



DR. ERIC JACKMAN INSTITUTE OF CHILD STUDY
MASTER OF ARTS IN CHILD STUDY AND EDUCATION
OISE/U of T

PRACTICUM HANDBOOK 2025- 2026

MASTER OF ARTS IN CHILD STUDY AND EDUCATION PRACTICUM and ACADEMIC HANDBOOK 2025-2026

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INTRODUCTION

Welcome to the **Master of Arts in Child Study and Education program (MA CSE)** 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.

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



The MA CSE program offers a Master of Arts degree and Ontario College of Teachers certification in the Primary and Junior divisions for teaching. The MA CSE program also provides an 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. All of our partner schools use the Ontario Ministry of Education curriculum.

The Practicum 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.

SCHEDULE 2025-2026

Year 1

Orientation	September 3, 4 & 8
Block 1	September 15 – November 20
Block 2	January 5– March 12 (JICS/Independent March 26)
Optional/Specialized Block 3	April (mandatory if unsuccessful placement in Block 1 or 2)
Spring Intercession Courses	May – June
Summer Courses	July – August

Year 2

Orientation Lunch (all Year 2s)	September 11
Fall & Winter Interns	September 2 - 5 (full days)
Fall Internship	September 8 – Nov. 21
Winter Internship	January 5 – March 27 (JICS/Independent April 2)
YR2 Professional Prep Conference	December (TBA)

Other Important Dates

September 1	Labour Day, University Closed
September 8	Courses Begin
October 13	Thanksgiving, University Closed
November 28	Last day of Fall Classes
January 5	Placements Resume
January 5	Courses Resume
February 16	Family Day, University Closed
March 16– 20	March Break (No Classes or Practicum)
April 3	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 BOARD PARTNERS AND WITH SUPPORT AND DIRECTION FROM THE ONTARIO COLLEGE OF TEACHERS AND THE MINISTRY OF EDUCATION. ALL DECISIONS ABOUT PRACTICUM WILL BE GUIDED BY PUBLIC HEALTH DIRECTIONS 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 child centeredness, the MA CSE program places emphasis on teaching and meeting the needs of each individual child. The program offers the equivalent to eleven required courses and 3 extensive practicum placements. The program also offers a French as a Second Language (FSL) pathway for those wanting to teach French Language and a Catholic teaching option for those wanting to teach in a Catholic school setting.

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. There are **two** practicums of 10 weeks: primary (JK-3 with a strong emphasis on kindergarten) and junior (4 to 6). Placements are four mornings per week plus 3 afternoons for the duration of 10 weeks. Teacher candidates will decide with their Associate Teacher the 3 afternoons they will attend placement. Practicum days occur along with courses in curriculum, teaching methods, professional inquiry, child study, and special education.

Practicum expectations build over time, beginning with a focus on careful classroom observation. Teacher Candidates proceed to work with individuals and small groups, and then prepare and teach lessons in whole group settings. Finally in Block 2, teacher candidates plan and/or co-plan units of instruction moving towards taking responsibility for teaching whole mornings for consecutive days. The pace at which the Teacher Candidate moves to full responsibility in the classroom will be determined by the professional judgment of the Associate Teacher and feedback from the Teacher Candidate.

In the second year of the program, Teacher Candidates complete a full term practicum internship in a single classroom setting. The Teacher Candidate attends placement the first week of school in September and then participates in the internship (Fall or Winter term) that is 11-weeks in duration. Guided by an Associate Teacher, the Teacher Candidate assumes increasing responsibility for all aspects of teaching, including planning, curriculum delivery and assessing student learning. During the internship Teacher Candidates are required to take two compulsory courses, APD 2202H and APD 2222H.

During both years, Teacher Candidates meet weekly for a practicum-related Education Seminar (APD2201Y or APD2202H) that brings together research and practice. In Year 1, the aim of the seminar is to encourage Teacher Candidates to integrate 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

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

Three elective half courses taken in the Intersession between Years 1 and 2

OR

for those taking the **French Focus Pathway**:

One of these three electives must be the French half course: CTL 3204H - L'immersion française: Enseignement et recherches (French Immersion: Teaching and Research) in the Intersession

In YR2 Fall French CTL7200H - Curriculum and Teaching in French as a Second Language - Primary/Junior in the Fall of Year 2

NOTE: Teacher Candidates without an undergraduate course credit in child development must take APD1201H (Child and Adolescent Development) as one of their electives in order to graduate.

Intersession: Elective Courses

In addition to the required courses, elective courses are taken in the Intersession term between Year 1 and Year 2 of the program. The intersession includes a Spring session and Summer session. Each session is 6-weeks in length. Teacher Candidates select courses that focus on particular areas of interest and can be selected from our Department (Applied Psychology and Human Development) and OISE at large (courses that are open to MA CSE students). For example, there are elective courses in the areas of mental health, special education, Indigenous education and early learning and development.



Optional:

1. The Catholic Education Course, ***Teaching in Ontario's Catholic Schools***, is required for Catholic Teacher Candidates interested in employment in an Ontario Catholic District School Board. This course does not count towards the graduate degree program requirements therefore an additional fee applies. For more information refer to pg. 13 and the link below. Practicum Coordinator Anna Totten is the contact person for this pathway. [OISE Continuing and Professional Learning](#)
2. The French Focus Pathway is an option for Teacher Candidates seeking to become French Language Teachers in public school boards. Requirements include: successful completion of a proficiency test, two required courses (see pg. 6), and an Internship in a French Language classroom. Practicum Coordinator Michelle Drimmie Miller is the contact person for this pathway.

Year 2: Required Courses

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.

Courses in 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

Courses in Internship Term

APD2221Y	Teaching Internship
APD2202H	Education Seminar II: Current Issues in Teaching and Learning
APD2222H	Professional Practice: Enacting a Research-Informed Professional Learning Cycle

Teacher Candidates taking the French Focus Program:

Offered in the Fall Term:

CTL 7200H	Curriculum and Teaching in French as a Second Language – Primary/Junior
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Teacher Candidates who successfully complete both the 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.

In order to be licensed 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): *What does it mean?* Below, examples are provided for how MA CSE students can interpret the four tenants of the Teacher Candidate Code of Conduct.

- **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.
e.g., notice entrenched beliefs and be ready to change your mind
e.g., notice/avoid unsubstantiated claims
e.g., 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.
e.g., make up your own mind but respect others' experience and wisdom
e.g., balance advocacy with respect/understanding of practical constraints
e.g., seek to expand your understanding and practice of social justice
- **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.
e.g., practise respectful, productive, and sustainable disagreement and challenge
e.g., contribute to a productive and safe learning community that preserves dignity for all
e.g., be cautious and respectful when resolving conflict
- **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.
e.g., promote a positive climate that is inclusive, accepting, and empowering of all people
e.g., communicate with ATs, students, classmates and faculty with caution and care
e.g., apologize swiftly, reflect, improve, and move on when mistakes are made

Adapted for MA CSE www.governingcouncil.utoronto.ca/policies/behaveac.htm

MA CSE Communication Flow Chart for Academic and Practicum

Lines of Communication about...			
Practicum	Course content or pedagogy	Graduate / Academic Success	Program Admin, Funding, Misc. Questions
Practicum Team (Anna, Michelle, Ronna) <i>✓ I'm concerned about my placement / want to address an issue</i> <i>✓ I would like to give some general feedback on the practicum</i> <i>✓ Resources for my teaching practicum</i> <i>✓ Seeking advice to improve my practicum experience</i> <i>✓ I had an experience in my placement that I'm not sure how to manage</i> <i>✓ I am struggling with my health due to my practicum experience</i>	Course instructor <i>✓ I have a question about/need assistance with this course</i> <i>✓ I have some feedback about this course</i> <i>✓ I need support finding a group</i> <i>✓ Can you give me clearer criteria and guidelines for an assignment</i> <i>✓ I'm having a hard time keeping up in class, can you help?</i>	Course instructor <i>✓ What are Master level expectations?</i> <i>✓ Where can I find support for academic writing?</i> <i>✓ I need support understanding ways to manage my time</i>	Program Liaison (Vanessa) <i>✓ How do I navigate admin processes at the university: registration, course enrollment, payment, misc. forms, convocation, etc?</i> <i>✓ Where do I direct funding questions?</i> <i>Depends on award – refer to award application for the contact person</i> OSAP: <i>osap.staff@utoronto.ca</i> OISE financial support: <i>oise.financialaid@utoronto.ca</i> <i>✓ If you are not sure where to direct your question, ask Vanessa and she will help or redirect.</i>
<p>If the first line of communication did not resolve your question, reach out again to clarify and restate your need.</p> <p>Program Chairs: Dr. Zack Hawes (academic) or Dr. Julie Comay (practicum) <i>✓ Issues related to non-fulfillment of program requirements</i></p>			

PRACTICUM PLACEMENTS

Teacher Candidates are assigned to practicum placements in Toronto District School Board, Toronto Catholic District School Board, independent schools in Toronto, and the Dr. Eric Jackman Institute of Child Study Laboratory School. Due to the changes in OCT regulations, we must place Teacher Candidates in full time homeroom classrooms to qualify for certification hours.

All Teacher Candidates have a placement in two divisions including kindergarten/primary and junior classrooms. The placements are selected to offer a broad range of experiences in diverse school communities. The Practicum Coordinators are responsible for the placement process, including identifying partner schools, contacting schools, speaking with school administrators and teachers, and arranging placements. Teacher Candidates should not have conversations with schools regarding possible placements. There are many factors that might inhibit the MA CSE Program from partnering with a specific school, (i.e, schools may be involved with other teacher education programs etc.) The final decision regarding placements rests with the Practicum Coordinators.

Conflict of Interest Policy

To maintain the integrity of the practicum, a potential conflict of interest must be avoided. Teacher Candidates are expected to immediately communicate to their Practicum Coordinator if their assigned placement is in a school where there is an on-going 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 TC has maintained an ongoing personal relationship with someone at the school; or
- the Teacher Candidate is a graduate of the school and has maintained an on-going personal relationship with a member of the school community.

It is important to communicate any potential conflict of interest to your Practicum Coordinator as soon as possible, so that an alternate placement can be arranged, if necessary. If a Teacher Candidate is unsure if 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 necessarily create a conflict of interest.

Taking a proactive approach to a potential conflict of interest situation by having a conversation with their Practicum Coordinator is in the best interest of the Teacher Candidate. At times, a

conflict of interest only becomes apparent to an Associate Teacher later in a practicum, at which time a Teacher Candidate may be asked to leave a school and the practicum is deemed unsuccessful.



Year 1 Practicum Placements

In their first year, Teacher Candidates complete two placements under the supervision of Associate Teachers. The practicum placements take place four mornings a week (Monday-Thursday) plus three afternoons chosen in consultation with your Associate Teacher. On Friday Teacher Candidates attend the Education Seminar 1: Professional Practice, Critical Pedagogies and Social Studies. Ontario College of Teachers requires practicum hours to be in regular homeroom classrooms and not in specialized settings for certification.

All Year 1 placements are located in Toronto, within a maximum range of approximately 90 minutes from JICS by public transit. These placements are designed to provide Teacher Candidates with a balanced experience in diverse school communities.

Throughout their placement Teacher Candidates:

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

Catholic 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 need to enroll in the Religious Education course: ***Teaching in Ontario's Catholic Schools*** through OISE's Continuing and Professional Learning office. This course is required by the Catholic Boards as a prerequisite for a job interview and as a condition of employment. This course is in addition to the degree's program requirements therefore additional fees apply. The course does not count as an additional credit towards your program. It is an on-line course offered in the fall term only. Please visit the following site for more details <https://cpl.oise.utoronto.ca/>

“Block 3” Placements

Year 1 Teacher Candidates who do not successfully complete one of their two placements are required to do a third “Block 3” placement to allow extra time and support to fulfill the expectations of the practicum. This Block 3 placement involves full days in April/May after Block 2 completion and includes formal site supervision by the Practicum Coordinator(s). Failure to successfully complete the third block will result in a failing grade in the practicum course and demission from the program.

Teacher Candidates may also consider doing an optional Block 3 placement if they have successfully completed their two first year practicum placements. This optional experience would take place full days in April/May after Block 2 completion. Many people who choose an optional Block 3 placement are looking for an experience in a setting beyond what was offered in their placements (e.g. special education, music, art) or experience in another school board outside of Toronto. Optional placements ***in specialized settings*** such as The Hospital For Sick Children and Bloorview School Authority will be organized together with a Practicum Coordinator.

Unless an additional Block 3 placement is required or is in a specialized setting, Teacher Candidates are responsible for finding their own Block 3 placements. The purpose of a Block 3 placement is to expand the Teacher Candidate's experiences and therefore are in new classroom settings. Alternatively, Teacher Candidates may consider a volunteer placement at any time during the year or during the April Block 3 period. This may include returning to a previous placement. Volunteer Placements are non evaluative. Teacher Candidates also must find their own volunteer opportunities. **All Block 3 optional placements and volunteer placement arrangements must be shared with the Practicum Coordinator responsible for Block 3.**

Year 2 Internship Practicum Placements

Teacher Candidates complete one 12-week internship in either the Fall or Winter term. This placement takes place in selected TDSB, TCDSB, independent schools, or at the Dr. Eric Jackman Institute of Child Study Laboratory School. The final decision regarding the location and grade of the internship placements is determined by the Practicum Coordinators.

During Year 2, two required courses will be taken concurrently with the internship. These courses will build on the learning of pedagogical issues and ideas introduced in Year 1, with a focus on the art of teaching, with growing responsibility for planning and implementing a full educational program.

Throughout their placement Teacher Candidates:

- plan, implement and assess lessons following The Ontario Curriculum;
- apply their knowledge of current research to their practice; and
- work collaboratively with colleagues, Associate Teachers, and the educational team supporting the classroom.

Teacher Candidates will be in placement full days on Mondays and Tuesdays and mornings only on Wednesdays, Thursdays, and Fridays. All Teacher Candidates (fall and winter) will be in placement full days during the first week of school in September to experience the many aspects of beginning a new school year. Those with winter internships complete their academic classes in the fall and return 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.

While engaged in their internship placement, Teacher Candidates attend:

- Education Seminar II: Current Issues in Teaching and Learning APD2202H; and
- Professional Practice: Enacting a Research-Informed Professional Learning Cycle APD222

BEGINNING A YEAR 1 or 2 PLACEMENT



Teacher Candidates should meet with their Associate Teacher during the first few days of the placement to discuss the classroom program and routines, as well as the Teacher Candidate's responsibilities.

Teacher Candidates will spend the first days observing and becoming familiar with the children and the program before undertaking instructional responsibilities. They gradually enter into all areas of teaching as modeled by the Associate Teacher.

Getting Started

- Confirm arrival and departure times. The Teacher Candidate should be at the school at a time agreed upon with the Associate Teacher. It is very important to arrive early for practicum and to collaborate and organize for the next day with the Associate Teacher before leaving each day. Multiple absences and/or late arrivals will impact on the successful fulfillment of practicum expectations.
- Exchange contact information. Arrange how to notify each other in case of a necessary absence.
- Discuss school hours, duties, dress, safety procedures, and other relevant school routines. A Staff Handbook is a useful source of information.
- Schedule regular times to plan, discuss lessons, and share feedback.
- Review practicum expectations and work out a timeline for periodic check-ins.

Note

- If absent, it is your responsibility to notify the Associate Teacher and Practicum Coordinator no later than 7:30 a.m., but preferably the night before. All absences need to be recorded on the Attendance Form (located on review forms). Required make-up times must not conflict with academic classes.
- Lesson plans should be submitted to the Associate Teacher allowing time to revise plans as required by the Associate Teacher. If you are responsible for teaching and need to be absent, you must submit the lesson plans for the day.
- Discuss your pronouns and honorific (Mr., Ms., Mrs., Mx, or first name only, etc.)

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

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

Principals value active participation in the school community.

Learning for All

Teacher Candidates are expected to support all students in the classroom and indicate in their lesson plans specific ways to meet the needs of all learners.



PRACTICUM ROLES AND RESPONSIBILITIES

Overall Accountability

The Associate Teacher is responsible for the overall classroom program, including instruction, behaviour guidance, classroom organization, communication with parents, colleagues, and administration, and decisions about individual children. 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. As Associate Members, Teacher Candidates 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 (pg. 31).

Professional Digital Footprint

Use of Electronic Communication and Social Media

The Ontario College of Teachers 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.

The Ontario College of Teachers in their Social Media Advisory states that: "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." <https://www.oct.ca/-/media/PDF/Advisory%20Social%20Media/ProfAdvSocMediaENPRINT.pdf>

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, transitions, and recess supervision (always alongside their Associate Teacher). They should prepare their lessons outside of class time and academic course assignments must not interfere with classroom responsibilities. Teacher Candidates are expected to become familiar with classroom and school procedures, behavioural expectations, and The Ontario Curriculum and available resources.

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. The Teacher Candidate should routinely discuss practicum expectations with the Associate Teacher. Any concerns that are not resolved between the Associate Teacher and Teacher Candidate should be brought to the attention of a Practicum Coordinator. Although Teacher Candidates typically assume increasing responsibility in each subsequent placement block, there are aspects common to all placements.

Teacher Candidate Responsibilities:

- Demonstrate a positive teacher stance in demeanor, attendance, punctuality and confidentiality.
- Treat all colleagues in the school community in a manner that respects their perspective and dignity.
- Show initiative in planning, preparation, and finding resources, communicating with Associate Teachers, and responding thoughtfully to feedback.
- Learn students' names, classroom procedures, behavioural expectations, and safety procedures.
- Prepare daily detailed lesson plans for all assigned teaching opportunities to share with Associate Teacher within agreed upon timelines. Reflect on learning when preparing follow up lessons.
- Develop a practicum hard copy/digital portfolio to house all lesson plans and learning throughout the program.
- Develop strong observation skills and plan for the needs of all students.

- Apply Ontario curriculum expectations.
- Participate actively in daily classroom routines and be flexible when changes occur.
- Document student observations, assessments and evaluations in a variety of ways in collaboration with the Associate Teacher.
- Participate, where possible, in a variety of learning experiences, 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, responding thoughtfully to suggestions.
- Be proactive in arranging times with your Associate Teacher to discuss program planning, feedback and reviews.
- Share practicum accommodations when appropriate as outlined by Accessibility Services with Associate Teacher and Practicum Coordinator (the reason for accommodations do not need to be disclosed).

Associate Teacher Responsibilities

- Act as a role model for good teaching practices and is a reflective practitioner.
- Discuss 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 classroom organization, strategies for guiding behaviour, and program planning.
- Provide access to classroom and school based resources to augment lesson planning.
- Share assessment and evaluation practices and clarify expectations for the Teacher Candidate in this area.
- Observe the Teacher Candidate teaching lessons and provide regular, encouraging and 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

Teacher Candidates assist the Associate Teacher in the preparation, instruction, and assessment of student learning. They learn skills such as lesson planning and classroom management through observation and practice. Lesson preparation occurs outside of class time.

Teacher Candidate Responsibilities (in addition to the responsibilities and expectations of Y1):

- Determine a timeline for meeting the expectations of the internship with the Associate Teacher.
- Develop strong observation skills and be aware of what is happening in the classroom and school.
- Provide detailed lesson plans including considerations for students on Individual Education Plans (IEPs).
- Participate as fully as possible in learning experiences, including co-curricular activities, parent-guardian/teacher conferences and school-wide events.
- Use a variety of assessment strategies.
- Observe and plan for the needs of all students, including learners who require program accommodations and/ or modifications.
- Co-plan/plan and implement cross curricular units, assuming responsibility for planning and teaching large blocks of time (mornings, full days and full week)

Associate Teacher Responsibilities

- Support the Teacher Candidate in planning learning for the children based on program goals.
- 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 play a role in the assessment, evaluation and reporting process.
- Encourage the Teacher Candidate to participate in the school community.

Honorarium for Associate Teachers

In appreciation, Associate Teachers receive an honorarium for hosting each Teacher Candidate. Payments are processed through each board's payroll department. ATs can expect to see the honorarium by the end of the school year. Payment to independent schools will be arranged through the school principal for dissemination to individual Associate Teachers.

Principal/Vice Principal Responsibilities

- Select appropriate exemplary teachers to act as Associate Teachers.
- Welcome Teacher Candidates to the school community.
- Ensure that Teacher Candidates work on a continuing basis with the appointed Associate Teacher.
- Ensure that each Teacher Candidate receives a completed evaluation on the final day of the practicum.
- Become involved in any challenging situations and communicate with the Practicum Coordinator.
- 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 Associate Teacher terminates a Teacher Candidate's placement, the TC receives an unsuccessful Summative Evaluation for the practicum.

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.
- Contribute to Year One and Year Two Education Seminar Courses.

- Ensure that all practicum documents are completed and submitted in a timely manner.

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 debriefs 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 will submit the completed reviews to the Practicum Coordinator assigned to the 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 go over the Formative Review and Expectations. During Week 4 or 5 of the placement, the Teacher Candidate and Associate Teacher use the Formative Review and Expectations Checklist to guide evaluation 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, please 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. In such cases, a second Formative Review may be submitted. Support from the 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

Towards 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 on the Practicum Review represent judgments about the growth and performance of a Teacher Candidate just entering the teaching profession. The standards should not be applied with reference to the performance of an experienced teacher.

In order to pass a Year 1 placement, the Teacher Candidate must perform at least at a "beginning to" level in all areas of the Practicum Review and complete practicum expectations. By signing the Summative Review, both the Associate Teacher and Teacher Candidate indicate agreement with the content. If there is disagreement, the Practicum Coordinator must be notified.

An electronic copy of the Summative Review and Attendance Form is submitted by the Associate Teacher on the established due date to the Practicum Coordinator 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 policy Code of Behaviour on Academic Matters www.governingcouncil.utoronto.ca/policies/behaveac.htm

Year 2

Internship requires the completion of a Formative Review and a Summative Review.

In YR2 an ongoing, collaborative approach to the evaluation process fosters open communication to develop the Teacher Candidate's professional growth and skill set.

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

Formative Review

During 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 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, please 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 is experiencing difficulty or needs significant support to meet expectations, a second Formative Review will be required.

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.**

Please note: The standards for the different levels on the Practicum Review represent judgments about the growth and performance of a Teacher Candidate just entering the teaching profession. The standards should not be applied with reference to the performance of an experienced teacher.

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 overall performance including their readiness to take 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 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, the Practicum Coordinator must be notified.

An electronic copy of the Summative Review and Attendance Form is submitted by the Associate Teacher to the Practicum Coordinator 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 the 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 strives to create an environment that is enabling for all learners. If you require accommodation in any aspect of our 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 well in advance of the start of the program (e.g. June/July; <http://www.studentlife.utoronto.ca/as>). This office can also assist if you experience unexpected disability or short/long-term disruption to your personal life during our program. We work in close partnership with Accessibility Services to provide a range of support, including, for example, skill development, self-advocacy advice, referral to counseling, adapted practicums, and extra time for assignments. Services are provided to students with a documented disability, be it physical, sensory, a learning disability or mental health, temporary or long-term.

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 also recommended that you speak to your 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 specifics accommodations available to support their success.



PLACEMENT CHALLENGES

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

Resolution of Difficulties

Should concerns arise in the placement, a conversation between the Associate Teacher and Teacher Candidate must take place as soon as possible. Most problems can be resolved early through open discussion. When a resolution is not reached, it is important that the Practicum Team be involved. This may take the form of: individual guidance for Associate Teacher and/or Teacher Candidate, mediated conversations, a growth plan, lesson planning support, etc. The Principal may be involved in a supportive role in the resolution process.

Grading

To be recommended for the MA in Child Study and Education degree and the Ontario Certificate of Qualification, a Teacher Candidate must receive a passing grade in two practicum placements in Year 1 and in the 12-week internship in Year 2.

In order to pass each Year 1 placement, the Teacher Candidate must perform at a “beginning to” level (or above) in all areas of the Summative Review and have completed all expectations outlined in the Practicum Expectations Checklist deemed by the Associate Teacher to be applicable in the placement setting.

In order to pass the Year 2 internship placement, the Teacher Candidate must demonstrate performance at a “beginning to” level (or above) in all areas of the Summative Review and have completed expectations outlined in the Practicum Expectations Checklist deemed by the Associate Teacher to be applicable in the placement setting.

In each year of the program if, after intensive support, the Teacher Candidate's performance is deemed to be unsatisfactory, the designation of failure will be made 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 earn a Pass in a mandatory Block 3 placement to be completed immediately following the academic year. **Only one additional placement is permitted.** Failure of two placements will result 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 fails the internship component of the program will not be recommended for the MA in Child Study and Education degree nor for the Ontario Certificate of Qualification.

If a Teacher Candidate elects to defer a scheduled practicum for reasons other than health, or if a Teacher Candidate steps 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 Deferral

In rare circumstances, the Teacher Candidate may request a deferral of a practicum due to health or medical reasons. A formal request of this nature should be made to the Program Chair and Practicum Coordinator. The Teacher Candidate will be directed to provide documentation to support the request with the Student Experience Coordinator to the Registrar's Office and Student Experience (ROSE).

Involuntary Withdrawal

A Teacher Candidate may be required to withdraw from a practicum or internship if the Teacher Candidate's 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 non-passed/failed placement. **Involuntary withdrawal results in a failure of that placement.** In such instances, the Teacher Candidate will have access to regular appeal procedures.

The 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

In accordance with the School of Graduate Studies, the following Dr. Eric Jackman ICS appeal

procedures apply to disputing Practicum failures. Please find the SGS Appeals Policy here: <https://sgs.calendar.utoronto.ca/general-regulations#10>

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, student appeals, outstanding fees and other university obligations.

BASIC ADMINISTRATION FOR TEACHER CANDIDATES

Preparation

- Use the May/June Checklist from the Program Liaison for information on obtaining your Vulnerable Sector Screening (VSS). This process can take up to three months.
- Complete and submit a student Workplace Safety/Insurance Form for each placement.
- Check Quercus and University of Toronto student email regularly.

In Schools

- Teacher Candidates 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. Teacher Candidates must arrive a minimum of 15 minutes prior to the morning bell and stay 15 minutes before departure as per the Education Act.
- Teacher Candidates follow school practices, policies, and routines.
- 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

All 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. Teacher Candidates are responsible for asking their 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 the success of the children with the current learning materials. Teacher Candidates should keep a record of all lesson plans in a practicum binder/folder.

Attendance

Teacher Candidates assume the same responsibilities of attendance and punctuality as regular members of the staff. Teacher Candidates 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 days Teacher Candidates are required to be in a practicum setting. MA CSE policy requires Teacher Candidates to be in attendance in their practicum settings for the number of days designated in the practicum schedule. Absences are to be made up. Teacher Candidates may not miss academic classes for practicum. The Associate Teacher and Practicum Coordinator must be notified at the beginning of the placement of any planned absence.

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

- Make medical and other personal appointments after school hours
- be punctual and adhere to the placement schedule. Teacher Candidates may not reschedule or miss placements to complete academic coursework or assignments; and
- inform the Associate Teacher and Practicum Coordinator by 7:30 a.m. on each day of absence.
- Notify other employers that they are unavailable to work during school hours
- Limit absences to illness, religious observances, or bereavement

If the absence is for a religious reason, 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 a medical certificate. When fewer than five days have been missed, those days should be made up as soon as possible according to a schedule arranged with the Associate Teacher. When more than five days have been missed, if it is not possible to make up the time during the regular Fall and Winter terms, the Teacher Candidate may need to complete a make-up placement determined by the Practicum Coordinator. This will take place immediately following their fall or winter term.

All Teacher Candidates are awarded one personal day to be used at their discretion. In year one this includes .5 in each block. In year two the personal day must be taken in a single day and not shared over two days. The personal day is to be documented on the Summary of Attendance on the Review. There is no requirement for this day to be made up.

If a Teacher Candidate decides to leave 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 for April/May for Year 1 Teacher Candidates.

In Year 2, if the Teacher Candidates cannot complete the program by the June convocation

timeline as required by the Registrar's Office, they may be eligible for the Fall convocation.

Professional Activity Days

If a professional activity day (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. In the event the PA Day is unavailable, the teacher candidate will use this time to prepare classroom learning materials, plan lessons, source materials etc. On these days, Teacher Candidates are engaged in activities that are directly related to practicum.

Conferences

Teacher Candidates are required to fully attend all scheduled academic classes and practicum days and therefore should not request permission to miss a school-based day to attend a professional conference. The one exception is when a Teacher Candidate attends a professional conference during practicum hours at the invitation of the Associate Teacher.

Snow Days

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

Confidentiality

Once Teacher Candidates begin to work in a school setting, they become privy to knowledge about students' behaviour patterns, academic ability, emotional maturity, relationships with others, etc. In many cases, information of this nature is shared so that the Teacher Candidates might work more effectively with the group or with an individual student. In other cases, this information is simply acquired through observation in the classroom or school. Teacher Candidates are also able to know more about staff members than would normally be learned from their "public image." Teacher Candidates must understand that such knowledge or subjective opinions should not be shared in the community, in the school, in the class, or with anyone who has no legitimate need to know. Care must be taken to refrain from expressing comments harmful to the reputation of any pupil or professional. Similarly, a Teacher Candidate has every right to expect that their participation and information will be treated with the same confidentiality and respect.

Confidentiality is an expectation of OISE's Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates, noted on page 34 of this Handbook. It is also an expectation of the Ontario Teachers' Federation. As associate members of the Federation, Teacher Candidates should be 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 provide valuable experiential learning. Teacher Candidates may participate in field trips if they can return in time for their afternoon academic classes. If they are unable to attend the field trip, alternative arrangements must be made, at the school level, for them to assist in another classroom.

Vulnerable Sector 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. Therefore, all MA CSE Teacher Candidates must provide a Vulnerable Sector Check (VSS) before starting the program. The Program Liaison will instruct you on how to obtain this document.

The OCT requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification provide original reports of VSS and an applicant's declaration about suitability for registration. This VSS must not be older than six months when submitted. [Click here for further information.](#)

Workplace Safety and Insurance Coverage

When a Teacher Candidate is preparing learning experiences for the children, it is vital that discussion takes place with the Associate Teacher in advance of any lesson or activity where safety may be a concern. This consultation recognizes and reinforces the primary responsibility of the Associate Teacher for the safety and well-being of children. Our Teacher Candidates have Workplace Safety and Insurance Coverage while practicing in elementary schools and other assigned placements for practicum or 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 of the authorized practicum period.

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; and
- the Teacher Candidate is not paid by the school

Procedures for Reporting an Accident

Although the school likely requires the completion of a board accident report, it is also important that the school completes the University of Toronto Accident Report. To obtain a U of T Accident Report form, contact the MA Program Liaison. The completed form must be sent to Dr. Eric Jackman ICS within two business days.

Occasional Teaching

Please note that in the event that an Associate Teacher is absent during the practicum, the Teacher Candidate is NOT permitted to act as a supply teacher. A certified teacher MUST be in the room with the Teacher Candidate.

If an Associate Teacher is absent during a practicum day, the school should follow its normal procedure in obtaining an occasional teacher. At the discretion of the Principal, the Teacher Candidate may be asked to manage the class of the Associate Teacher 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 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. They may *assist* in coaching or conducting a co-curricular activity (e.g. school choir). 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

All Teacher Candidates registered in the MA CSE program leading to recommendation for certification by the Ontario College of Teachers accept that the teaching profession demands integrity and exemplary behaviour. The OISE Standards of Professional Practice and the Standards of Practice for the Teaching Profession apply to all practicum placement settings.

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 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](#); and
- g. The expectations of schools and communities that act as OISE's partners and field sites.

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. Action respecting these OISE standards does not preclude any other 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 discussion 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*.

OISE Standards of Professional Practice, Behaviour and Ethical Performance represent minimum 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 represent failure to meet the standards of the program.

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

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

- to inspire a shared vision for the teaching profession;
- to identify the values, knowledge and skills that are distinctive to the teaching profession;
- to guide the professional judgment and actions of the teaching profession; and
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The OCT Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated to their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.



Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

<http://www.oct.ca/public/professional-standards/standards-of-practice>

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

The Purposes of the OCT Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession;
- to identify the ethical responsibilities and commitments in the teaching profession;
- to guide ethical decisions and actions in the teaching profession; and
- to promote public trust and confidence in the teaching profession.

OCT Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of *Respect* is trust and fair-mindedness. Members 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.



Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

<http://www.oct.ca/public/professional%20standards/ethical%20standards>

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://socialwork.utoronto.ca/wp-content/uploads/2014/12/The-Students-Companion-to-the-Code-of-Student-Conduct) 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://socialwork.utoronto.ca/wp-content/uploads/2014/12/The-Students-Companion-to-the-](https://socialwork.utoronto.ca/wp-content/uploads/2014/12/The-Students-Companion-to-the-Code-of-Student-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 Policy

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 individual member of our community and the communities we serve.

Our commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

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.

In the practicum context, this means that every effort will be made to support the equity policy of the University of Toronto which is consistent with that of our partner school boards. Failure on the part of a Teacher Candidate to recognize and abide by these policies will bring into question the suitability of the Teacher Candidate for a future position in our school system.

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

Sexual Violence and Sexual Harassment Policy

The University of Toronto's Policy on Sexual Violence and Sexual Harassment applies to all OISE Teacher Candidates. [University of Toronto's Sexual Harassment Policy](#)

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
- a course of vexatious comment 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 are 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/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 at <http://safety.utoronto.ca/sexual-violence-sexual-harassment/>

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 or may be 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 obtained the information in the course of their professional or official duties.

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

This individual responsibility to report cannot be delegated or transferred to someone else. Any professional or official, including teacher candidates, with suspicion of 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 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 withdraw from placement while an investigation takes place.

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 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

Natural Curiosity 2nd Edition (2017) is an excellent resource for educators as well as an incentive for students to discover the world around them. It frames the investigation into the environment, which is shaped by the students' wonders, questions and theories - their natural curiosity - as they explore their environment. It is a resource that encourages the educator to find their own way to build a culture of community learning that is purposeful, responsive, and greatly motivating.

In this second edition of *Natural Curiosity*, educators will explore a pedagogical framework for environmental inquiry that supports a stronger awareness and integrity of Indigenous approaches to environmental learning. With this understanding, we are challenged to question our place in the world and how we might engage with it. The Indigenous lens in this edition kicks off a dialogue that allows educators to embrace the possibilities offered by this approach, and alongside their students, build lasting relationships with the natural world and celebrate these relationships as a genuine opportunity for Truth and Reconciliation.

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



www.therobertsonprogram.com

The Robertson Program for Inquiry-based Teaching in Mathematics and Science supports educators in deepening their understanding of math and science concepts. We work with educators through professional development. We also design and conduct research projects investigating a variety of topics such as the role of spatial reasoning in overall mathematics achievement, Indigenous education and math, and the benefits of outdoor classrooms. Visit our website for math and science lesson ideas!

Play Learning Lab



www.playlearninglab.ca, @playlearninglab

On this website, you will find a 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 and contexts 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, assessment in play-based kindergarten education, and teachers' perspectives on the purpose of play in kindergarten 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://wordpress.oise.utoronto.ca/richardvolpe/>

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.

The Balanced Literacy Diet

www.litdiet.org

This site has virtual tours of different classrooms and a "recipe sampler" which presents one "literacy recipe" (lesson plan) for each of the key "food groups" required for elementary

students to grow and flourish in literacy. Browse the [Recipe Finder](#) tab (search) to explore the hundreds of literacy recipes available on this website.



Forms 2025-2026

Teacher Candidates can find these forms and the Practicum 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:

[Department of Applied Psychology & Human Development \(APHD\) | Ontario Institute for Studies in Education](#)



