility design and maintenance practices as per industry standards
- understanding and complying with workplace health and safety legislation and standards related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling.

G. Reflecting, Documenting and Interpreting Learning

- collaboratively integrating fair and equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents
- using assessment for the following three purposes: to provide feedback to students and to adjust instruction (assessment for learning); to develop students' capacity to be independent, autonomous learners (assessment as learning); to make informed judgements about the quality of student learning (assessment of learning).

H. Shared Responsibility for Learning

- critically exploring and collaboratively integrating a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies
- critically exploring and engaging in strategies and opportunities for professional collaboration that supports student learning and well-being
- collaboratively designing programs that address biases, discrimination and systemic barriers in order to support student learning, well-being and inclusion
- fostering and sustaining a positive, inclusive educational culture in which all perspectives are encouraged, valued and heard

- understanding and respecting the importance of shared responsibility and partnership as conveyed in the standards and the Foundations of Professional Practice
- developing strategies to establish links between the school community, industry and the Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling program
- critically exploring sector-specific learning opportunities in other curriculum areas
- critically exploring professional collaboration within interdisciplinary teams to support student learning, self-advocacy and transitions.

I. Research, Professional Learning and the Scholarship of Pedagogy

- critically exploring past, present and evolving practices in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in professional learning through research, scholarship and leadership
- integrating research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating in research and the scholarship of pedagogy/andragogy
- critically exploring knowledge-creation and mobilization as professional practice.

5. Instructional Practice in the Additional Qualification Course: Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

Candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences, and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification course, instructors use strategies that are relevant, meaningful and practical in providing candidates with learning experiences about instruction, pedagogy and assessment and evaluation.

These include but are not limited to: experiential learning, small group interaction; action research; presentations; independent inquiry; problem solving; collaborative learning and direct instruction.

Instructors model the *Ethical Standards of the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, recognize candidates' experience and prior learning and respond to individual needs. Important to the course are opportunities for candidates to create support networks and receive feedback from colleagues and instructors and share the products of their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors model effective instructional and assessment strategies that can be replicated or adapted in a variety of classroom settings.

A. Experiential Learning

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling. The professional judgment, knowledge and pedagogy of candidates will be enhanced and refined through experiential learning and inquiry.

The College's standards resources help to support experiential learning through various forms of professional inquiry.

6. Assessment and Evaluation of Candidates

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences, and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of candidate self and peer assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments must allow candidates flexibility, choice and individual inquiry opportunities.

Part of the evaluation process may include a major independent project or action research component over the duration of the course. This project is an opportunity for candidates to illustrate a high level of professional knowledge, communication skills, pedagogy, ethical practices and instructional leadership. Similarly, if a portfolio assignment is used it will also include reflections and analysis of a candidate's learning over time.

A final culminating experience in the course is recommended. This experience may take the form of a written assessment, a research paper, a performance, an inquiry project or a product that is original, meaningful and practical.

The following list of assessment strategies which are reflective of experiential learning is not exhaustive; it is intended to serve as a guide only.

- a) Performance assessment: designing a sample unit which includes a culminating activity and appropriate assessment and evaluation tools, incorporates a variety of technologies and resources relevant to the study of Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling, and is based on Ministry of Education expectations
- b) Written assignment: reflecting critically on issues arising from articles, publications, research and/or other resources related to the teaching or practice to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

- c) Presentation: developing a digital story, presenting an issue related to the teaching and learning related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- d) Portfolio: creating a portfolio of practical resources, artefacts, photographs and recording critical reflections for one or several components related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- e) Action research: engaging in action research by reflecting and acting upon a specific inquiry into teaching practice related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- f) Independent project: addressing any aspect of the course that is approved by the instructor
- g) Instructional resource: developing a meaningful resource that will support instruction and pedagogy related to the teaching and learning of Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- h) Reflective writing: reflecting on professional practice through journal-writing, or writing a case or vignette that will support instruction and pedagogy related to the teaching and learning of Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling
- i) Case inquiry: writing or exploring a case related to collaboration and shared partnerships, with parents, colleagues, and community organizations
- j) IEP development: collaboratively develop an IEP related to Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling with the family, student and school team
- k) Facilitating a Learning Experience: developing and implementing an engaging learning experience that reflects differentiated instruction and universal design and the tiered approach.

7. Demonstrated Knowledge and Skill in Teaching Hairstyling and Aesthetics - Advanced Shaping and Styling

Successful candidates will be able to demonstrate technical knowledge and skill in the following:

	Technical Knowledge	Technical Skills Proficiencies
The Physiology of the Hair	<p>Be able to demonstrate an understanding of :</p> <ul style="list-style-type: none"> ▪ the physiological properties of hair; for example, <ul style="list-style-type: none"> - elasticity - porosity - texture - density - capacity for absorption <p>Be able to recognize and identify:</p> <ul style="list-style-type: none"> ▪ associated terminology and technical literacy <p>Be able to identify and describe:</p> <ul style="list-style-type: none"> ▪ disorders, symptoms and treatment options for diseases associated with the hair and scalp 	<p>Be able to recognize, and locate:</p> <ul style="list-style-type: none"> ▪ growth patterns ▪ the physical properties of the cranium on a mannequin, human head, template, chart, and or diagram; for example, <ul style="list-style-type: none"> - vertex - apex - occipital - temporal - parietal - alopecia - pityriasis capitis
Business practices and strategies	<p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ▪ business and entrepreneurial procedures involved in operating and/or opening a business in the hairstyling industry. 	<p>Be able to develop:</p> <ul style="list-style-type: none"> ▪ marketing techniques ▪ strategies to promote business and service applications in the hairstyling industry and evaluate their effectiveness.

	Technical Knowledge	Technical Skills Proficiencies
	<p>Be able to identify and describe:</p> <ul style="list-style-type: none"> ▪ a variety of computer software applications used in the hairstyling industry for inventory, client records, and salon business management systems. 	
Literacy	<p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ▪ business operations ▪ organizational record keeping skills ▪ manufacturers' directions ▪ WHIMS ▪ MTCU Standards ▪ OHSA ▪ Passport to Safety ▪ technical tool literacy ▪ procedures and treatment protocols ▪ client record cards ▪ release statements ▪ appointment booking & charting <p>Be able to analyze and interpret:</p> <ul style="list-style-type: none"> ▪ WHMIS labels ▪ MSDS Sheets ▪ product ingredients /labels <p>Demonstrate an understanding of :</p> <ul style="list-style-type: none"> ▪ essential skills that are important for success as 	<p>Be able to apply and use literacy skills to:</p> <ul style="list-style-type: none"> ▪ follow manufacturers' directions ▪ create and follow business operations ▪ create, organize and maintain up to date client records ▪ develop and follow procedural protocols

	Technical Knowledge	Technical Skills Proficiencies
	<p>identified in the Ontario Skills Passport for example,</p> <ul style="list-style-type: none"> - reading text, - writing documents - oral communications - computer use 	
Numeracy	<p>Be able to recognize and explain:</p> <ul style="list-style-type: none"> ▪ the importance of mathematical skills used in the hairstyling industry; for example, <ul style="list-style-type: none"> - budgeting - accounting - marketing - measurement - application - calculations - cash transactions - commissions 	<p>Be able to demonstrate:</p> <ul style="list-style-type: none"> ▪ competence in the use of mathematical, money-management and record-keeping applications for; for example, <ul style="list-style-type: none"> - metric – Imperial conversion - liquid /dry measurement - establishing volumes - proportions - business operations - managing payroll, commissions, and tips - HST (taxes) - retail transactions - booking appointments - inventory management and control ▪ to ensure the safe and appropriate use of hairstyling techniques, tools, equipment and products.
Performing Salon Services	<p>Be able to identify and describe :</p> <ul style="list-style-type: none"> ▪ a variety of salon services that meet industry standards ▪ techniques, & methodologies 	<p>Be able to competently:</p> <ul style="list-style-type: none"> ▪ perform a client consultation to determine and recommend methods and techniques best suitable to achieve meeting the needs of diverse clientele

	Technical Knowledge	Technical Skills Proficiencies
	<ul style="list-style-type: none"> ▪ tools, equipment, materials and their usage ▪ safety controls & ergonomic protocols ▪ hair analysis procedures to identify and provide the most suitable service for clients; for example, <ul style="list-style-type: none"> - density - texture - wave pattern - hairlines - growth pattern ▪ haircutting principles ▪ basic and advanced haircutting techniques & methodologies; for example, <ul style="list-style-type: none"> - guidelines - blocking & sectioning - elevations - angles (horizontal, vertical, diagonal) - wetness - tension - stationary /traveling guide(s) 	<ul style="list-style-type: none"> ▪ evaluate the client consultation results to determine the type of cutting to be performed; for example, <ul style="list-style-type: none"> - facial shape - prominent / irregular features - texture & elasticity - growth patterns ▪ select tools, applications and techniques to perform hair cutting services to demonstrate proficiency in; for example, <ul style="list-style-type: none"> - blunt cutting - layered cutting - texturizing - point cutting - blending - razor cutting - tapering, fading, flat tops - trimmers - scissor over-comb cutting - clippers & trimmers - facial hair - superfluous hair ▪ perform a visual inspection while demonstrating effective cross checking analysis procedures. ▪ customize hair cutting using detailing and texturizing techniques on both wet and dry hair. ▪ demonstrate advanced hair cutting techniques and methodologies for creating competition styles, and

	Technical Knowledge	Technical Skills Proficiencies
		fantasy designs. <ul style="list-style-type: none"> ▪ customize hair shaping and styling services for; for example, <ul style="list-style-type: none"> - special event occasions - musicals, plays, productions, - fashion shows - nursing homes, and - hospital patient care
Creating designs	<p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ▪ philosophy of design ▪ elements of design ▪ principles of design ▪ creating harmony between style and structure ▪ fashion <p>Be able to propose, plan and explain:</p> <ul style="list-style-type: none"> ▪ styles and procedures for clients; for example, <ul style="list-style-type: none"> - fashion - ethnicities - cultural trends and preferences - competitions - special occasion - special event - client request 	<p>Be able to recommend, select and deliver:</p> <ul style="list-style-type: none"> ▪ a variety of cutting techniques and strategies ▪ individual customized designs ▪ increasingly complex and/or challenging hairstyles for various situations; for example, <ul style="list-style-type: none"> - competitions - seasonal occasions - special events - individualized requests: glamour, fantasy, classic, and or culturally specific <p>Be able to plan, evaluate and design:</p> <ul style="list-style-type: none"> ▪ simple to complex and innovative hairstyles <p>Be able to incorporate:</p> <ul style="list-style-type: none"> ▪ variety of techniques, approaches and methodologies, which clearly represent an understanding of fashion, ethnicities, cultural trends and preferences.

	Technical Knowledge	Technical Skills Proficiencies
Meeting the needs of Clients	<p>Be able to identify and describe:</p> <ul style="list-style-type: none"> ▪ the client consultation process ▪ appropriate hair cutting services for different types of clients within the school or community ▪ a service plan 	<p>Be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate an individualized client consultation process that determines the most appropriate products, techniques and services to meet that client's needs for example, <ul style="list-style-type: none"> - determine an efficient and effective client consultation process - establish professional rapport with the client - determine service plan(s) - elicit salon service need(s) - summarize client preference(s) - recommend service solution(s) - establish price(s) / cost(s) - obtain client consent - deliver a plan for service - incorporate and use a variety of sources of information for the delivery of customized services <p>Be able to develop:</p> <ul style="list-style-type: none"> ▪ home care plans and preventive measures for hair style maintenance ▪ incorporate and use a variety of sources of information for the delivery of customized services
Professional Practices	<p>Be able to recognize and demonstrate an understanding of:</p>	<p>Be able to:</p> <ul style="list-style-type: none"> ▪ consistently apply and model essential skills and

	Technical Knowledge	Technical Skills Proficiencies
	<ul style="list-style-type: none"> ▪ behaviours, attitudes and skills that are important for successful employment in the hairstyling industry; for example, <ul style="list-style-type: none"> - commitment - performance - professionalism - task management - interpersonal skills - respect for confidentiality - anti-discriminatory practices - conflict resolution skills Be able to identify and describe: <ul style="list-style-type: none"> ▪ the essentials of professional ethics and customer relations for example, <ul style="list-style-type: none"> - client confidentiality - use of approved products and equipment - use of accredited employees - complaint/ conflict-resolution strategies, - up-selling strategies - professional etiquette 	<p>work habits that are important for success in the hairstyling industry (as identified in the Ontario Skills Passport) ; for example,</p> <ul style="list-style-type: none"> - teamwork - initiative - customer service skills - problem solving - finding information - computer skills <ul style="list-style-type: none"> ▪ demonstrate the ability to communicate effectively with the client, using active listening techniques; for example, <ul style="list-style-type: none"> - asking questions to clarify client’s expressed wishes - not interrupting while client is speaking - being attuned to culturally distinct communication styles ▪ use constructive conflict-management strategies and problem-solving skills when interacting with difficult clients or co-workers in problematic situations ▪ engage in professional activities to keep informed about the most current practices in the industry; for example, <ul style="list-style-type: none"> - read current professional literature - join professional associations.

	Technical Knowledge	Technical Skills Proficiencies
Maintaining a safe and healthy Work environment	<p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ▪ procedures for maintaining a safe and productive work environment ▪ an inspection routine ▪ a safety checklist for tools and operations <p>Be able to identify and report:</p> <ul style="list-style-type: none"> ▪ potential problems that might lead to an unsanitary, unsafe, or unhealthy work environment ; for example, <ul style="list-style-type: none"> - electrical cords - spillage - contaminated tools - inadequate ventilation - contact with blood or body fluids - disposal of sharp implements ▪ health and safety certification and training that are appropriate for example, <ul style="list-style-type: none"> - First aid / CPR / AED - WHMIS 	<p>Be able to competently demonstrate:</p> <ul style="list-style-type: none"> ▪ safe and healthy work practices when performing hairstyling services. ▪ the use of ergonomic work practices to reduce health risks for self and clients; for example, <ul style="list-style-type: none"> - adjust stools, tables, and chairs - trolleys to the optimum height - proper lighting - appropriate ventilation - colour of walls - shift work ▪ the ability to manage emergency situations by following proper protocol <p>Be able to:</p> <ul style="list-style-type: none"> ▪ develop an inspection routine and checklist for best practices and routines for; for example, <ul style="list-style-type: none"> - tools and operations - safe handling of products - disposal of waste, products, and chemicals - proper methods for storage - proper ventilation
Industry Practices and the Environment	<p>Be able to:</p> <ul style="list-style-type: none"> ▪ evaluate the hairstyling industry in terms of its use/non-use of environmentally friendly practices and products ; for example, <ul style="list-style-type: none"> - recycling programs for mannequins and 	<p>Be able to implement:</p> <ul style="list-style-type: none"> ▪ an environmentally safe and friendly way of <ul style="list-style-type: none"> - handling of products - recycling - disposing of waste, products, and chemicals

	Technical Knowledge	Technical Skills Proficiencies
	human hair <ul style="list-style-type: none"> - use of nontoxic versus carcinogenic/toxic ingredients - energy-saving products, tools and equipment - www.greencirclesalons 	<ul style="list-style-type: none"> - using biodegradable products - refilling containers - use/non-use of environmentally friendly practices and products - using energy-saving products
Industry Practices and the Society	<p>Be able to describe:</p> <ul style="list-style-type: none"> ▪ the role that the hairstyling industry plays in increasing people's; for example, <ul style="list-style-type: none"> - self-esteem and well-being - fostering a positive body image - good personal grooming and hygiene, and self- confidence - reducing stress <p>Be able to identify:</p> <ul style="list-style-type: none"> ▪ health issues at the various life stages for example, ▪ child, ▪ preteen, ▪ teenager, ▪ young/middle-aged ▪ adult, ▪ senior ▪ gerontology 	<p>Be able to compare:</p> <ul style="list-style-type: none"> ▪ the beneficial and harmful impacts the hairstyling industry has on society of ; for example, <p><u>beneficial:</u></p> <ul style="list-style-type: none"> - enhances people's self-esteem and confidence through improvements in appearance - promotes awareness and acceptance of culturally diverse types of beauty <p><u>harmful:</u></p> <ul style="list-style-type: none"> - fosters unrealistic expectations through media and advertising Images - encourages over-emphasis on the importance of appearance for social success ▪ how personal well-being and professional success are enhanced by a healthy lifestyle; for example, <ul style="list-style-type: none"> - adequate sleep - proper nutrition - regular exercise - holistic approach to well-being as found in

	Technical Knowledge	Technical Skills Proficiencies
	<p>Be able to explain:</p> <ul style="list-style-type: none"> ▪ how the hairstyling industry responds to various social issues and concerns; for example, <ul style="list-style-type: none"> - the use of animal testing in product development - the use of natural versus synthetic ingredients in product development - demand for scent-free and hypoallergenic products - cultural protocols, such as the Anishinaabe practice of collecting cut hair to dispose of in a culturally acceptable way - culturally linked fashion preferences or restrictions in hairstyling for example, related to hair length and/or visibility <p>Be able to demonstrate an understanding of:</p> <ul style="list-style-type: none"> ▪ the sources of work-related stress in the hairstyling industry; for example, <ul style="list-style-type: none"> - physical stresses - exposure to chemicals - standing for long hours - social/psychological stresses - irregular hours - working evenings and weekends 	<p>Aboriginal cultures</p> <p>Be able to implement:</p> <ul style="list-style-type: none"> ▪ a variety of services for a diverse cultural clientele

	Technical Knowledge	Technical Skills Proficiencies
	- and ways of dealing with them	
Health and Safety	<p>Be able to summarize and explain the purpose of:</p> <ul style="list-style-type: none"> ▪ health and safety legislation and ▪ regulatory/oversight bodies that govern the hairstyling industry <p>Be able to describe:</p> <ul style="list-style-type: none"> ▪ how these agencies affect the industry ; for example, <ul style="list-style-type: none"> - Food and Drugs Act - Cosmetic regulations - Occupational Health and Safety Act - WHMIS - Apprenticeship and Certifications Act - Smoke-Free Ontario Act - Canadian Centre for Occupational Health and Safety - local health units - College of Trades <p>Be able to Identify:</p> <ul style="list-style-type: none"> ▪ health and safety certification and training that are appropriate for the hairstyling industry ; for example, <ul style="list-style-type: none"> - First aid - CPR / AED 	<p>Be able to:</p> <ul style="list-style-type: none"> ▪ competently apply health and safety standards related to the use of hairstyling equipment, materials, tools, and techniques; for example, <ul style="list-style-type: none"> - safe and sanitary work practices - prevention in the spread of pathogens - protection for individual and others' health - disinfection of implements and equipment - working in a well-ventilated space - safety glasses and appropriate barrier devices - appropriate certifications for First Aid / CPR / AED Training

	Technical Knowledge	Technical Skills Proficiencies
	<ul style="list-style-type: none"> - Passport to Safety - MTCU Standards 	
Career Opportunities	<p>Be able to identify and describe:</p> <ul style="list-style-type: none"> ▪ career opportunities ▪ further related training opportunities <p>Be able to explain:</p> <ul style="list-style-type: none"> ▪ why having a current portfolio is important for career development and advancement. 	<p>Be able to:</p> <ul style="list-style-type: none"> ▪ develop a variety of methods for identifying employment opportunities in the hairstyling industry ; for example, <ul style="list-style-type: none"> - searching electronic job banks - reading classified ads - networking - delivering résumés to local businesses - using student services ▪ maintain an up-to-date portfolio that includes pieces of work and other materials that provides skill evidence in; for example, <ul style="list-style-type: none"> - achievements in hairstyling - Passport to Safety - before-and-after photographs - live models applications - Ontario Skills Passport Work - Plan and Transition Plan

Appendix 1

The *Ethical Standards for the Teaching Profession*

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice,

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation,

resources and technology in planning for and responding to the needs of individual students and learning communities.

Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.