

OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic we transform the world
through witness, faith, innovation and action.



AGENDA ADDENDUM THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, December 6, 2017

6:00 P.M.

	Pages
13. Consideration of Motions for which previous notice has been given	
<i>13.a From Sandra Mastronardi regarding Teacher Qualifications</i>	<i>1 - 50</i>
(Supplemental Information)	
14. Communications	
<i>14.g Transformation Steering Committee Update from Minister Mitzie Hunter, Minister of Education</i>	<i>51 - 58</i>
18. Inquiries and Miscellaneous	
<i>18.a From Rosanna Del Grosso regarding Number of Identification Exceptionalities by Grade Report submitted to the Ministry of Education's Ontario Student Information System (ONSIS) as of October 2017</i>	
<i>18.b From Rosanna Del Grosso Regarding Number of Gifted Students Requesting to be Placed vs. the Actual Number Placed in a Gifted Intensive Support Program as of September 2017</i>	
19. Association Reports	

19.a *From Gizelle Paine regarding Learning Disabilities Association of Ontario (LDAO) SEAC Circular – November 2017*

59 - 60



Memorandum

Date: August 22, 2005

To: Directors of Education
Superintendents, Human Resources
Secretaries, School Authorities
Supervisory Officers Associations

From: W. Douglas Wilson, Registrar and Chief Executive Officer

Subject: **Temporary Letter of Approval process**

I am pleased to provide you with an updated booklet that outlines the Ontario College of Teachers' Temporary Letter of Approval process. Many of you who attended the College's most recent Employers Conference had requested copies of this document once it was revised and made available.

This document reflects the input of you and your colleagues, and should provide assistance as you submit requests for Temporary Letters of Approval for the school year ahead.

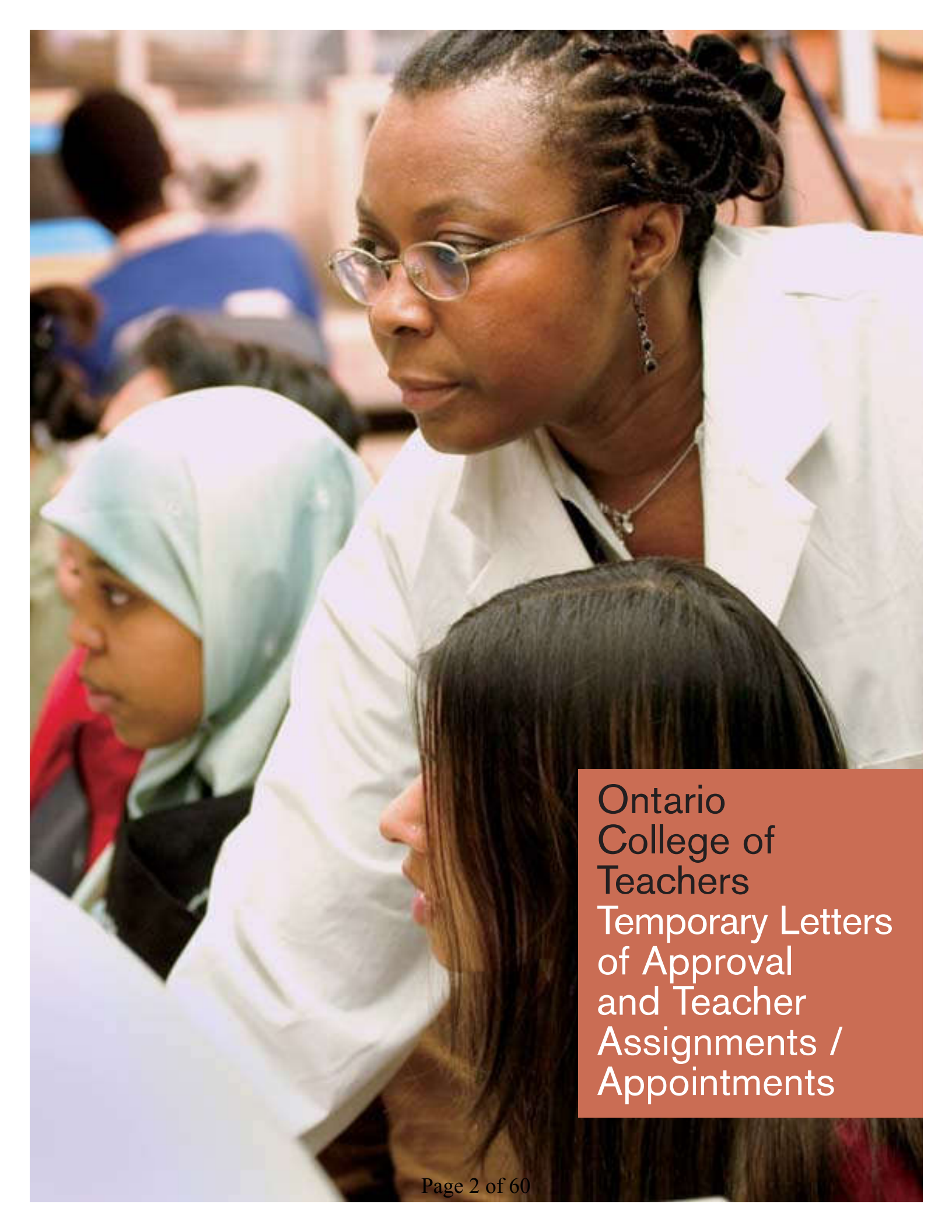
I hope you will share this document with your colleagues. You can request additional copies directly from the College, or can access the document directly in the Employers' Area of the College's web site at www.oct.ca.

College staff would be happy to provide any additional clarification on the TLA process. Please do not hesitate to contact Membership Services at 416-961-8800 or toll-free in Ontario at 1-888-534-2222 if you have any questions.

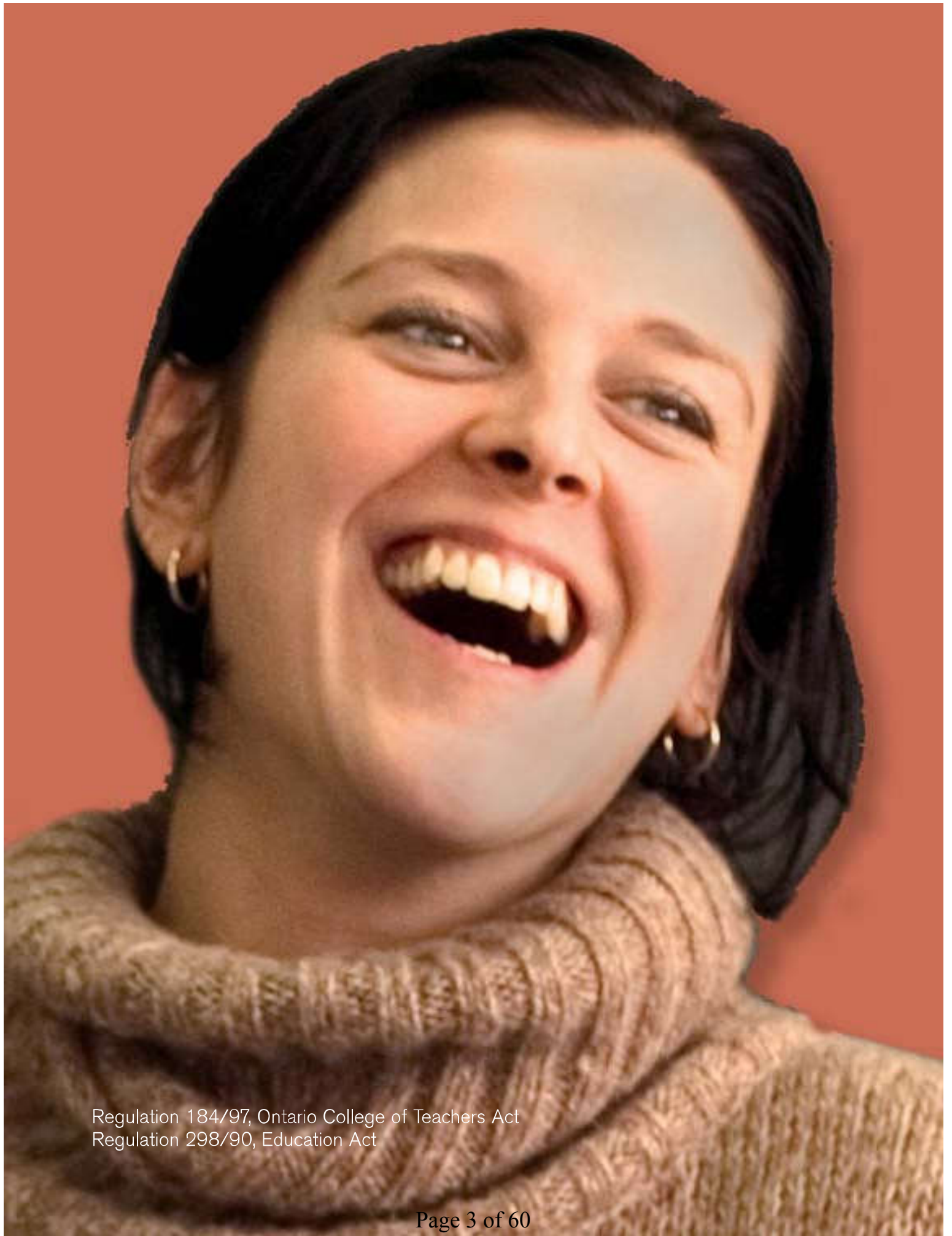
W. Douglas Wilson

Encl.

DT/sr-pol

A woman with glasses and a white blazer is looking at a document. In the background, there are other people, including a woman wearing a light blue hijab. The scene appears to be a professional or educational setting.

Ontario
College of
Teachers
Temporary Letters
of Approval
and Teacher
Assignments /
Appointments



Regulation 184/97, Ontario College of Teachers Act
Regulation 298/90, Education Act

Contents

Temporary Letters of Approval	1
Implications for teachers who hold an Interim Certificate of Qualification or Provisional Certificate of Qualification	1
Subsequent Temporary Letters of Approval for the same teacher to be assigned to teach the same subject/position	2
Assignments	2
General Studies subjects that may assigned by mutual agreement	3
Subjects and positions that require a Temporary Letter of Approval if the teacher to be appointed does not hold the qualifications	4
Restricted Subjects	4
Partially Restricted Subjects	4
Positions of Responsibility	4
Divisions	4
Business Studies	4
Technological Studies	5
Special Education	6
French as a Second Language	7
For further information	8
Frequently Asked Questions	8
Check list for completion of TLA form	10
Letters of Permission	10

Information to assist employers of members of the Ontario College of Teachers with teacher assignments and Temporary Letters of Approval.

Brochures about the Ontario College of Teachers' evaluation services include:

- About Your Ontario College of Teachers Credential Assessment
- Additional Qualifications
- Basic Certification Certificates
- Language Proficiency

Membership Services Department
Ontario College of Teachers
121 Bloor Street East
Telephone: 416-961-8800
Toll free in Ontario: 1-888-534-2222 Fax 416-961-8822

Membership Services Department
April 2005

Temporary Letters of Approval

Boards/employers assign and appoint members of the Ontario College of Teachers to their teaching or administrative roles. Where the board/employer wishes to assign a teacher who,

- does not hold the qualification, or
- has not been deemed to hold the qualification, or
- cannot be assigned by mutual agreement as outlined in Regulation 298/90, the Board /employer is required to apply for a Temporary Letter of Approval (TLA) from the Ontario College of Teachers. Section 53, Regulation 184/97, *Teacher Qualifications*, applies.

For example, employers must obtain a TLA for teachers assigned to restricted subjects (see list on page 5) for which they do not hold qualifications. The director of education or secretary of the board must sign the request for a TLA to certify that the appointment is necessary and that the teacher is certified and competent to fulfill the role. As well, the teacher must be member in good standing with the College.

If granted, the TLA enables the assignment or appointment of a teacher to that position for the time specified on the application, during that school year. TLAs cannot be approved for previous school years.

The issuing of a Temporary Letter of Approval does not provide ongoing/unlimited approval for an employer to assign a teacher to a subject or a position for which they are not qualified. To ensure the assignment of qualified teachers, the College expects that the TLA will bridge the time period required for the teacher to obtain the qualification.

Implications for teachers who hold an Interim Certificate of Qualification or ICQ Provisional

It is especially important that boards/employers apply for a TLA for members of the College who hold an:

- Interim Certificate of Qualification
- Interim Certificate of Qualification (Limited)
- Interim Certificate of Qualification (Provisional)
- Interim Certificate of Qualification (Limited, Provisional)

These teachers have terms, conditions or limitations on their certificates, which must be satisfied before they can obtain a Certificate of Qualification. All ICQ holders must accumulate 10 months of successful teaching experience in the subjects/areas for which they are qualified. This is certified by way of a *Statement of Successful Teaching Experience* form that must be signed by an appropriate supervisory officer. The form is available on the College website at www.oct.ca.

Boards/employers can help ICQ holders by ensuring that a TLA is obtained from the College for assignments for which they are not qualified (including full-time, occasional or supply assignments), otherwise the time that the teacher taught during that period cannot be used toward meeting the 10 months successful teaching experience required to convert to a certificate of qualification.

Subsequent Temporary Letters of Approval for the same teacher to be assigned to teach the same subject/position

An application for a subsequent TLA for a board/employer to assign the same teacher to the same position may be considered where the teacher is actively engaged in completing the required qualifications or if there are extenuating circumstances. Employers should submit a covering letter with the second/subsequent TLA request. The letter should provide information about the progress being made by the teacher to obtain the qualification or identify the extenuating circumstances. In the case of subsequent applications for vice-principal and principals, copies of internal and/or external job postings should also be included.

Employers should note that if a teacher has a condition on his/her Interim Certificate of Qualification requiring the completion of an Additional Basic Qualification (ABQ) or other course work, these ABQ requirements must be completed before the teacher can enroll in any other additional qualification course. This may have an impact on how soon a teacher can reasonably obtain the qualifications for the assignment for which a TLA has been requested.

Similarly, teachers who do not hold the prerequisites for admission to an AQ or ABQ course will be required to complete the prerequisites before a faculty will admit them to an additional qualification program (for example, basic qualifications in a third division is one of the prerequisites for entry into the Principal's Qualification Program).

To confirm a member's credentials and qualifications, check the College's Public Register at www.oct.ca.

Information about a member's credentials, qualifications, and any terms, conditions or limitations that may have been placed on the certificate, as well as the type of certificate and their membership status with the College, is available on the College's Public Register at: www.oct.ca. The Register also lists any TLAs that have been obtained by school boards/employers for that member.

Assignments

General Studies are defined in Regulation 298/90 made under the *Education Act* as: “...the courses prescribed or developed for the intermediate and senior divisions under subsection 8 (1) of the Act and described in the secondary curriculum documents available on the Ministry of Education web site at www.edu.gov.on.ca, excluding the courses described in,

- a) the document entitled “Technological Education – The Ontario Curriculum, Grades 9 and 10 – 1999”, other than the sections relating to Computer and Information Science, Grade 10, Open and Computer Engineering Technology, Grade 10, Open and
- b) the document entitled “Technological Education – The Ontario Curriculum, Grades 11 and 12 – 2000” – other than Part B: Computer Studies.”

Teachers who have qualifications to teach the subjects listed in Schedule A of Regulation 184/97 are considered general studies teachers. A degree is required for a teacher to teach a general studies subject in a secondary school.

An employer may apply for a TLA to enable a general studies qualified teacher to teach technological studies subjects at the Basic Level only (Grades 9 and 10).

An employer may apply for a TLA to enable a general studies qualified teacher to teach the Business Studies subjects.

Sub Section 19 (4) of Regulation 298/90 notes that, subject to subsections (6), (11), (12) (14) and (15), and;

With due regard for the safety and welfare of the pupils and the provision of the best possible program, a teacher whose (certificate of qualification) indicates qualification in the primary division, the junior division, the intermediate division in general studies or the senior division in general studies, may, by the mutual agreement of the teacher and the principal of a school and with the approval of the appropriate supervisory officer, be assigned or appointed to teach in a division or a subject in general studies for which no qualification is recorded on the teachers (certificate of qualification)

General Studies subjects that may be assigned by mutual agreement

Anglais	International Languages
Classical Studies - Latin, Greek	Law
Computer Science	Mathematics
Dance	Native Language (second language)
Dramatic Arts	Native Studies
Economics	Politics
English (first language)	Religious Education
Environmental Science	Science – General
Français	Science – Biology
Geography	Science – Chemistry
History	Science – Physics
Individual and Society	

The exceptions noted above in Regulation 298/90 (14) refer to those subjects that are commonly referred to as “restricted” or “partially restricted” subjects. The following pages provide more details.



Subjects and positions that require a Temporary Letter of Approval if the teacher to be appointed does not hold the qualifications

Restricted Subjects

- English as a Second Language (ESL)
- French as a Second Language (FSL)
- Design and Technology
- Teaching
 - in a special education class,
 - in a class for deaf, hard of hearing, blind or limited vision pupils, or
 - as a resource teacher or withdrawal teacher in special education programs
- Technological Studies subjects

Partially Restricted Subjects

(applies only in secondary schools – Grades 9 – 12)

Unless a teacher holds qualifications in the subject/area, or the employer has been granted a Temporary Letter of Approval, a teacher can teach no more than two courses a year in Grades 9 – 12 by mutual agreement in the following,

- Business Studies
- Family Studies
- Guidance (including counselling)
- Music – Instrumental
- Music – Vocal
- Physical and Health Education
- Visual Arts

Positions of Responsibility

- vice-principal
- principal
- supervisory officer (Note: Requests for these assignments are subject to an additional process which includes the approval of the Minister of Education. Contact the College directly for further information).
- consultant
- co-ordinator, or
- be placed:
 - in charge of a school library program
 - in charge of a guidance program
 - in charge of a special education program.

Divisions

In some cases a Temporary Letter of Approval is required for a teacher to be assigned to teach in a particular division/divisions. For example;

- technological studies teachers who are to be assigned to teach general studies in the Intermediate and Senior Divisions and who do not have basic qualifications in the Intermediate or senior divisions, and
- FSL qualified teachers who have intermediate and senior division basic qualifications and who are to be assigned to teach FSL in an elementary school.

Business Studies

A qualification in Business Studies is indicated by any of the following:

- Business Studies – Accounting
- Business Studies – Data Processing
- Business Studies – Marketing and Merchandising
- Business Studies – Information Management
- Business Studies – Entrepreneurship Studies

A teacher who holds qualifications in any one of the Business Studies subjects listed above, may teach any other Business Studies subject by mutual agreement.

A teacher who holds a commercial-vocational qualification or technological studies qualifications in any one or more of clerical practice, or merchandising and warehousing, may be assigned to teach the courses in Business Studies equivalent to the courses in Business Studies shown on their certificate of qualification.

Technological Studies

Technological Studies are defined in Regulation 298/90 made under the *Education Act* as:

“Technological studies means the courses prescribed or developed under subsection 8 (1) of the Act and described in,

a) the document entitled “Technological Education – The Ontario Curriculum, Grades 9 and 10 – 1999”, other than the sections relating to Computer and Information Science, Grade 10, Open and Computer Engineering Technology, Grade 10, Open, available on the Ministry of Education web site at www.edu.gov.on.ca, and

b) the document entitled “Technological Education – The Ontario Curriculum, Grades 11 and 12 – 2000”, other than Part B: Computer Studies, available on the Ministry of Education web site at www.edu.gov.on.ca.”

A qualification in Technological Studies is indicated on a teacher’s Certificate of Qualification or Interim Certificate of Qualification or Interim Certificate of Qualification (Limited).

Teachers with qualifications in only technological studies teachers are not qualified in the primary, junior, intermediate or senior divisions. Rather, they hold qualifications that enable them to teach Basic level courses (Grades 9 and 10) and Advanced level courses (Grades 11 and 12) in technological studies. Should an employer wish to assign a technological studies teacher to teach general studies, a TLA is required if that teacher does not also hold basic qualifications in a division and for Intermediate and Senior divisions, a degree.

In 1995, the wide range of technological studies qualifications then available was changed to correspond to the introduction of the Ministry of Education's Broad Based Technological Education Curriculum Policies.

The new qualifications, listed in Schedule B of Regulation 184/97, include the following at both the Basic (intermediate grades) and Advanced (senior grades) Levels:

- Communications Technology
- Construction Technology
- Hospitality Services
- Personal Services
- Manufacturing Technology
- Technological Design
- Transportation Technology

Assignment Notes

- A technological studies teacher may teach another technological studies subject by mutual agreement at the basic level (Grades 9 – 10)
- A technological studies teacher must hold qualifications at the advanced level in a technological studies subject to teach that subject in Grades 11 – 12.
- A TLA is required if the advanced level qualification is not held in the specific technology to be taught.
- TLAs may be granted to general studies teachers to be assigned to teach technological studies subjects at the basic level only (Grades 9 and 10).



Regulation 298/90 made under the Education Act enables the following:

Teachers with the following qualifications, may be assigned to teach the following without a Temporary Letter of Approval

Design and Technology (Int/Snr)	Technological Design
Industrial Arts	Technological Design
Technological Studies – Sewing and Dressmaking	the clothing portion of Family Studies in a secondary school
Technological Studies – Textiles and Clothing	the clothing portion of Family Studies in a secondary school
Technological Studies – Food and Nutrition	the food and nutrition portion of Family Studies in a secondary school
Technological Studies – Home Economics	the food and nutrition portion of Family Studies in a secondary school
Technological Studies – Vocational Art	Art in general studies in a secondary school
Technological Studies – Instrumental Music	Instrumental Music in general studies in a secondary school
Technological Studies – Vocal Music	Vocal Music in general studies in a secondary school
Technological Studies – Clerical Practice and/or a commercial/vocational qualification	Business Studies equivalent
Technological Studies – Merchandising and/or a commercial/vocational qualification	Business Studies equivalent
Technological Studies – Warehousing and/or a commercial/vocational qualification	Business Studies equivalent

Special Education

In June 2003, faculties of education in Ontario began to introduce a new model for Special Education additional qualification programs. The new model includes all exceptionalities in each part of the three-part program instead of the previous core / electives. Teachers who complete the new program may be assigned to teach any exceptionality.

Some faculties will continue to offer, for a limited time and depending on numbers enrolled, previous model elective courses to enable teachers to complete their original program.

French as a Second Language

Teaching French as a Second Language (FSL) is defined as, “teaching programs for English-speaking students in which **French is the language of instruction**” (*Ontario Regulation 298/90*).

This includes teaching French as a subject (Core, Extended or Immersion) and teaching other subjects in French to English-speaking students.

Teaching in French-language schools and classes is defined as “teaching any subject to French-speaking students in which the French language is the only language of instruction”. (*Ontario Regulation 298/90*).

A qualification in French as a Second Language is indicated by one of the following entries on a teacher’s Certificate of Qualification or Interim Certificate of Qualification

French as a Second Language Part 1, Part 2 or Specialist
Junior and Intermediate Divisions French
Intermediate and Senior Divisions French
Intermediate and Senior Divisions French, and a second subject
Intermediate Division French
Senior Division French
Honour Specialist French
Interim HSA Type A French

Français langue seconde, partie 1, partie 2 or spécialiste
Cycles moyen et intermédiaire French
Cycles intermédiaire et supérieur French
Cycle intermédiaire French
Cycle supérieur French
Spécialiste en études supérieures French



To teach FSL in English-Language Schools – Primary / Junior Divisions

- FSL as well as Primary/Junior Divisions or 'cycles primaire et moyen', or
- FSL as well as Intermediate/Senior Divisions, by mutual agreement

A teacher with 'cycles intermédiaire/supérieur' as well as FSL qualifications requires a TLA in the Primary/Junior divisions to teach FSL in an English-language elementary school.

To teach FSL in English-Language Schools – Intermediate / Senior Divisions

- FSL as well as Intermediate and/or Senior Divisions or 'cycles intermédiaire and supérieur', or
- FSL as well as Primary and Junior Divisions or cycles primaire et moyen (as long as the teacher has a degree) by mutual agreement

Note: TLAs needed to teach “restricted subjects/areas/positions”

To teach FSL in French-Language Schools – Cycle primaire et moyen

- Cycles primaire et moyen, or
- Primary and Junior Divisions and either cycle primaire or cycle moyen, or
- Primary and Junior Divisions and a TLA

To teach in French-Language Schools – Intermédiaire et supérieur

- Cycle intermédiaire et/ou supérieur or
- Intermediate and Senior Divisions

Note: TLA needed to teach “restricted subjects/areas/positions”



For further information

TLAs

Regulation 184/97 made under the College of Teachers Act and subsequent modifications deals with the qualifications that teachers hold on their Certificate of Qualification issued by the College. If you require further information about teaching qualifications or TLAs, call the College at 416-961-8800 or toll-free in Ontario at 1-888-534-2222.

Assignments

For information about Ontario Regulation 298/90 – Operation of Schools – General, made under the Education Act and the assignment of teachers to schools and classes according to their teaching qualifications, contact the local Ministry of Education District Office.

Requests for Temporary Letters of Approval forms

The TLA form may be downloaded from the College web site at www.oct.ca, or are available to employers on request by contacting the College at 416-961-8800 or toll-free in Ontario at 1-888-534-2222. The College is developing programming to enable employers to submit TLA requests electronically. Check the College web site for updates.

Frequently Asked Questions

Q. Who may apply for a Temporary Letter of Approval?

A. An employer of a member of the College (a board, a private school, a native school, provincial school) may request a Temporary Letter of Approval to assign the member to teach a subject, or be appointed to an area/position for which the member is not qualified and where the teacher cannot be assigned under mutual agreement.

Q. What is the difference between assignments by mutual consent and being assigned via a TLA?

A. Bearing in mind the safety of the students, and the provision of the best possible program, Regulation 298/90 enables employers to assign teachers to teach in a range of subjects across divisions, even though the teachers may not hold qualifications in that subject/area/division. For example a teacher with qualifications in the intermediate and senior divisions with the teaching subjects English and Science – Biology, can be assigned to teach Geography in the intermediate and senior divisions with the mutual agreement of the principal, the teacher and with the approval of the supervisory officer. That same teacher could be assigned in the same way to teach in the primary/junior division. TLAs are not approved where a board can assign by mutual agreement.

However, should the board/employer wish to assign that teacher to teach in a “restricted” area, like special education, (in any division) the board must apply to the College for a Temporary Letter of Approval. After it has been approved, the employer gives a copy of the signed TLA request to the teacher.

Q. What is the difference between a TLA and a Letter of Permission?

A. Under Regulation 184/97, made under the *Ontario College of Teachers Act*, the Registrar may grant a TLA to a board to assign teachers to subjects/areas for which they do not hold the qualifications as required by the regulations.

Regulation 183/97 made under the *Education Act* provides that the Minister of Education may grant a Letter of Permission to boards to employ individuals as teachers who do not hold certification as a teacher in Ontario.

Q. Can subsequent TLA requests be made for the same teacher to teach the same subject?

A. Subsequent TLA requests will be considered if the teacher has made progress towards obtaining the qualification or if there are exceptional circumstances. These requests are reviewed on their merits. Employers are requested to submit details of job postings or supporting information when subsequent requests for appointment to vice-principal and principal positions are made.

Q. Can a board/employer request a second TLA for the same teacher to teach the same subject in the same school year?

A. Yes. If the initial request was not for the whole school year, a second request would be considered. Depending on the time frame, the College may ask for an indication of the progress the teacher is making or steps the teacher is taking to obtain the qualification.

Q. Can a board/employer request a TLA for a second teaching assignment in a different subject?

A. Yes, the additional assignments should be indicated on the form or a new form may be submitted.

Q. How can a board/employer check to see if a TLA has been approved for a teacher before?

A. This information is available on the public register, which is accessible electronically via the College web site at www.oct.ca.

Q. Can a board/employer withdraw or change a request for a TLA after it has been approved?

A. Yes. Notify the College in writing. Submit a new TLA request if the change is for a different subject/area. If the teaching assignment was not required, information about the withdrawn TLA will be removed from the teacher's record.

Q. Does a TLA have to be obtained to assign a teacher who does not have principal's qualifications to a principal or vice-principal's position in a school with less than 125 students?

A. No. This is covered in Regulation 298/90, section 9.

Check list for completion of TLA form

- Is the teacher a member of the College in Good Standing?**
Check the College Public Register at www.oct.ca or call the College at 416-961-8800 or toll-free in Ontario at 1-888-534-2222.
- Is the proposed assignment for a restricted or partially restricted subject/area?**
It may be that the subject/area can be taught by mutual agreement. If in doubt, check with the College or contact the Ministry of Education District Office.
- What qualifications does the teacher have? It may be that the teacher has the qualifications listed on his or her record for some or all of the proposed assignment period.**
Check the College Public Register at www.oct.ca
- Is it the second or subsequent request from this employer to assign the teacher to this position?**
Enclose a statement, indicating how the teacher is progressing towards obtaining the required qualification or explaining the exceptional circumstances. If the assignment is for a supervisory officer, principal or vice-principal's assignment, enclose copies of job advertisements related to the vacant position.
- Has the Director of Education signed the form?**

Letters of Permission

The Minister of Education may grant, in certain circumstances, a Letter of Permission to a board/ employer to employ a person in a teaching capacity who has not been certified to teach in Ontario by the Ontario College of Teachers. Contact the District Office of the Ministry directly for further information.

An individual who is issued a Letter of Permission cannot use the teaching days accumulated while holding the Letter of Permission to meet the 10 months of successful teaching experience requirement for later conversion of an Interim Certificate to a Certificate of Qualification.



An employer of a member of the College (a board, a private school, a native school, provincial school) may request a Temporary Letter of Approval to assign the member to teach a subject, or be appointed to an area/position for which the member is not qualified and where the teacher cannot be assigned under mutual agreement.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Date of Issue: May 25, 2010

Effective: May 25, 2010,
until revoked or modified

Subject: APPLICATIONS FOR TEMPORARY LETTERS OF APPROVAL

Application: Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities

Reference: Regulation 298, “Operation of Schools – General”

INTRODUCTION

Amendments to Regulation 298, “Operation of Schools – General”, made under the Education Act, came into force on May 20, 2010. The revised Regulation 298 includes the requirements for school boards¹ regarding applications for Temporary Letters of Approval. These requirements were previously set out in Ontario Regulation 184/97, “Teachers Qualifications”, made under the Ontario College of Teachers Act, 1996.

The purpose of this memorandum is to provide school boards with information on requirements for submitting an application for a Temporary Letter of Approval to the Ministry of Education, a description of the application process, and the application form.

LEGISLATIVE AUTHORITY

The Minister of Education has the authority under the Education Act to grant a Temporary Letter of Approval, for a period of up to one year, authorizing a school board to assign or appoint a teacher² to teach a subject, to teach in a division, or to hold a position, where the teacher does not have the required qualifications. The Minister also has the authority, subject to the approval of the Lieutenant-Governor in Council, to make regulations governing the granting of Temporary Letters of Approval.

The Minister has delegated authority to grant Temporary Letters of Approval to the managers of the regional offices of the ministry.

The revised Regulation 298 sets out the criteria governing the granting of a Temporary Letter of Approval, as well as the application requirements. The regulation can be found on the Ontario government website, at www.e-laws.gov.on.ca.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities.

2. In this memorandum, *teacher* refers to a certified member of the Ontario College of Teachers in good standing.

The following requirements apply to school boards that submit applications for Temporary Letters of Approval on or after May 25, 2010.

REQUIREMENTS FOR SCHOOL BOARDS

If a school board finds it necessary to assign or appoint a teacher to teach a subject, to teach in a division, or to hold a position for which he or she does not have the required qualifications, the board may request a Temporary Letter of Approval. A Temporary Letter of Approval is commonly required to:

- allow a teacher who does not have a qualification in a division to be assigned to teach in the primary or junior division or to teach a general education³ subject in the intermediate or senior division;
- allow a teacher who does not have a qualification in technological education⁴ to be assigned to teach a technological education subject;
- allow a teacher who does not have a qualification in French as a second language (FSL) to be assigned to teach French as a second language;
- allow a teacher who does not have French-language qualifications in a division to be assigned to teach in the primary or junior division where French is the language of instruction;
- allow a teacher who does not have English-language qualifications in a division to be assigned to teach in the primary or junior division where English is the language of instruction;
- allow a teacher who does not have a qualification in special education to be assigned to teach or be placed in charge of a special education program or class;
- allow a teacher who does not have a qualification in teaching students who are deaf or hard of hearing or students who are blind or who have limited vision to be assigned to teach these students;
- allow a teacher who does not have principal's qualifications to be assigned to hold a position as a principal or vice-principal.

Before submitting an application for a Temporary Letter of Approval, the school board must be satisfied that the teacher is competent to teach the subject, to teach in the division, or to hold the position, and must also ensure that the teacher has agreed to the assignment or appointment. The board should therefore assess the teacher's teaching experience and formal education credentials (including teaching qualifications), and take into consideration any other information that may be relevant. First and foremost, the school board must give consideration to providing the best possible program and ensuring the safety and well-being of the students.

3. *General education*, as defined in section 1 of Regulation 298, refers to the curriculum described in the ministry's secondary curriculum policy documents, with the exception of the technological education curriculum policy documents for Grades 9 to 12.

4. *Technological education*, as defined in section 1 of Regulation 298, refers to the curriculum described in the ministry's secondary curriculum policy documents entitled *The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009* and *The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009*.

Application Process for a Temporary Letter of Approval

The director of education, or other school board official authorized by the board to make the application, may submit a request for a Temporary Letter of Approval on behalf of the school board. The school board official should submit a completed Application for a Temporary Letter of Approval to the appropriate regional office of the ministry (see form at end of this memorandum).

Every Application for a Temporary Letter of Approval must include a signed declaration from the director of education, or other school board official authorized to make the application, stating that the following requirements of Regulation 298 have been met:

- The board finds it necessary to assign a teacher to teach a subject, to teach in a division, or to hold a position for which he or she does not have the qualifications required.
- The teacher holds a Certificate of Qualification and Registration in good standing with the Ontario College of Teachers.
- The teacher is competent to teach the subject, to teach in the division, or to hold the position.
- The teacher has agreed to the assignment or appointment.

The school board must be able to provide evidence that it has complied with these requirements, if asked to do so by the ministry.

Starting Date and Duration of Assignment

School boards should ensure that the anticipated starting date for the assignment for which they are requesting a Temporary Letter of Approval is later than the date of submission of the application. If a Temporary Letter of Approval is granted, it is effective as of the starting date of the assignment.

School boards must ensure that the duration of the teacher's assignment for which they are requesting a Temporary Letter of Approval does not exceed the limit of one year (that is, twelve months) that is set out in the Education Act. Subject to this limit, a Temporary Letter of Approval may be granted for a period that extends beyond the end of a school year, but ends before the beginning of the next school year, if the assignment does not conform to the regular school-year calendar.

Subsequent Requests for a Temporary Letter of Approval

A Temporary Letter of Approval may be granted for a teacher to teach a subject, to teach in a division, or to be assigned to a position for a subsequent school year. In such cases, a school board must submit a new Application for a Temporary Letter of Approval for the teacher. Each time an application is submitted, the director of education, or other board official who is authorized by the board to make the application, must certify that the board finds it necessary to assign a teacher to teach a subject, to teach in a division, or to hold a position for which he or she does not have the required qualifications.

School boards are expected to encourage teachers assigned under a Temporary Letter of Approval to make reasonable efforts to complete qualifications for the particular subject area, division, or position to ensure that they are qualified for that particular assignment in subsequent school years.

SCHOOL BOARD REVIEW OF TEMPORARY LETTERS OF APPROVAL

School board staffing committees (or the equivalent) are requested to review and discuss on an annual basis data provided by the ministry on Temporary Letters of Approval.

MINISTRY CONTACT

School board officials who have questions about the revised Temporary Letter of Approval application process should contact their local ministry regional office.

APPLICATION FOR A TEMPORARY LETTER OF APPROVAL

Instructions

The director of education, or other school board official authorized to submit this application, must complete section 1 and complete, sign, and date section 2. Applications should be submitted to the manager of the appropriate regional office of the Ministry of Education.

For further information on completing this form, see Policy/Program Memorandum No. 153, "Applications for Temporary Letters of Approval", May 25, 2010.

Section 1: Details of the Request for a Temporary Letter of Approval

Teacher's Name (please provide full legal name):

Teacher's OCT Registration Number:

Name of School:

Name of School Board:

Subject, Division, or Position:

Start Date (dd/mm/yyyy):

End Date (dd/mm/yyyy):

Section 2: Declaration by Board Official

This is to certify that the following requirements have been met:

- The school board finds it necessary to assign or appoint a teacher to teach a subject, to teach in a division, or to hold a position for which he or she does not have the qualifications required by Regulation 298, made under the Education Act.
- The teacher named in this application meets the following requirements:
 - He or she holds a Certificate of Qualification and Registration in good standing with the Ontario College of Teachers.
 - He or she is competent to teach the subject, to teach in the division, or to hold the position.
 - He or she has agreed to the assignment or appointment.

Name of Director of Education or
Other Board Official:

Signature:

Date:

TEACHER ASSIGNMENT IN ONTARIO SCHOOLS

A Resource Guide

Revised Edition

MARCH 2011



Contents

1	Introduction	4
1.1	<i>About This Resource Guide</i>	4
2	Rules and Requirements	6
2.1	<i>Basic Requirements</i>	6
2.2	<i>Assignments by Mutual Agreement</i>	7
2.3	<i>Assignments That Require a Temporary Letter of Approval</i>	8
2.4	<i>Applying for a Temporary Letter of Approval</i>	10
2.5	<i>Additional Assignment Provisions</i>	10
2.6	<i>Curriculum Review and Teacher Assignment</i>	13
3	Some Additional Principles to Guide Teacher Assignment	15
4	Resources	19
5	Glossary	20

Une publication équivalente est disponible en français sous le titre suivant :
Affectation du personnel enseignant dans les écoles de l'Ontario : Guide d'information, mars 2011.

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.



Introduction

1.1 About This Resource Guide

In May 2010, Ontario Regulation (O. Reg.) 184/97 (Teachers' Qualifications), made under the Ontario College of Teachers Act, 1996, was revoked and replaced with a new regulation – O. Reg. 176/10 (Teachers' Qualifications). Substantive amendments were also made to Regulation 298 – Operation of Schools (General) under the Education Act. The Ontario College of Teachers replaced O. Reg. 184/97 to ensure that its teacher certification requirements complied with the Ontario Labour Mobility Act, 2009 (OLMA), and to update and clarify those requirements. Regulation 298 was amended to reflect Ontario's labour mobility obligations under the OLMA, and to clarify and update the requirements for teacher assignment.

The OLMA was enacted to allow Ontario to meet its commitments under the Agreement on Internal Trade (AIT), which provides that persons certified or registered in a profession or trade in one Canadian province or territory are eligible for certification or registration in the same profession or trade in any other Canadian province or territory. The AIT commitments necessitated amendments to Ontario regulations governing teacher qualifications and teacher assignment to remove barriers to teacher certification and qualification in this province that were inconsistent with the OLMA and the Agreement on Internal Trade and to ensure that all related processes would be fair, transparent, and accessible.

This resource guide provides updated information on the assignment of teachers to teaching positions in Ontario's publicly funded elementary and

secondary schools. It is a plain language guide to the current rules that school principals must follow when assigning teachers to teach subjects, teach in divisions, or hold positions in Ontario schools. A glossary of terms is provided at the end of this document to assist the reader.

This resource guide is intended to serve as a practical reference for school board staffing committees, school principals, teachers, teachers' federations, supervisory officers, and all those involved in the assignment of teachers to teaching positions. It highlights important factors to be considered when making assignment decisions, in order to provide the best possible learning experience for Ontario students.

The information in this resource guide incorporates feedback and addresses requests for clarification from teachers, teachers' federations, principals, and school boards across the province. The guide will be revised over time on the ministry website to provide further clarification in response to questions and issues that may arise locally but that have general application. The current version was revised in March 2011 to provide specific references to relevant legislation for the information of readers, and to supply additional clarification of certain requirements. The latter type of revision is indicated by a note in square brackets at the end of the revised paragraph – as shown at the end of *this* paragraph. (Readers should check the website, at www.edu.gov.on.ca, periodically to ensure that they are working from the most current version of the guide.) **[Rev. Mar. 2011]**

In making assignment decisions, principals need to be aware of any relevant determinations or recommendations of the school board staffing committee and any other relevant provisions regarding teacher assignment in governing collective agreements.

Readers should note that the Education Act and regulations made under the act take precedence in any questions of interpretation that might arise.

Rules and Requirements

2

2.1 **Basic Requirements**

Principals must consider the two basic requirements stated in Regulation 298 (subsections 19(1) and 19(2)) when assigning or appointing a teacher to teach a subject, teach in a division, or hold a position – namely, that assignments must be made:

- with the aim of providing the best possible program and ensuring the safety and well-being of students;
- in accordance with the qualifications recorded on the teacher’s Certificate of Qualification and Registration.¹

These two requirements work together. A teacher’s qualifications are an indication that he or she has the knowledge and skills needed to provide the best possible program in a particular subject, division, or position and to ensure the safety and well-being of students.

However, principals may at times need to assign a teacher who does not have the required qualifications but who is nevertheless considered competent to teach a particular subject, teach in a division, or hold a certain position. Regulation 298 allows for such assignments to be made by mutual agreement (subsection 19(3)) or, in specified circumstances, under the authority of a Temporary Letter of Approval (TLA) granted by the Minister (section 19.2). These two options are outlined in the following sections. In either case, the principal must be guided by the goal of providing the best possible program and ensuring the safety and well-being of students.

¹ Some subjects in the Ontario curriculum have no matching qualifications (e.g., civics, world religions). In these cases, assignments should continue to be made with the aim of providing the best possible program.

The conceptual framework below illustrates the basic requirements governing teacher assignment in Ontario schools.



2.2 *Assignments by Mutual Agreement*

In certain circumstances, the assignment of a teacher who does not have the required qualifications is possible as long as the principal and the teacher are in agreement about the assignment and the assignment has the approval of the appropriate supervisory officer. Regulation 298 has always provided for the assignment of teachers to certain positions by mutual agreement.

[Rev. Mar. 2011]

The following assignments may be made by mutual agreement:

- A teacher who has a qualification in the primary division, the junior division, the intermediate division in a general education subject or the senior division in a general education subject may be assigned to teach in any division and in most general education subjects.
- A teacher who has a qualification in a technological education subject in Grades 9 and 10 or Grades 11 and 12 may be assigned to teach any other technological education subject in Grades 9 to 12.

The need to make an assignment by mutual agreement may arise in a variety of situations. For example, a timetabling conflict might prevent the assignment

of a teacher who has the required qualifications, while a teacher who has relevant experience and/or credentials related to the subject, but not the formal qualifications, is available. Similarly, a principal may choose not to assign a teacher who has the required qualifications because that teacher has not kept up to date with the subject and is not comfortable teaching it, whereas a teacher without the required qualifications who is better prepared to do so is available. Assignments by mutual agreement must always be made with the goal of providing the best possible program and ensuring the safety and well-being of students.

2.3 **Assignments That Require a Temporary Letter of Approval**

Some assignments of teachers who do not have the required qualifications are possible only if the board has been granted a Temporary Letter of Approval (TLA) by the Minister. The school board must submit an application for a TLA (see the following section). Requirements associated with TLAs are set out in section 19.2 of Regulation 298 and in Policy/Program Memorandum (PPM) No. 153, “Applications for Temporary Letters of Approval”.

A Temporary Letter of Approval authorizes a school board to assign a teacher to teach a subject, teach in a division, or hold a position for a period of up to one year where the teacher does not have the required qualifications. As noted in PPM No. 153, a TLA is commonly required to:

- allow a teacher who does not have a qualification in *any* division to be assigned to teach in the primary or junior division or to teach a general education subject in the intermediate or senior division;
- allow a teacher who does not have a qualification in *any* technological education subject to be assigned to teach a technological education subject;
- allow a teacher who does not have a qualification in French as a second language (FSL) to be assigned to teach FSL;
- allow a teacher who does not have French-language qualifications in a division to be assigned to teach in the primary or the junior division where French is the language of instruction;
- allow a teacher who does not have English-language qualifications in a division to be assigned to teach in the primary or the junior division where English is the language of instruction;

- allow a teacher who does not have a qualification in special education to be assigned to teach or be placed in charge of a special education program or class;
- allow a teacher who does not have a qualification in teaching students who are deaf or hard of hearing or students who are blind or who have limited vision to be assigned to teach these students;
- allow a teacher who does not have principal's qualifications to be assigned to hold a position as a principal or vice-principal.

Other assignments that require a TLA include the following:

- the assignment of a teacher who does not have the required specialist or honour specialist qualifications (where applicable) to supervise or coordinate subjects or programs or to act as a consultant for teachers (e.g., as a board-wide or system coordinator or consultant) in those subjects or programs. The specialist or honour specialist qualifications must be in one or more of the subjects or programs in question. (See Reg. 298, section 17.)
 - the assignment of a teacher who holds a Transitional Certificate of Qualification and Registration, issued under the Teachers' Qualifications regulation (O. Reg. 176/10), to teach a subject other than the subject indicated on his or her transitional certificate. (See Reg. 298, subsection 19(4)(a).)
 - the assignment of a teacher whose teacher education program has prepared him or her to teach only one subject, such as Native Languages or Dance, which is identified on his or her Certificate of Qualification and Registration as an additional qualification, to teach a subject other than the subject indicated on his or her Certificate of Qualification and Registration. (Note that, if a teacher has a qualification in a division, he or she can be assigned to teach in other divisions and general education subjects through mutual agreement.)
- [Rev. Mar. 2011]**

A number of circumstances may prevent a teacher from obtaining the qualification required for a particular position at a particular time – for example, the necessary course may not be offered in the current year or term or the teacher may be unable to travel to a location where the course is offered. As is the case for all teacher assignments, the principal is expected to use his or her best judgment when assigning a teacher without the required qualifications under the authority of a TLA, to provide for the best possible program and to ensure the safety and well-being of students. **[Rev. Mar. 2011]**

2.4 **Applying for a Temporary Letter of Approval**

PPM No. 153 provides information on the requirements for submitting an application for a TLA, a description of the application process, and the application form.

The director of education or other school board official authorized by the board must submit an application for a TLA to the manager of the appropriate regional office of the ministry. In completing the application form provided in PPM No. 153, the board confirms that the teacher has a Certificate of Qualification and Registration in good standing with the Ontario College of Teachers, and attests to the competency of the teacher for whom the application is being made. The teacher's competency would be determined on the basis of such factors as teaching experience, education credentials (including qualifications), and any other information relevant to the position. The board must confirm on the form that the teacher has agreed to the proposed assignment.

2.5 **Additional Assignment Provisions**

The assignment rules outlined below generally reflect adaptations to changes in the curriculum or in teachers' qualifications over time and/or allow teachers to "cross over" between general education and technological education. These assignments may be made as a matter of course and, unless otherwise stated below, do not require a TLA or mutual agreement.

Technological Education

- A teacher who has technological education qualifications and a qualification in a general education subject may be assigned to teach the general education subject if he or she also has a qualification in a division. (See Reg. 298, subsection 19(5).) (A TLA is required if the teacher does not have a qualification in a division.)

For example

A teacher who has a qualification in Grade 11 and 12 Communications Technology and an AQ in Visual Arts, Part 1, may be assigned to teach Visual Arts only if he or she also has a qualification in the primary, junior, intermediate, or senior division.

- A teacher with or without a postsecondary degree who has qualifications in a division in a general education subject or has technological education qualifications may be assigned to teach cooperative education in a secondary school. However, in a general education subject, the *related curriculum course* must be taught by a teacher who has a qualification in a general education subject, and in technological education, the related course must be taught by a teacher with technological education qualifications. (See Reg. 298, subsection 19(7).) (A TLA is required if a teacher without these qualifications is to be assigned to teach the related course.)

For example

A teacher who has qualifications in Intermediate/Senior – History or a qualification in Grade 11 and 12 Manufacturing Technology may be assigned to teach the placement component of a cooperative education course in a general or technological education subject.

- A teacher with or without a postsecondary degree who has technological education qualifications and a qualification in guidance and career education may be assigned to teach guidance and career education. (See Reg. 298, subsection 19(8).)

For example

A teacher who has a qualification in Grade 9 and 10 Hairstyling and Aesthetics and a qualification in guidance and career education may be assigned to teach guidance and career education.

- A teacher who has a qualification in the general education subjects of Computer Studies or Business Studies – Data Processing on August 31, 2010, may be assigned to teach Computer Technology in technological education. (See Reg. 298, subsection 19.1(2).) A teacher who obtains such qualifications after that date may be assigned to teach Computer Technology only with a TLA.

For example

A teacher who, on May 25, 2009, successfully completed a qualification in Computer Studies may be assigned to teach Computer Technology. However, a teacher who successfully completed a qualification in Computer Studies on October 15, 2010, may not be assigned to teach Computer Technology unless a TLA is granted.

In all other cases, a teacher must have a qualification in Computer Technology to teach the subject, or may be assigned to teach it by mutual agreement if he or she has a qualification in any other technological education subject.

- A teacher who taught a ministry-approved locally developed secondary school course related to Green Industries for two or more years prior to September 1, 2010, may be assigned to teach the technological education subject Green Industries. (See Reg. 298, subsection 19.1(3).)

For example

A teacher who taught a ministry-approved locally developed Landscape Architecture course in 2003 and 2007 may be assigned to teach Green Industries in technological education.

In all other cases, a teacher must have a qualification in Green Industries to teach the subject, or can be assigned to teach it by mutual agreement if he or she has a qualification in any other technological education subject. As of September 1, 2010, teachers who do not have a qualification in Green Industries but who continue to teach locally developed secondary school courses related to Green Industries may not use that experience to meet the requirement and may not be assigned to teach Green Industries in technological education without a TLA.

Special Education

- A teacher who has qualifications in a division as well as a qualification in special education may be placed in charge of a special education program or be assigned to teach a special education class in the primary, junior, or intermediate division in general education, or the senior division in general education. (See Reg. 298, subclause 19(6)(a)(i).)

For example

A teacher who has primary/junior qualifications and an AQ in Special Education may be assigned to teach in a special education class for elementary school students.

- A teacher who has technological education qualifications as well as a qualification in special education may be placed in charge of a special education program or be assigned to teach a special education class in technological education. (See Reg. 298, subclause 19(6)(b)(i).)

For example

A teacher who has a qualification in Grade 11 and 12 Construction Technology and an AQ in Special Education may be assigned to teach Custom Woodworking in a special education class.

- A teacher with or without a postsecondary degree who has qualifications in a division or qualifications in technological education as well as a special education qualification may be assigned to teach alternative special education subjects (K courses) that are situated outside the Ontario curriculum. (See Reg. 298, subclauses 19(6)(a)(ii) and 19(6)(b)(ii).)

For example

A teacher who has a qualification in Grade 9 and 10 Health Care and an AQ in Special Education, or a teacher who has a qualification in Intermediate/Senior – English and an AQ in Special Education, may be assigned to teach “Exploring Our Environment” in a special education class.

2.6 Curriculum Review and Teacher Assignment

The Ministry of Education has established a schedule for the ongoing review of all K–12 curricula. Each year, the curriculum in each of a number of subject areas is reviewed to ensure that it is kept current, relevant, and age-appropriate.

When the curriculum in a subject in either general education or technological education is revised, a teacher may be assigned or appointed to teach the subject described in the revised edition of the official ministry curriculum document if he or she has an equivalent qualification. (See Reg. 298, subsection 19.1(6).) As in the case of any teacher assignment, the principal has the authority to make the final decision about assignments under this rule. **[Rev. Mar. 2011]**

For example

A teacher with a “Home Economics” qualification may be assigned to teach “Family Studies”.

In technological education, a teacher who earned qualifications in technological studies prior to the introduction of the broad-based technological education curriculum in 1995 may be assigned to teach the broad-based subject that relates to the pre-1995 qualification.

For example

A teacher with a technological studies qualification in “Carpentry” may be assigned to teach “Construction Technology” in technological education.

A teacher who has a qualification in “Design and Technology” may be assigned to teach “Technological Design” in technological education. **[Rev. Mar. 2011]**

Some Additional Principles to Guide Teacher Assignment

3

School board staffing committees, school principals, teachers' federations, supervisory officers, and all those engaged in making teacher assignment decisions are encouraged to follow the additional principles for successful teacher assignment outlined in this section. These principles are based primarily on information gathered from school board human resources staff, principals, and representatives of teachers' federations as part of a 2010 ministry-funded study of teacher hiring and assignment practices in Ontario. In the study, school board staff were asked to provide advice on how best to make teacher assignment decisions. Some of their comments have been included below.

Ensure that assignment practices are open, flexible, and collaborative

Open, flexible, and collaborative practices are considered to be most effective in making assignment decisions that address student needs and provide teachers with a balanced and satisfying workload. Examples of such practices between a principal and teaching staff might include:

- asking teachers, on an annual basis, to state their teaching preferences for the following school year and to confirm their qualifications and teaching experience;
- asking department heads to participate in teacher assignment decisions;
- taking into consideration teachers' prior assignments, to ensure that all teaching staff have opportunities for professional growth or, as appropriate, to teach subjects or teach in divisions that are of interest to them;
- taking into consideration teachers' desire for future professional growth and how assignments may help them achieve their objectives in this regard.

I like to look at the whole timetable, knowing that we've kept all of our staff and their qualifications in mind. When I see it all, then I switch a few courses around and I start assigning teachers to the courses. Prior to the timetabling process, I've asked staff for their input on what they would like to teach. And so then we build it – then I assign staff to courses, ask program leaders for their input, and ... during the whole process, I've tried to respect the wishes of the teachers.

– Secondary school principal

We have been conducting joint board/union in-service regarding the staffing process for a number of years. This model works extremely well, because everyone hears the same message at the same time, avoiding a lot of misunderstandings or misconceptions at the school level.

– Secondary school teacher

Give special consideration to new teacher assignments

Making appropriate assignment decisions for new teachers is especially important. New teachers should be given the best chance of having a positive and successful teaching experience in their first assignment.

When I assign teachers, I don't necessarily think, "This teacher has fifteen years of teaching experience, so she will get all the theoretical courses, and this other teacher just started teaching so he will only get applied courses." That's not how it works. The new teacher may have the right background to teach theoretical courses, and may be the best person for the assignment.

– Secondary school principal

Provide developmental opportunities and consider professional learning

Teaching is recognized as one of the most effective forms of professional development. Teachers are continually updating their qualifications and engaging in professional learning to improve their practice. Their efforts should be considered when assignment decisions are being made.

I send out a survey to teachers, asking if they are looking for a change, what their expertise is, and so on. And I look at their qualifications. I go on the Ontario College of Teachers site and check their card. And then I ... have a conversation with them and present different scenarios, and ask how they would feel about them. If I'm anticipating a grade change, I would approach them for their views on the change. It is important that teachers have a position they're happy in – it does have an impact. Having that conversation with teachers is very important.

– Elementary school principal

In a teacher's career, depending on their professional pathway – of an experienced teacher, in particular – the teacher may have developed different professional goals. I can think of many examples. One example is a teacher who approached me to say he had fifteen years' experience and was tiring of the assignment. He said that he had always had an interest in math, that he was very good in the subject. I offered to assign him to two math courses on condition that he complete some professional development in that area (an additional qualification course or some related workshops). People are normally receptive to this approach.

– Secondary school principal

Principals new to the teacher assignment role should seek out advice from mentors and peers

Mentorship and networking are two key means of learning about effective teacher assignment practices. Principals or vice-principals who are new to the role and who are working with a mentor for their first two years of practice may wish to identify effective teacher assignment as a goal in their mentoring learning plan. By doing so, they will create an opportunity to discuss with their mentor both the technical and adaptive challenges of the assignment task.

Individuals responsible for making teacher assignment decisions can develop a network of peers to exchange ideas about how best to address any challenges that might arise as they prepare to make their assignments.

You must take the time to think about what you write, what you say, who you will get to ensure that your team keeps the quality you are looking for to support your students. So for me, the idea of a mentor at the administrator level or at the same position – that's what's key to the success of a new administration.

– Elementary school principal

This year we have a new administrator. She really made me feel valued by asking what I wanted to teach next year. I appreciated how she met with the school staffing committee – everyone knew what was being done and why! Everyone seems comfortable with their assignments for next year and is thinking ahead to program for their kids.

– Elementary school teacher



Resources

Regulation 298: Operation of Schools – General

Available on the e-laws website, at www.e-laws.gov.on.ca (see “Education Act” and select the regulations under the act).

Ontario Regulation 176/10 – The Teachers’ Qualifications Regulation

Available on the e-laws website, at www.e-laws.gov.on.ca (see “Ontario College of Teachers Act, 1996” and select the regulations under the act).

Temporary Letters of Approval

Regulation 298 sets out the criteria governing the granting of a Temporary Letter of Approval, as well as the application requirements and process.

Policy/Program Memorandum No. 153, available on the Ministry of Education website, provides boards with information on requirements for submitting an application for a Temporary Letter of Approval, a description of the application process, and the application form.

Letters of Permission

Ontario Regulation 142/08 under the Education Act, available on the e-laws website, sets out the criteria governing the granting of a Letter of Permission, as well as the application requirements and process.

Policy/Program Memorandum No. 147, available on the Ministry of Education website, provides boards with information on requirements for submitting an application for a Letter of Permission, a description of the application process, and the application form.

Ontario’s Leadership Framework

The Leadership Framework, available on the Ministry of Education website, is central to the Ontario Leadership Strategy. The framework describes a set of core leadership competencies and effective practices for principals, vice-principals, and supervisory officers.



Glossary

Agreement on Internal Trade (AIT). A national agreement between the federal government and Canadian provinces and territories intended to make it easier for people, investments, goods, and services to move across Canada. In 2009, Canada and the provinces and territories endorsed amendments to Chapter 7 (Labour Mobility) that require “certificate for certificate” mobility for any worker. The Ontario Labour Mobility Act, 2009 (OLMA), implements Ontario’s obligations under the AIT.

emergency provision. A provision under Regulation 298 that allows a school board to appoint a person for up to ten days from the date of appointment if no certified teacher is available for a teaching position. Because such assignments are of short duration, they do not require school boards to request a Letter of Permission from the Minister.

general education. The subjects in the curriculum for the intermediate and senior divisions, as described in the Ontario secondary school curriculum documents (available on the Ministry of Education website), excluding the subjects described in the technological education curriculum.

General Certificate of Qualification and Registration. The certificate issued by the Ontario College of Teachers under O. Reg. 176/10 (Teachers’ Qualifications) to individuals who have met the College’s requirements for certification.

Letter of Permission (LOP). Permission granted by the Minister of Education under O. Reg. 142/08 (Letters of Permission), made under the Education Act, that enables a school board to employ an individual who is not a certified teacher to teach for up to one year in an elementary or a secondary school, if there is no certified teacher available.

Ontario Regulation 176/10. The new Teachers' Qualifications regulation (formerly O. Reg. 184/97), made under the Ontario College of Teachers Act, 1996. The regulation sets out the qualification requirements that individuals must meet to be certified by the Ontario College of Teachers. O. Reg. 184/97 was revoked and replaced by this new regulation, which reflects the College's obligations under the Ontario Labour Mobility Act, 2009, and updates and clarifies the College's teacher certification requirements. O. Reg. 176/10 also reflects a number of changes made to teaching certificates issued by the College.

qualifications in a division. Qualifications in the primary division (JK to Grade 3), the junior division (Grades 4 to 6), and/or the intermediate division (Grades 7 to 10) in a general education subject, or the senior division (Grades 11 and 12) in a general education subject. Generally, to have qualifications in a division, a person must have a postsecondary degree and complete at least one year of pre-service teacher education at a faculty of education.

Regulation 298: Operation of Schools – General. The regulation under the Education Act that sets out the requirements for the operation of schools, including the duties of and required qualifications for principals, vice-principals, subject and program supervisors and coordinators, and teachers. In May 2010, Regulation 298 was amended to reflect Ontario's labour mobility obligations under the Agreement on Internal Trade and the Ontario Labour Mobility Act, 2009; to reflect the provisions of the new Teachers' Qualifications regulation under the Ontario College of Teachers Act, 1996 (O. Reg. 176/10); and to clarify the basic rules and requirements for teacher assignment.

Schedules A, B, C, D, E, and F. Schedules included in the Teachers' Qualifications regulation under the Ontario College of Teachers Act, 1996 (O. Reg. 176/10) that identify the additional qualifications teachers need to become qualified in a subject or in a division or to upgrade their skills and enhance their practice. These qualifications play a role in how teachers may be assigned to positions in Ontario schools.

Teachers' Qualifications regulation. See Ontario Regulation 176/10.

technological education. The curriculum outlined in the secondary curriculum documents entitled *The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009* and *The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009*.

technological education qualifications. Qualifications in Grades 9 and 10 in a technological education subject, or in Grades 11 and 12 in a technological education subject. Some teachers may have technological education qualifications in both Grades 9 and 10 and Grades 11 and 12. To be certified by the Ontario College of Teachers with technological education qualifications, a person must have five years of work experience or a combination of five years of postsecondary education and

work experience in the field of technological education. A postsecondary degree is not required.

Temporary Letter of Approval (TLA). Authority granted by the Minister of Education that allows a school board to assign a teacher to teach a subject, teach in a division, or hold a position for a specified period of time to a maximum of one year if the teacher does not have the required qualifications.

Transitional Certificate of Qualification and Registration. The teaching certificate issued by the Ontario College of Teachers to applicants who have completed the first session of a multi-session teacher education program. Under Regulation 298, holders of transitional certificates may be assigned to teach only the subject(s) that are listed on their certificate while they are completing a teacher education program.

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November 29, 2017

Dear Colleagues,

This is an exciting time in education as we work together on the important next steps in supporting student achievement, equity and well-being. I am pleased to share details with you about the ministry's new Transformation Steering Committee (TSC).

As you know, at the start of the school year I made several announcements about how the Ontario government intends to strengthen our publicly funded education system by taking action to promote equity and well-being, and refreshing our curriculum, assessment and reporting practices. This work builds on the vision set out in *Achieving Excellence* – a vision based on broad input and a review of education trends globally. Given the rapid change of technology and society, this work is also timely. It has been two decades since the last full-scale renewal of the curriculum.

The role of the TSC will be to secure expert sector and community input as well as provide oversight to inform the transformative changes in education over the next three to five years.

These transformative changes announced in September include:

- refreshing the curriculum;
- renewing our approach to Grade 9;
- reviewing assessment policy; and
- renewing our approach to student report cards and other reporting practices.

The TSC will assist with these goals by providing guiding principles and ongoing feedback that will ensure that all of Ontario's students will have every opportunity to thrive and fulfill their potential, regardless of their personal circumstances.

.../2



This work is also intended to address longstanding concerns about an overloaded curriculum and a curriculum review cycle that at times added content without taking less relevant content out. With a bold vision for the future, now is the time to rethink the review process with our partners.

Through our recent engagement with our partners, we heard the need to embed equity and well-being into everything that we do, especially with respect to curriculum and assessment, so that we embrace a broader definition of student success beyond purely academic pursuits. With these goals at the heart of our work, we will provide all students with access to inclusive, engaging and motivating learning experiences and the opportunity to become resilient, compassionate global citizens.

This review will also include exploring and responding to labour market demands, and preparing students for the highly skilled workforce of today and tomorrow. We are shifting our focus on a curriculum that nurtures transferable skills or global competencies in student learning and we are moving away from a content-centred system.

A key principle of the committee is its commitment to work collaboratively with all partners to define the changes that are needed and how to make them a reality. The committee's approach will be guided by the government's renewed vision for education and the principles of collaborative professionalism.

Your input is also critically important to this process. To that end, another key focus of the TSC will be to examine ways to broaden the discussion and outreach to ensure your voices are included in this process. It is anticipated that opportunity for broader consultation and outreach will take place beginning in February, but any thoughts at this preliminary stage of discussion are welcome at TSC@ontario.ca.

The TSC will be co-facilitated by Ken Thurston and Marilies Rettig, who both have extensive experience in the education sector. Ken has served as a teacher, principal, superintendent and director of education, while Marilies has served as a teacher and held top leadership roles in teacher federations at both the staff and political levels. Both have served as trusted advisors to me, and I am confident they will lead a thorough and inclusive consultation process.

Complementing this work will be the [Independent Review of Assessment and Reporting](#) conducted by the six education advisors to myself and Premier Wynne and led by Dr. Carol Campbell. This review is now underway to make sure educational assessments are culturally relevant, able to measure a wider range of learning, and better reflect equity and student well-being.

Our government is firmly committed to maintaining a publicly funded education system and to empowering students of all ages to meet their full potential and to be active, engaged and productive citizens.

Thank you for your dedication to the success and well-being of Ontario's students. I look forward to working with you all as we move ahead with this transformative process.

Sincerely,

A handwritten signature in black ink, appearing to read 'MH' with a stylized flourish.

Mitzie Hunter, MBA
Minister

Enclosures: Terms of Reference (Draft)

- c. Bruce Rodrigues, Deputy Minister
Marilyn Rettig, Co-Facilitator, Transformation Steering Committee
Ken Thurston, Co-Facilitator, Transformation Steering Committee
Directors of Education

Terms of Reference: Transformation Steering Committee

Purpose:

At the request of the Minister of Education, Ken Thurston and Marilies Rettig will serve as co-facilitators of the Transformation Steering Committee, to secure sector and broader community based input to inform the transformative changes announced for the next three to five years in education, outlining the guiding principles, elements of implementation and providing ongoing oversight and feedback.

Scope and Outcomes:

The Transformation Steering Committee (TSC) will inform, monitor, and guide coherence across the broad and transformative changes (i.e., three to five years) announced by the Premier and the Minister of Education.

Specifically, the TSC will:

1. Establish the guiding principles for transformation,
2. Scope the key elements of implementation, and
3. Provide ongoing central oversight and feedback on the process.

The TSC will focus on the following longer term, transformative elements:

1. Curriculum Refresh,
2. Renewed approach to Grade 9,
3. Assessment practices aligned with the refreshed curriculum,
4. Reporting on student progress to students, parents and the public, and
5. Enhanced parent and community connections to school.

In addition, the TSC will provide input into two of the shorter term processes:

1. The assessment review with focus on large scale assessment led by Dr. Carol Campbell and her five colleagues advisors, and
2. Revisions to student report cards through the inclusion of transferrable skills.

Appendix 1 provides a preliminary overview of specific tasks, which will be reviewed at the first meeting of the Transformation Steering Committee, and timelines for those tasks will be identified.

Guiding Principles:

The Transformation Steering Committee's work and advice will be informed by and aligned with the four goals of "Achieving Excellence: A Renewed Vision for Education in Ontario":

1. Achieving Excellence
2. Ensuring Equity
3. Promoting Well-being
4. Enhancing Public Confidence

The approach of the Transformation Steering Committee will be consistent with the vision and conditions of collaborative professionalism:

- values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all;
- takes place in and fosters a trusting environment that promotes professional learning;
- involves sharing ideas to achieve a common vision of learning, development and success for all;
- supports and recognizes formal and informal leadership and learning;
- includes opportunities for collaboration at provincial, district and school levels;
- leverages exemplary practices through the communication and sharing of ideas to achieve a common vision.

Composition and Timelines:

Transformation Steering Committee will be composed of education stakeholders and representatives from groups and agencies representing broader community interests. Membership will strive to include diversity of all kinds. Appendix 2 provides an overview of the organizations that will constitute the membership of the Transformation Steering Committee.

Recognizing the immediate and longer term issues upon which the Transformation Steering Committee will address, co-facilitators will convene the first meeting as soon as possible. Meetings will be held on a monthly and then bi-monthly basis thereafter.

Proposed 2017/18 Meeting Dates* of the Transformation Steering Committee:

November 8th, 2017

December 6th, 2017

February 7th, 2018

April 4th, 2018

April 25th, 2018

*These dates and the workplan of the committee will be developed in consultation with and confirmed at the first meeting of the Transformation Steering Committee

Sub-committees of the Transformation Steering Committee

It is anticipated that some sub-committees will be established to consider specific areas of transformation thereby allowing broader input from the public, practitioners and experts in the field to consider principles, substance and recommendations regarding implementation and ongoing monitoring. Subcommittees will report back to the TSC.

Consultation and Outreach

Through the co-facilitators of the TSC, there will be a close connection with Carol Campbell and the Advisors who are undertaking the Independent Review of Assessment and Reporting.

Through the co-facilitators of the TSC, there will be ongoing communication with and feedback from the Initiatives Committee.

The TSC will liaise with and seek input from relevant standing committees including but not limited to the First Nation Lifelong Learning Table, Minister's Advisory Council on First Nation, Metis and Inuit Education; the Curriculum Council, the Minister's Student Advisory Council, the Minister's Principal Reference Group and the Minister's Advisory Council on Special Education.

It is anticipated that there will be additional consultations to secure feedback and input allowing broader outreach across the province and including a wide array of representational groups.

Liaison with the Ministry of Education

Staff from the Ministry of Education will operationally support the work of the co-facilitators and the Transformation Steering Committee. It is understood that once the TSC has completed the various dimensions of its mandate, the Ministry will be responsible for the development of relevant policy and curriculum documents and supports for implementation based on the principles and implementation guidance provided.

The TSC will retain a monitoring and advisory role with regard to curriculum documents and policy changes, as well as implementation throughout the transformative period (i.e., up to five years).

APPENDIX 1: Anticipated Tasks of the Transformation Steering Committee:

Review Terms of Reference

Establish committee working norms

Discussion and identification of general principles for transformation

Advice to Independent Committee reviewing assessment (Carol)*

Advice re transferable skills on report cards *

Advice re curriculum renewal (general) through equity, wellbeing, achievement lenses

Specific advice on curriculum by division and subject area (ongoing) *

Advice on renewed approach to grade 9 *

Advice regarding assessment *

Advice regarding reporting to parents, public *

Advice on enhancing parent and community connections *

Monitoring and ongoing advice on development and implementation

* includes advice on implementation

APPENDIX 2: Transformation Steering Committee Membership

Ken Thurston and Marilies Rettig - Co-facilitators

Parents – PIC (6 in total regional representation including public, Catholic and French)

Students – (3 students, Catholic, public, French)

EQAO

Ontario Association of Deans of Education

Minister’s Advisory Council on First Nations, Metis and Inuit Education

OTF

Planning and Partnership Table – 1 Representative

People for Education

IC members:

ACÉPO

CUPE

ADFO

ETFO

AEFO

OECTA

AFOCSC

OSSTF

AGÉFO

OPSBA

CODE – ECODE/PCODE/CODELF

OPSOA

CPCO

OCSTA

OPC

OCSOA

EWAO

OCEW



LDAO SEAC CIRCULAR

November 2017

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

The topics covered by this SEAC Circular:

1. Consultation on School Board Governance
2. Ministry of Education Equity Action Plan
3. New PPM on students with prevalent medical conditions
4. Understanding data collection, e.g. October reports

List of Supplementary Materials:

1. Governance Discussion Guide
2. School Board Governance suggestions
3. News Release on *Education Action Equity Plan*
4. News Release on *Supporting Children and Students with Prevalent Medical Conditions*
5. PAAC on SEAC Q & As on data Collection

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/ldao-services/public-policy-advocacy/seac-circulars/.

You can access Ministry memos by date at:
<http://www.edu.gov.on.ca/eng/policyfunding/memos/>

1. Consultation on School Board Governance

The Ministry of Education is doing a review of governance of school board committees, including SEACs. There is a Discussion Guide with questions attached to this Circular. Not all sections are highly relevant to SEAC, but PAAC on SEAC discussed the questions and made suggested points that could be raised by SEACs. The attached summary could be used by SEAC members to inform their discussions and recommendations. Responses to the consultation are due by **November 13th** and can be sent to LDB-DDL@ontario.ca.

2. Ministry of Education Equity Action Plan

In September the Ministry released the attached News Release announcing the Education Action Equity Plan. While the memo mentions “students with disabilities and students with special education needs”, the emphasis in the Action Plan seems to be on other disadvantaged groups. SEACs should ask how students with special education needs are being included in their board’s Education Action Equity Plan initiatives. More information can be found at:

[Ontario’s Education Equity Action Plan](#) (PDF, 1.15 MB)

[Parent Fact Sheet: Understanding Ontario’s Education Equity Action Plan](#) (PDF, 333 KB)

3. New PPM on students with prevalent medical conditions

On October 24, 2017 the Ministry released a draft [PPM 161: Supporting Children and Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#). By next school year, all school boards across Ontario will be required to have policies in place to improve the safety of students with anaphylaxis, asthma, diabetes and epilepsy. Boards will be required to provide students that have medical conditions with a plan of care, which outlines contacts and procedures tailored to the individual needs of the student. The PPM outlines responsibilities of boards, school staff and parents. Boards are to consult various groups in developing their policies, and since many students with these medical conditions also have special education needs, SEACs should ask to be included in consultations.

4. Understanding data collection, e.g. October reports

Schools and school boards submit data to the Ontario School Information System (OnSIS) on students enrolled on October 31st each year. The data is supposed to be submitted by December 31st, and there are also submission dates at the end of March and the end of June. Data submitted to OnSIS is anonymized at that level. PAAC on SEAC had a presentation by Ministry staff in which they outlined the data collecting process and answered questions posed by PAAC. The attached document helps clarify some confusion about this complicated process.

While school boards could not share with SEAC the exact data submitted to OnSIS, they would have ways to summarize and anonymize the data and share the results with SEAC. SEACs should continue to ask for data related to students with special education needs on a timely basis after the data is submitted to OnSIS.

Questions? Email Diane Wagner at dianew@LDAO.ca or call (416) 929-4311 Ex. 22 (Mon.)