

Committee.
At least two of the members of the Investigation
shall be persons who were appointed to the Council
enant Governor in Council.
No person who is a member of the Discipline
or the Fitness to Practise Committee shall be
the Investigation Committee. 1996, c. 12.
es of Investigation Committee – The In
shall consider and investigate compl
t or actions of a member of the Col
ember of the public; (b) a membe
gistrar; (d) the Minister. Despit
gation Committee shall refus
e a complaint if, in its opinio
to professional misconduct
rt of a member; (b) the
se of process
No action

Ontario
College of
Teachers
Framework for
Courses of Study

FRAMEWORK FOR COURSES OF STUDY

- 1. Professional Boundaries**
- 2. Classroom Management Theory and Practice**
- 3. Stress and Anger Management**
- 4. Ethical Practice**

Background

When the Discipline Committee finds a member guilty of professional misconduct or to be incompetent or the Fitness to Practise Committee finds a member to be incapacitated, they may make an order directing the Registrar to impose specified terms, conditions or limitations on any certificate held by the member under the Act. This may include terms requiring the successful completion by the member of specified courses of study, pre-approved by the Registrar.

A member may also be required to successfully complete specified courses of study under the terms of a memorandum of agreement ratified by the Investigation Committee.

Courses of study are imposed to help rehabilitate members so that they can become active and effective members of the profession and conform to the ethical and professional standards of the profession.

Providers who deliver these courses of study need to know the College's expectations with regards to the scope, expected outcomes, method of assessment and appropriate resources for the course of study to be approved. This document gives providers a framework to design and develop four such courses of study: Classroom Management Theory and Practice, Professional Boundaries, Stress and Anger Management, and Ethical Practice.

This framework will be distributed to providers who wish to have their courses of study approved by the College Registrar. Providers will be invited to submit an outline of their courses of study. In order for a course of study to be approved by the Registrar and added to the Approved Course of Study List, providers must confirm in writing that they will meet the requirements outlined in the framework. Members needing to take a course of study would have access to this list.

The Registrar may add a course of study to this list, or remove it, at any time, according to the Registrar's sole discretion. A member who is subject to a committee order or memorandum of agreement will continue to be responsible for obtaining the Registrar's approval of a given course in any specific case.

Course Length

Courses of study should be comprehensive in scope and should provide sufficient time to internalize and master the expected articulated outcomes. In considering the length, breadth and scope of concentration of the course, the Registrar will take into account the nature of the matter, the most appropriate practitioner and the intended outcome of education and/or remediation. Courses of study should demonstrate flexibility in length to accommodate learning needs, as well as the specific requirements of the decisions of the Discipline Committee or the Fitness to Practise Committee.

Methods of Assessment

Providers shall require the member to complete, as part of the evaluation component:

- a reflective component requiring evidence that indicates understanding and a commitment to ethical and professional practice
- a personal plan of action to implement required changes in practice
- other assessment components as required by the provider.

Resources

Courses of study shall use a variety of resources that enhance adult learning including, but not limited to:

- reading materials (professional journals, articles, books)
- reflective check lists
- video and audio materials
- case study analysis
- legal summaries
- a bibliography of recommended reading as follow up
- web references
- access to professional supports and resources
- online learning.

Requirements of Course of Study Providers

1. Providers will be required to provide, for the approval by the College Registrar, course of study outlines in sufficient detail to prove that the standards articulated in this *Framework for Courses of Study* have been met.
2. From time to time, providers shall permit the College to monitor the courses of study being provided through a feedback component from members who have taken the course.
3. Providers will provide participants with a letter of completion of the course of study, which will include the date, course length and the name of the provider.
4. Providers, with the permission of the member, will provide the Investigations and Professional Conduct Department of the College with a letter indicating whether the member has achieved the outcomes and has successfully completed the course of study.

Legal/Professional References

- *Ontario College of Teachers Act and Regulation 437/97*
- *Education Act and regulations*
- Ministry of Education policy/program memorandums
- *Teaching Profession Act*
- *Child and Family Services Act*
- *Occupational Health and Safety Act*
- *Criminal Code of Canada*
- *Ontario Human Rights Code*
- Standards of Practice for the Teaching Profession
- Ethical Standards for the Teaching Profession
- Case Law

Professional Boundaries

Scope

Professional Boundaries courses of study approved by the College Registrar will generally:

- promote and develop in participants informed, ethical and reflective practice
- increase awareness, knowledge and understanding of personal and professional ethics and the concept of boundaries and its role and application in professional practice
- impart knowledge of relevant legal and professional references
- develop an understanding and recognition of the difference between boundary crossings and boundary violations
- be supportive and informative for members in their quest for improved professional practice
- address identified deficiencies in the member's past practice or knowledge.

Expected Outcomes

Participants in the Professional Boundaries courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- the concepts of ethical practice and professional boundaries
- the relationship between ethics and law
- current legislation and case law related to professional boundaries
- the difference between boundary crossings and boundary violations
- case studies and scenarios and identify boundary crossings and boundary violations
- a comprehensive list of prevention strategies
- situations of differential power relationships and dual relationships
- the various types of boundary crossings including breach of trust and/or breach of fiduciary responsibilities
- self-assessment tools to assess personal awareness of boundary issues and identify areas for growth and change
- relevant documents related to specific issues identified as individual growth areas
- the Ethical Standards and Standards of Practice for the Teaching Profession
- relevant legal references
- the changes required in their practice to incorporate new learning.

Classroom Management Theory and Practice

Scope

Classroom Management Theory and Practice courses of study approved by the College Registrar will generally:

- promote and develop in participants informed, ethical and reflective practice
- increase awareness, knowledge and understanding of effective, professional classroom management techniques at various levels and settings such as co-curricular, classroom, school and various grades.
- impart knowledge of relevant legal and professional references
- develop an understanding of and be able to differentiate between effective management techniques and discipline
- understand the impact of respect on effective program design and delivery
- understand the correlation between effective classroom management techniques and strong program design and delivery
- impart an understanding of progressive discipline
- be supportive and informative for members in their quest for improved professional practice.

Expected Outcomes

Participants in the Classroom Management Theory and Practice courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- child development theory, to better understand the root causes of child behaviour
- the concepts of risk and protective factors for students
- the concept of progressive discipline
- key concepts such as confidentiality, informed consent, consultation and collaboration
- key processes in behaviour management, including information gathering, taking appropriate actions, reviewing and debriefing and effective planning
- the components of exemplary programming, implementation and assessment
- methods of practice for establishing positive rules, routines and learning environments
- strategies for effective parental involvement
- the factors in creating a safe learning environment
- strategies to foster co-operation and respect
- methods of creating effective transitions from activity to activity
- differentiated instruction
- the Ethical Standards and Standards of Practice for the Teaching Profession
- relevant legal references
- the changes required in their practice to incorporate new learnings.

Stress and Anger Management

Scope

Stress and Anger Management courses of study approved by the College Registrar will generally:

- promote and develop in participants informed, ethical and reflective practice
- develop awareness of the sources of stress and anger and an understanding of the relationship between stress and anger
- develop or increase awareness of effective stress and anger management techniques and programs
- examine the impact of a healthy lifestyle on stress and anger management
- impart awareness of relevant legal, contractual and ethical responsibilities
- understand the correlation between stress and anger management and classroom practice, peer relations, interactions with stakeholders and a positive personal life
- be understanding and supportive of members in their quest for self-improvement
- address identified deficiencies in the member's past practice or knowledge.

Expected Outcomes

Participants in the Stress and Anger Management courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- the negative impact of stress and anger on day-to-day functioning
- factors that trigger anger and the relationship between thoughts and resulting emotions
- the reduction of stress and/or anger through the enhancement of a healthy lifestyle
- strategies to avoid the build-up of stress and anger, including:
 - monitoring of physiological changes and the use of calming techniques
 - dealing with stress and anger appropriately in various settings - school, community, home, etc.
 - letting go of negative past occurrences
 - identifying and taking advantage of on-going support programs
- the value of active listening and the need for tolerance of the viewpoints of others
- case studies and scenarios to reflect on appropriate responses to difficult situations
- the changes in practice required to incorporate new learnings
- legal, contractual and ethical responsibilities of members.

Ethical Practice

Scope

Ethical Practice courses of study approved by the College Registrar will generally:

- promote and develop in participants informed, ethical and reflective practice
- increase awareness, knowledge and understanding of professional ethics as they pertain to educators in today's society
- impart knowledge of relevant legal and professional references and to use this knowledge in making ethical decisions
- develop understanding of the critical thinking necessary to make informed and responsible decisions related to ethical practice
- be understanding and supportive of members in their quest for improved ethical and professional practice
- address identified deficiencies in the member's past practice or knowledge.

Expected Outcomes

Participants in the Ethical Practice courses of study shall demonstrate an understanding of any or all of the following topics, as appropriate to the presenting situation:

- The Ethical Standards and Standards of Practice for the Teaching Profession and an awareness of the online and written resources available at the College
- the concepts of moral development, moral judgment, ethical practice and professional practice
- the relationship between ethics and law
- current legislation and case law related to ethical decision-making
- case studies and scenarios to reflect on appropriate responses to ethical issues
- a comprehensive list of strategies, including support structures, such as mentoring by a colleague.

Investigations and Professional Conduct Department

Requirements for addition of courses of study to the College Registrar's Approved Course of Study list

In order for a course to be approved by the Registrar and added to the Approved Course of Study list, providers must confirm in writing that they will meet the following requirements:

1. Provide, for the approval by the College Registrar, course of study outlines in sufficient detail to prove that the standards articulated in this Framework for Courses of Study have been met.
2. Submit to the Ontario College of Teachers the following:
 - an outline of the course of study
 - current curriculum vitae of each person instructing or assisting in the delivery of the course
 - the name of the organization, if applicable
 - with the member's permission, a letter indicating the member's successful course completion.
3. Agree to have contact information (name, title, address, phone number, e-mail address) placed on the Approved Course of Study list, which will be distributed to interested College members.
4. Permit the College to conduct reviews or audits of a course at any time through a feedback component from members who have taken the course.
5. Agree to respect the privacy of individuals by not disclosing registration, instruction, attendance, completion or any other information concerning the member with any other person, organization or entity except for the Ontario College of Teachers, unless written consent is provided by the participating member.
6. Agree that any corporate sponsorships or partnerships will not demonstrate a conflict of interest for the member, profession or the Ontario College of Teachers. Provider and course approval notifications are not to be used as methods of advertisement or endorsement of a particular organization or product.
7. Acknowledge that approval as a provider shall be withdrawn for making a false or misleading statement in an application for approval as a provider or in an application for approval of a course.

Provider representative:

Name (please print): _____

Title: _____

Name of Course (s): _____

Signature: _____ Date: _____

Please submit the completed form, your resume and course of study outline to:

Director of Investigations and Professional Conduct Department
Ontario College of Teachers
101 Bloor St. West, 8th Floor
Toronto, ON M5S 0A1
CANADA

For office use only

Date application received: _____

Date approved: _____

Date of Response: _____

Signed: _____

NOTES



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

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