

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8**Ministère de l'Éducation**

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8

June 10, 2026

Mr. Joseph Fiorino
Council Chair
Ontario College of Teachers
101 Bloor Street West
Toronto, Ontario
M5S 0A1

Ms. Linda Lacroix
Registrar and Chief Executive Officer Ontario College of Teachers
101 Bloor Street West
Toronto, Ontario
M5S 0A1

Dear Mr. Fiorino and Ms. Lacroix,

As you know, with the Putting Student Achievement First Act, 2026 receiving Royal Assent on May 7, 2026, the Ontario College of Teachers (OCT) Council's authority to make regulations respecting accreditation of professional teacher education programs under the Ontario College of Teachers Act, 1996 has been expanded to include the manner of delivery and other operational matters such as timing and duration requirements.

As you will recall from my letter dated April 13, 2026, I required several amendments to be made to O. Reg. 347/02 Accreditation of Teacher Education Programs, pursuant to my authority under clause 12(1)(c) of the Ontario College of Teachers Act, 1996 (Act). I am writing today to provide further direction with respect to those required amendments. Specifically, O. Reg. 347/02 requires that programs include a minimum of 80 days of practical experience. This requirement is to be maintained within the proposed shortened program.

In my letter dated April 13th I outlined that amendments to O. Reg. 347/02 must be made by the Council by no later than June 11, 2026.

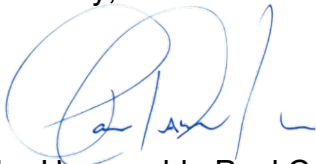
I am writing today to extend the timelines for the Council to make amendments to O. Reg. 176/10 from June 11, 2026, to September 1, 2026, given the complexities of the changes and their potential impact on teacher candidates. Further amendments may be required to O. Reg. 347/02 to align with the amendments to O. Reg. 176/10.

Given the significant implications for future educators in making informed choices about their professional pathways, it is critical that both regulations are made by the timelines noted above.

If the Council is unable to meet these timelines, it remains my intention to use the Ministerial powers under section 12(3) of the Act to make these regulatory changes to ensure that they are in place in time to support Faculties of Education in redesigning programs, as well as to students in making decisions about applying or enrolling in initial teacher education programs.

I appreciate the College's ongoing collaboration in implementing the changes to the teaching profession in Ontario and I look forward to continuing this important work together.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Paul Calandra', with a large, stylized initial 'P'.

The Honourable Paul Calandra
Minister of Education



June 17, 2026

The Honourable Paul Calandra
Minister of Education
438 University Avenue, 5th Floor
Toronto ON M7A 2A5

Dear Minister Calandra,

The Ontario College of Teachers confirms receipt of your letter dated June 10, 2026 and the September 1, 2026 timeline to amend regulations to change the requirements for obtaining teachers' qualifications. We acknowledge the possibility of further amendments for the accreditation of teacher education programs regulation as well.

As you will know, the Council of the Ontario College of Teachers approved proposed amendments to O.Reg. 347/02 Accreditation of Teacher Education Programs at their meeting on June 11, 2026.

At its June 11, 2026 meeting, Council also approved a request for a regulatory amendment to rename the Additional Qualification associated with *Actualisation linguistique en français (ALF)* and *Programme d'appui aux nouveaux arrivants (PANA)* as outlined in PPM 172. Following the retirement of the ALF and PANA curricula, updating Ontario Regulation 176/10 is required to align with the renaming directives under PPM 172. Maintaining outdated terminology creates a risk of confusion and undermines clarity, while the proposed terminological change

preserves existing qualifications and supports multilingual French-language learners.

Additionally, at this June meeting, Council approved a motion for College and Ministry of Education staff to begin drafting regulations to implement a new community endorsed Indigenous Languages Certificate licensure pathway. The proposal addresses gaps in the current system that limit pathways to certification for Indigenous language speakers, contributing to teacher shortages and reliance on temporary measures. It enables First Nations, Métis, and Inuit communities, through Endorsement Circles, to assess and endorse candidates based on their knowledge and expertise and removes structural barriers. The model is intended to expand the number of Indigenous languages teachers in the education system and support long-term preservation and revitalization of Indigenous languages in Ontario.

The motions approved by Council are as follows:

1. That Council request an amendment to Ontario Regulation 176/10 Teachers' Qualifications to remove the terms: the *Actualisation linguistique en français (ALF)* and *Programme d'appui aux nouveaux arrivants (PANA)* and replace with *Soutenir les élèves plurilingues apprenants du français, incluant les élèves nouveaux arrivants: approches inclusives*, to reflect the new Additional Qualification title outlined in PPM 172.

2. That Council approve engagement with the Ministry of Education to develop proposed regulatory amendments for the Indigenous Languages Certificate pathway to bring back to Council at a future date.

Two briefing notes that provide background for the approved motions are enclosed.

We will continue to collaborate with our Ministry of Education colleagues to review proposed regulations to ensure effective implementation and achieve the stated timelines to further our shared goal of strengthening the teaching profession for the benefit of Ontario's students.

Sincerely,



Joseph Fiorino, JD, LLM
Chair of Council



Linda Lacroix, OCT/EAO
Registrar and Chief Executive Officer

Encl:

- Additional Qualification Name Change – Supporting Multilingual French-Language Learners
- Indigenous Languages Certification Pathway and Conceptual Framework

JF/LL/SR/ak-pol



Council Decision Note

Item: Additional Qualification Name Change – Supporting Multilingual French-Language Learners

Public Interest Rationale: The proposed amendment to the naming of the Additional Qualification is required to ensure compliance with the Ministry of Education's Policy/Program Memorandum 172. Updating the title mitigates potential confusion from applicants, teachers, employers, and other stakeholders.

Strategic Alignment: Supports the College's commitment to accountable and agile processes to certify educators to teach in Ontario classrooms.

Submitted By: Anna Marie Nielsen

Director, Standards of Practice and Accreditation

Issue

Effective September 1, 2025, the Ministry of Education retired the Actualisation linguistique en français (ALF) and Programme d'appui aux nouveaux arrivants (PANA) curricula and introduced [Policy/Program Memorandum \(PPM\) 172: Supporting Multilingual French-language Learners Including Newcomer Students in French-Language Schools](#).

The Deputy Minister of Education requested that Council approve updates to the naming of the related Additional Qualifications referenced in [Ontario Regulation 176/10 Teachers' Qualifications](#) to align with PPM 172 and the Ministry's updated approach to supporting multilingual French-language learners, as outlined in correspondence attached as Appendix "A".

Background

The ALF program was designed to meet the needs of students with limited knowledge of the French language or culture, and to help them acquire a sufficient baseline to communicate and learn. The PANA was intended to support newly arrived students by helping them integrate academically, socially, and linguistically into Ontario's French-language schools, including adapting to both the school system and the francophone community context.

As of September 2025, PPM 172 permanently retired the ALF and PANA curricula and established the requirement for all students in French-language schools to follow the regular Ontario curriculum. Students may receive time-limited, needs-based support through Temporary Support Plans (which is a new program schools are required to develop, schools perform an initial assessment and if required provide temporary support until the student demonstrates ability to learn autonomously).

Although existing Additional Qualifications (AQ) in ALF and PANA continue to be recognized, the Ministry has advised that the terminology no longer reflects current policy or practice. On February 11, 2026, the Deputy Minister of Education formally requested (Appendix A) that the Ontario College of Teachers update the AQ naming in its regulations to align with PPM 172 and support consistent implementation across the education system.

Rationale

Maintaining AQ titles that reference retired curricula creates misalignment between Ministry policy and the College's regulatory framework and may lead to confusion among members, employers, and AQ providers. Renaming the qualification ensures the College complies with the new requirements outlined in PPM 172. The Ministry has confirmed that all existing ALF and PANA qualifications will continue to be recognized. The proposed change is terminological in nature

and does not affect the validity of existing Certificates of Qualification and Registration (CQR).

The Ministry has stated that these changes are intended to better support multilingual French-language learners in French-language schools, including newcomer students. They are intended to help establish an inclusive, classroom based approach where students learn with their peers and receive targeted, needs-based support grounded in diagnostic assessment. It also introduces Temporary Support Plans (TSPs), which provide time-limited, tailored assistance—either intensive or sustained—designed to strengthen French language proficiency and bridge learning gaps in core subject areas, allowing students to meet the expectations for their age group while accessing learning from modernized provincial curriculum.

The requested changes were reviewed and approved by the Standards of Practice and Education committee at the May 21, 2026 meeting.

Recommendation

The Standards of Practice and Education Committee recommend that Council approve the request to rename the Additional Qualification associated with ALF and PANA from Actualisation linguistique en français (ALF) and Programme d'appui aux nouveaux arrivants (PANA) to:

« **Soutenir les élèves plurilingues apprenants du français, incluant les élèves nouveaux arrivants: approches inclusives** »

(Partie 1, Partie 2, Spécialiste)

This approach aligns with previous Council decisions where qualification names were updated to reflect updated terminology.

Decision Sought

That Council request an amendment to Ontario Regulation 176/10 Teachers' Qualifications to remove the terms: the Actualisation linguistique en français (ALF) and Programme d'appui aux nouveaux arrivants (PANA) and replace with Soutenir les élèves plurilingues apprenants du français, incluant les élèves nouveaux arrivants: approches inclusives, to reflect the new Additional Qualification title outlined in PPM 172.

Next Steps

If Council approves the recommendation outlined above the College will write to the Ministry to request these amendments to the regulation. Once the amendments are in force, 191 OCTs with affected CQRs would need to be notified of the name change on their certificates and public register profiles. Education partners, including AQ providers, would also be notified and AQ guidelines would be modified to reflect the new terminology.

APPENDIX A

Ministry of Education

Deputy Minister
438 University Avenue
5th Floor
Toronto ON M7A 2A5

Ministère de l'Éducation

Sous-ministre
438, avenue University
5e étage
Toronto ON M7A 2A5



February 11, 2026

Linda Lacroix
Registrar and CEO
Ontario College of Teachers (OCT)
101 Bloor Street West,
Toronto, ON, M5S 0A1

Dear Ms. Lacroix,

As you may know, the Actualisation linguistique en français (ALF) and the Programme d'appui aux nouveaux arrivants (PANA) curricula were retired in August 2025 and new guidelines were shared through the [Policy/Program Memo \(PPM\) 172: Supporting Multilingual French-language Learners Including Newcomer Students in French language Schools](#).

PPM 172, which came into effect on September 1, 2025, sets out guidelines to better support multilingual French-language learners in French-language schools, including newcomer students. The PPM establishes an inclusive, classroom-based approach where students learn with their peers and receive targeted, needs-based support grounded in diagnostic assessment. It also introduces Temporary Support Plans (TSPs), which provide time-limited, tailored assistance—either intensive or sustained—designed to strengthen French language proficiency and bridge learning gaps in core subject areas, allowing students to meet the expectations for their age group while accessing learning from modernized provincial curriculum.

To support implementation of this new PPM, amendments to Ontario Regulation 176/10: Teachers' Qualifications are needed. While the existing OCT qualifications for *Actualisation linguistique en français* and *Programme d'appui aux nouveaux arrivants* (Part 1, Part 2, Specialist) will continue to be recognized, the terminology will need to be updated to reflect PPM 172. Therefore, EDU suggests renaming the Additional Qualification as follows:

- Soutenir les élèves plurilingues apprenants du français, incluant les élèves nouveaux arrivants : approches inclusives (Partie 1, 2, Spécialiste)

I appreciate your support in ensuring that the College's regulations are updated and aligned with the ministry's efforts to modernize supports for multilingual French-language learners in French-language schools.

Please reach out to ministry staff should you wish to discuss this further.

Sincerely,

A handwritten signature in black ink, appearing to read 'H. Moran', with a stylized flourish at the end.

Holly Moran
Assistant Deputy Minister
Early Years and Child Care Division

On behalf of

Denise A. Cole
Deputy Minister
Ministry of Education

Encl: PPM 172

c: Didier Pomerleau, Assistant Deputy Minister, French-Language Education Division
Rupert Gordon, Assistant Deputy Minister, Strategic Policy and Planning Division
Gina Caruano, Director, French-Language Teaching and Learning Branch
Rupinder Johal, Director, Strategic Policy and Education Workforce Branch

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Policy/Program Memorandum 172

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Date of issue: August 15, 2025

Effective: until revoked or modified

Subject: Supporting Multilingual French-language Learners Including Newcomer Students in French-Language Schools

Application:

Directors of Education of French-language school boards and the Centre Jules-Léger Consortium

Supervisory Officers and Superintendents of Education

Principals of French-language elementary schools

Principals of French-language secondary schools

Purpose

This document sets out policies and procedures for the development and implementation of programs and supports for students^[1] in French-language elementary and secondary schools in Ontario, from Kindergarten to Grade 12 in French-language school boards^[2] (the “boards”). The purpose of this memorandum is to provide direction to boards to assist all students in acquiring the skills and knowledge required to succeed academically and to achieve their future goals and aspirations.

It follows the retirement of the *Actualisation linguistique en français* (ALF) and *Programme d'appui aux nouveaux arrivants* (PANA) curricula, effective September 1, 2025.

This memorandum must be implemented in alignment with collective agreements. Where there is a conflict between the memorandum and a collective agreement, the collective agreement prevails. The memorandum also updates the intended outcomes described in the [Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française](#).

Curricula Retirement

The following four curriculum documents will be permanently retired from the Ontario curriculum effective September 1, 2025:

- *Actualisation linguistique en français* (French Language Proficiency Development), Grades 1 to 8 (2010)
 - *Actualisation linguistique en français* (French Language Proficiency Development), Grades 9 to 12 (2010)
 - *Programme d'appui aux nouveaux arrivants* (Support Program for Newcomer Students), Grades 1 to 8 (2010)
 - *Programme d'appui aux nouveaux arrivants* (Support Program for Newcomer Students), Grades 9 to 12 (2010)
-

Requirements for French-language School Boards

French-language school boards are responsible for the implementation of this memorandum. They will work in collaboration with families, schools, and community partners of interest to provide culturally sensitive and responsive services and resources for all students and their parents^[3]. Compliance with this memorandum is mandatory for all French-language school boards and the CCJL.

Regular Curriculum for All Students

The Ontario curriculum describes learning expectations and content by subject and discipline as well as by year of study. It is the primary source for planning all teaching and learning, including the assessments used to develop student learning portraits. Planning should begin with the grade level that aligns with the student's age, while focusing on their strengths and what they already know and can do. The regular curricula also provide educators with the necessary tools and inclusive strategies (e.g., Universal Design for Learning, Differentiated Instruction) to be
***** responsive to students' learning strengths, growth, and goals.

Initial Assessment of Learning

School boards are required to establish or update a process for schools to assess

new students' competencies in language and mathematics. Such assessments may take place in class, alongside other students at the beginning of the school year, or individually in the case of enrolments during the school year. Assessments must be carried out by a teacher (or team of teachers) who holds a certificate from the Ontario College of Teachers. The teachers responsible for conducting assessments will be assisted by the school principal and the school's support team. This will inform next steps pertaining to the students' academic learning portrait and a subsequent Temporary Support Plan, if needed.

Schools are required to conduct an initial assessment of student learning at the time of enrolment. To establish a student learning portrait that reflects current curriculum and assessment practices, school boards will use, select, or develop an assessment tool that:

- Sets specific objectives.
- Builds on the foundations of Ontario's Français and Mathématiques curricula.
- Focuses on French-language skills and mathematics skills.
- Provides data that is valid, rigorous, and reliable.
- Places particular importance on culturally responsive and relevant pedagogy
- Uses language that is accessible and familiar to the student.
- Is flexible and responsive to individual needs and contexts.

To promote a successful student experience, the conditions under which the initial assessment is conducted must consider the needs of students.

School boards must take steps to ensure that the initial assessment is conducted in the student's first or principal language (e.g., the language previously used for schooling) to obtain a comprehensive overview of their academic progress and prior knowledge. As part of their assessment process, school boards may also interview parents/guardians/families to help understand the students' previous educational experiences, languages spoken/understood, interests and strengths.

When simultaneous interpretation services are necessary, the school board should call on external professionals to ensure a degree of neutrality and greater accuracy of the gathered information. This process must be transparent, and parents must be informed of the initial assessment's results.

Supporting Kindergarten students

Kindergarten students, due to their age and developmental stage, require sufficient time to demonstrate their French-language skills and other learning across the four curriculum strands. Therefore, initial and ongoing assessment of their learning should adhere to guidelines outlined in the kindergarten curriculum to ensure that they reflect research-based practices, are developmentally and age appropriate and leverage students' knowledge and strengths.

The classroom teacher and other OCT certified educators supporting French-language learners and newcomer students, are responsible for planning initial and ongoing assessments, and for planning and providing the required support to students, as needed. The support will also be delivered in the kindergarten classroom collaboratively by OCT certified teachers. Regular communication must be maintained with parents as outlined in this memorandum.

Temporary Support Plan for Inclusive Education

This policy requires schools to create a Temporary Support Plan that builds on students' prior knowledge and strengths if the initial assessment indicates that additional temporary intensive or sustained support is required (see [Appendix A](#)). This plan ensures all students have access to the same high standards of support. It will be elaborated using unmodified curriculum expectations corresponding to the student's age and incorporate the latest research-based approaches. The Temporary Support Plan is implemented by homeroom teachers during regular hours, in collaboration with qualified school support personnel, as per board practices. It is expected that the Temporary Support Plan be reviewed regularly after reassessment of emerging learning to determine if the support provided is having the desired positive impact on student well-being and learning outcomes, and to inform next steps. Schools shall continue to communicate with parents for awareness of their child's progress, next steps and for ongoing consent.

The temporary support measures must be determined by using different sources of data, including the student's learning portrait, academic history, information provided by parents, conversations with the student, and other relevant information provided by knowledgeable individuals or specialists. Teachers, with the support of a team of school personnel, will use recommendations from the

initial assessments to create inclusive and responsive classroom learning across subjects, which will be communicated to parents. Programs and services must be flexible due to the evolving nature of student emerging learning; therefore, teachers will adapt the instructional program when required.

The implementation of any Temporary Support Plan designed under this memorandum should focus on equity of access and actively support and preserve students' post-secondary opportunities. School personnel should direct students to courses that meet their needs and support their preferred pathway aspirations. All decisions taken will prioritize the student's well-being.

School personnel will use ongoing assessment and their professional judgement to determine when a student is able to learn autonomously, and therefore no longer requires a Temporary Support Plan.

Communication with Parents

All communication with parents shall be respectful and culturally responsive, and provide parents an opportunity to raise questions or provide feedback. Boards should provide interpretation/translation supports for families, as needed. School personnel must communicate with parents and students to ensure understanding about the initial assessment and Temporary Support Plan process from the outset. After completing the initial assessment, school personnel must obtain parental consent before implementing a Temporary Support Plan for the student, if one is needed. School boards must also inform parents on the ways in which data is collected, who has access to the data, and how it is used to inform next steps.

It is essential that the school explain clearly to parents how the initial assessment will be conducted. This explanation should be given in advance to ensure the process is transparent, and done in a safe, welcoming, and caring manner. Parents should know that these assessments will not affect their child's access or ability to learn at the grade level with peers of the same age.

Additionally, the school must communicate with parents on the Temporary Support Plan at the official reporting periods. Furthermore, schools will share the student's progress at other times throughout the year to provide observations, successes, challenges, or any other updates that could be helpful to provide insight to parents.

This requires the school to develop communication strategies which help parents understand the intended objective of the services and interventions delivered by qualified personnel in the classroom. Parents should also be apprised of the ways in which they, as partners, can contribute to their child's learning at home and at school.

Assessment, Evaluation, and Reporting

Provincial report cards have been updated to reflect the retirement of the ALF and PANA curriculum documents. After receiving parental consent, schools will indicate in the Ontario School Information System (OnSIS) if a Temporary Support Plan has been created and implemented for a student.

The addendum Supporting Multilingual French-language Learners including Newcomer Students, Grades 1-12 (see [Appendix B](#)) replaces any references to ALF and PANA in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Kindergarten to Grade 12 (2010). School boards shall refer to the addendum to learn about the expectations and guidelines for assessing, evaluating, and reporting for students referenced in this policy.

Progress reports and report cards continue to be used to report on student achievement based on curriculum expectations and the development of learning skills and work habits. Schools use these formal reporting periods to inform parents of the student's progress related to their Temporary Support Plan. The school should also communicate regularly with parents, between progress reports and report cards, to describe the services and interventions planned as part of their child's Temporary Support Plan and to renew their consent.

Homeroom teachers, in collaboration with personnel members who assisted in implementing the Temporary Support Plan should collectively draft report card comments that accurately reflect students' strengths and articulate their development, progress and next steps. This collaboration ensures the reporting is clear, comprehensive and supports the students' growth.

The Ministry of Education expects French-language school boards to include current research-based in-service training on inclusive teaching practices such as language acquisition pedagogy and multitiered support systems and the use of digital tools, including emerging technologies like artificial intelligence.

Qualifications for Teachers

Existing OCT accreditations for *Actualisation linguistique en français* and *Programme d'appui aux nouveaux arrivants* (Part 1, Part 2, Specialist) will continue to be recognized. Updates on these courses will be provided by the OCT, as required.

Teachers in support roles assigned to programs providing temporary intensive or sustained support at the elementary and secondary school levels, as outlined in this memorandum, must hold the OCT certified additional qualification, Part 1, or its replacement as determined by the OCT.

Personnel Responsible for Services and Programs at the System Level

Teachers appointed to supervise or coordinate subjects or programs or to act as a consultant for the teachers of the subjects or programs shall hold a specialist or honour specialist qualification, or its replacement as determined by the OCT, if such are available, in one or more of the subjects or programs in respect of which the teacher is appointed.

Data Collection

Kindergarten

Since initial and ongoing assessment of kindergarten students' learning should adhere to guidelines in the kindergarten curriculum to ensure that they reflect research-based practices, Temporary Support Plans, as described in this PPM, will not be implemented with kindergarten students. Schools are therefore not required to enter any data points stemming from the initial assessment of knowledge and skills at the kindergarten level in OnSIS.

Grades 1-12

Schools will be required to indicate if a student is receiving temporary intensive support or temporary sustained support through their board-specific data

collection tool using the appropriate prompts in OnSIS. This information should be found in the student’s Temporary Support Plan.

To ensure comprehensive monitoring and assessment of students’ progress, school boards will also report data to the ministry three times a year through OnSIS. The specific reporting count dates for data submission are as follows:

- 1. Count date: October 31
- 2. Count date: March 31
- 3. Count date: June 30

School boards will continue to leverage sociodemographic data collected to ensure measuring, monitoring, and responding to disparities across achievement and pathway outcomes using their Student Achievement Plans for all students including French-language learners and newcomer students.

Appendix A: Temporary Support Plans, Grades 1-12

Level of Support	Emerging Learning	Support Measures
Intensive Support	The student is beginning to explore the French language and is working on developing their communication skills to meet the curriculum requirements for their age group. Alternatively, the student understands and speaks French and is working on	Frequency: Daily in all subjects, with individualized planning Duration: Brief, focused on a specific period Intensity: Very high, with a significant commitment of time and resources

Level of Support	Emerging Learning	Support Measures
	bridging learning gaps in core subject knowledge to meet the expectations for their age group.	
Sustained Support	The student is beginning to understand and use French and is working on expanding their vocabulary to enhance their learning. Alternatively, the student understands and speaks French and is working on enhancing their knowledge and understanding in core subjects to meet age group expectations.	Frequency: Daily Duration: Long, continuous, regular Intensity: Moderate, with a constant but not necessarily intense commitment of time and resources

School personnel will use ongoing assessment and their professional judgement to determine when a student is able to learn autonomously, and therefore no longer requires a Temporary Support Plan.

Appendix B: Addendum: Supporting Multilingual French-language Learners Including Newcomer

Students in French-language Schools, Grades 1-12 (Growing Success Addendum)

Preface

Regular communication with parents on their children's learning, progress and next steps promotes school-parent collaboration, partnership, and home support.

The summaries of a student's performance communicated in their progress reports or report cards should be used to support other communications that take place between each reporting period.

Subsequent to the retirement of the ALF, Grades 1 to 8 and Grades 9 to 12 curricula and the PANA, Grades 1 to 8 and Grades 9 to 12 curricula, the following policy statement informs French-language school boards and the Centre Jules-Léger Consortium (CJLC) of their performance assessment and reporting obligations for students requiring language proficiency support or additional subject-matter support starting in the 2025–2026 school year.

Policy

This document serves as an addendum to the Ministry of Education policy entitled Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010). This addendum updates the policy on performance reporting for students requiring linguistic support to align with the modernized framework programs for Grades 1 to 12.

This addendum replaces the ALF and PANA policy set out in Growing Success, including any sections or references to these programs. The policy described comes into force in Ontario's French-language schools and the CJLC as of the 2025-2026 school year.

Report cards

The ALF and PANA curriculum documents will be retired from Ontario's curriculum as of September 2025. Consequently, report cards will be updated accordingly, and

the ALF and PANA check boxes will no longer appear in the new versions of the report cards.

How to complete report cards: Supporting Multilingual French-language Learners Including Newcomer Students in French-language Schools, Grades 1 to 12

To promote a consistent teaching and assessment approach for all students, the performance of students requiring language proficiency support in each subject and discipline will be assessed following the same guidelines which apply to all students by assigning:

Grades 1 to 6

An overall grade with comments on each subject.

Comments:

- Must describe the student's strengths.
- Must indicate next steps for improvement.
- Can describe learning development.
- May refer to particular topics, including but not limited to
 - observations on basic concepts of learning to read and write,
 - and basic concepts of mathematics.

Grades 7 to 12

A percentage grade with comments on each course.

Comments:

- Must describe the student's strengths.
- Must indicate next steps for improvement.
- Can describe learning development.

- May include observations on fundamental aspects of learning or course specifics.

For more information on determining codes or percentage grades for report cards, see the “Evaluation” section on pages 38 to 46 of [Growing Success](#).

[Revised school report card templates are available on the Ministry website.](#)

Appendix C: Assessment Support Tools for Multilingual French-language Learners and Newcomer Students

The use of diagnostic assessment and ongoing assessment for learning is recommended to support all students’ development and progress. The data collected using these tools is used to establish a student’s learning portrait and to determine support measures outlined in the Temporary Support Plan, based on their needs.

To establish a student learning portrait that reflects inclusive curriculum and assessment practices, school boards may use, select, or develop an assessment tool that:

- Sets specific objectives.
- Builds on the foundations of Ontario’s Français and Mathématiques curricula.
- Focuses on French-language skills and mathematics skills.
- Provides data that are valid, rigorous, and reliable.
- Uses language that is accessible and familiar to the student.
- Can be adapted to individual needs and contexts.
- Is accessible to all students.

School boards can access pre-designed tools for French-language schools in

Ontario. The following tools can support school personnel in developing each student's learning portrait:

- [Trousse de progression des apprentissages langagiers en français de l'Ontario](#) (TPALF)
- [Trousse de précision des acquis en mathématique](#) (TPAM)

Footnotes

- [1] ^ In this memorandum, "student" refers to pupil, as used in the Education Act.
- [2] ^ In this memorandum, "school board(s)" refer to district school boards and school authorities, and provincial and demonstration schools (including the schools operated by the Centre Jules-Léger Consortium).
- [3] ^ The word "parent(s)" is used in this memorandum to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

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Updated: September 15, 2025
Published: August 15, 2025

Ministry of Education

The Ministry of Education is responsible for

Questions or comments

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child care and for administering the system
of publicly funded elementary and
secondary school education in Ontario.

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Ontario's Teaching Regulator
L'organisme de réglementation
de l'enseignement en Ontario

Council Decision Note

Item: Indigenous Languages Certification Pathway and Conceptual Framework

Public Interest Rationale: Creating a certification pathway for Indigenous languages speakers through a community endorsement model would support Indigenous education, expand the number of Indigenous languages teachers for provincially funded schools, and help revitalize and preserve Indigenous languages while maintaining the College's regulatory oversight and public interest mandate.

Strategic Alignment: A regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.

Submitted By: Saran Ragunathan, OCT, JD – Director, Policy, Governance and Tribunals

Issue – The purpose of this Briefing Note is to provide Council with an update on a proposed licensure pathway for prospective Indigenous languages teacher candidates seeking to become Ontario Certified Teachers (OCTs) in Indigenous Languages through a community endorsement pathway. The licensure pathway and associated regulations would authorize First Nations, Métis, and Inuit communities to establish, under regulation, community endorsement circles or committees¹.

¹ A community endorsement circle or committee refers to a body established by a First Nations, Métis, or Inuit Community/Nation that is responsible for the assessment and endorsement of an Indigenous languages teacher candidate.

Community endorsement circles or committees would assess and endorse Indigenous languages teacher candidates for certification without the prerequisite of completing an accredited initial teacher education program. Following an endorsement, these Indigenous languages teacher candidates would apply for licensure with the College. If licensed, the candidates would become OCTs in Indigenous languages and would be permitted to teach Indigenous languages for which they have been endorsed, from Grades 1 to 12, in Ontario's school system.

The College, in collaboration with the Ministry of Education and partners such as the Chiefs & Technical Committee on Languages and Learning, has engaged in multi-year extensive consultation with First Nations, Métis, Inuit, and urban Indigenous communities and partners on the development of a conceptual framework which lays out the regulatory and operational foundation of the new proposed certification pathway.

Background

Ontario is home to many First Nations, Métis, and Inuit languages, with several – such as Oneida, Mohawk, Ojibwe, Cree, and Inuktitut – taught in schools from Grades 1 to 12. However, there are only two teacher education programs in the province that specialize in Indigenous languages, and some schools rely on non-fluent teachers or Letters of Permission (LOPs), which does not support long-term language revitalization or address the growing demand for language learning in provincially funded schools.

Indigenous languages are at risk due to the impacts of the Residential School System, the low numbers of Indigenous language teachers being certified and the aging population of fluent speakers. The current education system in Ontario has significant gaps in the recognition of the knowledge and expertise of Indigenous

languages speakers. Without change to remove barriers and create better pathways for teachers, these languages face continued decline and possible loss.

Developing a Proposed Pathway through Engagement with First Nations, Métis, Urban Indigenous, and Inuit Partners

From May 22-23, 2024, the College hosted initial sharing sessions with First Nations, Métis, Inuit, and urban Indigenous partners and the Ministry of Education to discuss a potential new pathway for Indigenous languages teacher certification.

In August 2024, the College and the Ministry of Education established a working group to begin work on a new certification pathway.

The College reconvened with our partners over two dates in November 2024. We provided consolidated notes taken from the May 2024 sharing sessions and asked partners to expand on key themes heard during the spring sessions.

Concurrent to the College's sharing sessions, the Ministry held numerous engagements with Indigenous partners, notably but not exclusively through the First Nation Lifelong Learning and the Métis, Inuit and Urban Indigenous Education Priorities Tables and with partners from the Chiefs of Ontario Chiefs and Technical Committee on Languages and Learning.

Overall Themes and Development of the Conceptual Framework

Several themes and competencies were identified including, but not limited to:

- importance of culture and language
- previous teaching experience and/or experience with children
- importance of community-driven work, principles, and values
- supports for candidates and certified individuals

The First Nation Lifelong Learning and the Métis, Inuit and Urban Indigenous Education Priorities Tables respectively identified the above themes and competencies as well as others with the culmination of the engagements leading to the development of a draft Indigenous Languages Pathway Conceptual Framework in the summer of 2025. Ongoing engagement with these tables continued into the Fall and Winter of 2025/2026 and offered opportunities for partners to provide additional feedback and input on specific components of the pathway and the framework to ensure alignment with partner priorities.

The Indigenous Languages Pathway Conceptual Framework

Throughout Spring 2026, the College and the Ministry met with partner groups and held sharing sessions with First Nations, Métis, Inuit and urban Indigenous partners on May 20 and May 26 to finalize the review of the framework. In addition, the Ministry and the College shared the conceptual framework with Indigenous partners of the Métis, Inuit, and Urban Indigenous Education Priorities Table on June 3 and with members of the Chiefs & Technical Committee on Languages and Learning on June 4.

As Council members will note in Appendix "A", the Indigenous Languages Pathway Conceptual Framework is divided into four core competency areas and provides a proposed pathway for an Indigenous languages candidate to become an OCT. The framework reflects the key competencies developed by partners that Indigenous languages teacher candidates must demonstrate to be certified by the College.

The four core competency areas on which Indigenous languages teacher candidates will be assessed are:

- language proficiency and cultural expertise
- relevant experience with children and youth
- dispositions, principles and values for individuals working with elementary and secondary students
- professional suitability valued for the teaching of elementary and secondary students

Following an assessment by a community endorsement circle or committee, a community-endorsed Indigenous languages teacher candidate may apply to the College for certification. An Indigenous languages teacher candidate must meet the College's certification requirements unrelated to a teacher education program, including a criminal background check, complete the Sexual Abuse Prevention Program and pay their fees. Candidates would then be awarded their Ontario Certified Teacher in Indigenous Languages credential, enabling them to teach in the Indigenous language they were endorsed for at any grade level in any publicly funded Ontario school.

Risks and Mitigating Factors

Regulatory oversight over community endorsement circles and committees would remain within the College's regulatory authority, though deference would be afforded to communities for the oversight and operation of their endorsement circle or committee. Similarly, Indigenous languages teachers would be subject to the College's *Professional Standards* and the College's professional conduct regulatory jurisdiction.

Notably, the proposed pathway is limited only to speakers working towards becoming Indigenous languages teachers and supports broader policy objectives related to Indigenous education and teacher workforce development, while preserving the College's regulatory requirements and public interest mandate.

The College also engaged with the B.C. Ministry of Education and Childcare to gain insight into their “First Nations Language Teacher Certificate” licensing framework. Established in 1994, B.C.’s “First Nations Language Teacher Certificate” enables fluent speakers to teach language and culture in public schools. The certification pathway requires a recommendation by a recognized First Nations Language Authority (an entity established by a band or First Nations Community), which attests to language, dialect, and cultural proficiency. B.C.’s Teacher Regulation Branch then certifies an applicant upon receiving testimonial from the First Nations Language Authority, an application and other administrative requirements. The proposed Ontario pathway draws lessons from B.C. on community authority in attestation, while situating certification and oversight within the College’s regulatory framework. The Ontario model is in broad alignment with the proven B.C. model.

Equity, Diversity, and Inclusion Impact

The proposed pathway aligns with the College’s strategic plan’s commitment to a regulatory model that strives to be free from barriers to truth and reconciliation, and equity, diversity, inclusion, and access.

Regulatory permission for First Nations, Métis, Inuit, and urban Indigenous communities to appoint their own respective endorsement circles or committees with the authority to endorse Indigenous languages teacher-candidates for College certification would remove a structural eligibility barrier that limits Indigenous languages teacher candidates from completing initial teacher education programs.

The pathway supports Indigenous self-determination in postsecondary education and teacher preparation, helps to preserve and promote Indigenous languages,

and contributes to strengthening the Indigenous languages teacher workforce in Ontario.

Next Steps

That Council approve engagement with the Ministry of Education to develop proposed regulatory amendments for the Indigenous Languages Certificate pathway to bring back to Council at a future date

Proposed Certification Pathway – First Nations, Métis and Inuit Community-Endorsed Language Teacher

Background

This First Nations, Métis and Inuit Language Certification Pathway framework reflects insights and priorities shared by First Nations, Métis, Inuit and urban Indigenous partners during meetings and sharing sessions. The visual framework is divided into four core competency areas:

- Language Proficiency and Cultural Expertise
- Relevant Experience with Children and Youth
- Dispositions, Principles and Values for individuals working with elementary and secondary students
- Professional Suitability valued for the teaching of elementary and secondary students.

These four core competency areas are to be assessed by communities and provide a pathway for an Indigenous languages speaker to become an Ontario Certified Teacher (OCT).

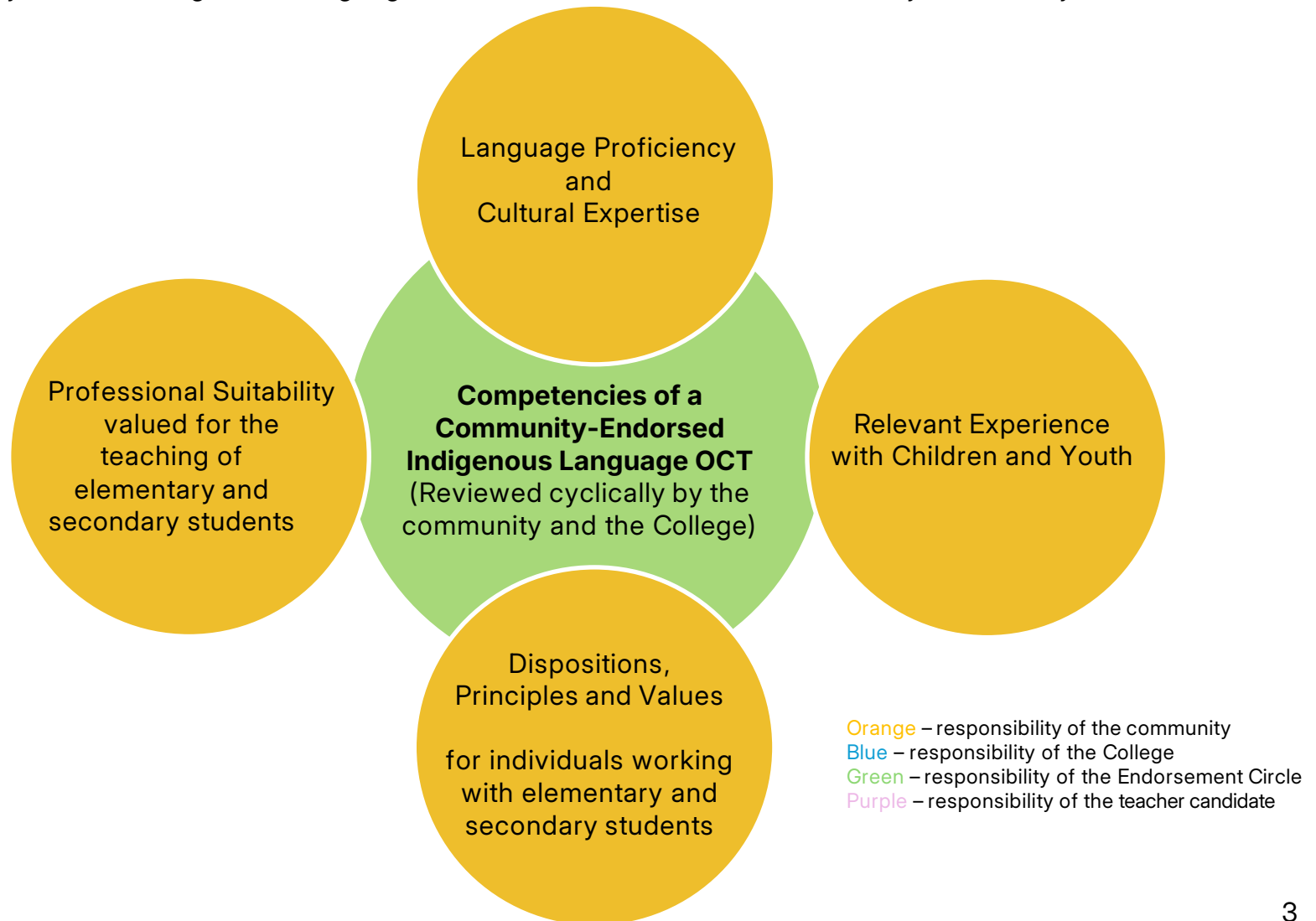
Following an assessment by a community Endorsement Circle,¹ a community-endorsed Indigenous languages teacher candidate may apply to the Ontario College of Teachers (the College) for certification. Before being

¹ An Endorsement Circle (or any variation of this term) refers to a body established by a First Nations, Métis, or Inuit Community/ Nation that is responsible for the assessment and endorsement of an Indigenous languages teacher candidate.

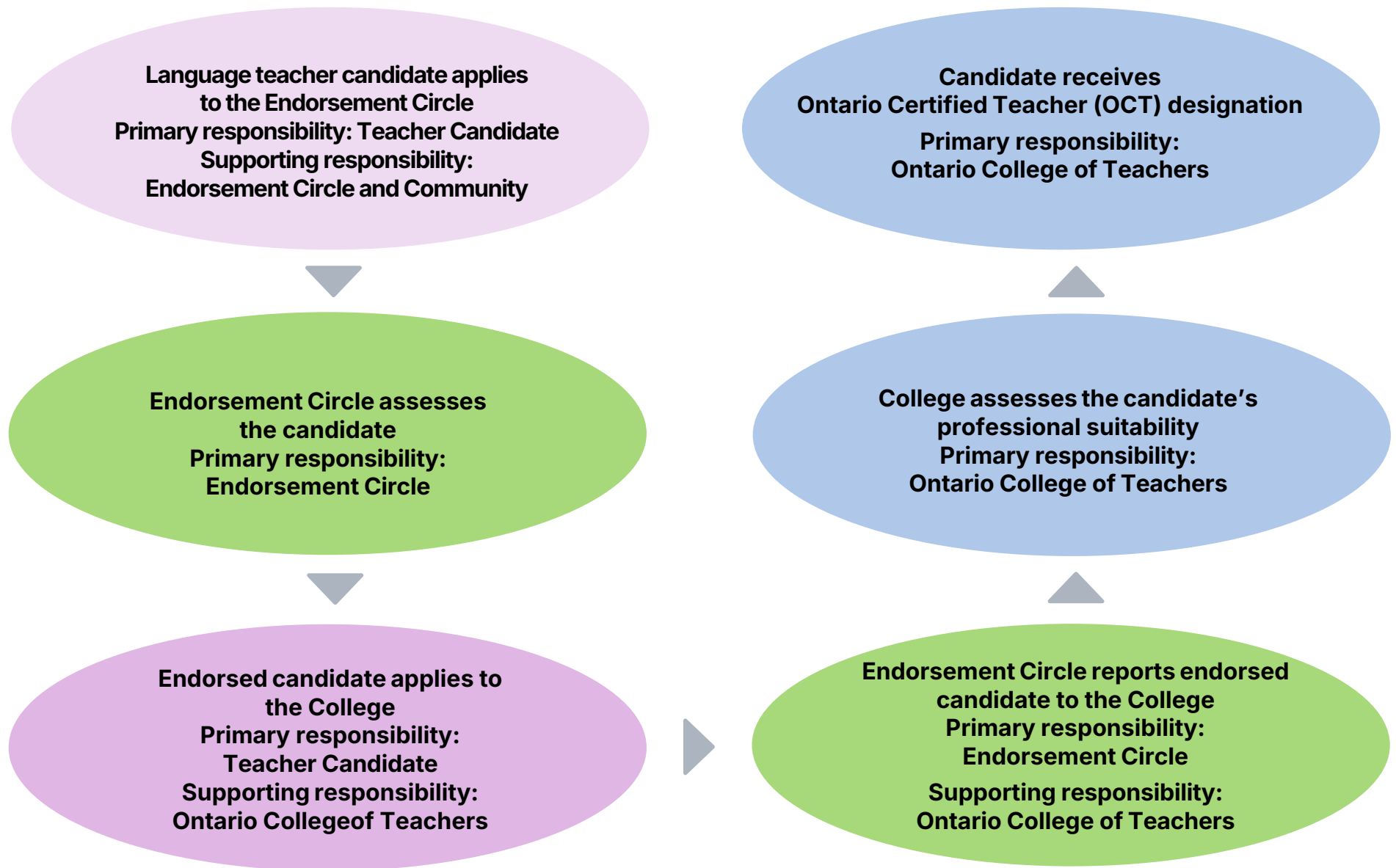
certified by the College, an Indigenous languages teacher candidate must meet the College's minimum professional standards requirements, including a criminal background check, completion of the Sexual Abuse Prevention Program and payment of all fees. Teacher candidates would then be awarded their Ontario Certified Teacher designation, enabling them to teach in the Indigenous language they were endorsed for at any grade level in any Ontario school.

Proposed Certification Pathway – First Nations, Métis and Inuit Community-Endorsed Language Teacher Candidates

Competency Areas of Indigenous Language Teacher Candidates to be Assessed by Community Endorsement Circles



Proposed Pathway for an Indigenous Language Speaker to Become an Ontario Certified Teacher



Elements and Criteria Proposed by First Nations, Métis and Inuit Language Partners

Competencies of a Community-endorsed First Nations, Métis and Inuit Language Ontario Certified Teacher

The suggested elements and criteria outlined for each competency area below are based on feedback and input shared by First Nations, Métis and Inuit partners and are intended to be recommended practices for how Endorsement Circles may assess candidates. It is the responsibility of community Endorsement Circles to determine how Indigenous languages speakers are assessed and endorsed.

Language Proficiency and Cultural Expertise

- Interview assessment is conducted by the Endorsement Circle in the First Nation, Métis or Inuit language.
- Language and culture are intertwined – understanding of culture seen by many as a necessary skillset to complement the teaching of language.
- Cultural and linguistic testing – cultural proficiency could be built into the oral interview. For example, when you're answering questions about who you are, about your clan, and about your community at school and in the natural world.
- Knowledge of relevant cultural history, as determined by the community, may be demonstrated through methods such as an oral interview or a formal assessment.
- An assessment of a candidate's expertise and knowledge of language revitalization.
- May need to prioritize language over dialect in determining proficiency.

- Can include recognition for candidates who attended Indigenous language immersion schools and community-based programs, camps, or both.
- Suggested guidelines and reference materials, developed and led by communities, can be provided to Endorsement Circles to assist with evaluating candidates' language competency and to support consistency.

Relevant Experience with Children and Youth

- Demonstrated ability to emotionally, spiritually and mentally guide or lead students.
- Direct (First Nations, Métis and Inuit classroom teaching experience) or established (demonstrated through other teaching experiences such as mentorship, cultural or community teaching involving children and youth) teaching experiences.
- Consider candidates who have already taught under Letters of Permission or are teaching within the community.
- Consider candidates' work experience within their communities, such as teaching an evening language class or afterschool involvement.
- Consider partnership with immersion schools where candidates can be provided with additional pedagogical² training.

² Suggested guidelines concerning instructional and classroom management competencies, developed and led by communities, can be provided to Endorsement Circles to assist with evaluating candidates' pedagogical competencies and to support consistency.

Dispositions, Principles and Values

Examples of dispositions, principles and values that Endorsement Circles might choose to look for:

- Kind, caring, trustworthy, loving, nurturing spirit.
- Partners have noted that there are diverse perspectives on cultural competence, and care should be taken not to turn specific cultural elements into mandatory requirements. It is important that any such considerations involve consensus-building with Elders and Knowledge Holders.
- Teachers must be able to teach in a way that is relevant and connected to the learner's way of life.
- Teachers must understand not only the value of education, but also the responsibility that being a teacher entails.

Professional Suitability

- Applied through:
 - the lens of loss of language
 - culture, generational trauma
 - the urgency of language revitalization.
- Community members, such as former or current Ontario Certified Teachers, could be relied on to assess suitability and to address potential hesitations and challenges with assessing teaching competencies.
- As part of the application process, teacher candidates could be asked to answer questions such as, "What is

your prior learning?” or “What is your understanding of language and culture?”

- Evaluate a teacher’s candidate’s desire and intention to teach.
- Ongoing onboarding and pedagogical supports provided to teachers certified through the pathway with an emphasis on lifelong learning, including potential mentorship opportunities with an associate teacher or senior teacher once hired by a school, resource development supports, teaching and supports in areas related to technology, classroom management, assessments, etc.
- *Note:* Indigenous languages teachers certified through this pathway will have access to existing Additional Qualifications to assist with ongoing professional development. For example, Special Education Schedule D.

Description of Page 2 of the Framework: Roles and Responsibilities

Responsibilities of the Language Teacher Candidate:

- Applies to the Endorsement Circle. (The Endorsement Circle will determine the document to be used to apply for an endorsement.)
- Applies to the College by submitting an Indigenous language teacher candidate application once they are endorsed by the Endorsement Circle.

Role of the Endorsement Circle:

- Assesses whether candidates satisfy the community's own criteria to become certified language teachers.
- If the language teacher candidate is successful, reports them to the College (endorsement form or other similar document such as a letter to be agreed upon between the College and Endorsement Circle).

Role of the College:

- Once a candidate is recommended as suitable by the Endorsement Circle:
- Assess the candidate's professional suitability and whether they meet College requirements:
 - Criminal Record Check
 - successful completion of the Sexual Abuse Prevention Program
 - fee payment.

Governance – Endorsement Circle Reviewed Cyclically in Partnership between the Community and the College

An agreement would need to be established confirming that an Endorsement Circle has authority to endorse candidates on behalf of a community or group of communities. This recognition could be formalized through a memorandum of understanding or other document to confirm the authority granted by the community to the Circle and to inform the College.

Approved by a Community (or Group of Communities) to Endorse Language Speakers

- Circle members are vetted by their communities through a nomination process and include first language speakers and language experts. The College will provide suggested guidelines on Endorsement Circle composition.
- The endorsement model is community created and led and is composed of experts, linguists, educators, first language speakers, etc. It is an expert panel and should be acknowledged as a body with the authority to make these judgements.
- The criteria and processes for recognizing distinctions-based committees must be aligned with governance structures that exist for each partner, including considerations for partners that do not rely on an Elder-led certification or language authority model. Some governance and language initiatives may operate through advisory, community-driven and program-based structures.
- The Circle believes that by acknowledging fluent speakers as valued and recognized experts in their specialized field, this can add value and motivation to language learning.

Considerations

- Indigenous Institutes could be invited by Endorsement Circles to form part of their Circle.
- Endorsement Circle members should have demonstrated language proficiency, an understanding of classroom pedagogical and instructional skills and an understanding of the unique delivery requirements for teaching the language.
- Consider strategies and models to support the establishment and long-term success of Endorsement

Circles, including a potential guiding resource to support communities or tools to obtain funding.

- Establish or encourage processes to share knowledge among Endorsement Circles, such as regular check-in meetings between Circles to discuss challenges and best practices or a formal centre of excellence.
- Consider the well-being of Endorsement Circle members, Elders, and other relevant individuals and recognizing the labour and commitment that may be placed on them through this certification pathway.

Reviewed cyclically for approval

- Identify a timeline to review the criteria for competencies and composition of the Endorsement Circle and update the College.

Additional information provided by First Nations, Métis and Inuit partners related to the proposed competencies can be found at Appendix A.

Additional information provided by First Nations, Métis and Inuit partners who presented their respective conceptual frameworks at the College's sharing sessions can be found at Appendix B.

Appendix A: Additional Feedback from Partners

Language Proficiency and Cultural Expertise

- Consider using American Council on the Teaching of Foreign Language Assessment (ACTFL) assessment protocol. First Nations Language benchmarks could be used to assess language proficiency.
- Expertise and knowledge in language revitalization.

Relevant Experience with Children and Youth

- Alternatives – could also consider non-teaching staff (support staff) who already work with students in the school and speak the language to be developed into teachers in a supervised practicum model (give people different entryways, perhaps less qualifications initially).
- Teachers have the tools and skills to address mental health and bullying.
- Teacher's ability to keep students safe.
- Supervised practicum – community-level based learning is a great practicum opportunity, this is where the language comes from (for example, summer camp).
- Circles might be cautious about accepting a letter of experience signed by a person unknown to the community, and opportunities to supervise and approve relevant experience could be considered.

Dispositions, Principles and Values

- Language and culture are intertwined – understanding of culture seen by many as a necessary skillset to compliment the teaching of language.

Professional Suitability (Assessed by the Endorsement Circle)

- Teachings should revolve around traditional learning and be based on community standards, with potential considerations to provincial standards related to numeracy and literacy.
- Consider alternates to criminal record check (this may not be necessary if community leaders understand that a criminal record does not necessarily bar an individual from becoming an OCT – rather, they must be of good character).
- Omit degree requirement (B.Ed.), however be committed to lifelong learning = teachers are learners.
- Ensure learning on the current history, identity and truth of First Nations communities (the current Ontario curriculum does not reflect this).

Appendix B: Additional Partner Conceptual Frameworks

In addition to elements and criteria shared by First Nations, Métis and Inuit language partners in sharing sessions, the following three Endorsement Circles presented their endorsement models and are referenced throughout the competency areas below:

- Kanien'keha (Mohawk language) Circle
- Uquasilirijit (Inuit language) Elders Circle
- Seven Generations Education Institute (Anishinaabemowin language) Elder Circle Model (in development).

Kanien'keha Language Circle – Interview questions as part of the assessment process:

- Read and write exercise – A visual prompt, such as a comic strip with speech bubbles, is provided to the interviewee and they are asked to describe what they see.
- Oral interview – introducing oneself in the spoken language (tell me who you are, tell me about your family).
- By posing questions relating to identity, an interviewer is able to gather cultural proficiency from the responses, which can provide insights into an individual's connection to community and culture, their clan systems, relationships, etc.
- Utilize American Council on the Teaching of Foreign Language Assessment (ACTFL) to grant a language proficiency rating to each candidate for their professional use on resumes.
- ACTFL proficiency tests are used worldwide by academic institutions, government agencies and private corporations. The ACTFL certification is a validation of one's understanding of the principles and concepts of proficiency-based language assessment and of one's ability to apply theory to practice in language teaching and learning settings.

Uquasilirijiit Elders Circle – Guiding principles of the culture – Inuit Qaujimajatuqangit (IQ) Principles:

- Respecting others, relationships and caring for people
- Fostering good spirit by being open, welcoming and inclusive
- Serving and providing for family and/or community
- Decision making through discussion and consensus
- Development of skills through observation, mentoring, practice, and effort
- Working together for a common cause
- Being innovative and resourceful
- Respect and care for the land, animals and the environment.

Seven Generations Education Institute (SGEI) Elder Circle Model

- Utilize existing proficiency assessment for French language - Diplome d'Etudes en Langue Francaise (DELF).
- Six Learning Domains.
- A conversational video is shown to applicants as part of the language assessment to assess candidates' language proficiency competency.
- Elders utilize the Indigenous Languages Assessment Tool, which operates on a point system to assess skills:
 - 1 point for each correct response.
 - 0 points for incorrect responses.

- Candidates can achieve a maximum score of 15 points.
- Vision for teaching:
 - Personality (for example, Social-Emotional Capacity): A personality trait or capacity identified by Elders as critical, as stress significantly contributes to educators leaving the classroom.
 - Self-Monitoring: Encouraging teachers to reflect on and maintain their well-being to ensure they are in the right mindset to teach effectively.
 - Equity: Ensuring every child has equal opportunities to succeed, recognizing and addressing individual needs.
 - Cultural Competence: A challenging yet essential component that remains a work in progress to fully define and implement.
 - Empathy: Cultivating a deep understanding and compassion for others, integral to building meaningful connections in education.
- **Six distinct components:**
 - Elders define and build assessments for "great candidates"
 - Recruitment of "superior" candidates
 - Training of "could be great" candidates
 - Onboarding into a school – New Indigenous Teacher Induction Program (NITIP)
 - Research – student learning side, teacher "delightment" side
 - Creation of Full H/E credentialling pathway.