



Additional Qualification Course Guideline Intermediate Division, Business Studies – Information and Communication Technology

Schedule A – Teachers' Qualifications Regulation

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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 *Intermediate Division, Business Studies – Information and Communication Technology* 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.

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.

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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 Basic Qualification (ABQ) – Schedule A (Single Session)

This schedule A course allows educators to gain knowledge and skills in the design and implementation of concepts specific to business studies – information and communication technology in the intermediate division.

Additional Qualification Course Requirements

The AQ course *Intermediate Division, Business Studies – Information and Communication Technology* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge
- Pedagogical Strategies
- The Learning Environment.

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

Intermediate Division, Business Studies – Information and Communication Technology develops and applies candidates' subject-specific professional practice, knowledge and skills in the following required elements:

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 as well as manifestations of power and privilege
- recognition of barriers related to information and communication technology and business practices (for example, glass ceiling, hiring policies, ergonomics).

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 AQ Course
- ethical professional identity, knowledge and leadership, and collective practices as described in the *Foundations of Professional Practice* to inform program planning.

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

- meaningful inclusion of First Nations, Métis, and Inuit histories, perspectives and knowledge systems in teaching and learning processes
- knowledge of the Truth and Reconciliation Commission of Canada: Calls to Action (TRC)
- awareness of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

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

- Ontario curriculum, policies, frameworks, strategies and resources related to this AQ
- policies, processes and practices that foster openness to innovation, culturally inclusive pedagogies and the democratization of knowledge.

Current Ontario legislation and regulation:

- relevant legislation (for example, Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15 and Freedom of Information and Protection of Privacy Act, Working for Workers Act, 2021, S.O. 2022, c.7 - Bill 88, Safe Schools Act, 2000) and policies at the municipal, provincial, federal and international levels that support human rights and privacy for all
- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices
- legislation related to business practice (for example, Employment Standards Act, Occupational Health and Safety Act, Canadian Copyright Act)
- privacy laws, cybersecurity and their impacts on individuals and organizations.

Accessibility for All

- ethical responsibilities related to *Accessibility for Ontarians with Disabilities Act S.O., 2005*
- applications and implications of *Accessibility for Ontarians with Disabilities (AODA)* in information and communication technology business contexts
- assistive supports and technologies (for example, text to speech software) to facilitate learning and foster inclusion within educational and business settings.

Learning for All - Special Education

- strategies (for example, universal learning design, experiential learning, differentiated instruction and inquiry) 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
- understanding the differences between *accommodations* to access and demonstrate learning and *modifications* to curriculum expectations.

Application of educational research

- current research and literature associated with professional practices, policies, associations (for example, International Society for Technology in Education [ISTE]) and pedagogies related to *Intermediate Division, Business Studies – Information and Communication Technology*
- research that reflects society's diverse changing nature and influence on learning and well-being
- theoretical foundation for the design, assessment and implementation of programs and practices in support of learning
- current research in areas that impact business education (for example, conference board of Canada industry statistics, employability skills research).

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 this AQ
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities.

Learner-centred pedagogy

- processes and practices to understand learners' curiosities and experiences, foster engagement and empower them to reach their learning goals
- programs and processes that link curriculum to each learner's abilities, interests, strengths, inquiries and needs
- strategies that respect the development, identities, choices, and well-being of each learner.

Supports for learners

- policies, processes, practices to support learners cognitive, social, emotional and physical development
- programs that respond to learners' lived experiences, identities, needs and well-being (for example, learners' first language for learning)
- critical pedagogies and practices that support learners' well-being and self-efficacy.

Teaching, assessing and evaluating

- program design and implementation that align with the principles and processes of Ontario curriculum and related policies
- culturally inclusive processes and practices to provide learning opportunities that respect the learning styles, voices and perspectives of each learner
- 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).
- instructional strategies to emphasize the importance of inquiry-based learning and transferable skills
- five critical areas of learning in business studies as they relate to information and communication technology
- instruction using current business information and communication technologies (for example, 3D design technology)
- design and assessment of learning opportunities (for example, project-based learning) that apply current business information and communication technologies
- development of learner's collaborative skills (for example, peer assessment) within an information and communication technology environment
- building project-based learning opportunities
- forming connections with business leaders across cultures to promote better understanding of information and communication practices (hands-on)
- developing experiential learning opportunities related to information and communication technology (for example, field trips).

Pathway and transition planning

- processes and practices to support all transitions
- curriculum design using learners' career and life goals related to information and communication technology
- programs and learning opportunities for all pathways (for example, post-secondary programs, careers in information and communication technology)
- practices that develop the transferable skills to support lifelong learning
- evolving information and communication technology within multiple careers and pathways (for example, how a particular technology is used differently within office, construction, and home settings).

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 that facilitate learning, foster learner agency and perspectives
- practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers, and Knowledge Guardians
- ethical practices in digitally mediated environments
- ensuring all learners have access to technology and supports.

Teaching and learning through e-Learning principles

- integration of information and communication technology to enhance teaching and learning in all learning environments – in-person, hybrid and online
- technological and communication resources to enhance professional knowledge in support of learning and agency
- ethical use of technology and resources to support learners' safety, privacy, and well-being (for example, cyber-security, challenges and opportunities of social media).

Culturally responsive and relevant pedagogical practices

- culturally responsive and relevant practices that reflect understanding of learners' diverse identities
- culturally inclusive resources that support learning to foster engagement and well-being
- awareness of cultural appropriation and cultural appreciation
- understanding of workers' diverse identities and needs within a business environment.

Social justice and democratic citizenship

- policies related to democratic citizenship within local, national and global contexts
- processes and practices that foster learners' voice and choice, respect diversity and promote social justice
- strategies for consensus-building, participatory democracy and empowerment within schools and the community
- promotion of social justice within organizational and business contexts (for example, public private partnerships, Non-Governmental Organizations, corporate citizenship)
- organizational strategies of schools and school systems to promote social justice and democratic citizenship (for example, clubs and extra-curricular activities, community partnerships/outreach, school wide citizenship programs).

Environmental sustainability

- shared responsibility and partnership to foster ecological justice as conveyed in the *Foundations of Professional Practice*
- integration of environmentally sustainable policies, pedagogies and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability
- differing environmental impacts of information and communication technology consumption (for example, e-waste, data storage, information, and communication technology infrastructure, planned obsolescence) on the global North and South
- integration of sustainability practices in workplace/workplace learning environments
- relevant international agreements and national and provincial legislation (for example, United Nations Sustainable Development Goals).

Shared responsibility for learning

- processes and practices to foster communication and collaboration with learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians, agencies and the school community to support learning
- partnerships with families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians that value shared decision-making, confidentiality, advocacy and leadership
- learners' prior business-related experiences (for example, volunteering, part-time jobs, consumer experiences)
- development of mentoring opportunities to connect with business communities (for example, guest speakers).

Communities of professional learning

- professional learning communities that promote critical pedagogy and collective efficacy (for example, networking platforms)
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation (for example, co-planning, co-teaching, learning walks)
- development of professional communities through networking platforms
- engagement with subject associations (for example, Ontario Business Educators Association [OBEA], Ontario Distributive Education Clubs of America [DECA]).

Resources

Resources to support the development of the AQ Course *Intermediate Division, Business Studies – Information and Communication Technology* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.

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Ontario
College of
Teachers

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

Telephone: 416.961.8800
Toll-free in Ontario:
1.888.534.2222
Fax: 416.961.8822
E-mail: info@oct.ca
oct.ca



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