



Teacher education Formation à l'enseignement

Where are we now? Where are we going?
Où en sommes-nous? Où allons-nous?



Portraits of Ontario Faculties of Education
Portraits des facultés d'éducation en Ontario

February 2019/Février 2019

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University: BROCK

Faculty of Education – A Portrait

Mission/Vision:	<p>Mission Brock University flourishes through the scholarly, creative and professional achievements of its students, faculty and staff. Offering a range of undergraduate and graduate programs, Brock fosters teaching and research of the highest quality. As a diverse and inclusive community, we contribute positively to Canada and beyond through our imagination, innovation and commitment.</p> <p>Vision Brock University is a dynamic post-secondary educational institution that makes a difference in the lives of individuals in the Brock community, Niagara, Canada and the world. We demonstrate leadership and innovation in teaching and learning across all disciplines, and we extend knowledge through excellence in research, scholarship, and creativity.</p>
Does the Faculty distinguish itself from others? If so, how?	<ul style="list-style-type: none"> • Graduate Programs, domestic and international. • Centre for Research in Multiliteracies. • Brock Learning lab offers tutoring service for K-12 students. • Continuing Teacher Education Program. • Tecumseh Centre, BEd P/J Aboriginal Teacher Education Program and BEd in Aboriginal Adult Education. • Four-term Consecutive Teacher Education program with a summer break between terms two and three • Six-year Concurrent Teacher Education program • Optional courses such as Kindergarten, Occasional Teacher, Religion. Complete, arts-based program including visual arts, music, dance and drama. • Multi-sessional Technological Education program in all broad-based technologies.

Faculty of Education – A Portrait	
Features of the program:	<p>P/J/I/S Program</p> <ul style="list-style-type: none"> • 4 terms; 3 practicum blocks, over 80 days of practice teaching • Summer break between year 1 and year 2 • <i>Mathematics and Language and Literacy</i> in year 1 and year 2 (total of 72 contact class hours) in P/J/I • Drama, Dance, Music and Visual Arts in P/J/I • Alternative practicum placements in year 2 for two weeks such as International teaching, outdoor education, museum and at independent schools. • Stand-alone ICT in Teaching course • <i>Teacher as Researcher</i> blended course • Three courses that focus on exceptional learners, differentiation and inclusive classrooms. <p>Tech Ed Program</p> <ul style="list-style-type: none"> • Multi-sessional, 16-month, blended, Technological Education program <p>Professional development workshops, activities, and conferences throughout the year. Office for academic advising and student support.</p>
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<ul style="list-style-type: none"> • Technological Teacher Education • BEd P/J Aboriginal Teacher Education Program • BEd in Aboriginal Adult Education.
Things that are popular with teacher candidates:	<ul style="list-style-type: none"> • Three practicum blocks • Small classes, cohorts and professional learning communities • Alternative practicum placements
Other information you want to share:	<ul style="list-style-type: none"> • Two campuses: St. Catharines & Hamilton • Hamilton campus is our largest enrollment • Provide a range of professional development opportunities that all TCs can augment understanding and skills to personalize their learning • Professional dedicated academic advisers

Faculty of Education – Some Data	
Total Number of Students:	849
Division Options (e.g. P/J, J/I, I/S):	Expected January 1, 2019 P/J, J/I, I/S Tech Ed
Number of Students in Each Division:	Expected January 1, 2019 P/J – 337 J/I - 246 I/S - 204 Tech Ed - 61

Faculty of Education – Some Data	
Teachables available in I/S (if applicable):	Dramatic Arts English French as a Second Language Geography Health & Physical Education History Mathematics Science Biology Science chemistry Science Physics Visual Arts Tech Ed
Timing of the Program (start and end month, convocation):	Going Forward: September start for all programs except Tech Ed. & June graduation Tech Ed various starts/graduations
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	<ul style="list-style-type: none"> • Yes • 6-year program. • Varies by specific undergraduate degree. • Students take up to two BEd credits in years 1-4 and several education credits over the 4 years. • There are several field placements during the first 4 years. • Program dovetails to the consecutive program beginning year 5.
Other information you want to share:	Two campuses: <ul style="list-style-type: none"> • St. Catharines • Hamilton

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	Structured Experience Days scheduled weekly throughout September, October, and November. Two-week placement scheduled in December (not evaluated). Five-week block placement in Semester 2.
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	Six-week placement in Semester 3 and Semester 4.
How are ATs recognized?	Associate Teacher honorarium, a 'thank you' message sent from Teacher Education Program, and a final 'thank you' message sent from Teacher Education Program and federations at the end of the school year.

Faculty of Education – Practica	
% of teaching done by the TC:	<p>P/J/I: Block 1 – Start out at 50% with the possibility of reaching 75% by the end of the placement. Block 2 – Start out at teaching 75% with the possibility of reaching 100% by the end of the placement. Block 3 – Teaching 100% throughout the placement.</p> <p>I/S: Block 1 – Teaches 1 class per day Block 2 – Teaches 2 classes per day Block 3 – Teaches 3 classes per day</p>
Total number of practica days:	<p>P/J/I: Year 1 – 9 SE Days and 35 days of Internship and Block Year 2 – 57 days (Blocks 2 & 3)</p> <p>I/S: Year 1 – 7 SE Days and 33 days of Internship and Block Year 2 – 58 days (Blocks 2 & 3)</p>
Types of alternative practica placements or locations permitted:	International, Museum, Private Schools, Outdoor Education Centres Out of region practicum in school boards across Ontario.
Other information you want to share:	

Faculty of Education – TELC	
Who is on the TELC?	Program Director, Teacher Education Program Coordinator, Technological Teacher Education Practicum Officer Coordinator Professional Learning, Recruitment and Retention (FOE)
How frequently does the TELC meet?	About 5 times per year exclusive of Federation days
Decisions made by the TELC (e.g. pinning ceremony, workshops):	Award certificate for every Associate Teacher. Plan Federation Days and workshops for Teacher Candidates. Provide professional development for our TELC members at each TELC meeting.
How is your TELC budget spent?	Cost of providing two Federation Days for students at two campuses, workshops, lunch for speakers and TELC members, snacks at TELC meetings, mileage for TELC members, Teacher coverage for Federation Days
Other information you want to share:	Inviting a Brock guest to most meetings to share information about the Faculty at large, particularly aspects beyond the core Teacher Education program.



University: LAKEHEAD

Faculty of Education – A Portrait	
Mission/ Vision:	<p>We believe that:</p> <ul style="list-style-type: none"> • all interactions must be characterized by dignity and respect for the individual. • governance must be open and transparent. • meaningful partnerships with schools and school boards are integral to our success. • the community, especially the professional community, must be welcomed and encouraged to participate in fulfilling our mandate. • all major decisions must support teaching, learning, and research. • academic programs must be designed to capitalize on our strengths and competitiveness. • high expectations result in enhancing teaching, learning, and research. • individual differences among faculty members and staff are expected and all contributions valued. • teacher candidates are partners in their own education with all the rights, privileges, and obligations a partnership entails. • our development, individually and collectively, is a continuous process.
Does the Faculty distinguish itself from others? If so, how?	<p>The Faculty of Education is dedicated to excellence, innovation, and diversity. We integrate the academic and the professional in our research, undergraduate, graduate, and continuing education programs. We recognize our commitment to Northwestern Ontario, Simcoe County and Aboriginal peoples. The strengths of our people and our natural environment provide outstanding and unique educational opportunities. Our goal is to educate teacher candidates who are recognized for their leadership, commitment to social justice, and the very best in teaching and learning.</p>
Features of the program:	<p>The initial teacher education program, as offered through the departments of Undergraduate Studies and Aboriginal Education, is guided by the priorities set by Lakehead University's (2012) Academic Plan 2012-2017, currently in its second cycle. One component of this plan has been to strengthen institutional commitment to educating students who will "...contribute to issues of social justice and environmental sustainability, locally, nationally, and globally" (p. 4). Further, the University is</p>

Faculty of Education – A Portrait	
	<p>committed to “enhancing educational opportunities for First Nations, Métis, and Inuit (Aboriginal) populations” (p. 4). The overarching rhetoric of the Academic Plan is that Lakehead should, as an institution, foster educative “... conditions whereby all people can flourish and continue to actively combat all forms of oppression and discrimination” (p. 18). The initial teacher education program is grounded more specifically in the Faculty of Education’s mission statement and guiding principles, which echo the commitments stated in the University’s Academic Plan.</p>
<p>Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):</p>	<p>Primary/Junior Mathematics Competency Exam</p> <p>In response to concerns about the mathematical competency of teacher candidates led to the Faculty instituting the Mathematics Competency Exam in 2009. This Examination, which is not for credit, is compulsory for all Primary-Junior teacher candidates, regardless of program. The description is as follows:</p> <p>EDUC 0450: Primary/Junior Mathematics Competency Exam (passing to 75% standard is mandatory)</p> <p>Primary-Junior teacher candidates are required to demonstrate mathematics proficiency in the Education 0450 (Mathematics Competency Exam, Primary/Junior) taken in the Professional Program. Primary-Junior teacher candidates must pass, to a 75% level of competence, an examination set at the Ontario Grades 6/7 level to pass Education 0450. teacher candidates may write the exam in September and, if unsuccessful, must register for the 0.5 FCE elective, Education 3519 – Mathematics Curriculum for Primary-Junior Teaching, as an elective. teacher candidates may then write the exam again in March. Candidates must pass Education 0450 in order to successfully complete the Program and be recommended for teacher certification in the Province of Ontario. teacher candidates who do not pass Education 0450 may register to write a final exam in September of the following academic year. A grade of "Pass" or "Fail" will appear on the academic transcript for each registration in the course.</p> <p>For P/J Mathematics Competency Examination information visit both:</p> <p>https://www.lakeheadu.ca/academics/departments/education/undergraduate/about-the-math-competency-exam</p> <p>and;</p> <p>http://flash.lakeheadu.ca/~ed4050/Content_Exam/content_exam.htm</p> <p>Thunder Bay Professional Program Onsite Delivery (PPOD)</p> <p>This unique school-based schedule unites a “pod”, a group of Instructors, Associate Teachers, teacher candidates, and learners to combine portions of the Professional Program with practical teaching experiences on-site in cooperating schools. The PPOD registers teacher candidates in a cluster of courses taught by PPOD Instructor(s). PPOD courses are taught at the PPOD site on a designated day of the week</p>

Faculty of Education – A Portrait	
	<p>PPOD teacher candidates:</p> <ul style="list-style-type: none"> • are responsible for their transportation costs to the PPOD site (all schools are served by public transit, and carpooling is facilitated during the first class). • are expected to attend a PPOD school for a maximum of a half-day a week outside of scheduled class times to work with individual learners or classes. • are placed at a PPOD site in Thunder Bay for the student teaching placements whenever requested or possible. • must have opportunity to work with both primary and junior level learners. • are encouraged to volunteer for additional days; however, this must not interfere with courses taken in the Faculty, or with pre-Professional Program placements in progress in the school. <p>The specific requirements for each PPOD will vary according to the course outlines distributed by the PPOD instructors in September. The site for the PPOD may change from one year to the next.</p> <p>Environmental Science [Outdoor Ecological and Experiential Education (OE3)] The Environmental Science teachable is part of a unique, integrated specialization in Outdoor Ecological and Experiential Education, at the Intermediate/Senior division.</p> <p>Indigenous Population Preference TCs with a preference for a placement in an Indigenous community or predominantly Indigenous-populated classroom are asked to make that preference known to the PO on the placement selection form. Some options exist, locally, dependent on availability, near both campuses, for Placements 1, 2, 3 and/or 4. TCs may complete Placement 3 and/or 4 in either an urban or remote Northwestern Ontario community, with a high Indigenous population. TCs must be supervised by an OCT-certified teacher in Placement 3.</p> <p>Alternative Placements - Year 2, Placement 4 In Year 2, Placement 4, TCs have the option to request an alternative/remote placement assuming all previous placements have been successfully completed. If interested/eligible to pursue an alternative placement, TCs must submit an <u>Application for Alternative Placement</u> at the end of Year 1. To be eligible for an alternative placement, for Placement 4, a teacher candidate must meet the following criteria:</p> <ul style="list-style-type: none"> • Pass all three previous placements as evidenced by the summative evaluation reports; • Successfully complete all academic coursework, including electives; • Pass math competency exam (for P/J candidates only) by September of Year 2; • Receive no 'at risk' descriptors on summative evaluations in Placements 2 or 3; • Receive less than 5 (Placements 1 and 2), and 0 (Placement 3) 'needs further development' descriptors on summative evaluations (see chart following); • Submit complete application form, with summative evaluations for Year 1 placements by deadline; • Interview with Selection Approval Committee* (where warranted) to review readiness/independence;

Faculty of Education – A Portrait	
Things that are popular with teacher candidates:	<ul style="list-style-type: none"> • Receive Selection Committee* approval (*any two of Program Chair, PEC, FA) • Remote placements • Alternative placements • Interactive seminars • TELC support for seminars/snack • Program specializations – environmental/social justice/Indigenous focus • New emphasis on high leverage practices • Education Student Teachers’ Association activities • Small class sizes/small school advantage • 35-hour teaching placement in second year of program • 105 days of placement experience
Other information you want to share:	<p>Department of Aboriginal Education The Faculty is home to Ontario’s first Department of Aboriginal Education, and offers extensive programs in the Ojibwe, Cree and Oji-Cree languages, and in language education. These are important programs in support of Truth and Reconciliation. In the coming year, the Department is collaborating with Georgian College to extend the reach of the program.</p> <p>Thunder Bay Professional Program Onsite Delivery (PPOD) This unique school-based schedule unites a “pod”, a group of instructors, teachers, TCs, and learners to combine portions of the BEd Professional Program with practical teaching experiences on-site in cooperating schools. The PPOD registers TCs in a cluster of courses taught by PPOD Instructor(s). PPOD courses are taught at the PPOD site on a designated day of the week</p> <p>Essential Skills Teacher candidates must demonstrate Essential Skills in the following areas:</p> <ul style="list-style-type: none"> • Communication skills • Intra and Interpersonal skills • Cognitive and metacognitive skills • Supervision skills <p>https://www.lakeheadu.ca/academics/departments/education/undergraduate/essential</p> <p>The Essential Skills have been approved by the Ontario Association of Deans of Education and are being adopted by other Faculties of Education in Ontario.</p>

Faculty of Education – Some Data	
Total Number of Students:	188 (Thunder Bay) 278 (Orillia)
Division Options (e.g., P/J, J/I, I/S):	Thunder Bay - P/J, I/S Orillia – P/J

Faculty of Education – Some Data		
Number of Students in Each Division:	Thunder Bay P/J = 82 J/I = 2 I/S = 104	Orillia P/J = 278
Teachables available in I/S (if applicable):	I/S Teachables – Thunder Bay Campus	
	I/S Teachables offered	
	Biology	
	Chemistry	
	English	
	Environmental Science	
	French as a Second Language	
	General Science	
	Geography	
	Health and Physical Education	
	History	
	Mathematics	
	Music (Vocal or Instrumental)	
	Native Languages	
	First Nations, Métis, and Inuit Studies	
	Physics	
	Social Sciences-General	
	Visual Arts	
		YEAR 1 or 2:
	Aboriginal Education	
Timing of the Program	September to April 30 th ; 2 Year Program; convocation = June	
Is there a Concurrent Education option? Looks like? Structure?	Concurrent program available. Please see LU Brochure.	
Other information you want to share:	Students can graduate with a Certificate in Educational Studies (based on completion of specific courses and no placements) Lakehead University Faculty of Education has two campuses: Orillia – P/J Program Thunder Bay – P/J; J/I (last year) and I/S	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	<p>The two-year program supports more than twice the number of practicum days afforded by the one-year program. Teacher candidates enrolled in education programs at Lakehead University complete 105 practicum days in Ontario classrooms, Kindergarten to Grade 12, therein exceeding Ministry minimum requirements by 25 days.</p>
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	<p>Practicum days span two years, with four practicum blocks unfolding across the first and second years of the program. In Year 1, Thunder Bay students complete their placements in either the Thunder Bay Catholic or public school board; Orillia students complete their placements in either Simcoe County Catholic or public school board, or in an adjacent school board. Localization of the practicum affords easier access, for teacher candidates and associate teachers, to in-field support from faculty advisors.</p> <p>Each first-year practicum is a combination of five once-weekly observation days, beginning in October (Placement One)/February (Placement Two), followed by a four-week teaching block in November/December (Placement One) and a five-week block in March/April (Placement Two). Thunder Bay cohorts are grouped together in professional site schools to facilitate ongoing support for all stakeholders and professional development for associate teachers.</p> <p>In Year 2, assuming a teacher candidate has successfully completed his/her two first-year practicum experiences, s/he has opportunity to request two subsequent placement venues, for practicum three and four, from over 50 partner boards located across Ontario, in urban, rural and/or remote settings. Practicum three and four are each five weeks in duration.</p> <p>Candidates can apply to complete an alternative 25 day placement for Placement Four.</p>
How are ATs recognized?	ATs receive a stipend for the time (\$150)

Faculty of Education – Practica

% of teaching done by the TC:	YEAR 1 – PLACEMENT 1		
	Schedule	Progressive Developmental Foci	Notes for the Associate
	Week 1 (first full week) 10-15% teaching (for Secondary: prep ½ period)	<ul style="list-style-type: none"> focused observation (TCs to record in Mentorship & Active Participation Journal) reflection (MAP Journal) 	<ul style="list-style-type: none"> deconstruct, explain and model as you go use topics in MAP Journal for focused observation, discussion and goal setting
	Week 2 15 – 33% teaching (for Secondary: 1 period)	<ul style="list-style-type: none"> introductory activities lessons <i>co-planned with guidance</i> 	<ul style="list-style-type: none"> formative assessment completed end of week 2 by AT, independent of TC self assessment
	Week 3 25 – 50% teaching (for Secondary: 2 periods)	<ul style="list-style-type: none"> in the beginning, TCs are encouraged to co-plan and co-deliver lessons with AT single lessons co-planned and delivered with guidance 	<ul style="list-style-type: none"> meet end of week 2 to compare AT formative and TC self assessment; set learning/growth plan based on discussion points
	Week 4 50 – 66% teaching (for Secondary: 2-3 periods) <i>*Dependent upon TC readiness</i>	<ul style="list-style-type: none"> exploration of varied delivery and assessment strategies <i>with assistance</i> 	<ul style="list-style-type: none"> TC to place copy of Plan in day book ATs are encouraged to please submit evaluations promptly summative report to be shared with TC before the end of placement
	YEAR 1 – PLACEMENT 2		
	Schedule	Progressive Developmental Foci	Notes for the Associate
	Week 1 (first full week) 20-25% teaching (for Secondary: prep ½ period)	<ul style="list-style-type: none"> focused observation reflection 	<ul style="list-style-type: none"> deconstruct, explain and model as you go formative assessment completed end of week 3 by AT, independent of TC self assessment
	Week 2 25 – 50% teaching (for Secondary: 1 period)	<ul style="list-style-type: none"> introductory activities lessons <i>co-planned/with guidance</i> 	<ul style="list-style-type: none"> meet end of week 3 to compare AT formative and TC self assessment; set learning/growth plan based on discussion points
	Week 3 50 – 75% teaching (for Secondary: 2 periods)	<ul style="list-style-type: none"> in the beginning, TCs are encouraged to co-deliver lessons with AT single lessons planned and delivered independently 	<ul style="list-style-type: none"> TC to place copy of Plan in day book
	Week 4 75 – 100% teaching (for Secondary: 2-3 periods*)	<ul style="list-style-type: none"> exploration of varied delivery and assessment strategies <i>with assistance</i> 	<ul style="list-style-type: none"> ATs are encouraged to please submit evaluations promptly
	Week 5 80 – 100% teaching <i>*dependent upon TC readiness</i>	<ul style="list-style-type: none"> any unit plans should be co-developed 	<ul style="list-style-type: none"> Summative report to be shared with TC before the end of placement

Faculty of Education – Practica

YEAR 2 – PLACEMENT 3

Schedule	Progressive Developmental Foci	Notes for the Associate
Week 1 Observation, approx 25% teaching (for Secondary: prep ½ period)	<ul style="list-style-type: none"> focused observation reflection introductory activities 	<ul style="list-style-type: none"> deconstruct, explain and model as you go suggest topics for focused observation and discussion
Week 2 Approx 50% teaching (for Secondary: 1 period)	<ul style="list-style-type: none"> Single lessons planned and delivered independently unit planning developed independently 	<ul style="list-style-type: none"> formative assessment completed end of week 3 by AT; independent of TC self assessment
Week 3 Approx 75% teaching (for Secondary: 2 period)	<ul style="list-style-type: none"> application of varied delivery and assessment strategies independently 	<ul style="list-style-type: none"> Meet at the end of week 3 to compare AT formative and TC self assessment; set learning/growth plan based on discussion points
Week 4 Approx 100% teaching (for Secondary: 2-3 periods)		<ul style="list-style-type: none"> TC to place copy of Plan in day book
Week 5 Approx 100% teaching* <i>*dependent upon TC readiness</i> (for Secondary: 2-3 periods)		<ul style="list-style-type: none"> summative report to be shared with TC before the end of placement ATs are encouraged to please submit evaluations promptly

YEAR 2 – PLACEMENT 4

Schedule	Progressive Developmental Foci	Notes for the Associate
Week 1 Observation, approx 25% teaching (for Secondary: prep ½ period)	<ul style="list-style-type: none"> focused observation reflection introductory activities 	<ul style="list-style-type: none"> deconstruct, explain and model as you go suggest topics for focused observation and discussion
Week 2 Approx 50 % teaching (for Secondary: 1 period)	<ul style="list-style-type: none"> Lesson planning/unit planning independently application of varied delivery and assessment strategies independently 	<ul style="list-style-type: none"> formative assessment completed end of week 3 by AT; independent of TC self assessment
Week 3 Approx 75% teaching (for Secondary: 2 periods)		<ul style="list-style-type: none"> Meet at the end of week 3 to compare AT formative and TC self assessment; set learning/growth plan based on discussion points
Week 4 Approx 100% teaching (for Secondary: 2-3 periods)		<ul style="list-style-type: none"> TC to place copy of Plan in day book
Week 5 Approx 100% teaching		

Faculty of Education – Practica				
	(for Secondary: 3 periods		<ul style="list-style-type: none"> Summative report to be shared with TC before the end of placement <p>Note: ATs should submit assessments promptly as final marks for graduation must be submitted at the end of the first week of May.</p>	
Total number of practica days:	105			
Types of alternative practica placements or locations permitted:	Practicum days in excess of the Ministry minimum provide an option for eligible teacher candidates to complete an alternative practicum in settings outside of Ontario including traditional and non-traditional local, regional, Canada-wide, and international opportunities (over 120 options to date). Examples: Culinary Arts Program in Elementary School Setting, Art Gallery, Boys and Girls Club, Pikangikum placement, and more			
Other information you want to share:	During the first practicum, beginning during the observation days, all teacher candidates complete a Mentorship and Active Participation (MAPs) Journal. This journal is divided into five modules, which, collectively, support (i) initial meetings between teacher candidate, associate teacher, and/or principal; (ii) interconnections between curriculum, lesson planning and delivery, and assessment; (iii) school and classroom climate; and (iv) roles, expectations, and ongoing assessment and evaluation of the teacher candidate by the associate teacher. The journal is intended to guide teacher candidate observations, understandings, and reflections regarding the interconnectivity between teaching and learning theories and practices.			

Faculty of Education – TELC	
Who is on the TELC?	OECTA (Elementary/Secondary), OSSTF, ETFO, Lakehead University Staff, ESTA (Student Union)
How frequently does the TELC meet?	Monthly
Decisions made by the TELC (e.g., pinning ceremony, workshops):	Pinning Ceremony, Seminars,
How is your TELC budget spent?	Release for TELC and Board presenters, Snacks for TC's during seminars, Pins/lanyards,

Faculty of Education – TELC	
Other information you want to share:	



University: LAURENTIAN (EN)

Faculty of Education – A Portrait	
Mission/Vision:	<p>The Bachelor of Education Program is dedicated to fostering the development of a new generation of dedicated and exceptional educators who will:</p> <ul style="list-style-type: none"> - Behave in such a way as to bring honour and dignity to the profession - Regard as their first duty the effective education of their pupils - Apply a critical approach to their teaching and foster respect for diversity and acceptance of equity - Strive for a high degree of professional competence in their teaching, using holistic teaching approaches - Demonstrate personal suitability for a career in Education
Does the Faculty distinguish itself from others? If so, how?	<p>The English program at Laurentian is the newest Faculty of Education in the province. It began in 2015. We offer a concurrent program that can be completed in five years. There are both a French and English component at Laurentian - only Ottawa also has both.</p>
Features of the program:	<ul style="list-style-type: none"> -Indigenous components infused throughout all courses -Requires four year undergraduate degree to be completed along with 20 credits in Education - must have a B gpa average to proceed to final professional year. In the last year the students complete 40 EDUC credits. - About 30% of Candidates seek Immersion / French placements - Very high employment rate (when OCT Transition to Teaching reported 17% provincial rate for new grads about 5 years ago, our surveys of SOE grads indicated full employment at about 75%). Most of our candidates are in their early 20's and thus a high number of them are unencumbered by partners/spouses or mortgages and have already spent 5 years away from their home communities. They are often ready to relocate for work and their backgrounds mean they're attractive to many Boards and teaching authorities.

Faculty of Education – A Portrait	
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	For the past decade teacher candidates have had the opportunity to participate in placements at Lakeview School at M'Chingeng on Manitoulin Island for Fall Practicum.
Things that are popular with teacher candidates:	<ul style="list-style-type: none"> - 87 days of practicum anywhere in the province - Initial placement in May before graduation from undergraduate is 24 days (which includes a university advisor visit); Fall professional year placement is 30 days (includes university advisor visit) and the final placement is 33 days (no faculty visit if no prior problems)
Other information you want to share:	- Strong connection to TELC partners - some workshops offered by Federations are part of credit value

Faculty of Education – Some Data	
Total Number of Students:	550 in total / Professional year usually 60-90 students
Division Options (e.g., P/J, J/I, I/S):	P/J about one third of the Candidates J/I is two thirds
Number of Students in Each Division:	In Pro year: 25 P/J 50 or so J/I
Teachables available in I/S (if applicable):	
Timing of the Program (start and end month, convocation):	Start year one with 4.5 credits in Education; by end of undergrad they have 20 credits, three field experiences amounting to 150 hours, and one long term teaching placement completed. Remaining methods courses and practicums take place in fifth year (Pro year from Sept - May)
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	Yes - see above

Faculty of Education – Some Data	
Other information you want to share:	Our full time faculty complement has gradually declined from 12 to 8 because of retirements and professors taking jobs elsewhere (and not being replaced). Factoring in sabbaticals and leaves, sometimes we have as few as four or five full-time faculty to run a school with nearly 600 candidates. (Our first year numbers have increased to about 160 per year, up from 100 or so five years ago). Further retirements will occur over the next five years. As a result of this situation our part-time roster has ballooned to more than 30 instructors, and while we value their expertise and enthusiasm, they have no governance duties under our collective agreement.

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	Undergraduate component has three pre-practicum field experiences. They take place mostly with community partners (e.g. Frontier College) or local schools (Rainbow Board and Sudbury Catholic). They start in second year with 40 hours, third year is 50 hours and final one is done usually after third year in home community for 60 hours (generally in candidate's old elementary or secondary school). Our teacher evaluated practice occur April-May in Fourth year, Nov-Dec and March-May in fifth year.
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	
How are ATs recognized?	Payment of \$8.00 per day
% of teaching done by the TC:	Less than one hour per day in the May placement Up to 50% in the Fall Placement Up to 100% in the Final Pro Year Placement
Total number of practica days:	87
Types of alternative practica placements or locations permitted:	Lakeview School on Manitoulin

Faculty of Education – Practica	
Other information you want to share:	Our practice of having 2 visits anywhere in the province is proving to be exceptionally expensive but our school values the input of advisors/consultants and our students enjoy that support.

Faculty of Education – TELC	
Who is on the TELC?	Affiliate members: One ETFO, One OSSTF, One OECAT elementary, One OECTA secondary Two faculty members One Teacher Candidate
How frequently does the TELC meet?	Four times per year - affiliates may meet more often to plan workshops
Decisions made by the TELC (e.g., pinning ceremony, workshops):	Primarily the planning of workshop content and who will present the workshops; and Federation Days - content and scheduling
How is your TELC budget spent?	<ul style="list-style-type: none"> - Lunch for all participants on Federation day - Cost of meetings (mileage/ refreshments) - Parking if applicable - Sometimes release time - Faculty donation if able
Other information you want to share:	



Université : LAURENTIENNE (FR)

Faculté d'éducation - Portrait général

Mission/Vision :	La mission générale de l'ÉSE de l'Université Laurentienne consiste à assurer la formation initiale des futurs membres du corps enseignant pour les écoles de langue française de l'Ontario aux cycles primaire, moyen, intermédiaire et supérieur. Il s'agit alors de former des professionnels de l'enseignement capables d'agir de manière critique et réflexive afin de s'assurer de l'épanouissement et la vitalité de la culture franco-ontarienne et celle de la francophonie mondiale.
La Faculté se distingue-t-elle des autres facultés d'éducation? Si oui, de quelle manière?	<p>Oui.</p> <p>Chaque année, les étudiants suivent des cours de base, des cours de méthodologie, des ateliers visant l'insertion au milieu du travail et ils font au moins un stage de formation pratique dans un des deux cycles pour lesquels ils se spécialisent. Tous les cours valent trois crédits universitaires, sauf pour les cours <i>Profession enseignante et insertion au milieu du travail</i> auquel aucun crédit n'est attribué. La participation à ces deux cours est toutefois obligatoire. Au total, tous les étudiants suivent 22 cours.</p> <p>Le stagiaire doit réussir les quatre cours de stage de pratique à l'enseignement, car la réussite du programme de formation initiale à l'enseignement est subordonnée à la réussite des stages de pratique à l'enseignement. Le stagiaire qui échoue un stage a la possibilité de le reprendre, à moins que les obligations professionnelles ne soient en cause. Le stagiaire a droit à une seule reprise de stage par année universitaire. Un deuxième échec de stage au cours d'une même année universitaire entraîne le retrait du programme.</p>
Quelles sont les particularités des programmes offerts?	<p>Offre de formation initiale à l'enseignement consécutif, avec domaines d'études pour enseigner aux cycles primaire et moyen, moyen et intermédiaire et intermédiaire et supérieur offert en mode présentiel. Cette offre de formation initiale à l'enseignement dure quatre semestres échelonnés sur deux ans à temps plein. Chaque semestre, les étudiants suivent généralement quatre cours et font un stage de formation pratique.</p> <p>Actuellement, il y a un projet financé par le ministère de la FCU visant à offrir des cours en mode hybride et en mode concomitant (aux étudiants inscrits dans d'autres</p>

Faculté d'éducation - Portrait général	
	<p>programmes de baccalauréat à l'université, à partir de la 2^e année et sur une durée de 4 ans).</p> <p>a. Offre de formation initiale à l'enseignement consécutif en mode hybride en plusieurs parties, avec domaines d'études pour enseigner aux cycles moyen et intermédiaire. Cette offre de formation initiale à l'enseignement durera 12 semestres échelonnés sur trois ans.</p> <p>b. Offre de formation initiale à l'enseignement concomitant en mode hybride, avec domaines d'études aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation. Les étudiants inscrits à cette offre de formation initiale à l'enseignement sont admis au programme dès leur 2^e année à l'Université Laurentienne. La durée totale est de 10 semestres échelonnés sur cinq ans d'université pendant lesquels les étudiants complètent à la fois le baccalauréat, par exemple, en arts, en sciences ou en éducation physique et santé ainsi que le baccalauréat en éducation. L'annexe 8 représente la répartition des cours de cette offre.</p>
La Faculté offre-t-elle des programmes spécialisés ou des options particulières (p. ex., éducation urbaine, STIM)?	<p>Non.</p> <p>Il s'agit d'un programme axé sur la professionnalisation des futurs enseignants qui travailleront dans les écoles élémentaires et secondaires.</p>
Éléments qui sont populaires auprès des étudiantes et des étudiants :	<p>Le stage de pratique à l'enseignement et certains cours.</p> <p>Pour le stage, les étudiants inscrits au programme de formation initiale à l'enseignement de l'ÉSÉ doivent réussir quatre stages d'expérience pratique en milieu scolaire. Au total, les étudiants passent 96 jours en stage dans les écoles et d'autres lieux approuvés par l'Ordre (p. ex. : Science-Nord). Bref, le nombre d'heures de stage de pratique à l'enseignement dépasse celui des cours théoriques.</p>
Informations additionnelles que vous souhaiteriez partager :	<p>L'évaluation est fonction des exigences du programme.</p> <p>Une note de 65 % représente une note de passage pour tous les cours, à l'exception des cours de didactique (cours de spécialité offerts à l'option 2 et à l'option 3) où la note de passage est de 70 %.</p> <p>L'évaluation des stages de pratique à l'enseignement est effectuée par l'enseignant associé qui accueille un stagiaire dans sa classe. Une grille d'évaluation a été élaborée à cet effet afin de soutenir la réflexion de l'enseignant associé sur le progrès (évaluation formative) ainsi que sur le rendement (évaluation sommative) du stagiaire. La grille d'évaluation a été conçue au moyen de douze compétences à développer qui sont définies dans le cadre conceptuel. Les critères d'évaluation associés à chacune des douze compétences permettent à l'enseignant associé de porter un jugement sur la performance et sur la progression des apprentissages du stagiaire. De plus, ces critères lui permettent de fournir des rétroactions constructives.</p>

Faculté d'Éducation – Quelques données																																																	
Nombre total d'étudiantes et d'étudiants :	164 étudiants																																																
Options de cycles offertes (p. ex., P/M, M/I, I/S) :	Notre programme de formation initiale couvre les trois options, à savoir: P/M, M/I, I/S.																																																
Nombre d'étudiantes et d'étudiants pour chaque option :	P/M : 78 étudiants M/I : 54 étudiants I/S : 32 étudiants																																																
Didactiques disponibles aux cycles I/S (si applicable):	<div>A- DIDACTIQUES OFFERTES À L'OPTION 2 (de la 4^e à la 10^e année) Les étudiantes et ou les étudiants doivent choisir un cours de didactique parmi la liste suivante :</div> <table><tr><th colspan="2">Nom du cours</th><th>Cr.</th></tr><tr><td>1</td><td>EDUC 4406 EL Didactique de l'anglais langue seconde au cycle intermédiaire</td><td>3</td></tr><tr><td>2</td><td>EDUC 4407 FL Didactique de l'informatique au cycle intermédiaire</td><td>3</td></tr><tr><td>3</td><td>EDUC 4416 FL Didactique des arts dramatiques au cycle intermédiaire</td><td>3</td></tr><tr><td>4</td><td>EDUC 4417 FL Didactique des arts visuels au cycle intermédiaire</td><td>3</td></tr><tr><td>5</td><td>EDUC 4426 FL Didactique de la danse au cycle intermédiaire</td><td>3</td></tr><tr><td>6</td><td>EDUC 4427 FL Didactique de la musique instrumentale au cycle intermédiaire</td><td>3</td></tr><tr><td>7</td><td>EDUC 4436 FL Didactique du français au cycle intermédiaire</td><td>3</td></tr><tr><td>8</td><td>EDUC 4437 FL Didactique de la géographie au cycle intermédiaire</td><td>3</td></tr><tr><td>9</td><td>EDUC 4446 FL Didactique de l'histoire au cycle intermédiaire</td><td>3</td></tr><tr><td>10</td><td>EDUC 4447 FL Didactique des mathématiques au cycle intermédiaire</td><td>3</td></tr><tr><td>11</td><td>EDUC 4456 FL Didactique de la santé et de l'éducation physique au cycle intermédiaire</td><td>3</td></tr><tr><td>12</td><td>EDUC 4457 FL Didactique des sciences générales</td><td>3</td></tr><tr><td>13</td><td>EDUC 4466 FL Didactique des études religieuses au cycle intermédiaire</td><td>3</td></tr><tr><td>14</td><td>EDUC 4467 FL Didactique du français langue seconde au cycle intermédiaire</td><td>3</td></tr><tr><td colspan="2">Total des crédits</td><td>3</td></tr></table>	Nom du cours		Cr.	1	EDUC 4406 EL Didactique de l'anglais langue seconde au cycle intermédiaire	3	2	EDUC 4407 FL Didactique de l'informatique au cycle intermédiaire	3	3	EDUC 4416 FL Didactique des arts dramatiques au cycle intermédiaire	3	4	EDUC 4417 FL Didactique des arts visuels au cycle intermédiaire	3	5	EDUC 4426 FL Didactique de la danse au cycle intermédiaire	3	6	EDUC 4427 FL Didactique de la musique instrumentale au cycle intermédiaire	3	7	EDUC 4436 FL Didactique du français au cycle intermédiaire	3	8	EDUC 4437 FL Didactique de la géographie au cycle intermédiaire	3	9	EDUC 4446 FL Didactique de l'histoire au cycle intermédiaire	3	10	EDUC 4447 FL Didactique des mathématiques au cycle intermédiaire	3	11	EDUC 4456 FL Didactique de la santé et de l'éducation physique au cycle intermédiaire	3	12	EDUC 4457 FL Didactique des sciences générales	3	13	EDUC 4466 FL Didactique des études religieuses au cycle intermédiaire	3	14	EDUC 4467 FL Didactique du français langue seconde au cycle intermédiaire	3	Total des crédits		3
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Faculté d'Éducation – Quelques données

B- DIDACTIQUES OFFERTES À L'OPTION 3

(de la 7^e à la 12^e année)

Les étudiantes ou les étudiants doivent choisir deux cours de didactique parmi la liste suivante :

	Nom du cours	Cr.
1	EDUC 4506 EL Didactique de l'anglais / English langue seconde aux cycles intermédiaire et supérieur	3
2	EDUC 4507 FL Didactique de l'informatique aux cycles intermédiaire et supérieur	3
3	EDUC 4516 FL Didactique des arts dramatiques aux cycles intermédiaire et supérieur	3
4	EDUC 4517 FL Didactique des arts visuels aux cycles intermédiaire et supérieur	3
5	EDUC 4526 FL Didactique de la danse aux cycles intermédiaire et supérieur	3
6	EDUC 4527 FL Didactique de la musique instrumentale aux cycles intermédiaire et supérieur	3
7	EDUC 4536 FL Didactique du français aux cycles intermédiaire et supérieur	3
8	EDUC 4537 FL Didactique de la géographie aux cycles intermédiaire et supérieur	3
9	EDUC 4546 FL Didactique de l'histoire aux cycles intermédiaire et supérieur	3
10	EDUC 4547 FL Didactique des mathématiques aux cycles intermédiaire et supérieur	3
11	EDUC 4556 FL Didactique de la santé et de l'éducation physique aux cycles intermédiaire et supérieur	3
12	EDUC 4557 FL Didactique de la biologie aux cycles intermédiaire et supérieur	3
13	EDUC 4566 FL Didactique de la chimie aux cycles intermédiaire et supérieur	3
14	EDUC 4567 FL Didactique de la physique aux cycles intermédiaire et supérieur	3
15	EDUC 4576 FL Didactique des études religieuses aux cycles intermédiaire et supérieur	3
16	EDUC 4586 FL Didactique des affaires et du commerce — Général	3
17	EDUC 4587 FL Didactique des langues internationales aux cycles intermédiaire et supérieur	3
18	EDUC 4596 FL Didactique du français langue seconde aux cycles intermédiaire et supérieur	3

Format du programme (date de début et de fin, collation des grades):

Pour le programme consécutif francophone, les cours débutent en septembre et se terminent en avril (à la fin du dernier stage, Stage IV qui dure cinq semaines).

La collation des grades se fait au printemps.

Faculté d'Éducation – Quelques données	
La Faculté offre-t-elle un programme concurrent? Si oui, comment est-ce structuré?	<p>Il existe un projet pilote en cours. Cette offre débutera probablement en 2020-2021.</p> <p>C'est une offre de formation initiale à l'enseignement concomitant en mode hybride, avec domaines d'études aux cycles moyen et intermédiaire, menant à un baccalauréat en éducation. Les étudiants inscrits à cette offre de formation initiale à l'enseignement sont admis au programme dès leur 2^e année à l'Université Laurentienne. La durée totale est de 10 semestres échelonnés sur cinq ans d'université pendant lesquels les étudiants complètent à la fois le baccalauréat, par exemple, en arts, en sciences ou en éducation physique et santé ainsi que le baccalauréat en éducation. L'annexe 8 représente la répartition des cours de cette offre.</p>
Informations additionnelles que vous souhaiteriez partager :	

Faculté d'Éducation – Les stages	
Comment les stages sont-ils structurés lors des semestres 1 et 2? (1 ^{re} année du programme) :	<p>À l'ÉSÉ, tous les stages fournissent des occasions d'observation et d'enseignement au stagiaire. Pour soutenir la progression des stagiaires, chaque stage vise des éléments particuliers :</p> <p>Année 1 : Semestre 1 et semestre 2 :</p> <ul style="list-style-type: none"> • EDUC 4016 FL : Stage de formation pratique à l'enseignement I (3 crédits) <ul style="list-style-type: none"> ○ L'accent de ce premier stage est placé sur l'observation, la co-planification et le co-enseignement. • EDUC 4017 FL : Stage de formation pratique à l'enseignement II (3 crédits) <ul style="list-style-type: none"> ○ L'accent de ce deuxième stage est placé sur la planification et l'enseignement.
Comment les stages sont-ils structurés lors des semestres 3 et 4 (2 ^e année du programme) :	<p>Année 2 : Semestre 3 et semestre 4 :</p> <ul style="list-style-type: none"> • EDUC 4026 FL : Stage de formation pratique à l'enseignement III (3 crédits) <ul style="list-style-type: none"> ○ L'accent de ce troisième stage est placé sur la gestion et l'enseignement. • EDUC 4027 FL : Stage de formation pratique à l'enseignement IV (3 crédits) <ul style="list-style-type: none"> ○ L'accent de ce quatrième stage est placé sur l'évaluation et l'enseignement.
Comment le personnel enseignant associé est-il reconnu pour son travail?	<p>Dans les écoles, les stagiaires sont placés sous la supervision d'un enseignant chevronné, membre de l'OEEQ, qui a la responsabilité de les accompagner, de les superviser et de les évaluer de façon formative et sommative. Un conseiller universitaire est également affecté à chaque stagiaire. Il s'agit d'un membre du corps professoral ou d'un enseignant chevronné recruté par l'ÉSÉ. Pour s'acquitter de cette responsabilité, le conseiller établit une collaboration étroite avec</p>

Faculté d'Éducation – Les stages	
	l'enseignant associé (pour le soutenir) ainsi qu'avec le stagiaire. Grâce à ses conseils, il contribue au développement des aptitudes et des compétences professionnelles du stagiaire. Il agit comme personne-ressource auprès du stagiaire et de l'enseignant associé. Le stagiaire communique généralement par courriel avec son conseiller universitaire et celui-ci se rend au moins une fois sur place pour l'observer. Le conseiller peut se rendre sur place à d'autres moments à la demande du stagiaire ou de l'enseignant associé. Ce dernier reçoit une rémunération de 56\$ par semaine. Ce montant forfaitaire vise à reconnaître sa contribution au développement professionnel du stagiaire qui séjourne dans sa classe.
Pendant le stage, quelle est la proportion de l'enseignement qui doit être fait par les étudiantes et les étudiants?	Le nombre d'heures d'enseignement est fonction du type de stage et le temps d'enseignement est précisé dans le Guide du stagiaire envoyé aux enseignants associés. Toutefois, le nombre d'heures enseignement peut varier en fonction des tâches d'enseignement que lui confie l'enseignant associé en tenant compte des besoins spécifiques à l'étudiant stagiaire.
Quel est le nombre total de jours de stage à l'intérieur du programme?	96 jours
Le programme permet-il des placements de stages alternatifs?	Non.
Informations additionnelles que vous souhaiteriez partager :	

Faculté d'éducation – Le comité de liaison (TELC)	
Qui siège sur le TELC?	N/A
À quelle fréquence le TELC se rencontre-t-il?	N/A

Faculté d'éducation – Le comité de liaison (TELC)	
Quelles sont les décisions que prend le TELC (p. ex., cérémonie, ateliers)?	N/A
Comment le budget du TELC est-il utilisé?	Principalement pour couvrir les frais de la journée de la Fédération (p.ex., collations offertes aux participantes et aux participants) et frais de suppléance pour participer à certains comités de la Faculté (p. ex., comité de liaison) qui se déroulent durant la journée scolaire.
Informations additionnelles que vous souhaiteriez partager :	Il n'y a pas de TELC dans les facultés d'éducation en langue française.



University: NIPISSING

Faculty of Education – A Portrait

Mission/Vision:	The mission of the Faculty of Education is to promote the professional growth of teachers through pre-service, in-service and graduate programs, and to provide educational leadership and support through consultation and research. The program aims to provide beginning teachers with an understanding of the basic philosophical, psychological and sociological foundations of education, to enable them to use a system-based approach in their teaching, and to introduce them to a rationale for curriculum design through a study of the various strands of the curriculum.
Does the Faculty distinguish itself from others? If so, how?	Although most graduates obtain positions in southern Ontario, the Schulich School of Education at Nipissing University has a northern outlook. Northern Ontario's biculturalism is reflected in the elective course, Teaching in French Immersion. In addition, many students are attracted to the elective course, Aboriginal Education in Canada.
Features of the program:	Professional Learning Program provides extra-curricular opportunities for STEM workshops, professional development seminars, Mental Health courses and plan the Education Job Fair for graduating students.
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	P/J with French as a Second Language focus
Things that are popular with teacher candidates:	<ul style="list-style-type: none"> • Teacher candidates love the small class size; it allows them to get to know their professors. • Nipissing offers a lot of PD opportunities for their teacher candidates. • The Schulich name is well recognized • The Community Learning Experience (CLE)
Other information you want to share:	The history of teacher education in North Bay began in 1909 with the opening of the North Bay Normal School in the heart of town. The Normal School was renamed North Bay Teachers' College in 1953. Since 1909, over 17,000 teachers have received their professional education in North Bay. In 1972, the College moved into new quarters

Faculty of Education – A Portrait

	at the College Education Centre. One wing of the College Education Centre was carefully designed for the integration of Nipissing University College and the Teachers' College, which took place September 1, 1973.
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Faculty of Education – Some Data

Total Number of Students:	376 (Y1 – 219, Y2 – 157) Concurrent – approximately 600 through years 1 through 4
Division Options (e.g., P/J, J/I, I/S):	P/J, J/I, I/S
Number of Students in Each Division:	Y1 – P/J 95, J/I 52, I/S 72 Y2 – P/J 49, J/I 40, I/S 68
Teachables available in I/S (if applicable):	Biology, Business Studies-General, Chemistry, English, French (as a second language), Geography, Health and Physical Education, History, Mathematics, Music – Instrumental, Physics, Religious Education in Catholic Schools, Social Sciences – General, Visual Arts
Timing of the Program (start and end month, convocation):	See Attached
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	Yes 6 years The Faculties of Arts and Science, and Applied and Professional Studies, in conjunction with the Schulich School of Education, offer a concurrent education route leading to an honours undergraduate degree in your discipline of choice (except Nursing and Social Work) and a Bachelor of Education degree.
Other information you want to share:	

Faculty of Education – Practica

How are the practica structured in Semester 1 & 2 (Year 1 of the program):	See Attached Schedule
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	See Attached Schedule
How are ATs recognized?	AT Lottery for prizes for early sign up
% of teaching done by the TC:	Year 1 - 50% Year 2 - 50-100%
Total number of practica days:	See Attached
Types of alternative practica placements or locations permitted:	Overseas details - this year we have students going to Kenya, Costa Rica, France and Trois Pistoles as part of their Community Leadership Experience placement.

Faculty of Education – Practica

Other information you want to share:	
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Faculty of Education – TELC

Who is on the TELC?	<p>Carole Richardson Dean – Faculty of Ed</p> <p>Carla Webster – Faculty Rep</p> <p>Rick Belisle – OECTA</p> <p>Tammy Chasse – OECTA</p> <p>Parker Robinson – OSSTF</p> <p>Glen Hodgson - OSSTF</p> <p>Lyne Kelly – ETFO</p> <p>Alexis Poirier (OSSTF year 2)</p> <p>Mitchell Roth (ETFO, year 2)</p> <p>Angela Meersseman (OECTA, year 2)</p> <p>Alejandro Orozco (Year 1)</p> <p>Farnaz Delgosha (Year 1)</p> <p>Madelyn McDonalad (Year 1)</p>
How frequently does the TELC meet?	Approximately every 2 months
Decisions made by the TELC (e.g., pinning ceremony, workshops):	Workshops, giveaways, pinning – might happen at convocation based on student rep input
How is your TELC budget spent?	Meetings, giveaways, TC prizes, release time, possible pinning
Other information you want to share:	

BEd Schedule Program Year One - 2018/19

Fall Term 2018			Winter Term 2019		
Aug 27 - 31	No classes	Check your email for important updates	Dec 31 - Jan 4	No classes	University closed Dec 20-Jan 2
Sept 3 - 7	Practicum - off campus	Labour Day - Sep 3	Jan 7 - 11	Classes - on campus	
Sept 10 - 14	Classes - on campus		Jan 14 - 18	Classes - on campus	
Sept 17 - 21	Classes - on campus		Jan 21 - 25	Classes - on campus	
Sept 24 - 28	Classes - on campus		Jan 28 - Feb 1	Classes - on campus	
Oct 1 - 5	Classes - on campus		Feb 4 - 8	Classes - on campus	
Oct 8 - 12	Practicum - off campus	Thanksgiving - Oct 8	Feb 11 - 15	Classes - on campus	
Oct 15 - 19	Practicum - off campus		Feb 18 - 22	Practicum - off campus	Family Day - Feb 18
Oct 22 - 26	Practicum - off campus		Feb 25 - Mar 1	Practicum - off campus	
Oct 29 - Nov 2	Classes - on campus		Mar 4 - 8	Practicum - off campus	
Nov 5 - 9	Classes - on campus		Mar 11 - 15	March Break	March Break
Nov 12 - 16	Professional Week	Mandatory on campus professional development	Mar 18 - 22	Practicum - off campus	
Nov 19 - 23	Classes - on campus		Mar 25 - 29	Classes - on campus	
Nov 26 - 30	Classes - on campus		Apr 1 - 5	Classes - on campus	
Dec 3 - 7	Classes - on campus		Apr 8 - 12	Classes - on campus	
Dec 10 - 14	Exams - on campus		Apr 15 - 19	Exams - on campus	Good Friday - Apr 19
Dec 17 - 21	No classes	University closed Dec 20-Jan 2	Apr 22 - 26	Exams - on campus	Easter Monday - Apr 22
Dec 24 - 28	No classes	University closed Dec 20-Jan 2	Apr 29 - May 3	No classes	

*In most cases, teacher candidates will be placed with the same associate teacher(s) for all practicum weeks in program year one. Classes will not be scheduled during practicum weeks.

BEd Schedule Program Year Two - 2018/19

Fall Term 2018			Winter Term 2019		
Aug 27 - 31	No classes	Check your email for important updates	Dec 31 - Jan 4	No classes	University closed Dec 20-Jan 2
Sept 3 - 7	Classes - on campus	Labour Day - Sep 3	Jan 7 - 11	Classes - on campus	
Sept 10 - 14	Classes - on campus		Jan 14 - 18	Classes - on campus	
Sept 17 - 21	Classes - on campus		Jan 21 - 25	Classes - on campus	
Sept 24 - 28	Classes - on campus		Jan 28 - Feb 1	Classes - on campus	
Oct 1 - 5	Classes - on campus		Feb 4 - 8	Classes - on campus	
Oct 8 - 12	Practicum - off campus	Thanksgiving - Oct 8	Feb 11 - 15	Classes - on campus	
Oct 15 - 19	Practicum - off campus		Feb 18 - 22	Exams - on campus	Family Day - Feb 18
Oct 22 - 26	Practicum - off campus		Feb 25 - Mar 1	CLE Placement	Community Leadership Experience (CLE) - minimum 60 hour placement completed within these three weeks.
Oct 29 - Nov 2	Practicum - off campus		Mar 4 - 8	CLE Placement	
Nov 5 - 9	Practicum - off campus		Mar 11 - 15	CLE Placement	
Nov 12 - 16	Classes - on campus		Mar 18 - 22	Practicum - off campus	
Nov 19 - 23	Classes - on campus		Mar 25 - 29	Practicum - off campus	
Nov 26 - 30	Classes - on campus		Apr 1 - 5	Practicum - off campus	
Dec 3 - 7	Classes - on campus		Apr 8 - 12	Practicum - off campus	
Dec 10 - 14	Exams - on campus	Make-up classes for Labour Day	Apr 15 - 19	Practicum - off campus	Good Friday - Apr 19
Dec 17 - 21	No classes	University closed Dec 20-Jan 2	Apr 22 - 26	Practicum - off campus	Easter Monday - Apr 22
Dec 24 - 28	No classes	University closed Dec 20-Jan 2	Apr 29 - May 3	No classes	

*Teacher candidates will have two different placements in year two (one in the fall and one in the winter). Classes will not be scheduled during practicum weeks.



University: ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO (OISE/UT) – Master of Arts in Child Study and Education Program

Faculty of Education – A Portrait	
Mission/Vision:	The Master of Arts program in Child Study and Education holds the following vision for teaching: Children are challenged to think independently, use their natural curiosity to critically investigate the social and natural world, and to gain the skills to communicate with others, becoming engaged citizens. Every student is viewed as an individual, unique in her/his combination of developmental readiness, culture, lifestyle, learning approach, temperament, and special talents.
Does the Faculty distinguish itself from others? If so, how?	The Master of Arts program in Child Study and Education (MA CSE) is a part of the Dr. Eric Jackman Institute of Child Study (JICS). JICS is a <u>research institute</u> and laboratory school of the <u>Ontario Institute for Studies in Education</u> at the <u>University of Toronto</u> . The institute comprises a graduate education centre with a 2-year master of arts program (MA CSE), an elementary school for children from nursery to 6th grade, and a multidisciplinary research centre in <u>child development</u> . As a graduate level teacher education program students engage in and apply research to teacher education.
Features of the program:	The Master of Arts program in Child Study and Education is offered by the Department of Applied Psychology and Human Development at the Dr. Eric Jackman Institute of Child Study (Jackman ICS), a centre of professional teacher training and research in childhood and education, which includes a nursery-through-grade-6 Laboratory School.
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	Specializations include: Special Education, early years, inquiry-based pedagogy with close attention to environmental education (Natural Curiosity), interdisciplinary studies, evidence-based approach to practice.

Faculty of Education – A Portrait

Things that are popular with teacher candidates:	Practicum structure (see below), the Dr. Eric Jackman Laboratory School, opportunities to work with research faculty, focus on child study
Other information you want to share:	The MA Child Study and Education program is one that offers candidates a close knit community.

Faculty of Education – Some Data

Total Number of Students:	136 students (69 in year 2, 67 in year 1)
Division Options (e.g., P/J, J/I, I/S):	P/J
Number of Students in Each Division:	All students are in the P/J panel
Teachables available in I/S (if applicable):	NA – our program in only P/J
Timing of the Program (start and end month, convocation):	September to August in Year 1 September to April in Year 2 Convocation in June
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	NA
Other information you want to share:	

Faculty of Education – Practica

How are the practica structured in Semester 1 & 2 (Year 1 of the program):	In Year 1, teacher candidates are engaged in parallel practicum experiences and academic learning. They have three 8-week placements. They attend placement four mornings a week and have classes in the afternoons or evenings.
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Faculty of Education – Practica	
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	In Year 2, placement and academics are divided by term. Teacher candidates have an extended 13-week placement for one term. They are in placement Monday and Tuesday full days and Wednesday, Thursday, Friday mornings.
How are ATs recognized?	Associate teachers receive \$200 per placement to host a year 1 teacher candidate and \$300 per placement to host a year 2 candidate. OISE also invites all associate teachers to an AT Appreciation event each spring.
% of teaching done by the TC:	In Year 1, practicum expectations build over time beginning with a focus on careful classroom observation. Teacher candidates then proceed to working with individuals and small groups and finally to planning or co-planning units of instruction and taking responsibility for teaching whole mornings. In year 2, teacher candidates complete an intensive practicum internship in a single classroom setting. Guided by the associate teacher, the teacher candidate assumes increasing responsibility for all aspects of teaching, including planning, curriculum delivery and assessing student learning.
Total number of practica days:	94
Types of alternative practica placements or locations permitted:	All practicum placements are in kindergarten, primary and junior classrooms in the Toronto area as per the teaching regulations. Teacher candidates have the opportunity to complete an additional optional spring placement of their choice. Often students request an additional placement in a special education setting since these placements are excluded from the required practica.
Other information you want to share:	The MA in Child Study and Education program maintains a strong focus on classroom experience, forging links with current theory and research into child development and education. During both years of the program, teacher candidates meet weekly for a practicum-related Childhood Education Seminar that brings together research and practice.

Faculty of Education – TELC	
Who is on the TELC?	The TELC at OISE currently has 15 members on the committee. Arlo Kempf - Masters of Teaching (MT) Anne Marie Chudleigh - Masters of Teaching (MT) Sandeep Manku (Student Rep MT) Jared Kirsh (Student Rep MT)

Faculty of Education – TELC	
	<p>Yiola Cleovoulou - Master of Arts in Child Study and Education (MA CSE)</p> <p>Anna Totten - Master of Arts in Child Study and Education (MA CSE)</p> <p>Michelle Drimmie Miller - Master of Arts in Child Study and Education (MA CSE)</p> <p>Shannon McBride (Student Rep MA CSE)</p> <p>Danielle Green (Student Rep MA CSE)</p> <p>Ian MacLeod (OISE Student Services)</p> <p>Ghayas Shams (OISE Student Services)</p> <p>Danica Izzard (OSSTF)</p> <p>Steven Watson (OECTA)</p> <p>Deborah Karam (OECTA)</p> <p>Cereita Goulbourne (ETFO)</p>
How frequently does the TELC meet?	The TELC currently meets 8 times a year. Meeting dates have been set for 2018: September, October, November, December & 2019: January, February, April, May
Decisions made by the TELC (e.g., pinning ceremony, workshops):	The TELC is currently responsible for organizing: OISE Federation Day (October) - OTF & Boundaries presentations OISE Professional Preparation Conference (PPC) (December) - New Teacher Talks presented by teachers in their 1st to 5th year of teaching, Affiliate Presentations, Workshops & Presentations presented by the three affiliates scheduled as 1 and 2 hour sessions throughout the day
How is your TELC budget spent?	<ul style="list-style-type: none"> -mileage & parking for affiliate members -meals for meetings (all meetings begin after 4:30 pm) -release fees for new teacher presenters for PPC from each affiliate -miscellaneous office expenses (photocopies, postage) -gift cards (thank you to retiring OISE CTEP TELC member, student survey response incentive) -beverages for lunch for PPC presenters and volunteers (OISE paid for food)
Other information you want to share:	<p>We receive a lot of valuable feedback from the student representatives on the TELC. We work in a collaborative manner which allows for smooth organizing of our Federation Day and the Professional Preparation Conference. The sharing of information makes the meetings valuable.</p> <p>We have ongoing discussions focused around educational issues within OISE, the political climate and its effects, program changes, Associate Teachers, recruitment and any other issues which arise during our meetings.</p>



University: ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, UNIVERSITY OF TORONTO (OISE/UT) - Master of Teaching Program

Faculty of Education – A Portrait	
Mission/Vision:	Teaching excellence and scholarly research are the mutually reinforcing pillars of the Master of Teaching program. The program prepares candidates to become outstanding teachers and leaders who consult, critique, create and mobilize educational research. As a community, our faculty, students and graduates share a deep commitment to all learners and the building of a more just, equitable and sustainable world.
Does the Faculty distinguish itself from others? If so, how?	The Master of Teaching program is one of the premier teacher education programs at the University of Toronto. The program, which is taken over a two-year period, leads to a Master of Teaching degree and elementary or secondary teacher certification. Our program appeals to people who are looking for a deeper and more extensive initial teacher education program than can be provided in a typical teacher education program. The MT degree's emphasis on graduate-level work also offers learners the option of pursuing doctoral studies at a later date. Students who are accepted into the Master of Teaching program choose one of three program concentrations: Primary/Junior, Junior/Intermediate or Intermediate/Senior
Features of the program:	Graduate program; research intensive; links to other graduate students, courses, and programs; a 2 year program running since 2001; most instructors have a PhD or an EdD; links to 10 public boards in the GTA as well as number of independent schools; a number of community partnerships with schools and other organizations; internship opportunities for qualified students; enhanced math supports available for all students; and access to OISE faculty research projects for eligible students.

Faculty of Education – A Portrait	
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	I/S candidates have an opportunity to be part of a site based cohort at University of Toronto schools with a focus on global citizenship and service learning. P/J candidates have an opportunity to be part of site based cohort at Ryerson Community School with a focus on social and environmental justice.
Things that are popular with teacher candidates:	Professional development opportunities, math, mental health and Indigenous workshops, bursary and scholarship programs to support teacher education and training, involvement in eco and social justice initiatives across their program and within their practicum schools, opportunities to become involved in school communities beyond their practicums, career/job & alumni fairs, connecting with other teacher candidates outside of their immediate cohorts and streams.
Other information you want to share:	

Faculty of Education – Some Data			
Total Number of Students:	826		
Division Options (e.g., P/J, J/I, I/S):	Year 1: P/J = 192; J/I = 122; I/S = 153* TOTAL = 467 Year 2: P/J = 142; J/I = 110; I/S = 107* TOTAL = 359		
Number of Students in Each Division:			
Teachables available in I/S (if applicable):	SUBJECTS	YEAR 1 (total of 1st & 2nd teachable)	YEAR 2 (total of 1st & 2nd teachable)
	Business Studies - General	N/A	N/A
	Business Studies - Accounting	N/A	N/A
	Dramatic Arts	7	N/A
	English (First Language)	53	47
	French (Second Language)	18	10
	Geography	5	N/A
	Health and Physical Education	14	6
	History	39	39
	Mathematics	20	11

Faculty of Education – Some Data			
	Music - Instrumental	3	6
	Music - Vocal	4	4
	Religious Education	4	7
	Science - Biology	60	30
	Science -Chemistry	14	16
	Science -General	25	12
	Science -Physics	6	5
	Social Science -General	28	21
	Visual Arts	6	N/A
Totals equal twice the total # of Year 1 & Year 2 I/S TCs noted above. →		306*	214*
Timing of the Program (start and end month, convocation):	September Start, April finish, June graduate. (20 months consecutive classes and practica).		
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	No		
Other information you want to share:			

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	2 observation days + 4-week practicum in November 2 observation days + 4-week practicum in Feb/March
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	2 observation days + 4-week practicum in November 2 observation days + 4-week practicum in Feb/March
How are ATs recognized?	ATs are paid \$200 per practicum to host a TC. OISE also invites all ATs to an AT Appreciation Event each spring.
% of teaching done by the TC:	See chart pasted at the end of this document.

Faculty of Education – Practica	
Total number of practica days:	84
Types of alternative practica placements or locations permitted:	With the exception of 2 pilot projects taking place in one small part of the MT program looking at alternative practicum experiences, all practicum placements take place as per the teaching regulations.
Other information you want to share:	<p>There is a widespread wish, supported by a strong rationale, to allow TCs to experience at least 20 days of practicum in special education settings. Currently, special education settings are excluded from what counts as an evaluated practicum setting.</p> <p>OISE's Master of Teaching program is devoted to re-framing what it means to be an Associate Teacher, and to highlight the great value of viewing and experiencing associate teaching as a shared learning opportunity – shared learning WITH the Teacher Candidate.</p>

Faculty of Education – TELC	
Who is on the TELC?	<p>The TELC at OISE currently has 15 members on the committee.</p> <p>Arlo Kempf - Masters of Teaching (MT)</p> <p>Anne Marie Chudleigh - Masters of Teaching (MT)</p> <p>Sandeep Manku (Student Rep MT)</p> <p>Jared Kirsh (Student Rep MT)</p> <p>Yiola Cleovoulou - Master of Arts in Child Study and Education (MA CSE)</p> <p>Anna Totten - Master of Arts in Child Study and Education (MA CSE)</p> <p>Michelle Drimmie Miller - Master of Arts in Child Study and Education (MA CSE)</p> <p>Shannon McBride (Student Rep MA CSE)</p> <p>Danielle Green (Student Rep MA CSE)</p> <p>Ian MacLeod (OISE Student Services)</p> <p>Ghayas Shams (OISE Student Services)</p> <p>Danica Izzard (OSSTF)</p> <p>Steven Watson (OECTA)</p> <p>Deborah Karam (OECTA)</p> <p>Cereita Goulbourne (ETFO)</p>
How frequently does the TELC meet?	The TELC currently meets 8 times a year. Meeting dates have been set for 2018: September, October, November, December & 2019: January, February, April, May

Faculty of Education – TELC	
Decisions made by the TELC (e.g., pinning ceremony, workshops):	The TELC is currently responsible for organizing: OISE Federation Day (October) - OTF & Boundaries presentations OISE Professional Preparation Conference (PPC) (December) - New Teacher Talks presented by teachers in their 1st to 5th year of teaching, Affiliate Presentations, Workshops & Presentations presented by the three affiliates scheduled as 1 and 2 hour sessions throughout the day
How is your TELC budget spent?	<ul style="list-style-type: none"> -mileage & parking for affiliate members -meals for meetings (all meetings begin after 4:30 pm) -release fees for new teacher presenters for PPC from each affiliate -miscellaneous office expenses (photocopies, postage) -gift cards (thank you to retiring OISE CTEP TELC member, student survey response incentive) -beverages for lunch for PPC presenters and volunteers (OISE paid for food)
Other information you want to share:	<p>We receive a lot of valuable feedback from the student representatives on the TELC. We work in a collaborative manner which allows for smooth organizing of our Federation Day and the Professional Preparation Conference. The sharing of information makes the meetings valuable.</p> <p>We have ongoing discussions focused around educational issues within OISE, the political climate and its effects, program changes, Associate Teachers, recruitment and any other issues which arise during our meetings.</p>

Master of Teaching Program: Practicum Weekly Expectations

At-a-Glance View Across Year 1 and Year 2 Elementary and Secondary

The expectations below are to be used as a guiding framework, and can be adjusted to better meet the needs of a specific practice teaching situation. For example, with only two observation days prior to practicum, some TCs may benefit from additional observation days at the beginning of week one. Although there is room for adjustment in the expectations in the week-to-week chart below, all TCs should be meeting the stated expectations by the end of week 4.

	Week 1	Week 2	Week 3	Week 4
Year 1 PT 1	Inquiry/ Observation/ Active Engagement	$\frac{1}{3}$ timetable Elem: 1-2 lessons/day Sec: 1 class/day	$\frac{1}{3}$ timetable Elem: 1-2 lessons/day Sec: 1 class/day	$\frac{1}{3}$ - $\frac{2}{3}$ timetable Elem: 2-3 lessons/day Sec: 1-2 classes/day
Year 1 PT 2	$\frac{1}{3}$ timetable Elem: 1-2 lessons/day Sec: 1 class/day	$\frac{1}{3}$ - $\frac{2}{3}$ timetable Elem: 2-3 lessons/day Sec: 1-2 classes/day	$\frac{2}{3}$ timetable Elem: 3 lessons/day Sec: 2 classes/day	$\frac{2}{3}$ timetable Elem: 3 lessons/day Sec: 2 classes/day
Year 2 PT 1	$\frac{1}{3}$ timetable Elem: 1-2 lessons/day Sec: 1 class/day	$\frac{2}{3}$ timetable Elem: 3 lessons/day Sec: 1-2 classes/day	$\frac{2}{3}$-full timetable Elem: 3-4 lessons/day Sec: 2-3 classes/day	$\frac{2}{3}$-full timetable Elem: 3-4 lessons/day Sec: 2-3 classes/day
Year 2 PT 2	$\frac{2}{3}$ timetable Elem: 3 lessons/day Sec: 2 classes/day	$\frac{2}{3}$-full timetable Elem: 3-4 lessons/day Sec: 2-3 classes/day	full timetable Elem: 4-5 lessons/day Sec: 3+ classes/day	full timetable Elem: 4-5 lessons/day Sec: 3+ classes/day



University: OTTAWA (EN)

Faculty of Education – A Portrait

Mission/Vision:

We view the teacher education program as an opportunity for beginning teachers to engage in a dynamic and iterative cycle of inquiry within a variety of communities. It is within these communities that our teacher candidates are exposed to ideas of teaching and learning, engage in discussion about these ideas, and are provided with opportunities to test out their professional knowledge and practice in a variety of settings.

Teacher Education Program Learning Outcomes The teacher education program is committed to developing teachers within communities of inquiry through

1) Creating, promoting, and participating in communities of inquiry

Graduates of the program:

1. Participate in communities of inquiry
2. Demonstrate commitment to personal and professional learning to inform their own practice
3. Recognize that professional learning occurs in various ways and contexts
4. Participate in local and extended learning communities and/or communities of inquiry and practice
5. Create communities of inquiry
6. Create collaborative and respectful learning communities within their own teaching situations
7. Work collaboratively with colleagues, families and community members to meet the needs of students
8. Recognize the role of teacher as researcher and model a stance of inquiry
9. Promote communities of inquiry
10. Recognize the values and roles of various educational contexts and communities
11. Demonstrate a sense of responsibility to community both

Faculty of Education – A Portrait

	<p>locally and globally</p> <ol style="list-style-type: none"> 12. Recognize various perspectives of the purposes of schooling 13. Demonstrate care, integrity, and respect as outlined in the OCT ethical standards of practice in all aspects of their work <p>2) Commitment to students and student learning</p> <p>Graduates of the program:</p> <ol style="list-style-type: none"> 1. Recognize and respect each student's uniqueness and provide opportunities for all students to learn and demonstrate their learning 2. Demonstrate the value of the diversity of Canadian society, for instance, in relation to socioeconomic class, ethnicity, sexual orientation, gender, and ability, and the influence of these on student learning needs 3. Promote student well-being including physical, intellectual, social, and emotional welfare <p>3) Inquiry into Professional knowledge</p> <p>Graduates of the program:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of current theories and research on how students develop and learn 2. Are familiar with research-based practices (assessment and instruction) that promote learning and address a broad range of learners 3. Demonstrate knowledge of current curriculum, research, theory, and policy in relevant subject disciplines 4. Understand the importance of integrating and aligning curriculum, instruction, and assessment 5. Understand the interplay of theories and beliefs in influencing educational perspectives and practices 6. Identify the legal roles and responsibilities of a teacher in Ontario <p>4) Inquiry into professional practice</p> <p>Graduates of the program:</p> <ol style="list-style-type: none"> 1. Incorporate the aspects of their professional knowledge in their professional practice 2. Demonstrate a repertoire of teaching and assessment approaches that respond to the complexity of teaching and learning and address the needs of a broad range of learners 3. Use current theories and research to inform planning and pedagogical decisions 4. Integrate technology, resources and tools in teaching, learning and assessment
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Faculty of Education – A Portrait	
	<p>5. Encourage creative engagement with subject matter that promotes critical thinking</p> <p>6. Use a range of assessment strategies for a variety of purposes</p>
Does the Faculty distinguish itself from others? If so, how?	<ul style="list-style-type: none"> • Focus on Equity and Inclusion as a framework for practice • Community Service Learning and Practicum partnerships with local school boards • Cohorts- community of inquiry • Digital Hub- synthesis of learning throughout the program • Indigenous history, perspectives and education course as a foundation course • Professional Inquiry course linked to CSL and practicum • Strong partnerships in the community- research and service • Teacher candidates engaged in research in Year 2- action research and professional inquiry • Wide range of professional learning opportunities
Features of the program:	Professional Inquiry in Action Series
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<p>Teacher candidates, once they have accepted an offer of admission, are asked to choose amongst several themed cohorts.</p> <p>Comprehensive School Health Cohort (P/J) The three pillars of CSH are: healthy living, healthy environments and healthy relationships. For a sample of previous year student testimonials and resources, please visit the Comprehensive School Health website.</p> <p>Global Education Cohort (P/J and J/I) Professors and teacher candidates will learn how to confront difficult social, cultural, political, educational and curricular issues, challenge prior assumptions, seek to become critical and reflective practitioners, and use digital technologies to connect and inquire deeply into local/global issues. Members may also choose to participate in the uOGlobal Recognition Program.</p> <p>Second language education cohort (P/J) The cohort has two options – French as a second language (FSL) and English as a second language (ESL). Visit our website for more details.</p> <p>Imagination, Creativity, and Innovation Cohort (P/J and I/S) The mission of the ICI Cohort is to support teaching and learning as creative and aesthetic experiences. Imagination, creativity and innovation affect how individuals perceive life, as it is and as it could be, by mediating how they think and behave in the world, across all disciplines. Teacher candidates will enjoy the enriching, inspirational and immersive experiences that are integral to this cohort. They will</p>

Faculty of Education – A Portrait	
	<p>participate in several learning experiences with major creative partners, including national cultural institutions such as the National Arts Centre, the Canada Aviation and Space Museum, the National Gallery, the Canadian Agricultural Museum, the National Museum of History (including the National War Museum) and the Canadian Museum of Nature.</p> <p>Urban Communities Cohort (IS) As part of a longstanding partnership with Ottawa school boards, teacher candidates in the I/S stream have the opportunity to work at schools that have been identified as Urban Priority because of their students' diverse cultures, languages, ethnicities and types of Canadian residency status. Learn more about the Urban Communities Cohort.</p>
Things that are popular with teacher candidates:	<p>Community Service Learning ungraded portion of their experience</p> <ul style="list-style-type: none"> • 3 weeks at the end of April • how to use your B.Ed. for more than teaching • poster project for 1st years • teacher as a researcher for 2nd years <p>Comprehensive School Health Cohort:</p> <ul style="list-style-type: none"> • very proud of their weekly happiness activities (candy grams, a flash mob) <p>Imagination & Creativity Cohort:</p> <ul style="list-style-type: none"> • very proud of their social events, coffee hours, bedtime stories and java jams (music)
Other information you want to share:	

Faculty of Education – Some Data	
Total Number of Students:	Enrollment numbers are approximately: 654
Division Options (e.g., P/J, J/I, I/S):	P/J, J/I, I/S
Number of Students in Each Division:	<p>370 Year 1 TC (180 PJ, 90 JI, 100 IS)</p> <p>270 Year 2 TC (160 PJ, 45 JI, 80 IS)</p>
Teachables available in I/S (if applicable):	<ul style="list-style-type: none"> • Religious Education in Catholic Schools (I/S) • General Science (I) • Computer Studies (I/S) • Drama (I/S) • English (I/S) • Geography (I/S) • History (I/S) • Mathematics (I/S) • Fine Arts - Instrumental Music (I/S) • Health & Physical Education (I/S)

Faculty of Education – Some Data	
	<ul style="list-style-type: none"> • Visual Arts (I/S) • Didactique du français langue seconde au cycle intermédiaire (I) • Science - Chemistry (S) • Science - Physics (S) • Science - Physics (S) • Science - Biology (S) • Didactique du français langue seconde au cycle supérieur (S)
Timing of the Program (start and end month, convocation):	September - April, convocation in June
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	No
Other information you want to share:	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	<p>Community service learning will consist of one day a week (Wednesdays) in schools from September 19 to November 28, 2018.</p> <p>Evaluated Practicum will consist of a three-week block from December 3 to 21, 2018, followed by one day a week (Wednesdays) from January to March 2019 and a six-week block from March 18 to April 25, 2019.</p>
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	<p>Evaluated Practicum will consist of a one-week block from September 4 to 7, 2018 followed by one day a week (Wednesdays) in September to November, a five-week block from November 26 to December 21, 2018 and a three-week block from January 7 to 25, 2019.</p> <p>Voluntary community service learning will consist of one-day a week (Wednesdays) from January 30 to April 3, 2019. A mandatory three-week CSL placement in a school or community setting will be completed from April 8 to 26, 2019.</p>
How are ATs recognized?	honarium for practicum, thank you letters from Practicum Office
% of teaching done by the TC:	flexible- co-teaching model working towards independence and competence in planning, implementing, managing and assessing student learning at the appropriate teaching division
Total number of practica days:	in 2018-2019 (YEAR 1- 53 days) and (YEAR 2- 49 days)
Types of alternative practica placements or locations permitted:	Year 2 CSL- international, Canadian, and Ontario school or community placements.
Other information you want to share:	Framework for development of teaching competence- Adaptive Expert model (Timperley: 2012)

Faculty of Education – TELC	
Who is on the TELC?	3 affiliate members Faculty Rep 12 student reps from both years
How frequently does the TELC meet?	3 - 4 times an academic year
Decisions made by the TELC (e.g., pinning ceremony, workshops):	Federation Days/ Professional Learning Budget
How is your TELC budget spent?	Release Days Pizza for mtgs Parking for Affiliates Food for Federation Days
Other information you want to share:	



Université : OTTAWA (FR)

Faculté d'éducation - Portrait général

Mission/Vision :

La Faculté d'éducation de l'Université d'Ottawa, en plus de promouvoir l'expansion et la dissémination des connaissances dans le domaine des sciences de l'éducation en général, est aussi fortement engagée dans la formation des enseignantes et des enseignants, aussi bien en ce qui concerne leur formation initiale qu'en ce qui concerne leur perfectionnement professionnel. À cette fin, elle regroupe un personnel représentatif des deux grandes communautés linguistiques canadiennes et offre, en anglais et en français, des programmes de baccalauréat, de maîtrise et de doctorat ainsi que divers programmes de développement professionnel. Ses programmes de formation initiale à l'enseignement sont spécifiquement conçus pour les écoles anglaises et françaises de l'Ontario.

La Faculté veut devenir un leader en matière d'éducation, aussi bien auprès de ses institutions-soeurs et de ses partenaires du monde scolaire avec qui elle entend collaborer qu'au sein même de l'Université.

Pour ce faire, elle entend donner suite aux énoncés suivants.

En tant que faculté d'une université dont la mission spécifique est de favoriser l'émergence de liens entre les cultures anglophones et francophones, par la promotion du bilinguisme et du biculturalisme, et de contribuer au développement de la culture francophone en Ontario, la Faculté a des responsabilités envers les communautés anglophones et francophones. Elle cherchera à maintenir des liens étroits avec ces deux communautés et à promouvoir leur développement par le biais des travaux de ses professeurs et de ses étudiants. En Ontario, cette responsabilité se traduit par une obligation de promouvoir le développement de la communauté franco-ontarienne en accord avec les aspirations et les besoins de cette dernière.

La Faculté d'éducation offre ses programmes d'études dans les deux langues. Ces programmes, conçus en consultation avec ses

Faculté d'éducation - Portrait général	
	<p>partenaires, visent à répondre aux besoins de ses clientèles-cibles. Ces programmes touchent des questions cruciales en éducation, non seulement d'ordre régional et provincial mais également d'envergure nationale et internationale. Ce faisant, la Faculté cherche à faire prendre conscience aux étudiantes et aux étudiants de certaines questions spécifiques telles que la langue, la culture et le sexe.</p> <p>La Faculté assume un rôle de leader dans le domaine de la recherche et de la diffusion de la recherche et ce de diverses façons. Ce rôle se concrétise par des publications et de l'enseignement dans les deux langues officielles, la recherche de l'excellence dans les domaines où elle offre des programmes de 1er, 2e et 3e cycles et par sa participation au développement de centres d'excellence dans des domaines de recherche pertinents à la réalisation de sa mission.</p> <p>La Faculté d'éducation cherche à former des praticiens et des chercheurs qui démontreront des habiletés à penser de façon autonome et à examiner de façon critique les questions importantes en éducation. La Faculté s'engage également à promouvoir et faciliter l'acquisition de ces habiletés fondamentales par le biais des programmes offerts à l'Université.</p>
La Faculté se distingue-t-elle des autres facultés d'éducation? Si oui, de quelle manière?	La faculté offre un programme à temps partiel, 100% en ligne, offert sur 3 ans.
Quelles sont les particularités des programmes offerts?	Programmes offerts dans trois différents campus dans un contexte linguistique minoritaire
La Faculté offre-t-elle des programmes spécialisés ou des options particulières (p. ex., éducation urbaine, STIM)?	PED 4554 : Stage en engagement communautaire Cette option est offerte en deuxième année (2 ^e trimestre). Les étudiants peuvent se diriger dans les zones internationales et suivre leurs cours en ligne (mode asynchrone).
Éléments qui sont populaires auprès des étudiantes et des étudiants :	<p>Dimension professionnelle : stages, engagement communautaire et ateliers professionnels</p> <p>Différentes prestations : présentiel, cours hybride, en ligne, cours du soir</p>
Informations additionnelles que vous souhaiteriez partager :	

Faculté d'Éducation – Quelques données	
Nombre total d'étudiantes et d'étudiants :	743 étudiants

Faculté d'Éducation – Quelques données	
Options de cycles offertes (p. ex., P/M, M/I, I/S) :	Campus Ottawa : P/M, M/I et I/S Campus Toronto : P/M Campus Windsor : P/M
Nombre d'étudiantes et d'étudiants pour chaque option :	Programme régulier B.Éd. (à temps plein) Campus : <ul style="list-style-type: none"> Ottawa : 368 Toronto : 139 Windsor : 60 Programme en mode alternatif B.Éd. (à temps partiel) <ul style="list-style-type: none"> En ligne : 132 Formation à l'enseignement – programme de baccalauréat intégré Lettres françaises et Éducation (Baccalauréat spécialisé approfondi en Lettres françaises/B.Éd. et la Majeure en Lettres françaises/B.Éd) <ul style="list-style-type: none"> Ottawa : 4 4.
Didactiques disponibles aux cycles I/S (si applicable):	Arts : dramatiques, visuels et musique Mathématiques, sciences, informatique, santé et éducation physique, français, français langue seconde, histoire, géographie, anglais, chimie, physique, biologie, études religieuses
Format du programme (date de début et de fin, collation des grades) :	Septembre à mai pour les deux années. Collation des grades à la mi-juin
La Faculté offre-t-elle un programme concurrent? Si oui, comment est-ce structuré?	Oui en collaboration avec la Faculté des arts (lettres françaises) Durée de 5 ans Cours en éducation intégré à l'horaire de la Faculté des arts Stage au cours de la 4 ^e année et 5 ^e année (80 jours)
Informations additionnelles que vous souhaiteriez partager :	Force du programme : l'espace culturel ontarien, la place de la recherche, le lien avec la pratique et la flexibilité permise par la technologie

Faculté d'Éducation – Les stages	
Comment les stages sont-ils structurés lors des semestres 1 et 2? (1 ^{re} année du programme) :	Semestre 1 : Stage de 4 semaines Semestre 2 : Stage de 4 semaines Il s'agit en fait du même stage de 8 semaines qui se déroule en deux temps.
Comment les stages sont-ils structurés lors des semestres 3 et 4 (2 ^e année du programme) :	Semestre 3 : Pas de stage Semestre 4 : Stage de 9 semaines
Comment le personnel enseignant associé est-il reconnu pour son travail?	Une somme de 40\$/semaine est versée aux personnes qui accueillent une ou un stagiaire.

Faculté d'Éducation – Les stages	
Pendant le stage, quelle est la proportion de l'enseignement qui doit être fait par les étudiantes et les étudiants?	<p>Stage 1^{re} année - élémentaire</p> <ul style="list-style-type: none"> • une matière par jour à partir de la 3^e semaine. • Deux matières à partir de la 6^e semaine • Trois matières à la 7^e semaine • Prise en charge complète à la 8^e semaine <p>Stage 1^{re} année – secondaire</p> <ul style="list-style-type: none"> • Prise en charge d'un groupe à partir de la 3^e semaine. • Prise en charge de deux groupes à partir de la 7^e semaine. • Prise en charge complète à la 8^e semaine <p>Stage 2^e année propose la même progression.</p>
Quel est le nombre total de jours de stage à l'intérieur du programme?	Il y a 80 jours de stage à l'intérieur du programme.
Le programme permet-il des placements de stages alternatifs?	Oui
Informations additionnelles que vous souhaiteriez partager :	

Faculté d'éducation – Le comité de liaison (TELC)	
Qui siège sur le TELC?	N/A
À quelle fréquence le TELC se rencontre-t-il?	N/A
Quelles sont les décisions que prend le TELC (p. ex., cérémonie, ateliers)?	N/A
Comment le budget du TELC est-il utilisé?	Principalement pour couvrir les frais des 3 journées de la Fédération qui ont lieu annuellement.
Informations additionnelles que vous souhaiteriez partager :	Il n'y a pas de TELC dans les facultés d'éducation en langue française.



University: QUEEN'S

Faculty of Education – A Portrait

Mission/Vision:	<p>Mission Statement</p> <p>We develop progressive, ethical, competent, and thoughtful leaders in education through teaching, research, and professional collaboration.</p> <p>Vision</p> <p>To be a leader in the educational landscape, recognized for our commitment to teaching, international initiatives, innovative programs, and influential research.</p> <p>Values</p> <table border="0"> <tr> <td>Inclusivity</td><td>Ensures a safe, equitable, and open environment</td></tr> <tr> <td>Teaching</td><td>Promotes competence and facilitates change</td></tr> <tr> <td>Learning</td><td>Inspires and prepares us to engage with the world</td></tr> <tr> <td>Innovation</td><td>Extends our thinking to explore new boundaries</td></tr> <tr> <td>Collaboration</td><td>Unites us to connect and to create</td></tr> <tr> <td>Excellence</td><td>Challenges us to set high expectations</td></tr> </table> <p>Taken together with our Mission/ Vision & Values, our vision of the graduate of Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of all learners.</p>	Inclusivity	Ensures a safe, equitable, and open environment	Teaching	Promotes competence and facilitates change	Learning	Inspires and prepares us to engage with the world	Innovation	Extends our thinking to explore new boundaries	Collaboration	Unites us to connect and to create	Excellence	Challenges us to set high expectations
Inclusivity	Ensures a safe, equitable, and open environment												
Teaching	Promotes competence and facilitates change												
Learning	Inspires and prepares us to engage with the world												
Innovation	Extends our thinking to explore new boundaries												
Collaboration	Unites us to connect and to create												
Excellence	Challenges us to set high expectations												
Does the Faculty distinguish itself from others? If so, how?	<ul style="list-style-type: none"> 16-month successive (four-term) program facilitates students entering the profession one academic year earlier than would be possible in a two-year (four-term) program. 												

Faculty of Education – A Portrait	
	<ul style="list-style-type: none"> • Practicum placements are structured using an Associate School model in which Teacher Candidates are assigned in groups to one school for terms 2,3, and 4. • Teacher Candidate groups are in turn assigned to practicum-oriented course sections taught by a Faculty Liaison who visits each candidate on site at least twice during terms 2 and 3. • Fully equipped Technological Education Shop/Lab • Elder-in-Residence • Full-time career services office. • Full-time counsellor from Queen's Student Wellness Services • Part-time chaplain
Features of the program:	<p>B.Ed. Program This professional degree is subdivided into two programs: Concurrent B.Ed. and Consecutive B.Ed. Within each of these programs there are three program options: Primary-Junior (PJ), Intermediate-Senior (IS) or Technological Education (Consecutive only), and three program tracks: Aboriginal Teacher Education (ATE), Artist in Community Education (ACE), Outdoor and Experiential Education (OEE).</p> <p>Concurrent B.Ed. Program The Concurrent B.Ed. program allows students to work towards completing an undergraduate degree and a Bachelor of Education at the same time. Both degrees can normally be completed in just over five years. The Bachelor of Education is two terms (eight months, beginning in September). Next year's concurrent students will stay for three terms.</p> <p>Consecutive B.Ed. Program The Consecutive B.Ed. program is intended for students who have completed an undergraduate degree. The program is four -terms (16 months, beginning in May). Teacher candidates participate in a combination of course work and practicum experiences in each term. The program provides teacher candidates with both the theory and practice of teaching, using in-school experiences as the basis of discussions.</p> <p>Consecutive Diploma in Education (D.Ed.) The D.Ed. is intended for candidates who do not hold an undergraduate degree. The D.Ed. is available in the Aboriginal Teacher Education (PJ, community-based). The D.Ed. leads to a Certificate of Qualification from the Ontario College of Teachers (OCT). The D.Ed. is also intended for a small sub-set of the those in the technological education program.</p>

Faculty of Education – A Portrait	
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<p>Concentrations</p> <p>Concentrations are offered to both Primary-Junior and Intermediate-Senior teacher candidates (Concurrent Education students complete concentration courses in their final year). By combining a Focus course, an Educational Studies course, and the Alternative Practicum, teacher candidates can tailor their program to their interests and form a concentration in areas such as:</p> <ul style="list-style-type: none"> Aboriginal Teacher Education Arts in Education Assessment & Evaluation At-Risk Adolescents & Young Adults At-Risk Children Drama in Society Educational Leadership Educational Technology Environmental Education Exceptional Learners International Education Social Justice Teaching and Learning Outside of Schools Teaching English as a Second Language <p>Program tracks</p> <p>Program tracks are offered to both Primary-Junior and Intermediate-Senior teacher candidates. A Consecutive Education applicant may select a program track as one of their choices when applying through OUAC/TEAS. (A similar process is available for Concurrent Education students, but they do not apply through OUAC/TEAS.) there are three program tracks offered:</p> <ul style="list-style-type: none"> • Aboriginal Teacher Education • Artist in Community Education • Outdoor & Experiential Education
Things that are popular with teacher candidates:	<ul style="list-style-type: none"> • 16-month successive program for Consecutive Teacher Candidates • 12-month successive program for Final Year Concurrent Teacher Candidates • Associate School Model • Alternate Practicum Placements (aligned with FOCI courses in the Concentration selected) may be completed internationally • Travel Fellowships • TORF – Teaching Overseas Recruitment Fair • Career and Employment Services • Two Federation Days
Other information you want to share:	

Faculty of Education – Some Data	
Total Number of Students:	595
Division Options (e.g., P/J, J/I, I/S):	P/J, I/S
Number of Students in Each Division:	P/J – 329 I/S - 266
Teachables available in I/S (if applicable):	Candidates in the Intermediate-Senior program option choose two of the following subjects: Dramatic Arts English First Nations, Métis and Inuit Studies French as a Second Language Geography History Mathematics Music – Instrumental Music – Vocal Science – Biology Science – Chemistry Science – Physics Visual Arts
Timing of the Program (start and end month, convocation):	Consecutive Teacher Candidates: Begin on or about May 1 st and attend for 16 successive months, finishing the following year in early August. Degree is granted for purposes of OCT certification in August. Convocation is in early November. Concurrent Teacher Candidates: Those exempted from the four-term program by virtue of their start date will begin on or about September 1 and attend for 8 successive months, finishing the following year in late April. Convocation occurs in early June. Those not exempted from the four-term program begin on or about September 1 and attend for 12 successive months. (Concurrent Teacher Candidates have completed all components of the first term during their undergraduate years.
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	The Concurrent B.Ed. program allows students to work towards completing an undergraduate degree and a Bachelor of Education at the same time. Degrees offered: Bachelor of Arts (Honours) Bachelor of Science (Honours) Bachelor of Music Bachelor of Fine Arts Concurrent Education Teacher Candidates complete all the on-campus courses and practicum placements that are incorporated into the first term taken by Consecutive Candidates in Term 1 (Summer).

Faculty of Education – Some Data	
	<p>There is an option for Concurrent Education Teacher Candidates to complete their first year of undergraduate studies at Herstmonceux Castle in the UK. Queen's University is the only university in Canada where students can complete their first year of study overseas. Centred on the themes 'Thinking Locally' and 'Acting Globally', the Bader International Study Centre (BISC) First Year Program is a package specifically designed to build on the Castle's strengths: small class sizes, vibrant community, experiential learning opportunities and international setting. The first term is focused on primary education for 4-11 year olds, and the second term is oriented towards secondary school education. Practicums are completed alongside regular classes, thus enhancing the benefits of this unique interdisciplinary program.</p>
Other information you want to share:	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	<p>Term 1 – 3 weeks in May Term 2 – 6 weeks (3 weeks in October, 3 weeks in November)</p>
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	<p>Term 3 – 4 weeks in February/March Term 4 – 4 weeks in May</p>
How are ATs recognized?	<p>Honoraria Associate Teachers who mentor Teacher Candidates for practicum receive an honorarium based on \$30/per week/per candidate (pro-rated if a candidate works with more than one teacher during the same practicum component). Upon completion of each online summative assessment, Associate Teachers are taken to an online Honoraria Request form. This amount per day is currently under review and is expected to be increased for the coming year. Honoraria for taking Queen's B.Ed./Dip.Ed. candidates in the Fall (October 9–26 & October 29–November 16, 2018) and Winter (February 11–March 8, 2019) will be paid in May. Honoraria for taking B.Ed./Dip.Ed. candidates in the Summer terms will be paid in September. Some district school boards require honoraria be made through payroll. School liaisons will be notified if their district school board follows this policy.</p> <p>Compensation for Continuing Education AQ/ABQ The Faculty is offering a \$100 discount toward tuition fees for an on-site or on-line AQ or ABQ course for Queen's Associate Teachers who</p>

Faculty of Education – Practica	
	<p>have mentored a Queen's B.Ed./Dip.Ed. Teacher Candidate within the current year, or within the last three years or, have coordinated the Associate Teacher program in their school. The rebate must be used within three years of the academic year in which an Associate Teacher mentored a Teacher Candidate or coordinated the Associate Teacher program.</p> <p>Professional Learning Courses The Faculty is offering a \$50 discount toward tuition fees for an online Professional Learning course for an Associate Teacher who has mentored a Queen's B.Ed./Dip.Ed. Teacher Candidate within the current year or within the last three years, or has coordinated the Associate Teacher program in their school. Courses such as Brightspace (D2L) in the Classroom; Integrating iPads and Tablets in Teaching and Learning; Gamification in the Classroom; and Teaching the Digital Learner are now being offered through our Continuing Education department.</p> <p>Associate Teacher of the Year Awards Associate School of the Year Awards</p>
% of teaching done by the TC:	<p>Term 1 – primarily observation</p> <p>Term 2 – 30% (first 3 weeks) 60% (second 3 weeks)</p> <p>Term 3 – 75%</p> <p>Term 4 – 80%</p>
Total number of practica days:	82
Types of alternative practica placements or locations permitted:	<p>The Alternative Practicum is an opportunity to explore an area of educational interest within a context that is different from that experienced during the regular practicum components. Candidates are encouraged to seek placements outside of a school setting. The topic of exploration for the alternative practicum aligns with one of the professional learning goals of the FOCI/EDST concentration. The FOCI instructor must approve the setting of the Alternative Practicum.</p> <p>International placements are quite commonplace in the program as they can provide significant opportunities for Teacher Candidates to have experiences that can develop and expand topics explored in their Concentrations. Teacher Candidates going out of the country, to the Canadian north, or to a placement with an elevated risk due to location or activity must complete the mandatory online Off-Campus Safety Activity (OCASP) 'High Risk Activity' procedure.</p> <p>The Alternative Practicum (PRAC 450/451) has a minimum requirement of 90 hours, but there is no maximum number of hours. The Alternative Practicum normally starts after the March Break; however, candidates have a 4-week timeframe that incorporates the</p>

Faculty of Education – Practica	
	<p>March Break to complete the minimum 90-hour requirement of PRAC 450/451. Candidates must complete the minimum 90-hour requirement of PRAC 450/451 over a three-week duration and cannot complete the minimum 90 hours within a shorter timeframe. This can be completed in two different settings over a three- week period if necessary.</p> <p>Candidates who choose to complete the Alternative Practicum in an Ontario district school board must follow board protocol for the board in which they want to complete the practicum.</p>
Other information you want to share:	As outlined above, Teacher Candidates are assigned to an Associate School in a group that functions as a Professional Learning Community. The group is assigned the task of creating a supportive professional environment. This is accomplished in many ways, most notably by sharing individual reflections on classroom experiences and addressing the PROF 410/411 discussion questions during the scheduled weekly or bi-weekly meetings.

Faculty of Education – TELC	
Who is on the TELC?	<ul style="list-style-type: none"> • Dean • Associate Dean, Teacher Education • Undergraduate Program Advisor • Special Events Coordinator • ETFO Representative • OECTA Representative • OSSTF Representative • ETFO Student Representative • OECTA Student Representative • OSSTF Student Representative • Education Student Society Representative • Concurrent Education Student Association Representative
How frequently does the TELC meet?	Monthly during the academic year with the exception of March
Decisions made by the TELC (e.g., pinning ceremony, workshops):	<ul style="list-style-type: none"> • Content and schedule of the Fall Federation Day • Content and schedule of the Winter Federation Day • Boundary or Professional workshop presentations in Undergraduate Concurrent Education Program
How is your TELC budget spent?	<ul style="list-style-type: none"> • Items connected to Federation Days • Two Dinner Meetings per year • Ad hoc expenses
Other information you want to share:	<ul style="list-style-type: none"> • TELC Chair sits on TEAC • Meetings are known for their dynamic and meaningful exchanges of information. The Federations provide detailed

Faculty of Education – TELC	
	descriptions and analyses of current issues. The faculty members provide updates on changes to the program and invites input on the planning process. Student representatives offer student perspectives, and by their own declaration, learn a great deal about the profession by listening to the discussion around the table.



University: TRENT

Faculty of Education – A Portrait

Mission/Vision:	Construction of identity of learners and teachers through discourse, practice, reflection, and an ethic of care.
Does the Faculty distinguish itself from others? If so, how?	Deep commitment to education from Indigenous, social justice, and environmental perspective.
Features of the program:	4 Practicum blocks, varied course selection, additional math and literacy support, PD workshops.
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	Various electives available i.e.: STEAM, Adventure Education, International Education and many more.
Things that are popular with teacher candidates:	Adventure Education, and STEAM
Other information you want to share:	

Faculty of Education – Some Data

Total Number of Students:	Year One= 143, Year Two= 164 Grand Total= 307
Division Options (e.g.: P/J, J/I, I/S):	P/J, I/S
Number of Students in Each Division:	Year One I/S= 48 Year Two I/S= 54 Year One P/J= 95 Year Two P/J=110
Teachables available in I/S (if applicable):	Computer Studies, Dramatic Arts, English, FNMI Studies, French, Geography, History, Math, Phys-Ed, Biology, Chemistry, Physics, Visual Arts.
Timing of the Program (start and end month, convocation):	Start: Last Week of August, Convocation: June, End: April
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	No

Faculty of Education – Some Data

Other information you want to share:	
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Faculty of Education – Practica

How are the practica structured in Semester 1 & 2 (Year 1 of the program):	Semester One= 3 week placement Semester Two= 5-6 week placement
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	Semester One= 3 week placement (+ Observation Week) Semester Two= 5-6 week placement
How are ATs recognized?	\$7.50 a day Honorarium
% of teaching done by the TC:	Gradually increases in time (up to 100% eventually)
Total number of practica days:	84 Days
Types of alternative practica placements or locations permitted:	School based placement outside of partner school boards. Indigenous knowledge Social Justice Ecology Environment
Other information you want to share:	

Faculty of Education – TELC

Who is on the TELC?	Dean, Practicum Advisor, Events Co-ordinator, AQ rep, Indigenous Studies, Affiliates (ETFO, OECTA, OSSTF) and teacher candidates that represent each affiliate.
How frequently does the TELC meet?	4 times a year
Decisions made by the TELC (e.g., pinning ceremony, workshops):	Pinning ceremony, distribution of funds, events, issues, current affairs etc.
How is your TELC budget spent?	Sending teacher candidates to OTF Symposium, snacks, mileage.
Other information you want to share:	



University: UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY (UOIT)

Faculty of Education – A Portrait

Mission/Vision:	<p>VISION Our faculty strives to educate thoughtful, well-informed and socially responsible educational leaders, making optimal uses of new and emerging digital technologies for learning.</p> <p>MISSION Drawing from a research agenda focused on education and digital technology, the Faculty of Education provides a rich, engaging and well-grounded understanding of curricular and pedagogical design, print and digital literacies, educational law, ethics and policy, educational research, and learning assessment to the next generation of educational professionals.</p> <p>VALUES</p> <ul style="list-style-type: none"> ● Integrity and respect – We embrace honesty, inclusivity, and equity in all that we do. ● Honesty and accountability – Our actions reflect our values, and we are accountable for both. ● Dedication to quality and intellectual rigour – We strive for excellence with energy, commitment and passion. ● Pursuit of innovation - We cultivate creativity, adaptability and flexibility in our students, faculty and staff.
Does the Faculty distinguish itself from others? If so, how?	<ul style="list-style-type: none"> ● 16-month program (Semester 3 occurs in May-June of Year1)) ● Semester 3 is completed fully online (synchronous and asynchronous learning opportunities) ● Focus on STEM and digital literacies ● Foundations of teaching and learning series of courses (collaborative approach using a team of instructors) where the instructors also serve as their students' supervisors (we refer to the role as Instructor/University Liaison) during practicum

Faculty of Education – A Portrait	
Features of the program:	<p>The Faculty of Education offers a 16-month Consecutive B.Ed. Program in the preparation of Primary/Junior (P/J) and Intermediate/Senior (I/S) teachers. The emphasis on technology in learning and teaching is a defining element of UOIT's Bachelor of Education Program. Teacher Candidates (TCs) use technology in their own learning experiences so that they will understand how to integrate technology into classroom practice. Courses use inquiry and problem-solving approaches, with a focus on the importance of subject matter as the catalyst for teacher-learner interaction, as well as individual learning and teaching in shaping learning conditions. The Faculty's Bachelor of Education Programs are based on key educational principles, including technology, diversity, reflection and praxis. The Enhanced Program models key elements of education at the edge of innovation, such as a blend of face-to-face and online curriculum offerings, encouraging the use of digital technologies and multiple forms of literacy so that TCs will be leaders of technology in their schools and school boards, and in other workplaces, such as professional development, adult education, and training.</p>
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<ul style="list-style-type: none"> • Primary/Junior and Intermediate/Senior Division offerings • All must take courses in STEM (e.g., Coding and Communications, Mathematics Thinking and Doing) and digital literacies • Mental Health First Aid
Things that are popular with teacher candidates:	<p>From our teacher candidates:</p> <ul style="list-style-type: none"> • Professors/instructors make relationships with each Teacher Candidates. Teacher Candidates are not simply numbers in this program they are regarded as respected colleagues. The Staff of this Faculty is phenomenal. They are so approachable, and I believe this is huge factor that sets this program apart from other education programs. They really want to see each of succeed and are willing to help us out in any way. They have our back! (<i>Year 1 Student</i>) • A focus on “knowing your students” and differentiating learning for all; student well-being and mental health improve the teacher candidates preparedness for entry into the professions (<i>Year 2 Student</i>) • The emphasis on inquiry in mathematics (<i>Year 1 Student</i>) • Teacher candidate led student conferences (<i>Year 2 Student</i>)
Other information you want to share:	

Faculty of Education – Some Data	
Total Number of Students:	The program is funded for 126 teacher candidates.
Division Options (e.g., P/J, J/I, I/S):	P/J I/S
Number of Students in Each Division:	P/J - 60 I/S - 60
Teachables available in I/S (if applicable):	English, History, Mathematics, Chemistry, Physics, Biology, General Science, Physical Education
Timing of the Program (start and end month, convocation):	Semester Timing (using 2017 as an example) Semester 1: September – December 2017 Semester 2: January – April 2018 Semester 3: May - June 2018 (fully online semester) Semester 4: September - December 2018
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	<p>The Faculty of Education's Concurrent Education Program allows students to apply for advanced acceptance into the Consecutive Bachelor of Education Program when they apply for admission to a UOIT undergraduate degree program. These students do not take any Bachelor of Education courses while completing their undergraduate degrees. The Concurrent Education option is available for both the Primary/Junior and Intermediate/Senior programs. The Concurrent Education Program allows students to participate in education seminars, visit B.Ed. classes, and discover if a career in education is right for them, while completing their undergraduate degree at UOIT. Students will be encouraged to meet faculty, current teacher candidates, and graduates to gain a better understanding of the teaching profession and the multiple career paths one may pursue with a Bachelor of Education degree. Enlisted and qualifying undergraduates will be admitted to the Consecutive Education Program upon completion of their UOIT undergraduate degree.</p> <p>Additional details of the Concurrent Intermediate/Senior Education Program are located in the UOIT online Academic Calendar: http://calendar.uoit.ca/preview_program.php?catoid=12&poid=2226&returnto=443</p> <p>Additional details of the Concurrent Primary/Junior Education Program are located in the UOIT online Academic Calendar: http://calendar.uoit.ca/preview_program.php?catoid=12&poid=2225&returnto=443</p>
Other information you want to share:	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	<p>The structure of the Field Experience for the Primary/Junior and Intermediate/Senior divisions of the B.Ed. Consecutive Programs (for the 2017 cohort), are as follows:</p> <p>Field Experience 1 (Semester 1) Sept. 7-8, Sept. 29, Oct. 6, Oct. 20, Nov. 3, Nov. 14, 2017- (observation – 7 days) Nov. 17-Dec. 20, 2017 (practicum block – 24 days) Debrief day on campus – December 21, 2017 FEI total: 31 days</p> <p>Field Experience 2 (Semester 2) Feb. 2, Mar. 2, 2018 (observation – 2 days) Mar. 19 – Apr. 25, 2018 (practicum block – 26 days) Debrief day on campus – April 26, 2018 FEII total: 28 days</p>
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	<p>The structure of the Field Experience for the Primary/Junior and Intermediate/Senior divisions of the B.Ed. Consecutive Programs (for the 2017 cohort), are as follows:</p> <p>Field Experience 3 (Semester 4) Sept 4-7, Sept 14, 2018 + 2 additional observation days (observation – 6 days) Nov. 15 – Dec. 20, 2018 (practicum block – 26 days) Debrief day on campus – December 21, 2018 FEIII total: 32 days The total number of practicum days is 91 days.</p>
How are ATs recognized?	Each Associate Teacher receives an honorarium of \$100.00 per teacher candidate.
% of teaching done by the TC:	25%-50% by the end of Field Experience 1 75% by the end of Field Experience 2 100% by the end of Field Experience 3
Total number of practica days:	It varies per academic but so far, we have had a range of 86 to 91 days.
Types of alternative practica placements or locations permitted:	We do not have a specific alternative practicum.
Other information you want to share:	

Faculty of Education – TELC	
Who is on the TELC?	Faculty of Education Representatives - Ron & Diana Student Representatives - Year 1 & 2 (each federation, student association president) Federation partners, including the ETFO OT President

Faculty of Education – TELC	
How frequently does the TELC meet?	4 times per year
Decisions made by the TELC (e.g., pinning ceremony, workshops):	Pinning ceremony (on September Federation Day) Workshops Resources for program
How is your TELC budget spent?	TELC Conference (Federation partners) Pinning ceremony supplies (pins, business cards) Release expenses for TELC members Workshop supplies Resources and refreshments for meetings Resources for program (e.g., books)
Other information you want to share:	TELC Chair also sits on the TEAC We have a close relationship with our partners, and we communicate frequently with our chair.

PROPOSED B.Ed. Program Map CHANGES for P/J and I/S Cohorts Entering Fall 2019

Primary/Junior Fall I Semester	Intermediate/Senior Fall 1 Semester
<ul style="list-style-type: none"> EDUC 1300U – Foundations I: Planning and Preparation + Field Experience EDUC 1301U – Learning and Development 	
<ul style="list-style-type: none"> EDUC 1302U – P/J Digital Literacies I (Language Arts and Digital Technology) EDUC 1303U – P/J STEM I (Science-Technology and Mathematics) EDUC 1304U – P/J Arts/Health and Physical Education Newly created PJ “Arts” course 	<ul style="list-style-type: none"> CURS - Curriculum Studies I* CURS - Curriculum Studies I* EDUC 1309U – I/S Digital Literacies and Information and Communication Technology

Primary/Junior Winter Semester	Intermediate/Senior Winter Semester
<ul style="list-style-type: none"> EDUC 1305U – Foundations II: Curriculum Theory and Practice + Field Experience 	

Primary/Junior Winter Semester	Intermediate/Senior Winter Semester
<ul style="list-style-type: none"> • EDUC 1306U – P/J Digital Literacies/Social Studies II (Language Arts and Social Studies) • EDUC 1307U – P/J STEM II (Science-Technology and Mathematics) • EDUC 1308U – P/J Mathematical Thinking and Doing • Newly created PJ Health and Physical Education course 	<ul style="list-style-type: none"> • CURS - Curriculum Studies II* • CURS - Curriculum Studies II* • EDUC 1310U – I/S Mathematical Thinking and Doing • EDUC 1311U – I/S Coding and Communication (moved from Semester 4)

Primary/Junior Spring/Summer Online Semester	Intermediate/Senior Spring/Summer Online Semester
<ul style="list-style-type: none"> • EDUC 2400U – Equity and Diversity • EDUC 2401U – Learning in Digital Contexts • EDUC 2402U – Teaching for Inclusion: Special Needs and Individualized Education • EDUC 2404U – Education Law, Policy and Ethics • EDUC 2406U – Reflective Practice/Action Research 	

Primary/Junior Fall II Semester	Intermediate/Senior Fall II Semester
<ul style="list-style-type: none"> • One elective • One elective – moved from Semester 2 • EDUC 2405U – Foundations III: Long Range Planning and Assessment + Field Experience • EDUC 2407U – Mental Health Issues in Schools 	
<ul style="list-style-type: none"> • EDUC 2408U – P/J Coding and Communication 	<ul style="list-style-type: none"> • EDUC 2403U – Independent Inquiry/Internship • EDUC 1311U – I/S Coding and Communication (moved to Semester 2)

***Curriculum Studies (Methods) Courses (for I/S Division)**

Students complete two curriculum studies courses in each of semesters one (first fall) and two (winter). Students must take one course per term in each of the teachable subject areas in which they were admitted.

- CURS 4100U – Curriculum Studies I: I/S Biology and
- CURS 4101U – Curriculum Studies II: I/S Biology

Primary/Junior Fall II Semester	Intermediate/Senior Fall II Semester
<ul style="list-style-type: none"> • CURS 4110U – Curriculum Studies I: I/S English and • CURS 4111U – Curriculum Studies II: I/S English 	
<ul style="list-style-type: none"> • CURS 4120U – Curriculum Studies I: I/S Chemistry and • CURS 4121U – Curriculum Studies II: I/S Chemistry 	
<ul style="list-style-type: none"> • CURS 4130U – Curriculum Studies I: I/S Physics and • CURS 4131U – Curriculum Studies II: I/S Physics 	
<ul style="list-style-type: none"> • CURS 4140U – Curriculum Studies I: I/S Mathematics and • CURS 4141U – Curriculum Studies II: I/S Mathematics 	
<ul style="list-style-type: none"> • CURS 4180U – Curriculum Studies I: I/S General Science and • CURS 4181U – Curriculum Studies II: I/S General Science 	
<ul style="list-style-type: none"> • CURS 4501U – Curriculum Studies I: I/S History and • CURS 4502U – Curriculum Studies II: I/S History 	
<ul style="list-style-type: none"> • CURS 4503U – Curriculum Studies I: I/S Health and Physical Education and • CURS 4504U – Curriculum Studies II: I/S Health and Physical Education 	
<p>Teacher candidates take two of the following electives to satisfy the requirements of the B.Ed. Degree:</p>	
<p>Winter Electives will be offered in Semester 4 on two different days</p> <ul style="list-style-type: none"> • EDUC 3200U – Pedagogy of the Land • EDUC 3205U – Visual Arts: An Introduction to Indigenous Art • EDUC 3206U – Teaching the Catholic Religion in Schools • EDUC 3207U – Teacher as Coach • EDUC 3211U - Outdoor Education: Winter to be replaced with EDUC 3209U – Outdoor Education 	
<p>Fall II Electives</p> <ul style="list-style-type: none"> • EDUC 3201U – Environmental Education • EDUC 3206U – Teaching the Catholic Religion in Schools • EDUC 3208U – Teaching Kindergarten • EDUC 3210U – Teaching French in Schools • EDUC 3209U - Outdoor Education Leadership to be replaced with EDUC 3209U – Outdoor Education 	



University: WESTERN

Faculty of Education – A Portrait

Mission/Vision:	To make a difference in the lives of students, families and communities.
Does the Faculty distinguish itself from others? If so, how?	Western's Teacher Education program seeks to distinguish itself in the preparation of teachers to serve in areas of particular <i>need</i> in education, both in Canada and internationally—such areas as teaching in high poverty schools, low-income communities, or international settings; teaching children in the early years of education; or teaching French or STEM (science, technology, engineering, and math).
Features of the program:	We work with community organizations in Ontario to provide Alternative Field Experiences for Teacher Candidates, and with the International Education Office in this Faculty to offer international opportunities for Teacher Candidates.
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	We have a number of specialty areas: International; Urban Education; French; Mathematics; STEM Education and Advanced Studies in the Psychology of Achievement, Inclusion and Mental Health. All students take Social Foundations, Learning Teaching and Development, Special Education, Creating Supportive Learning Environments, Aboriginal Education.
Things that are popular with teacher candidates:	We introduced a new course on LGBTQ Issues in Education which is very popular, as is a course on Mental Health Literacy
Other information you want to share:	

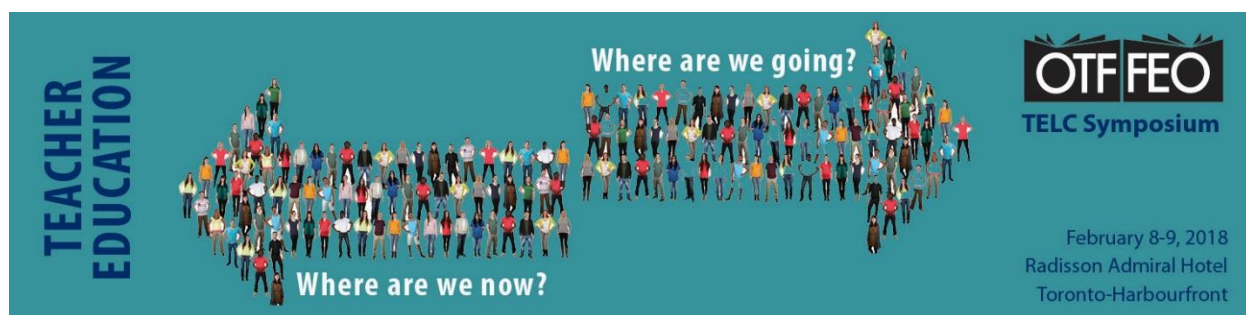
Faculty of Education – Some Data

Total Number of Students:	717 total for 2018/19 (341 in Year 1, 376 in Year 2)
Division Options (e.g., P/J, J/I, I/S):	P/J, P/J French, J/I, I/S

Faculty of Education – Some Data	
Number of Students in Each Division:	P/J – 276 (115 yr 1, 161 yr 2) P/J French – 40 (18 yr 1, 22 yr 2) J/I – 69 (38 yr 1, 31 yr 2) I/S – 332 (170 yr 1, 162 yr 2)
Teachables available in I/S (if applicable):	Economics, English (First Language), Environmental Science, Family Studies, French (Second Language), Geography, Health & Physical Education, History, Law, Mathematics, Music – Instrumental, Music – Vocal, Philosophy, Politics, Religious Education, Science–Biology, Science–Chemistry, Science–General, Science–Physics, Social Studies–General
Timing of the Program (start and end month, convocation):	September – April in each of 2 years; convocation early-mid June
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	no
Other information you want to share:	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	Practicum 1 – 4 weeks beginning mid-November Practicum 2 – 4 weeks beginning late March
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	Practicum 3 – 6 weeks beginning the first day of school in September Practicum 4 – 5 or 6 weeks beginning late-February
How are ATs recognized?	\$8/day honoraria; we are currently exploring additional ways to celebrate
% of teaching done by the TC:	Expectations increase for each subsequent teaching block (expectations are guidelines, not absolute requirements): Practicum 1 – 1/4 of the day by end of block Practicum 2 – 1/2 of the day by end of block Practicum 3 – 2/3 of the day by end of block Practicum 4 – full day by end of block
Total number of practica days:	90 – 100
Types of alternative practica placements or locations permitted:	None for practicum
Other information you want to share:	

Faculty of Education – TELC	
Who is on the TELC?	Kathy Hibbert (Associate Dean, TE) Carolyn Wilson (Practicum Manager, TE) Three Teacher Candidates representing OECTA, OSSTF and ETFO (year 1 and 2) Representatives from ETFO, OECTA and OSSTF We should have a TE instructor representative, but have not had a response to our call for volunteers
How frequently does the TELC meet?	6 times per year; approx. every 6 weeks.
Decisions made by the TELC (e.g., pinning ceremony, workshops):	There is a great deal of exchanging of helpful information; we collaborate on planning or debriefing sessions offered;
How is your TELC budget spent?	-release time to affiliates; -to support Teacher Candidate representation travel and accommodation to TELC sponsored activities such as the symposium; -refreshments are provided at every meeting; -planning for Federation Day; -prizes or swag for events
Other information you want to share:	



University: WILFRID LAURIER

Faculty of Education – A Portrait

Mission/Vision:	<p>The Faculty of Education at Wilfrid Laurier University fosters excellence in teacher education and scholarship through inquiry, reflection, and collaborative sustained partnerships in learning.</p> <p>The Faculty of Education at Laurier is committed to utilizing and researching collective and inclusive approaches that address the complex challenges associated with teaching and learning. The Faculty actively builds authentic and meaningful connections, collaborations and partnerships with their students and community.</p>
Does the Faculty distinguish itself from others? If so, how?	A key strength of our program that differentiates us among faculties of education within Ontario are the strong links with five local school boards where students apply the theory they learn in their university classes to the teaching experiences of their field placements.
Features of the program:	<p>Professional Development School Placement</p> <p>TECs are assigned to one school for an entire year for extensive, in-depth, and sustained field experiences. Beginning within the first week, students spend two days in their PDS placement. In their second year, TECs are assigned to a different PDS so they can experience two schools that serve different student populations.</p>
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<p>International Education Studies</p> <p>The first of its kind in Canada, this collaborative program is your pathway to teach in international schools or pursue education-related work in other fields. Courses are taken from the Faculty of Education and Department of Global Studies to build global awareness, cultivate intercultural competencies, and learn teaching philosophies and approaches specifically for international settings.</p> <p>Master of Education (MEd) degree programs: Interdisciplinary Focus and Student Affairs Focus</p>
Things that are popular with teacher candidates:	<p>-alternative placement opportunities (Haiti and overseas opportunities)</p> <p>-PDS opportunity</p> <p>-small numbers/intimate</p>

Faculty of Education – A Portrait

Other information you want to share:	The Faculty of Education has formalized a commitment to Indigenous education. Laurier has a specific course dedicated to Indigenous topics and Truth and Reconciliation calls to action. They integrate Indigenous worldviews and cultures within the majority of their courses as well as host guest speakers and weekly 'Lunch and Learn' sharing circles devoted to their TECs developing a greater understanding of contemporary Indigenous topics and incorporating ways of knowing into lesson plans. TECs also take field trips to Indigenous settings, the Faculty encourages alternative placements on reserves and provides hundreds of Indigenous resources on a dedicated website.
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Faculty of Education – Some Data

Total Number of Students:	140 TECs in total
Division Options (e.g., P/J, J/I, I/S):	This program is a two-year consecutive teacher education program. Graduates of the program earn a Bachelor of Education (BEd) degree and will be qualified to teach the Ontario curriculum within the Primary/Junior division (kindergarten to Grade 6) or the Junior/Intermediate division (Grade 4 to Grade 10).
Number of Students in Each Division:	Year One – 72 TECs (34 P/J and 38 J/I) Year Two – 68 TECs (35 P/J and 33 J/I)
Teachables available in I/S (if applicable):	Not Applicable
Timing of the Program (start and end month, convocation):	Two year program Starts last week of August –Professional Teaching Orientation Week and ends at the end of April each year: Year One-Alternative Placement (last 3 weeks of April) Year Two-Professional Teaching Transition Week (last week of April) Convocation-June 14, 2019
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	Not Applicable
Other information you want to share:	

Faculty of Education – Practica

How are the practica structured in Semester 1 & 2 (Year 1 of the program):	Our teacher education program is built on the Professional Development School (PDS) model. Students spend two days a week throughout the year in PDS placement schools, in addition to scheduled block practicums.
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Faculty of Education – Practica	
	<p>Year One:</p> <p>Practicum 1 –November 26 to December 14</p> <p>Practicum 2 –March 18 to April 5</p> <p>*2 field days per week in a PDS site</p> <p>Alternative Placement – April 8 to April 26</p>
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	<p>Year Two:</p> <p>Practicum 3 –October 7 to October 18</p> <p>Practicum 4 –November 25 to December 13</p> <p>*2 field days per week in a PDS site</p> <p>LPP –February 10 to April 24</p>
How are ATs recognized?	<p>- no formal recognition, wine and cheese has been offered in the past</p> <p>- associate teachers receive fee discounts, which they can often combine with subsidies from their employer and professional associations</p>
% of teaching done by the TC:	<p>Up to 25% first practicum</p> <p>Up to 50% second practicum</p> <p>Up to 50-75% third practicum</p> <p>Up to 75-100% fourth practicum (100% expected by end)</p>
Total number of practica days:	In total, students spend 40 weeks teaching in a classroom or alternative learning setting.
Types of alternative practica placements or locations permitted:	<p>At the end of your first year, students will have a three-week alternative education placement where they apply community service-learning outside the regular kindergarten to Grade 12 (K-12) school system.</p> <p>Students can also take advantage of international teaching opportunities. Past placements have included federally run schools (on Reserve), Section 23 programs, KidsAbility, museums, outdoor education centres and international placements in Haiti, Nepal, China, Egypt and Finland. The alternative placement provides students with valuable practical experience that may not be available at their host school. Because this placement occurs at the end of first year, there may be opportunities to continue the placement during the summer months.</p>
Other information you want to share:	<p>To support the transition from Teacher Education Candidate (TEC) to practicing professional, TECs complete an extended, 10-week Laurier Professional Placement (LPP) at the end of second year. In the LPP students work hand-in-hand with a mentor teacher, assigned to them at their PDS site for the second year of the program. During the LPP, students will meet with a small seminar group on a regular basis to reflect on their practice and construct professional knowledge as a community of learners. The LPP provides extensive opportunities for varied classroom and school experiences that will deepen knowledge of current Ontario curriculum and policy and allow students an opportunity to demonstrate and build their professional teaching skills.</p>

Faculty of Education – TELC	
Who is on the TELC?	Dean of Faculty, Associate Dean, Placement Coordinator, Administrative Officer from the Faculty, Students Representatives, Members from local affiliates (OECTA – Waterloo, Wellington, ETFO – Waterloo, Upper Grand, ETFO WORTL – Waterloo, Upper Grand)
How frequently does the TELC meet?	4 times per year plus professional workshop days hosted by affiliates
Decisions made by the TELC (e.g., pinning ceremony, workshops):	-workshops and professional development opportunities provided by affiliates
How is your TELC budget spent?	-release time, speakers, food for TECs and affiliate members (meetings/workshop days etc.), “gifted” books for students in the past
Other information you want to share:	



University: WINDSOR

Faculty of Education – A Portrait

Mission/Vision:	The Faculty of Education, University of Windsor, promotes the professional and scholarly growth of teachers at all levels as reflective, caring, competent and innovative educators. We advance knowledge and contribute to the improvement of pedagogical practice through our teaching, research, scholarly activities, community service and development. Our undertakings are informed and shaped by a commitment to equity and social justice.
Does the Faculty distinguish itself from others? If so, how?	Most of our service-learning programs are unique to Windsor. LEAD, Reciprocal Learning, Tanzania and Jamaica vulnerable population studies, etc.
Features of the program:	
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<p><i>Service-Learning for BEd Students</i> http://www.uwindsor.ca/education/bed-consecutive-program In the service-learning course, Beginning Time Ab/Original Teachings, teacher candidates participate in a series of learning experiences providing clear distinctions between the culture of the original peoples and popular mystical and mythical concepts of "Aboriginal" people; expanding teacher candidates' familiarity and knowledge about the culture of the Anishabe people; and providing teacher candidates with the opportunity to think through, and learn from traditional teaching and learning modalities.</p> <p>Leadership Experience Academic Direction (LEAD) is a service-learning course offered to interested Primary/Junior, Junior/Intermediate and Intermediate/Senior Teacher Candidates through a partnership with the Faculty of Education, University of Windsor and the Windsor Essex Catholic and Greater Essex County District School Boards. The objectives of LEAD are to gain an understanding of youth in the 21st century who are identified at risk. The LEAD program provides a unique field experience where the Teacher Candidate is mentored by both the Student Success teacher,</p>

Faculty of Education – A Portrait	
	<p>as well as the Associates from their teachable areas and examines alternate forms of education.</p> <p>MILE Urban Education provides teacher candidates opportunities to: participate in an organized service activity that meets identified community needs; reflect on the service activity; practice pedagogical skills and strategies in a non-judgemental and supportive context; gain a broader understanding of educational and social issues; and gain an enhanced sense of civic responsibility. The Teacher Education Reciprocal Learning Program (RLP) was developed in 2010 between the University of Windsor and Southwest University (SWU) China, and in the partnership with the Greater Essex County District School Board.</p> <p>The goals of RLP are to provide an exceptional experience with international engagement, to broaden teacher candidates' horizons for a society of increasing diversity, to foster international collaboration among faculty members who are interested in cross-cultural studies, multicultural education, and to enhance the international reputation of the University of Windsor.</p> <p>Vulnerable and marginalized studies is a service-learning and community outreach program offered by the University of Windsor, Faculty of Education. It provides teacher candidates and graduate students with opportunities to actively participate in meaningful international service-learning in a developing world context through an alternative practicum. As well, Jamaica has become a teaching opportunity for teacher candidates in this program.</p>
Things that are popular with teacher candidates:	Service-learning allows Teacher Candidates to interact in the community. There is an annual Social Justice Conference. Advisory groups meet to share practical and helpful information.
Other information you want to share:	

Faculty of Education – Some Data	
Total Number of Students:	733
Division Options (e.g., P/J, J/I, I/S):	P/J, J/I, I/S
Number of Students in Each Division:	P/J = 267 J/I = 106 I/S = 310 Technological Studies = 35
Teachables available in I/S (if applicable):	All subject areas are available. In I/S, certain teachable combinations are allowed.
Timing of the Program (start and end month, convocation):	Program runs September – April Technological Studies is a 14 month blended delivery model Convocation is scheduled for May 31, 2019

Faculty of Education – Some Data	
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	<p><u>P/J Concurrent Programs:</u> BA Psychology/ECE/BEd BA French/BEd</p> <p><u>I/S Concurrent Programs:</u> Bachelor Music Education/BEd BA Communication, Media, and Film/BEd BA Drama/BEd BA English/BEd BA Political Science/BEd BA French Studies/BEd BA History/BEd BA Visual Arts/BEd Bachelor Science General Science/BEd Bachelor of Mathematics/BEd</p> <p><u>Structure</u> Year 1: 5 undergrad courses in Fall, 5 in Winter, 1 BEd course all year Year 2: 5 undergrad courses in Fall, 5 in Winter, 1 BEd course all year Year 3: BEd program (Year 1, Semester 1) in Fall, BEd program (Year 1, Semester 2) in Winter Year 4: 5 undergrad courses in Fall, 5 in Winter, BEd course all year Year 5: BEd program (Year 2, Semester 3) in Fall, BEd program (Year 2, Semester 4) in Winter</p>
Other information you want to share:	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	Oct 9-19 (9 days) Nov 26-Dec 14 (15 days) March 18-April 18 (24 days)
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	Sept 4-7 (4 days) Nov 12-Dec 14 (25 days) March 18- April 18 (24 days)
How are ATs recognized?	In addition to the AT Appreciation dinner, they receive \$8/day when they host a TC.
% of teaching done by the TC:	<p><u>Year 1, Semester 1</u> Week 1: Observation and scaffolded interaction with students Week 2: Collaborative planning and teaching Week 3: Teaching up to 25% Weeks 4 and 5: Teaching up to 50%</p> <p><u>Year 1, Semester 2</u> Week 1: Observation and scaffolded interaction with students Week 2: Collaborative planning and teaching up to 25%, collaborative assessment of students Week 3: Teaching 25% to 50%</p>

Faculty of Education – Practica	
	<p>Week 4: Teaching 50% to 75%</p> <p>Week 5: Teaching 75% to 100%</p> <p><u>Year 2, Semester 3</u></p> <p>Week 1: Observation, scaffolded interaction with students, collaborative planning, teaching, and assessment of students</p> <p>Week 2: Teaching up to 50%</p> <p>Week 3: Teaching up to 75%</p> <p>Week 4: Teaching up to 100%</p> <p>Week 5: Teaching up to 100% and assessment of students</p> <p><u>Year 2, Semester 4</u></p> <p>Week 1: Observation, scaffolded interaction with students, collaborative planning, teaching, and assessment of students, teaching 50% to 75%</p> <p>Week 2: Teaching 75% to 100%</p> <p>Week 3: Teaching 75% to 100% and assessment of students</p> <p>Week 4: Teaching 100% and assessment of students</p> <p>Week 5: Teaching 100% and assessment of students</p>
Total number of practica days:	<p>Consecutive Year 1 and Concurrent Year 3 - 48 days</p> <p>Consecutive Year 2 - 53 days</p>
Types of alternative practica placements or locations permitted:	<p>Candidates are placed in the following 4 Boards of Education:</p> <p>Greater Essex County DSB</p> <p>Windsor Essex Catholic DSB</p> <p>Lambton Kent DSB</p> <p>St Clair Catholic DSB</p> <p>Other Ontario school boards are considered if requested by a TC.</p>
Other information you want to share:	

Faculty of Education – TELC	
Who is on the TELC?	We have representatives from the education affiliates, RTO, students from the Faculty, the Associate Dean of Pre-Service, and the Field Experience Coordinator.
How frequently does the TELC meet?	We meet 6 to 8 times during the school year.
Decisions made by the TELC (e.g., pinning ceremony, workshops):	We plan and host a pinning ceremony/Boundaries presentation in the Fall, an Associate Teacher Appreciation dinner, and an OTF/Affiliate workshop day.
How is your TELC budget spent?	We purchase the pins and pledge cards, share costs for the AT dinner and door prizes. We have also purchased thank you gifts for our ATs (eg., sticky notes). Our meetings take place after school, so we provide dinner for our TELC members.
Other information you want to share:	



University: YORK

Faculty of Education – A Portrait

Mission/Vision:	<p>MISSION Reinventing education for a diverse, complex world</p> <p>VISION As a leading education faculty in Canada, we strive to make education accessible and ensure that all students contribute to, and strengthen the communities in which they live and work. We will achieve this by:</p> <ul style="list-style-type: none"> (i) being responsive and flexible in an ever-changing environment; (ii) offering academic and professional programs of the highest quality underpinned by principles of community, equity, and social justice, and; (iii) cultivating and sustaining a vibrant research culture through scholarship that is creative, provocative, collaborative, and interdisciplinary.
Does the Faculty distinguish itself from others? If so, how?	<ul style="list-style-type: none"> 1) One of the few faculties who still have secondees and master teachers 2) Faculty focuses on access to the program 3) BEd for students in Tech Education and Indigenous Teacher Ed. 4) Equity, diversity, and inclusion are the main focuses in all courses. 5) Largest English BEd / Teacher Education program in Ontario.
Features of the program:	<p>The program is structured around four broad themes:</p> <ul style="list-style-type: none"> 1) Orientation to the profession in community 2) Learners 3) Classroom and Curriculum 4) Schooling, Society and Research
Specialized program options available to teacher candidates (e.g. Urban Education, STEM, etc.):	<p>Technological Education, Indigenous Education, Glendon- French Language, Jewish Teacher Education, Partner with ECE Program - Ryerson University</p> <p>Also offer a formal specialization in International Education</p>

Faculty of Education – A Portrait

Things that are popular with teacher candidates:	<p>-For the Tech Cohort, having a BEd program that is available in the GTA area.</p> <p>-2nd Year Students enjoy having a practicum block outside of their class and program blocks.</p> <p>-Student Services and FESA are very hands on and supportive for students and responsive towards students concerns and needs.</p> <p>-Course professors who are able to bridge theory and practice</p> <p>-6 week blended research into practice course that allows student to put practice into place while on practicums and also able to extend that learning and research in additional studies and practice.</p>
Other information you want to share:	-

Faculty of Education – Some Data

Total Number of Students:	TOTAL Students: 1259
Division Options (e.g., P/J, J/I, I/S):	P/J, J/I, I/S
Number of Students in Each Division:	<p>P/J-639</p> <p>J/I-204</p> <p>I/S-416</p>
Teachables available in I/S (if applicable):	<ul style="list-style-type: none"> • Business Studies (Accounting, Entrepreneurship, General or Info and Communication Technology) • Computer Studies • Dance • Dramatic Arts • Economics • English • Environmental Science • Family Studies • French as a Second Language • Geography • Health and Physical Education • History • Law • Mathematics • Music - Instrumental • First Nations, Métis and Inuit Studies • Philosophy • Politics • Religious Education in the Catholic Schools • Science (Biology, Chemistry, General, Physics, General) • Social Sciences General • Visual Arts • Technological Education

Faculty of Education – Some Data	
	<p>Technological Education</p> <ul style="list-style-type: none"> • Communication Technology • Computer Technology • Construction Technology • Green Industries • Hairstyling & Aesthetics • Health Care • Hospitality and Tourism • Manufacturing Technology • Technological Design • Transportation Technology
Timing of the Program (start and end month, convocation):	<p>(last week in) August- (late) April</p> <p>Convocation is in June</p>
Is there a Concurrent Education option? If so, what does it look like? How is it structured?	<p>Yes, there is a Concurrent Education option.</p> <p>Students complete two degrees at the same time at York University</p> <p>YEAR 1-3: Students complete three years of their honours degree with their 'home' faculty.</p> <p>YEAR 4: Students complete YEAR ONE of BEd with Faculty of Education.</p> <p>YEAR 5: Students return to their 'home' faculty to complete their undergrad degree.</p> <p>YEAR 6: Students return to the Faculty of Education to complete their capstone year- YEAR TWO of BEd.</p> <p>At the end of Year 6, students complete both degrees.</p> <p>Students can apply as Direct Entry from high school or Students can apply as upper-year York University students (after completion of 90 Credits)</p>
Other information you want to share:	

Faculty of Education – Practica	
How are the practica structured in Semester 1 & 2 (Year 1 of the program):	<p>The first year of the 2-year program will focus on the development of professional understandings and relationships within the school and the community. During the fall and winter academic terms, teacher candidates will attend placement at the host school for one day per week and a community practicum one day per week, where they will have responsibility for participating actively for 100% of the day, and undertaking a range of experiences such as working with small groups and/or individual students, and deconstructing their understandings of teaching and learning with a focus on links</p>

Faculty of Education – Practica	
	<p>between theory and practice, school and community, facilitating classroom transitions, co-planning and co-teaching with the mentor teacher, and engaging in lesson study. Community organizations and schools are encouraged to welcome a cohort of teacher candidates who will have the opportunity to experience different learning environments (activities, programmes, divisions, non-classroom settings, rotary, ELL, special education, etc.) throughout the year.</p> <p>There is not be a teaching block in the first year, nor a requirement to independently teach and plan during the one-day-per-week school-based placement. At the end of Year One, having immersed themselves in the work of the school and community each week, and having developed strong professional relationships and understandings, teacher candidates will be well prepared to take on independent planning and teaching in the fall semester of Year Two.</p>
How are the practica structured in Semester 3 & 4 (Year 2 of the program):	<p>Teacher Candidates will engage with curricular content in planning, initiating, sustaining, culminating and assessing learning. In addition, TCs are responsible for creating the environment for learning engagements, facilitating classroom discourse, creating learning engagements within units, and maintaining a high level of professionalism.</p> <p>Teacher Candidates will attend placement at the host school for two days per week during the fall term, followed by a 2-week Professional Learning Experience.</p> <p>Teacher Candidates will attend placement for 6 days, followed by a 5- week Professional Learning Experience. Professional Learning Experiences (PLEs), which facilitate teaching over sustained periods (2 weeks in the fall term of Year Two and 5 weeks in the winter term of Year Two).</p>
How are ATs recognized?	<p>Mentor Teachers: Year ONE – PJ/JI/IS - 1 day per week – NO BLOCK - \$200 per Year Year TWO - PJ/JI/IS - Fall OR Winter - \$200 per Term</p> <p>Site Coordinators: YEAR TWO PJ/JI/IS - per term \$50/TC/TERM YEAR ONE - 1 day/week NO BLOCK - \$75/TC/ YEAR</p>
% of teaching done by the TC:	<p>Active engagement 100% of the day in both YEAR ONE and YEAR TWO.</p> <p>YEAR ONE: There is no requirement to independently teach and plan during the one-day-per-week school-based placement.</p>

Faculty of Education – Practica	
	YEAR TWO: Practicum experience qualitatively measured against the exit requirements
Total number of practica days:	YEAR ONE Practicum Days: 24 Days YEAR TWO Practicum Days: 63 Days TOTAL DAYS: 87 DAYS
Types of alternative practica placements or locations permitted:	-
Other information you want to share:	-

Faculty of Education – TELC	
Who is on the TELC?	-Associate Professor and Associate Dean, Academic Programs -Associate Director, Experiential Education -1 Rep from all three federation partners (OSSTF, OECTA, ETFO) -3 Faculty of Education Student Reps (9 Members in total)
How frequently does the TELC meet?	The TELC is scheduled to meet 8 times this school year.
Decisions made by the TELC (e.g., pinning ceremony, workshops):	-Have two federation days to meet the different needs of year 1 and year 2 faculty of education student -Bring in guest presenters to TELC meetings to share news from the faculty -Increase student representation on the TELC from 1 to 3 students -Nearly double the meetings held compared to years previous -AQ course draw for interested Associate Teachers
How is your TELC budget spent?	-Two Federation Days -Release time for federation reps on Fed Days -Release of three members for a New OT Hire Panel at Fed Day -Meeting Operation Costs -Mileage and Parking -Logistics and Supplies
Other information you want to share:	Rebuilding our TELC this year is our main goal as well as to increase student representation and voice in the TELC.



**Ontario Teachers' Federation
Fédération des enseignantes et
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