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

Additional Qualification Course Guideline Supervisory Officer's Development Qualification Course

Teachers' Qualifications Regulation

June 2023

Cette publication est également disponible en français sous le titre de
Cours de qualification de perfectionnement des agentes et agents de supervision.

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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 *Supervisory Officer's Development Qualification Course* 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.

The *Supervisory Officer's Development Qualification Course* is designed to proactively explore dimensions of system leadership that increase capacity of Supervisory Officers to effect improvement within Ontario's publicly funded education system. Framed within an anti-oppression foundation, candidates will identify and remove barriers at system and school levels to foster respect for diversity and sustain safe, inclusive and equitable learning environments that promote learner success, well-being and life-long learning.

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 – Supervisory Officer's Development Qualification Course

The *Supervisory Officer's Development Qualification Course* (SODQC) allows experienced supervisory officers to:

- effectively lead a public education system
- enhance their professional knowledge and skills in response to the ever-evolving complexities inherent within system level educational leadership.

Additional Qualification Course Requirements

Supervisory Officers establish and sustain practices and procedures for school and system leaders while modeling a commitment to the purpose, mission and objectives of education within Ontario's democratic society. The SODQC enables candidates to foster an equitable and inclusive education system by advancing their learning goals through:

- anti-oppression approach in research, analysis and application
- research-informed strategies
- diverse knowledge systems.

The SODQC guideline is comprised of the following categories of required elements:

> Human Rights and Equity – **Compulsory Course Content***
>
> Supervisory Officer as System Leader
>
> Strategic Planning
>
> Accountability
>
> Governance, Policy and Risk Management
>
> Communication: Relationships and Partnerships.

*Within the minimum 125 hours, course candidates must complete the required elements contained in the Human Rights and Equity category to receive the SODQC AQ.

For accreditation purposes, all required elements must be evident in the course.

This AQ course is designed and delivered using adult learning instructional practices.

Supervisory Officer's Development Qualification Course advances candidates' professional practice, knowledge and skills in response to the ever-evolving complexities inherent within system level educational leadership through the following required elements:

Compulsory Course Content – Human Rights and Equity

- leadership decisions, strategies and supports that reflect the promotion and protection of Human Rights and Indigenous Rights
- application of Ontario Human Rights Code, Anti-Racism Act, 2017, S.O. 2017, c. 15 and Privacy for all (Freedom of Information and Protection of Privacy Act).

Anti-Oppression Foundation

- theories and pedagogies about multiple forms of oppression applied to the design, assessment and implementation of system and school level policies, procedures and programs
- addressing individual and systemic biases, discrimination, barriers, beliefs, and attitudes, as well as manifestations of power and privilege to foster inclusion and confidence in public education
- strategies to dismantle systemic barriers embedded in policies and practices (for example, centring disproportionalities to consciously take action)
- responsive culture that fosters inclusion to support learning and well-being of learners and staff
- addressing systemic anti-Black racism, anti-Indigenous oppression and ableism that exists in system structures and in schools
- research, theories and pedagogies about multiple forms of oppression for the design, assessment and implementation of system level policies and practices.

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

- significance of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* as theoretical foundations within the *Supervisory Officers Development Qualification Course*
- ethical professional identity, knowledge and leadership, and collective practices as described in the *Foundations of Professional Practice* to inform program planning.

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

- school and system culture that respects First Nations, Métis, and Inuit histories, perspectives and knowledge systems in teaching and learning processes
- leadership committed to practices that respond to the *Truth and Reconciliation Commission of Canada: Calls to Action (TRC)*
- knowledge of *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).*

Accessibility for All

- ethical responsibilities related to *Accessibility for Ontarians with Disabilities Act* S.O., 2005
- assistive supports and technologies to facilitate communication and learning that foster inclusion and equity.

Learning for All and Special Education

- current and emerging issues in special education (for example, self-regulation, mental health, reading disabilities, autism spectrum disorder, and family expectations)
- review of research literature to inform special education programming and allocation of resources in support of learner outcomes
- strategies (for example, universal learning design, experiential learning, differentiated instruction and inquiry-based learning) and services that respond to the interests and needs of each learner
- inclusive processes to support development and implementation of learner's Individual Education Plans (IEP) and transition plan that include voices and perspectives of all involved
- interdisciplinary teams to support learning, advocacy and transitions.

Additional Course Content

Supervisory Officer as System Leader

- interrelationship between personal and system leadership
- applied research skills and data literacy to lead with an equity and anti-oppression foundation approach
- learning opportunities and strategies to enhance skills and competencies related to system leadership (for example, change management, culturally responsive communication and networking, active listening and reporting, conflict resolution, problem-solving and ethical decision-making)
- emotional, political, social, collective and cultural intelligence supported by educational and leadership resources (for example, Professional Advisories, Institute for Educational Leadership and the Ontario Leadership Framework)
- personal resources (for example, self-efficacy, resilience, adaptability and well-being)
- self-assessment of personal (for example, privilege and position) and professional growth and learning (for example, time management, collaboration and delegation) to support and monitor change and improvement
- proactive and reflective practices to respond with emotional intelligence, and provide interventions and resources (for example, human and financial) that foster well-being within schools and systems
- trust as a foundation for relationship development and courageous conversations
- evidence-informed processes that foster school leader capacity-building, observation and identification skills, and competencies to support individual learner, school and its community
- strategies for succession planning of staff and system leaders
- skills development in mediation, negotiations and consultations.

Strategic Planning

- transdisciplinary system leadership for budgeting, programming and improvement decisions which are creative and responsive to current trends and issues, including local community needs, assets and third-party partnerships
- planning for the review of the Board strategic plan (for example, membership determination, needs assessment, data collection, and stakeholder involvement and engagement) in collaboration with the Board of Trustees
- relationship between vision, mission, values, and goals

- implementation, monitoring and communication of Board strategic plan, priorities and improvement plans
- implementation of Board strategic objectives to scale across systems and schools (for example, Board and school improvement plan alignment, Board action plan on Indigenous Education, Information and Technology (IT) renewal and refresh protocols)
- professional learning needs aligned with objectives of strategic planning
- leadership skills for long term planning and considerations for learners, staffing, technology, resources, and funding.

Accountability

- accountability practices at all levels of the organization
- alignment and compliance with relevant legislation, policies and Board strategic plan
- data analysis, measurement, monitoring (for example, school visits, Principal Performance Appraisals, coaching and mentoring) and evaluation of Board and system initiatives
- development, monitoring, measurement and reporting of learning goals and plans with Board staff
- model leadership practices aligned with Ministry priorities (for example, leadership framework, mental health, equity and inclusion, and safe schools)
- Board, school and community data (for example, English Language learners, newcomers, underserved groups, poverty, pandemic impact and trauma) to inform evidence-based system practices and strategies that improve outcomes for each learner
- IT policies, procedures, and practices to manage change
- human resource policies and processes related to staff recruitment, orientation and retention
- compliance and accountability of recommendations from internal and external auditor reviews
- accountability measures and supports to foster efficacy and engagement of school and system leaders and board staff.

Governance, Policy and Risk Management

- design and implementation of policies and procedures that adhere to Ontario Human Rights Code

- relevant legislation, policy, procedures, and guidelines (for example, Ministry of Education, *Municipal Freedom of Information and Protection of Privacy Act* [MFIPPA], *Occupational Health and Safety Act* [OHSA], *Personal Health Information Protection Act* [PHIPPA], Ontario School Boards' Insurance Exchange [OSBIE], *Health Protection and Promotion Act* and Ontario Physical and Health Education Association [OPHEA])

- current case law and other provincial and national decisions relevant to superintendent portfolios

- relevant and current directives, requirements, decisions, and guidance from governing bodies (for example, Ontario College of Teachers and Association of Early Childhood Educators of Ontario)

- leadership to impact learner achievement (for example, addressing learning gaps, disproportionate outcomes, graduation rates, and destreaming)

- risk assessment to manage issues related to the finances, health and safety, and well-being (for example, physical and psychological) of staff and learners

- leadership practices related to sustainability measures for productive shared governance with Board of Trustees

- Indigenous models of educational governance, pedagogical processes and instructional practices

- strategies to mitigate risks associated with governance structures (for example, change of supervisory officer portfolio assignments)

- protocols to mitigate against IT security breaches

- processes and protocols for conducting investigations and collaborating with agencies and authorities

- strategies to assess, refine and automate business processes and practices (for example, accounting, payroll, invoicing, transportation and facilities management)

- analysis of Board strengths, weaknesses, opportunities and pressures to assist with strategic planning, budgeting, risk mitigation and labour relations.

Communication: Relationships and Partnerships

- community partnership model that reflects collective ownership of methodology, decision making, monitoring and accountability (for example, engagement with diverse communities, marginalized groups and non-English speaking communities)

- collaborative relationships, team building and outreach to foster inclusion and engage with board, communities and stakeholders

- processes to foster inclusion of missing voices

- strategies to support trustee relationships and clarity of roles and responsibilities

- responsive and relevant communications planning and facilitation skills to engage with a range of audiences, including stakeholders and trustees

- processes and strategies to communicate and partner with Indigenous communities and leaders.

Resources

Resources to support the development of the AQ Course *Supervisory Officer's Development Qualification Course* can be found on the [College](#)website and the [Ontario Ministry of Education](#) website.

Appendix 1

Legislation and related documents

The list below shall be modified to reflect changes in legislation.

- *Accepting Schools Act*, S.O., 2012, c. 5.
- *Accessibility for Ontarians with Disabilities Act*, S.O., 2005, c. 11
- *Anti-Racism Act* (2017)
- *Canadian Charter of Rights and Freedoms*
- *Child and Family Services Act*, R.S.O., 1990, c. C – 11.
- *Child Care and Early Years Act*, S.O. 2014, c. 11, Sched. 1.
- *Children's Law Reform Act*, R.S.O., 1990, c. C – 12.
- *Divorce Act*, R.S.C.1985, c. 3 (2nd supp.).
- *Early Childhood Educators Act*, S.O., 2007, c. 7, Sched. 8.
- *Education Act*, R.S.O., 1990, c. E-2. (and all regulations made under the Act)
- *Education Quality and Accountability Office Act*, S.O., 1996, c. 11.
- *Employment Standards Act*, S.O., 2000, c. 41.
- *Family Law Act,* R.S.O., 1990, c. F.3.
- *Fire Protection and Prevention Act*, S.O., 1997, c. 4.
- *Human Rights Code*, R.S.O., 1990, c. H – 19.
- Immunization of School Pupils Act, R.S.O. 1990, c. C – I.1.
- *Indian Act*, R.S.C., 1985, c. I-5
- *Labour Relations Act*, S.O., 1995, c. 1.
- *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O., 1990, c. M 56.
- *Occupational Health and Safety Act*, R.S.O., 1990, c. O – 1.
- *Occupier's Liability Act*, R.S.O., 1990, c. O-2.
- *Ontario College of Teachers Act*, S.O., 1996, c.12. and regulations made under the Act
- *Ontario Human Rights Code*
- *Ontario Mental Health Act*, RSO 1990, c M.7 and legislation

- *Ontario Public Health Standards: Requirements for Programs, Services, and Accountability (Standards)*

- *Personal Health Information Protection Act* (PHIPA)

- *Ontario's Aménagement Linguistique Policy for French-Language Education* (PAL) [2005]

- *Poverty Reduction Act*, 2009

- *Sabrina's Law*, S.O., 2005, c. 7.

- *Safe Drinking Water Act*, S.O., 2002, c. 32.

- *School Boards Collective Bargaining Act*, S.O., 2014, c. 5.

- *Teaching Profession Act*, R.S.O., 1990, c. T – 2.

- *Trespass to Property Act*, R.S.O., 1990, c. T – 21.

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

- *United Nations Declaration on the Rights of the Indigenous Peoples (UNDRIP)*

- *Youth Criminal Justice Act*, S.C. 2002, c. 1

- *Young Offenders Act*, R.S.C., 1985, c. Y – 1.

Additional Considerations:

- legislation pertaining to teacher qualifications

- education legislation as it applies to the hiring and assignment of teachers

- legislation pertaining to educational finance and the audit process

- legislation pertaining to professional misconduct

- current and proposed legislation that may impact on the funding of education in Ontario

- issues that have an impact on educational law and educational finance

- legislation that may have an impact on the human resources policies and procedures in boards of education

- safe and accepting school regulations and policies

- legislation specific to cyber security, data collection and privacy

- special education legislation

- legal precedent setting decisions

- implications of the *School Board Collective Bargaining Act, Labour Relations Act* and the *Employment Standards Act*
- implications of the *Ontario Human Rights Code* and the prohibited grounds of discrimination under the Code
- implications of the *Occupational Health and Safety Act*
- implications of the *Canadian Charter of Rights and Freedoms* including Minority Language Education Rights
- Linguistic rights and French language schools
- implications of the *Truth and Reconciliation Commission of Canada: Calls to Action*
- implications of the *Indian Act*
- implications of the *United Nations Declaration on the Rights of Indigenous Peoples*
- mental health legislation.

Appendix 2

Resources

The list below provides a starting point for exploration within the context of the SOQP:

- Applicable legislation governing publicly funded education including the *Education Act,* and the *Ontario College of Teachers Act*

- *Black Youth Action Plan*

- *Caring and Safe Schools in Ontario*

- *The Centre for Addiction and Mental Health* – CAMH

- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12*, 2013

- Environmental Education

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

- The *First Nation, Métis and Inuit Education Policy Framework* (2007)

- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12*, 2010

- Health and safety standards

- *Indigenous Education Strategy*

- The Institute for Education Leadership

- The *K-12 School Effectiveness Framework: A support for school improvement and student success* (SEF) [2013]

- *Ontario Human Rights Commission: Policy and guidelines on racism and racial discrimination* (2005)

- *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's 3-Year Anti-Racism Strategic Plan*

- *Ontario's Education Equity Action Plan* (2017)

- *Ontario's Leadership Framework into Action* (2013)

- School Mental Health Ontario

- *Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide*, 2017.

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