

Professional Advisory

Additional Qualifications:
Extending Professional Knowledge

The Council of the Ontario College of Teachers approved this professional advisory on September 30, 2016.

This advisory applies to all members of the Ontario College of Teachers, including, but not limited to, teachers, consultants, vice-principals, principals, supervisory officers, directors of education and those working in non-school-board positions.

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

Additional Qualifications: Extending Professional Knowledge

The Council of the College approved a professional advisory on extending professional knowledge through additional qualifications on March 28, 2008. The Council of the College approved an update to this professional advisory on September 30, 2016 in order to reflect the current additional qualification system.

The intent of this advisory is to clarify for members the purpose of the regulated system of qualifications in a division or subject, commonly referred to as Additional Basic Qualifications (ABQs) and Additional Qualifications (AQs). They play an important role in a teacher's ongoing professional learning. This advisory is the outcome of an intensive review of teachers' qualifications by the College, its members and its education partners. Further information on the topics covered in this advisory can be found in Regulation 176/10, Teachers' Qualifications of the *Ontario College of Teachers Act*.

Additional Qualifications: Extending Professional Knowledge

Ongoing professional learning is an integral part of teaching. The College mandate includes a requirement to provide for the ongoing education of members. The profession's standards reflect the expectation that all members will participate in ongoing learning. Adding to professional knowledge enhances teaching practice, which improves student learning.

Ongoing learning, as expressed in the College's *Professional Learning Framework*, covers a wide range of activities that help members expand their knowledge, increase their skills and prepare for career changes.

Many valuable courses and opportunities are offered by universities, colleges, teacher federations, principals' organizations, school boards, subject organizations and community organizations.

The regulated system of Additional Basic Qualifications (ABQs) and Additional Qualifications (AQs) is one form of professional learning. ABQs/AQs are recognized in legislation, accredited by the College, offered by providers approved by the College and, when successfully completed, recorded on the member's Certificate of Qualification and Registration.

The College works with experts to develop guidelines that providers must use in creating ABQs and AQs. Guidelines establish content, learning expectations, instructional strategies and forms of assessment. The College itself does not conduct courses or programs.

Each year, thousands of members enrol in and complete additional qualification courses. The College is committed to increasing

accessibility to these courses because of the unique educational value they offer to College members. Some additional qualifications are recognized for salary purposes.

This advisory presents members with an excellent opportunity to assess their plans for ongoing professional learning.

Additional Qualifications

Additional Basic Qualifications courses allow teachers to add another division or subject area to what they are already qualified to teach. ABQ courses can prepare teachers to teach students at the Primary, Junior, Intermediate or Senior level or in Technological Education. They can also provide English or French-speaking teachers with the skills to work in the other language.

Additional Qualifications courses allow members to expand their knowledge and skills within the divisions and subjects in which they are already qualified or to acquire knowledge in a new subject or area of teaching. Specialist and honour specialist courses allow teachers to focus on leadership and curriculum development.

The new courses reflect the evolution of the education environment and requests from College members. Some examples are:

- First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures
- Enseignement et Leadership en situation minoritaire
- Philosophy
- Special Education for Administrators
- Adapting Curriculum for the Catholic School System
- Teaching and Learning through E-learning
- Inclusive Classroom.

Members can access a complete list of additional qualifications on the College web site at www.oct.ca.

Qualifications in regulation

Most additional qualifications are organized into six schedules – A, B, C, D, E and F – that are part of the Teachers' Qualifications Regulation:

- Schedule A: One-session Additional Basic Qualifications courses prepare members to teach in another division or general education subject area. They also support a teacher's professional practice by extending skills and knowledge in design, delivery and assessment in the division or subject.
- Schedule B: One-session Additional Basic Qualifications courses prepare members to teach additional technological education courses. They support a teacher's professional practice by adding to technical proficiency and pedagogical knowledge and skill.
- Schedule C: One-session Additional Qualifications courses extend teachers' knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing teachers for specific roles.

With the introduction of the four academic semester program on September 1, 2015, some members' certificates may be subject to complementary education course conditions in order to address the duration requirements of the program. A complementary education course is a course chosen by the member to support methodology coursework. If a member completes a Schedule C course, they will have the option to either: (1) Use the course to fulfill a complementary education course condition on their

certificate or (2) Have the course appear as a qualification on their certificate.

- Schedule D: Three-part specialist courses develop professional knowledge and teaching practice in a particular subject or in cross or integrated curriculum areas. They enable teachers to explore pedagogy related to a subject area without taking more subject-specific university courses. They also prepare a teacher to assume leadership roles such as co-ordinator or consultant for a particular course or program.
- Schedule E: One-session honour specialist courses in general education and one-session honour technological education specialist courses develop leadership in teaching practice for the design and delivery of particular subject areas. They may allow a teacher to assume leadership roles for particular courses or programs.
- Schedule F: One-session courses to provide technological education teachers with the opportunity to gain a greater depth of knowledge in their broad-based technology area.

All of the qualifications listed in the Schedules are provided at the end of this advisory.

Some teacher education programs offer preparation for teaching both general education subjects as well as technological education subjects. Members who have completed these programs are able to obtain additional qualifications in general education and technological education subjects, provided various prerequisites are satisfied.

Principal's Qualifications, Parts 1 and 2, qualify teachers for positions as vice-principals or principals. In addition, the Principal's Development Course provides opportunities for practising principals and

vice-principals to explore their roles in greater depth. The Supervisory Officer's Qualification Program qualifies members to serve as supervisory officers.

Expectations of members

Throughout their careers, teachers acquire additional skills and knowledge to take on new assignments and responsibilities.

A change in interests or employment prospects may prompt teachers to add another subject area or division to their qualifications. Changes in technology or in their students' needs may lead teachers to search out courses that add to their knowledge and support their professional practice. A teacher's long-term career plan may include acquiring qualifications to support specific leadership roles such as consultant, subject area or program co-ordinator, principal or supervisory officer.

Members are responsible for learning what prerequisites are necessary to enrol in courses or programs and to apply for some jobs. Prerequisites are set out in regulation, but additional qualification course providers may impose additional requirements for entry, such as a stronger subject background or proficiency in the language of study. For example, providers offering ABQs from Schedule A set their own prerequisites for enrolment. Most require at least three full courses in the subject in a postsecondary degree.

Teachers interested in working for a district school board as a subject or program co-ordinator or consultant will find that Regulation 298, Operation of Schools of the *Education Act* requires the position to be filled by a teacher with a specialist or honour specialist qualification in the relevant field.

The scenarios included as part of this advisory give examples of what additional qualifications members may acquire in response to particular teaching assignments or in pursuit of a particular professional interest.

Scenarios

Members of the College look for professional learning opportunities that will continually enhance their teaching. For example, a teacher qualified to teach primary grades might take the three-part Primary Education course to build on what they learned in initial teacher education.

Here are some examples of the learning opportunities members of the College might choose.

To increase understanding of the unique aspects of the teaching and learning environment

Whether you work in the Catholic system, in a school in a First Nations community, in a French-language milieu, or in another unique learning environment, AQ courses can provide an orientation to teaching in that environment.

Such courses include Adapting Curriculum for the Catholic School System, Enseignement et Leadership en situation minoritaire, Teaching Cayuga (or another Native language course), Teaching Combined Grades or Alternative Education.

To expand the range of subjects one can teach at Intermediate/Senior Division level

Teachers with general education qualifications who want to add to the subjects they are qualified to teach can take an Additional Basic Qualification (ABQ) from Schedule A.

A teacher with technological qualifications wanting to add another technological education qualification can take any other ABQ from Schedule B for teaching Grades 9 and 10, provided the teacher can demonstrate competency in the subject as defined by the faculty of education. In order to take an ABQ from Schedule B for teaching Grade 11 and 12 students, a teacher with technological education qualifications must have one year of work experience or one year of academic study in the subject or an equivalent combination, and must demonstrate competency related to the subject in that work experience.

To extend knowledge of teaching in the French-language system

Teachers who want to extend their knowledge of the unique aspects of teaching in the French-language system could:

- complete a Qualification de base additionnelle
- complete the three-part AQ Actualisation linguistique en français / Programme d'appui aux nouveaux arrivants (ALF/PANA) or Enseignement et Leadership en situation minoritaire in Schedule D.

A teacher wanting to apply to supervise or co-ordinate programs at the board level must hold a specialist or honour specialist qualification in the subject or program area or complete the Schedule D Teacher Leadership or Enseignement et Leadership en situation minoritaire AQ courses. Specialist or honour specialist AQs are listed in Schedule D and E.

To become a principal

A member of the College wanting to become a principal must successfully complete Principal's Qualifications, Parts 1 and 2 and a leadership practicum. Prerequisites for Part 1 Principal's Qualifications are:

- an acceptable post-secondary degree or its equivalent
- five years of successful teaching experience in an elementary or secondary school
- qualifications in three divisions, including the Intermediate Division, or Grades 9 and 10 in a technological education subject
- additional academic learning that ranges from two specialist or honour specialist qualifications or a combination of specialist or honour specialist courses and master's level credits.

Once all parts of the program are successfully completed, the member becomes qualified as a vice-principal or principal.

To become a supervisory officer

A member of the College wanting to become a supervisory officer must either:

1. Successfully complete the SOQP within five years after starting the program.
2. Possess qualifications and experience that the Registrar considers to be equivalent to the successful completion of the SOQP or
3. Possess qualifications and experience that the Registrar considers to be equivalent to the successful completion of some of the modules of the SOQP and competes the remaining modules within five years of starting the program.

Prerequisites for obtaining the SOQP are:

- an acceptable post-secondary degree or its equivalent
- five years of successful teaching experience in an elementary or secondary school

- qualifications in three divisions, including the Intermediate Division, or Grades 9 and 10 in a technological education subject
- additional academic learning, experience and qualifications that includes a combination of specialist or honour specialist courses, a master's degree or doctorate and principal's qualifications.

Once all parts of the program are successfully completed, the member becomes qualified as a supervisory officer.

To acquire knowledge of students with special needs

College members who have students with special needs in their classroom or who want to accommodate students with special needs can take Special Education AQ courses in Schedule D. These courses provide a background for teaching all exceptionalities.

Teachers who want to study a particular area of special needs can take one or more AQs in Schedule C, such as Teaching Students with Behavioural Needs, Teaching Students with Communication Needs (Autism Spectrum Disorders) or Teaching Students with Intellectual Needs (Giftedness).

Successfully completed AQs

Once a teacher has successfully completed an AQ, ABQ, PQP or SOQP, the course provider notifies the College, which adds the qualification to the member's record. The completed additional qualification appears on the member's certificate and on the public register.

The additional qualifications listed on a member's certificate are an acknowledgement by the profession and to the public that the member is qualified to teach in the divisions, subject areas and roles indicated. The listed

AQs also provide information to course providers that a teacher has the prerequisites that may be required to enrol in some courses.

Additional qualification courses are designed by teachers for teachers. The courses and programs that make up the system of additional qualifications reflect the experience and pedagogy of the teaching profession in Ontario.

The acquisition of AQs may result in an improvement in the member's salary. The Ontario Secondary School Teachers' Federation (OSSTF) or the Qualifications Evaluation Council of Ontario (QECO) evaluate qualifications for salary categories. For more information about which additional qualifications courses are related to salary scales, members should contact QECO or OSSTF Certification.

Commitment to learning

A commitment to student learning, one of teaching's key professional values, presupposes a commitment to teacher learning.

The *Ethical Standards for the Teaching Profession* describe the beliefs and values that guide the professional judgment and actions of College members. The four ethical standards – care, respect, trust and integrity – establish the core ethics of teaching. Care includes insight for developing students' potential. Respect includes honouring cognitive development. Trust includes inspiring confidence in students and their parents. Integrity includes continual reflection. Ongoing professional learning enhances these attributes.

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge,

skills and values inherent in the profession. Ongoing professional learning, one of the five standards, is integral to effective practice and to student learning.

The College has developed the *Professional Learning Framework for the Teaching Profession* to place ongoing professional learning in a career-long context. This framework identifies accredited initial and ongoing courses and programs designed to reflect the ethical standards and standards of practice. It also describes the many other ways in which members engage in professional learning to improve their practice and enhance student learning.

The legislative context

The College's mandate, set out in the *Ontario College of Teachers Act*, emphasizes the importance of supporting and promoting teacher education. The College's mandate is to:

- develop and maintain qualifications for College membership
- provide for the ongoing education of members of the College
- accredit professional teacher education and ongoing education programs for teachers
- establish and enforce professional standards and ethical standards applicable to members of the College.

Ontario College of Teachers Act

Two regulations under the Act work together to govern teaching qualifications.

The Teachers' Qualifications Regulation addresses initial and ongoing teachers' qualifications.

The Accreditation Regulation sets the parameters of the College's responsibility to accredit teacher education programs in Ontario.

Education Act

Several regulations under the *Education Act* govern qualifications for teaching and supervisory roles and highlight the benefits of additional qualifications:

Regulation 298, Operations of Schools – qualifications for principals, vice-principals and teachers

Regulation 296, Ontario Schools for the Blind and the Deaf – qualifications for teachers of students who are deaf, blind or deaf-blind

Regulation 309, Supervisory Officers – qualifications for supervisory officers

Regulation 98/02, Teacher Learning Plans – the importance of defining professional growth objectives

Regulation 99/02, Teacher Performance Appraisal – the importance of adapting and refining teaching practice through continuous learning

Education-related legislation and regulations are available at www.e-laws.gov.on.ca/index.html.

Resources

www.oct.ca – Additional Qualifications

www.oct.ca – Additional Qualifications - Course Providers

www.oct.ca – About the College - Education Legislation - Regulation 176/10, Teachers' Qualifications Regulation

www.qeco.on.ca

www.edu.gov.on.ca/eng/teacher/pdfs/assignment2011.pdf – Teacher Assignment in Ontario Schools: A Resource Guide

www.osstf.on.ca – Services

www.oct.ca – The Standards of Practice for the Teaching Profession

www.oct.ca – The Professional Learning Framework for the Teaching Profession

www.oct.ca – Find an AQ

https://www.oct.ca/-/media/PDF/SOQP%20Application%20Guide/EN/SOQP_PLAR_e.pdf – SOQP PLAR Application Guide

Members should consult their employers' policies to ensure they are familiar with any requirements in their workplace that relate to additional qualifications and teaching assignments.

SCHEDULE A

QUALIFICATIONS IN THE INTERMEDIATE AND SENIOR DIVISIONS IN GENERAL EDUCATION

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

Business Studies
– Accounting

Business Studies –
Entrepreneurship

Business Studies – General

Business Studies
– Information and
Communication Technology

Classical Studies – Greek

Classical Studies – Latin

Computer Studies

Dance

Dramatic Arts

Economics

English (Not offered
in French)

Environmental Science

Family Studies

First Nations, Métis
and Inuit Studies

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

French as a Second Language
(For teaching in English-
language schools only –
not offered in French)

Geography

Health and Physical
Education

History

International Languages

Law

Mathematics

Media Arts

Music – Instrumental

Music – Vocal

Native Languages

Philosophy

Politics

Religious Education in
Catholic Schools

Science – Biology

Science – Chemistry

Science – General

Science – Physics

Social Sciences – General

Visual Arts

SCHEDULE B

QUALIFICATIONS IN GRADES 9 AND 10 AND GRADES 11 AND 12 IN TECHNOLOGICAL EDUCATION

Communications Technology

Computer Technology

Construction Technology

Green Industries

Hairstyling and Aesthetics

Health Care

Hospitality and Tourism

Manufacturing Technology

Technological Design

Transportation Technology

SCHEDULE C

QUALIFICATIONS

Action Research

Adapting Curriculum for Second-Language Learners

Adapting Curriculum for the Catholic School System

Adult Education

Alternative Education

Arts, Grades 7 and 8

Associate Teaching

Classroom Management

Education Law

Environmental Education

Français – 7^e et 8^e année
(For teaching in French-language schools only – not offered in English)

Geography, Grades 7 and 8

Health and Physical Education, Grades 7 and 8

History, Grades 7 and 8

Integrated Arts

Language, Grades 7 and 8
(For teaching in English-language schools only – not offered in French)

Mathematics, Grades 7 and 8

Mentoring

Occasional Teaching

Orientation to Teaching in Ontario

Outdoor Experiential Education

Pre-School Education for Children Who Are Deaf or Hard of Hearing

Safe and Accepting Schools

Science and Technology, Grades 7 and 8

Special Education for Administrators

Student Assessment and Evaluation

Teaching and Learning Through e-Learning

Teaching Cayuga

Teaching Combined Grades

Teaching Cree

Teaching Inuktitut

Teaching Lenape

Teaching LGBTQ Students

Teaching Michif

Teaching Mohawk

Teaching Ojibwe

Teaching Oji-Cree

Teaching Oneida

Teaching Onondaga

Teaching Seneca

Teaching Tuscarora

Teaching in a French Immersion Setting (For teaching in English-language schools only – not offered in French)

Teaching in the Catholic School System

Teaching Students with Behavioural Needs

Teaching Students with Communication Needs (Autism Spectrum Disorders)

Teaching Students with Communication Needs (Learning Disability)

Teaching Students with Communication Needs (Speech and Language)

Teaching Students with Intellectual Needs (Developmental Disability)

Teaching Students with Intellectual Needs (Giftedness)

Teaching Students with Intellectual Needs (Mild Intellectual Disability)

Teaching Students with Multiple Needs

Teaching Students with Physical Needs

Teaching First Nations, Métis and Inuit Children

Use and Knowledge of Assistive Technology

SCHEDULE D

THREE-PART SPECIALIST QUALIFICATIONS

Actualisation linguistique en français / Programme d'appui aux nouveaux arrivants (For teaching in French-language schools only – not offered in English)	First Nations, Métis and Inuit Peoples: Understanding Traditional Teachings, Histories, Current Issues and Cultures	Music – Vocal, Intermediate and Senior
American Sign Language (For teaching in English-language schools only – not offered in French)	First Nations, Métis and Inuit Studies	Music – Vocal, Primary and Junior
Aural and Oral Communication	French as a Second Language (For teaching in English-language schools only)	Native Languages
Business Studies – Accounting	Guidance and Career Education	Primary Education
Business Studies – Entrepreneurship	Health and Physical Education, Intermediate and Senior	Reading
Business Studies – Information and Communication Technology	Health and Physical Education, Primary and Junior	Religious Education in Catholic Schools
Computer Studies	Inclusive Classroom	Science and Technology, Primary and Junior
Co-operative Education	Integration of Information and Computer Technology in Instruction	Social Studies, Primary and Junior
Dance	Intermediate Education	Supporting First Nations, Métis and Inuit Students: Guidance and Counselling
Dramatic Arts	International Languages	Special Education
Enseignement et Leadership en situation minoritaire (For teaching in French-language schools only – not offered in English)	Junior Education	Teaching English Language Learners (For teaching in English-language schools only – not offered in French)
Environmental Education	Kindergarten	Teacher Leadership
Family Studies	Langue des signes québécoise (For teaching in French-language schools only – not offered in English)	Teacher Librarian
	Mathematics, Primary and Junior	Teaching and Leadership: First Nations, Métis, and Inuit Settings
	Media	Teaching Students Who Are Blind
	Music – Instrumental	Teaching Students Who Are Deafblind
		Visual Arts
		Writing

SCHEDULE E

HONOUR SPECIALIST QUALIFICATIONS

Anglais (For teaching in
French-language schools only
— not offered in English)

Biology

Business Studies

Chemistry

Classical Studies

Computer Studies

Dance

Dramatic Arts

English (Not offered
in French)

Environmental Science

Family Studies

First Nations, Métis
and Inuit Studies

Français (For teaching in
French-language schools only
— not offered in English)

French as a Second Language
(For teaching in English-
language schools only —
not offered in French)

Geography

Health and Physical
Education

History

International Languages

Mathematics

Music

Native Languages

Physics

Religious Education in
Catholic Schools

Science

Social Sciences

Visual Arts

SCHEDULE F

QUALIFICATIONS IN TECHNOLOGICAL EDUCATION

Teaching Communications Technology – Interactive New Media and Animation

Teaching Communications Technology – Photography and Digital Imaging

Teaching Communications Technology – Print and Graphic Communications

Teaching Communications Technology – Radio, Audio and Sound Production

Teaching Communications Technology – TV, Video and Movie Production

Teaching Computer Technology – Interfacing

Teaching Computer Technology – Electronics

Teaching Computer Technology – Networking

Teaching Computer Technology – Robotics and Control System

Teaching Computer Technology – Computer Repair

Teaching Computer Technology – Information Technology Support

Teaching Computer Technology – Network Support

Teaching Construction Technology – Construction Management and Science

Teaching Construction Technology – Civil Engineering

Teaching Construction Technology – Carpentry

Teaching Construction Technology – Electrical/Network Cabling

Teaching Construction Technology – Heating and Cooling

Teaching Construction Technology – Masonry

Teaching Construction Technology – Plumbing

Teaching Green Industries – Agribusiness

Teaching Green Industries – Landscaping Architecture

Teaching Green Industries – Horticulture Management and Science

Teaching Green Industries – Floristry

Teaching Green Industries – Agriculture

Teaching Green Industries – Horticulture

Teaching Green Industries – Landscaping Construction and Maintenance

Teaching Green Industries – Forestry

Teaching Hairstyling and Aesthetics – Advanced Shaping and Styling

Teaching Hairstyling and Aesthetics – Chemical Hair Services

Teaching Hairstyling and Aesthetics – Fashion and Theatrical Make-up

Teaching Hairstyling and Aesthetics – Spa Services

Teaching Health Care – Dental Services

Teaching Health Care – Laboratory Services

Teaching Health Care – Nursing/Medical Services

Teaching Health Care – Pharmacy Services

Teaching Health Care – Therapy Services

Teaching Health Care – Child Development

Teaching Health Care – Gerontology

Teaching Hospitality and Tourism – Applied Nutrition

Teaching Hospitality and Tourism – Culinary Arts and Management

Teaching Hospitality and
Tourism – Tourism and
Travel Planning

Teaching Hospitality and
Tourism – Baking

Teaching Hospitality and
Tourism – Cooking

Teaching Hospitality and
Tourism – Event Planning

Teaching Manufacturing
Technology – Mechanical
Engineering

Teaching Manufacturing
Technology – Robotics
and Control Systems

Teaching Manufacturing
Technology – Computer
Aided Manufacturing

Teaching Manufacturing
Technology – Industrial
Maintenance

Teaching Manufacturing
Technology – Precision
Machining

Teaching Manufacturing
Technology – Robotics
and Control Technician

Teaching Manufacturing
Technology – Machine
Operator

Teaching Manufacturing
Technology – Sheet Metal

Teaching Manufacturing
Technology – Welding

Teaching Technological
Design – Architectural
Design

Teaching Technological
Design – Mechanical and
Industrial Design

Teaching Technological
Design – Apparel and Textile
Design

Teaching Technological
Design – Robotics and
Control System Design

Teaching Technological
Design – Interior Design

Teaching Transportation
Technology – Auto Service

Teaching Transportation
Technology – Auto Body

Teaching Transportation
Technology – Heavy Duty
and Agricultural Equipment

Teaching Transportation
Technology – Light Aircraft

Teaching Transportation
Technology – Small Engine
and Recreational Equipment

Teaching Transportation
Technology –
Truck and Coach



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