

ADDITIONAL QUALIFICATIONS

Niagara University's Additional Qualification courses are designed to provide ongoing professional development to Ontario certified teachers interested in perfecting their teaching expertise. Niagara offers a wide variety of courses throughout the year in various time formats to accommodate the busy schedule of teachers. The courses are completely online which facilitates the accessibility for all teachers. All AQ courses have been developed with a minimum expectation of 125 hours of course work as stipulated by the Ontario Faculty of Education. The online courses are delivered through the Canvas Learning Management System (LMS).

Code	Title	Credits
ABQ 506	Primary Division	0
AQS 511	Teaching English Language Learners Pt 1	0
AQS 512	Teaching English Language Learners Pt 2	0
AQS 513	Spec Ed Pt 1	0
AQS 514	French SL Part 1	0
AQS 515	Teaching Catholic Sch Sys	0
AQS 516	Reading Part 1	0
ABQ 516	Intermediate Health	0
AQS 518	Spec Ed Part 2	0
AQS 519	Adapt Curric Cath Sch Sys	0
AQS 520	Reading Part 2	0
AQS 521	French SL Part 2	0
AQS 522	Integration Comp Tech Pt 1	0
AQS 523	Reading Specialist	0
AQS 524	Guidance & Career Ed Pt 1	0
AQS 525	Integration Comp Tech Pt2	0
AQS 526	Mathematics Prim/Jr Pt 1	0
AQS 527	Spec Ed Specialist	0
AQS 528	Kindergarten Part 1	0
AQS 529	FSL Specialist	0
AQS 530	Guidance & Career Ed Pt 2	0
AQS 531	Mathematics Prim/Jr Pt 2	0
AQS 532	Teacher Librarian Part One	0
AQS 533	Integration Comptech Spec	0
AQS 534	Kindergarten Part 2	0
AQS 535	Mathematics Prim/Jr Spec	0
ABQ 536	Junior Division	0
AQS 537	Teacher Librarian Part Two	0
AQS 539	Guidance & Career Ed Spec	0
AQS 540	Teacher Librarian Specialist	0
AQS 541	Mathematics Grades 7 and 8	0
AQS 542	Use & Knowledge of Assistive Technology	0
AQS 543	Student Assessment & Evaluation	0
AQS 544	Autism Spectrum Disorders	0

Courses

AQS 511 — Teaching English Language Learners Pt 1 (0 credits)

Teaching English Language Learners Part One has been developed to introduce participants to the theory and practice of second language teaching and learning from a classroom teacher perspective. The course will prepare participants to effectively teach English language learners in a class or subject specific course as well as provide a basis for teaching an ESL or ELD assignment. This course will examine underlying theories of language acquisition, the development of a safe, welcoming and equitable environment, assessment and programming as it pertains to English language learners and explore parent and community connections.

AQS 512 — Teaching English Language Learners Pt 2 (0 credits)

Teaching English Language Learners Part Two develops teacher expertise in the theory and practice of second language teaching and learning from an ESL/ELD teacher perspective. The course will prepare participants to effectively teach English language learners as a specialist ESL or ELD teacher. This course will explore theories of language acquisition in depth, and consider the implementation of a safe, welcoming and equitable environment that adheres to the ESL Policy. It will develop expertise in ongoing and initial language proficiency assessment, programming development, and modification. It will finally explore parent and community connections necessary for success.

AQS 513 — Spec Ed Pt 1 (0 credits)

This course will include an overview of the Special Education policies and practices in the province of Ontario. Practical strategies for working with students who have special needs are explored through research, theory, and personal observation. Throughout the course, special emphasis is on the process by which students become identified as exceptional and ways of programming and planning for students who are identified as exceptional. Writing I.E.P's and the I.P.R.C. process for both identified and non-identified students will be examined in the light of new technology support. Participants will gain skills in working with parents and community agencies.

AQS 514 — French SL Part 1 (0 credits)

The AQ French Second Language Part One is an introduction to the theory and practice of classroom teaching in French second language. This course will give you the opportunity to teach French as a second language in Ontario. As the first step towards specialization, you will gain knowledge and basic skills necessary to teach French as a second language at various levels: structure, immersion and intensive. You will have the opportunity to explore and reflect on the curriculum, programs and policies of the Department of Education, the standards of the teaching profession and ethics, theories of second language acquisition, strategies learning, teaching and assessment and other elements relevant to education in an atmosphere online and interactive practice. Action research is the culmination of this course. Le cours de qualification additionnelle français langue seconde partie 1, est une introduction à la théorie et aux pratiques de salle de classe dans l'enseignement du français langue seconde. Ce cours vous donnera la possibilité d'enseigner le français langue seconde en Ontario. Étant le premier pas vers la spécialisation, il vous permettra d'acquies Additional Qualifications (AQ's) des connaissances et des compétences de base nécessaires pour enseigner le français langue seconde de divers niveaux: cadre, immersion et intensif. Vous aurez l'occasion d'explorer et de réfléchir sur le curriculum, les programmes et politiques du ministère de l'Éducation, les normes de la profession enseignante et la déontologie, les théories d'acquisition d'une langue seconde, les stratégies d'apprentissage, d'enseignement et d'évaluation et bien d'autres éléments pertinents à l'enseignement dans une atmosphère en ligne interactive et pratique. La recherche-action est le point culminant de ce cours.

AQS 515 — Teaching Catholic Sch Sys (0 credits)

Publicly funded Catholic schools are an enduring gift to our students and the province. This course is designed to acquaint participants with the most important features of leading learning in Ontario Catholic schools. Using online and constructivist learning principles, the course answers these key questions: . What is the story and mandate of Catholic education and why is it important? . What is our place in the Church as it interacts with the world? Why is this mission significant? . What is the Religious and Family Life Education for Catholic Schools? Why does it matter? . How can we serve the needs of students in Catholic Schools? . How and why do we bring curriculum to life?

AQS 516 — Reading Part 1 (0 credits)

The course is a comprehensive introduction to the foundations of the complex task of teaching literacy skills for the twenty-first century. A focus on the components that create an engaging, cross-curricular literacy program will enable the participants to develop a solid understanding of what is important in effective instruction in reading and writing at all elementary grade levels. Participants will engage in independent reading and reflection of the current research and theories of literacy instruction around five modules: The Reading Framework, Using Data to Drive Reading Instruction, Moving Our Students Forward, Comprehensive Literacy, and All Kids Are Our Kids.

AQS 517 — Teaching English Language Learners (0 credits)

Teaching English Language Learners Specialist develops teacher leadership in ESL/ELD. The course will prepare participants to effectively lead and instruct colleagues in the development of ESL programs, and in teaching English language learners. This course will explore the relationship between theories of language acquisition and professional development, and consider the implementation Ministry and local ESL policy to achieve a safe, welcoming and equitable environment for ELLs. The course will develop expertise in delivering a variety of professional development vehicles to instruct teachers in the areas of ESL/ELD programming and assessment. It will explore parent and community policies, frameworks, and connections necessary for success.

AQS 518 — Spec Ed Part 2 (0 credits)

Special Education Part Two is open to all teachers who have a basic qualification in general studies or technological studies who wish to deepen their knowledge regarding students identified as exceptional; however, all classroom teachers may wish to better prepare themselves for teaching students with special needs who are included in the regular classroom. This course focuses on developing programs based on appropriate assessment for students identified as exceptional and fosters discussion on important issues that culminate in a Practical Teaching Project relevant to the participants.

AQS 519 — Adapt Curric Cath Sch Sys (0 credits)

Participants enrolled in this course will examine the dual mandate of Catholic education regarding the adaptation of Ministry of Education curriculum expectations from a Catholic perspective. Participants will reflect on the characteristics of Catholic schools that enable students to develop academically and spiritually within a safe, nurturing learning environment. Participants will examine the issues of developing inclusive schools and how to align assessment and evaluation guidelines within a Catholic perspective. This course will benefit all candidates but especially those seeking positions of responsibility as the course addresses the current issues of the uniqueness of Catholic education in the province as distinct but also reflecting Ministry policy.

AQS 520 — Reading Part 2 (0 credits)

This course facilitates participants to develop a deeper understanding of the foundations of reading instruction first explored in Reading Part One. The course will focus on creating literate learners for the twenty-first century. The overwhelming exposure of our students to a variety of texts of all forms in the world beyond the doors of the classroom requires participants to consider what it means to be literate in today's world and to bring the world of the students into the classroom environment through comprehensive literacy instruction. Topics of study in the five modules include: Reading Instruction; An Effective and Comprehensive Literacy Program; Digging Deeper with Effective Strategies; Assessment For, As, and Of Learning; and Involving Critical Stakeholders.

AQS 521 — French SL Part 2 (0 credits)

The Additional Qualification course, French as a Second Language Part Two, aims to deepen your knowledge and skills acquired during the Part One AQ. This course will enrich your theories and teaching practices through research, online interaction with your colleagues, and significant review of resources for your teaching profession. You will demonstrate your knowledge, your skills, and your creativity in the action research or reflective practice project. Le cours de qualification additionnelle français langue seconde partie 2 a pour but d'approfondir vos connaissances et vos compétences acquises durant la partie 1. Ce cours vous permettra d'enrichir vos théories et pratiques d'enseignement à travers la recherche, l'interaction en ligne avec vos collègues du cours pour accumuler ainsi des ressources importantes à votre profession. Vous aurez à démontrer vos connaissances, vos compétences et votre créativité dans la recherche-action.

AQS 522 — Integration Comp Tech Pt 1 (0 credits)

Integration of Information and Computer Technology Part One is an introductory course primarily intended for elementary and secondary teachers who are interested in learning how to extend and enrich students' learning through information and communication technology. It focuses on the theory and practice underpinning the delivery of curriculum through the integration of information and communication technology within the classroom setting. The course explores practical use of Web tools, Ministry of Ontario licensed software, and their applicability to the classrooms across both panels.

AQS 523 — Reading Specialist (0 credits)

Candidates who participate in the Additional Qualification Online Course Reading Specialist will first and foremost enhance their professional practice, and extend and apply knowledge and skills in the curriculum leadership of reading programs. They will collaborate in the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership, and ongoing learning as they have the opportunity to learn with and from fellow candidates in skills related to teaching and learning across the divisions of the elementary panel. Candidates for the Reading Specialist will be able to consolidate the learning from the Parts 1 and 2 in order to develop a comprehensive understanding of all aspects of reading instruction. Emphasis will be placed on providing leadership in the implementation of the Ontario Ministry of Education curriculum, policies and guidelines in relation to theoretical understanding, program planning, assessment, and collaboration with the school and broader community. Candidates will benefit from engaging in ongoing inquiry, dialogue, and reflection in order to enhance their professional knowledge in support of student learning.

AQS 524 — Guidance & Career Ed Pt 1 (0 credits)

This course is an introductory course that explores principles in school guidance in the following areas: theory, diverse learners, their preferences and environments, program planning and implementation, assessment and evaluation, shared support for learning, and ethical considerations related to teaching and learning. Guidance and Career Education Part 1 is a course taken for teachers with aspirations to work in a guidance department and it is also beneficial for any classroom teacher as it provides tools for teachers: . To support students in their classrooms - both academically, socially and emotionally; . To guide students experiencing issues - both inside and outside of the classroom; . To help students set short and long term goals; . To advise students with planning their futures; . To create positive, inclusive and safe learning environments; . To instruct, assess, and evaluate according to ministry standards; and more. This course will provide an overview of policies and practices in Guidance and Career Education in Ontario. Candidates will gain practical strategies for working with students through the exploration of theory and research, by sharing with other candidates, personal and professional reflection, and by observation in the classroom and guidance area.

AQS 525 — Integration Comp Tech Pt2 (0 credits)

This course is intended to enhance professional practice, and extend and apply knowledge and skills in the design and delivery of Integration of Information and Computer Technology in Instruction. The Additional Qualification Course Integration of Information and Computer Technology in Instruction Part II explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment, and ethical considerations related to teaching and learning. This Part II course has an emphasis on job-embedded action research, asking measurable questions and carrying out the processes of effective inquiry on any issue deemed relevant to the candidate related to program planning and assessment. The course requires constant feedback by the instructor as well as technical support to ensure successful completion. The design, course content, and implementation of the Additional Qualification Course: Integration of Information and Computer Technology in Instruction Part II supports effective teacher education practices. The following course components support and inform effective professional knowledge and practice within the Additional Qualification Course: Integration of Information and Computer Technology in Instruction. The ethical standards for the Teaching Profession and the Standards of Practice for the Teaching Profession are embedded within the overall expectations of this course.

AQS 526 — Mathematics Prim/Jr Pt 1 (0 credits)

Mathematics instruction is a priority in today's classroom and as teachers we want our students to enjoy, understand, and to be successful in the learning of mathematics. Making sense of the mathematics that students are learning is the key to building confidence and a sense that they are able to do it. This course focuses on improving teaching practices in the area of mathematics content, assessment and evaluation, creating a problem-solving environment, and effective lesson planning. The course will hopefully build greater confidence in making sense of the mathematics that is being taught and in turn help students do mathematics with understanding and confidence. This course will also provide you with numerous online resources to support your professional learning of mathematics and programming for mathematics.

AQS 527 — Spec Ed Specialist (0 credits)

Special Education Specialist is open to all elementary or secondary teachers who have a basic qualification in general studies or technological studies and who wish to deepen further their knowledge regarding students identified as exceptional. Candidates enrolled in this course have obtained the pre-requisite qualification course, Special Education Part 2. The Additional Qualification course: Special Education Specialist extends the knowledge and skills of Part 2 and continues to focus on theory and practice in special education. Critical to the delivery of special education is the ability of teachers to ensure positive learning experiences for students. The Additional Qualification course - Special Education Specialist provides candidates with more in depth information and practice in special education. As well, it focuses on leadership in the field of special education. The course continues to foster discussion on important issues that culminate in a Practical Leadership Project relevant to candidates.

AQS 528 — Kindergarten Part 1 (0 credits)

This introductory course will allow participants to explore theoretical foundations of early childhood, child development, play-based learning environments, instructional pedagogy that supports the early learner, assessment practices that make children's learning and thinking visible, and the power of shared partnerships with families and other early year professionals. This course is aligned with the Full-Day Early Learning Kindergarten Program (Draft 2010) and other supportive, current Ontario resources, legislation, policies and materials. It is grounded in the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession. Participants will explore current research and knowledge and rethink traditional practices in the teaching of Kindergarten. Participants will be immersed in learning opportunities that include professional reading, learning through media, reflection, action research, and dialogue with colleagues.

AQS 529 — FSL Specialist (0 credits)

This course, which includes a unit on leadership, focuses on a deep understanding of the different basic FSL programs. It is enhanced and enriched with immersion. The participants will have the opportunity to reflect on the subject matter and communicate and apply what they learn in a meaningful and practical manner. The assignments will reflect the standards of the teaching profession as well as the ethical standards of the profession which are set in the learning expectations of the first part of the course leading to the French as a second language (FSL) AQ. Ce cours qui comprend un volet sur le leadership, est axé sur la connaissance approfondie des divers programmes de FLS: de base, enrichi et d'immersion. Les participants ont l'occasion de réfléchir sur la matière, de communiquer et de mettre leur apprentissage en application dans le cadre d'expériences pratiques. La formation doit refléter les Normes d'exercice de la profession enseignante et les Normes de déontologie de la profession enseignante qui sont enchâssées dans les attentes en matière d'apprentissage de la première partie du cours menant à la qualification additionnelle de français langue seconde.

AQS 530 — Guidance & Career Ed Pt 2 (0 credits)

This course is designed to build upon the knowledge gleaned from Guidance and Career Education Part 1, to further enhance professional practice, and extend and apply knowledge and skills in the design and delivery of Guidance and Career Education courses. Part II explores the theoretical foundations, the development of diverse learners, program planning and implementation including curriculum implementation and delivery, learning preferences, assessment and evaluation, the learning environment, and ethical considerations related to teaching and learning across the divisions (Ontario College of Teachers, 2011). Guidance and Career Education, Part 2 is a course taken for teachers with aspirations to work in a guidance department and it is also beneficial for any classroom teacher as it provides tools for teachers to: . support students in their classrooms - academically, socially and emotionally; . guide students experiencing issues - both inside and outside of the classroom; . help students set short and long term goals and to advise students with planning their futures; . create positive, inclusive and safe learning environments; . instruct, assess and evaluate according to ministry standards; . assess shared support for learning, including parent engagement strategies ... and more.

AQS 531 — Mathematics Prim/Jr Pt 2 (0 credits)

As teachers become more familiar with which ideas are more complex for students and why, they are better able to ensure that their instruction is at the appropriate developmental level for students, and that it challenges students' mathematical conceptions in appropriate ways. This minimizes the likelihood of students developing mathematical misconceptions (Small, M. 2009). Making Math Meaningful to Canadian Students, K-8. Toronto, ON: Nelson Education). All educators - classroom teachers, early childhood educators, school principals and other instructional leaders in the education system - use a variety of critical thinking and problem-solving strategies to engage all students in making connections between content and process as they work toward a thorough understanding of mathematics. This course will elaborate on many of the ideas listed in Focus on Mathematics. The list was created by The Mathematics Working Group. Its group task was to advise the Ministry on ways to bring about a positive change in the teaching and learning of mathematics and to ensure better results for all students.

AQS 532 — Teacher Librarian Part One (0 credits)

This course is an introductory course for potential teacher-librarians. The course aims to enhance professional practice and extend knowledge and skills that will prepare teachers to coordinate an integrated school curriculum as part of the School Library Information Centre. The following aspects of the school librarianship are explored: the role of the teacher-librarian in student achievement and school-wide initiatives; evidence of the teacher-librarian's potential impact; collaboration; integration of technology and connecting with parents/guardians and the community. Also included are the fundamentals of school library management.

AQS 533 — Integration Comptech Spec (0 credits)

The Additional Qualification course: Computers in the Classroom, Specialist provides candidates with a strong foundation and understanding of the vision and underlying philosophy related to information and communication technology and its integration within a 21st-century learning framework. The course is open to candidates who meet the entry requirements identified in Regulation 184/97. The College recognizes that candidates will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the educational context in which they work or may work. Critical to the delivery of Computers in the Classroom is the ability of teachers to ensure positive and interactive learning experiences for all students. Teachers are skilled at combining their knowledge of child and/or adolescent development and learning with their understanding of information and communication technology to facilitate active student engagement. The course is based on an in depth knowledge of information and communication technology to support and enrich the curriculum and includes a focus on leadership skills. Candidates will have opportunities to reflect, communicate, and apply their learning through practical experiences.

AQS 534 — Kindergarten Part 2 (0 credits)

The Additional Qualification Course: Kindergarten Part II employs a critical lens to explore in a holistic and integrated manner theoretical foundations, the development of learners, program planning and implementation, instructional practices, assessment, the learning environment and ethical considerations related to teaching and learning. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, diversity, and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership, and ongoing learning.

AQS 535 — Mathematics Prim/Jr Spec (0 credits)

The Additional Qualification Course: Mathematics Primary and Junior, Specialist explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning across the divisions. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning.

AQS 537 — Teacher Librarian Part Two (0 credits)

This course is intended for elementary or secondary teacher-librarians and or teachers who aim to further develop professional practice and extend knowledge and skills learned in Librarianship Part 1. The focus of the course is on the school library as a key component of student education. You will explore further the teacher-librarian's role in programming for students and teachers given that recent research provides strong evidence that school libraries and teacher-librarians have a positive impact on student achievement. You will acquire skill in incorporating current information technologies in to your practice as a teacher from the stand point of their contribution to curriculum as well as program advocacy. You will examine issues that you may face around selection of materials and strategies used to develop balanced collections for all learners.

AQS 538 — Kindergarten Specialist (0 credits)

Candidates who participate in the Additional Qualification Online Course Kindergarten Specialist will enhance their professional practice, extend and apply knowledge and skills in the curriculum leadership of Kindergarten programs. This course uses a critical lens to further explore and consolidate the learning from Kindergarten Parts 1 and 2 in order to develop a comprehensive understanding of all aspects of kindergarten programming. Emphasis is placed on providing leadership in the implementation of Ontario Ministry of Education curriculum, policies and guidelines as they relate to: . theoretical foundations . planning for and creating play-based learning environments . leadership in the instructional setting and the early learner . observation, assessment and evaluation and . shared partnerships.

AQS 539 — Guidance & Career Ed Spec (0 credits)

This course is designed to build upon the knowledge gleaned from Guidance and Career Education Part 1 and Part 2, to further enhance professional practice, and extend and apply knowledge and skills in the curriculum leadership of Guidance and Career Education courses. The Guidance and Career Education, Specialist course explores the theoretical foundations, school-wide Guidance programming, the development of diverse learners, program planning and implementation, including curriculum implementation and delivery, learning preferences, assessment and evaluation, the learning environment and ethical considerations related to teaching and learning across the divisions. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning. (Ontario College of Teachers) This Guidance and Career Education Specialist course is designed for teachers with aspirations to work in and take a leadership role in a guidance department.

AQS 540 — Teacher Librarian Specialist (0 credits)

This course is designed to build upon the knowledge gleaned from Librarianship Part 1 and Part 2. Particular emphasis is placed on assuming educational leadership responsibilities in the school. Topics include: . demonstrating leadership in curriculum design principles and model instruction, assessment, and evaluation according to ministry standards . strategic planning for the school library . providing in-service for staff and community partners . promoting safe, equitable, and ethical practices to meet the needs of all learners . participating in local, regional, and global information networks . developing initiatives to support student achievement with an emphasis on literacy and parent engagement . leading initiatives in support of the school improvement plan . integration of current technologies and electronic communication . new developments in librarianship . development of Inquiry Portfolios and Action Research

AQS 541 — Mathematics Grades 7 and 8 (0 credits)

Candidates will examine values, perceptions and knowledge about teaching, learning, assessing and communicating about mathematics. Candidates will build on this understanding through professional readings, problem solving, discussions, ongoing analysis, reflection, and through a pedagogical inquiry project. These learning experiences will provide candidates with the opportunity to increase their knowledge and understanding of current mathematical pedagogy and Ministry policy, and refine their practice for the instruction of mathematics in grades 7 and 8.

AQS 542 — Use & Knowledge of Assistive Technology (0 credits)

Candidates will explore the theoretical foundations behind the use and knowledge of assistive technology and learn to understand the meaning behind the statement, Good for all, necessary for some. Candidates will learn to how to program, select, implement and evaluate technological tools to support and facilitate the learning of students with and without exceptionalities. They will explore the role of assistive technology in assessment and evaluation and learn how to collaborate with parents, guardians, and other professionals to promote student success. Candidates will use and become familiar with 21st century tools for educators such as social media, and online and digital resources to support their ongoing learning about assistive technology.

AQS 543 — Student Assessment & Evaluation (0 credits)

This course is rooted in Ontario's assessment and evaluation policies. Candidates will explore the practical application/implementation of these policies as outlined in the key documents: Growing Success, Learning for All, School Effectiveness Framework: A Support for School Improvement and Student Success, K-12 (2013) and curriculum documents. Candidates will reflect on current assessment practices and refine their professional practice.

AQS 544 — Autism Spectrum Disorders (0 credits)

This course is designed for teachers to extend and apply their skills and knowledge of the design, delivery, program planning and assessment in special education, specifically for students with autism. Candidates will have opportunities to explore and discuss perceptions about autism spectrum disorders and learn how to build an enabling and positive learning environment founded on equity and inclusivity to support the student success of students with autism.

AQS 545 — Principal Qualification 1 (0 credits)

The PQP-I supports the candidates in developing leadership skills necessary to be an effective principal in today's diverse and complex schools. In their role, principals need to develop and sustain positive and dynamic relationships in order to communicate clearly, identify and solve problems, anticipate and resolve conflict, and make decisions that reflect the best interests of students, staff, parents/guardians and the school community. Five leadership domains will be explored and analyzed: . Setting Directions . Relationships and Capacity Building . Developing the Organization to Support Desired Practices . Improving the Instructional Program . Securing Accountability In PQP-I, candidates need to identify a mentor who is a practicing principal. In collaboration with their mentors, candidates will develop a Leadership Practicum Proposal that is a plan to strategically and intentionally apply their developing leadership skills in a school setting.

AQS 546 — Principal Qualification 2 (0 credits)

Part II further develops the leadership skills that were a focus for part I of the PQP. The five leadership domains from the Ontario Leadership Framework will be further explored: . Setting Directions . Relationships and Capacity Building . Developing the Organization to Support Desired Practices . Improving the Instructional Program . Securing Accountability Emphasis will be on guiding and supporting candidates in building and sustaining learning communities that will promote and support diversity, equity, inclusion, student achievement, ethical decision-making, and public trust in Ontario's educational system. In PQP-II, candidates will continue to collaborate with their mentor from PQP- I to implement the Leadership Practicum Proposal through the Leadership Practicum that will allow them to demonstrate their leadership skills in a real-world setting. This Leadership Practicum consists of a 60-hour leadership experience.

AQS 547 — Supervisory Officer Cert (0 credits)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017). The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP. Module 1: Personal Leadership Perspective Module 2: Leadership and Organizational Change Module 3: Provincial Leadership Perspective Module 4: System Leadership Perspective

AQS 547.01 — Soqp 1- Personal Leadership (0 credits)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017). The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP. Module 1: Personal Leadership Perspective Module 2: Leadership and Organizational Change Module 3: Provincial Leadership Perspective Module 4: System Leadership Perspective

AQS 547.02 — SOQP 2 Organizational Change Leadership (0 credits)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017). The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP. Module 1: Personal Leadership Perspective Module 2: Leadership and Organizational Change Module 3: Provincial Leadership Perspective Module 4: System Leadership Perspective

AQS 547.03 — Supervisory Officer Cert (0 credits)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017). The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP. Module 1: Personal Leadership Perspective Module 2: Leadership and Organizational Change Module 3: Provincial Leadership Perspective Module 4: System Leadership Perspective

AQS 547.04 — SOQP 4 System Leadership (0 credits)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017). The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP. Module 1: Personal Leadership Perspective Module 2: Leadership and Organizational Change Module 3: Provincial Leadership Perspective Module 4: System Leadership Perspective

AQS 547.05 — SOQP Mod 5 Practicum (0 credits)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017). The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP. Module 1: Personal Leadership Perspective Module 2: Leadership and Organizational Change Module 3: Provincial Leadership Perspective Module 4: System Leadership Perspective

AQS 548 — Rel Ed in Cath Schools Pt 1 (0 credits)**AQS 549 — Religious Educ in Catholic Schls Pt 2 (0 credits)**

Candidates in this course will explore their ongoing commitment to religious formation and learning, and it is designed to help build inclusive and equitable communities grounded in the faith of the Church. It is aimed to help develop skills that will enhance school programs and student learning in Catholic schools and help teachers integrate ethically sound teaching practice into religious knowledge.