

MASTER OF ARTS IN CHILD STUDY AND EDUCATION PRACTICUM and ACADEMIC HANDBOOK 2026-2027

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INTRODUCTION

Welcome to the **Master of Arts in Child Study and Education (MA CSE) program** which is housed at the Dr. Eric Jackman Institute of Child Study. The program operates within the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education, University of Toronto (OISE-UT).

The MA CSE program is based on the belief that effective teaching requires a deep understanding of children and their development.

The MA CSE program maintains a strong focus on classroom experience, forging links with theory and research into child development and education. Teacher Candidates develop and consolidate professional knowledge through a varied range of practicum experiences over the two years of the program. They are supported and supervised throughout by the MA CSE Practicum Coordinators in collaboration with Associate Teachers in Toronto schools.



The two-year MA CSE program offers a Master of Arts degree and Ontario College of Teachers certification in the Primary and Junior divisions for teaching. The program also provides an optional Ontario College of Teachers French Focus Pathway for Teacher Candidates seeking to teach in French language classrooms upon graduation.

The program follows the seven guiding principles of OISE-UT's teacher education programs:

teaching excellence
research-informed practice
cohort-based learning communities
program coherence
faculty collaboration
school/field/university partnerships
principles of equity, diversity and social justice

Our Associate Teachers are certified members of the Ontario College of Teachers in good standing. Our partner schools all adhere to the Ontario Ministry of Education elementary curriculum documents.

The MA CSE Program Handbook provides an overview of the MA CSE program. It is updated every year. Policies and procedures are subject to change and students will be notified accordingly.

PRACTICUM AND ACADEMIC SCHEDULE 2026-2027

Year 1

Orientation Days	September 9, 10 & 11
Block 1 Placement	September 14 – November 19
Block 2 Placement	January 6 – March 11
Optional/Specialized Block 3	April (mandatory if unsuccessful placement in Block 1 or 2)
Spring Intersession Courses	May – June
Summer Courses	July – August

Year 2

Orientation Lunch (all Year 2s)	September 17
Fall & Winter Interns	September 8 - 11 (full days)
Fall Internship	September 14 – Dec. 4
Winter Internship	January 6 – April 2 (JICS/Independent April 9)
YR2 Professional Prep Workshops	December 8-10

Other Important Dates

September 7	Labour Day, University closed
September 14	Fall classes begin
October 12	Thanksgiving, University closed
December 4	Last day of fall classes
January 6	Placements resume
January 6	Classes resume
February 15	Family Day, University closed
March 15– 19	March Break (No classes or practicum)
April 9	Last day of winter classes

DATES, DURATION AND MODES OF DELIVERY FOR PRACTICUM PLACEMENTS OUTLINED IN THIS HANDBOOK ARE SUBJECT TO CHANGE AS CIRCUMSTANCES DICTATE. WE CONTINUE TO PLAN WITH OUR SCHOOL PARTNERS AND WITH DIRECTION FROM THE ONTARIO COLLEGE OF TEACHERS AND MINISTRY OF EDUCATION. ALL DECISIONS ABOUT PRACTICUM WILL BE GUIDED BY PUBLIC HEALTH DIRECTIVES AND SCHOOL AND UNIVERSITY OPERATIONS.

OVERALL PROGRAM DESCRIPTION

The MA CSE program offers a robust academic and practicum experience that prepares Teacher Candidates for elementary school teaching. With a focus on children and their development, the MA CSE program emphasizes teaching and meeting the needs of each child. The program offers eleven required courses and three intensive practicum placements. The program also offers a French as a Second Language (FSL) pathway for those wishing to teach in French language settings. There is a Catholic teaching option for those who wish to teach in a Catholic school.

During the first year of the MA CSE Program, Year 1 Teacher Candidates are engaged in parallel practicum experiences and academic learning. The practicum provides professional experience for aspiring teachers. It includes two 10-week practicum blocks: Primary (Grades JK-3) and Junior (Grades 4 to 6). Placements take place four mornings a week plus three additional afternoons over the ten weeks. Teacher candidates decide with their Associate Teacher which three afternoons they will attend placement. Practicum mornings are followed by afternoon classes at JICS. On Fridays, Year 1 Teacher Candidates only attend academic classes at JICS. There are no placements on Fridays in the first year of the program.

Practicum expectations build over time, beginning with a focus on careful classroom observation. Over the course of Block 1, Teacher Candidates prepare and teach individual lessons with individuals and small groups, as well as in whole group settings. As Block 2 proceeds, Teacher Candidates plan or co-plan units of instruction, moving towards taking responsibility for teaching whole mornings for consecutive days. The pace at which a Teacher Candidate assumes responsibility in the classroom will be determined by the professional judgment of their Associate Teacher.

In the second year of the program, Teacher Candidates complete a full term thirteen-week practicum internship (Monday and Tuesday full days, Wednesday, Thursday, and Friday mornings) in a single classroom setting. All Teacher Candidates attend their placement during the first week of school in September then participate in the internship in their allotted term (Fall or Winter). Guided by an Associate Teacher, the Teacher Candidate assumes increasing responsibility for all aspects of teaching, including planning, curriculum delivery and assessing student learning. While engaged in the internship, Teacher Candidates attend two practice-focused courses at JICS.

During each year of the program, Teacher Candidates meet weekly for a practicum-related Education Seminar that brings together research and practice. In Year 1, the focus of the seminar is to support Teacher Candidates in integrating practical school experience with educational theory and instructional strategies. In Year 2, the seminar course examines key topics in education and provides an opportunity to share and reflect upon questions that arise during the internship.

Year 1 Required Courses: 2026-27

APD2201Y	Education Seminar 1: Professional Practice, Critical Pedagogies and Social Studies
APD2200Y	Child Study and the Science of Learning
APD2210Y	Introduction to Curriculum
APD2220Y	Teaching Practicum
APD2270Y	Adaptive Instruction: Students, Systems, and Supports
APD1226H	Foundations in Inquiry and Data-Based Decision-Making Practice-Based Inquiry

Year 1 Elective Courses

In addition to the required courses, elective courses are taken in the Intersession semesters (May/June and July/August) at the end of Year 1. Each 36-hour course meets twice a week over six weeks. Teacher Candidates select courses that focus on areas of interest; course options include any courses open to MA CSE students in either our department (Applied Psychology and Human Development) or OISE more broadly. Examples of electives may include courses focused on mental health, special education, social justice and racism, Indigenous education and early learning and development.

For those taking the French Focus Pathway (see following section), one elective must be the French Immersion curriculum course: CTL 3204H *L'immersion française: Enseignement et recherches* (French immersion: Teaching and research).

Teacher Candidates who lack an undergraduate course credit in **child development** must take APD1201H (Child and Adolescent Development) as one of their electives in order to graduate.



Catholic and French Options

A **Catholic Education Course**, *Teaching in Ontario's Catholic Schools*, is required for Catholic Teacher Candidates potentially interested in Ontario Catholic District School Board employment. Because this course does not count towards the graduate degree, an additional fee applies. More information on the Catholic education option can be found on Page 13 and the following website: [Teaching in Ontario's Catholic Schools](http://www.tiocs.org). Practicum Coordinator Anna Totten is the contact person for this pathway.

The **French Focus Pathway** is an option for Teacher Candidates seeking to become French Language Teachers (core or immersion) in public school boards. Practicum Coordinator Michelle Drimmie Miller is the contact person for this pathway.

Requirements include:

- Successful completion of a French proficiency test
- Two required courses
 - CTL3204H – L'immersion française: Enseignement et recherches (Spring term, Year 1)
 - CTL7200H – Curriculum and Teaching in French as a Second Language - Primary/Junior (Fall term, Year 2)
- an Internship in a French Immersion classroom

Year 2 Required Courses: 2026-27

Registration in Year 2 of the MA CSE Program is contingent upon successful completion of all academic work and practicum placements in the first year.

Academic Term

APD2211H	Language and Literacy: Understanding, Assessment, & Instruction
APD2212H	Mathematics Learning and Instruction
APD2214H	Arts Curriculum and Critical Pedagogies for Cross-Curricular Teaching
APD2223H	Professional Practice: Developing the Skills of Critical Friendship

Internship Term

APD2221Y	Education Seminar II: Current Issues in Teaching and Learning
APD2222H	Professional Practice: Enacting a Research-Informed Professional Learning Cycle

French Focus Pathway Elective

Fall Term: CTL 7200H *Curriculum and Teaching in French as a Second Language – Primary/Junior*
The other French Focus Pathway elective is taken in the spring intersession in Year 1.

Teacher Candidates who successfully complete all practicum and academic requirements of the program are recommended for the *Ontario College of Teachers Certificate of Qualification* and receive a Master of Arts degree in Child Study and Education.

To be accredited as a teacher in Ontario, candidates must be Canadian citizens, permanent residents, or have a valid work permit issued by the federal government.

Code of Conduct

The OISE Teacher Candidates Code of Conduct (TCCC)

The following principles spell out the four tenets of the code and offer examples of how it might be put into action by Teacher Candidates.

Commitment to Excellence

Teachers, as professionals, demonstrate excellence in the practical craft of teaching. Their intellectual expertise and technical competence are indicative of their ongoing pursuit of scholarship. As reflective practitioners, they are committed to their own professional development.

For example:

- *reflect on entrenched beliefs or assumptions and be open to changing your mind*
- *be alert to unsubstantiated claims*
- *listen actively and seek to understand the perspectives of others*

Trust and Integrity

Teachers demonstrate a regard for the highest standard of ethical behaviour in all of their relationships with students, colleagues, and others. They uphold the honour and dignity of the teaching profession and model compassion, acceptance and social justice to their students.

For example:

- *make up your own mind but respect others' experience and wisdom*
- *balance advocacy with respect for and understanding of situational constraints*
- *seek to expand your understanding and practice of social justice in school settings*

Respect for Others

Teachers demonstrate empathy, respect, and civility in their fair and equitable treatment of students. Similarly, their relationships with other teachers are marked by a positive sense of collegiality and a dedication to work collaboratively for the benefit of students.

For example:

- *practice respectful and sustainable approaches to interpersonal challenges*
- *contribute to a productive and safe learning community that preserves dignity for all*
- *be even-handed and respectful when resolving conflicts*

Dedication and Responsibility

Teachers take personal responsibility for their conduct. Their sense of duty and service in the practice of teaching expresses their dedication not only to students, colleagues, and others, but also to their own deeply held professionalism. In this respect, individual teachers exhibit both courage and leadership in articulating their practice and in making it an example for others.

For example:

- *promote a positive climate that is inclusive, accepting, and empowering of all people*
- *communicate with ATs, students, families, classmates and faculty with sensitivity*
- *when mistakes are made, apologize swiftly, reflect, and move on*

Communicating Questions or Concerns

For questions about...			
Practicum	Academic Courses	General Academic Success	Program Admin, Funding, Miscellaneous Questions
Practicum Coordinators (Anna, Michelle, Ronna) ✓ I'm concerned about my placement / want to address an issue ✓ I would like to give some general feedback on the practicum ✓ Resources for my teaching practicum ✓ Seeking advice to improve my practicum experience ✓ I had an experience in my placement that I'm not sure how to	Course Instructor ✓ I have a question about/need assistance with this course ✓ I have feedback to offer about this course ✓ I need support finding a group to work with ✓ Can you give me clearer criteria and guidelines for an assignment ✓ I'm having a hard time keeping up in class, can you help?	Course Instructor ✓ What are graduate level expectations? ✓ Where can I find support for academic writing? ✓ I need help with time management	Program Coordinator (Vanessa) ✓ How do I navigate admin processes at the university: registration, course enrollment, payment, misc. forms, convocation, etc? ✓ Where do I direct funding questions? Depends on award – refer to award application for the contact person OSAP: osap.staff@utoronto.ca OISE financial support: oise.financialaid@utoronto.ca ✓ If you are not sure where to direct your question, ask Vanessa

<i>manage</i>			<i>and she will help or redirect.</i>
<i>✓ I am struggling with my health due to my practicum experience</i>			
If the first line of communication does not resolve your question, reach out again to clarify and restate your need.			
Program Chairs: Dr. Yiola Cleovoulou and Dr. Julie Comay <i>✓ Issues related to non- fulfillment of program requirements or personal issues</i>			

PRACTICUM PLACEMENTS

Teacher Candidates are assigned to practicum placements in the Toronto District School Board, Toronto Catholic District School Board, independent schools in Toronto, and the Dr. Eric Jackman Institute of Child Study Laboratory School. OCT regulations require that Teacher Candidates be placed in full-time homeroom classrooms to qualify for certification hours.

All Teacher Candidates participate in placements across two elementary divisions: primary (Grades K- 3) and junior (Grades 4-6). The placements are selected to offer a broad range of experiences in diverse school communities. The Practicum Coordinators are responsible for all aspects of the placement process, including the identification of partner schools, contacting schools, speaking with school administrators and teachers, and arranging placements. There are many factors that determine which schools the MA CSE program is able to partner with – including whether a school is already committed to another teacher education program - and Teacher Candidates should not initiate their own conversations with schools regarding possible placements. The final decision regarding placements rests with the Practicum Coordinators.

Conflict of Interest Policy

To maintain the integrity of the practicum, potential conflicts of interest must be avoided. Teacher Candidates are expected to immediately communicate with their Practicum Coordinator if their assigned placement is in a school where they maintain a pre-existing relationship with a member of the school community. This may include situations in which:

- a family member is present at the school, either as a student or staff member
- a personal friend is a member of the school community
- the school is a place of previous employment or volunteer work and the Teacher Candidate

has maintained a personal relationship with someone at the school

- the Teacher Candidate is a graduate of the school and has maintained an ongoing personal relationship with a member of the school community

It is essential to alert your Practicum Coordinator to potential conflicts of interest as soon as possible, so that an alternate placement can be arranged if deemed necessary. If a Teacher Candidate is unsure whether a relationship with someone at the school constitutes a conflict of interest, a conversation with a Practicum Coordinator will help to clarify the situation. Not all connections with a placement school create conflicts of interest.

Taking a proactive approach to a potential conflict of interest by having a conversation with their Practicum Coordinator is in the best interest of the Teacher Candidate. A conflict of interest may only become apparent to an Associate Teacher once a practicum is underway. In that case, a Teacher Candidate may be asked to leave a school and the practicum deemed unsuccessful.



Year 1 Practicum Placements

In their first year, Teacher Candidates complete two placements under the supervision of Associate Teachers. The placements take place four mornings a week (Monday-Thursday) plus three afternoons over the term chosen in consultation with the Associate Teacher. On Fridays, Teacher Candidates attend academic classes. For certification, the Ontario College of Teachers requires practicum hours to take place in mainstream homeroom classrooms and not in specialized settings.

All Year 1 placements are located in Toronto schools, no more than a 90-minute trip from JICS using public transit. These placements are designed to provide Teacher Candidates with a balanced experience in diverse school communities.

Throughout their placements, Teacher Candidates:

- plan and carry out a variety of learning experiences including individual, small group and whole class instruction through a child-centered lens
- document and assess student progress
- maintain a positive classroom environment in which children can learn, grow and thrive
- create inclusive learning environments that recognize and build upon neurodevelopmental, cultural, linguistic, and socio-economic diversity

Catholic School Placements

Placements in the Toronto Catholic District School Board require that you are Catholic. Catholic candidates interested in employment in the Catholic School Board system must enroll in the Religious Education course: ***Teaching in Ontario's Catholic Schools***, offered through OISE's Continuing and Professional Learning office. This course is required by the Catholic School Boards as a prerequisite for a job interview and as a condition of employment. The course is an online course offered in the fall term only. It is not part of the degree program's requirements and additional fees apply. It does not count as a credit towards your program. Please visit the following site for more details <https://cpl.oise.utoronto.ca/>

Mandatory Make-up Placement (Spring)

Year 1 Teacher Candidates who fail to successfully complete one of their two placements are required to do a mandatory spring placement to fulfill the expectations of the practicum. This placement usually involves full days in April and includes formal site supervision by a Practicum Coordinator. Failure to successfully complete this block will result in a failing grade in the practicum course and termination of registration in the CSE program.

Optional/Specialized Placement (Spring)

Teacher Candidates may consider doing an extra optional placement if they have successfully completed their practicum placements. This optional experience typically takes place full days in April/May.

Students who choose an optional placement are often looking for an experience in a setting beyond what was offered in their placements (e.g., special education, STEM, the arts) or seeking experience in a school board beyond Toronto. The purpose is to expand the Teacher Candidate's range of classroom experiences.

Arranging placements outside specialized settings is the responsibility of the Teacher Candidate. Details must be approved by the Practicum Coordinators.

Optional placements *in specialized settings* such as The Hospital for Sick Children, Bloorview School Authority, or Beverley School will be organized by the Practicum Coordinators.

Teacher Candidates seeking a more flexible or part-time arrangement might also consider a volunteer placement at any time during the year or in April. This could include returning to a previous placement. Volunteer placements are non-evaluative and Teacher Candidates must arrange their own volunteer opportunities.

All optional placements and volunteer placement arrangements must be shared with the Practicum Coordinators.

Year 2 Practicum Internship

Teacher Candidates complete one intensive 13-week internship in either the Fall or Winter term of the second year. This placement takes place in selected TDSB, TCDSB, independent schools, or at the Dr. Eric Jackman Institute of Child Study Laboratory School. While efforts are made to accommodate student preferences, the final decision regarding the location and grade of the internship placements is determined by the Practicum Coordinators.

During Year 2, in addition to a full academic load in a Teacher Candidate's non-practicum semester, two academic courses are taken in the internship term. These courses build upon pedagogical issues and ideas introduced in Year 1, with a focus on the art of teaching.

Throughout their internship, Teacher Candidates

- Plan, implement and assess lessons following The Ontario Curriculum
- Apply knowledge of current research to their practice
- Work collaboratively with colleagues, Associate Teachers, and the educational team supporting the classroom

Year 2 Teacher Candidates are in placement full days on Mondays and Tuesdays and mornings only on Wednesdays, Thursdays, and Fridays. All Year 2 Teacher Candidates will attend their placement for full days during the first week of school in September to experience the complexity of beginning a new school year. Those with winter internships then complete their academic classes in the fall before returning to their placement in January.

Teacher Candidates should arrange regular and mutually convenient times to meet with their Associate Teacher to reflect on classroom practice, student learning, and their own professional growth. The Associate Teacher and Teacher Candidate work together to plan and implement the educational program. The Practicum Coordinators function as mentors to teacher candidates.

BEGINNING A PLACEMENT (Year 1 and 2)



It is important for Teacher Candidates to meet with their Associate Teacher during the first few days of the placement to discuss programming, responsibilities and routines.

Teacher Candidates generally spend the first days observing, actively participating, and becoming familiar with the children and the program before planning instruction. They gradually enter into all areas of teaching as modeled by the Associate Teacher.

Getting Started

Confirm arrival and departure times. You should be at the school at a regular time agreed upon with the Associate Teacher. It is very important to arrive early for practicum and to take time before leaving to plan for the next day with the Associate Teacher. Multiple absences or late arrivals negatively impact the successful fulfillment of practicum expectations.

Exchange contact information with your Associate Teacher. Arrange how you will notify one another in case of an unavoidable absence or late arrival.

Discuss your pronouns and honorifics (she, he, they, Mr., Ms., Mx, first name, etc.)

Discuss school hours, duties, appropriate dress, safety procedures, and other relevant school routines. A Staff Handbook is a useful source of information. Please note that different schools may have different start and end times.

Schedule regular times to plan, discuss lessons, and share feedback with your Associate Teacher.

Review practicum expectations and work out a timeline for periodic check-ins to confirm you're on track.

Absences

If you need to miss a placement day, it is your responsibility to notify the Associate Teacher and Practicum Coordinator, preferably by the previous night but no later than 7:30 a.m. the morning of your absence. All absences must be recorded on the Attendance Form (located on

review forms) and make-up days scheduled. Required make-up times must not conflict with academic classes.

Planning Instruction

If you will be teaching a lesson, your lesson plan should be submitted to the Associate Teacher in a timely fashion, allowing you sufficient time to revise your plan in response to their feedback. Ask your AT how much advance time they will need to look over your plans. If you are responsible for teaching and need to be absent, you must still submit the lesson plans for that day.

Teacher Candidates are expected to support all students in the classroom. All lesson plans should spell out concrete ways to meet the specific and varied needs of the learners in their class.



Teacher Candidates value explicit feedback (e.g., “That was effective because...” or “That would have worked better if...”)

Associate Teachers value initiative in Teacher Candidates (seeing what needs to be done and doing it). They also appreciate Teacher Candidates who recognize that they are guests in the classroom, respecting classroom culture and protocols.

Principals value active participation in the school community.

PRACTICUM ROLES AND RESPONSIBILITIES

Overall Accountability

The Associate Teacher is responsible for the overall classroom program, including instruction, behavioural guidance, classroom organization, decisions about children, and communication with parents, colleagues, and administration. Teacher Candidates should not be left unsupervised with the class.

Teacher Candidate Professional Standards

All Teacher Candidates are Associate Members of the Ontario Teachers' Federation and the Ontario College of Teachers (OCT). Associate Members are expected to act in a professional manner according to the Standards of Practice of the Ontario College of Teachers. As Associate Members of the Ontario Teachers' Federation, Teacher Candidates should be aware of the Regulation under the [Teaching Profession Act](#). Selected sections of this regulation are provided in the Appendices.

Professional Digital Footprint

Use of Electronic Communication and Social Media

The Ontario College of Teachers (OCT) has published an advisory for all teachers on the [Use of electronic communication and social media](#). Teacher Candidates need to be familiar with this advisory and use social media accordingly.

According to the OCT Social Media Advisory, "Teaching is a public profession. Canada's Supreme Court ruled that teacher's off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. Members should maintain a sense of professionalism at all times in their personal and professional lives."

Electronic communication, social media, and AI chatbots create new options for extending and enhancing education. However, as the number of communication channels in society increases rapidly, so does the potential for misuse. Professional boundaries can blur. Even the most experienced members may be susceptible to unintentional mistakes. Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships with students and their families as well as colleagues.

Use of Artificial Intelligence in Academics and Practicum

Each course instructor sets their own guidelines for the use of generative AI in coursework, ranging from full prohibition to the encouragement of specific forms of assistance. For practicum purposes such as lesson planning, take guidance from the Practicum coordinators and your Associate Teacher, keeping in mind that your lessons should be personally designed to respond to children you are coming to know well (this consideration also applies to the use of resources such as Teachers Pay Teachers). Also consider the learning potential in mistakes, which can be lost when planning missteps are prematurely interrupted by the corrections of an AI.

In all cases, if there is anything you are unclear about, don't hesitate to ask.

The University of Toronto addresses issues around generative AI through its [Code of Behaviour on Academic Matters](#), course-level instructor permissions, and guidance from the [Centre for Teaching Support & Innovation](#). Unpermitted use of AI to generate content for assessments is treated as an academic offense, such as cheating or plagiarism. Submitting any externally generated text, code or media as one's own work is considered plagiarism and violates the Code of Behaviour on Academic Matters. When AI use is permitted, students are expected to clearly disclose and cite how, where and which tools were utilized. The university urges students to critically understand, use, and evaluate AI tools regarding bias, ethics, privacy, and accuracy rather than relying on them blindly.

Cell Phone Use in Placement Classrooms

Teacher candidates are expected to maintain professional standards regarding cell phone use at all times. Personal cell phones may not be used during instructional time or while performing supervisory duties (e.g., yard duty, hall monitoring, or field trips). At such times, phones must be silenced and securely stored out of sight. Candidates should ensure that their attention remains fully on students and assigned responsibilities. All use of personal devices must align with and adhere to the school board's policies and guidelines on cell phone usage.

Year 1 Teaching Responsibilities

Teacher Candidates learn teaching skills through observation, practice, discussion, and reflection.

Teacher Candidates assist the Associate Teacher in the preparation, implementation, and evaluation of student learning, as well as in maintaining routines, supporting transitions, and supervising recess (always alongside their Associate Teacher). They should prepare their lessons outside of class time and academic coursework must not interfere with classroom responsibilities. Teacher Candidates are expected to become familiar with classroom and school procedures, behavioural expectations, and Ontario Curriculum documents and other available resources.

Teacher Candidates should routinely discuss practicum expectations with their Associate Teacher. The pace at which Teacher Candidates assume teaching responsibilities is determined by the professional judgment of the Associate Teacher in discussion with the Teacher Candidate. Any unresolved concerns between the Associate Teacher and Teacher Candidate should be brought to the attention of a Practicum Coordinator. Teacher Candidates typically assume increasing responsibility in each subsequent placement block.

The following section lists some ongoing general expectations.

Teacher Candidate Responsibilities (Year 1)

- Demonstrate a positive teacher stance: demeanor, attendance, punctuality and confidentiality.
- Show all colleagues in the school community respect for their perspectives and dignity.
- Respond thoughtfully and non-defensively to feedback.
- Make efforts to quickly learn students' names, classroom procedures, behavioural expectations, and safety procedures.
- Prepare detailed lesson plans for all assigned teaching opportunities and share with Associate Teacher within agreed upon timelines. Reflect on learning when preparing follow up lessons.
- Develop a hard copy or digital portfolio to house all lesson your plans, activities, and learning throughout the practicum program.
- Develop strong observation skills, utilizing the observation checklists and templates.
- Plan for the needs of all students.
- Apply Ontario curriculum expectations in lesson planning.
- Participate actively in daily classroom routines.
- Face unexpected deviations from plan with grace and flexibility.
- Use varied approaches to documenting student observations, assessments and evaluations in collaboration with the Associate Teacher.
- Where possible, participate in a variety of learning experiences beyond the classroom, including co-curricular activities, parent/teacher conferences and school-wide events.
- Show initiative in planning, preparation, and finding resources.
- Communicate openly with the Associate Teacher. Be open to suggestions.
- Be proactive in arranging times with your Associate Teacher to discuss program planning, feedback and reviews.
- Share with your Associate Teacher and Practicum Coordinator relevant information about practicum accommodations as outlined by Accessibility Services. Whether to disclose the reason for the accommodation is your decision to make.

Associate Teacher Responsibilities (Year 1)

- Model exemplary teaching practices and reflection.
- Discuss your program philosophy and goals, as well as strategies for meeting students' diverse learning needs.
- Set meeting times with the Teacher Candidate for feedback, planning, and reflection.
- Share your approaches to classroom organization, program planning, and behavioural guidance strategies.
- Provide access to classroom and school-based resources to enrich lesson planning.
- Share your assessment and evaluation practices and clarify expectations for the Teacher Candidate in this area.
- Observe the Teacher Candidate teaching lessons and provide regular constructive feedback.
- Help the Teacher Candidate identify strengths and areas for improvement.
- Encourage the Teacher Candidate to gradually assume greater responsibility.
- Foster a safe environment for learning and experimentation in teaching.

Year 2 Teaching Responsibilities

During their internship, Teacher Candidates assist the Associate Teacher in the preparation, instruction, and assessment of student learning. They continue to expand and solidify their skills in lesson planning and classroom management through observation and practice. As in Year 1, lesson preparation occurs outside of class time.

In addition to the responsibilities and expectations of the first year, Year 2 Teacher Candidates continue to develop ongoing teaching skills and knowledge as they assume increased responsibility over the course of the internship.

Teacher Candidate Responsibilities (Year 2)

- With the Associate Teacher, determine a timeline for meeting placement expectations
- Develop strong observation skills and learn to diversify attention to maintain awareness of what is happening in the classroom and school.
- Create and share detailed lesson plans based on knowledge of curriculum, pedagogy, and your students, including those with Individualized Education Plans (IEPs).
- Participate as fully as possible in varied learning experiences beyond the classroom, including co-curricular activities, parent-guardian/teacher conferences and school-wide events.
- Use a range of assessment strategies.
- Observe and plan for the needs of all students, including learners who require program accommodations or modifications.
- Plan or co-plan and implement integrated cross-curricular units, assuming responsibility for planning and teaching larger blocks of time (mornings, full days and full week)

Associate Teacher Responsibilities (Year 2)

- Support the Teacher Candidate in planning learning for the children based on program goals and student needs.
- Set weekly meeting times for feedback, planning, and reflection.
- Discuss strategies to accommodate diverse student needs.
- Foster a safe and respectful environment for continued learning and sharing of ideas.
- Provide opportunities for the Teacher Candidate to take a role in assessment, evaluation and reporting processes.
- Encourage the Teacher Candidate to participate in the school community.

Honorarium for Associate Teachers

The practicum program could not exist without the generosity and expertise of Associate Teachers. As a modest gesture of appreciation, Associate Teachers receive an honorarium for each Teacher Candidate they host. Payments are processed through the school board's payroll department. ATs can expect to see the honorarium by the end of the school year. Payments to independent schools will be arranged through the school principal for distribution to individual Associate Teachers.

Year 1 and 2: Principal/Vice Principal Responsibilities

- Select exemplary teachers to act as Associate Teachers
- Welcome Teacher Candidates into the school community
- Ensure that Teacher Candidates work consistently with the appointed Associate Teacher
- Ensure that each Teacher Candidate receives a completed evaluation on the final day of the practicum
- Address challenging situations and communicate with the Practicum Coordinator where needed
- The Education Act (section 265) states that school Principals are responsible for maintaining the safety and well-being of students. At any time, the Principal of a school has the authority to ask a Teacher Candidate to leave the premises (Education Act, section 305.4). If a Principal and/or Associate Teacher terminates a Teacher Candidate's placement, the Teacher Candidate receives an unsuccessful Summative Evaluation and fails to receive credit for the practicum.

Year 1 and 2: Practicum Coordinator Responsibilities

- Assume responsibility for all aspects of the placement process, including identifying partner schools, contacting schools, and arranging placements for Teacher Candidates
- Coordinate field supervision
- Coordinate observation visits and meetings to support candidates

- Provide support to Associate Teachers and Teacher Candidates
- Liaise with school Principals and Vice Principals
- Mentor and assist Teacher Candidates to reflect on progress
- Play a mediating role when differences can't be easily resolved
- Organize orientation and professional workshops
- Ensure that all practicum documents are completed, submitted and read in a timely manner.

Year 1 and 2: Teacher Education Program Assistant (TEPA) Responsibilities

- Assist the Practicum Coordinators in field supervision of Teacher Candidates
- Provide feedback and support to Teacher Candidates and Associate Teachers during practicum visits and debrief lessons to enhance skill development
- Mentor and assist Teacher Candidates to reflect on progress
- Attend regular practicum team meetings to plan and prepare placements
- Share resources and discuss how to best meet the needs of Teacher Candidates
- Participate in orientation, seminar classes and workshops

EVALUATION GUIDELINES

Regular conferences between the Teacher Candidate and Associate Teacher are a critical part of the Teacher Candidate's learning. The practicum reviews and list of practicum expectations provide guidelines to inform the discussion. Associate teachers submit the completed reviews to the Practicum Coordinator assigned to their student. These digital signed forms become part of the official practicum record.

Year 1

Each block requires the completion of a Formative Review and a Summative Review.

Formative Review

During the first week of each placement, the Teacher Candidate and Associate Teacher should study the Formative Review and Expectations. In Week 4 or 5, the Teacher Candidate and Associate Teacher use the Formative Review and Expectations Checklist to guide assessment of progress. Teacher Candidates who require significant support should be informed of specific areas for growth as soon as they become apparent.

The Associate Teacher will communicate all concerns to the Teacher Candidate in a timely manner. The Associate Teacher will continue to provide feedback.

If an Associate Teacher feels that a Teacher Candidate's progress is unsatisfactory or needs significant ongoing support to meet expectations, they should notify the Practicum Coordinator immediately. If the Teacher Candidate continues to require significant support and is not yet meeting expectations, this should be indicated on the Formative Review.

Together with the Practicum Coordinator, a growth plan will be developed in consultation with the Associate Teacher and next steps will be recorded on the MA CSE Teacher Candidate Success Plan. In such cases, a second Formative Review may be submitted. Support from the school principal may occur at any point in the process.

The Education Act (section 265) states that **school principals are responsible for maintaining the safety and well-being of students, and, at any time, the principal of a school has the authority to ask a TC to leave the premises of a school (Education Act, section 305.4). If a principal or AT terminates a TC's placement, the TC receives an unsuccessful Summative Evaluation for the practicum.**

Summative Review

Toward the end of the placement, the Associate Teacher and Teacher Candidate meet to discuss the Teacher Candidate's progress using the Summative Review form and the Expectations Checklist. The Summative Review represents the Associate Teacher's final evaluation of the Teacher Candidate's performance. The decision regarding a passing or failing grade will be communicated to the Teacher Candidate no later than the last day of the placement.

Please note: The standards for the different levels of mastery listed on the Practicum Review reflect judgments about the growth and performance of a Teacher Candidate just entering the teaching profession. Their performance should not be measured against the same standards that would apply to an experience teacher.

In order to pass a Year 1 placement, the Teacher Candidate must perform at least at a "beginning to" level in all areas listed in the Practicum Review and complete all practicum expectations. By signing the Summative Review, both the Associate Teacher and Teacher Candidate indicate agreement with the content. If there is disagreement that cannot be reconciled, the Practicum Coordinator must be notified.

Electronic copies of the Summative Review and Attendance Form are submitted to the Practicum Coordinator by the Associate Teacher on the scheduled due date at the end of each placement.

Completed and signed forms constitute legal university documents and are filed at the university. A copy will be returned to the Teacher Candidate. The Teacher Candidate is expected to include copies of their reviews as part of their application to school boards and other potential employers. Altering evaluation documents in any way constitutes fraud. Disciplinary action is outlined in the University of Toronto's policy Code of Behaviour on Academic Matters. www.governingcouncil.utoronto.ca/policies/behaveac.htm

Year 2

The practicum internship requires the completion of a Formative Review and a Summative Review.

In the second year of the program, ongoing communication and a collaborative approach to the evaluation process support the Teacher Candidate's professional growth in all areas.

During the first weeks of the placement, the Teacher Candidate reflects on areas for learning with the Associate Teacher. Using the Formative Review and Expectations Checklist as guides, they determine relevant goals for the placement. These goals will provide a focus for practice, observation, coaching, and feedback.

Formative Review

In Week 4 or 5 of the internship, the Teacher Candidate and Associate Teacher use the Formative Review and Expectations Checklist to guide evaluation of progress. Teacher Candidates who are not yet performing at a "beginning to" level should be informed of specific areas for growth as soon as they become apparent.

If an Associate Teacher feels that a Teacher Candidate's progress is unsatisfactory or needs significant ongoing support to meet expectations, they should notify the Practicum Coordinator immediately. If the Teacher Candidate continues to require significant support and is not yet meeting expectations, it is to be indicated on the Formative Review.

Together with the Practicum Coordinator a growth plan will be developed in consultation with the Associate Teacher and next steps will be recorded on the MA CSE Teacher Candidate Success Plan. When a Teacher Candidate needs significant support to meet expectations, a second Formative Review will be required and progress is expected.

Please note: The standards for the levels of mastery listed on the Practicum Review reflect judgments about the growth and performance of a Teacher Candidate just entering the teaching profession. Their performance should not be measured against the same standards that would apply to an experience teacher.

The Education Act (section 265) states that **school principals are responsible for maintaining the safety and well-being of students, and at any time, the principal of a school has the authority to ask a Teacher Candidate to leave the premises of a school (Education Act, section 305.4). If a principal or AT terminates a TC's placement, the TC receives an unsuccessful Summative Evaluation for the practicum.**

Summative Review

Toward the end of the internship, the Associate Teacher and Teacher Candidate discuss the Teacher Candidate's progress using the Summative Review and Practicum Expectations Checklist. The Summative Review conveys the Associate Teacher's final evaluation of the Teacher Candidate's performance. It indicates their readiness to take independent

responsibility for a classroom. The decision regarding a passing or failing grade will be communicated orally and in writing to the Teacher Candidate no later than the last day of the internship by the Associate Teacher.

In order to pass a Year 2 placement, the Teacher Candidate must demonstrate performance at least at a “beginning to” level in all areas of the Practicum Review and have completed all practicum expectations applicable in the internship setting. By signing the Summative Review, both the Associate Teacher and Teacher Candidate indicate agreement with the content. If there is disagreement that cannot be reconciled, the Practicum Coordinator must be notified.

Electronic copies of the Summative Review and Attendance Form are submitted to the Practicum Coordinator by the Associate Teacher at the end of the internship. Completed and signed forms constitute legal university documents and are filed at the university. A copy is returned to the Teacher Candidate. The Teacher Candidate is expected to include copies of their reviews as part of their application to school boards and other potential employers. Altering evaluation documents in any way constitutes fraud. Disciplinary action is outlined in University of Toronto policy Code of Behaviour on Academic Matters.
www.governingcouncil.utoronto.ca/policies/behaveac.htm

Accommodations in the Practicum

The Dr. Eric Jackman Institute of Child Study is committed to creating an environment that is enabling for all learners. If you require accommodation in any aspect of the CSE program, there are a few steps you can take.

Students with a documented disability are encouraged to connect with the University of Toronto Accessibility Services the summer before the start of the program (<http://www.studentlife.utoronto.ca/as>). This office will also assist if you encounter unexpected disability or disruption to your personal life during our program. We work in close partnership with Accessibility Services to provide a range of support, including skill development, note-taking services, self-advocacy advice, referral to counseling, adapted practicums, and extra time for assignments. Services are provided to students with a documented disability, including temporary or long-term physical or sensory challenges, learning disabilities, and mental health concerns.

Our commitment to the accommodation process is guided by the rights of students with disabilities as outlined in the Ontario Human Rights Code.

www.ohrc.on.ca/en/resources/factsheets/accessibilityaccommodation

It is recommended that you speak to your course instructors and the practicum team as soon as possible about your learning needs. Information will only be shared with placement sites with explicit permission from the Teacher Candidate. In most cases, Teacher Candidates are furnished with a letter outlining the specific accommodations available to support their success.



PLACEMENT CHALLENGES

If you encounter challenges in your practicum, speak with your Associate Teacher and to a Practicum Coordinator. The Practicum Coordinator is there to listen, support your learning, and help you resolve challenges.

Resolution of Difficulties

Should concerns arise in the placement, a conversation between the Associate Teacher and Teacher Candidate should take place as soon as possible. Most problems can be resolved early through open discussion. When a resolution is not reached, it is essential to involve the Practicum Team. Support from the Practicum Team may range from individual meetings with the Associate Teacher or the Teacher Candidate to mediated conversations, a monitored growth plan, lesson planning guidance, and so on. At times, the Principal may also play a supportive role in the resolution process.

Grading

To be recommended for the Child Study and Education Master of Arts degree and the Ontario Certificate of Qualification, a Teacher Candidate must receive a passing grade in all academic courses, two practicum placements in Year 1, and the 13-week internship in Year 2.

Registration in Year 2 is contingent upon successful completion of all required courses and two practicum placements in Year 1.

Academic Grading

Grading in CSE academic courses follows the truncated grading scale outlined in the School of

Graduate Studies (see <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and>)

Practicum Grading

Practicum placements receive either Credit (Pass) or No Credit (Fail).

Passing the Year 1 placements requires a Teacher Candidate to perform at a “beginning to” level (or above) in all areas of the Summative Review and to complete all expectations outlined in the Practicum Expectations Checklist and deemed by the Associate Teacher to apply to the placement setting.

Passing the Year 2 internship placement requires a Teacher Candidate to perform at a “beginning to” level (or above) in all areas of the Summative Review and to complete all expectations outlined in the Practicum Expectations Checklist and deemed by the Associate Teacher to apply to the placement setting.

If, after intensive support, the Teacher Candidate’s performance is deemed to be unsatisfactory in either year of the program, a failing (No Credit) grade will be assigned by the Associate Teacher. The Practicum Coordinator and the MA Child Study and Education (MA CSE) Program Chair will be informed of the decision.

A Teacher Candidate who fails a placement in Year 1 must receive credit for a mandatory Block 3 placement to be completed in the spring of the first academic year. **Only one additional placement is permitted.** Failing two placements results in a failure in the Teaching Practicum course and the student will not be admitted into Year 2 of the program.

A Teacher Candidate who passes two Year 1 placements but fails the Year 2 internship risks not being recommended for the MA in Child Study and Education degree nor for the Ontario Certificate of Qualification. Under unusual circumstances, there *may* be the possibility of a make-up internship the following fall. However, please note that this would require a delayed graduation and significant extra tuition.

If a Teacher Candidate elects to defer a scheduled practicum for reasons other than health or other urgent life demands, or if they step out of a practicum for any reason, then the practicum is considered to be unsuccessful. In Year 1 a make-up practicum may be scheduled in April/May.

Request for Leave of Absence

Under exceptional circumstances, the Teacher Candidate may ask to defer completion of a practicum placement for health or other urgent reasons. Formal deferral requests should be made to the MA CSE Program Chair and Practicum Coordinator. The Teacher Candidate will need to provide documentation to support the request to a Registration Advisor in the

Registrar's Office and Student Experience (ROSE).

A Teacher Candidate may only elect to defer a scheduled practicum for health or other urgent reasons. If they step out of a practicum without the agreement of the Practicum Coordinators and Program Chair, then the practicum will be deemed unsuccessful. Successful completion of a make-up practicum will be required.

Involuntary Withdrawal

A Teacher Candidate may be required to withdraw from a practicum if their performance is judged to seriously disrupt the functioning of the host classroom or school, or to jeopardize the well-being of either students or the classroom teacher. Withdrawal may also be required if the Teacher Candidate fails to act according to the Ethical Standards for the Teaching Profession.

If the Associate Teacher and/or school Principal terminates the placement, the placement is deemed a failed placement. **Involuntary withdrawal results in a failure of that placement.** In such instances, the Teacher Candidate will have access to regular University of Toronto appeal procedures.

A decision requiring the Teacher Candidate to withdraw from the program will be made by the MA CSE Program Chair on the recommendation of the Practicum Coordinators following a meeting with the Teacher Candidate.

Appeal of Failures in Practicum or Academic Courses

In accordance with the School of Graduate Studies, the following Dr. Eric Jackman ICS appeal procedures apply to disputing practicum or academic failures. Please find the SGS Appeals Policy here: [General Regulations | School of Graduate Studies \(SGS\) Calendar](#)

OISE/UT BULLETIN AND SCHOOL OF GRADUATE STUDIES CALENDAR

Teacher Candidates should consult the OISE/UT Bulletin and the School of Graduate Studies Calendar for policy details and for additional policies and regulations governing graduate studies at the University of Toronto: grading practices policy, coursework extensions, student appeals, outstanding fees and other university expectations and obligations.

BASIC ADMINISTRATION FOR TEACHER CANDIDATES

Preparation

- Pay admission deposit
- Clear conditions (usually means providing official transcripts)

- Use the May Checklist for information on obtaining your vulnerable sector police check. This process can take up to three months. Students who are returning to a TDSB setting will complete an offence declaration form instead of obtaining a new police check.
- Sign up for courses by August 1.
- Pay tuition (mid July to late August).
- Complete and submit a student Workplace Safety/Insurance Form (to be completed at Orientation)
- Check Quercus and University of Toronto student email regularly.

In Schools

- Report to the school office upon arrival at the school each day.
- Teacher Candidates assume the same responsibilities of punctuality and attendance as regular members of the staff. You must arrive a **minimum** of 15 minutes prior to the children's arrival and stay at least 15 minutes after their departure, as per the Education Act.
- Teacher Candidates follow all school protocols and policies.
- Teacher Candidates who plan to drive should check with the school regarding parking facilities and request permission to use them. Parking may not be available.

Lesson Plans

Teacher Candidates are required to prepare detailed lesson plans using the MA CSE template. Lesson plans need to be completed and shared with the Associate Teacher at least one day prior to the lesson. Check with your Associate Teacher when plans are due. Sharing lesson plans allows for editing and revision prior to teaching. Subsequent lesson plans may be modified based on how children respond to the initial lesson. Teacher Candidates should keep a record of all lesson plans in a practicum binder/folder.

Attendance

Teacher Candidates assume the same responsibilities for attendance and punctuality as regular members of the staff. They should ask their Associate Teacher about expected daily arrival and departure times and demonstrate their commitment by abiding by these times.

The Ontario College of Teachers and the Ontario Ministry of Education regulate the number of practicum days required for teaching certification. MA CSE policy requires Teacher Candidates to be in attendance in their practicum settings for the number of days designated in the practicum schedule. All absences are to be made up. Teacher Candidates may not reschedule or miss placements to complete academic coursework or assignments. Similarly, you may not miss academic classes for practicum-related reasons.

The Associate Teacher and Practicum Coordinator must be notified of any unavoidable planned

absences at the start of the placement.

Because attendance is of critical importance, Teacher Candidates are expected to, whenever possible:

- Schedule medical and other appointments outside of school hours
- Be punctual and adhere to the placement schedule
- Inform the Associate Teacher and Practicum Coordinator no later than 7:30 a.m. on each day of absence (the night before is preferable)
- Notify employers that they are unavailable to work during school hours
- Limit absences to illness, religious observances, or bereavement

For absences related to religious or cultural holidays, please refer to [Accommodations for Religious Observances – Office of the Vice-Provost, Students](#)

Teacher Candidates who are absent for three or more consecutive days due to illness may be asked to provide medical documentation. When fewer than five days have been missed, those days will be made up as soon as possible according to a schedule arranged with the Associate Teacher. For longer absences, if it is not possible to make up the time during the regular practicum term, the Teacher Candidate may need to complete an appropriate make-up placement determined by the Practicum Coordinator. This will take place immediately following the fall or winter term.

Teacher Candidates are granted one personal day each placement to be used at their discretion. In Year One this includes one full morning in each placement block. In Year Two the personal day must be taken in a single (full) day. The personal day is documented on the Summary of Attendance on the Review. There is no requirement for this day to be made up.

If a Teacher Candidate leaves a placement prior to the completion of the practicum, they are deemed to have failed the placement. A mandatory Block 3 placement will be scheduled in April/May for Year 1 Teacher Candidates.

In Year 2, if the Teacher Candidates cannot complete academic and practicum requirements according to the timeline required by the Registrar's Office for a June convocation, they may instead be eligible for a Fall convocation.

Professional Activity Days

If a Professional Activity (PA) day occurs during a placement, Teacher Candidates are expected to attend any activities made available to them and to follow the recommendations of the Principal and their Associate Teacher. If the professional development activities are unavailable to them, the Teacher Candidate should use this time to prepare classroom learning materials, plan lessons, gather materials etc. They should be engaged in activities that are directly related

to their practicum.

Conferences

Teacher Candidates are required to attend all scheduled academic classes and practicum days. They should not miss a practicum day to attend a professional conference unless they have been invited to the conference by their Associate Teacher.

Snow Days

Teacher Candidates are expected to attend practicum when schools are open. School board websites and social media accounts generally post weather-related decisions about school closures between 6:00 a.m. and 6:15 a.m. of the day in question. You might also contact your AT directly to confirm the status of the school. If the school is closed due to weather conditions, TCs are not expected to attend and the day does not need to be made up. If school is closed due to weather, Teacher Candidates are encouraged to connect with their Associate Teacher to confer about plans for the following practicum day.

University closures, which include both academic classes and the Lab School, will be reported on the main page of the University of Toronto website.

Confidentiality

When you work in a school setting, you become privy to knowledge about students' backgrounds, behaviours, learning skills, emotional maturity, and relationships. In many cases, sensitive information of this nature is explicitly shared to enable you to work more effectively with students. Personal information is also acquired through direct classroom observation. Teacher Candidates may also come to know about the lives and quirks of staff members. No personal knowledge of children or colleagues is to be shared within the school, the JICS community, over social media, or with anyone who has no legitimate need to know. Care must be taken to refrain from expressing opinions or comments harmful to the reputation of any child or professional. Similarly, a Teacher Candidate has the right to expect that their own personal information will be treated with the same degree of confidentiality and respect.

Confidentiality is an expectation of OISE's Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates, noted on page 33 of this Handbook. It is also an expectation of the Ontario Teachers' Federation. As associate members of the Federation, Teacher Candidates should become familiar with the document, *We the Teachers of Ontario*, http://www.otffeo.on.ca/wp-content/uploads/sites/2/2013/09/WTT_TPA_policiesbylawsetc.pdf

Field Trips

Field trips can offer a new lens on children and provide valuable opportunities for experiential learning. Teacher Candidates should participate in school field trips as long as they can arrange to return in time for their afternoon academic classes. If they are unable to attend a trip, alternative arrangements must be made, at the school level, for them to assist in another classroom during their regularly scheduled placement time.

Police Check

Ontario Regulation [521/01](#), as amended by Regulation [322/03](#), requires School Boards to collect police records from all employees and people who have direct and regular contact with students, including students completing practicum assignments in schools. The intent of the legislation is to ensure that schools and classrooms are safe places for students. All MA CSE Teacher Candidates must provide a Vulnerable Sector Check before starting the program. The Program Coordinator will instruct you on how to obtain this document in the May Checklist.

The OCT requires that all new teacher education graduates who will apply for OCT membership and teacher certification provide an original criminal record check. This document must not be older than six months when submitted.

Workplace Safety and Insurance Coverage

Associate Teachers hold primary responsibility for the safety and well-being of the children in their class. When a Teacher Candidate is preparing learning experiences for the children, it is vital to discuss plans with the Associate Teacher in advance of any activity where safety may be a concern.

OISE Teacher Candidates have Workplace Safety and Insurance Coverage while engaging in practicum or other program-related fieldwork. This policy does not cover accidents occurring in MA CSE academic classes, nor personal arrangements that Teacher Candidates might make with school staff outside the authorized practicum period.

Graduate Student insurance may cover some health and dental needs outside of placement.

Under the [Workplace Safety and Insurance Board policy](#), Teacher Candidates are covered if

- the practicum placement is authorized by MA CSE
- the Teacher Candidate participates, however minimally, in the activities of the practicum placement school
- the Teacher Candidate is not paid by the school

Procedures for Reporting an Accident

Should a Teacher Candidate be involved in an accident, most schools require the completion of a board or school accident report. It is also important that the school completes the [University of Toronto Accident Report](#) within 24 hours. [Click here to obtain a U of T Accident Report form](#). The completed form must be sent your Practicum Coordinator as soon as possible.

Occasional Teaching

Please note that in the absence of an Associate Teacher the Teacher Candidate is NOT permitted to act as a supply teacher in their placement school. During the placement, a certified teacher MUST be in the room with the Teacher Candidate at all times.

If an Associate Teacher is absent during a practicum day, the school should follow its usual procedure in obtaining an occasional teacher. At the discretion of the Principal, the Teacher Candidate may be asked to manage the class **under the supervision of a qualified teacher for a maximum of one day without prior consultation with a Practicum Coordinator**.

Supervision

Any supervisory duties carried out by the Teacher Candidate in the placement school must be done under the supervision of a teacher certified by the Ontario College of Teachers. These duties include yard duty, hall duty, lunch duty, supervision of out-of-class excursions, or co-curricular activities. During supervisory duties, Teacher Candidates must pay full attention to students. The use of cell phones is strictly forbidden.

Co-curricular Activities

Teacher Candidates are encouraged to contribute to the life of the school community. For instance, they might assist in coaching a sport, staging a play, or conducting a musical group. They are not permitted to have sole responsibility and must conduct all co-curricular activities under the supervision of a teacher certified by the Ontario College of Teachers.

APPENDICES

OISE Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates

All Teacher Candidates registered in an OISE program leading to recommendation for certification by the [Ontario College of Teachers](#) accept that the teaching profession demands professional integrity and exemplary behaviour. *OISE Standards of Professional Practice, Behaviour and Ethical Performance* for teaching include upholding the applicable standards for

the teaching profession established with reference to:

- a) [The Standards of Practice for the Teaching Profession of the Ontario College of Teachers;](#)
- b) [The Education Act of the Province of Ontario;](#)
- c) [We the Teachers of Ontario of the Ontario Teachers' Federation;](#)
- d) [The Code of Student Conduct of the University of Toronto](#)
- e) [The Ontario Human Rights Code](#)
- f) [The Criminal Code of Canada](#)
- g) The expectations of OISE's partner schools and communities



These standards apply to Teacher Candidates in all teaching or practice-related settings. By registering in one of OISE's teacher education programs, Teacher Candidates accept that they will follow *OISE Standards of Professional Practice, Behaviour and Ethical Performance*.

OISE Standards of Professional Practice, Behaviour and Ethical Performance do not replace the legal and ethical standards defined by professional or regulatory bodies or those regulations applicable to host organizations, nor those defined by other University policies or procedures. Respecting these OISE standards does not preclude taking action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies or Boards of Education, or action under applicable law including the *Criminal Code of Canada*.

Breach of any of *OISE Standards of Professional Practice, Behaviour and Ethical Performance* may, after appropriate evaluation of a Teacher Candidate and in accordance with applicable procedures, be cause for dismissal or failure in a course, practicum, field placement or program. All OISE Teacher Candidates are expected to demonstrate high levels of both academic and professional integrity. As associate members of the Ontario Teachers' Federation (OTF), Teacher Candidates should be aware of the regulations made under the *Teaching Profession Act*.

All OISE Teacher Candidates will uphold the relevant behavioural and ethical standards of the teaching profession and will refrain from taking any action that is inconsistent with the appropriate standards of professional behaviour and ethical performance. These appropriate standards include:

1. Acting in a manner consistent with a teacher professional who is in a 'position of trust' in relationships with students in their care during practicum and field experiences. As a teaching professional in a position of trust, Teacher Candidates must not use relationships with students for personal benefit, gain or gratification.
2. Demonstrating dedication and commitment to students in their care.
3. Respecting appropriate confidentiality of all students in their care. The standard of confidentiality permits disclosure of information about the student with school authorities who have direct involvement with that student and the release of information as required

by law.

4. Respecting the students' rights and dignity, emotional wellness, physical safety and cognitive development at all times.
5. Refraining from any act that may be reasonably construed as physical, emotional or sexual abuse of students.
6. Establishing, respecting and maintaining appropriate professional boundaries in relationships with students, peers, colleagues and other professionals.
7. Respecting and demonstrating willingness to work professionally with instructors, peers, colleagues and other professionals.
8. Attending scheduled practicum and field placements and, in the event of unforeseen circumstances, providing timely notice of absence to the appropriate person.
9. Upholding all applicable aspects of the *Ontario Human Rights Code*.
10. Fulfilling the duties of a Teacher as outlined in the *Education Act of the Province of Ontario* (RR, 1990, reg. 298 sec. 20).
11. Behaving in a way that upholds the ethical and behavioural standards established by the Ontario College of Teachers and applicable Canadian law including the *Criminal Code of Canada*.

The *OISE Standards of Professional Practice, Behaviour and Ethical Performance* represent a minimum level of expected behaviour and ethical performance of Teacher Candidates; all Teacher Candidates should strive for exemplary ethical and professional behaviour at all times.

Breaches related to *OISE Standards of Professional Practice, Behaviour and Ethical Performance* are a serious matter and fail to meet the standards of the program.

Ontario College of Teachers (OCT) Standards of Practice for the Teaching Profession

The OCT Standards of Practice for the Teaching Profession are intended to:

- Inspire a shared vision for the teaching profession
- Identify the values, knowledge and skills that are distinctive to the teaching profession
- Guide the professional judgment and actions of the teaching profession
- Promote a common language and shared understanding of what it means to be a member of the teaching profession.



The OCT Nine Standards of Practice for the Teaching Profession are:



OCTs demonstrate care

OCTs show compassion, acceptance, interest, and insight into developing students' potential. They demonstrate care through a commitment to students' well-being and learning expressed in practice through positive influence, professional judgment, and empathy.



OCTs demonstrate respect

OCTs demonstrate consideration and fair-mindedness. They honour human dignity, emotional wellness, and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy, and the environment.



OCTs act with integrity

OCTs demonstrate honesty, reliability, and ethical practice. Ongoing reflection helps them uphold integrity in their professional commitments and responsibilities.



OCTs build trust

OCTs demonstrate fairness, openness and honesty. Their professional relationships with students, colleagues, parents, guardians, and the public are based on trust.



OCTs uphold a commitment to Truth and Reconciliation

OCTs honour First Nations, Métis, and Inuit strengths, knowledge systems, languages, and Ways of Knowing by acknowledging the truths about how education continues to be shaped by the legacies of colonialism; deepening their understanding in relationship with First Nations, Métis, and Inuit communities; and applying this knowledge through culturally informed and inclusive, strengths-based pedagogy, and responsive methodologies.



OCTs develop and demonstrate professional competencies

OCTs develop knowledge, skills, and teaching practices through experience, collaboration, and ongoing, relevant learning, and apply these competencies to make informed professional decisions. They remain responsive to student needs, current research on effective teaching and assessment, and evolving educational contexts, including emerging technologies.



OCTs exercise knowledge-informed professional practice

OCTs build a current and comprehensive knowledge base that includes an understanding of student development, pedagogy, curriculum, content knowledge, and community-held knowledge systems, as well as relevant policies and legislation. They apply this knowledge with care, integrity, and contextual awareness to make decisions that improve students' learning and promote their well-being.

**OCTs foster collaborative professional relationships**

OCTs foster collegial relationships grounded in ethical and collaborative professionalism to strengthen students' support networks and create safe environments that promote students' learning and well-being. They recognize power dynamics within these relationships and work to interrupt inequitable patterns so that collaboration authentically centres students' strengths and needs.

**OCTs are committed to students and student learning**

OCTs demonstrate their commitment to every student through professional practice informed by students' lived experiences, and grounded in care, dignity, and the upholding of human rights. They take actions to create culturally safe, accessible, and barrier-aware learning environments where students feel respected, supported, and empowered to learn.

Professional Conduct

Teacher Candidates are expected to demonstrate responsible behaviour, including maintaining an ethical and professional attitude toward everyone in the school community. As Associate Members of the Ontario Teachers' Federation and as developing professionals, Teacher Candidates should be aware of Teaching Profession Act regulations. They should familiarize themselves with the Foundations of Professional Practice of the Ontario College of Teachers, the self-regulatory body for the teaching profession in Ontario (newly issued to include the recently revised Ethical Standards and Standards of Practice).

[The Students Companion to the Student Code of Conduct](https://www.vicprovoststudents.utoronto.ca/wp-content/uploads/2023/03/The-Students-Companion-to-the-Student-Code-of-Conduct.pdf) is a set of frequently asked questions and the responses about the *Code of Student Conduct*. It aims to simplify and clarify *Code* usage for the University's community members.

<https://www.vicprovoststudents.utoronto.ca/wp-content/uploads/2023/03/The-Students-Companion-to-the-Student-Code-of-Conduct.pdf>

See the following links for specific policies related to conduct.

[Policy with Respect to Workplace Harassment
Workplace Violence](#)

[Conflict of Interest and Close Personal Relations](#)



Selected Sections from *We, the Teachers of Ontario*

Teacher candidates are associate members of the Ontario Teachers' Federation. Here are some selected sections:

Associate Membership

The following students are Associate Members of the Federation:

- every student in a college for the professional education of teachers under the clause 14(1)(a) of the Education Act; and
- every student in a school or faculty of education that provides for the professional education of teachers pursuant to an agreement under the clause 14(1)(b) of the Education Act.

General Duties of Members (Section 13)

A member shall strive at all times to:

- achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

Published by the Ontario Teachers' Federation (2008) and available on their website at: www.otffeo.on.ca



Equity and Diversity

The Dr. Eric Jackman Institute of Child Study and the University of Toronto are strongly committed to social justice. We are committed to the just treatment of each member of our community and the communities we serve.

We take pains to ensure that a member of our community who experiences any form of individual or systemic discrimination is provided with the means to overcome social and material disadvantages, to the best of our ability.

Every effort must be made to support the above statement and the University of Toronto's policy [Equity, Diversity and Excellence, Statement on \[December 14, 2006\] | The Office of the Governing Council, Secretariat](#). The above statement and the University policy are consistent with those found within our partner school boards. If a Teacher Candidate experiences discrimination of any kind, they should contact their Practicum Coordinator, and/or the [Students | Anti-Racism and Cultural Diversity Office](#) at 416-978-1259.

Sexual Violence and Harassment Policy

The University of Toronto conducted a Review of the Policy on Sexual Violence and Sexual Harassment during 2021–2022. The Final Report and Administrative Response was released on July 15, 2022, and included recommendations to improve support, education, and transparency across the university. The University of Toronto's Policy on Sexual Violence and Sexual Harassment ([Sexual Violence and Harassment Policy](#)) applies to all OISE Teacher Candidates.

Sexual violence is defined by Ontario Bill 132 and by the Policy as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.”

Sexual harassment as defined by the Ontario Human Rights Code includes but is not limited to engaging in a course of vexatious comments or conduct that is known or ought to be known to be unwelcome. Sexual harassment includes any sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome.

Sexual harassment also includes a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance, where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

It is conduct that creates an intimidating, hostile, or offensive working or learning environment, and which a reasonable person would realize was unacceptable. Sexual violence, includes sexual assault and gender-based harassment, which may include, but is not limited to unwelcome behavior such as:

- suggestive comments or gestures
- sexual innuendo or banter
- leering
- remarks about looks, dress, or lifestyle
- pressure for dates
- homophobic insults
- verbal abuse
- intrusive physical behaviour or contact
- non-consensual kissing, touching, fondling, penetration
- sexual solicitation or advance made by a person in a position of power
- vexatious comments or conduct related to a person's sex, sexual orientation, gender expression or gender identity

Some instances of sexual violence are very clear and are intentionally demeaning or discriminatory; others may be more ambiguous, and may result from thoughtlessness or incomprehension. The Policy requires people to treat one another in a manner that is free of sexual violence or sexual harassment so that members of the University community can study, work and live in a safe environment.

The Sexual Harassment Policy of the School Board or Site in which Teacher Candidates are completing their Practicum also applies. Teacher Candidates with sexual harassment concerns should immediately contact a Practicum Coordinator or the University of Toronto's [Sexual Violence Prevention and Support Centre](#).

Child Abuse

During the practicum placement, a Teacher or Teacher Candidate may suspect that a child is in need of protection. The Child and Youth Family Services Act recognizes that each of us has a responsibility for the welfare of children. It clearly states that members of the public, including professionals who work with children, have an obligation to report promptly to a Children's Aid Society if they suspect that a child is in need of protection.

The Child Youth and Family Services Act recognizes that people working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. Any professional or official who fails to report a suspicion is liable on conviction to a fine of up to \$5,000, if they failed to act on information gained during the course of their professional or official duties.

<http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/abuseandneglect.aspx>

This individual responsibility to report cannot be delegated or transferred to someone else. Any professional or official - including a Teacher Candidate - who suspects child abuse or neglect has a responsibility to make a report to the Children's Aid Society in a timely manner. The responsibility to report overrides the provisions of any other provincial statute, professional association, school, or board policies. That said, it is collegial, professional, and often helpful to seek information, counsel, and support from local school staff and the MA CSE practicum team throughout the process.

Reports must be made in a timely manner. Support for Teacher Candidates making a report to the Children's Aid Society will be provided by the school staff.

If an allegation is made involving a Teacher Candidate they will be notified and must immediately withdraw from placement while an investigation takes place.

Freedom of Information and Protection of Privacy Act

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government agencies for statistical purposes. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy | The Office of the Governing Council, FIPP. If you have questions, please refer to <http://www.utoronto.ca/privacy> or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, room 104, 12 Queen's Park Crescent West, Toronto, ON, M5S 1A8

RESOURCES

The following websites and resources have been developed at the Dr. Eric Jackman Institute of Child Study to support learning in the classroom:

The Laidlaw Research Centre



www.oise.utoronto.ca/laidlaw/

The Laidlaw Research Centre is a multidisciplinary hub that connects researchers from across the university and beyond who are interested in advancing the field of child study. MA CSE students who are curious about future doctoral work may enjoy attending our monthly 1-hour research symposia, featuring presentations by doctoral students at all stages of their research.

Natural Curiosity



Natural
Curiosity

The Importance of Indigenous
Perspectives in Children's
Environmental Inquiry

www.naturalcuriosity.ca

Developed by the Dr. Eric Jackman Institute of Child Study (JICS) Laboratory School at OISE-UoT, Natural Curiosity (NC) is an innovative environmental and land-based inquiry program. Created in collaboration with Indigenous educators and partners, the Natural Curiosity Program addresses a critical link between environmental and Indigenous education, supporting all educators to authentically respond to the calls to action by the Truth and Reconciliation Commission of Canada. In doing so, NC provides professional learning opportunities for educators across Turtle Island (North America), including webinars, workshops, walking tours, Indigenous language courses and communities of practice, to support them on their journey of centering Indigenous perspectives in children's environmental inquiry.

The program's core text, *Natural Curiosity 2nd Edition: The Importance of Indigenous Perspectives in Children's Environmental Inquiry* ([English Edition](#); [French edition](#)) offers a four-branch framework for teaching and learning that supports children's curiosity, relationship and reciprocity with the natural world. The Indigenous lens on Natural Curiosity, written by Doug Anderson (Métis), supports educators to see how Indigenous perspectives connect to environmental learning and wellbeing as well as how they can be ethically supported in any learning environment.

The Robertson Program for Inquiry-based Teaching in Mathematics and Science

The Robertson Program



Inquiry-Based Teaching in
Mathematics and Science

www.therobertsonprogram.com

The Robertson Program for Inquiry-based Teaching in Mathematics and Science is committed to advancing equitable access to high-quality math and science education. We design research projects that explore rigorous and joyful opportunities to learn. We also develop and share programs, professional learning, and resources that empower pre-service and in-service teachers to succeed in mathematics and science. Visit our website for math and science lesson ideas!

Play Learning Lab



www.playlearninglab.ca, @playlearninglab

On this website, you will find the continuum of play-based learning, including the different types of play that are implemented in kindergarten classrooms, the role of teachers in this play, and a database of over 300 play-based activities from excellent kindergarten classrooms. In addition, you can read more about the current research projects in this lab, including how children can develop literacy skills through play in ways that align with the science of reading, assessment in play-based kindergarten education, and the purpose of play in classrooms. The Play Learning Lab is run by Dr. Angela Pyle at the Dr. Eric Jackman Institute of Child Study of the Ontario Institute for Studies in Education.

Life Span Adaptation Projects

<https://discover.research.utoronto.ca/10786-richard-volpe>

This is a link to Life Span Adaptation Projects (Laidlaw Research Centre, JICS), a presentation of the research and resources of Richard Volpe and his lab group.



Practicum Forms: 2026-27

Teacher Candidates can find these practicum forms along with the JICS Lesson Plan Template and the Program Handbook on Quercus:

- YEAR 1 Formative Review
- YEAR 1 Summative Review
- YEAR 2 Formative Practicum Review
- YEAR 2 Summative Practicum Review
- YEAR 1 Desk Card
- YEAR 2 Desk Card

Additional information related to the MA CSE program can be found here:

<https://www.oise.utoronto.ca/aphd/programs/master-arts-child-study-education>

