



# Additional Qualification Course Guideline Senior Division History

Schedule A – Teachers' Qualifications Regulation

June 2024



Cette publication est également disponible en français sous le titre de *Histoire, au cycle supérieur*.

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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 core concepts and related elements 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 and Demonstration 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 each student's 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.

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.

### 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.

The AQ Course *Senior Division History* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

## 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, lived experiences and identities. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* and the *Education Act* serve 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 is an approach that supports ensuring that equity and human rights are foundational to all Additional Qualification (AQ) courses and programs available to Ontario educators. An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices, inequities and inequalities. Ongoing teacher education must recognize and address historical contexts which have contributed to various forms of oppression. An anti-oppression foundation 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.

### **Indigenous Histories, Cultures, Perspectives, and Knowledge Systems in Education**

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*.

## Learning for All

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

## Accessibility for All

Accessibility for all is informed by the *Ontario Human Rights Code* and the *Accessibility of Ontarians with Disabilities Act, 2005*. Accessibility, inclusion and equity are fundamental to everyday practice for teaching and learning. Educators advocate for each learner to access and benefit from services and resources within the education system, understanding the unique needs presented by geographical and socioeconomic contexts. Educators design opportunities for each learner to showcase their abilities and fully participate in their learning. The implementation of adaptive strategies, such as assistive technology, accessible content and inclusive design for teaching and learning respects the strengths and needs of each learner.

## Special Education

Each learner has their own unique profile. Under the *Education Act*, a learner may be identified by an Identification, Placement and Review Committee (IPRC) as having behavioural, communicational, intellectual, physical or multiple exceptionalities. An Individual Education Plan (IEP) must be developed by an interdisciplinary team to reflect the learner's strengths, needs, and abilities, according to Reg. 181/98. As educators are responsible for instruction, assessment and evaluation of all learners, they provide accommodations, modifications, or alternative programming outlined in the IEP.



## 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, the Supervisory Officer's Development Qualification 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 history in the senior division.

### **Additional Qualification Course Requirements**

The AQ course *Senior Division History* 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.

Within the context of the senior division, this AQ course will enable educators to enhance pedagogical practice related to history in support of the adolescent learner.

The purpose of this AQ is to support educators in the development of knowledge, skills and practices related to the teaching of history and historical inquiry. This AQ will enable educators to develop an understanding of historical thinking concepts and design history courses inclusive of diverse voices and perspectives. Educators will learn to incorporate culturally relevant pedagogical approaches and resources, create meaningful assessments and facilitate exploration of difficult histories through trauma informed pedagogy.

**Senior Division History** 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
- addressing disproportionate representation of learners from equity seeking groups within specialized programs
- strategies to support learners and educators as they acknowledge personal biases that shape their inquiry and understanding of history (for example, critical analysis of dominant narratives)
- professional learning opportunities to address positionality in teaching history.

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

- significance of the Ethical Standards and the Standards of Practice as theoretical foundations within the AQ Course *Senior Division History*
- ethical professional identity, knowledge, leadership, advocacy and collective practices to inform program planning
- ethical responsibilities related to historical contextualization and interpretation (for example, use of appropriate terminology, evolving historical concepts).

### **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)
- historical inquiry into Canada's actions in response to the TRC and UNDRIP
- practices to integrate an understanding of the foundations of contemporary Indigenous advocacy in teaching history.

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

- Ontario curriculum, policies, frameworks, strategies and resources related to *Senior Division History*
- 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*) 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.

### **Learning for All**

- processes and program planning that provide equitable opportunities for each learner
- strategies that respond to the strengths, identities, needs and interests of each learner (for example, differentiated instruction, universal learning design and experiential learning)
- practices to understand learner's curiosities and experiences to empower them to reach their learning goals
- strategies that embed 21<sup>st</sup> century skills within history teaching that promote learner engagement
- opportunities for learners to engage with historical content and demonstrate their understanding in a variety of ways (for example, digital arts, creative writing, storytelling)
- curation and implementation of primary and secondary sources to respond to a range of learning needs.

### **Accessibility for All**

- ethical responsibilities related to the *Ontario Human Rights Code* and *Accessibility for Ontarians with Disabilities Act S.O., 2005*
- advocacy for resources and services that respond to the cognitive, social, emotional, and physical and contextual needs of each learner
- adaptive strategies, assistive supports and technologies to facilitate learning and foster inclusion
- strategies to address ableism that exists in processes and practices.

## Special Education

- legal obligations and ethical responsibilities related to learner's Individual Education Plan (IEP), safety plan, and transition plan
- programs, strategies and services that support the identified learner in achieving individual goals outlined in their respective plans
- interdisciplinary teams to support learning, advocacy and transitions.

## Educational research

- current research and literature associated with professional practices, policies and pedagogies related to *Senior Division History*
- 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
- application of current research and literature to interrogate and integrate historical thinking in the history classroom
- current research on individual learning approaches to facilitate teaching and learning history (for example, digital tools and applications)
- research and contributions representative of diverse voices and cultures related to history.

## 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 *Senior Division History* (for example, historical thinking concepts, historical inquiry processes and historical consciousness)
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities
- theoretical frameworks that promote the application of trauma-informed approaches related to historical content.

### 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
- practices that respond to linguistic abilities of learners
- critical pedagogies and practices that support learners' well-being and efficacy
- instructional approaches to navigate the intersections between learners' lived experiences and trauma-informed pedagogy.

### Teaching, assessing and evaluating

- 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
- strategies to think critically and embed a thematic and chronological approach that reflects the continuum of history instruction (for example, historical inquiry, STEM applications, primary sources)
- cross-curricular connections that extend learning and integrate history into the learners' educational journey
- strategies to connect how teaching of historical content, knowledge, and skills are explored while fostering continuity across grades
- strategies to locate, examine and validate sources to inform pedagogical approaches that enhance teaching and learning (for example, field studies)
- engagement with instruction and the evaluation of learning to promote learner critical thinking skills related to history.

### Pathway and transition planning

- processes and practices to support all transitions
- curriculum design using learners' career and life goals
- programs and learning opportunities for all pathways

- practices that develop the transferable skills to support lifelong learning
- advocacy for history as a foundation for diverse opportunities, pathways and careers (for example, archives, research, education and politics)
- cross-curricular connections of historical concepts that promote student inquiry and reflect student interest
- strategies to foster the continuum of learning in history education
- practices to support learner's understanding of the progression of history (for example, connecting the past, present and future events).

#### **Safe, equitable and inclusive learning environments**

- policies and processes to create and maintain inclusive learning environments that respect diversity and encourage critical thinking (for example, gender neutral language and resources in various formats)
- 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
- strategies to create a safe learning environment to address sensitive and challenging contexts with history learners.

#### **Teaching and learning through e-Learning principles**

- integration of information and communication technology to enhance teaching and learning
- technological and communication resources to enhance professional knowledge in support of learning and agency
- ethical use of technology in support of learners' safety, privacy and well-being
- interrogation of digital tools and diverse technologies (for example, artificial intelligence [AI]) to assess the impact on historical inquiry, including causes and consequences.

#### **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
- curation of resources that reflects diverse historical perspectives and respond to learners' lived experiences
- awareness and access to teacher and student resources that are culturally responsive and relevant to support history teaching in *Senior Division History*.

### **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 that foster a culture of empathy within historical contexts
- skills of history and the development of democratic citizenship (for example, connection between global citizenship and decolonization)
- approaches to explore the concepts of social justice and various interpretations within teaching history.

### **Environmental sustainability**

- shared responsibility and partnership to foster ecological justice
- integration of environmentally sustainable policies, pedagogies and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability
- examination of factors that impact environmental sustainability within the Ontario context (for example, social movements, activism, policies and treaties).

### **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
- engagement with educational partners within the school community to broaden learner knowledge and skill in historical inquiry
- opportunities for learners to engage in community-based learning (for example, local monuments, guest speakers, archives).

### **Communities of professional learning**

- professional learning communities that foster historical inquiry and promote critical pedagogy and collective efficacy
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- engagement with community organizations and subject-associations to access resources that inform pedagogy.



## Resources

Resources to support the development of the AQ Course *Senior Division History* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.

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