



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Supervisory Officer's Qualification Program Guideline

Teachers' Qualifications Regulation

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Cette publication est également disponible en français sous le titre de *Programme menant à la qualification d'agente ou d'agent de supervision*.

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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 is 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) courses and programs.

AQ courses and 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 courses and programs also support professional practice by preparing educators for specific roles within the educational community.

The *Supervisory Officer's Qualification Program* is designed for educational leaders to proactively explore dimensions associated with the effective management of a publicly funded education system by increasing their leadership capacity to effect system and school improvement. Using an anti-oppression foundation, candidates will identify and remove barriers at system and school levels to foster a system culture that promotes learner success, well-being and life-long learning.

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

The AQ *Supervisory Officer'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.

Professional Learning Framework for the Teaching Profession

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

Ethical Standards for the Teaching Profession



Standards of Practice for the Teaching Profession



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

Ontario's Learning Context

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

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

Anti-Oppression Foundation

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

Truth and Reconciliation Commission of Canada: Calls to Action

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

Aménagement Linguistique Policy (PAL)

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

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

Accessibility for All

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

Learning for All – Special Education

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

Accreditation

Program of Additional Qualification

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

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 Supervisory Officer's Qualification

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

24.3 A program leading to the supervisory officer's qualification may be granted accreditation under this Regulation if the following requirements are satisfied, in addition to the requirements set out in section 24:

1. The program consists of,
 - i. four instructional modules, each consisting of at least 50 hours of instruction, and
 - ii. one module consisting of at least 50 hours of practical experience in the workplace.
2. The instructional modules provide instruction that, in the opinion of the Registrar, is relevant to the position of supervisory officer in the following subjects:
 - i. Statutes, regulations, and government policies affecting education in Ontario.
 - ii. Curriculum guidelines and other reference material pertaining to elementary and secondary education in Ontario.
3. The program includes study of theories and practices of supervision, administration, and business organization. O. Reg. 182/10, s. 9.

Section B: Program Design

The *Supervisory Officer's Qualification Program* (SOQP) comprises four instructional modules and a Leadership Practicum, each consisting of at least 50 hours. This Additional Qualification (AQ) for educators is identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*.

Successful completion of the SOQP is recorded on the member's Certificate of Qualification and Registration.

Supervisory Officer's Qualification Program

The *Supervisory Officer's Qualification Program* allows educators to develop their personal and professional leadership capacity to effectively lead a public education system that upholds and fosters equity and human rights through an understanding of:

- provincial and federal legislation, regulation and Ministry directives
- current, empirical research, policies and regulations on school district effectiveness to facilitate change management
- power, privilege and bias to support system improvement with staff and stakeholders
- cultures that foster and respect diversity and innovation
- professional knowledge in both the academic, corporate and operational aspects of managing school boards in Ontario
- partnerships with learners, families, caregivers, Elders, Knowledge Keepers, Knowledge Guardians, agencies and stakeholders, both internally and externally, in diverse communities.

AQ Program Requirements

Supervisory Officers play a critical role in establishing and sustaining practices and procedures for school and system leaders while modeling a commitment to the purpose, mission and objectives of education within Ontario's democratic society. The SOQP enables candidates to advance their professional learning and system level leadership practices to support an equitable and inclusive education system. Candidates of the SOQP 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 program is designed and delivered using adult learning instructional practices.

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

Equity and Human Rights – Compulsory Content for Each Module:

- anti-oppression foundation that promotes equity, diversity, inclusion, mental health and well-being
- historical, current, cultural and community challenges, barriers, needs and assets to support system success
- leadership that reflects the promotion and protection of Human Rights and Indigenous Rights
- legal obligations and ethical responsibilities related to *Ontario Human Rights Code*, *Anti-Racism Act*, 2017, S.O. 2017, c. 15, *Accessibility for Ontarians with Disabilities Act* S.O., 2005 and privacy for all
- legislation related to cyber security, data collection and privacy (for example, *Municipal Freedom of Information and Protection of Privacy Act* [MFIPPA] and *Personal Health Information Protection Act* [PHIPA])
- current and proposed provincial and federal legislation (for example, *Occupational Health and Safety Act*, *Indian Act*, treaties, special education, mental health, safe schools)
- emerging research and trends within a local, provincial, national and global context (for example, theories of change and change management)
- theories related to social and political issues, global trends, contemporary issues and barriers in systems and in school
- opportunities to engage with and lead equity-focused initiatives that prioritize safety, agency and voice of educators and learners.

Module 1 - Supervisory Officer as System Leader:

- evidence-based leadership styles to inform the development of their professional leadership profile
- personal resources (for example, self-efficacy, resilience, adaptability and well-being), values, biases and beliefs
- emotional, political, social, collective, digital and cultural intelligence
- system leadership that respects the Ethical Standards, the Standards of Practice, and the *Professional Learning Framework in the Teaching Profession*
- professional knowledge in both the academic and corporate aspects of managing school boards
- design thinking and use of research and data to engage staff in the development and implementation of a shared vision for learning, future of education, strategic planning, workforce development and skills
- political acuity to represent the voices of the classroom, schools, boards and community to influence and shape policy
- situational leadership skills and competencies that respond to privilege and positionality within decision-making processes
- processes, strategies and skills for risk management to support complex system and educational issues
- strategies to enhance crisis prevention, intervention and management skills as well as conflict management, mediation and negotiation skills (for example, conducting difficult conversations)
- skills, such as communication and networking, active listening and reporting, problem-solving and decision-making
- system culture (for example, team building and collaboration, staff empowerment and ownership) that fosters confidence, sense of belonging and well-being
- leadership development, programs, and support for staff that are aspiring, new and experienced system leaders (such as, recruitment and retention practices)

- identifying trauma-informed principles (for example, safety, trust, choice, collaboration, empowerment, cultural humility) and applying them to leadership contexts
- use of language that is clear, accessible and supportive (for example, defining complex or technical language using accessible explanations).

Module 2 – Governance:

- roles, responsibilities and organizational structure of parliament (Robert's Rules of Order), Ministry of Education and Ontario College of Teachers
- mandate of District School Boards related to student achievement that aligns with the Student Achievement and School Board Governance Act (2009)
- role and responsibilities related to District school board operations including administrative structures and supports, and relationships among trustees, school boards and supervisory officers to maintain positive professional working environment
- current policies, guidelines and reference materials related to elementary and secondary education in Ontario
- policies related to democratic citizenship within local, national and global contexts that respect diversity and promote social justice
- Indigenous models of educational governance, pedagogical processes and instructional practices
- addressing systemic barriers and injustices embedded in policies and practices informed by executive and board reports
- human resource policies, procedures (for example, performance appraisal) and management of staff, including collective agreements, mediation and negotiation and labour relations issues
- business continuity and emergency planning
- corporate infrastructures that advance the system vision and support staff and learners
- development of Board policies and administrative procedures based on legislation, Ministry of Education Policy Program Memorandums (PPMs) and other regulatory requirements

- engagement with public, educators, learners, families (for example, school councils and Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Committee) and stakeholders in the design, implementation and evaluation of system's programs, policies and practices
- development of learning organizations and networks to enhance and extend Board vision and mandate.

Module 3 - Leading System Change:

- interconnection of responsibilities between academic and business supervisory officers
- change management theories and strategies to support the role of supervisory officer as a change agent
- innovative design thinking and culture of inquiry and research to implement a system-wide approach to change based on an anti-oppression foundation
- school and board improvement planning informed by reports, professional judgement, data analysis, connections to lived experiences and professional collaboration
- processes for the supervision of culturally relevant and responsive instruction and assessment practices that support innovation to improve learning for each learner
- leading inclusive, flexible and equitable program designs that incorporate the voice, leadership and engagement of all learners and stakeholders
- advocacy for equitable programs and services that support each learner's needs, profile, pathways and career goals (for example, experiential and alternative learning opportunities)
- strategies and trauma informed approaches that support staff and enhance learner achievement in schools (for example, responses to mental health needs, academic and social gaps and pandemic impacts)
- processes to support ongoing professional learning of Board and school staff
- mentoring and coaching (for example, building capacity of staff) to support commitment to and focus on learning for each learner

- strategies for initiating and sustaining partnerships including liaising with community agencies and services
- understanding how organizational structures, processes and practices can impact school culture and well-being of school community.

Module 4 – Accountability:

- policies and processes related to funding of education and system audits
- financial literacy and budgeting including advocacy and reporting
- data types and sources to inform system decisions and to improve governance and human resource practices and policies
- data related to processes, content, learner and staff demographics, perceptions and experiences for shared decision-making
- data to inform system practices for enhancing student learning, mental health and well-being
- hiring policies and practices compliant with human rights legislation
- processes that engage staff in environmental and economic sustainability
- provincial, national and international testing
- system and local communication plans to champion Board initiatives (for example, facilitate cross-cultural interrelationships) and promote public awareness
- responsive communication strategies with all stakeholders during times such as celebrations, systemic changes, disruptions and emergencies.

The Leadership Practicum

Purpose

The Leadership Practicum is a system leadership initiative that is guided by the System-Level Leadership Framework, found in the *Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action*.

It provides an in-depth educational experience designed to allow candidates to integrate and apply the content from the SOQP modules and their leadership competencies within a district school board or other educational setting of a similar nature. It allows candidates to deepen their skills as leaders who promote equity, inclusivity and system-wide well-being.

The leadership practicum will provide opportunities for candidates to demonstrate:

- anti-oppression foundation that addresses the impact of privilege and positionality in leadership to foster equity, diversity, inclusion, mental health and well-being
- system leadership and use of research and data
- self-assessment and monitoring of personal growth, lifelong learning, goals and career planning
- development of learning organizations and networks to enhance system vision and mandate.

Leadership Practicum Requirements

SOQP candidates will identify a specific leadership initiative based on their self-assessment throughout the four modules and in consultation with their SOQP provider and mentor (a qualified, experienced supervisory officer from a district school board or similar educational environment). The Leadership Practicum experience will involve collaboration with school board staff, school council, community representatives, employee organizations, unions or federations.

The duration of the Leadership Practicum will be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP (Teachers' Qualifications Regulation S. 35 (2), 1). The Leadership Practicum can only begin after it is approved by the SOQP provider.

The following Leadership Practicum suggestions are intended to serve as examples only:

- design and implement an integrated system strategy for fostering collective responsibility for enhancing equity and inclusion, developing positive identity and encouraging deep learning (for example, continuity of instruction in crises situations, the use of race-based data/statistics to inform curriculum delivery and human resources policies and practices)
- embed their understanding of how to engage in equitable leadership
- design and lead a system level initiative
- plan and lead a project initiated by the Ministry of Education
- initiate a collaborative process that critically reviews a School Board policy for presentation to the trustees
- lead a Human Resources hiring or recruiting initiative
- review and refine a finance process, budget operation or business flow
- assist with an Information Technology (IT) planning strategy, staff training, system and software renewal.

Components of the Leadership Practicum

Leadership Practicum Mentorship

The approved mentor will work with the candidate in identifying an appropriate Leadership Practicum focus and offer ongoing support. The candidates will communicate as required by the SOQP provider and mentor regarding their progress and will receive feedback. The mentor will provide information to the SOQP provider on the candidate's success.

Leadership Practicum Proposal

The Leadership Practicum proposal represents a shared agreement between the candidate, the SOQP provider and the mentor outlining the nature of the initiative to be undertaken by the candidate.

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

Leadership Practicum Final Report

Candidates are required to prepare a final report of the SOQP Leadership Practicum that demonstrates evidence of effective system leadership. It includes the learning experiences and their reflection of the impact of these on their leadership practices.

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 meeting agendas, minutes, samples of work, photographs, videos and other visual artefacts. The log may also include professional learning activities such as conferences, workshops, job shadowing, research and professional reading related to the Leadership Practicum, as well as meetings with the mentors.

Appendix 1

Legislation

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

- Accepting Schools Act, S.O., 2012, c. 5.
- Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11
- Anti-Racism Act (2017)
- Child and Family Services Act, R.S.O., 1990, c. C – 11.
- Child Care and Early Years Act, S.O. 2014, c. 11, Sched. 1.
- *Children's Law Reform Act*, R.S.O., 1990, c. C – 12.
- *Divorce Act*, R.S.C.1985, c. 3 (2nd supp.).
- Early Childhood Educators Act, S.O., 2007, c. 7, Sched. 8.
- *Education Act*, R.S.O., 1990, c. E-2. (and all regulations made under the Act)
- Education Quality and Accountability Office Act, S.O., 1996, c. 11.
- Employment Standards Act, S.O., 2000, c. 41.
- *Family Law Act*, R.S.O., 1990, c. F.3.
- Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. F.31
- Fire Protection and Prevention Act, S.O., 1997, c. 4.
- *Human Rights Code*, R.S.O., 1990, c. H – 19.
- Immunization of School Pupils Act, R.S.O. 1990, c. C – I.1.
- *Indian Act*, R.S.C., 1985, c. I-5
- Labour Relations Act, S.O., 1995, c. 1.
- Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990, c. M 56.
- Occupational Health and Safety Act, R.S.O., 1990, c. O – 1.
- Occupier's Liability Act, R.S.O., 1990, c. O-2.

- *Ontario College of Teachers Act*, S.O., 1996, c.12. and regulations made under the Act
- Ontario Mental Health Act, RSO 1990, c M.7 and legislation
- Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française (PAL) [2004] /Aménagement linguistique – A Policy for Ontario's French-language Schools and Francophone Community (PAL) [2005]
- Poverty Reduction Act, 2009
- *Sabrina's Law*, S.O., 2005, c. 7.
- Safe Drinking Water Act, S.O., 2002, c. 32.
- School Boards Collective Bargaining Act, S.O., 2014, c. 5.
- *Teaching Profession Act*, R.S.O., 1990, c. T – 2.
- *Trespass to Property Act*, R.S.O., 1990, c. T – 21.
- *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:

- current and proposed legislation that may impact on the funding of education in Ontario
- education legislation as it applies to the hiring and assignment of teachers
- implications of the Canadian Charter of Rights and Freedoms including Minority Language Education Rights
- implications of the Indian Act
- implications of the Occupational Health and Safety Act
- implications of the Ontario Human Rights Code and the prohibited grounds of discrimination under the Code
- 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 and educational finance
- legal precedent setting decisions
- legislation pertaining to cyber security, data collection and privacy (for example, Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA))
- legislation pertaining to educational finance and the audit process
- legislation pertaining to professional misconduct
- legislation pertaining to teacher qualifications
- legislation that may impact the human resources policies and procedures in boards of education
- linguistic rights and French language schools
- mental health legislation
- safe and accepting school regulations and policies
- special education legislation.

Appendix 2

Resources

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

- Applicable legislation governing publicly funded education including the Education Act, and the Ontario College of Teachers Act
- Black Youth Action Plan
- The Centre for Addiction and Mental Health - CAMH
- 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)
- 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 Code
- Ontario Human Rights Commission: Policy and guidelines on racism and racial discrimination (2005)
- Ontario Leadership Framework: A School and System Leader's Guide to Putting Ontario's 3-Year Anti-Racism Strategic Plan
- Ontario's Education Equity Action Plan (2017)
- Ontario's Leadership Framework into Action (2013)
- School Mental Health Ontario
- Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide, 2017
- Truth and Reconciliation Commission of Canada: Calls to Action.



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