



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# **Additional Qualification Course Guideline Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up**

## **Schedule F Teachers' Qualifications Regulation**

**June 2016**

Ce document est disponible en français sous le titre *Ligne directrice du cours menant à la qualification additionnelle : Coiffure et esthétique — mode et maquillage de scène*, juin 2016.

## **Additional Qualification Course Guideline**

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### **1. Introduction**

The Schedule F *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* Additional Qualification course guideline provides a conceptual framework (Figure 1) for providers and instructors to develop and facilitate the Schedule F *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* course. This guideline framework is intended to be a fluid, holistic and integrated representation of key concepts associated with *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*.

The Additional Qualification (AQ) guideline *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* is organized using the following conceptual framework:



Figure 1: Conceptual Framework

Teachers are able to take the Additional Qualification course: *Teaching Hairstyling and Aesthetics – Fashion and Theatrical Make-up* if they hold a technological education qualification at Grades 9 and 10 or Grades 11 and 12 in the broad-based area of Teaching Hairstyling and Aesthetics.

The Additional Qualification Course: *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* employs a critical, pedagogical lens to explore

in a holistic and integrated manner theoretical foundations, learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning across the divisions. Through these explorations, candidates strengthen professional efficacy by gaining in-depth knowledge, refining professional judgment and generating new knowledge for practice.

Teachers qualified in *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* facilitate active inquiry-based learning by combining knowledge of student development and learning with knowledge and understanding of subject matter, pedagogy and technological expertise. Successful candidates of this AQ will demonstrate technical proficiency in each of the technologies identified in *Part Eight, Demonstrated Competence in Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*.

### **AQ Course Implementation**

Course providers, instructors and developers will use this AQ guideline framework to inform the emphasis given to key guideline concepts in response to candidates' diverse professional contexts, knowledge, skills and understandings.

Critical to the holistic implementation of this course is the modeling of a positive learning environment that reflects care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing professional learning.

The Ontario College of Teachers recognizes that candidates working in the publicly funded school system, independent/private institutions or First Nations schools will have a need to explore topics and issues of particular relevance to the context in which they work or may work.

### **Provincial Context**

The French language and the English language communities will also need to implement these guidelines to reflect the unique contextual dimensions and needs of each community. Each of these language communities will explore the guideline content from distinct perspectives and areas of emphasis. This flexibility will enable both language communities to implement *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* as understood from a variety of contexts.

In this document, all references to “candidates” are to teachers enrolled in the Additional Qualification course. References to “students” indicate those enrolled in school programs.

## 2. Professional Identity and the Image of the Learner

The professional identity of the AQ course instructor and course candidates conveyed in this AQ course guideline reflects the vision of the educator articulated in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

This vision of the educator (Figure 2) positions professional educators as innovative scholars and practitioners, critical pedagogues who forward social and ecological justice, as well as:

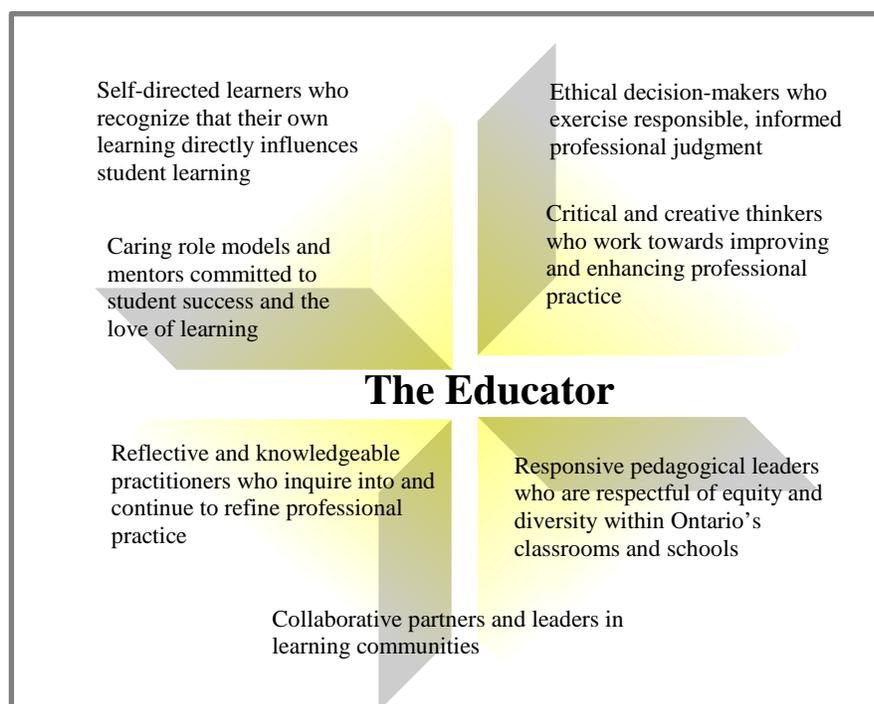


Figure 2: Image of the Educator<sup>1</sup>

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<sup>1</sup> Note. From “The Foundations of Professional Practice,” by Ontario College of Teachers, 2012, p. 17. Copyright 2012 by Ontario College of Teachers. Reprinted with permission.

The image of the student conveyed in this AQ (Figure 3) is of a learner who is empowered, independent, a democratic citizen, knowledgeable, creative, collaborative, a critical thinker, ethical, reflective, accepting, inclusive, courageous, self-assured, a problem-solver, and whose voice and sense of efficacy are integral to shaping the teaching and learning process.

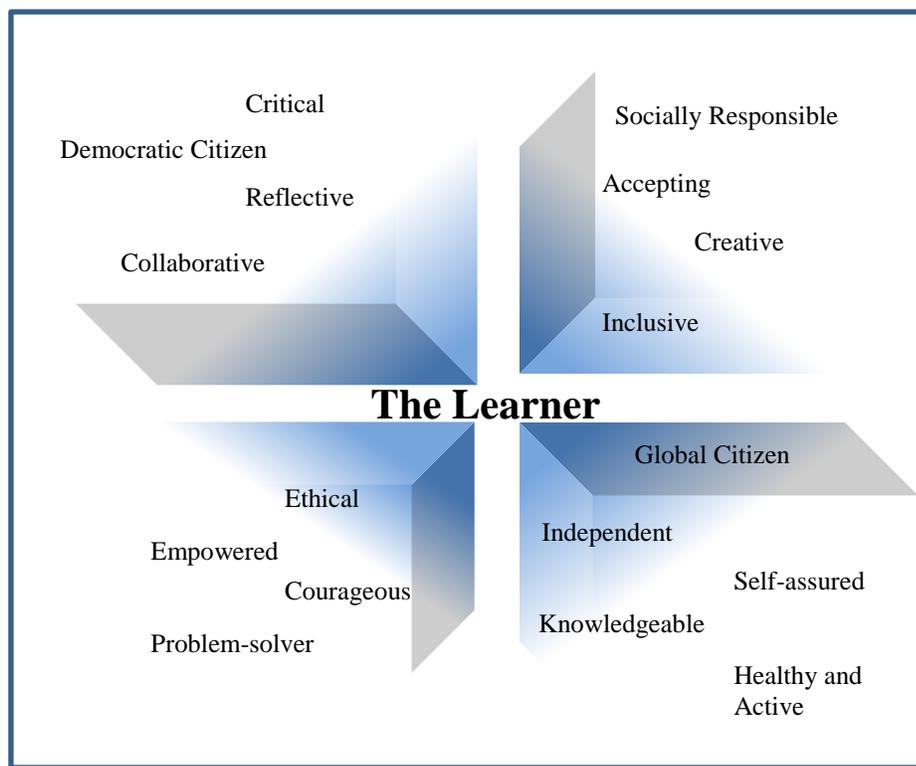


Figure 3: Image of the Learner

### 3. Regulatory Context

The College is the self-regulating body for the teaching profession in Ontario. The College's responsibility related to courses leading to Additional Qualifications includes the following:

- to establish and enforce professional standards and ethical standards applicable to members of the College
- to provide for the ongoing education of members of the College
- to accredit Additional Qualification courses and more specifically,

*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.*

(Regulation 347/02, Accreditation of Teacher Education Programs, Part IV, Subsection 24).

Additional Qualifications for teachers are identified in the *Teachers' Qualifications Regulation* (Regulation 176/10). This regulation includes courses that lead to Additional Qualifications, the Principals' Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division and the Supervisory Officer's Qualifications. A session of a course leading to an Additional Qualification shall consist of a minimum of 125 hours as approved by the Registrar. Accredited Additional Qualification courses reflect the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*.

The AQ course developed from this guideline is open to candidates who meet the entry requirements identified in the *Teachers' Qualifications Regulation*.

Successful completion of Additional Qualification: *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*, listed in Schedule F of the *Teachers' Qualifications Regulation*, is recorded on the Certificate of Qualification and Registration.

#### **4. Foundations of Professional Practice**

The *Foundations of Professional Practice* conveys a provincial vision of what it means to be a teacher in Ontario. This vision lies at the core of teacher professionalism. The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* (Appendix 1) are the foundation for the development and implementation of the Additional Qualification course. These nine standards, as principles of professional practice, provide the focus for ongoing professional learning in the Additional Qualification Course: *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*. In addition, the *Professional Learning Framework for the Teaching Profession* is underpinned by the standards, articulates the principles on

which effective teacher learning is based and acknowledges a range of options that promote continuous professional learning.

The ongoing enhancement of informed professional judgment, which is acquired through the processes of lived experience, inquiry and critical reflection, is central to the embodiment of the standards and the *Professional Learning Framework for the Teaching Profession* within this AQ course and professional practice.

The *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* serve as guiding frameworks that underpin professional knowledge, skills and experiences that teachers require in order to teach effectively within and contribute to an environment that fosters *respect, care, trust and integrity*.

### **Teacher Education Resources**

The College has developed resources to support the effective integration of the standards within Additional Qualification courses. These teacher education resources explore the integration of the standards within professional practice through a variety of educative, research and inquiry-based processes. These resources can be found on the College web site:

<http://www.oct.ca/resources/categories/professional-standards-and-designation>

These teacher education resources support the development of professional knowledge, judgment and efficacy through critical reflective praxis. The lived experiences of Ontario educators are illuminated in these teacher education resources and serve as key supports for AQ courses.

## **5. Pedagogical Inquiry Framework**

The pedagogical inquiry framework (Figure 4) for *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* supports a holistic, integrated, experiential and inquiry-based AQ course. This pedagogical inquiry framework supports the professional knowledge, judgment, critical pedagogies and practices of course candidates.



Figure 4: Pedagogical Inquiry Framework for *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*

### **A. 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 students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, 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 AQ 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*.

### **B. Guiding Concepts for Pedagogical Inquiry**

The following theoretical concepts are provided to facilitate the holistic design and implementation of this AQ course through pedagogical and professional inquiries.

This Additional Qualification course supports critical reflective inquiry and dialogue informed by the following concepts which will be critically explored through holistic and interrelated processes:

- critically exploring assumptions, beliefs and understandings associated with teaching and learning within the context of this AQ
- critically exploring the professional identity and practices associated with the views of teachers as co-inquirers, teacher scholars and teacher researchers working alongside student researchers in the co-creation of democratic, knowledge-rich learning environments
- critically exploring and interpreting Ontario's curriculum, policies, frameworks, strategies and guidelines related to the Broad Based Technology
- collaboratively examining and integrating the meaningful and respectful inclusion of First Nations, Métis and Inuit ways of knowing, cultures, histories and perspectives in teaching and learning processes as valid means to understand the world
- critically exploring multiple ways of knowing and being in the community

- applying critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs
- critically exploring pedagogical processes and assessment and evaluation practices that link curriculum to student interests, strengths, inquiries, needs, resiliency, well-being and mental health
- critically examining processes, practices and policies to create and sustain holistic learning environments that nurture the intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development of the student
- engaging and collaborating with school personnel, parents/guardians, caregivers, the community, local business and industry as it relates to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically exploring engagement processes and practices that foster collaboration with in-school personnel, parents/guardians and the community to support student learning, resiliency and well-being
- critically exploring and integrating a variety of resources, including technological and communication resources, to enhance professional knowledge in support of student learning, independence, well-being and agency
- critically exploring professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy
- critically examining the ethical principles, ethical knowledge and ethical actions that contribute to collective ethical pedagogy and leadership
- critically exploring and integrating environmentally sustainable practices, policies and pedagogies
- critically examining processes to foster responsible and active environmental stewardship, social justice and democratic citizenship
- collaboratively exploring the co-construction of communities of inquiry committed to critical pedagogy, ongoing professional learning and collective professional efficacy
- critically exploring innovative practices for integrating information and communication technology to enhance teaching and learning
- critically examining the processes involved in creating and sustaining safe, healthy, equitable, holistic and inclusive learning environments that honour and respect diversity, facilitate student learning, foster student voice, encourage critical thinking and promote social justice

- critically examining qualitative and quantitative research associated with professional practices, policies and pedagogies in support of student learning, empowerment and agency
- critically exploring and integrating educational processes, practices and policies that support students' well-being, resiliency, efficacy and mental health
- critically exploring and integrating inclusive processes for fostering interprofessional collaboration that support the collaborative development and implementation of Individual Education Plans (IEPs) and Transition Plans for students
- critically examining processes, practices and policies that contribute to a school and/or system culture of inquiry that promotes openness to innovation, change, culturally inclusive pedagogies and the democratization of knowledge
- critically exploring and integrating emerging technologies that support *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically reflecting on health and safety risks associated with *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically applying knowledge and skills to create and maintain a safe learning environment that addresses program needs: curriculum, material handling, tool handling and equipment storage, supervision, safety standards and practices that are respectful of the environment
- collaboratively exploring and integrating technological literacy related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- designing and managing portfolios as well as developing written technical reports
- critically exploring and integrating mathematical literacy in *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- collaboratively exploring business management and entrepreneurial practices related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- collaboratively and critically inquiring into practice through reflection, active engagement and innovation
- critically reflecting on the various professional practices and career opportunities associated with *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*

- critically exploring and integrating differentiated instruction, universal design and experiential learning to support student growth and development.

### **C. Ontario Context: Curriculum, Policies, Legislation, Frameworks, Strategies and Resources**

The Additional Qualification Course: *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. These documents inform the design, development and implementation of the Additional Qualification Course: *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* and can be viewed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*.

### **D. Theoretical Foundations of Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring various theoretical frameworks underpinning this AQ, the principles fundamental to these frameworks and their practical applications in supporting student learning
- critically exploring the relevance of critical pedagogy and constructivist theories as theoretical foundations for this AQ
- critically exploring current theoretical research, literature and scholarship related to this AQ
- critically exploring the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations for teacher professionalism within the Additional Qualification Course: *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically reflecting on teaching practice and engaging in professional dialogue regarding the relationship between theory and practice, as well as between practice and theory

- critically exploring critical pedagogy that is committed to curriculum design using students' inquiry questions, passions and interests
- critically exploring theories of child and adolescent development
- critically exploring Ontario curriculum, resources and government policies, frameworks and strategies related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically exploring and integrating learning theories and the individual learning strengths, styles and needs of students
- critically and collaboratively inquiring into the dimensions associated with creating and sustaining safe, inclusive, accepting and engaging learning environments
- critically exploring and integrating holistic and inclusive educational programs that build on learners' abilities and empower them to reach their learning goals
- critically exploring the significance of relevant legislation including the Ontario Human Rights Code, Ontarians with Disabilities Act, and the Accessibility for Ontarians with Disabilities Act (AODA) and associated responsibilities of professional practice
- critically exploring teachers' legal obligations and ethical responsibilities according to current provincial legislation and practices
- critically exploring and integrating problem solving processes, methods and approaches as they relate to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically exploring and integrating the fundamental technological concepts associated with *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*.

### **E. Program Design, Planning and Implementation**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring and deepening understanding of how the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* can inform a program planning framework
- critically exploring the influence of society's diverse and changing nature on student learning, resiliency and well-being

- critically exploring and deepening understanding of program design, planning, development and implementation strategies and frameworks related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically exploring the philosophical underpinnings that strengthen teachers' professional efficacy to support curricular and interdisciplinary integration
- critically exploring various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices, and the implementation of equitable assessment and evaluation practices
- critically exploring and deepening understanding of differentiated instruction, universal design and the tiered approach in program planning, development and implementation
- critically exploring learning resources that support student learning and engagement (for example, print, visual and digital)
- critically exploring the types of secondary school pathways (including apprenticeship, college, university and workplace) and their relationship to students' post-secondary goals and career opportunities
- critically exploring how students' lived experiences, development, strengths, inquiries, interests and needs can inform program planning, development and implementation
- critically exploring the integration of culturally inclusive pedagogies within program design, planning and development
- critically exploring strategies that support learners' resiliency, well-being and mental health
- critically exploring planning and instructional processes that honour students' learning styles, strengths and experiences
- facilitating shared leadership in the implementation of local and provincial guidelines and policies that support safe and effective learning environments
- critically inspecting and reporting on the learning environment, facilities, equipment needs, resources and state of maintenance and repair for delivering *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- critically applying the theoretical foundations of *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* by incorporating the broad-

based pedagogical approach that embeds problem solving and fundamental technological concepts

- fostering leadership and shared responsibility for the safe, ethical and legal use of technology in *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* programs
- critically exploring pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support student learning and foster student engagement.

## **F. Learning Environments and Instructional Strategies**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring processes for the creation of inclusive and vibrant learning environments that reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- creating and sustaining positive, ethical, equitable, accepting, inclusive, engaging and safe learning environments
- critically exploring processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging
- critically exploring processes for fostering a collaborative community of empowered and engaged learners
- fostering engaging, trusting and inviting learning environments that promote student voice, leadership, critical inquiry and self-regulation
- critically exploring a variety of instructional strategies to support student learning, resiliency and well-being
- cultivating safe, ethical, legal and respectful practices in the use of information and communication technologies to support pedagogical practices
- critically exploring inclusive and innovative learning environments that integrate a variety of instructional strategies to respond the interests, strengths and needs of all learners (for example, universal design, experiential learning, differentiated instruction, inquiry and the tiered approach)

- critically exploring processes that engage students as active, democratic and global citizens in supporting environmental, social and economic sustainability
- critically exploring the professional identity, knowledge and leadership practices of educators as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, the *Professional Learning Framework for the Teaching Profession* and the *Foundations of Professional Practice*
- fostering shared leadership and responsibility for the safe and effective management of a variety of technical learning environments
- promoting a shared commitment and responsibility towards planning, organizing and implementing effective health, safety, sanitation and environmental standards in the *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* facility
- cultivating a culture of shared leadership and responsibility towards facility design and maintenance practices as per industry standards
- fostering a culture of collective understanding and compliance with workplace health and safety legislation and standards related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*.

### **G. Reflecting, Documenting and Interpreting Learning**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness and cognitive development of all students
- critically exploring feedback processes that empower and inspire students to positively reflect on and identify goals for their learning
- fostering an examination of feedback that engages students in the critical analysis and interpretation of the learning process
- critically exploring culturally inclusive processes for reflecting, documenting and interpreting learning
- critically exploring and integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum, frameworks and policy documents

- critically exploring assessment practices for the following three purposes: to provide feedback to students and to adjust instruction (assessment *for* learning); to develop students' capacity to be independent, autonomous learners (assessment *as* learning); to make informed judgements about the quality of student learning (assessment *of* learning).

## H. Shared Responsibility for Learning

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring a variety of effective communication and engagement strategies for authentic collaboration with parents/guardians, school/board personnel and community agencies
- fostering partnerships with parents/guardians that honour and value shared decision-making, advocacy and leadership
- critically and creatively exploring processes to encourage and honour student voice and identity in the learning process through shared decision-making and leadership
- critically exploring strategies and opportunities for professional collaboration that support student learning, resiliency, well-being and leadership
- critically exploring and openly addressing biases, discrimination and systemic barriers in order to support student learning, resiliency, well-being and inclusion
- critically exploring and analyzing positive, inclusive educational and professional cultures in which perspectives are freely-expressed and critically analyzed
- understanding and respecting the importance of shared responsibility and partnership that promote social and ecological justice as conveyed in the *Foundations of Professional Practice*
- collaboratively designing strategies for establishing links between the school community, industry and the *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* program
- critically exploring and integrating sector-specific learning opportunities in other curriculum areas

- critically exploring professional collaboration within interdisciplinary teams to support student learning, resiliency, self-advocacy and transitions.

### **I. Research, Professional Learning and the Scholarship of Pedagogy**

The exploration of the following guiding concepts will be facilitated through holistic and interrelated inquiry processes:

- critically exploring and reflecting on past, current and evolving practices in *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*
- 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.

## **6. Instructional Design and Practices in the Additional Qualification Course: Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up**

The instructional design and practices (Figure 5) employed in this AQ course reflect adult learning theories, effective andragogical processes and experiential learning methods that promote critical reflection, dialogue and inquiry.

Candidates collaboratively develop with course instructors the specific learning inquiries, learning experiences, holistic integration processes, and forms of assessment and evaluation that will be used throughout the course.

In the implementation of this Additional Qualification course, instructors **facilitate** andragogical processes that are relevant, meaningful and practical to provide candidates with inquiry-based learning experiences related to program design, planning, instruction, pedagogy, integration, and assessment and evaluation. The andragogical processes include but are not limited to: experiential learning, role-play, simulations, journal writing, self-directed

projects, independent study, small group interaction, dialogue, action research, inquiry, pedagogical documentation, collaborative learning, narrative, case methodologies and critical reflective praxis.

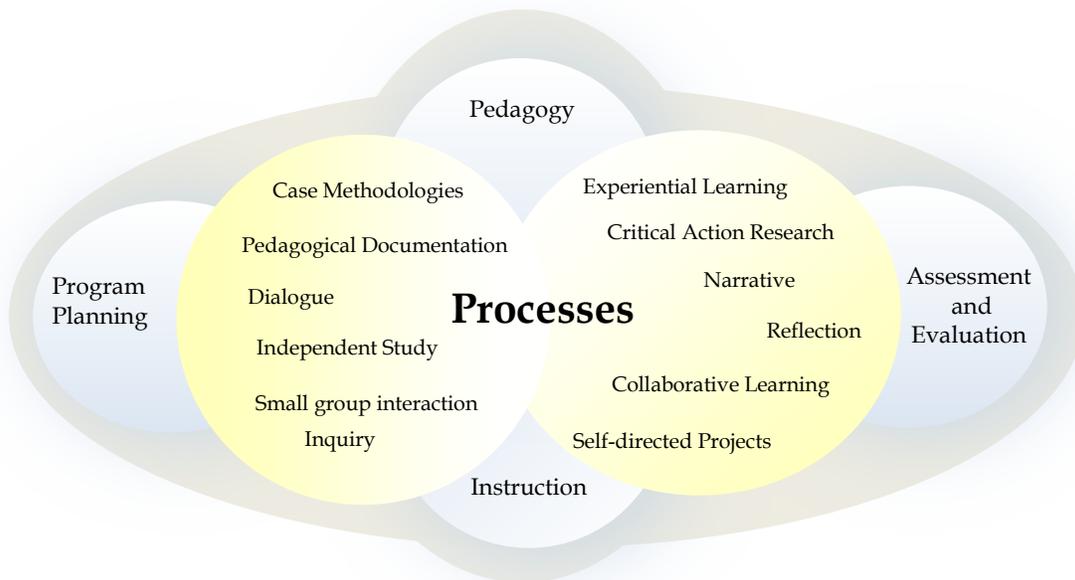


Figure 5: Instructional Processes

Instructors **embody** the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, honour the principles of adult learning, respect candidates' experience, recognize prior learning, integrate culturally inclusive practices and respond to individual inquiries, interests and needs. Important to the course are opportunities for candidates to create support networks, receive feedback from colleagues and instructors and share their learning with others. Opportunities for professional reading, reflection, dialogue and expression are also integral parts of the course.

Instructors **model** critical inquiry, universal design and differentiated instruction and assessment practices that can be replicated or adapted in a variety of classroom settings.

### **Experiential Learning**

Candidates will be provided with opportunities to engage in experiential learning related to key concepts and aspects of *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up* as collaboratively determined by both the instructor and course candidates. The intent of the experiential learning

opportunities is to support the application and integration of practice and theory within the authentic context of teaching and learning. Candidates will also engage in critical reflection and analysis of their engagement in experiential learning opportunities and inquiries related to *Teaching Hairstyling and Aesthetics - Fashion and Theatrical Make-up*. The professional judgment, knowledge, skills, efficacy and pedagogical practices of candidates will be enhanced and refined through experiential learning and critical inquiry.

The College's standards-based resources help to support experiential learning through various professional inquiry processes. These can be found at: <http://www.oct.ca/resources/categories/professional-standards-and-designation>

## **7. Assessment and Evaluation of Candidates**

At the beginning of the course, candidates will collaboratively develop with course instructors the specific learning inquiries, learning experiences and forms of assessment and evaluation that will be used throughout the course. Instructors will provide opportunities for regular and meaningful feedback regarding candidates' progress throughout the course.

A balanced approach to candidate assessment and evaluation is used. It includes the combination of self, peer and mutual (instructor and candidate) assessment, as well as instructor evaluation. The assessment and evaluation strategies reflect effective, collaborative and inquiry-based practices. A variety of assessment approaches will be used that enable candidates to convey their learning related to course inquiries. The course provides opportunities for both formative and summative assessment and evaluation.

Central to candidates enrolled in Additional Qualification courses is the opportunity to be engaged in relevant and meaningful inquiries. Assignments, artefacts and projects enable candidates to make connections between theory and practice. At the same time, assignments also allow candidates flexibility, choice and the opportunity to design individual inquiry opportunities.

Learning processes support an in-depth exploration of concepts and inquiries. These processes occur over the duration of the course and are reflective of critical thinking and reflection as the candidate gains knowledge and skills over the duration of the course.

The evaluation practices will also support significant and in-depth critical inquiries utilizing a variety of processes over the duration of the course. These inquiry-based assessment processes provide opportunities for candidates to illustrate a depth of professional knowledge, skills, pedagogies, ethical practices and instructional leadership.

A final culminating experience in the course is recommended. This synthesis experience will reflect the in-depth knowledge and understanding gained as a result of engagement in this AQ. It will also include critical reflections and an analysis of a candidate's learning over time.

The following processes are provided to guide assessment practices within this AQ course and are reflective of experiential learning and critical pedagogies. This list is not exhaustive.

<p>a) <b>Pedagogical Leadership:</b> co-constructing, designing and critically assessing culturally inclusive learning opportunities that integrate student voice, strengths, interests and needs. The learning opportunities will incorporate a variety of technologies and resources and are reflective of Ministry of Education curriculum</p> <p>b) <b>Pedagogical Portfolio:</b> creating a professional portfolio that critically analyzes teaching and learning philosophies, assumptions, practices and pedagogies designed to inform ethical and democratic learning environments</p> <p>c) <b>Pedagogical Documentation:</b> assembling visible records (for example, written notes, photos, videos, audio recordings, artefacts and records of students' learning) that enable teachers, parents and students to discuss, interpret and reflect upon the learning process</p> <p>d) <b>Critical Action Research:</b> engaging in individual and/or collaborative action research that is informed by the critical exploration of various action research approaches</p> <p>e) <b>Case Inquiry:</b> critically reflecting on and inquiring into professional practice through case writing and/or case discussion</p> <p>f) <b>Transition Plan:</b> critically reflecting on and analyzing a student transition plan and generating recommendations for enhancement</p>	<p>g) <b>Narrative Inquiry:</b> collaboratively and critically analyzing narratives of teaching and learning through a number of lenses (for example, professional identity, professional efficacy, ethical leadership and critical pedagogies) utilizing the processes of narrative writing and/or narrative discussion</p> <p>h) <b>Innovative Learning Experience:</b> designing and facilitating an engaging, innovative learning experience that reflects differentiated instruction, universal design and the tiered approach</p> <p>i) <b>IEP Development:</b> collaboratively developing an IEP with the family, student and school team</p> <p>j) <b>Partnership Plan:</b> designing a comprehensive plan that engages students, families and the school and local communities in collaborative partnerships that support student learning, growth, resiliency and well-being</p> <p>k) <b>Critical Reflection:</b> critically analyzing educational issues associated with this AQ utilizing scholarly research through multiple representations (for example, narratives, written documentation, images or graphics)</p> <p>l) <b>Visual Narrative:</b> creating a visual narrative (for example, digital story) that helps to support the collective professional identity of the teaching profession and advances professional knowledge and pedagogy.</p>
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## 8. Demonstrated Knowledge and Skill in Teaching Hairstyling and Aesthetics – Fashion and Theatrical Make-up

Successful candidates will be able to demonstrate technical knowledge and skill in the following:

<b>The Physiology of the Hair, Skin and Nails</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>▪ physiological properties of skin, for example,               <ul style="list-style-type: none"> <li>- elasticity</li> <li>- porosity</li> <li>- texture</li> <li>- capacity for absorption</li> <li>- sensation</li> <li>- excretion.</li> </ul> </li> </ul> <p><b>Be able to recognize and identify:</b></p> <ul style="list-style-type: none"> <li>▪ bones and muscles in the face and the layers of the skin.</li> </ul> <p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>▪ symptoms of and treatments for diseases and disorders of the skin.</li> </ul>	<p><b>Be able to evaluate and compare:</b></p> <ul style="list-style-type: none"> <li>▪ different skin types</li> <li>▪ appropriate products to apply to the skin, for example,               <ul style="list-style-type: none"> <li>- normal</li> <li>- combination</li> <li>- oily</li> <li>- dry</li> <li>- sensitive.</li> </ul> </li> </ul> <p><b>Be able to recognize and locate:</b></p> <ul style="list-style-type: none"> <li>▪ a diagram of the basic bones and muscles in the face and the layers of skin on a mannequin, human head, template, chart or diagram, for example,               <p><u>Bones:</u></p> <ul style="list-style-type: none"> <li>- nasal, zygomatic, maxillae, mandible, frontal</li> </ul> <p><u>Muscles:</u></p> <ul style="list-style-type: none"> <li>- striated and non-striated</li> </ul> <p><u>Skin:</u></p> <ul style="list-style-type: none"> <li>- epidermis, dermis, subcutaneous tissue, sudoriferous glands, sebum, melanin.</li> </ul> </li> </ul> <p><b>Be able to customize skin analysis procedures to identify and advise clients about:</b></p> <ul style="list-style-type: none"> <li>▪ diseases and disorders of the skin and</li> </ul>

	<p>treatment options for, for example,</p> <ul style="list-style-type: none"> <li>- acne</li> <li>- eczema</li> <li>- psoriasis</li> <li>- boils</li> <li>- scabies</li> <li>- tinea.</li> </ul>
<b>Chemical Components and Related Issues</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>▪ pH values and their effects with respect to skin care products used on the skin</li> <li>▪ common chemical ingredients that may trigger allergic reactions</li> <li>▪ products that do and do not contain the ingredients, for example, <ul style="list-style-type: none"> <li>- organic/natural products</li> <li>- synthetic compounds</li> <li>- hypoallergenic cosmetics</li> </ul> </li> <li>▪ potential negative effects of special effects makeup products and chemical applications to the skin, for example, <ul style="list-style-type: none"> <li>- liquid latex</li> <li>- spirit gum/spirit gum remover</li> <li>- grease makeup</li> <li>- rigid collodian</li> <li>- alphahydroxy acid [AHA]</li> <li>- topical solutions</li> </ul> </li> <li>▪ differences between acid and alkaline levels of a variety of products, for example, <ul style="list-style-type: none"> <li>- moisturizers</li> <li>- cleansing creams</li> <li>- toners.</li> </ul> </li> </ul>	<p><b>Be able to select and apply:</b></p> <ul style="list-style-type: none"> <li>▪ correct skin care and makeup products that best suit the client's needs.</li> </ul> <p><b>Be able to interpret:</b></p> <ul style="list-style-type: none"> <li>▪ side effects that may occur due to certain products applied on the clients skin, for example, <ul style="list-style-type: none"> <li>- redness</li> <li>- burning</li> <li>- itching</li> <li>- swelling.</li> </ul> </li> </ul> <p><b>Be able to test:</b></p> <ul style="list-style-type: none"> <li>▪ pH values of products to determine the acidity or alkalinity level(s).</li> </ul>
<b>Business Practices and Strategies</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<b>Be able to demonstrate an understanding</b>	<b>Be able to implement and follow:</b>

<p><b>of:</b></p> <ul style="list-style-type: none"> <li>▪ behaviours, attitudes and skills that are important for successful employment in the aesthetics industry, for example, <ul style="list-style-type: none"> <li>- interacting successfully with clients and co-workers</li> <li>- commitment to the job and to a high standard of performance</li> <li>- professional appearance and dress</li> <li>- task management skills</li> <li>- interpersonal skills</li> <li>- respect for confidentiality</li> <li>- commitment to anti-discriminatory practices</li> <li>- conflict-resolution skills.</li> </ul> </li> </ul> <p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>▪ business and entrepreneurial procedures involved in operating and/or opening a business in the aesthetics industry, for example, <ul style="list-style-type: none"> <li>- developing a business plan</li> <li>- arranging a lease and contracts</li> <li>- registering the business</li> <li>- managing commissions</li> <li>- controlling inventory</li> <li>- arranging insurance coverage</li> <li>- membership in the Chamber of Commerce.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ guidelines for successful interaction between team members.</li> </ul> <p><b>Be able to propose and create:</b></p> <ul style="list-style-type: none"> <li>▪ methods to showcase the makeup artists talent through creative marketing ideas, for example, <ul style="list-style-type: none"> <li>- defining your ‘brand’ and what you want to be known for</li> <li>- business cards and service pamphlets</li> <li>- a beauty blog or cosmetic advice column</li> <li>- utilizing social media outlets such as Facebook, Twitter and the web to promote your business</li> </ul> </li> <li>▪ marketing techniques and strategies used in the aesthetics industry and evaluate their effectiveness, for example, <ul style="list-style-type: none"> <li>- appeal to new client groups including diverse populations</li> <li>- window/display showcases</li> <li>- holiday themes and promotions.</li> </ul> </li> </ul> <p><b>Be able to operate:</b></p> <ul style="list-style-type: none"> <li>▪ a variety of computer software programs in the aesthetics industry, for example, <ul style="list-style-type: none"> <li>- for design/image makeover</li> <li>- scheduling</li> <li>- billing</li> <li>- marketing.</li> </ul> </li> </ul>
<b>Literacy</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>▪ business operations</li> <li>▪ organizational record keeping skills</li> <li>▪ manufacturers’ directions</li> <li>▪ Workplace Hazardous Materials Information System (WHMIS)</li> <li>▪ Ministry of Training, Colleges and</li> </ul>	<p><b>Be able to apply and use literacy skills to:</b></p> <ul style="list-style-type: none"> <li>▪ follow manufacturers’ directions</li> <li>▪ create and follow business operations</li> <li>▪ create, organize and maintain up to date client records</li> <li>▪ develop and follow safe and correct procedural protocols</li> <li>▪ implement a production schedule for</li> </ul>

<p>Universities (MTCU) Standards</p> <ul style="list-style-type: none"> <li>▪ Occupational Health and Safety Act (OHSA)</li> <li>▪ Passport to Safety</li> <li>▪ technical product and tool literacy</li> <li>▪ procedures and treatment protocols</li> <li>▪ client record cards</li> <li>▪ release statements</li> <li>▪ appointment booking &amp; charting.</li> </ul> <p><b>Be able to analyze and interpret:</b></p> <ul style="list-style-type: none"> <li>▪ Workplace Hazardous Materials Information System (WHMIS) labels</li> <li>▪ Material safety data sheets (MSDS) Sheets</li> <li>▪ product ingredients/labels.</li> </ul> <p><b>Be able to document:</b></p> <ul style="list-style-type: none"> <li>▪ record-keeping skills to ensure that aesthetics services are provided in a businesslike manner, for example, <ul style="list-style-type: none"> <li>- completing release statements</li> <li>- maintaining up to date client records</li> <li>- constructing employee work and vacation schedules</li> <li>- making appointments for clients</li> </ul> </li> </ul> <p><b>Demonstrate an understanding of :</b></p> <ul style="list-style-type: none"> <li>▪ essential skills that are important for success in the aesthetics industry as identified in the Ontario Skills Passport, for example, <ul style="list-style-type: none"> <li>- reading text</li> <li>- writing documents</li> <li>- oral communications</li> <li>- computer use.</li> </ul> </li> </ul>	<p>fashion shows and photo shoots.</p>
<b>Numeracy</b>	
<b>Technical Knowledge (Fundamentals/Foundations)</b>	<b>Technical Proficiencies (Skill Proficiencies)</b>
<p><b>Be able to recognize and explain:</b></p> <ul style="list-style-type: none"> <li>▪ the importance of mathematical skills used in the aesthetics industry, for example,</li> </ul>	<p><b>Be able to demonstrate:</b></p> <ul style="list-style-type: none"> <li>▪ use of mathematical, money-management and record-keeping applications, for</li> </ul>

<ul style="list-style-type: none"> <li>- budgeting</li> <li>- accounting</li> <li>- marketing</li> <li>- measurement</li> <li>- application</li> <li>- calculations</li> <li>- cash transactions</li> <li>- commissions</li> <li>- money-management</li> <li>- record-keeping</li> <li>- tracking commissions, tips and taxes</li> <li>- completing retail transactions</li> <li>- keeping track of inventory.</li> </ul>	<p>example,</p> <ul style="list-style-type: none"> <li>- Metric – Imperial conversion</li> <li>- liquid /dry measurement</li> <li>- establishing volumes/proportions</li> <li>- business operations</li> <li>- managing payroll, commissions, and tips</li> <li>- HST (taxes)</li> <li>- retail transactions</li> <li>- booking appointments</li> <li>- inventory management and control</li> </ul> <ul style="list-style-type: none"> <li>▪ to ensure the safe and appropriate use of aesthetic techniques, tools, equipment and products.</li> </ul>
<b>Performing Salon Services</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>▪ appropriate client consultation procedures</li> <li>▪ correct set up and sanitation/disinfection of tools and equipment for the service provided</li> <li>▪ skin analysis procedures to identify and provide the most suitable service for the client</li> <li>▪ the most appropriate products, materials, techniques and equipment used to perform professional aesthetic services and their correct uses</li> <li>▪ the difference between synthetic vs. natural bristle brushes and the pros and cons of each</li> <li>▪ how skin tone and eye colour play an important part in selection of the colours used for the makeup application</li> <li>▪ the different mediums under which the makeup will be viewed, and how to adjust for different situations; for example, <ul style="list-style-type: none"> <li>- society</li> <li>- print</li> <li>- high definition (HD) viewing</li> </ul> </li> </ul>	<p><b>Be able to competently demonstrate a working knowledge of:</b></p> <ul style="list-style-type: none"> <li>▪ a client consultation to ensure a satisfactory service outcome</li> <li>▪ products used to perform aesthetics and makeup services, for example, <ul style="list-style-type: none"> <li><u>Skin Care:</u> <ul style="list-style-type: none"> <li>- cleanser, toner and moisturizer, primer, serums, creams and oils</li> </ul> </li> <li><u>Fashion Makeup:</u> <ul style="list-style-type: none"> <li>- foundations, concealers, loose and pressed powders, bronzer, blush, eye shadow, eye liner, mascara, lip stick and liner</li> </ul> </li> <li><u>Theatre Makeup:</u> <ul style="list-style-type: none"> <li>- cream, grease, cake and liquid makeup, and setting powder</li> </ul> </li> <li><u>Special Effects Makeup:</u> <ul style="list-style-type: none"> <li>- liquid latex, skin illustrators, spirit gum, rigid collodion, faux flesh, gelatin, liquid blood, and coagulated blood</li> </ul> </li> </ul> </li> <li>▪ products used to remove theatre and special effects makeup, for example,</li> </ul>

<ul style="list-style-type: none"> <li>- film</li> <li>- stage.</li> </ul>	<ul style="list-style-type: none"> <li>- oil and cream based makeup removers</li> <li>- spirit gum remover</li> <li>- isopropyl 99% alcohol</li> <li>- baby wipes</li> <li>- cold cream</li> <li>- baby oil</li> <li>- a hot towel and shaving cream/gel</li> <li>- soap and water</li> <li>▪ techniques and services used to perform makeup and aesthetics services, for example, <ul style="list-style-type: none"> <li>- stippling, feathering, smearing and blending</li> <li>- eyebrow shaping</li> <li>- applying strip and individual eye lashes</li> <li>- eye lash and brow tinting</li> </ul> </li> <li>▪ different makeup looks, for example, <ul style="list-style-type: none"> <li>- day and evening makeup</li> <li>- period/historical makeup</li> <li>- fantasy</li> <li>- editorial or Avant-Garde</li> <li>- camouflage: blemishes, scars, tattoos, hyperpigmentation, vitiligo</li> <li>- theatrical and character makeup <ul style="list-style-type: none"> <li>○ special effects makeup: aging, wounds, cuts and bruises, burns and bullet holes, broken nose, slip lip and rotten teeth, frost bite, zombies, horror, applying artificial facial and body hair</li> </ul> </li> </ul> </li> <li>▪ tools and equipment used to perform aesthetics services, for example, <ul style="list-style-type: none"> <li>- variety of makeup brushes to achieve the desired look</li> <li>- synthetic and natural hair</li> <li>- air brush, compressor and water-based makeup</li> <li>- palette and palette knife</li> <li>- makeup wedges</li> <li>- cotton</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- brow scissors and tweezers</li> <li>- eyelash curler</li> <li>- makeup pencil sharpener</li> <li>▪ aesthetics services that meet the needs of individuals and groups in school and community contexts, for example, <ul style="list-style-type: none"> <li>- special event occasions</li> <li>- musicals</li> <li>- plays and productions</li> <li>- fashion shows</li> <li>- nursing homes and hospitals.</li> </ul> </li> </ul>
<b>Creating Designs</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>▪ elements and principles of design, for example, <ul style="list-style-type: none"> <li>- highlighting</li> <li>- contouring</li> <li>- space</li> <li>- texture</li> <li>- scale</li> <li>- contrast</li> </ul> </li> <li>▪ different face shapes <ul style="list-style-type: none"> <li>- oval</li> <li>- round</li> <li>- square</li> <li>- heart</li> <li>- oblong</li> <li>- diamond</li> </ul> </li> <li>▪ use of colour, highlighting and contouring to enhance, balance or correct various facial features; for example, <ul style="list-style-type: none"> <li>- wide, deep or close set eyes</li> <li>- drooping or hooded eye lids</li> <li>- thin, small or uneven lips.</li> </ul> </li> </ul> <p><b>Be able to propose, plan and explain:</b></p>	<p><b>Be able to proficiently apply:</b></p> <ul style="list-style-type: none"> <li>▪ colour theory concepts in planning and performing aesthetics services, for example, <ul style="list-style-type: none"> <li>- the colour wheel</li> <li>- warm and cool shades</li> <li>- complimentary colours</li> <li>- colour blending</li> <li>- makeup selections for different skin tones</li> <li>- knowledge of the undertones of the skin</li> </ul> </li> <li>▪ the design process to create increasingly complex or challenging make-up application approaches and techniques appropriate to various purposes and/or contexts, for example, <ul style="list-style-type: none"> <li>- special occasion and glamour</li> <li>- fantasy</li> <li>- character</li> <li>- camouflage</li> <li>- classic day or evening makeup</li> <li>- culturally specific make-up (Mehndi)</li> <li>- requests for custom make-up designs</li> <li>- make-up to simulate the “look” of</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>▪ aesthetics styles and procedures for clients, for example, <ul style="list-style-type: none"> <li>- develop appropriate makeup designs</li> <li>- complete face charts with accurate makeup information to be used as a reference.</li> </ul> </li> </ul> <p><b>Be able to recognize:</b></p> <ul style="list-style-type: none"> <li>▪ the evolutionary timeline of makeup</li> <li>▪ various products, materials and looks, for example, <ul style="list-style-type: none"> <li>- use of lead in face makeup</li> <li>- semi-precious stones used for colouring makeup.</li> </ul> </li> </ul>	<p>various historical periods.</p> <p><b>Be able to create:</b></p> <ul style="list-style-type: none"> <li>▪ aesthetics designs that demonstrate an understanding of fashion and cultural trends and preferences, for example, <ul style="list-style-type: none"> <li>- ethnic styles</li> <li>- Mehndi makeup (Henna)</li> <li>- threading.</li> </ul> </li> </ul>
<b>Meeting the Needs of Clients</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to identify and describe :</b></p> <ul style="list-style-type: none"> <li>▪ appropriate services for different types of clients by consulting with the client and other sources, for example, <ul style="list-style-type: none"> <li>- client records</li> <li>- beauty/fashion magazines</li> <li>- persons within the school or community</li> <li>- product information</li> </ul> </li> <li>▪ skin characteristics of individual clients and the most appropriate products and services to meet each client’s needs, for example, <ul style="list-style-type: none"> <li>- texture</li> <li>- porosity</li> <li>- elasticity</li> <li>- skin type.</li> </ul> </li> </ul>	<p><b>Be able to demonstrate proficiency in:</b></p> <ul style="list-style-type: none"> <li>▪ the ability to communicate effectively with the client using active listening techniques, for example, <ul style="list-style-type: none"> <li>- asking questions to clarify client’s expressed wishes</li> <li>- attentively listening and being fully present while client is speaking</li> <li>- being attuned to culturally distinct communication styles</li> </ul> </li> <li>▪ the ability to analyze and develop a client profile in order to recommend appropriate aesthetics services, for example, <ul style="list-style-type: none"> <li>- condition of the skin</li> <li>- skin type</li> <li>- age of the client</li> <li>- allergies</li> <li>- client likes and dislikes</li> <li>- client requests.</li> </ul> </li> </ul> <p><b>Be able to develop:</b></p> <ul style="list-style-type: none"> <li>▪ home care plans and preventive measures for the treatment of skin issues or sensitivities</li> </ul>

	<ul style="list-style-type: none"> <li>▪ constructive conflict-management strategies and problem-solving skills when interacting with clients or co-workers in problematic situations.</li> </ul>
<b>Professional Practices</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to recognize and demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>▪ professional ethics and customer relations, for example, <ul style="list-style-type: none"> <li>- client confidentiality</li> <li>- use of approved products and equipment</li> <li>- use of accredited employees</li> <li>- complaint/conflict-resolution strategies</li> <li>- up-selling strategies</li> <li>- professional etiquette and attire.</li> </ul> </li> </ul> <p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>▪ legal and business implications of non-compliance with the professional ethics requirements industry, for example, <ul style="list-style-type: none"> <li>- loss of business</li> <li>- loss of reputation</li> <li>- potential lawsuits for violating privacy laws</li> </ul> </li> <li>▪ the purpose and importance of a client consultation and waiver form, for example, <ul style="list-style-type: none"> <li>- name</li> <li>- address</li> <li>- allergies</li> <li>- current products</li> <li>- client wishes</li> <li>- client history.</li> </ul> </li> </ul> <p><b>Be able to demonstrate:</b></p> <ul style="list-style-type: none"> <li>▪ utilizing diverse communication strategies to respectfully honour and respond to all individuals.</li> </ul>	<p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>▪ consistently model essential skills that are important for success in the aesthetics industry, as identified in the Ontario Skills Passport, for example, <ul style="list-style-type: none"> <li>- problem solving</li> <li>- sourcing information</li> <li>- computer skills</li> <li>- team work</li> <li>- initiative</li> <li>- customer service skills</li> <li>- oral communication</li> <li>- job task planning and organizing</li> <li>- working safely and reliability</li> </ul> </li> <li>▪ demonstrate the selection of appropriate attire in accordance with the situation or work placement of the artist; for example, <ul style="list-style-type: none"> <li>- working in a spa or salon as a makeup artist will have a different dress code than an artist working on a film set or as a freelance artist.</li> </ul> </li> </ul> <p><b>Be able to utilize:</b></p> <ul style="list-style-type: none"> <li>▪ information from various industry trade shows, magazines, international companies and online artists for inspiration and the creation of looks.</li> </ul>

<b>Maintaining a Safe and Healthy Work Environment</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to demonstrate an understanding of:</b></p> <ul style="list-style-type: none"> <li>▪ the importance of correct ergonomic work practices</li> <li>▪ the principles of infection and the types of potentially harmful organisms, for example,               <ul style="list-style-type: none"> <li>- bacteria</li> <li>- viruses</li> <li>- fungi</li> <li>- parasites</li> </ul> </li> <li>▪ the difference between sanitation, disinfection and sterilization and when each method of cleansing is used to prevent cross-contamination</li> <li>▪ the importance of using disposable tools to avoid cross-contamination, for example,               <ul style="list-style-type: none"> <li>- disposable sponges</li> <li>- spatulas</li> <li>- mascara wands.</li> </ul> </li> </ul> <p><b>Be able to identify and report:</b></p> <ul style="list-style-type: none"> <li>▪ potential problems that might lead to an unsanitary, unsafe, or unhealthy work environment, for example,               <ul style="list-style-type: none"> <li>- problems related to electrical cords</li> <li>- spillage</li> <li>- chemical products</li> <li>- contaminated tools</li> <li>- inadequate ventilation</li> <li>- contact with blood or body fluids</li> <li>- disposal of syringes</li> </ul> </li> <li>▪ health and safety certification and training that are appropriate for the aesthetics industry, for example,               <ul style="list-style-type: none"> <li>- First aid</li> <li>- Cardiopulmonary resuscitation (CPR)</li> <li>- Workplace Hazardous Materials Information System (WHMIS).</li> </ul> </li> </ul>	<p><b>Be able to competently demonstrate:</b></p> <ul style="list-style-type: none"> <li>▪ the recognition of the different types of bacteria, for example,               <ul style="list-style-type: none"> <li>- cocci</li> <li>- bacilli</li> <li>- spirilla</li> </ul> </li> <li>▪ procedures for maintaining a safe and productive work environment, for example,               <ul style="list-style-type: none"> <li>- sanitation, disinfection and sterilization procedures</li> <li>- reading manufacturer's instructions</li> <li>- using all products for their intended purpose only</li> </ul> </li> <li>▪ safe and healthy work practices, for example,               <ul style="list-style-type: none"> <li>- proper handling of equipment</li> <li>- monitoring of contra-indications</li> <li>- benefits for all treatments and products</li> </ul> </li> <li>▪ ergonomic work practices to reduce health risks for self and clients, for example,               <ul style="list-style-type: none"> <li>- adjust stools, tables, chairs, aesthetic beds, and/or trolleys to the optimum height to avoid injury</li> <li>- holding brushes and tools correctly to avoid injury.</li> </ul> </li> </ul>

<b>Industry Practices and the Environment</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to identify and explain:</b></p> <ul style="list-style-type: none"> <li>▪ best practices for the safe handling, recycling and disposal of waste, for example,               <ul style="list-style-type: none"> <li>- use of biodegradable products and refillable containers</li> <li>- proper methods for storing and disposing of products and chemicals</li> <li>- use of energy saving tools and equipment</li> </ul> </li> <li>▪ environmental and health issues related to various products used in aesthetics industry, for example,               <ul style="list-style-type: none"> <li>- the need for warnings/controls for carcinogenic/toxic ingredients</li> <li>- the need for proper ventilation in salons/spas.</li> </ul> </li> </ul>	<p><b>Be able to implement:</b></p> <ul style="list-style-type: none"> <li>▪ an environmentally friendly way of disposing of products and packaging</li> <li>▪ a safe storage system for keeping chemicals in a shop environment</li> <li>▪ a checklist for evaluating/monitoring the practices of individual spas</li> <li>▪ ways to reduce product waste.</li> </ul>
<b>Industry Practices and the Society</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to assess and describe:</b></p> <ul style="list-style-type: none"> <li>▪ how the aesthetics industry responds to various social issues and concerns, for example,               <ul style="list-style-type: none"> <li>- the use of animal testing in product development</li> <li>- the use of natural versus synthetic ingredients in product development</li> <li>- demand for scent-free and hypoallergenic products</li> <li>- the increasing interest in natural/organic products.</li> </ul> </li> </ul> <p><b>Be able to identify:</b></p> <ul style="list-style-type: none"> <li>▪ culturally linked fashion preferences or restrictions in aesthetics, for example,               <ul style="list-style-type: none"> <li>- make-up styles</li> <li>- Mehndi makeup (henna)</li> </ul> </li> </ul>	<p><b>Be able to compare:</b></p> <ul style="list-style-type: none"> <li>▪ the potential beneficial and harmful impacts the aesthetics industry may have on the self-image and esteem of individuals and society as a whole.</li> </ul> <p><b>Be able to implement:</b></p> <ul style="list-style-type: none"> <li>▪ a variety of spa services for a diverse cultural clientele.</li> </ul>

<ul style="list-style-type: none"> <li>- threading</li> <li>▪ sources of work-related stress in the aesthetics industry and describe ways of dealing with them, for example, <ul style="list-style-type: none"> <li><u>Physical stresses:</u> <ul style="list-style-type: none"> <li>- exposure to chemicals</li> <li>- standing for long hours</li> <li>- injuries due to repetitive motion such as carpal tunnel</li> </ul> </li> <li><u>Social/psychological stresses:</u> <ul style="list-style-type: none"> <li>- irregular hours</li> <li>- working evenings.</li> </ul> </li> </ul> </li> </ul>	
<b>Health and Safety</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to identify and describe:</b></p> <ul style="list-style-type: none"> <li>▪ emergency situations that might occur in spa settings and the appropriate responses and/or first aid treatments, for example, <ul style="list-style-type: none"> <li>- cuts</li> <li>- burns</li> <li>- electrocution</li> <li>- allergic reactions</li> <li>- epileptic seizures</li> <li>- diabetic shock.</li> </ul> </li> </ul> <p><b>Be able to identify:</b></p> <ul style="list-style-type: none"> <li>▪ the potential threat for transmission of blood borne pathogens.</li> </ul>	<p><b>Be able to:</b></p> <ul style="list-style-type: none"> <li>▪ apply health and safety standards that protect both the client and artist, for example, <ul style="list-style-type: none"> <li>- safe and sanitary work practices</li> <li>- prevention in the spread of pathogens</li> <li>- protection for individual and others' health</li> <li>- disinfection of implements and equipment</li> <li>- working in a well-ventilated space</li> <li>- safety glasses and appropriate barrier devices.</li> </ul> </li> </ul>

<b>Career Opportunities</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<p><b>Be able to compare and evaluate:</b></p> <ul style="list-style-type: none"> <li>▪ careers in the aesthetics industry, for example,               <ul style="list-style-type: none"> <li>- aesthetician</li> <li>- makeup artist</li> <li>- spa owner and manager</li> <li>- product educator</li> <li>- cosmetic chemist</li> <li>- retail specialist</li> <li>- teacher</li> <li>- permanent makeup specialist</li> <li>- mortuary makeup</li> </ul> </li> <li>▪ methods and programs identifying employment opportunities, for example,               <ul style="list-style-type: none"> <li>- searching electronic job banks</li> <li>- networking</li> <li>- reading classified ads</li> <li>- delivering résumés to local businesses</li> <li>- using student services</li> <li>- mentoring programs</li> <li>- relevant trade/industry associations.</li> </ul> </li> </ul> <p><b>Be able to identify and investigate:</b></p> <ul style="list-style-type: none"> <li>▪ postsecondary goals</li> <li>▪ entry requirements related to careers and pathways in the aesthetics industry, for example,               <ul style="list-style-type: none"> <li>- apprenticeship certification and training</li> <li>- college programs</li> <li>- private career college programs</li> <li>- identify personal interests and attributes.</li> </ul> </li> </ul>	<p><b>Be able to create and assemble:</b></p> <ul style="list-style-type: none"> <li>▪ an up-to-date portfolio that includes pieces of work and other materials that provide evidence of skills and achievements in aesthetics.</li> </ul> <p><b>Be able to explain:</b></p> <ul style="list-style-type: none"> <li>▪ why having a current portfolio is important for career development and advancement, for example,               <ul style="list-style-type: none"> <li>- Passport to Safety certificate</li> <li>- before-and-after photographs of mannequins and live models</li> <li>- Ontario Skills Passport Work and transition Plan</li> <li>- work logs</li> <li>- skills checklist.</li> </ul> </li> </ul>
<b>Fashion</b>	
Technical Knowledge (Fundamentals/Foundations)	Technical Proficiencies (Skill Proficiencies)
<b>Be able to investigate and discuss:</b>	<b>Be able to demonstrate and compare:</b>

<ul style="list-style-type: none"> <li>▪ the contribution of fashion designers from around the world, for example, <ul style="list-style-type: none"> <li>- Coco Chanel</li> <li>- Oleg Cassini</li> <li>- Karl Lagerfeld</li> <li>- Yves St. Laurent</li> <li>- Calvin Klein</li> <li>- Hanae Mori</li> </ul> </li> <li>▪ how the media has helped to define fashion, makeup and influenced design trends, for example, <ul style="list-style-type: none"> <li>- trade magazines</li> <li>- journalism</li> <li>- advertising</li> <li>- television and films</li> </ul> </li> <li>▪ fashion in the 20<sup>th</sup> century and the differences between decades</li> <li>▪ the resurgence of fashion trends from past decades, for example, the peplum – popular in the 1940s, 1980s and is now (2013) a current trend</li> <li>▪ key fashion trends in specific decades and how they relate to the political and social climate of the time; for example, during World War II in the 1940's, women had to work in the factories and the fashions reflected that with women wearing pants.</li> </ul> <p><b>Be able to identify:</b></p> <ul style="list-style-type: none"> <li>▪ different forms, shapes and silhouettes of garments</li> <li>▪ cultural differences in type and purpose of clothing options for both women and men.</li> <li>▪ ways in which clothing is used as a means of communication and visual symbols, taking into consideration examples from history, for example, <ul style="list-style-type: none"> <li>- protection</li> <li>- modesty</li> <li>- decoration</li> <li>- separate the classes (historical)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ fashion, makeup and hair connections</li> <li>▪ how these connections are influenced by the other(s)</li> <li>▪ historical evolutions of fashion</li> <li>▪ original purpose(s) of such item(s) and it's intended effect in modern fashion, for example, <ul style="list-style-type: none"> <li>- blue jeans</li> <li>- T-shirt</li> <li>- mini skirt.</li> </ul> </li> </ul> <p><b>Be able to competently demonstrate:</b></p> <ul style="list-style-type: none"> <li>▪ makeup and fashion looks from different decades</li> <li>▪ a character creation with full costume and makeup styling.</li> </ul> <p><b>Be able to use:</b></p> <ul style="list-style-type: none"> <li>▪ the correct terminology of fashion merchandising, for example, <ul style="list-style-type: none"> <li>- couture</li> <li>- high fashion</li> <li>- fad versus trend</li> <li>- current style</li> <li>- mass market</li> <li>- consumer demand</li> <li>- cyclical timing.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>- attractiveness and self-esteem</li> <li>- observance of ritual</li> <li>▪ describe the background and significance of different forms of dress and adornment, for example, <ul style="list-style-type: none"> <li>- kimono</li> <li>- sari</li> <li>- tunic</li> <li>- tattoos</li> <li>- scarification</li> </ul> </li> <li>▪ criteria used in selecting appropriate clothing or costumes for particular functions and occasions, for example, <ul style="list-style-type: none"> <li>- styling for theatre or film</li> <li>- photo shoots</li> <li>- job interviews</li> <li>- working in a salon or spa</li> </ul> </li> <li>▪ fashion-related occupations, both entry-level and those requiring postsecondary education and satellite opportunities that are seen as fashion-related, for example, <ul style="list-style-type: none"> <li>- fashion illustrator and designer</li> <li>- buyer</li> <li>- pattern maker</li> <li>- wardrobe co-ordinator/stylist</li> <li>- cosmetology</li> <li>- promotion</li> <li>- photography.</li> </ul> </li> </ul> <p><b>Be able to understand:</b></p> <ul style="list-style-type: none"> <li>▪ fashion as an expression of ethno-cultural pride, for example, <ul style="list-style-type: none"> <li>- wearing the sari, the turban, the yarmulke, the dupatta</li> </ul> </li> <li>▪ an understanding of psychological, sociological, and cultural attitudes towards beauty, fashion, and apparel, for example, <ul style="list-style-type: none"> <li>- signals the wearer's individuality</li> <li>- body language</li> <li>- occupation</li> <li>- gender</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"><li>- social roles and status</li><li>- and other dimensions of diversity</li><li>▪ an understanding of the properties of the major natural and manufactured fibres and other apparel materials, and describe their suggested uses, for example,<ul style="list-style-type: none"><li>- cotton, linen, wool and silk</li><li>- rayon, nylon, polyester, acrylic and lycra</li></ul></li><li>▪ an understanding of concepts and terms related to the elements of fabric and fashion design and the principles of design, for example,<ul style="list-style-type: none"><li>- colour, types of lines, form, texture</li><li>- harmony, rhythm, emphasis, proportion and balance.</li></ul></li></ul>	
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## Appendix 1

### The *Ethical Standards for the Teaching Profession*

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

#### The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

#### The Ethical Standards for the Teaching Profession are:

##### Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

##### Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice,

confidentiality, freedom, democracy and the environment.

##### Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

##### Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

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

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

### **The Purposes of the Standards of Practice for the Teaching Profession are:**

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

### **The Standards of Practice for the Teaching Profession are:**

#### **Commitment to Students and Student Learning**

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

#### **Professional Knowledge**

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

#### **Professional Practice**

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation,

resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

#### **Leadership in Learning Communities**

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

#### **Ongoing Professional Learning**

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.