



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Principal's Qualification Program Guideline

Teachers' Qualifications Regulation

June 2023



Cette publication est également disponible en français sous le titre de *Programme menant à la qualification de directrice ou de directeur d'école*.

Table of Contents

Preface	1
Introduction	2
Section A: Additional Qualification Program Foundations	3
Professional Learning in Ontario	3
Ontario's Learning Context	6
Accreditation	8
Section B: Additional Qualification Program Design	10
Principal Qualification Program AQ	10
AQ Program Requirements	10
Appendix 1	22
Appendix 2	24

Preface

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

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

AQ program guidelines are organized in the following two sections:

Section A: Additional Qualification Program Foundations

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

Section B: Additional Qualification Program Design

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

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

Introduction

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

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

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

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

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

Section A: Additional Qualification Program Foundations

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

Professional Learning in Ontario

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

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

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

The *Principal's Qualification Program* is designed to proactively explore leadership dimensions associated with the effective management of publicly funded schools. Candidates will increase their capacity to foster school improvement. Framed within an anti-oppression foundation, candidates will analyze issues and develop strategies for identifying and removing barriers at school and system levels to nurture a culture that promotes learner success, well-being and life-long learning.

The AQ *Principal's Qualification Program* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors facilitate adult learning practice that provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

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

Principals in Ontario are resilient partners and leaders in professional learning communities. They foster equity, diversity and inclusion within Ontario's classrooms and schools. Principals are critical and creative thinkers charged with ethical decision-making, as they support the continual improvement of professional practice.

Professional Learning Framework for the Teaching Profession

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

Ethical Standards for the Teaching Profession



Standards of Practice for the Teaching Profession



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

Ontario's Learning Context

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

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

Anti-Oppression Foundation

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

Truth and Reconciliation Commission of Canada: Calls to Action

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

Aménagement Linguistique Policy (PAL)

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

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

Accessibility for All

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

Learning for All – Special Education

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

Accreditation

Program of Additional Qualification

Accreditation requirements for Additional Qualification (AQ) courses are articulated in O. Reg. 347/02: *Accreditation of Teacher Education Programs*.

A program of additional qualification may be granted accreditation under s. 24 of the Regulation if the following requirements are satisfied:

1. The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College.
2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program.
3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study.
4. The course content of the program makes appropriate provision for the application of theory in practice.
5. The program's format and structure are appropriate for the course content of the program.
- 5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar.
6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.
7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.
8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.
9. The provider is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment. O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.

Program for Principal's Qualification

The program for principal's qualification may be granted accreditation under s. 24.2 of the Regulation if the following requirements are satisfied:

- (1) A program leading to a part 1 principal's qualification may be granted accreditation under this Regulation if the program,
 - a) satisfies the requirements set out in section 24; and
 - b) consists of at least 125 hours of work acceptable to the Registrar. O. Reg. 182/10, s.9.
- (2) A program leading to a part 2 principal's qualification may be granted accreditation under this Regulation if the program,
 - a) satisfies the requirements set out in section 24;
 - b) consists of at least 125 hours of work acceptable to the Registrar; and
 - c) requires successful completion of a leadership practicum acceptable to the Registrar as a condition for successful completion of the program. O. Reg. 182/10, s. 9.

Section B: Additional Qualification Program Design

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. The *Principal's Qualification Program* (PQP) comprises Part I, Part II and a Leadership Practicum. Part I and Part II of the program are each 125 hours in length and the Leadership Practicum consists of a minimum of 50-hour leadership experience. Successful completion of the PQP is recorded on the member's Certificate of Qualification and Registration.

Principal Qualification Program AQ

The PQP is designed to support candidates in the development of knowledge, skills and attitudes required to uphold and foster equity and human rights as a principal or vice-principal in Ontario's publicly funded schools. The program allows candidates to explore the leadership domains within the Ontario Leadership Framework to:

- Lead and manage in contexts characterized by change and complexity
- Identify and respond to systemic barriers
- Develop their personal and professional capacity.

AQ Program Requirements

The Ontario principal responds to complex needs while sustaining an anti-oppressive learning environment that ensures every learner receives equitable educational opportunities. The PQP enables candidates to advance their professional practice through focused learning and application of leadership practices that reflect the best interests of all stakeholders. Candidates of the PQP will be exposed to new and existing legislation (Appendix 1), as well as resources (Appendix 2) to be explored within the context of the program.

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

Part I

Principal's Qualification Program advances candidates' professional practice, knowledge and skills in a leadership role through the following required elements:

Principal as Leader and Manager:

- anti-oppression foundation for equity-based leadership
- personal educational vision and its significance for the role of the principalship
- relationship between leadership theories and personal leadership style
- self-assessments to inform and enhance one's leadership style and personal resources
- role of principal as leader and as manager
- dynamics and influences of power and privilege upon school culture and pedagogical approaches
- how the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession* can inform the role of the principal
- processes to foster communities of practice (for example, exploration of inquiry-based pedagogy) and ongoing professional learning (for example, annual learning plans) and professional efficacy
- leadership styles and practices that foster professional relationships and capacity building (for example, staff development)
- leadership competencies, skills and strategies (for example, culturally responsive communication, interviewing, consulting and hiring processes) to support effective and efficient school operations
- asset-based models to understand diversity within the community
- culture of coaching and mentoring supported by related policies and practices
- use of language that is clear, accessible and supportive (for example, defining complex or technical language using accessible explanations).

Legal Obligations and Responsibilities:

- relevant legislation (for example, *Ontario Human Rights Code*, *Anti-Racism Act*, 2017, S.O. 2017, c. 15, *Freedom of Information and Protection of Privacy Act*, *Accessibility for Ontarians with Disabilities Act* S.O., 2005 and *Health Protection and Promotion Act*) and policies at the municipal, provincial, federal and international levels that support human rights and privacy for all
- candidates' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices
- provincial and Board infrastructure, policies and practices as they relate to school improvement planning (for example, safe and accepting schools, student records, including report cards, confidentiality and school attendance)
- Indigenous models of educational governance, pedagogical processes and instructional practices
- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action (TRC)* and of the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*
- legal requirements and implications of legislation (for example, *Ontario College of Teachers Act*), policies and regulations as they apply to the role of the principal
- ethical use of technology in support of each learner's safety, privacy and well-being
- legislative and historical context that governs education and reflects the Ontario context (for example, Catholic and Public education, English and French Language education, First Nations, Métis, and Inuit education and Special Education) including policy documents and the *Ontario Human Rights Code*
- performance appraisal policies and practices and the relationship to ongoing professional learning
- protocols and plans for safe school environments (for example, crisis prevention and intervention, emergency plans, evacuation plans and lockdown procedures)

- labour relation policies, collective agreements and grievance procedures related to the principal's role
- legal implications of the role of school councils and working with volunteers in schools.

Strategic Leadership and Accountability:

- addressing individual and systemic biases, discrimination and barriers (for example, disproportionate representation of learners from equity seeking groups within specialized programs) as well as manifestations of power and privilege to foster equity and inclusion
- strategies to address ableism that exists in processes and practices
- processes and strategies to engage school and community in the development of a shared school vision that aligns with Board and provincial priorities to create safe learning environments
- impact of privilege and positionality in leadership on decision-making processes
- current policies, guidelines, frameworks, strategies, processes and resources from the Ministry of Education to support program planning within the school
- frameworks related to emotional, political, social, collective, digital and cultural intelligence
- culture committed to environmental sustainability and global responsibility
- culture of democratic citizenship and social justice committed to being responsive to the needs of the community
- policies, processes and strategies that foster and support diversity, equity, well-being and efficacy
- safe and ethical spaces for the inclusion of learner voice and leadership
- processes and protocols to communicate accurate and transparent accounts of the school's performance
- opportunities to engage with and lead equity-focused initiatives that prioritize safety, agency and voice of educators and learners

- understanding how organizational structures, processes and practices can impact school culture and well-being of school community.

Pedagogical Leadership:

- critical pedagogy, differentiated instruction, universal design and experiential learning that support each learner's needs and profile
- responsive pedagogies that enhance learner efficacy and learning
- application of education policies that support learning and pedagogical practices
- processes and strategies for curriculum implementation and development of each learner's transferable skills
- inclusive processes to support development and implementation of learner's Individual Education Plans (IEP) and transition plan that include voices and perspectives of those involved
- practices that examine diversity, equity, advocacy and anti-oppression frameworks to foster an inclusive culture
- alignment between practices at the classroom, school, Board and provincial level
- programs and processes that link curriculum to each learner's abilities, interests, strengths, identities and needs
- policies and processes to support each learner's cognitive, social, emotional and physical development
- integration of information and communication technology to enhance teaching and learning.

Research and Theories of Learning and Teaching:

- emerging research and trends within a local, provincial, national and global context (for example, anti-oppression, diversity, gender identity, mental health and special education)
- current research and theories in educational leadership (for example, Ontario Leadership Framework for Principals and Vice-Principals)

- research related to conflict and processes for facilitation, negotiation and mediation
- research and data (for example, qualitative and quantitative) to inform professional practice
- data collection, management and analysis strategies to inform the development of classroom and school improvement planning
- research related to leadership in minority settings
- theories of development and intelligence that foster learning for all students
- theories, models and strategies for effective decision-making and problem solving
- identifying trauma-informed principles (for example, safety, trust, choice, collaboration, empowerment, cultural humility) and applying them to leadership contexts.

Relationships and Partnerships:

- culturally responsive communication processes and protocols to foster shared responsibility, leadership and accountability
- processes and communication strategies to engage staff, learners, families, Elders, Knowledge Keepers and Knowledge Guardians, caregivers and community partners to support learning
- models of effective partnerships to build relationships
- partnerships with community agencies to support student learning and well-being
- strategies to support professional learning networks and social media contexts
- strategies to foster a school culture which promotes shared knowledge and responsibility.

Part II

Principal as Leader and Manager:

- personal leadership style through the lenses of equity, justice, ethics, privilege, power and anti-oppression practices
- intersectionality between one's leadership style, identity, resources and professional context
- collective ethical capacity within professional practice as described in the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession* and the *Professional Learning Framework for the Teaching Profession*
- opportunities to deepen understanding of the role of principal through shared experiences
- leadership competencies, skills and strategies (for example, culturally responsive communication) to support effective and efficient school operations
- design a leadership profile including a plan for personal growth, professional development and leadership resources
- administrative practices and strategies that support effective and efficient school operations
- strategies that promote wellness and balance for self and staff
- use of language that is clear, accessible and supportive (for example, defining complex or technical language using accessible explanations).

Legal Obligations and Responsibilities:

- legal obligations and ethical responsibilities according to current provincial legislation, policies and practices
- School Board governance, policies and priorities related to student learning, professional efficacy and school improvement planning
- knowledge and capacity building related to Indigenous models of educational governance

- knowledge of the *Truth and Reconciliation Commission of Canada: Calls to Action (TRC)* and of the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*
- significance and implications of provincial, national and international assessments
- implications of the *Labour Relations Act*, the *Employment Standards Act* and collective agreements
- legislative and historical context that governs education and reflects the Ontario context (for example, Catholic and Public education, English and French Language education, First Nations, Métis, and Inuit education and Special Education) including the *Ontario Human Rights Code* and policy documents.

Strategic Leadership and Accountability:

- addressing individual and systemic biases, discrimination and barriers as well as manifestations of power and privilege to foster learning and well-being (for example, ethical leadership practices in day-to-day actions)
- strategies to address ableism that exists in processes and practices
- dimensions of diversity, access, equity and advocacy to foster a school culture committed to an anti-oppression foundation
- strategies for implementation of policies and procedures that support safe, equitable and inclusive learning environments
- culture that promotes each learner's voice, leadership, inquiry, empathy and care
- strategies to address ethical dilemmas related to conflict management and decision-making
- strategic processes and planning that recognize the diversity, values and experiences of the school community and district school boards
- strategies to communicate, inspire and implement a shared vision
- culture of inquiry and opportunities for professional learning to enhance shared leadership, coherence and accountability

- strategies to engage in school and system-level review and improvement processes
- culture of democratic citizenship and social justice committed to being responsive to the needs of the community
- innovation and means to establish an environment that promotes intellectual risk taking
- strategies to present accurate and transparent accounts of the school's performance
- human and fiscal resources to support instructional programs
- opportunities to engage with and lead equity-focused initiatives that prioritize safety, agency and voice of educators and learners
- understanding how organizational structures, processes and practices can impact school culture and well-being of school community.

Pedagogical Leadership:

- shared leadership in curriculum review, design and implementation
- processes to foster a culture of inquiry that contributes to student learning and school improvement
- analysis of school plans to improve student learning, well-being and achievement
- meaningful inclusion of First Nations, Métis, and Inuit histories, perspectives and knowledge systems in teaching and learning processes
- creativity and innovation in program design and implementation that supports educator leadership
- strategies to connect the lived experiences of learners, staff, families, caregivers, Elders, Knowledge Keepers and Knowledge Guardians to inform teaching and learning
- strategies to foster a culture of assessment and evaluation that supports each student's learning
- practices to support each learner's cognitive, social, emotional and physical development

- program planning and learning opportunities that develop learner's transferable skills to support all transitions and pathways
- strategies to foster professional growth through the performance appraisal process
- practices to connect school improvement planning and individual professional learning plans
- history, policies and procedures associated with the Ontario Education Quality and Accountability Office (EQAO).

Research and Theories of Learning and Teaching:

- research and theories that reflect society's diverse changing nature and influence on learning and well-being
- theoretical foundation for the design, implementation and assessment of curriculum, programs and practices
- theories of development and identity formation that support learner well-being, efficacy and agency
- decision-making models to inform school-level planning
- strategies to foster a culture of research and practitioner inquiry
- organizational change theory and processes
- research related to leadership in minority settings
- collection, analysis and interpretation of data to inform classroom and school improvement planning
- identifying trauma-informed principles (for example, safety, trust, choice, collaboration, empowerment, cultural humility) and applying them to leadership contexts.

Relationships and Partnerships:

- shared responsibility and accountability to empower individuals and teams and promote collective efficacy
- opportunities for collaboration, engagement and leadership of learners, educators, families, Elders, Knowledge Keepers and Knowledge Guardians, caregivers and stakeholders

- processes that establish partnerships between learners, families, Elders, Knowledge Keepers and Knowledge Guardians, caregivers and educators to support learning for all students
- strategies to integrate and promote the school within the community
- culturally responsive practices that enable all voices (for example, learners, staff, Elders, stakeholders and community members) to participate in setting school priorities that enhance learner achievement and well-being
- strategies for engaging school councils
- strategies and communication and information technologies to foster and sustain engagement of educational partners and stakeholder groups
- professional networks and role of principal's associations related to ongoing support and professional learning.

The Leadership Practicum

The Leadership Practicum is an educational inquiry experience guided by the Leadership Framework for Principals and Vice-Principals found in *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action*. The Leadership Practicum is intended to provide an opportunity for candidates to engage as a member of a school administrative team in a leadership role working with learners, educators, families, Elders, Knowledge Keepers and Knowledge Guardians, caregivers and the community.

Candidates must develop a Leadership Practicum proposal before being recommended for completion of Part I and successfully complete the Leadership Practicum experience before being recommended for completion of Part II. The Leadership Practicum must apply to a school setting and be mentored by a practicing qualified principal or vice-principal. It is expected that the duration of the Leadership Practicum will be a minimum of 50 hours of which 20 hours could be observation.

Components of the Leadership Practicum

Leadership Practicum Mentor

Candidates will select a mentor who is a fully qualified, experienced and practicing principal or vice-principal.

Leadership Practicum Proposal

The Leadership Practicum proposal is an agreement between the candidate, mentor and PQP course instructor outlining the nature of the inquiry to be undertaken by the candidate. This inquiry is collaborative in its nature and research-based in its conceptual framework.

Candidates are expected to submit their written proposal to the provider's designate (for example, course instructor) for approval prior to beginning the Leadership Practicum.

Leadership Practicum Log

Candidates are expected to maintain a log that documents the activities they have engaged in throughout the Leadership Practicum process. The documentation may include such things as reflective journals (for example, descriptions of challenges and successes), summaries and activities engaged in with staff. The log may also include reflections on professional learning activities such as conferences, workshops, research and professional reading related to the Leadership Practicum.

Observation

This optional component enables a candidate to observe a principal or vice-principal in a school setting. It provides candidates with an opportunity to experience leadership in action and in multiple contexts.

Final Report

Candidates are required to prepare a report about their Leadership Practicum. It includes the learning experiences and their reflection of the impact of these on their leadership practices.

Appendix 1

Legislation

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

- *Accessibility for Ontarians with Disabilities Act*, S.O., 2005, c. 11
- *Accepting Schools Act*, S.O., 2012, c. 5.
- *Anti-Racism Act* (2017)
- *Child Care and Early Years Act*, S.O. 2014, c. 11, Sched. 1.
- *Divorce Act*, R.S.C.1985, c. 3 (2nd supp.).
- *Early Childhood Educators Act*, S.O., 2007, c. 7, Sched. 8.
- *Education Act*, R.S.O., 1990, c. E-2. (and all regulations made under the Act)
- *Education Quality and Accountability Office Act*, S.O., 1996, c. 11.
- *Employment Standards Act*, S.O., 2000, c. 41.
- *Fire Protection and Prevention Act*, S.O., 1997, c. 4.
- *Human Rights Code*, R.S.O., 1990, c. H – 19.
- *Immunization of School Pupils Act*, R.S.O. 1990, c. C – I.1.
- *Indian Act*, R.S.C., 1985, c. I-5
- *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O., 1990, c. M 56.
- *Occupational Health and Safety Act*, R.S.O., 1990, c. O – 1.
- *Ontario College of Teachers Act*, S.O., 1996, c.12. and regulations made under the Act
- *Ontario Public Health Standards: Requirements for Programs, Services, and Accountability (Standards)*
- *Ontario Mental Health Act*, RSO 1990, c M.7 and legislation
- *Poverty Reduction Act*, 2009
- *Sabrina's Law*, S.O., 2005, c. 7.

- *Teaching Profession Act*, R.S.O., 1990, c. T – 2.
- *Truth and Reconciliation Commission of Canada: Calls to Action*
- *United Nations Declaration on the Rights of the Indigenous Peoples (UNDRIP)*
- *Youth Criminal Justice Act*, S.C. 2002, c. 1
- *Young Offenders Act*, R.S.C., 1985, c. Y – 1.

Additional Considerations:

- implications of the *Canadian Charter of Rights and Freedoms* including Minority Language Education Rights
- implications of the *Indian Act*
- implications of the *Ontario Human Rights Code* and the prohibited grounds of discrimination under the Code
- implications of the *Occupational Health and Safety Act*
- implications of the *School Board Collective Bargaining Act*, *Labour Relations Act* and the *Employment Standards Act*
- implications of the *Truth and Reconciliation Commission of Canada: Calls to Action*
- implications of the *United Nations Declaration on the Rights of Indigenous Peoples*.
- issues that have an impact on educational law
- legislation pertaining to professional misconduct
- legislation pertaining to special education
- legislation pertaining to teacher qualifications
- legislation specific to cyber security, data collection and privacy (for example, *Personal Health Information Protection Act* [PHIPA])
- linguistic rights and French language schools.

Appendix 2

Resources

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

- Applicable legislation governing publicly funded education including the *Education Act*, and the *Ontario College of Teachers Act*
- *Black Youth Action Plan*
- *Caring and Safe Schools in Ontario*
- *The Centre for Addiction and Mental Health – CAMH*
- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013*
- *Environmental Education*
- *The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession*
- The First Nation, Métis and Inuit Education Policy Framework (2007)
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*
- Health and safety standards
- Indigenous Education Strategy
- The Institute for Education Leadership
- The K-12 School Effectiveness Framework: A support for school improvement and student success (SEF) [2013]
- Ontario Human Rights Commission: Policy and guidelines on racism and racial discrimination (2005)
- Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's 3-Year Anti-Racism Strategic Plan
- Ontario's Education Equity Action Plan (2017)

- Ontario's Leadership Framework into Action (2013)
- Ontario's Aménagement Linguistique Policy for French-Language Education (PAL) [2005]
- School Mental Health Ontario
- Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide, 2017.



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