



Additional Qualification Course Guideline First Nations, Métis and Inuit Students: Counselling and Support, Part II

Schedule D – Teachers' Qualifications Regulation

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Preface

Additional Qualification (AQ) course guidelines are designed following extensive consultation and feedback from course providers, course writers and members of the teaching profession.

AQ course guidelines serve as the framework for providers and instructors to develop courses.

AQ course guidelines are organized in the following two sections:

Section A: Additional Qualification Course Foundations

This section outlines the fundamental contexts that are embedded in the content of the AQ course. Education in Ontario embodies these to support educator and learner well-being. These fundamental contexts are essential to foster safe, welcoming and inclusive learning environments for all learners and educators.

Section B: Additional Qualification Course Design

This section identifies the regulatory elements and core concepts that are accreditation requirements for all AQ courses. This section also outlines specific content that allows educators to gain in-depth knowledge and skills related to the AQ course.

In this document, all references to candidates are to educators enrolled in the AQ course. References to learners indicate those enrolled in school programs.

Introduction

The Ontario College of Teachers (the College) is the self-regulating body for the teaching profession in Ontario and is responsible for:

- establishing and enforcing professional standards and ethical standards applicable to members of the College
- providing for the ongoing education of members of the College
- accrediting Additional Qualification (AQ) courses.

The College supports teaching excellence by preparing educators to work in varied and diverse educational contexts and geographical settings:

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in Regulation.

Section A: Additional Qualification Course Foundations

Placing students' interests and well-being first is at the core of teaching in Ontario.

Professional Learning in Ontario

Professional learning is an integral part of the teaching profession. Educators participate in ongoing professional learning with the goal of improving outcomes for Ontario learners.

Educators complete a four-semester, pre-service teacher education program to become qualified to teach in Ontario. Throughout their career, they continue to engage in professional learning offered in various formats such as sessions offered by Ministry of Education, School Board or community partners, professional reading and Additional Qualification (AQ) courses.

The AQ Course *First Nations, Métis and Inuit Students: Counselling and Support, Part II* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors facilitate adult learning practice that provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

AQ courses are designed by educators to inform and enhance professional practice. These courses allow educators to deepen their knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing educators for specific roles within the educational community.

When engaging in professional learning, educators are guided by the *Foundations of Professional Practice*.

Professional Learning Framework for the Teaching Profession

The *Professional Learning Framework for the Teaching Profession* describes opportunities and processes that support ongoing professional learning for educators. AQ courses offer an opportunity for educators to inform and advance their professional knowledge, skills, practices and values.

Ethical Standards for the Teaching Profession



Standards of Practice for the Teaching Profession



Standards based resources can be found on the [College web site](#).

Ontario's Learning Context

Ontario educators recognize that learning is influenced by the individual student's strengths, needs, interests and identity. Education in Ontario is complex and dynamic. Ontario's schools are learning communities that reflect the province's diversity. The *Ontario Human Rights Code* serves as the foundation for equitable, inclusive and accessible education.

The teaching profession in Ontario continues to evolve in response to the current and everchanging diversity of learners. Thus, educators are called upon to follow foundational principles that inform instructional practice. Through ongoing professional learning, educators deepen their understanding of the principles outlined below. In so doing, Ontario educators enhance their professional practice to support each student's learning and well-being.

Anti-Oppression Foundation

An anti-oppression foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices and inequalities. It recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of each learner.

Truth and Reconciliation Commission of Canada: Calls to Action

Ontario's educators are responsible to uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align their professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). They engage in authentic reconciliatory action by exploring and integrating First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that conversation and collaboration with Indigenous communities will guide them on the reconciliation journey.

Aménagement Linguistique Policy (PAL)

Section 23 of the Canadian Charter of Rights and Freedoms guarantees the French or English linguistic minority populations of a province the right to instruction in their own language.

In Ontario, the Aménagement Linguistique Policy (PAL) outlines the unique mandate of French-Language schools. Educators act as ambassadors and model the French language and francophone culture for learners. Educators deepen their understanding of learners' linguistic and cultural francophone identity. They collectively develop a provincial, national and international sense of belonging to *la Francophonie*.

Accessibility for All

Accessibility for all is rooted in the Accessibility of Ontarians with Disabilities Act, 2005. Accessibility, inclusion, equity and diversity are fundamental to everyday practice for teaching and learning. Accessibility creates opportunities for each learner to fully participate in their learning, showcase their abilities and benefit from all aspects of the education system. The implementation of adaptive strategies, accessible content and inclusive design for teaching and learning honours the strengths and needs of each learner.

Learning for All – Special Education

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

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 D, Part I/Part II/Specialist (Three Session)

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

- enhance subject-specific professional practice, knowledge and skills as outlined in the *First Nations, Métis and Inuit Students: Counselling and Support, Part I* course
- extend subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities as outlined in the *First Nations, Métis and Inuit Students: Counselling and Support, Part II* course
- apply the subject-specific professional practice, knowledge and skills in a leadership role as outlined in the *First Nations, Métis and Inuit Students: Counselling and Support, Specialist* course.

Additional Qualification Course Requirements

The AQ course *First Nations, Métis and Inuit Students: Counselling and Support, Part II* 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.

First Nations, Métis and Inuit Students: Counselling and Support, Part II extends subject-specific professional practice, knowledge and skills in the design and implementation of learning opportunities in the following required elements:

A. Vision of the Counsellor: First Nations, Métis and Inuit Context

“There is a unique role for guidance counselling for First Nations, Metis and Inuit students – there is community and individualized situations.”

Writing Team Participant, 2017

Walk in Our Moccasins: A Comprehensive Study of Aboriginal Education Counsellors in Ontario 2010 successfully articulated the role of the Native Education Counsellor.

The Native Education Counsellor is such a critical piece in facilitating Aboriginal Student Success at all levels in the school system (Association of Community Colleges, 2005). S/he fulfills so many roles and his/her presence is key in the retention, transition and graduation practices for Aboriginal students (Morrissette & Gadbois, 2006). Some of the duties of the Native Education Counsellor do include:

- provides social, mental and emotional counseling
- provides career guidance, academic plans and pathways
- plans and coordinates educational and cultural events
- plans and provides life skills, wellness and job readiness workshops (Darou, 1998)
- participates in school and community functions
- provides cultural sensitivity and organizes spiritual workshops (Wyrostok & Paulson, 2000)
- monitors student achievement and progress
- coordinates academic and special needs services to students
- researches and collates scholarship and bursary information
- accesses and locates funding and/or administers financial resources
- motivates, encourages and communicates with students
- participates and contributes in Student Education Plans
- collects data and provides reports according to funders
- maintains and submits budgets for their departments
- meets with other educators to bridge transitions between levels
- communicates between Institutions and Students

- communicates between all stakeholders and their representatives
- interprets information and policies and provides to stakeholders
- locates, maintains and distributes resources to educators
- participates in working committees that are directly related to students
- participates in strategic planning sessions to ensure a Native voice (Corbiere, 2000).

“The Native Education Counsellor is the point person at an institution for Aboriginal students. It is so important this role be maintained and maximized (with adequate space) for relevancy in educational services to occur. Aboriginal students require culturally competent counseling services that meet their educational, mental, cultural, emotional and spiritual needs. They need to feel that they belong and are valued and this is provided by the Native Education Counsellor.”

Walk In Our Moccasins: A Comprehensive Study of Aboriginal Education Counsellors in Ontario 2010

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

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* represent a collective vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to learners and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with learners, parents, families, caregivers, guardians, educational partners, colleagues, other professionals, the environment and the public.

The holistic integration of the standards within all course components supports the embodiment of the collective vision of the teaching profession that guides professional knowledge, learning and practice. The following principles and concepts support this holistic integration within the Additional Qualification course:

- understanding and embodying care, trust, respect and integrity
- fostering commitment to students and student learning
- integrating professional knowledge
- enriching and developing professional practice
- supporting leadership in learning communities
- engaging in ongoing professional learning.

Course candidates will continue to critically inquire into professional practices, pedagogies and ethical cultures through professional dialogue, collaborative reflection and the lenses of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

C. Fundamental Rights-Based Frameworks, Legislation and Ontario Context

Local, provincial, national and international rights-based frameworks and legislation are paramount to the development and implementation of Additional Qualification courses. These highlighted the requirements and responsibilities for sustaining human rights, social justice, liberatory practices and accessibility for all.

AQ Providers, course developers and course candidates are entreated to engage in critical reflection and dialogue related to these frameworks and legislations and explore the significance for professional practice

The list below, though non-exhaustive, provides a starting point for exploration within the context of the AQ course:

- [Ontario curriculum](#)
- Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11
- Ontarians with Disabilities Act, S.O., 2001, c. 32
- *Canadian Charter of Rights and Freedoms* Part 1 Schedule B Constitution Act 1982
- Canadian Human Rights Act of 1977
- Truth and Reconciliation Commission of Canada: Calls to Action
- United Nations Convention on the Rights of the Child
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of Persons with Disabilities

These documents inform the design, development and implementation of the Additional Qualification Course: *First Nations, Métis and Inuit Students: Counselling and Support, Part II*.

D. Theoretical Foundations of First Nations, Métis and Inuit Students: Counselling and Support, Part II

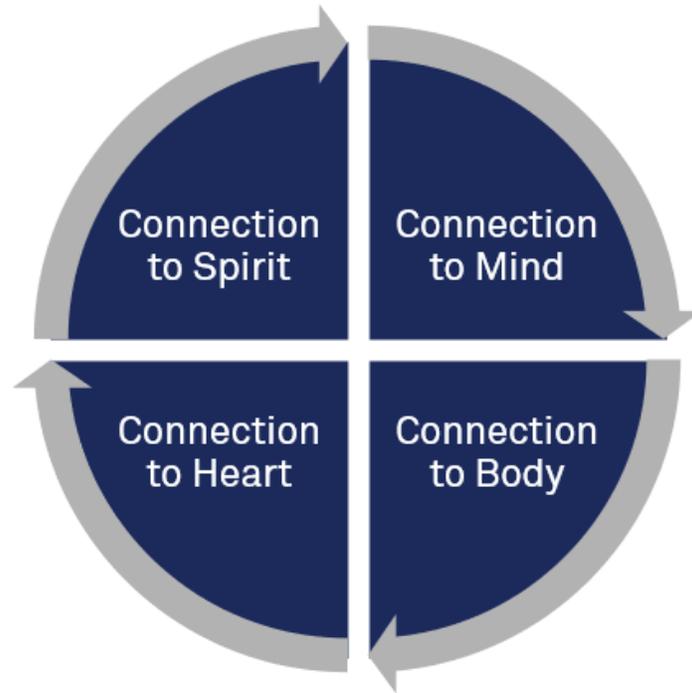


Figure 1: Medicine Wheel as organizing structure

First Nations, Métis and Inuit Students: Counselling and Support, Part II has the goal of critically exploring and enhancing professional practices, critical pedagogies, knowledge and skills as outlined in the *First Nations, Métis and Inuit Students: Counselling and Support, Part II* course.

The use of the Medicine Wheel as an organizing structure for this conceptual framework signifies the importance of a non-linear and cyclical process of instruction and pedagogy in First Nations learning.

The Medicine Wheel that surrounds the learner in this *First Nations, Métis and Inuit Students: Counselling and Support, Part II* Additional Qualification with a focus on professional practice and knowledge exhibits the four core areas of knowledge that both form the basis of and are the goals of this course:

- Connection to Mind
- Connection to Body
- Connection to Heart
- Connection to Spirit.

The course needs to start off with the building of awareness through learning about the community and surroundings. As awareness grows, the learner can begin to meaningfully engage in a process of gathering information through the community and the available resources. This enables the learner to participate in experiencing the learning through experiential activities. It is these experiential activities that enable the creation of knowledge.

This is a cyclical, continuous and lifelong path of learning. The conceptual framework for the course content encourages candidates to reflect on their learning process by considering the building of the connections to mind, body, heart and spirit. Candidates in this course will begin to build their knowledge of First Nations, Métis, and Inuit peoples of Canada. Candidates will start the process by embracing connection to content. Candidates will begin to develop a greater understanding for the unique situations that many of their First Nations, Métis, and Inuit students while developing holistic support structures.

“They should be recognized. Respect and honour the pace of the child. Give praise to those who are doing their best with what they have.”

Writing Team Participant, 2017

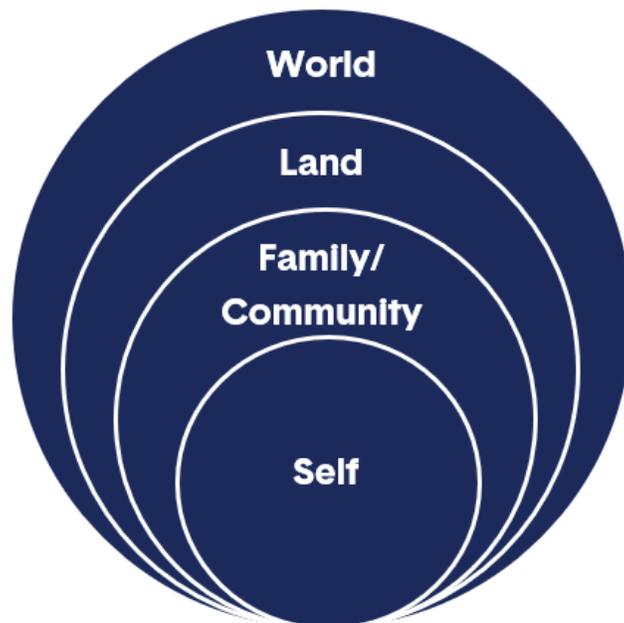


Figure 2: Connections to self

Candidates will explore the importance of the connections to self, family/community, land and the world.

General Principles

- participating in a professional culture that engages in critical self-reflection to assess how supporting practice is influenced by one's lived experiences, positionality and identity
- fostering a culture of respect and appreciation for the diversity and complexity of First Nations, Métis, and Inuit people in Canada
- enhancing professional practice by exploring the importance of First Nations, Métis, and Inuit places and relationships.

Specific Principles

- fostering a professional dialogue regarding the connection between supporting practices with culture, language, treaty areas, geography, traditional teachings, histories, demographics and current issues facing First Nations, Métis, and Inuit people in Ontario
- supporting professional practice that explores and critically integrates a variety of authentic First Nations, Métis, and Inuit traditional teachings into the environment and practices of support workers.

E. Pedagogical Inquiry: First Nations, Métis and Inuit Students: Counselling and Support, Part II

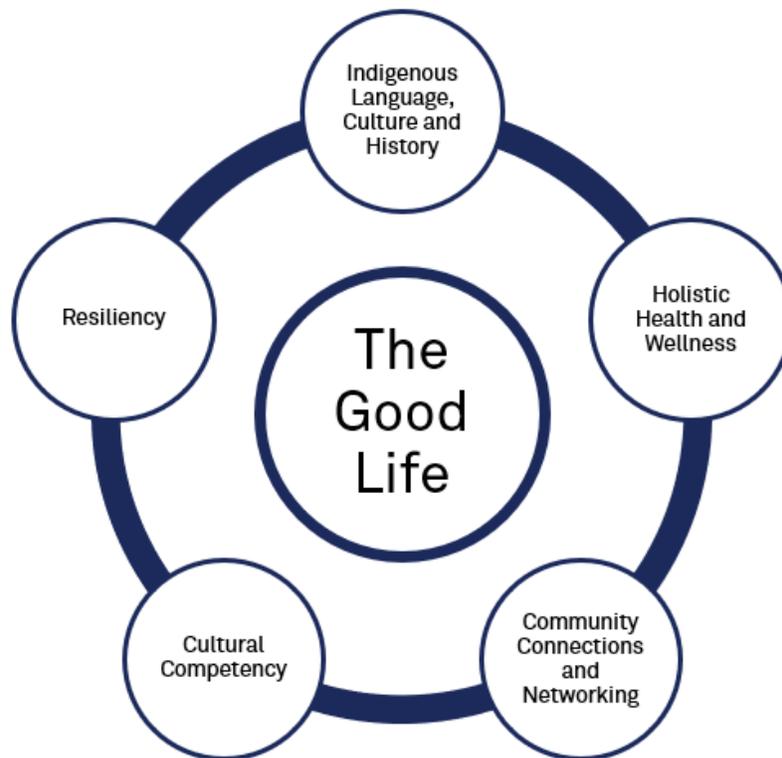


Figure 3: Supporting Indigenous Learning and Well-Being

Honouring Indigenous Knowledge and Practices

“Intergenerational effects are important; every family has a different history, some worse than others. You can’t tell by looking at someone what their family has gone through and what they might be carrying with them.”

Writing Team Participant, 2017

Course candidates will critically explore the following course concepts:

Indigenous Language, Culture and History

History of Colonialism

- exploration of the history and impacts of colonialism on the relationships between all peoples of Canada. Guidance support workers will have a solid understanding of this relationship to support students in a balanced way.

Intergenerational Impacts

- critically exploring the past and current intergenerational impacts of the Indian Residential School system, Sixties Scoop and Canadian government policy (for example, Indian Act and Enfranchisement Act).

Holistic Health and Wellness

Supporting Students' Gifts

- actively engaging students to fully understand their respective gifts and develop a plan to support students as they embrace their gifts.
- child and mental health workers, trained trauma counsellors and guidance counsellors can act as a team to help students deal with intergenerational trauma and this must be cultural specific.

Note: Each part of the Additional Qualification will build upon the previous.

F. Research, Professional Learning and the Scholarship of Pedagogy

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes framed within an anti-oppression and anti-racism foundation:

- critically exploring and reflecting on past, current and evolving practices in *First Nations, Métis and Inuit Students: Counselling and Support, Part II*
- critically exploring professional practice through ongoing inquiry into theory and pedagogy/andragogy
- engaging in transformational professional learning through research, scholarship and leadership
- critically exploring critical pedagogy that integrates research and the scholarship of pedagogy/andragogy into teaching practice
- engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring knowledge-creation and mobilization to enhance professional practice and leadership
- critically exploring ethical responsibilities in research and scholarship that honour and embody the *Ethical Standards for the Teaching Profession*.

Resources

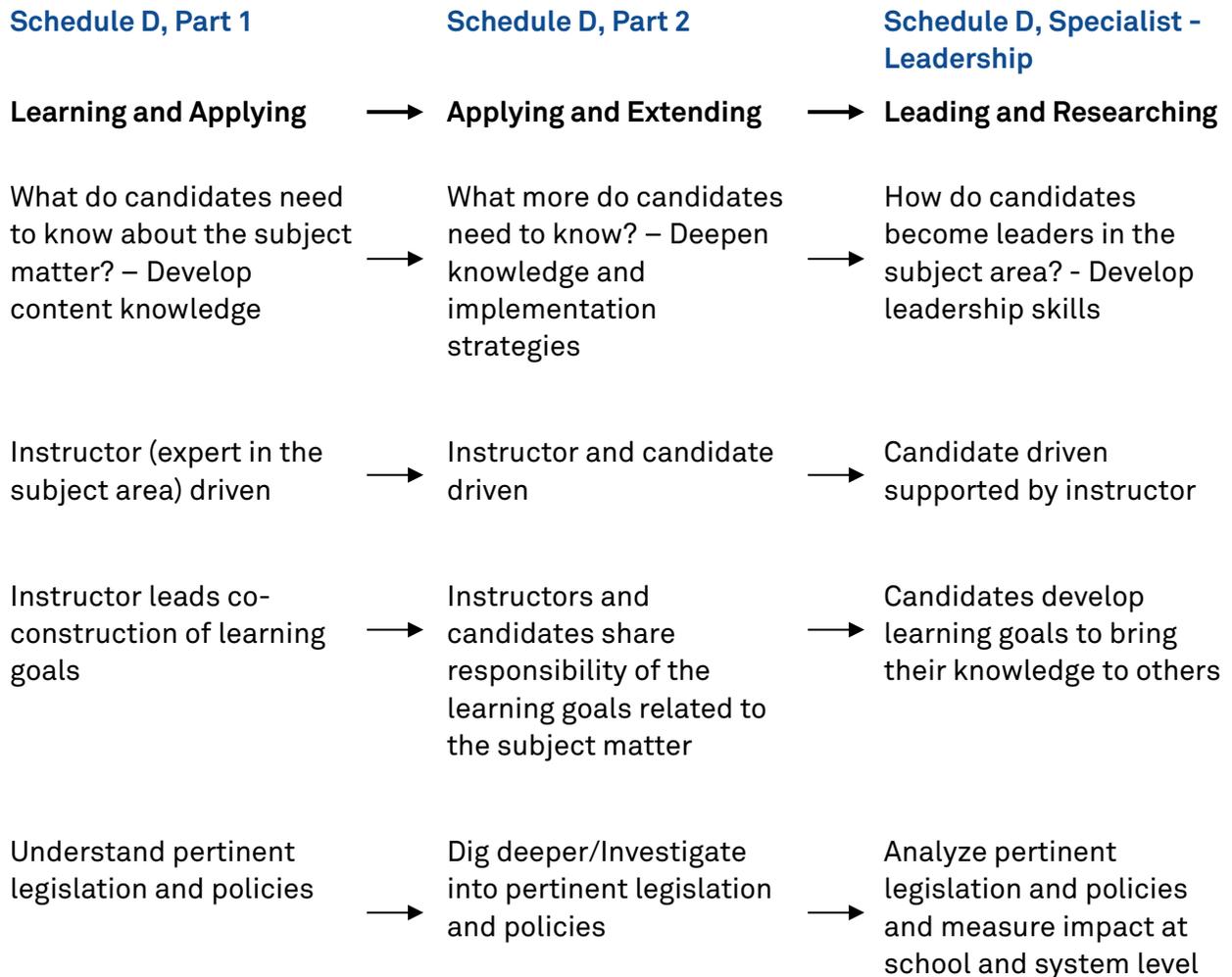
Resources to support the development of the AQ Course *First Nations, Métis and Inuit Students: Counselling and Support, Part II* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.

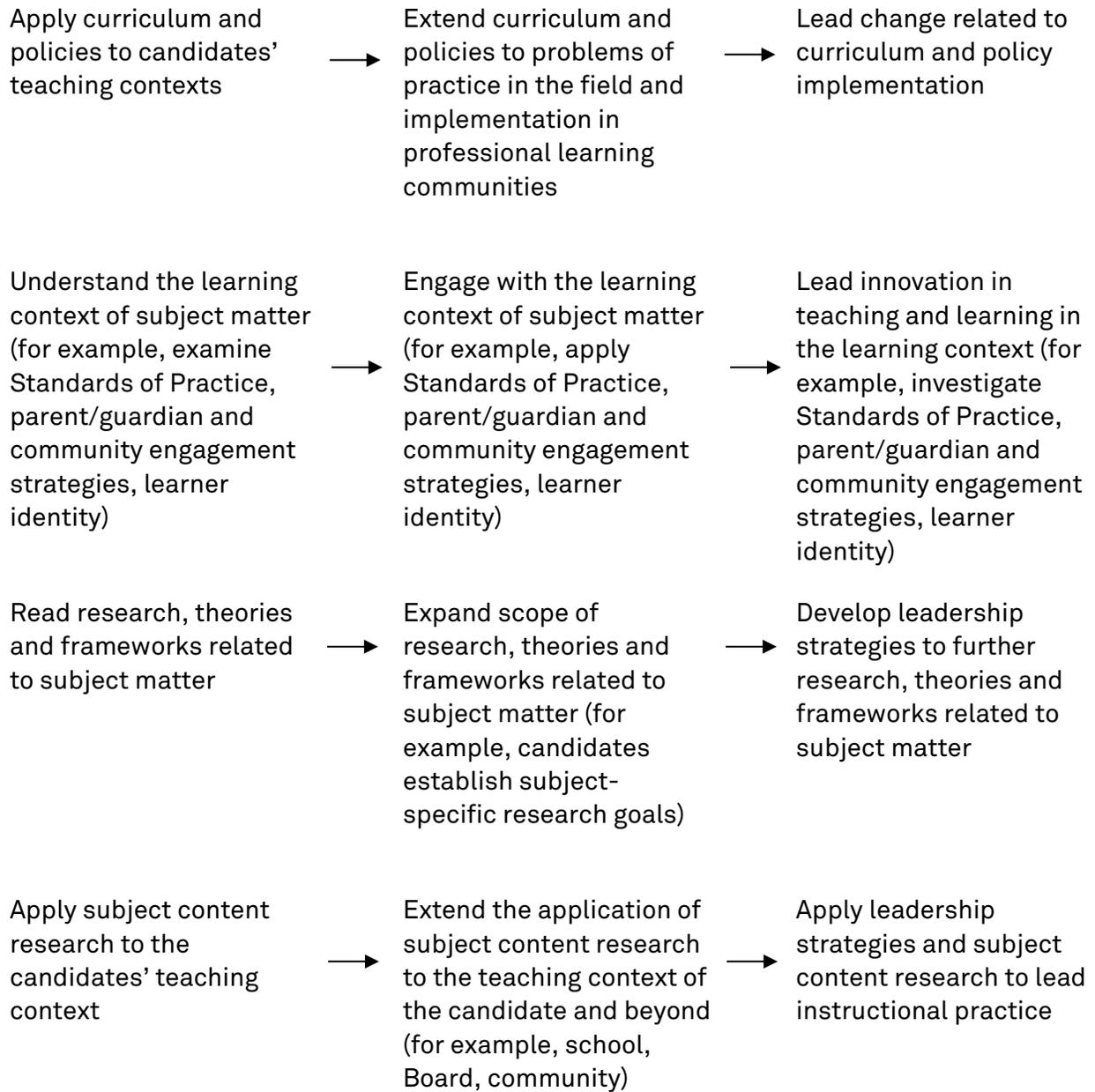
Appendix 1

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.





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

Accessibility for Ontarians with Disabilities Act (AODA) Compliant Text:

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 pertinent legislation and policies
- Apply 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
- Instructors and candidates share responsibility of the learning goals related to the subject matter
- Dig deeper/Investigate into pertinent legislation and policies
- Extend 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 and Researching

- 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 pertinent legislation and policies 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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