Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

Additional Qualification Course Guideline Teaching and Learning through e-Learning

Schedule C – Teachers' Qualifications Regulation

April 2023

Cette publication est également disponible en français sous le titre de *Enseignement et apprentissage électroniques.*

Table of Contents

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 *Teaching and Learning through e-Learning* 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

Care

Respect

Ethical Standards

Trust

Integrity

Standards of Practice for the Teaching Profession

Commitment to Students and Student Learning

Professional Knowledge

Standards of Practice

Ongoing Professional Learning

Professional Practice

Leadership in Learning Communities

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.

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 Qualification – Schedule C (Single-Session)

This schedule C course deepens educators' knowledge and skills in the design and delivery of *Teaching and Learning through e-Learning*.

Additional Qualification Course Requirements

The AQ course *Teaching and Learning through e-Learning* 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.

In this AQ course, candidates explore dimensions of teaching and learning that are enabled electronically in virtual, hybrid, and in-person learning environments.

Teaching and Learning through e-Learning 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.

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 *Teaching and Learning through e-Learning*

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

- opportunities for self-directed learning within e-Learning (for example, applications and software).

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

- meaningful inclusion of First Nation, Métis and Inuit histories, perspectives and knowledge systems in teaching and learning processes within online learning environments

- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action*

- awareness of the 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 teaching and learning through e-Learning

- 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 *Privacy for All* (Freedom of Information and Protection of Privacy Act)) and policies at the municipal, provincial, federal and international levels that support human rights, accessibility and privacy

- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices (for example, Copyright Act, R.S.C., 1985, c. C-42).

Accessibility for All

- ethical responsibilities related to *Accessibility for Ontarians with Disabilities Act* S.O., 2005

- assistive supports and technologies to facilitate learning and foster inclusion

- adaptive strategies, accessible content and inclusive design using technology (for example, accessibility of e-Learning)
- technology as a tool to foster accessibility and break down barriers for learners and educators (for example, physical, geographical and cultural).

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 Individual Education Plans (IEP), including the transition plan for learners that include voices and perspectives of those involved
- interdisciplinary teams to support learning, advocacy and transitions.

Application of educational research

- current research and literature (for example, the contemporary digital learner) associated with professional policies and pedagogies related to *Teaching and Learning through e-Learning*
- 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
- research related to current educational software, technological tools, data bases, network capabilities and learning management systems.

Application of theories of learning and teaching

- theories and practices related to pedagogy and andragogy in support of learning within an inclusive environment
- theoretical frameworks and fundamental principles underpinning *Teaching and Learning through e-Learning*
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities
- e-Learning theories and models (for example, flipped learning and flipped classroom).

Learner-centred pedagogy

- processes and practices to understand learners' curiosities and experiences and to empower them to reach their learning goals
- programs and processes that link curriculum to each learner's abilities, interests, strengths, and needs

- strategies relevant to e-Learning that respect the development, identities, choices and well-being of learners
- strategies, interactive tools and centralized platforms to facilitate and monitor learner engagement in synchronous and asynchronous online learning
- learner and educator engagement and accountability in e-Learning.

Supports for learners

- policies, processes, practices to support learner's cognitive, social, emotional and physical development
- programs that respond to learners' lived experiences, identities, needs and mental health
- critical pedagogy and practices that support learner well-being, efficacy and safety in online and blended learning environments (for example, policies and practices to address cyber-bullying).

.Teaching, assessing and evaluating

- program design and implementation that align with the principles and processes of the Ontario curriculum and related policies
- culturally inclusive processes and practices to provide learning opportunities that respect the learning styles, voice and perspectives of learners
- assessment and evaluation practices to:
  - provide feedback to learners and adjust instruction (assessment *for* learning)
  - develop learners' capacity to be autonomous learners (assessment *as* learning)
  - make informed professional judgments about the quality of learning (assessment *of* learning)
- strategies to emphasize the importance of inquiry-based learning and transferable skills
- learning skills and work habit development using digital tools (for example, troubleshooting strategies)
- technological tools for documentation, feedback, collaborative assessment, evaluation and reporting
- policies and processes to support academic integrity and accountability in online learning environments
- learner-educator relationships within a collaborative e-Learning community.

Pathway and transition planning

- processes and practices to support all transitions
- curriculum design using learners' career and life goals including online career options
- programs and learning opportunities for all pathways
- practices that develop the transferable skills to support lifelong learning.

Safe, equitable and inclusive learning environments

- policies and processes to create and maintain inclusive eLearning environments that respect diversity and encourage critical thinking
- inclusive learning environments that facilitate learning and foster learner agency and perspectives
- practices that support safe and healthy learning environments for learners, families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians
- online ethics and digital citizenship for safe learning environments
- interactive tools and centralized platforms for meaningful engagement.

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 and resources to support learner safety, privacy and well-being (for example, cyber-security, digital footprint and *Copyright Matters*)
- strategies for teaching and learning without physical learning space
- synchronous and asynchronous teaching and learning processes in program development.

Culturally responsive and relevant pedagogical practices

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

Social justice and democratic citizenship

- policies related to democratic citizenship within local, national and global contexts (for example, cyber attacks and climate change)
- 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 community
- equitable access to technology and related support (for example, Northern regions, newcomer experiences).

Environmental sustainability

- shared responsibility and partnership that foster ecological justice as conveyed in the *Foundations of Professional Practice*
- e-Learning strategies that support the integration of environmentally sustainable policies, pedagogies and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability.

Shared responsibility for learning

- processes and practices, including use of digital tools, 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.

Communities of professional learning

- online professional learning communities that promote critical pedagogy and collective efficacy
- research and leadership strategies to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- processes, practices and strategies to foster collaboration with in-school personnel to support learning, well-being and leadership.

Resources

Resources to support the development of the AQ Course *Teaching and Learning through e-Learning* can be found on the [College](#)website and the [Ontario Ministry of Education](#) website.

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

Telephone: 437.880.3000
Toll-free: 1.833.966.5588
(Canada and U.S.A.)
E-mail: info@oct.ca
oct.ca

Ontario College of Teachers | Ontario's Teaching Regulator

oct-oeeo.ca/fb   oct-oeeo.ca/pi

oct-oeeo.ca/tw   oct-oeeo.ca/yt

oct-oeeo.ca/ig   oct-oeeo.ca/li