Ontario College of Teachers
Ordre des enseignantes et des enseignants de l'Ontario

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Additional Qualification Course Guideline Teaching English Language Learners, Specialist

Schedule D – Teachers' Qualifications Regulation

April 2022

For teaching in English-language schools only – not offered in French

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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.

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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 is 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.

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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 *Teaching English Language Learners, Specialist* 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.

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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 student 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.

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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 student 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 all learners.

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*.

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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 all learners 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 all learners.

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 intellectual, 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.

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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 D (Three-Session)

Schedule D (see Appendix 1), three-session specialist AQ courses, allow educators to:

- enhance subject-specific professional practice, knowledge and skills as outlined in the *Teaching English Language Learners, Part I,* AQ course
- extend subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities as outlined in the *Teaching English Language Learners, Part II* AQ course
- apply the subject-specific professional practice, knowledge and skills in a leadership role as outlined in the *Teaching English Language Learners, Specialist* course.

Additional Qualification Course Requirements

The AQ course *Teaching English Language Learners, Specialist* 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.

Teaching English Language Learners, Specialist applies the subject-specific professional practice, knowledge and skills in a leadership role in the following required elements:

Anti-Oppression Foundation

- identifying and addressing personal, professional and systemic biases, assumptions, beliefs and barriers that impact newcomer and Canadian-born English Language Learners (ELLs).

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

- opportunities for candidates to reflect on and apply the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* in a variety of purposeful ways when teaching ELLs.

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

- application of lessons learned from the loss and revitalization of Indigenous languages and lands, traditions and ways of knowing as it relates to the newcomer experience
- meaningful inclusion of First Nation, Metis and Inuit histories, perspectives and knowledge systems in pedagogical practices and learning processes
- knowledge of the Truth and Reconciliation Commission of Canada: Calls to Action and the U*nited Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)* in English as a Second Language/English Language Development (ESL/ELD) programming and instruction.

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

- ESL/ELD curriculum and related English curricula
- additional curricula, policies, procedures and resources for K-12 development of English as a second or additional language, for example, assessment policies, equity and inclusion strategies.

Current Ontario legislation and regulation:

- knowledge and application of *Ontario Human Rights Code*, Accessibility for All (Accessibility for Ontarians with Disabilities Act S.O., 2005, c. 11), Anti-Racism Act, 2017, S.O. 2017, c. 15 and Privacy for all (Freedom of Information and Protection of Privacy Act) to teaching ELLs.

Accessibility for All

- implementation of program adaptations such as accommodations and modifications, accessible content, and inclusive design to support all ELLs.

Learning for All - Special Education

- processes for identification of special education needs among ELLs
- programming and collaboration to support ELLs with special education needs.

Application of current educational research

- qualitative and quantitative research associated with professional practices, policies, pedagogies and terminology in support of language learning, empowerment and agency
- current research related to trauma-informed pedagogical practices
- data of ELL representation in programs and pathways (for example, Special Education, applied streams).

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Application of theories of learning and teaching into practice

- current research related to translanguaging, polylingualism, multilingualism language acquisition theories
- theories of early and adolescent language acquisition
- frameworks for assessing and monitoring language acquisition and literacy development of ELLs across the curriculum (for example, Steps to English Proficiency [STEP]).

Learner-centred pedagogy

- knowledge of learners' competencies and skills in their first language to inform individual programming needs including English language acquisition
- understanding factors that impact ELLs and may cause learning gaps, such as migration experience, acculturation process, level of first language development, prior experience with English, prior schooling
- programming based on timely assessment to address learning needs
- strategies to engage ELLs in their learning (for example, co-construction of learning goals and success criteria, inquiry learning)
- instruction based on acknowledgment that ELLs are learning English, the language of instruction, at the same time as the Ontario curriculum.

Supports for learners' well-being

- resources and services to support ELL well-being (for example, interdisciplinary school teams, Board consultants, Ontario Student Records, settlement services, community agencies)
- development of learning skills to foster autonomy (for example, orientation to Ontario education, financial literacy, public libraries) within the school and broader communities
- social-emotional challenges to consider based on lived experiences (for example, migration experience, trauma, mental health and wellness, systemic barriers).

Teaching, assessing and evaluating

- development of subject-specific language and literacies through content-based and cross-curricular instruction and ongoing assessment
- program designation, planning, implementation and assessment differences between ESL and ELD
- planning, instruction, and assessment through differentiation and universal learning design grounded in current policies and practices
- school board intake processes for ELLs
- educator skills in English language reading, writing, oral communication
- collaboration with classroom educators by providing timely feedback, updated communication, assessment and reporting.

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Pathway and transition planning

- responsive pathway planning and supports for all transitions (for example, settlement processes, acculturation, post-secondary).

Safe, equitable and inclusive learning environments

- knowledge of diverse cultural norms related to learning, classroom interaction and learner-educator-family relationships
- strategies to create a welcoming and inclusive learning environment for ELLs
- building positive learner-educator relationships.

Teaching and learning through e-Learning principles

- competency with technology and digital communication tools to support multilingual learners
- learner access to digital tools, resources and accompanying support.

Culturally responsive and relevant pedagogical practices

- awareness of the diverse identities (for example, linguistic, cultural) of newcomer and Canadian-born ELLs
- application of culturally responsive and relevant pedagogical practices
- asset-based approaches to instructional practices that recognize ELLs' prior learning and lived experiences
- strategies to support and leverage learners' first languages, cultures, identities as resources in the classroom, school and community
- differentiation between cultural appreciation and cultural appropriation.

Social justice and democratic citizenship

- current immigration patterns and events that relate to ELLs' lived experiences
- strategies to foster ELLs' voice and agency.

Environmental sustainability

- strategies to engage ELLs in environmental stewardship through language learning.

Shared responsibility for learning

- strategies to communicate and foster reciprocal, trusting relationships with parents/guardians of ELLs
- learning with and from ELLs and families/guardians, Elders, Knowledge Keepers and Knowledge Guardians to contribute to the classroom community
- developing partnerships with community agencies and stakeholders to support ELLs.

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Communities of professional learning

- strategies to collaborate with classroom educators and school personnel to support learning, success and well-being of ELLs
- roles of ESL educator as leader and resource within the learning community.

Resources

Resources to support the development of the AQ Course *Teaching English Language Learners, Specialist* can be found on the College website and the Ontario Ministry of Education website.

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Appendix 1

Continuum Of Learning in Schedule D Additional Qualification (AQ) Courses

Considerations

- Consistency across the three Schedule D sessions to:
  - support the development and progression of knowledge, implementation and leadership
  - support candidates who take the sessions from different providers
- Candidates' professional experience and learning needs in relation to the required elements of the AQ course

Schedule D, Part 1		Schedule D, Part 2		Schedule D, Specialist - Leadership
Learning and Applying	→	**Applying and Extending**	→	**Leading, Researching and Advocating**
What do candidates need to know about the subject matter? – Develop content knowledge	→	What more do candidates need to know? – Deepen knowledge and implementation strategies	→	How do candidates become leaders in the subject area? - Develop leadership skills
Instructor (expert in the subject area) driven	→	Instructor and candidate drive	→	Candidate driven supported by instructor
Instructor leads co-construction of learning goals	→	Candidates take partial ownership of their learning goals related to the subject matter	→	Candidates develop learning goals to bring their knowledge to others
Understand core curriculum and policies related to subject matter	→	Dig deeper/Investigate into the core curriculum and policies related to subject matter	→	Analyze policies and legislation related to subject matter and measure impact at school and system level
Apply core curriculum and policies to candidates' teaching contexts	→	Apply core curriculum and policies to problems of practice in the field and implementation in professional learning communities	→	Lead change related to curriculum and policy implementation

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Understand the learning context of subject matter (for example, examine Standards of Practice, parent/guardian and community engagement strategies, learner identity) →	Engage with the learning context of subject matter (for example, apply Standards of Practice, parent/guardian and community engagement strategies, learner identity) →	Lead innovation in teaching and learning in the learning context (for example, investigate Standards of Practice, parent/guardian and community engagement strategies, learner identity)
Read research, theories and frameworks related to subject matter →	**Expand scope of** research, theories and frameworks related to subject matter (for example, candidates establish subject-specific research goals) →	**Develop leadership strategies to further** research, theories and frameworks related to subject matter
Apply subject content research to the candidates' teaching context →	Extend the application of subject content research to the teaching context of the candidate and beyond (for example, school, Board, community) →	Apply leadership strategies and subject content research to lead instructional practice

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Accessibility for Ontarians with Disabilities Act (AODA) Text: Continuum of Learning in Schedule D Additional Qualification (AQ) Courses

Schedule D, Part 1

This is the first level on a three-level continuum as outlined in the columns above.

Learning and Applying

- What do candidates need to know about the subject matter? – Develop content knowledge
- Instructor (expert in the subject area) driven
- Instructor leads co-construction of learning goals
- Understand core curriculum and policies related to subject matter
- Apply core curriculum and policies to candidates' teaching contexts
- Understand the learning context of subject matter (for example, examine Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Read research, theories and frameworks related to subject matter
- Apply subject content research to the candidates' teaching context.

Schedule D, Part 2

This is the second level on a three-level continuum as outlined in the columns above.

Applying and Extending

- What more do candidates need to know? – Deepen knowledge and implementation strategies
- Instructor and candidate driven
- Candidates take partial ownership of their learning goals related to the subject matter
- Dig deeper/Investigate into the core curriculum and policies related to subject matter
- Apply core curriculum and policies to problems of practice in the field and implementation in professional learning communities
- Engage with the learning context of subject matter (for example, apply Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Expand scope of research, theories and frameworks related to subject matter (for example, candidates establish subject-specific research goals)
- Extend the application of subject content research
- to the teaching context of the candidate and beyond (for example, school, Board, community).

Schedule D, Specialist – Leadership

This is the third level on a three-level continuum as outlined in the columns above.

Leading, Researching and Advocating

- How do candidates become leaders in the subject area? - Develop leadership skills
- Candidate driven supported by instructor,
- Candidates develop learning goals to bring their knowledge to others
- Analyze policies and legislation related to subject matter and measure impact at school and system level
- Lead change related to curriculum and policy implementation
- Lead innovation in teaching and learning in the learning context (for example, investigate Standards of Practice, parent/guardian and community engagement strategies, learner identity)
- Develop leadership strategies to further research, theories and frameworks related to subject matter
- Apply leadership strategies and subject content research to lead instructional practice.

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