



Additional Qualification Course Guideline Teaching First Nations, Métis and Inuit Children

Schedule C – Teachers' Qualifications Regulation

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Enseignement aux enfants des Premières Nations, des Métis et des Inuits.

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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.

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.

The AQ Course *Teaching First Nations, Métis and Inuit Children* 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.

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.

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 First Nations, Métis and Inuit Children*.

Additional Qualification Course Requirements

The AQ course *Teaching First Nations, Métis and Inuit Children* 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.

The purpose of this AQ course is to enhance pedagogical practice related to teaching First Nations, Metis and Inuit learners. The course enables educators to understand and respond to the unique needs and contexts of Indigenous learners.

Teaching First Nations, Métis and Inuit Children 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 systemic biases, discrimination and barriers (for example, disproportionate representation of learners from equity seeking groups within specialized programs) as well as manifestations of power and privilege
- identification and reframing of personal and professional assumptions, beliefs, and barriers (for example, structures, programs, policies and resource) that impact Indigenous learners

- view of equity as inclusive practices that promotes equality and fosters respect and self-worth for all
- policies, programs, and human resources that honour the knowledge, values, skills and world views of First Nations, Métis, and Inuit people.

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 *Teaching First Nations, Métis and Inuit Children* AQ Course
- ethical professional identity, knowledge and leadership, and collective practices as described in the *Foundations of Professional Practice* used to enhance First Nations, Métis, and Inuit program planning and guide professional knowledge, learning and practice
- Anishinaabe and Haudenosaunee influences on the Ethical Standards and the Standards of Practice and their application in teacher education
- professional dialogue and collaborative reflection to inquire into and refine professional practice and ethical culture through the lens of the Standards of Practice.

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 to facilitate cultural competency and relationships between all learners
- application of the *Truth and Reconciliation Commission of Canada: Calls to Action* related to education
- awareness of the diversity among First Nations, Métis, and Inuit (for example, language, systems of belief, traditions) and also commonalities (for example, respecting and caring for all living things, valuing traditional knowledge)
- knowledge of the complex historical and current relationship between Canada and Indigenous nations, including Treaty rights, land claims, Residential, Day School and Sixties Scoop legacies
- local land acknowledgements created in collaboration with local Indigenous Knowledge Guardians, Elders, Indigenous councils (N.B. *Nothing about us without us*)
- protocol designed to acknowledge and address the participation of Elders, senators, knowledge guardians, and other members of the local community and community at large
- inclusion of oral history and lived experiences as transformative and valid systems of knowledge and practice.

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

- Ontario curriculum, policies, frameworks, strategies, and resources related to *Teaching First Nations, Métis and Inuit Children*
- policies, processes, and practices that foster openness to innovation, culturally inclusive pedagogies, and the democratization of knowledge
- school board policies, frameworks, strategies, and guidelines to facilitate First Nations, Métis, and Inuit learner engagement and learner success
- visual frameworks and life-long learning models that provide Indigenous perspectives on learning, measuring success, importance of community, and care for the land
- use of First Nations, Métis, and Inuit Education Policy Framework and Ontario's Equity and Inclusive Strategy to address the province's priority goals for Indigenous learner success.

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
- federal and provincial acts, legislation, laws and policies on First Nations, Métis, and Inuit learners, including United Nations Declaration of the Rights of Indigenous People, the Child and Family Services Act, and the Indian Act
- traditional Indigenous governance frameworks and practices and their contemporary influence
- the effect of Treaty agreements on local communities across Canada and the meaning behind "We are all Treaty people".

Accessibility for All

- ethical responsibilities related to *Accessibility for Ontarians with Disabilities Act S.O., 2005*
- strategies to address ableism that exists in processes and practices
- assistive supports and technologies to facilitate learning and foster inclusion
- adaptive strategies, accessible content and inclusive design (for example, multi-sensory and multi-modal)
- comparative study and application of terminology related to accessibility, inclusion, equity and diversity.

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
- culturally appropriate processes for identification of special education needs among First Nations, Métis, and Inuit learners that recognize community, language and the impact of past education experiences
- family, community, provincial, and federal resources provided to support the achievement and well-being of First Nations, Métis, and Inuit learners.

Application of educational research

- current research and literature associated with professional practices, policies and pedagogies related to *Teaching First Nations, Métis and Inuit Children* (for example, intergenerational trauma and resilience)
- 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 Indigenous learning, empowerment, and agency (for example, land-based, place-based, story work and experiential learning)
- lived experiences of Indigenous educators, families, and survivors in local communities as key supports for educator and student learning
- accurate language use to describe specific First Nations, Métis, and Inuit groups, territories, cultures and languages.

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 the *Teaching First Nations, Métis and Inuit Children* AQ course
- theories of development and identity formation that support learner well-being, efficacy and agency
- learning theories to develop learner's profiles and identities

- theoretical understandings of Indigenous concepts to design, implement and assess programs and practices (for example, Indigenous research methods, the concept of “Two-Eyed Seeing” as being able to see value of both Indigenous knowledge and Western knowledge)
- Indigenous pedagogies, frameworks, data and statistics to address assumptions about teaching and learning (for example, *First People’s Principles of Learning*; *Holistic Lifelong Learning Models for First Nations, Métis, and Inuit*; *Medicine Wheel framework*).

Learner-centred pedagogy

- processes and practices to understand learner’s curiosities and experiences to empower them to reach their learning goals
- programs and processes that link curriculum to each learner’s abilities, interests, strengths, inquiries and needs (for example, language, family, structure, social or cultural identity)
- strategies that respect the development, identities, choices and well-being of each learner
- student voice to determine ways of seeing, ways of knowing, ways of connecting, and ways of learning
- student voice to determine values and beliefs through stories, songs, legends and art to support learner identity.

Supports for learners

- policies, processes, practices to support learners cognitive, social, emotional, spiritual and physical development
- programs that respond to learners’ lived experiences, identities, needs and well-being
- programs that allow First Nations, Métis, and Inuit learners to develop connectedness to the school community while enhancing cultural connections
- trauma-informed pedagogical practices and appropriate community services, programs, and resources
- trauma-informed practices to identify, understand and respond to impacts of colonization (for example, intergenerational trauma and current issues including Missing and Murdered Indigenous Women and child welfare issues)
- understanding of communication styles of First Nations, Métis, and Inuit children and how these can be applied to professional practices.

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
- decolonizing principles to reduce barriers to success
- 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
- recognizing the unique positionality and life experiences of First Nations, Métis, and Inuit learners as a foundation for learning (for example, language, traditional knowledge, knowledge of ceremony)
- authentic human and print resources to foster understanding of histories, perspectives, and knowledge systems.

Pathway and transition planning

- processes and practices to support all transition pathways to meet the needs of Indigenous learners
- curriculum design using learners' career and life goals
- programs and learning opportunities for all pathways, recognizing local and global trends
- practices that develop the transferable skills to support lifelong learning
- learning opportunities, partnerships, and programs for each Indigenous learner to develop the knowledge and skills needed to make informed education and career/life choices (for example, experiential and land-based learning)
- use of First Nations, Métis, and Inuit representation data to support equitable access to all programs and pathways (for example, Special Education, applied and academic pathway, attendance).

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
- intentional design of schools, classrooms, and practices that support safe and healthy learning environments for learners as well as families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians
- culturally sensitive practices to foster positive and safe learning environments (for example, traditional teachings of the Good Mind, Dish with One Spoon wampum).

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
- use of technology and digital communication tools to develop pathways to digital fluency that are accessible to all First Nations, Métis, and Inuit learners
- understand and address the digital divide facing many Indigenous communities (for example, broadband width, satellite interruption, finances for technology)
- Indigenous pedagogical tools and approaches to implement current e-learning modalities (for example, school community partnerships, flexible program delivery)
- traditional and current resources, including digital tools, to enhance professional knowledge in support of First Nations, Métis, and Inuit learners.

Culturally responsive and relevant pedagogical practices

- culturally responsive and relevant practices that reflect understanding of learners' diverse linguistic, political, and cultural identities
- difference between cultural appreciation and cultural appropriation through the interaction with Indigenous Elders and Knowledge Holders/Keepers and Knowledge Guardians
- culturally inclusive resources that support learning to foster engagement and well-being
- land as an integral part of Indigenous identity, spirituality, culture and way of life that honours Indigenous learners' lived experiences

- current relevance and application of traditional instructional practices (for example, oral instruction, storytelling, connections to community and kinship)
- pedagogical strategies that are adaptive to various learning environments (for example, rural and urban, independent school, and Indigenous language presence within the school).

Social justice and democratic citizenship

- policies related to democratic citizenship within local, national and global contexts, including traditional forms of sovereignty
- 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
- dismantling systemic barriers that perpetuate colonial thinking
- land as first educator to help understand the world as well as our roles and responsibilities to all living things
- approaches that affirm First Nations, Métis, and Inuit diversity, identity and the right to self-determination.

Environmental sustainability

- shared responsibility and partnership to foster ecological justice as conveyed in the *Foundations of Professional Practice* (for example, Ontario College of Teachers - Exploring Ethical Professional Practice: Ecological Consciousness & Eco Justice)
- integration of environmentally sustainable policies, pedagogies, and practices
- processes that engage learners as active global citizens in supporting environmental and economic sustainability
- learners' role and responsibilities as caretaker of the land
- traditional cultural values and beliefs (for example, environmental stewardship symbiotic relationships between living beings, Thanksgiving Address)
- safety and risk management, regulations, and policies as they relate to environmental education
- sustainable consumption of ecological and environmental resources within the classroom, school, and community.

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 and trusting relationships with families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians that value shared decision-making, confidentiality, advocacy and leadership
- impacts of relationship building with First Nation, Métis, and Inuit communities
- engagement with community agencies and stakeholders to support culturally relevant learning approaches
- opportunities that emphasize learning in relationship with fellow learners, educators, families, community and the local lands.

Communities of professional learning

- professional learning communities that promote critical pedagogy and collective efficacy
- research and leadership to advance professional practice through ongoing collaborative inquiry, dialogue and innovation
- learning partnerships with in-school personnel, Indigenous families, caregivers, guardians, Elders, Knowledge Keepers and Knowledge Guardians to prioritize authentic Indigenous content
- formal and informal professional learning to support Indigenous learner success
- Indigenous resources that support professional knowledge, professional judgement and reflective practice.

Resources

Resources to support the development of the AQ Course *Teaching First Nations, Métis and Inuit Children* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.



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