



Practicum Guide 2023-2024

After-Degree Bachelor of Education
Practicum & Partnerships Office

**University
of Manitoba**
Faculty of Education

“Flourishing in schools becomes an ecological metaphor for imagining growth, interconnection and wellbeing. The metaphor encourages us to think about the heliotropic nature of plant life, turning and stretching toward the sun to grow, shifting our attention toward the capacities that promote vitality, generativity, wellbeing in schools, prompting us to see the system from the perspective of what is working well, what makes us feel whole, connected, engaged and alive”
(Kutsyuruba, et al., 2021, p. 4).

“Recent research on teacher well-being and positive leadership for flourishing in schools (Cherkowski & Walker, 2016, 2018; Cherkowski et al., 2020) offers examples of the possibilities for growing cultures of well-being in organizations through focused attention on that which gives life, creates a sense of purpose, cultivates meaning, awakens passion, and engages presence at work” (Cherkowski et al., 2023, p. 499).

“We think a mindset shift toward flourishing provides new openings, or spaces, for imagining the work of teaching in ways that promote what makes us feel well, whole, and alive in our work” (Cherkowski & Walker, 2018, p. 33).

“...flourishing educators will be able to create a ripple effect of flourishing students, flourishing schools and flourishing communities” (Rehal & van Nieuwerburgh, 2022, p. 50).

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The Practicum & Partnerships Office acknowledges the efforts of our many educational partners who contributed to the development of this guide and the revisions to the 2023-2024 practicum course expectations.

This resource is available on the University of Manitoba Faculty of Education website at <https://umanitoba.ca/education/student-experience/resources-bachelor-education>

TRADITIONAL TERRITORIES ACKNOWLEDGMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

WELCOME!

Welcome to the Faculty of Education, Bachelor of Education (B.Ed) Practicum Courses at the University of Manitoba!

Our goal is to support Teacher Candidate flourishing in the B.Ed program Practicum Courses. Cherkowski and Walker believe that teacher flourishing in schools “is a personal, interpersonal, and organizational responsibility” (2018, p. 9). We take up our organizational responsibility based on beliefs that Teacher Candidate wellbeing is crucial to their success and that it matters. This Practicum Guide and practicum course expectations are intended to provide purpose, meaning, and value, necessary elements to support flourishing so that Teacher Candidates may thrive in practicum and in turn create the conditions for their students to flourish in schools.



Beryl Peters, PhD
Director, Practicum and Partnerships Office



Jennifer Watt, PhD
Acting Director, Practicum and Partnerships Office

Overview of Practicum Courses

This Practicum Guide is the course syllabus for all four practicum courses that make up the B.Ed Program Practicum. Practicum courses are coordinated by a team led by the Director that includes the Field Partner Liaison, support staff, a Practicum Advisor (PA) assigned by the Practicum and Partnerships (P&P) Office, Mentor Teachers (MTs), and school administration at each practicum school.

Practicum courses provide an opportunity for TCs to apply and deepen their understandings of teaching and learning as they pursue practicum course goals listed below, with the support of Mentor Teachers, Practicum Advisors and the Practicum and Partnerships Office. The interwoven components of the B.Ed program provide an essential foundation for beginning teachers.

Goals of Practicum Courses

Practicum courses provide opportunities for TCs to:

- connect faculty-based course learning to practice
- create caring, inclusive, and equitable learning environments
- meet the learning and wellbeing needs of all diverse learners
- create nurturing, positive, effective learning communities
- foster reflective practice and critical inquiry
- engage in current learner-centered pedagogical practices
- build a repertoire of responsive, resilient, effective classroom practices
- design for learning, assessment and evaluation using Manitoba curricula
- meet standards of professionalism and ethical practice for teachers in Manitoba
- explore complexities of and develop teacher professional Identity
- redress the legacy of residential schools and advance reconciliation

TABLE OF CONTENTS

| | |
|-------------------------------------------------------------------------|------------|
| TRADITIONAL TERRITORIES ACKNOWLEDGMENT | iv |
| WELCOME! | v |
| TABLE OF CONTENTS | vii |
| PRACTICUM & PARTNERSHIPS OFFICE | 2 |
| PRACTICUM PARTNERS | 3 |
| Teacher Candidate Roles and Responsibilities | 4 |
| Professional Relationships with Mentor Teachers (MTs) | 4 |
| Professional Relationships with Practicum Advisors (PAs) | 5 |
| Professional Relationships with the P&P Office | 5 |
| Roles & Responsibilities in Seminar Groups | 5 |
| Attendance Responsibilities | 5 |
| Orientation and Program Days | 6 |
| Professional Conduct Roles & Responsibilities | 6 |
| Professional Responsibilities | 6 |
| TC Responsibilities to Ensure no Conflict of Interest | 7 |
| TC Responsibilities for Privacy and Safety in Schools | 8 |
| Child Safety and Wellbeing Training | 8 |
| Mentor Teacher Roles & Responsibilities | 8 |
| Practicum Advisor Roles & Responsibilities | 11 |
| Roles and Responsibilities of School Administration | 12 |
| Roles and Responsibilities of the Practicum & Partnerships Office | 13 |
| Practicum Office Hours | 14 |
| PRACTICUM COURSE INFORMATION | 14 |
| Overview | 14 |
| Required Course Texts | 15 |
| After-Degree Bachelor of Education Program | 15 |

| | |
|-------------------------------------------------------------|-----------|
| Practicum Grades | 16 |
| Practicum Schedule 2023-2024 | 16 |
| Accessibility & Accommodation Procedures | 18 |
| Mandatory Background Checks..... | 19 |
| School Placement Process | 21 |
| Online Practicum Information Form..... | 22 |
| PRACTICUM OPTIONS..... | 22 |
| Indigenous Studies Option..... | 22 |
| French Immersion Option | 23 |
| First Nations/Home Community Practicum..... | 24 |
| Northern Practicum | 24 |
| International Practicum (not available for 2023-2024)..... | 25 |
| SUPPORTS FOR TEACHER CANDIDATES..... | 26 |
| Equity, Diversity, and Inclusion in Practicum Courses..... | 26 |
| Supporting Truth & Reconciliation..... | 27 |
| Indigenous Elders-in-Residence | 28 |
| Working Towards Reconciliation..... | 29 |
| Gender and Sexual Diversity in Practicum | 31 |
| Resources | 32 |
| Student Wellbeing | 33 |
| Raising Concerns | 35 |
| PROFESSIONAL STANDARDS & PRACTICUM POLICIES..... | 36 |
| Attendance, Absences and Punctuality..... | 36 |
| Frequent Attendance Related Requests | 38 |
| Practicum Absence Form..... | 40 |
| Snow Days and Other School Closures..... | 40 |
| Punctuality | 40 |
| Standards of Professional Practice | 41 |

| | |
|-----------------------------------------------------------------------------------|-----------|
| Manitoba Teachers' Society Code of Professional Practice | 41 |
| University of Manitoba Student Discipline Bylaw | 42 |
| Faculty of Education Professional Unsuitability Bylaw | 42 |
| University of Manitoba Respectful Work and Learning Environment Policy..... | 43 |
| ELEMENTS OF PROFESSIONALISM | 43 |
| Professional Attire..... | 43 |
| Maintaining Confidentiality and Respecting Privacy..... | 44 |
| Use of Social Media..... | 44 |
| Guidelines for Use of Social Media..... | 45 |
| Supervision by Teacher Candidates | 46 |
| Substitute Teaching and Teaching Contracts | 46 |
| Fieldtrips and Acting as a Chaperone on Field Trips..... | 47 |
| Driving Students to Extra-Curricular Events | 48 |
| PRACTICUM COURSE EXPECTATIONS..... | 49 |
| Practicum Expectations: Courses 1 to 4 | 49 |
| Teacher Candidate Profile..... | 50 |
| Professional Learning Plan..... | 50 |
| ASSESSMENT & EVALUATION | 51 |
| Formative Assessment..... | 52 |
| Formative Assessment Process | 52 |
| Summative Evaluation & Final Grades | 54 |
| Difficulties Encountered in Practicum..... | 56 |
| Procedures for Teacher Candidate with Concerns in Practicum (Non-Emergency) | 57 |
| Mentor Teacher with Concerns..... | 57 |
| Practicum Advisor with Concerns..... | 58 |
| Principal's Right to Terminate a Practicum..... | 58 |
| Learning Support Plan Process | 58 |
| Notification of Concern Process | 59 |

SUPPORTS FOR TEACHING AND LEARNING60

| | |
|-------------------------------------------------------------|----|
| Practicum Texts for all Practicum Courses Year 1 and 2..... | 60 |
| Manitoba Curriculum..... | 60 |
| Planning for Teaching and Learning | 61 |
| Planning Resources | 62 |
| Using Copyrighted Material | 63 |
| References | 64 |

APPENDICES

| | |
|---------------------------------------------------------------------------------------|-----|
| Appendix 1: Overview of Roles & Responsibilities – Practicum 1 to 4 Expectations..... | 66 |
| Appendix 2: Attendance Policy & Procedures..... | 77 |
| Appendix 3: Week One Practicum Plan..... | 83 |
| Appendix 4: Teacher Candidate Profile | 85 |
| Appendix 5: Professional Action & Learning Plan (P1)..... | 86 |
| Appendix 6: Professional Action & Learning Plan (P2, P3, P4) | 88 |
| Appendix 7: Supports for Teacher Candidates..... | 90 |
| Appendix 8: Process for B.Ed Students Experiencing Difficulties..... | 92 |
| Appendix 9: Learning Support Plan and Notification of Concern | 94 |
| Appendix 10: Manitoba Teachers’ Society (MTS) Code of Professional Practice | 96 |
| Appendix 11: Faculty of Education Professional Unsuitability Bylaw | 97 |
| Appendix 12: Respectful Work and Learning Environment..... | 103 |
| Appendix 13: Sample Summative Reports..... | 114 |

OVERVIEW OF PRACTICUM COURSES

In Canada, teaching is a regulated profession. Each province and territory has its own regulator and certification requirements. In Manitoba, a Professional Certificate is required to work as a teacher in Manitoba public schools. In order to receive Manitoba Professional Certification, teacher candidates must successfully complete:

- a program of study (150 credit hours) required by a recognized University for the Bachelor of Education degree
- 120 days of in-school practicum (24 weeks) required by the Province of Manitoba for professional teacher certification

Teacher Candidates (TCs) meet these requirements in the University of Manitoba After-Degree B.Ed Program through a sequence of four practicum courses. The practicum courses are located in host practicum placement schools. Generally, TCs are placed at the same school for both Fall and Winter term in an academic year and supervised by the same Practicum Advisor (PA) for both terms.

The Practicum and Partnerships (P&P) Director is the instructor of record for all practicum courses in the B.Ed program. A Practicum Advisor (PA) supervises and serves as mentor for each TC. PAs provide formative and summative feedback, evaluation, and make a course grade recommendation to the P&P Director at the end of each course.

The administration at each practicum placement host school identifies the Mentor Teacher(s) (MTs) who serve as active mentors to the TC. Generally, the MT remains the TC's mentor over both terms of the academic year and supports the TC in teaching, planning, and assessing learners in the MT's classroom.



PRACTICUM & PARTNERSHIPS OFFICE

Who to Ask?

- For general inquiries about practicum: the P&P Office Assistants.
- For questions about school placements and PA assignment: the P&P Field Partner Liaison.
- For questions about the roles and responsibilities of practicum partners: the Director of Practicum and Partnerships.
- For questions about program plans and the B.Ed program: Academic Advisors and the Student Services Office.

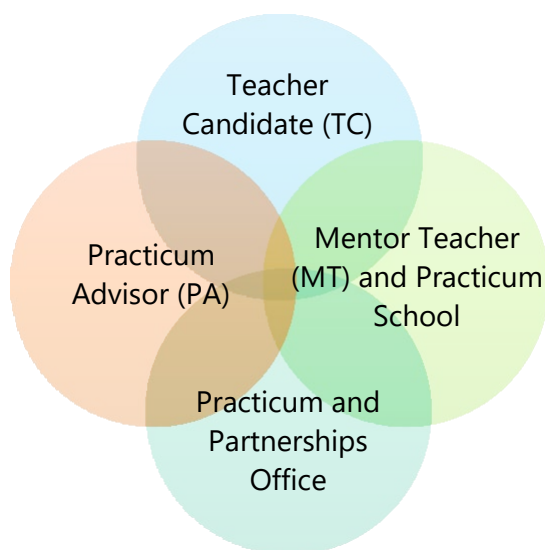
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PRACTICUM PARTNERS

During the four practicum courses, Teacher Candidates (TCs) are supported by experienced Practicum Advisors (PAs) and Mentor Teachers (MTs), school administration at the practicum placement school, and the P&P team. Each practicum partner has specific roles and responsibilities as described in this section. An overview of the roles and responsibilities for MTs, TCs, PAs, and School Administration is provided in Appendix 1.

Practicum Partners



Teacher Candidate Roles and Responsibilities

It is the responsibility of the Teacher Candidate (TC) to be familiar with all documents and policies related to the practicum. Practicum resources are available online at:

<http://umanitoba.ca/education/student-experience/resources-bachelor-education>

Teacher candidates have an important responsibility to establish and maintain effective professional relationships with all practicum partners. In order to foster quality professional relationships, it is essential to understand the roles and responsibilities of each practicum partner and work to ensure open and clear lines of communication (e.g., through email, telephone, meetings, dialogue, and digital communication). An overview of the roles and responsibilities is provided in Appendix 1.

Professional Relationships with Mentor Teachers (MTs)

Teacher candidates are encouraged to engage in conversation about their practice with their MTs, and to ask questions, discuss observations, critically reflect, and collaborate with MTs to try out teaching and learning strategies and approaches studied during faculty-based courses. Teacher candidates communicate the Practicum Expectations for the course they are completing to their MTs so that they can support TCs in meeting required course expectations. Since all classroom decisions are under the purview of the MT, who is responsible for the wellbeing, safety and learning of the children they teach, it is important to seek the approval of the MT as teacher candidates plan and facilitate teaching and learning activities.



Professional Relationships with Practicum Advisors (PAs)

TCs actively engage in dialogue with their PAs to explore questions about planning for teaching and learning, about formative and summative assessment, for critical reflection, and for support in meeting the Practicum Expectations for the course TCs are completing. Practicum Advisors may request readings, journal entries, meetings, written learning plans, and other learning activities in order to best support TCs in meeting practicum expectations.

Professional Relationships with the P&P Office

TCs are required to regularly check their UM email and reply promptly to any requests from the P&P Office, PAs, and MTs. Important and time-sensitive information about the practicum will be communicated by email. Students should also read the B.Ed Bulletin and newsletters that are sent to their email addresses, as they include important information related to their program. The Director, Field Partner Liaison, and all P&P staff invite TC questions and feedback. The office is open Monday to Friday from 8:30 a.m. to 4:30 p.m.

Roles & Responsibilities in Seminar Groups

All teacher candidates are also a member of a seminar group. A seminar is a small group of TCs who share the same Practicum Advisor assigned to support and mentor each TC. The PA facilitates seminar group meetings a few times during each practicum course. The role of the TC in these meetings is to support all team members' professional growth through activities, critical reflection, discussions around practicum course texts and assigned readings, and dialogic inquiry related to the practicum experience.

Attendance Responsibilities

Teacher candidates are expected to become familiar with the University of Manitoba and the Faculty of Education attendance policies and the attendance required by the Province of Manitoba in order to receive teacher certification. The province requires TCs to complete at least 24 weeks of practicum. Therefore, it is essential that TCs attend practicum all day, every day to meet these requirements. In the event of illness or emergency, three or four make-up days are scheduled as part of the practicum block and it is the TC's responsibility to make up any missed time to avoid having insufficient practicum days required for certification by Manitoba Education. See B.Ed Attendance Policy and Procedures in Appendix 2 or on the Faculty website:

https://umanitoba.ca/education/sites/education/files/2020-08/bed-fall-2020-revised-undergrad-attendance-policy-b.ed_procedures.pdf

Orientation and Program Days

Orientation and Program days are carefully designed with the purpose of providing needed information, building community, and offering rich professional learning. It is mandatory for TCs registered and participating in practicum courses to participate in B.Ed Orientation, Practicum Orientation, and B.Ed program days. During 2022-23, some events may be offered virtually. TCs should note these dates scheduled in the academic calendar available online on the Faculty's website:

<https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Professional Conduct Roles & Responsibilities

- Read and comply with the *Manitoba Teachers' Society Code of Professional Practice* at all times, both in and out of the school (see Appendix 10);
- Develop ethical, respectful and professional working relationships with all students, staff, and members of the wider community;
- Participate fully in the life of the school and abide by expectations the school has for its teachers;
- Respond to communications from MT, PA and the P&P Office in a timely manner, within deadlines; and
- Resolve any questions or concerns by first contacting the P&P Field Partner Liaison or PA, once assigned. If the question or concern remains, contact the Assistant to the Director to request a meeting with the Director.

Professional Responsibilities

- Attend B.Ed and Practicum Orientations and B.Ed program days;
- Attend the Manitoba Teachers' Society PD Day on October 20, 2023;
- Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection;
- Request access to and read relevant school documents (e.g., timetables, class lists, seating plans, curriculum guides, relevant resource materials, physical plans of the school, student and parent guides, school newsletter(s), report card, etc.);

- Become familiar with planning for learning processes, record keeping techniques, and assessment and evaluation approaches used by MT;
- Do planning during 'non-contact' time with students (e.g., before and after the school day, during preparation classes, lunch hours, evenings and weekends);
- Prepare and provide learning plans and share with MT(s) in advance of teaching to ensure MT approval and to incorporate MT suggested changes;
- Share learning plans with PA in advance of PA visits to incorporate suggested PA revisions and to facilitate feedback after teaching;
- Refrain from checking email or any tasks unrelated to classroom learning during observations, while teaching and/or when supervising student activities;
- Participate in all teacher-related activities including supervision, professional development, staff and committee meetings, and school-family events that occur during practicum;
- Attend student-led conferencing or parent-teacher interviews if MT is comfortable with TC observing;
- Complete, if possible, all university course assignments before the main practicum block begins in order to focus on practicum;
- Make appropriate arrangements to accommodate the additional time demands of practicum;
- Do not make changes to practicum dates or times without consulting with the Practicum Office; and
- Report practicum attendance daily in the online system and make up absences as assigned by the Practicum Office.

TC Responsibilities to Ensure no Conflict of Interest

Teacher Candidates have the responsibility to declare any potential conflict of interest with a practicum placement, for example:

- Schools in which a TC works or has been employed in the past;
- Schools where a TC currently volunteers or has volunteered in the past;
- Schools where a TC currently coaches or has coached in the past;
- Schools where a member of the TC's immediate family is employed and/or attending (e.g., parents, siblings, aunts, uncles, cousins); or
- Schools TCs have previously recently attended

Conflicts of interest are declared when filling out the Practicum Office Practicum Intentions Form emailed to students in February of each year. If potential conflicts

arise that have not been identified in the February Intention form, TCs should email the Practicum Office as conflicts emerge and at the beginning of the school year to determine if conflicts exist. If you are in doubt as to a potential conflict of interest, please contact the Practicum Office as soon as possible so that the Director of Practicum can help you to determine and resolve any potential conflicts before the practicum block begins.

TC Responsibilities for Privacy and Safety in Schools

Become familiar with the school's policy regarding student privacy. Be informed about policies for gathering information about students and student work (e.g., audio/video recording, photographing, etc.) so as not to breach school and divisional policies. Become familiar with the school and school division health & safety plans regarding: activities in curricular areas such as physical education, science, and art; extra-curricular activities, whether in or out of the classroom; field trips or other excursions off school property; fire drills and other emergency response procedures; and allergy & accident policies and protocols. Check Covid protocols throughout the term as they may be revised in response to emerging public health orders.

"In Manitoba, it is the legal responsibility and duty of anyone who reasonably believes that a child is, or might be, in need of protection or suffering from child abuse, to report the information..." (Manitoba Provincial Advisory on Child Abuse, 2013, p. 41). If a TC has concerns related to children's safety or wellbeing, including events or actions that have been observed in the practicum school, they should speak with their MT or Principal immediately.

Child Safety and Wellbeing Training

Training has been arranged by the faculty throughout the two-year program to support TCs regarding children's safety and wellbeing, such as the online training *Respect in School* and the Canadian Centre for Child Protection's *Commit to Kids*.

Mentor Teacher Roles & Responsibilities

A Mentor Teacher (MT) is an important supportive, caring mentor and role model for the Teacher Candidate (TC). Since a MT significantly influences the professional growth of TCs, Mentor Teachers must be experienced and competent professionals whose practices reflect the "*Classroom Learning*

Environment" and *"Qualities of Exemplary Teaching Practice"* outlined in Manitoba Education's *"Strengthening Partnerships"* document found here:

https://www.edu.gov.mb.ca/k12/profcert/pdf_docs/strengthening_partnerships_2012.pdf

Mentor teachers are responsible for facilitating effective professional relationships with their TC and all practicum partners. Mentor teachers are encouraged to be actively present and to collaborate with TCs in a variety of ways. MTs engage in conversation with TCs about their practice, encourage questions, discuss TC observations, foster critical reflection, and support TCs to try out a range of teaching and learning strategies and approaches. Faculty-based courses often present a variety of approaches for effective teaching and TCs should be encouraged to explore these approaches, even if different to those used by the MT.

Mentor teachers should be familiar with the Practicum Expectations for the course their TCs are completing so that they can support TCs in meeting required practicum course expectations for planning, teaching, and assessment, and all aspects of being a teacher.

MTs with questions about the practicum course may contact the assigned PA. If the question or concern remains, they should contact the Director by email or phone. Information is also available on the Faculty of Education website page "Practicum Advisors and Mentor Teachers" at:

<https://umanitoba.ca/education/community-partners/practicum-advisors-mentor-teachers>

The list of responsibilities below is available in abbreviated form in Appendix 1.

- Become familiar with the information in the B.Ed Practicum Guide 2023-2024;
- Provide TC with an overview of classroom routines and expectations, and of the context and culture of the classroom, school and community;
- Share information with TC about school rules, health & safety policies, resources, etc.;
- Introduce TC to teachers and school staff and help TC develop professional and caring relationships with students, staff, parents, and others;
- Provide experiences, resources, and support for TC to develop their professional identity;
- Model effective teaching to support student learning and allow the TC to learn by observing;
- Allow TC to take on increasing responsibility for a range of teaching and administrative tasks. Depending on prior experience, a TC may begin working with an individual student or small group before teaching the whole class but

- must gradually increase teaching time and responsibilities according to the Practicum Expectations for each practicum course;
- Remain in the classroom and observe TCs while they are teaching; MTs should only leave TCs in sole charge of students for short periods of time;
 - Discuss, document, and reflect on TC's progress by providing constructive feedback to the TC including suggestions for improvement on designing learning and teaching;
 - Help TC connect theory and practice by making explicit the instructional goals, foundational teaching theories, and reasons for instructional choices (e.g., materials chosen, approaches to instruction and assessment, ways of meeting needs of diverse learners, etc.);
 - Collaborate and communicate with PA to ensure positive, productive learning experiences and support for TC;
 - Participate in formative observation debriefings with PA and TC whenever possible;
 - Share any concerns as they arise with TC and PA;
 - Facilitate peer observation for TC with at least one other TC in the school, if possible;
 - Facilitate TC observations in other classrooms in the school;
 - Do not agree to changes in practicum dates or times without consulting with PA;
 - Inform PA any time TC is absent from practicum or arrives late, for any reason;
 - If applicable, become familiar with a TC's Individualized Accommodation Plan (IAP) and discuss any concerns related to the IAP with TC and/or PA;
 - If applicable, provide input to PA on the content of a Learning Support Plan or Notification of Concern (NOC) and sign the completed NOC form;
 - Provide feedback to the Principal and PA about TC's progress and any concerns that arise; and
 - Provide written comments to PA for the Summative Evaluation.



Practicum Advisor Roles & Responsibilities

Practicum Advisors act as mentors and advocates for TCs by providing ongoing feedback throughout the practicum, reviewing TC learning plans, and observing TCs as they interact with students. PA mentoring may include modelling teaching approaches, mini-lessons, and strategies for positive classroom environments. PAs may discuss learning with students in the practicum school classrooms to gather data to inform discussions with TCs.

Practicum Advisors provide TCs with detailed formative feedback about their progress with respect to the Practicum Expectations and support TCs in areas where they are experiencing challenges. PAs help to ensure open lines of communication between the MT and TC and provide information to MTs and Principals about the UM practicum process. As part of the Summative Evaluation process, PAs provide the Director with a pass/fail recommendation for each TC at the end of the practicum block. The list below, which describes the roles and responsibilities for PAs, is available in abbreviated form in Appendix 1.

- Act as liaison between the Faculty and the MTs, TCs, and Principal (practicum partners);
- Be familiar with the B.Ed program and able to interpret to practicum partners;
- Be familiar with school division and Faculty policies and procedures on such matters as equity, diversity, and inclusion, gender and sexual diversity, sexual harassment;
- Be familiar with Manitoba Education's, *Strengthening Partnerships* document (available on the Faculty website on the "For Practicum Advisors" page and at: <http://umanitoba.ca/faculties/education/media/Strengthening-Partnerships.pdf>);
- Participate in professional development sessions hosted by the P&P Office;
- Liaise with practicum partners before the practicum block begins (whenever possible) to become familiar with the placements, the school, and the school community;
- Be accessible to the practicum partners throughout the practicum and ensure the Principal is aware of the current B.Ed Practicum Guide;
- Facilitate seminar group meetings;
- Visit TCs in their practicum schools weekly during the block;
- Follow the evaluation and assessment procedures in the B.Ed Practicum Guide (including providing written Formative Reports at least 2 times per block, coordinating the summative evaluation conference, making a final grade recommendation for the practicum, and writing and submitting the *Summative Evaluation*);
- Follow and convey to MTs and Principals the procedures for Learning

- Support Plans, and Notification of Concern according to the B.Ed Practicum Guide;
- Provide TCs with support in designing long- and short-term learning experiences, in gradually assuming more classroom responsibility, and in developing their own professional identities;
 - If applicable, become familiar with TC's Individualized Accommodation Plan (IAP) and discuss any concerns related to IAP with TC and/or Director;
 - Provide on-going feedback and convey problems related to the practicum to the P&P Director;
 - Serve as an advocate and mediator for the TC where required;
 - Do not agree to changes in practicum dates or times without consulting with the Director; and
 - Inform the P&P Office when a TC is absent from practicum or arrives late for more than a total of 2 days in one practicum course.

Roles and Responsibilities of School Administration

The School Administration, including the Principal and/or the Vice Principal(s) support the practicum experience in many ways. This support begins with offering to host TCs and continues throughout the practicum. In some schools a Lead Teacher may be identified and asked to take on some of the roles and responsibilities of the School Administration.

The list below, which describes the roles and responsibilities for School Administration (Principal or their designate), is available in abbreviated form in Appendix 1.

- Be the contact with the Faculty regarding potential TC placements;
- Be familiar with and seek placements that exemplify "Classroom Learning Environments" and "Qualities of Exemplary Teaching Practice" as outlined in Manitoba Education's *Strengthening Partnerships* (link is available on "Mentor Teacher" webpage of the Faculty website and at: https://www.edu.gov.mb.ca/k12/profcert/pdf_docs/strengthening_partnerships_2012.pdf);
- Encourage the participation of Mentor Teachers (MTs);
- Be familiar with the B.Ed Practicum Guide in particular the sections detailing roles and responsibilities for each practicum partners and the Practicum Expectations associated with each course;
- Welcome TCs into the school, (e.g., by introducing them in school newsletters and/or on the school public address system, inviting them to staff meetings, PD, and school events, etc.);
- Coordinate meeting of TCs (and/or PAs) with MTs prior to the start of the practicum;

- Introduce TCs to school personnel and provide an overview of the school philosophy, routines and procedures;
- Be involved with practicum by engaging with the TCs, PAs, MTs, and Lead Teachers (e.g., stop by classrooms to observe TCs interacting with students, provide feedback, etc.);
- Consult with the Director as needed;
- Provide written documentation to the PA and/or Director for TCs experiencing difficulties, as needed;
- If applicable, become familiar with a TC's Individualized Accommodation Plan (IAP) and discuss any concerns related to IAP with TC and/or PA; and
- When applicable, provide input to PA on a Learning Support plan or Notification of Concern (NOC) and sign the completed NOC form.

IMPORTANT NOTE: A Principal's and a MT's first obligation is to their learners. Therefore, the Principal has the right, in consultation with the P&P Director to terminate the TC's placement if the TC's performance is interfering with the learning and/or wellbeing of learners.

Although the Education Administration Act allows for TCs to be "left in sole charge of classes for such periods of time mutually agreed on by the Principal and the teacher-training institution as being beneficial," these are generally very short periods of time. The Principal must provide a substitute teacher when the Mentor Teacher is absent.

Principals, Vice Principals, or Lead Teachers with questions about practicum should begin by contacting the assigned PA or P&P Field Partner Liaison. If a question or concern remains, they should contact the P&P Director.

Roles and Responsibilities of the Practicum & Partnerships Office

The Practicum & Partnerships (P&P) Office team includes the Director, the Field Partner Liaison, and the Office Assistants. Each member of the P&P Office team is committed to supporting TCs as they complete their practicum courses and to providing information and assistance to our practicum partners. The Director is the instructor of record and is responsible for all practicum courses in the After-Degree B.Ed program. The Director will make the final pass/fail decision for all TCs. The Field Partner Liaison is responsible for arranging all practicum placements and for establishing partnerships between the Faculty of Education and the school, school divisions, and education partners that host TCs.

The P&P Office team invites feedback and questions from all practicum partners and will respond to all inquiries as quickly as possible. However, given the large number of TCs in the program, please note that more urgent matters or time-sensitive concerns take priority and it may take a few days to respond to less urgent matters.

Practicum Office Hours

The P&P Office is open Monday to Friday from 8:30 am to 4:30 pm. Scheduled appointments with any members of the P&P Office can be made by contacting support staff via email or phone. If the office is temporarily closed, please direct inquiries to the Education Student Services for urgent matters. Please note that staff may be working remotely.

PRACTICUM COURSE INFORMATION

Overview

The B.Ed program includes both faculty-based courses and school-based practicum courses. In practicum courses Teacher Candidates (TCs) apply faculty-based course theory and knowledge to authentic school experiences in order to deepen understanding of teaching and learning. Practicum provides opportunities for TCs to build a repertoire of effective classroom practices and to develop professional identities as teachers.

All teacher candidates (TCs) are required by Manitoba Education to complete a minimum of 24 weeks of practicum. Practicum courses are subject to the regulations and policies in the University of Manitoba Academic Calendar – Undergraduate, 2023-2024. TCs are required to read the TC Practicum Guide before each practicum course begins and should refer to it regularly during practicum. This guide is the course syllabus for all four practicum courses. The Director of Practicum and Partnerships is the instructor of record for all four practicum courses. The P&P Director makes the final pass/fail decision for all TCs.



Required Course Texts

The required practicum course texts have been selected in response to requests from practicum partners and from TCs for resources to support their learning in the practicum in areas such as planning, assessment, and building inclusive, positive classroom communities.

Davies, A. (2020). *Making classroom assessment work* (4th ed.). Connections Publishing.

Manitoba Education, Citizenship and Youth. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning*.
<https://digitalcollection.gov.mb.ca/awweb/pdfopener?smd=1&did=12503&md=1>

After-Degree Bachelor of Education Program

The following table lists the course codes for all practicum courses in the After-Degree B.Ed program. The four practicum courses must be taken in sequence (i.e., TCs must successfully complete Practicum 1 before registering for Practicum 2, etc.). Practicum courses are offered in Fall Term and Winter Term only.

| | Early Years Stream | Middle Years Stream | Senior Years Stream |
|-----------------------------------------|--------------------|---------------------|---------------------|
| Practicum 1 (P1) – 3 credit hrs. | (E1) EDUB 3310 | (M1) EDUB 3320 | (S1) EDUB 3330 |
| Practicum 2 (P2) – 3 credit hrs. | (E2) EDUB 3312 | (M2) EDUB 3322 | (S2) EDUB 3332 |
| Practicum 3 (P3) – 3 credit hrs. | (E3) EDUB 4310 | (M3) EDUB 4320 | (S3) EDUB 4330 |
| Practicum 4 (P4) – 3 credit hrs. | (E4) EDUB 4312 | (M4) EDUB 4322 | (S4) EDUB 4332 |

Practicum Grades

All practicum courses are pass or fail. The P&P Director is the instructor of record for all practicum courses in the B.Ed Program. A Practicum Advisor (PA) makes a course grade recommendation to the Director at the end of each course in the form of a summative evaluation for each 3 credit hour course and the final grade decision (pass/fail) is made by the Director.

Practicum Schedule 2023-2024

Attendance at all activities below is required for each practicum course. TCs should consult the B.Ed resources for students and important B.Ed dates at: <https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Note: Year 1 and Year 2 Teacher Candidates follow the same calendar.

Practicum course dates are located in the B.Ed program calendar found online at: https://umanitoba.ca/education/sites/education/files/2023-06/B.Ed_Weekly_Calendar%202023-2024.pdf

| Date | Activities for Y1 & Y2 Teacher Candidates, EY, MY, SY |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 1 | Orientation (on campus) – Mandatory for all Year 1 and 2 TCs in the B.Ed Program |
| September 5 - 8 | Practicum in Placement Schools PAs arrange to meet TCs and MTs in school on Day 1 or 2 |
| September 11 | Virtual Practicum Orientation session TCs and PAs (9-10:30 am) Practicum Team Meetings (10:45 am-12:00 pm) Practicum Advisor Orientation (1-2:30 pm) TCs in practicum schools for the afternoon |
| September 18, 25 | Practicum Mondays in schools |
| October 20 | Practicum Day: Mandatory MTS PD for TCs |
| October 23, 30 | Practicum Mondays in schools |
| November 6 | B.Ed Program Day (on campus) |
| November 14 - 17 | Fall Term Break |
| November 20 | PA Professional Development session 9 am-12 pm |

| | |
|---------------------------------------------------------------|------------------------------------------------------------------------------|
| November 20 - December 18 | Fall Term Practicum Block in schools |
| December 19, 20, 21 | Make-up days as assigned/required by the Practicum Office |
| January 8 | B.Ed Program Day (on campus) |
| January 15, 22, & 29; February 5, 12, & 26; March 4, 11 | Practicum Mondays in host schools |
| February 20 - 23 | Winter Term Break (no classes/no practicum) EdCon occurs during this week |
| March 18 - 22 | First week of Winter Term Practicum Block |
| March 18 | PA Professional Development session 9 am-12 pm |
| March 25 - 29 | School Spring Break (no practicum for all TCs) |
| April 1 - 24 | Continuation of Winter Term Practicum Block |
| April 25, 26, 29 & 30 | Make-up days as assigned/required by the Practicum Office |

Important Reminders:

- Registration rules, voluntary withdrawal (VW) dates and other policies that apply to practicum courses can be found in the UM Academic Calendar – Undergraduate 2023-2024.
- Notification that a TC has been placed in a specific school for practicum does not indicate a TC is registered. TCs need to register in the appropriate practicum course(s).
- Register for practicum courses through Aurora and pay all applicable fees.

Accessibility & Accommodation Procedures

Ensuring that accessibility concerns are addressed and that appropriate accommodation plans are in place are key elements of supporting Teacher Candidates toward the successful completion of practicum courses. All TCs with accessibility concerns and those who may require accommodations in practicum must begin by registering with UM Student Accessibility Services (SAS). The SAS main office is located at 520 University Centre and more information is available online at: <http://umanitoba.ca/student/accessibility/index.html>

Accommodations can only be arranged for students registered with SAS. Registered SAS students will be contacted by the P&P Office to discuss potential accommodations.

Unexpected events and changes happen. Circumstances that arise any time during the year that may have implications for practicum should be brought to the attention of the Director as soon as possible to help facilitate a successful practicum experience and setting. Please note that Accommodations are intended to assist and support TCs in meeting the practicum expectations but do not change or modify the required practicum expectations.

Advance notice when possible: Practicum placements must be arranged by the P&P Office well in advance of the start of the practicum block. TCs who have accessibility concerns that may require a practicum school with specific characteristics must ensure these concerns are communicated to the P&P Office as soon after accepting their Offer of Admission as possible. This will provide time for the P&P Office to locate an appropriate school. Some examples of accessibility concerns include: use of a wheelchair, the need for a fragrance-free environment, etc. Without sufficient notice, it may not be possible for the P&P Office to locate a suitable school, especially one that also matches the required stream and/or teachable subject areas. For this reason, such requests should be made no later than June 1 each year.

Accommodations in the practicum: TCs should be aware that some accommodations available in other courses may not be possible in practicum courses. Space in schools is extremely limited so separate settings to complete tasks is generally not feasible. Arrangements for TCs to leave the classroom or have additional time for planning are not possible as the safety of children and the integrity of their learning cannot be compromised during practicum. Practicums cannot be scheduled on a part-time basis.

Individualized Accommodation Plan: Any accommodation that is determined for a TC will be documented in an Individualized Accommodation Plan (IAP). The Director and the TC, in consultation with SAS, will work together to write the IAP.

The Teacher Candidate will share the IAP with their Practicum Advisor and Mentor Teacher(s) at the beginning of the practicum course to ensure that the accommodation is understood and that agreed-upon strategies and supports are in place. IAPs are reviewed by the Director and TC at the start of every practicum course so that changes can be made if needed. FIPPA guidelines will be followed in this process.



Mandatory Background Checks

Two mandatory background checks are required for all TCs intending to register for practicum courses. Newly admitted students must provide the following documents:

- Clearance on a formal Criminal Records Check (CRC), including vulnerable sector (VS) screening
- Clearance on a formal Child Abuse Registry Self Check (CAR)

Required background checks for Practicum Schools

- Both background checks must be completed before a Teacher Candidate can register for any practicum course.
- TCs who have not completed and submitted the appropriate checks and/or self- declaration form will not be permitted to begin their next practicum course. Aurora accounts may be placed on hold.
- TCs are advised to keep copies of their checks.
- No exceptions can be made to the policy requiring proof of background

checks prior to entering practicum schools.

- School Administrators and/or school division personnel may request that a TC produce these documents at any time. Accordingly, TCs are advised to ensure that their original official reports are stored in a secure but accessible location. The P&P Office does not keep copies of these records.

Continuing Students: To register for courses in the 2023-2024 academic year, continuing students must provide:

- **Child Abuse Registry Self Check**
- **Statement of Criminal Record(s) Self-Declaration**

Continuing Students Background Checks

- TCs entering the second, or subsequent years of their program, are not normally required to obtain new background checks. Instead, they are required to complete the Faculty of Education form "Child Abuse Registry Self Check and Statement of Criminal Record(s) Self-Declaration." This form is provided by the Faculty in the second term of the first year in the program.
- TCs who have not submitted the self-declaration form will not be permitted to begin their next practicum course. No exceptions can be made to this policy.
- It is important to retain original background check documents as these documents are the basis of the self-declaration form.
- School Administrators and/or school division personnel may request these documents during practicum.

All questions about background checks should be sent to Coordinator of Undergraduate Programs, Desiree Kennedy at Desiree.Kennedy@umanitoba.ca.

Teacher Candidates with Criminal Records

- If permitted into the program, any TC with a criminal record will be required to meet with the Associate Dean (Undergraduate Programs) each year of the program. The Associate Dean will determine if they are permitted to proceed to practicum, depending on the nature of the conviction.
- If cleared for a practicum course, TCs will be asked to review and sign a consent form to release necessary information to the Director in order to make a practicum placement.
- The Director will confidentially share the appropriate information with the school division and principal. TCs with criminal records are not guaranteed practicum placements.
- Any TC arrested for criminal behaviour *during* the B.Ed program, or whose status changes, in relation to the background checks, must contact the Associate Dean (Undergraduate Programs) and Director immediately and must be approved before they return to the practicum school.

School Placement Process

Through partnerships with many schools and divisions, the P&P Office provides TCs with a range of opportunities at partner schools who apply to host TCs for the academic year. The Practicum and Partnerships Office is responsible for the placement of all TCs with the host schools. In most cases TCs are placed at the same school with the same PA and the same MT for both terms of the school year, except in some northern and international practicum experiences and in exceptional circumstances.

Principals or their designates, have the responsibility of assigning the MT(s). TCs may not contact schools under any circumstances to arrange their own placements as the P&P Office is required to follow policies and procedures related to the partnership agreements with schools.

In light of the many factors involved in coordinating placements, TCs must be prepared to travel up to 75 minutes each way to reach their practicum school. TCs are expected to make arrangements to accommodate the time demands of practicum and to accept their assigned placement in a professional manner.

Placement changes are considered only in exceptional circumstances for example, if a TC has moved. Information on applying to change a practicum school is available from Emily Falk, Practicum Assistant.

Online Practicum Information Form

TCs are asked to complete an online practicum information form to help ensure an appropriate opportunity and placement. A TC may indicate interest in more than one option for example, rural placements, northern practicum, adult education, international practicum, etc. Although every attempt is made to accommodate TC requests, not all requests can be fulfilled, and stream-specific placements cannot be guaranteed as host schools change from year to year.

Newly admitted B. Ed. students complete the Practicum Information Form as part of the application process. Returning students receive an email invitation with a URL link in the new year to their UM email account so that they can provide practicum information for preferences in second year practicum courses.

TCs must declare any conflict of interest e.g., any school where a TC currently volunteers, works, or has volunteered or worked in the past; where a member of the TC's immediate family works; and/or where a member of the TC's immediate family attends as a student.

PRACTICUM OPTIONS

The P&P Office provides a range of engaging opportunities for TCs in both public and independent schools in a variety of settings and options. Not all special practicum options are available every year. A brief description of each option is provided in this section as well as information about how to apply to participate in each option.

Additional information for each option is provided by the P&P Office throughout the school year. TCs must meet specific additional requirements and criteria for each of these options and the number of spaces available is limited.

Indigenous Studies Option

The Indigenous Studies Practicum option is open to Early, Middle, and Senior Years TCs with a major or minor in Indigenous/Native Studies and/or those with an interest in learning more about incorporating Indigenous perspectives into Manitoba classrooms. TCs in this practicum option are placed in participating schools. TCs work with the school and/or division staff and a PA who has knowledge and experience in Indigenous education to more deeply explore Indigenous education during practicum. The PA will suggest resources and provide opportunities to participate in ongoing professional development opportunities focused on Indigenous education. The number of placements available in the Indigenous Studies Practicum is limited by the number of TCs who can be hosted at the participating schools.

To apply for the Indigenous Studies Option please request the Indigenous Studies Practicum on the Practicum Information Form.

French Immersion Option

Successfully completing the USB proficiency test is a mandatory requirement before a French Immersion Practicum can be arranged.

Practicum placements in French Immersion Schools are arranged for TCs who have successfully completed the EASI (*Évaluation d'admissibilité aux stages en immersion*) administered by the Université de St. Boniface (USB).

The majority of participants who take the test and seek French Immersion placements have a major or minor in French, but that is not a requirement.

To register to write the test, please contact Anne-Marie Maupertuis at USB: amaupertuis@ustboniface.ca.



Note that there is a fee for this test which is payable to USB. Any student who successfully completes the required test, and is offered and accepts admission to the University of Manitoba Faculty of Education, is reimbursed by the University of Manitoba for the cost of their assessment. For reimbursement, TCs submit a copy of test results and receipt of payment to the P&P Office at: practicum.education@umanitoba.ca USB provides applicants and the Practicum & Partnerships Office with a copy of the test results. Results are normally received by the P&P Office by June 30 to allow time to locate a suitable placement. As with all special-focus practicum options, the number of French Immersion placements is limited by the number of schools requesting a TC and by the availability of suitable PAs.

First Nations/Home Community Practicum

The P&P Office invites TCs who are interested in completing a practicum in or near their First Nations/home community to make a request to the P&P Office. The P&P Office will work to accommodate this request by contacting the school(s) in or near the community to see if an appropriate placement can be arranged. As noted earlier in this guide, TCs should not attempt to make practicum placement arrangements themselves. Not all requests for a First Nations/Home Community Practicum may be able to be accommodated due to a variety of factors including MT/PA and host school availability.

Applying for First Nations/Home Community Practicum:

- Request a First Nations/Home Community Practicum on your Practicum Information Form.
- Select three different school divisions on the Practicum Information Form in case the P&P Office is not able to arrange a placement as requested.

For more information about a First Nations/Home Community Practicum, contact the Practicum Office.

Northern Practicum

When available, TCs may request a practicum opportunity in a northern Manitoba community. The Northern Practicum option provides an opportunity for TCs to experience teaching while living in a community in northern Manitoba.

Participation in the Northern Practicum and specific requests for northern communities are not guaranteed since different schools and communities host TCs from year to year and participation is dependent on the availability of MTs, PAs, and accommodation in each community and on meeting the criteria set for Northern Practicum. If a TC's home or family community is in the north, then TC's are encouraged to discuss the possibility of a practicum in a northern community with the P&P Office.

Costs and Funding:

- Financial assistance is available to assist with travel costs; please contact the P&P Office for more information.
- In the event of a placement in a northern community during the 2024-25 academic year, each TC is responsible for their accommodation, transportation, food, and incidental expenses.

To apply for Northern Practicum in 2024-25, contact the Practicum Office.

International Practicum (not available for 2023-2024)

International Practicum will not be available during the 2023-24 academic year; planning is underway for 2024-2025.

Teaching in an international context provides an opportunity to develop cultural awareness, enhance skills in meeting the needs of diverse learners, and establish professional relationships with educators who have unique experiences and perspectives. When available, this practicum option is open to early, middle and senior years TCs as a Practicum 4 (P4) option only. TCs in this practicum option complete P4 in an international school which uses the Manitoba curriculum and instructs in English. TCs who participate in this option will be placed in a local Manitoba school for the Fall term practicum (P3) and in the International Practicum School in the Winter term (P4). When available, dates may differ somewhat from the dates for local practicum placements to allow time to travel. Practicum Monday activities will be adjusted during the Winter term to include mandatory pre-departure preparation sessions. Each TC is responsible for their food costs, incidental expenses, and personal travel during the practicum block. Financial assistance may be available for travel and accommodation costs for future international practicum.



SUPPORTS FOR TEACHER CANDIDATES

The P&P Office and the University of Manitoba offer many supports to Teacher Candidates for personal and professional growth and wellbeing. Along with the supports and resources listed below, the P&P Office invites Teacher Candidates to meet with any member of the P&P team regarding personal or professional needs.



Equity, Diversity, and Inclusion in Practicum Courses

"Equity and Inclusion are foundational to support the uniqueness and diversity of all students, respecting their backgrounds and/or personal circumstances, so that they can be successful. Application of these principles is essential for the education system and must be integrated into all policies, programs, operations and practices"

(Manitoba Education Mandate, Mission, Vision, and Priority Areas:
<https://www.edu.gov.mb.ca/edu/mandate.html>).

Every Teacher Candidate and each of their Kindergarten to Grade 12 diverse learners has the right to expect equitable and inclusive learning opportunities.

The University of Manitoba defines equity as:

Equity: "Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups."

The University of Manitoba defines inclusion as:

Inclusion: "Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers

respect in words and actions for all people.”

<https://umanitoba.sharepoint.com/sites/um-intranet-hr-equity-diversity-and-inclusion-strategy/SitePages/Definitions-of-EDI.aspx>

More information about Diversity Education for educators is available at:

<https://www.edu.gov.mb.ca/k12/diversity/index.html>

Supporting Truth & Reconciliation

The P&P Office, the Faculty of Education, and the Faculty’s Indigenous Scholars work to support Truth & Reconciliation at the University of Manitoba and in Manitoba schools. All TCs are expected to recognize the validity of Indigenous knowledge, to infuse Indigenous perspectives and ways of knowing into all teaching and learning, and to deepen understandings about the importance of First Nations, Inuit and Métis cultures, knowledge, and perspectives.

Learnings about Indigenous histories and cultures in faculty-based courses and through Professional Development opportunities are intended to support TCs inbuilding capacity for “intercultural understanding, empathy, and mutual respect” (Truth and Reconciliation Commission of Canada, 2015, p. 7) and in understanding Indigenous world views and perspectives.

Our Faculty is proud to house a new Indigenous Student Community Space and to be supported by Indigenous Scholars such as Dr. Frank Deer, Associate Dean Indigenous

Education and Canada Research Chair, Dr. Amy Farrell-Morneau, Dr. Marti Ford, and Dr. Lucy Fowler. If a TC has questions about Indigenous Education, please email them. Their UM emails are located on the Faculty’s website:

<http://umanitoba.ca/faculties/education/directory/faculty-directory-index.html>

Important resources can be found at the National Centre for Truth and Reconciliation (www.nctr.ca) located at the University of Manitoba, Fort Garry Campus.



Some additional resources can be found here:

University of Manitoba | Reconciliation
<http://umanitoba.ca/indigenous/reconciliation>

National Centre for Truth and Reconciliation | Teaching Resources
<https://education.nctr.ca/link-to-page-2/>

Manitoba Education | Indigenous Education - Incorporating Aboriginal Perspectives: A Theme-Based Curricular Approach
<https://www.edu.gov.mb.ca/k12/abedu/perspectives/index.html>

Manitoba Education | Indigenous Education: Kindergarten to Grade 12 Aboriginal Languages and Cultures Manitoba Curriculum Framework of Outcomes
<https://www.edu.gov.mb.ca/k12/abedu/framework/index.html>

Indigenous Elders-in-Residence

Indigenous Elders-in-Residence at the University of Manitoba Migizii Agamik – Bald Eagle Lodge (next door to the Education Building) are available to provide cultural and spiritual guidance to students. To make an appointment or to request Elder services, please contact the Indigenous Student Centre: 204-474-8850. More information is available at the Indigenous Student Centre's site at <http://umanitoba.ca/student/indigenous/> or Indigenous Connect: <http://umanitoba.ca/indigenous/>

"This is an exciting time to be a teacher. Teachers have amazing potential to help make Truth and Reconciliation a reality, and to move the next generation forward in creating a fairer, more just, and more inclusive Canada... The teachers in our schools want to do a great job. In addition, they often feel an overwhelming responsibility to right the wrongs of the past and inspire their students to seek equity and social justice. They recognize that infusing Indigenous histories, cultures and perspectives into educational curriculum is a way to contribute towards the goal of reconciliation by providing students with an opportunity to learn about the Indigenous people with whom they share the land, and on whose ancestral territories all Canadians currently reside" (Freeman, McDonald & Morcom, 2018, unpaginated).

Freeman, K., McDonald, S. & Morcom, L. (2018). *Truth and Reconciliation in YOUR classroom: How to get started and who can help*. Education Canada, 58(2). Retrieved from <https://www.edcan.ca/articles/truth-reconciliation-classroom/>

Working Towards Reconciliation

Current and future educators have an obligation to be aware of the colonial histories of Canada and to actively work to create racism-free classrooms and schools. This is particularly pertinent to educators due to the history of residential schools and the horrors and trauma that Indigenous children and families faced and continue to face because of it.

The land now called Manitoba was inhabited by diverse groups of Indigenous people for thousands of years prior to colonization.¹ Beginning in the 17th century, European colonizers began to seek significant portions of the land. They did so by negotiating treaties with Indigenous people that promised peace and Indigenous sovereignty.² However, from the beginning of confederation, government officials, including Canada's first prime minister John A. MacDonald³, planned to break these promises and search for ways to forcibly assimilate Indigenous people into the Euro-Canadian way of life.⁴ One of these methods was to create a mandatory schooling system that took Indigenous children away from their families and communities and placed them in religious-run schools that were designed to remove and destroy Indigenous spirituality and culture.⁵

While in residential schools, many children were physically, sexually, and emotionally abused by school and church staff⁶ without significant levels of investigation or intervention by the Canadian government. Many were forced to not speak their language or practice their culture.⁷ This has led to decades of trauma for Indigenous people in Manitoba and across Canada.⁸ Recently, over one-thousand unmarked graves of Indigenous children were found across the country at former residential school sites including in Brandon, Manitoba.⁹



¹ "Creating Racism-Free Schools through Critical and Courageous Conversations on Race," Manitoba Education and Training (2017), 4.

² "Creating Racism-Free Schools," 15.

³ "Creating Racism-Free Schools," 16.

⁴ "Creating Racism-Free Schools," 15.

⁵ "Creating Racism-Free Schools," 22.

⁶ "From Apology to Reconciliation," Government of Manitoba (2013), 4-10.

⁷ "Creating Racism-Free Schools," 22.

⁸ "Creating Racism-Free Schools," 22.

⁹ Simon Stones, "Brandon Investigation Underway on Unmarked Residential School Graves," Winnipeg (CTV News, June 4, 2021), [Online](#).

It is estimated that a total of 150,000 Indigenous children were forced to attend these schools over their 100+ years of existence¹⁰ with 14 schools alone operating in Manitoba.¹¹ The last residential school in the country closed in 1996.¹²

The Truth and Reconciliation Commission (TRC) was created in 2008 to collect accounts of residential school survivors and to make recommendations of how to provide truth and healing from this colonial past and present.¹³

The TRC has made recommendations to educators on how they can do so in the classroom. This includes ensuring that curriculum is culturally appropriate to Indigenous students, enabling parents' full participation in the education of their children, and being aware of and implementing the TRC's Calls to Action.¹⁴

Studies have shown that students who face discrimination in the classroom often have higher rates of "behaviour problems, anti-social behaviour, violence, disengagement from the classroom and school, lower achievement and higher drop-out rates".¹⁵ Hence, discrimination has many consequences on students' ability to learn in the classroom and on their outcomes in life.

Decolonization is vital to creating racism-free classrooms and schools. Colonialism is still present in our curriculums, power structures in our schools, and our institutions. As educators it is important to advocate for allyship and to work with students and staff to decolonize educational spaces. Ensuring that educators are mindful of what and whose knowledge is being given is vital to decolonizing curriculum. It can also be helpful to individualize education for each student instead of a "one size fits all" approach. However, decolonization requires continual reflection and a willingness to adjust to ensure that classrooms and schools are best serving all their students.¹⁶

Racism and colonialism did not die with the end of residential schools. There are still many lasting impacts of colonization in Manitoba and in all of Canada. It is important as educators to be actively aware of this and to work towards racism-free classrooms and schools. This is a career-long endeavor and it will be incumbent upon educators to follow the recommendations from the TRC and to educate students about Canada's colonial history.

¹⁰ "Creating Racism-Free Schools," 22

¹¹ "Residential School Locations," Truth and Reconciliation Commission of Canada (TRC) - Our Mandate, accessed January 18, 2021, <http://www.trc.ca/about-us/residential-school.html>.

¹² "Creating Racism-Free Schools," 18.

¹³ "Creating Racism-Free Schools," 23.

¹⁴ "Creating Racism-Free Schools," 23.

¹⁵ "Creating Racism-Free Schools," 25.

¹⁶ <https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-education-research-brief.pdf>

Gender and Sexual Diversity in Practicum

There are many constantly evolving terms for gender and sexually diverse folx¹⁷ and these terms may mean different things to different individuals. One possible term, although limited to the Western context, is LGBTQ2IA+, which stands for Lesbian, Gay, Bisexual, Trans, Queer and/or Questioning, Two-Spirit, Intersex, Asexual, and other people that do not identify as either cisgender (i.e., not trans) and/or heterosexual. While the word “queer” is currently used as a catch-all term, it is important to know that some members of the LGBTQ2IA+ community may consider the use of this term as derogatory when used by people outside of this community.

Although acronyms and definitions vary and change over time, it is essential that humans define their own identities rather than having labels imposed upon them. Further, TCs who “come out” as a certain sexual or gender identity should receive support during this important process. Coming out as LGBTQ2IA+ is deeply personal but it can also be very political, as education has not been welcoming of these identities in the past. Please refrain from assuming that all Practicum Partners are heterosexual and cisgender.

If a TC prefers to be referred to using a gender-neutral pronoun (e.g., singular “they” rather than he/him, she/her; neopronouns such as xe/xer/xers) or wishes to use a gender-neutral honorific in their practicum (e.g., Mx. rather than Mr. or Ms.), then this should be indicated to their Practicum Advisor, Mentor Teacher, and the P&P Director.

Please advise the PA and the Practicum and Partnerships Office of the preferred personal pronoun and honorific to be used in the Summative Evaluation and for all communication.



¹⁷ Folx: “People who hold identities outside of the male/female gender binary use several labels. Some of these labels include gender variant, gender non-binary, genderqueer, gender diverse, intersex, transgender, and non-binary folx... non-binary implies functioning outside of the gender binary. Moreover, folx incorporates the x that is being widely used to bring in more identities to conversations, such as womxn, latinx, and alumx to name a few” (Robertson, 2018, p, 47).

Respect and support for learners and colleagues who identify as LGBTQ2IA+ and for creating LGBTQ2IA+ inclusive education and safe schools is integral to the practicum setting.

"Gender identity complex students are the educators, and the education system needs to carefully lean in and listen...educators must stand alongside their students and be proactive in building coalitions and alliances" (Miller, 2019, pp. 82-83).



Resources

The Canadian Human Rights Act prohibits discrimination and harassment based on:

"race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered" (Canadian Human Rights Act Part 1.3(1)).

The Canadian Human Rights act is located at: <https://laws-lois.justice.gc.ca/eng/acts/h-6/page-1.html#h-256800>.

The Manitoba Human Rights Commission is responsible for administering THE HUMAN RIGHTS CODE. The Code prohibits discrimination and harassment based on actual or perceived gender identity. You can learn more about this by reading "*Discrimination Based on Gender Identity: Your Rights and Responsibilities*," a brief document available online from the Manitoba Human Rights Commission at: http://www.manitobahumanrights.ca/education/pdf/guidelines/guideline_gender_id.pdf

ARC Education is an initiative that aims to build a group similar to a gender-sexuality alliance (GSA) in the University of Manitoba's Faculty of Education. More information: https://umanitoba.ca/faculties/education/student_groups/Arc-Education.html. For a more nuanced exploration of the issues, Dr. Mizzi offers a PBDE-level course entitled "Gender and Sexual Diversity in Education and Community."

Province of Manitoba | Safe and Caring Schools – A Resource for Equity and Inclusion in Manitoba Schools at:

https://www.edu.gov.mb.ca/k12/safe_schools/mygsa/lgbtq_resources.pdf

EdCan Network | <https://www.edcan.ca/articles/how-can-schools-support-lgbtq2-students/>

Supporting Transgender & Gender Diverse Students in Manitoba Schools

Manitoba Education has published a set of guidelines to help ensure that transgender and gender diverse students "have equitable access to all aspects of school life (academic, extracurricular, and social) in ways that preserve and protect their dignity." The Manitoba Education document *Supporting Transgender & Gender Diverse Students in Manitoba Schools* (2017, p. 1) provides important information about gender diversity and how a TC can support gender diverse students in the classroom. Early, middle, or senior years learners in practicum may not identify themselves in gender-binary ways, may experience gender fluidity, or may express their gender in many ways. It is important to respond to learners' choice of identity in appropriate and supportive ways that avoid gender stereotyping.

Supporting Transgender & Gender Diverse Students in Manitoba Schools (2017) is available online:

<https://www.edu.gov.mb.ca/k12/docs/support/transgender/index.html>.

Student Wellbeing

Wellbeing is critical to student success. "The concept of wellbeing is undeniably complex" (Dodge, Daly, Huyton, & Sanders, 2012, p. 229); however, one useful definition for wellbeing offered in the International Journal of Wellbeing is:

"When individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing, and vice-versa" (Dodge, Daly, Huyton, & Sanders, 2012, p. 230).

The Practicum and Partnerships Office works to support students in accessing the resources they need for wellbeing. Teacher candidates are encouraged to contact the P&P Office and/or their academic advisors if supports are required to meet wellbeing needs. Teacher candidates are reminded that the University of Manitoba B.Ed program is a flexible one. Students have up to 6 years to complete

the program, which means that if they do not have the resources they need to undertake a full-time program of studies, they may work with their academic advisor to create a part-time program schedule.

A range of resources are available to students if they need support or resources for wellbeing. A student can seek help from the following campus offices:

Health and Wellness Office: The University of Manitoba Health and Wellness Office is providing support to students via telephone and email. Please contact the Health and Wellness Educator at 204-295-9032 for more information. For available resources see the Health and Wellness website at:

<https://umanitoba.ca/student-supports/student-health-and-wellness/student-counselling-centre-scc/counselling-workshops>

Student Advocacy: Student Advocacy is intended to be a safe place for students. The Student Advocacy Office will help students navigate university processes and advocates for student rights. The office can also offer confidential support if student studies are affected by anything in a student's personal or academic life.

<http://umanitoba.ca/student-supports/academic-supports/student-advocacy>

Office of Human Rights and Conflict Management: The Office of Human Rights and Conflict Management promotes a respectful working and learning environment in which individuals are treated equitably and diversity is valued. This office works to prevent discrimination and harassment at the University of Manitoba and upholds and administers the UM Respectful Work and Learning Environments Policy and associated procedures.

http://umanitoba.ca/human_rights/about_us.html

UM Student Union: The University of Manitoba Student Union offers many supports and resources for students in a range of areas including equity, accessible education, policies, and mental health and wellness.

<https://umsu.ca>

Student Counselling Centre: The University of Manitoba offers students a variety of on-campus and off-campus counselling supports. The Student



Counselling Centre website also includes links to many telephone and in-person counselling supports.

<http://umanitoba.ca/student-supports/counselling-resources-students>

The Student Counselling Centre also offers groups and workshops. Information is available here: https://umanitoba.ca/student/counselling/groups_and_seminars.html

If students are in need of immediate support, UM students have access to “Empower Me,” a confidential, multilingual, gender inclusive support service available 24/7, 365 days a year. This support service believes that “no issue is too big or too small—regardless of what you’re experiencing, you’re not alone.”

“Empower Me” employs professionals in various areas of expertise including psychology, psychotherapy, nutrition, etc., to support students via telephone, videoconference, or in person in accordance with public health guidelines and COVID-19 advisories.

Students can receive support for issues such as:

- Stress or anxiety
- Depression
- Relationships or interpersonal conflicts
- Family responsibilities
- Substance misuse/abuse
- Disordered eating
- Time management
- Career counselling
- Financial planning or financial insecurity
- Nutrition, and more

To connect with “Empower Me”: Call 1-833-628-5589 (toll-free), available 24/7 from anywhere in Canada.

Raising Concerns

The University of Manitoba Respectful Work and Learning Environment Policy and the Manitoba Teachers’ Society both advocate that members first begin to resolve conflict and concerns at an interpersonal level. However, particularly in situations where one individual has power over another, this can be difficult.

Any student subject to harassment, discrimination or other actions in breach of the University of Manitoba Respectful Work and Learning Environment Policy during practicum courses is asked to contact the Director of Practicum and Partnerships as soon as possible.

It is the responsibility of the Director of Practicum and Partnerships to ensure a fair, respectful, safe, and equitable learning and work environment for all Teacher

Candidates and Practicum Advisors during practicum courses. Administrators at the UM have the authority to hear, and make decisions about, student matters.

PROFESSIONAL STANDARDS & PRACTICUM POLICIES

Attendance, Absences and Punctuality

Attendance in practicum courses is of critical importance and is subject to both the Faculty of Education Attendance Policy and the requirements of Manitoba Education. Teacher Candidates must read and be familiar with the Attendance Policy and Procedures included in Appendix 2. As mandated in this Policy, Teacher Candidates are expected to attend practicum all day, every day of the practicum schedule. Advance planning and effective time management are essential to fulfilling this requirement.

All absences, whether excused or unexcused, must be recorded in the online Attendance Form at:

<https://webapps-dist.umanitoba.ca/education/bed/absence/>.

All absences are recorded by the PPO and must be made up to meet requirements for teacher certification as mandated by the Province of Manitoba. As shown on the calendar, three to four days are allocated for excused absence practicum make-up days at the end of each practicum block. Consult the Practicum Office so that the Director can determine if it is possible to make up any unexcused absences. TCs are advised not to make any commitments, including work or travel plans, on these make-up days.



An absence is only considered an excused absence on the basis of illness, bereavement, or for certain kinds of university service (with approval in advance from the Director). All other absences are referred to as unexcused absences, and are recorded on the summative report cover

page. Unexcused absences in a practicum course put TCs at risk of withdrawal (see current Attendance Policy on the Faculty of Education website). If uncertain about absence policy or procedures please consult the Practicum Office.

Examples of Excused Absences

- an illness that is communicable and/or prevents the TC from teaching effectively (with doctor's note);
- surgery or other medical treatment (with doctor's note);
- an urgent medical appointment (doctor's note required) – regular medical or dental check-ups must be scheduled outside practicum hours;
- a death in immediate family or other serious family occurrence;
- major religious holidays;
- participation as the student member in a Faculty of Education committee meeting or event capacity if consent has been obtained from the Director well in advance of the planned absence (e.g., Professional Unsuitability Committee, hiring committee, etc.);
- representing the University of Manitoba in a special capacity if consent has been obtained from the Director well in advance of the planned absence (e.g., Faculty of Music ensemble travel or varsity athletics team, etc.); or
- Practicum School PD Days where Teacher Candidates cannot be accommodated by the school.

Examples of Unexcused Absences

- vacations/holidays including pre-booked flights or trips;
- weddings or other events with family or friends (except for bereavement as above);
- illness of a child or problems with childcare as it is assumed that reliable back-up plans will be put in place;
- attendance at any extra-curricular activity in a school or with a team that is not associated with the practicum school (e.g., coaching teams or attending music competitions not in the practicum school);
- performing or participating in a drama/music production;
- interviews for teaching positions, for future substitute teaching or for any other employment;
- attendance at academic conferences, even if related to teaching;
- non-urgent medical or dental appointments;
- transportation difficulties (e.g., car that won't start, missed bus, etc.); or
- Practicum School PD Days.

In general, Teacher Candidates follow their Mentor Teachers' schedule. Some examples are as follows:

- If the host school is having school wide or divisional PD on a practicum day, at the school or off-site, TCs are required to attend.
- If the host school is having a PD session on a practicum day, at the school or off-site, and the MT tells at TC it is optional for them to attend, then a TC should choose between attending the session or remaining in their classroom

based on what is most suitable for meeting their practicum expectations/attendance.

- If the host school is having a PD session on a Practicum day, (i.e. an off-site retreat) and informs the TC not to attend, then the TC must complete the online absence form at <https://webapps-dist.umanitoba.ca/education/bed/absence/> and they will be required to make up this day at a later time. Contact the Practicum Office for the process to follow in making up this day.
- If the host school is having a PD session on a Non-Practicum day, then a TC cannot miss B.Ed program course work to attend this day. If the TC has no such coursework, or it is outside school hours, it is their choice whether they wish to attend or not.

If there is any doubt about which process to follow, please contact the Practicum & Partnerships Office.

Frequent Attendance Related Requests

A few inquiries with regard to attendance come to the attention of the P&P Office several times each year. To help TCs with time management and planning, responses to some of the most frequent inquiries are summarized in this section.

- TCs cannot obtain consent or make arrangements for an unexcused absence with their MT or PA nor can they make arrangements to re-arrange required practicum days with their MT or PA. Such arrangements must be made with the P&P Office Director;
- Make-up days cannot be carried over from one term to the next;
- Practicum days cannot be completed in advance and “banked” to make up for future absences. The practicum requires TCs to engage in a sustained sequence of learning activities;
- TCs are expected to attend and participate in any Professional Development (PD) Days that occur during practicum. TCs are also required to register for and attend the MTS PD Day. TCs do not attend PD Days that occur during their on-campus course time period. PD Days during practicum do count as practicum days; and
- TCs cannot miss Faculty classes due to any practicum-related activities. It is not appropriate to seek permission from professors or instructors to miss on-campus class time for any practicum related activity.

While daily attendance in practicum courses is mandatory to meet Manitoba Education requirements for professional certification, circumstances may arise that make absence during practicum unavoidable. The Practicum Office will arrange for make-up days for excused absences, where possible. However, the

P&P Office cannot guarantee that make-up days will be possible. In most cases, excused absences of 3 or fewer days can be made up. Absences of more than 3 days may be impossible to accommodate and may result in a failure to complete the practicum leading to a delay in graduation. Follow the procedures indicated below if an absence is unavoidable during practicum.

Steps to take if an absence is unavoidable

Absence Procedures

1. Fill out the Practicum Absence Form available online at:
<https://webapps-dist.umanitoba.ca/education/bed/absence>.
This will generate an email to the P&P Office, MT(s) and PA informing them of the absence.
2. Call practicum school office to notify them of the absence when the school opens. If there is no one at the Office leave a message on the Office line and/or with the Principal. TCs need to follow-up until certain that someone at the school is aware of the absence.
3. If a TC is able to provide timely information to MT(s), please do so before the start of the school day. Examples would be where to find materials related to any classes a TC was going to teach that day or where to locate learning plans, etc.
4. Contact P&P Office if a make-up day is not assigned within 24 hours of filling out the Practicum Absence Form.
5. If a TC is unable to contact MT(s), PA or Practicum School Office due to extreme circumstances, then at the request of the TC a friend, family member or colleague can notify the P&P Office at 204-474-8865. The P&P Office will then notify the MT(s), PA and Practicum School.

Please note the following:

- All absences must be made up in order to meet requirements for teacher certification as required by the Province of Manitoba.
- In the University and schools' calendars, there are limited numbers of potential make-up days at the end of each term and make up days cannot be "carried over" into another term.
- The Director in consultation with the PA, MT and School Administration will determine how to proceed (e.g., if make-up days can be scheduled or if the practicum course must be repeated);
- TCs anticipating graduation with more than three to four days excused absences are advised that they may be required to delay their graduation; and
- All unexcused absences must be reported to the Director immediately.

Practicum Absence Form

TCs report absences by filling out the online practicum absence form found at: <https://webapps-dist.umanitoba.ca/education/bed/absence/>. This form should be filled out as soon as possible but no later than 60 minutes before school starts on the morning the TC is missing.

Snow Days and Other School Closures

When the school is closed due to inclement weather or for other reasons (e.g., heating system failure, etc.), TCs are expected to comply with the school's directive about teacher attendance. For instance, schools that have both local and rural students may cancel the buses but still require teachers



to attend if they can travel safely. TCs should contact their MT or school early in the day on a 'snow day' to make sure they know whether the TC will be coming to school. While snow days/school closures are considered an

excused absence, these days must be made up just as any other missed day must be made up. TCs must inform their PA if a practicum day has been missed due to a snow day or for any other school closure.

Punctuality

TCs should be aware of the role that punctuality plays in demonstrating their preparedness, commitment, and respect. TCs are required to arrive at least 30 minutes before the start of the school day and stay for at least 15 minutes at the end of the school day. In the event of lateness due to unavoidable circumstances, TCs should communicate with the school office, MT(s), and PA immediately. Repeated late arrival can result in failing a practicum course.

Standards of Professional Practice

A key element of the practicum expectations for each practicum course is adhering to standards of professional practice. These standards guide TCs' interactions with their peers and the university community as well as the community of the practicum school including school administration, staff, children, parents, and others. All Teacher Candidates completing practicum courses are subject to four codes of conduct:

1. The *Manitoba Teachers' Society Code of Professional Practice*
2. The *University of Manitoba Student Discipline Bylaw*
3. The *Faculty of Education Professional Unsuitability Bylaw*
4. The *University of Manitoba Respectful Work and Learning Environment Policy*

Although an overview of each code of conduct is provided in this section, TCs are advised to read and review the related policies in their entirety prior to each practicum course. Lack of awareness or understanding of the requirements of these codes of conduct is not an acceptable excuse for failure to meet these requirements. If TCs have questions about any aspect of these codes of conduct, ask the PA for clarification. If TCs have ongoing concerns after consulting with their PA, arrange a meeting with the Director to discuss these concerns.

Manitoba Teachers' Society Code of Professional Practice

TCs are expected to comply with the Manitoba Teachers' Society (MTS) *Code of Professional Practice*. As noted in the MTS Code, TCs must comply with both "the spirit and the letter" of these principles. TCs are strongly advised to review the MTS Code regularly and to discuss various aspects of the MTS Code with their PA and MT. TCs may also have an opportunity to engage in discussions of aspects of this Code in some on-campus courses. These discussions are an important part of developing professional identity and will help ensure each principle is fully understood.

MTS | Code of Professional Practice

<http://www.mbteach.org/mtscms/2016/05/06/code-of-professional-practice-english>

All TCs must become student members of The Manitoba Teachers' Society. Student members are entitled to information from the Society concerning professional issues, access to membership in Special Area Groups, the Society's Guide and discounts at participating merchants. Membership is free, but TCs need to complete and submit the student membership form found on the MTS website <http://www.mbteach.org/mtscms/2016/05/06/mts-membership/>

University of Manitoba Student Discipline Bylaw

Although practicum takes place in a school in the community, TCs are still University of Manitoba students during practicum courses. All students at the University of Manitoba have an obligation to act in a fair and reasonable manner toward their peers, faculty, staff, administration, and the physical property of the University. They are also expected to act with academic integrity according to the University's rigorous and ethical academic standards. Any instances of academic misconduct (e.g., plagiarism, cheating, inappropriate collaboration, etc.) and/or non-academic misconduct (e.g., inappropriate or disruptive behaviour, discrimination, theft, vandalism, etc.) during practicum are subject to disciplinary action according to the procedures detailed in the Student Discipline Bylaw. The Student Discipline Bylaw and related documents are on the University of Manitoba website at:

http://www.umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html



Faculty of Education Professional Unsuitability Bylaw

The Faculty of Education "...has a social mandate to ensure that students are caring, skilled educators who are worthy of the public trust endowed upon them... Unlike non-professional education programs, the Bachelor of Education [program] requires students to uphold the high standards of professional practice expected of all teachers in action, word, intent and spirit" (Faculty of Education Professional Unsuitability Bylaw, 2019). The Professional Unsuitability Bylaw describes the behaviour and conduct TCs are expected to demonstrate. This policy also describes the grounds under which a TC's behaviour may be reviewed and referred to the Professional Unsuitability Committee (PUC). For example, being under the influence of alcohol, cannabis, or illegal drugs while teaching, behaviour or conduct which is "exploitive, destructive or injurious" or that "if engaged in by a practicing certified teacher would likely result in disciplinary action" are all grounds for referral to the PUC. Engaging in behaviour that

breaches the Professional Unsuitability Bylaw can result in a range of consequences including: a written reprimand, being required to withdraw from the program, annotations on a student's transcript, or even expulsion from the Faculty. TCs are advised to read and review the Professional Unsuitability Bylaw and to direct any questions or concerns to their PA. If questions or concerns persist after discussion with the PA, make an appointment to meet with the Director to discuss any concerns.

University of Manitoba Respectful Work and Learning Environment Policy

The University of Manitoba Respectful Work and Learning Environment Policy applies to all TCs during their practicum courses even though practicum takes place outside the university campus. According to this Policy *"Each individual has the right to participate, learn, and work in an environment that promotes equal opportunities and prohibits discriminatory practices."* The Policy also states, *"The University of Manitoba does not condone behaviour that is likely to undermine the dignity, self-esteem or productivity of any of its members and prohibits any form of discrimination or harassment whether it occurs on University property or in conjunction with university-related activities."* Any instances of harassment, discrimination, or other actions that undermine this policy will be addressed by the University according to the policies and procedures specified in the Policy.

ELEMENTS OF PROFESSIONALISM

Alongside the four codes of conduct described above, there are a number of elements of professionalism identified by practicum host schools and partners as important to consider.

Professional Attire

Professional attire is required for practicum. General business-casual attire is recommended and, most often, this excludes jeans, sweatpants and t-shirts. Attire and footwear should allow for the safe performance of teaching duties and classroom activities. Good personal hygiene and frequent hand washing practices should be followed.

Since dress code policies vary across schools and divisions, TCs are advised to dress in a professional manner on their first day of the practicum placement and make modifications to less formal dress, if appropriate, only after consulting with the MT or Principal regarding specific dress code policies.

TCs should review and adhere to the school and division scent policy.

At a minimum, professional attire must be consistent with the dress code of the practicum school; however, it is worthwhile to consider that although some practicing teachers may dress in a very casual manner, these teachers already have a teaching position while TCs are in the midst of establishing their professional reputations in the education community and hoping to secure positions in the future. If any TC is in need of professional attire for practicum, please contact the P&P Office for information about available resources.

Teacher Candidates have the right to dress in accordance with their ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, physical ability and any other relevant protected grounds.

Maintaining Confidentiality and Respecting Privacy

As TCs work in their practicum school, they become privy to a great deal of confidential information about children, teachers and school staff. Children's behaviour and academic achievement information as well as other personal information is discussed and/or documented extensively in schools. In many cases, this information is shared with TCs to help them more effectively work with students. In other cases, the information may simply be acquired by the TC in the course of participating in the classroom or school (e.g., from information posted on bulletin boards or when learning about MTs grading practices). TCs must recognize the importance of maintaining confidentiality, respecting students' privacy and not disclosing this information to others who do not have an immediate need to know.

TCs are also in a position to acquire a great deal of personal information about teachers and school staff including their views on a range of topics. TCs need to realize that this information and individual people's opinions or views should not be shared in the broader community or in the school or classroom, or with anyone who has no legitimate need to know. TCs must be careful to refrain from expressing comments that could be deemed harmful to the reputation of any pupil or professional in the practicum context. Such behaviour contravenes the MTS Code of Professional Practice, can result in disciplinary action and can be very damaging to a TC's career. Similarly, a TC has every right to expect that his or her information, actions and opinions will be treated with the same confidentiality and mutual respect and will not be disclosed to others.

Use of Social Media

TCs need to take precautions in order to ensure that their use of social media (e.g., Facebook, Twitter, email, personal blogs, online postings such as Pinterest, YouTube, Instagram etc.) does not breach any of the four codes of conduct or the policies of their practicum school and division. In addition to locating and reading

the school division's policy on social networking and computer use, some recommended practices are listed below. Additional guidelines are available on the MTS website (see "Online safety for teachers"). The inappropriate use of social media can lead to disciplinary actions. Please consult with the P&P Office and PAs in the event of questions or concerns regarding the appropriate and professional use of social media.

Guidelines for Use of Social Media

- maintain a high level of professionalism by communicating with students electronically using a formal, courteous tone, only at appropriate times of the day, with permission from the MT and through existing education platforms (e.g., school or classroom web page, not a personal profile), and only to enhance learning;
- do not exchange private texts, phone numbers, personal e-mail addresses or photos of a personal nature with students;
- decline student-initiated "friend" requests. Do not extend "friend" requests to students;
- notify MT, in advance, before using a social network for classroom activities;
- respect the privacy and confidentiality of student information. Before posting any student work, photos, comments, on an education platform etc., check with MT or Principal to ensure school or division policies are not being breached;
- manage the privacy and security settings of social media accounts and use the highest level of security and privacy available. Because privacy options on social media sites change fairly often, check settings frequently;
- always assume that information posted can be viewed by others;
- monitor regularly all content posted by TC or others and remove anything that does not reflect a high level of professionalism. This process begins with doing a "Google" search of TC's name;
- TCs should ask others not to "tag" them in photographs without permission;
- do not engage in online criticism of students, colleagues, instructors or others within the school community;
- do not make comments or post images related to practicum experiences on any social media platform; and
- consider removing material others have posted that may be problematic and/or ask others to remove any content related to TC.

Supervision by Teacher Candidates

The regulations of the *Education Administration Act* under the heading of "Persons Having Care and Charge of Pupils" states that Teacher Candidates may have care and charge of pupils but must be supervised directly by the Principal or a teacher designated by the Principal. TCs may be left in sole charge of classes or



students only for short periods of time. These regulations apply to supervisory duties including classroom supervision, yard/playground duty, hall duty, lunch duty, bus duty, and supervision during field trips or related to extracurricular activities. Whenever a TC is in charge of a class or

students, they must pay full attention to students. Use of cell phones at such times is strictly forbidden. TCs cannot act as substitute teachers in the event that their MT is absent. If a TC has concerns about the amount of time they are left in sole charge of classes or students, they should bring their concerns to the attention of their PA immediately.

Substitute Teaching and Teaching Contracts

TCs in the B.Ed Program are not yet certified teachers and may not accept positions as substitute teachers during the university academic year unless otherwise directed by the Faculty of Education for exceptional circumstances.

A substitute teacher must be called whenever the MT is absent during the practicum. In exceptional situations a Principal may assign a TC to temporarily cover a class or group of students. When doing so, the Principal must:

- be confident the TC has the skills required to handle the situation and is aware of all emergency procedures;
- consult with the TC as to their comfort level regarding the situation;
- inform the TC as to whom their direct supervisor will be during the period of coverage;
- provide the TC with a clear plan as to the expectations, emergency procedures and supports available; and
- inform the Practicum Advisor who should then inform the Practicum Office.

TCs can sign teaching contracts prior to their graduation from the B.Ed Program; however, they may not assume these positions until they have met all obligations to the Faculty of Education. Paid employment by a school division can only begin after a TC's last day of obligation to the faculty. The last day of obligation is normally the last day of practicum, including any make-up days a TC must complete.

Fieldtrips and Acting as a Chaperone on Field Trips

Policies, procedures and practices during the 2023-24 academic year regarding field trips may have changed from previous years, depending on Manitoba Public Health Guidelines. TCs should consult with school division policies, their host school, and UM Practicum Policies.

Teacher Candidates are often asked to participate in field trips. Different procedures apply to field trips conducted during the school day as compared with those involving overnight stays. TCs are encouraged to participate in any field trips that

take place during the school day which are attended by their MT and relate to their practicum placement. Such field trips are considered part of the practicum experience.



18

They are not considered absences and no make-up days are required. TCs may also request consent from their MT to attend a field trip that relates to their practicum placement and/or their teachable major or minor subject but which may not be attended by their MT. For instance, a TC with biology as a teachable

¹⁸ "Manitoba Museum", https://commons.wikimedia.org/wiki/File:Manitoba_Museum_exterior.jpg

subject but currently placed in a mathematics classroom, may be asked to attend a field trip with a science teacher. If attending the field trip for one school day does not unduly interfere with their teaching responsibilities and, if the MT agrees, the TC might attend the field trip as part of their practicum experience and no make-up day would be required. TCs should consult with their PA before agreeing to participate in school field trips.

TCs are sometimes asked to participate in overnight field trips during practicum. TCs must discuss this opportunity with their PA before agreeing to participate and PAs must consult with the Director who will determine if the specific circumstances of the overnight field trip meet the practicum course expectations.

Some factors that will be considered when making this decision include: Is the field trip related to the TCs major or minor teachable subject? Is the MT that the TC is working with participating in the field trip? Are the students that the TC normally works with attending the field trip?

For instance, if a TC has music as a teachable subject and is asked to attend a band field trip with one of their MTs and with many of the students the TC has been teaching, the field trip would likely be considered part of the practicum experience. In contrast, if a TC is asked to act as a chaperone for a sports event but the TC does not have phys. ed. as a teachable subject, their MT will not be participating, and only a few of the students the TC has been working with are expected to attend, the field trip would not be considered part of practicum. Participating in the field trip as an chaperone would not meet practicum expectations and attending would be considered an unexcused absence.

Participating in an overnight field trip as part of the practicum experience has implications with respect to liability and insurance. During the school day, TCs are covered by the University's insurance and liability policies. During evening and overnight field trips, TCs are covered by the school's insurance and liability policies in the same way a parent or volunteer chaperone would be covered. TCs should consider this distinction when they make the decision to participate in an overnight field trip. TCs cannot be required to participate in an overnight field trip experience in their practicum even if their MT is attending the field trip.

Driving Students to Extra-Curricular Events

If a TC is asked to drive students at their practicum school to an extra-curricular event such as an athletic competition or a music performance, it is advised that they respectfully decline. The University of Manitoba recommends that TCs not agree to drive students in order to avoid placing themselves in a potentially vulnerable position and in the event TC's automobile insurance policy has inadequate liability coverage.

PRACTICUM COURSE EXPECTATIONS

Practicum Expectations: Courses 1 to 4

The B.Ed Program includes a sequence of four mandatory practicum courses (see Appendix 1). Each course has specific expectations organized under three categories:

- School and Community Understandings & Engagements;
- Professional Engagements & Teacher Identity; and
- Curriculum, Teaching, Learning & Assessment.

Although the three categories remain the same across all four courses, the expectations within each category build from one course to the next. The courses are designed in this way to enable TCs to gradually assume more of the responsibilities of a teacher as they complete the B.Ed Program.

These Practicum Expectations are the criteria used to determine if a TC has successfully completed a practicum course and will receive a grade of Pass or Fail. The expectations for each course are included in Appendix 1 (one page per course). All TCs are advised to have a physical or digital copy of the Practicum Expectations for the course they are completing close at hand to refer to frequently.

Print copies of these expectations are provided to MTs and PAs so that everyone in the practicum triad has the same information. They are also available on the Faculty website.

An exact schedule by which a TC takes on various responsibilities is not indicated in the Practicum Expectations. This timeline is determined collaboratively by the TC, MT, and PA based on the Practicum Expectations for the course, the teaching opportunities in the practicum setting, and the TC's prior experience and competence with each aspect of the practicum. TCs are advised to clearly communicate their need for specific learning opportunities to ensure that they continue to develop their competence in all aspects of the practicum. For instance, if a TC feels that they need more experiences to develop their skills in assessment 'for' and 'as' learning, they should advise their MT and PA that this is an area where they need further opportunities. Taking initiative in this manner is a key part of a successful practicum.

TCs enrolled in a full-time B.Ed program typically complete Practicum 1 and Practicum 2 in their first year and Practicum 3 and Practicum 4 in their second year. However, the B.Ed After-Degree program is designed to be reasonably flexible and TCs should consult their academic advisor about scheduling options.

Teacher Candidate Profile

Teacher Candidate Profiles are provided to the practicum school to assist School Administration in providing TCs with an appropriate placement in their school. A sample of this form is shown in Appendix 4. A fillable version of the form can be downloaded from the Current Students page of the Faculty website.

This form should be completed by all TCs shortly after receiving notification of their placement and/or before the first day of the practicum. TCs should send the completed form to their PA by email. PAs will forward the form to the School Administration at each TC's practicum school. TCs are also advised to share a copy of this form with their MT when the practicum begins. In many cases, the School Administration may already have assigned the TC to a classroom. However, the information on the form can be used to adjust the placement, if necessary, for the Winter term.

TCs should be as specific as possible in describing their teaching experience and/or experience with children and adolescents, and the kinds of experiences they would like to have during practicum. Keep in mind that schools may not be able to accommodate all requests and TCs should maintain a professional attitude as decisions are made about the classroom(s) where they will be placed.

Professional Learning Plan

TCs beginning P2, P3, and P4 are required to complete a Professional Action & Learning Plan (PLP). Each TC's PLP will be unique based on their previous experiences in practicum courses or prior to entry into the B.Ed program. In addition, any TC that has experienced difficulty in a previous practicum course will be required to complete a PLP and/or other conditions to return to practicum and have these approved by the Director before beginning the next practicum course. This form is included as Appendix 5. A fillable form can be downloaded from the "Resources for Students" webpage:

<https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Process for Completing a PLP

- Reflect on previous practicum or school experiences.
- Review previous formative and summative feedback received from MTs and PAs if previously in practicum courses.
- Review the Practicum Expectations for the current practicum course to help target specific aspects of the course requiring focus.
- Draft the PALP and review and discuss with PA and MT. MTs can suggest possibilities for question #3.

ASSESSMENT & EVALUATION

Ongoing assessment, evaluation and feedback are key elements of the support TCs receive from their PA and MT. The formative observation process is intended to support TCs in their learning process. It is an example of both “assessment *for* learning” and “assessment *as* learning” whereas the summative evaluation process is primarily “assessment *of* learning”. The formative and summative evaluation processes for practicum courses are collaborative activities that require the active participation of TCs, PAs, and MTs.

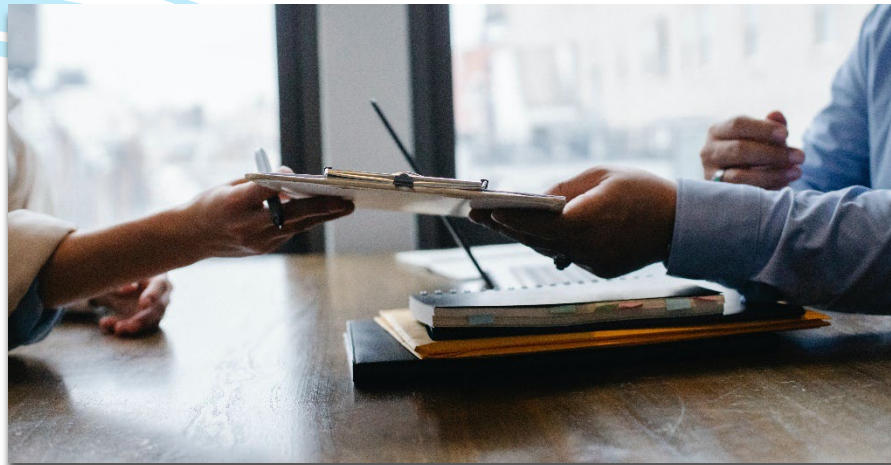
Practicum Advisors draw assessment and evaluation evidence from multiple, triangulated sources (e.g., observations, conversations, products).

Observations could include observations of teacher candidates’ teaching and working in classrooms, on field trips, through live-streaming, or observing pre-recorded TC instructional material.

Conversations could include in-person conversations, communication through email, videoconferencing, learning logs, critical reflections, and interviews and meetings with MTs, PAs, teams, and individual TCs.

Products could include learning designs, learning logs, portfolios, teaching resources and artifacts, recorded or live presentations, video tutorials, experiments, mini-lessons, performances, etc.

All UM practicum courses are pass or fail. The Practicum Advisor (PA) makes a course grade recommendation to the Director at the end of each course in the form of a Summative Evaluation for each 3 credit hour course, including supporting evidence for that grade recommendation. The Practicum and Partnerships Office receives the Summative from the PA and upon review of the Summative Evaluation, the Director, who is the instructor of record for all practicum courses in the B. Ed. Program, makes the final pass/fail decision.



Formative Assessment

Regular visits by PAs provide opportunities for TCs to receive formal and informal feedback. To provide TCs with frequent and detailed feedback, PAs visit each TC weekly throughout the block. During practicum visits, PAs will facilitate discussions with TCs individually or as a group and check in with the MT(s) to get their sense of how the practicum is proceeding. The PA will also check in with the Principal during the first week of the block and on an as-needed basis as the practicum proceeds. TCs can receive additional feedback from their PAs through email, phone conversations and/or using other technologies such as video conferencing.

PAs conduct at least two complete written formative assessment reports during the block. For each written formative assessment report, PAs will complete a formal observation while the TC is facilitating activities with small groups of students, co-teaching with their MT, or independently teaching a lesson with the full class. No written formative assessment report will be given during the first week of school (for practicum courses in the Fall term).

The formative observation process described below is followed for the two visits where a Formative Report is being written. Formative Reports provide TCs with feedback directly related to the Practicum Expectations for the course they are completing. The Report may be handwritten or typed and may take a variety of formats, as determined by each PA and TC.

In addition to the feedback received from their PA, TCs will receive feedback from their MT(s) on a daily basis. This feedback may be oral or written, based on the preferences of the MT. TCs may also receive feedback from the Principal or Vice-Principal of the school.

Formative Assessment Process

1. Pre-Observation Conference

- includes TC and PA, and may include the MT;
- may take place in person, through email, and/or by telephone;
- provides the PA with relevant background information on the class, the learning plan, and the context for the learning plan that the TC will facilitate;
- TC must share their learning plan, purposes, strategies, resources, proposed outcomes, assessment strategies, etc., far enough in advance of the lesson to enable the PA and/or MT to provide feedback and suggestions; and

- is an opportunity for the TC to ask the PA to observe some specific areas where they would like to receive feedback.

2. In-Class Observation

- is an opportunity for the PA to observe the TC teaching a full class and/or working with small groups, team teaching, and interacting with students and teachers;
- is an opportunity for the PA to record observations of the TC to facilitate discussion and feedback for the debriefing session; and
- may include the PA or MT becoming an active assistant during the class by team teaching, modeling and/or guiding the TC.

3. Debriefing Conference

- includes the PA and TC as well as the MT, if available;
- is an opportunity for the TC to talk about the learning experience and the PA to provide feedback to the TC identifying strengths and areas for improvement; and
- may include discussion of questions such as:
 - What were your goals for the learning experience?
 - Did you meet them? How do you know?
 - Why did you choose to teach this learning experience?
 - How does it connect to other learning?
 - What did you notice? What surprised you?
 - What did you do that contributed to the effectiveness of the lesson/activity?
 - What didn't go as planned?
 - What would you do differently another time?
 - What did you do to plan to meet the needs of all unique, diverse learners?
 - What are you wondering about?

A copy of each Formative Report is provided to the TC and MT at the debriefing conference or sent by email later that day. TCs are encouraged to review and act on the comments and suggestions in the Formative Report as they develop subsequent learning plans and prepare for their next PA observation visit. PAs only submit copies of Formative Reports to the P&P Office if a Notification of Concern is being drafted, if a grade of "FAIL" has been assigned, or at the request of the Director for a specific reason. TCs who are experiencing difficulty may receive additional visits from their PA, from the Principal, another PA, the Practicum & Partnerships Field Partner Liaison, and/or the Director.

Summative Evaluation & Final Grades

Summative Evaluations are written evaluative documents compiled by the PA in the last week of the practicum block. Completion of the Summative Evaluation begins with a collaborative summative conference where the TC, PA, and MT discuss the TC's professional growth with reference to the Practicum Expectations for the course the TC is completing. The PA will coordinate this collaborative in-person conference during the last week of the practicum block.

To prepare for the conference it is recommended that both the TC and MT write and email the PA a reflection using the Practicum Expectations as a guide so that everyone comes to the tri-conference prepared to contribute their own observations. It is the responsibility of the PA to host this meeting, arrive at a consensus of the TC's growth and abilities, and write the final report that gives voice to all the key players in this report.

The PA will support the TC in leading the conference. The TC may be asked to begin the conference by highlighting their key learnings and strengths and identifying areas for further growth for each section of the Practicum Expectations. The PA and MT will then share their views of the progress the TC has made with reference to the Practicum Expectations for the course. PAs will collect written feedback from the TC and MT to be incorporated into the Summative Evaluation.

The Summative Evaluation includes three sections that correspond with the sections in the Practicum Expectations (i.e., School and Community Understandings & Engagements; Professional Engagements & Teacher Identity; and Curriculum, Teaching & Learning). In addition, the Summative Evaluation includes a fourth section titled "Summative Comments and Suggestions for Future Growth". TCs are advised to review the Practicum Expectations during their practicum so that they have a clear understanding of information that will need to be included. A sample of a summative report is included in Appendix 14.

After hosting the summative conference, the PA will:

- compile the information provided by the TC and the MT together with their own notes;
- draft the Summative Evaluation as a Word document, share it with the TC and MT(s) via email inviting their feedback, and make revisions to the evaluation based on the comments of the TC and MT, as deemed appropriate by the PA;
- copy/paste the four sections of the report into the online form;
- assign a grade recommendation of PASS or FAIL, the grade being finalized after it has been reviewed by the Director who is the instructor of record for all B.Ed practicum courses;
- indicate if a Notification of Concern was issued during the practicum;
- receive the final PDF report when the report is reviewed and approved by the

- Director of the P&P Office and after the TC receives emailed instructions for them to login and acknowledge the report; and
- notify the Practicum Office if the Summative Report is not received (Note that the report is not available for online acknowledgement until the last day of the practicum block including all make-up days a TC is required to complete).

The PA is responsible for **recommending** a grade of Pass or Fail on the Summative Evaluation. The Director, upon review of the Summative Evaluation, **determines** the final grade. While the Summative Evaluation process is a collaborative endeavour, it is not necessary for all three members of the practicum triad to come to consensus on the recommended course grade or the comments on the Summative Evaluation form. The PA makes the final decision as to what is included in the Summative Evaluation. Consensus is the ideal and most often the case, but occasionally a Summative Evaluation is written with separate views noted.

Helpful Hints:

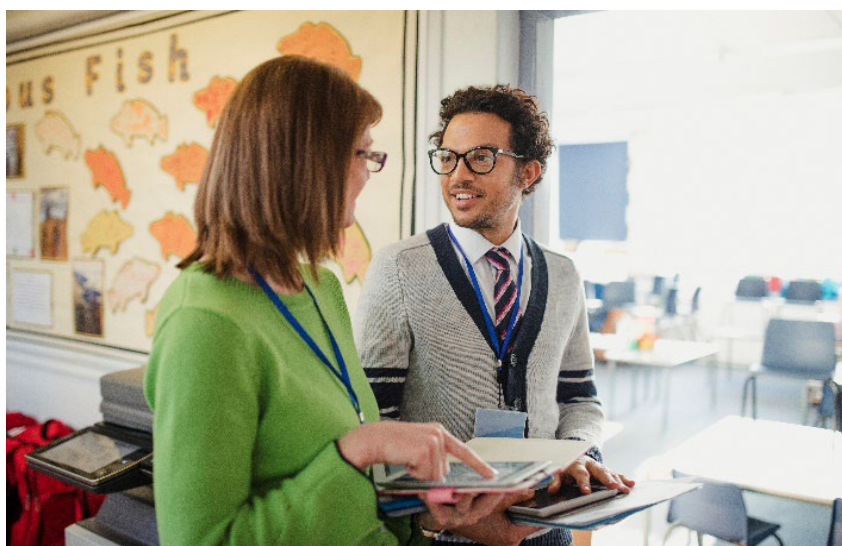
- Keep multiple copies of final summative reports in a safe location since copies cannot be obtained from the P&P Office. In accordance with privacy laws, the P&P Office must destroy all copies of final summative reports shortly after the TC graduation date.
- Keep a digital copy of all final summative reports as these are commonly included as part of job applications and in teaching portfolios for job interviews.
- Keep final summative reports even after securing a teaching job as they can be quoted and used for a variety of purposes throughout a teacher's career including future job applications, as part of bios, for PD and conference presentations, etc.

PAs need to delete/destroy copies of Summative Evaluations 4 months after the practicum block ends. In the event that a TC asks a PA for a reference the PA can ask them to send a copy of their Summative to refresh their memory and enable them to provide a detailed reference

Difficulties Encountered in Practicum

Practicum can be a challenging experience and it is not unusual for TCs to experience some difficulty in one or more of the areas of the Practicum Expectations or in the practicum experience. A TC may feel that they are struggling to meet the Practicum Expectations and that they require additional support from their PA or MT, which they should not hesitate to ask for.

A TC may feel that there are difficulties in their interactions with the MT and/or the PA, or the TC may observe an unexpected event in the practicum school and not be sure how they should respond. In other instances, the MT or PA may feel that the TC is struggling to meet the Practicum Expectations and not making adequate progress or that there are difficulties in their interactions with the TC. In a few cases, a TC's actions may compromise the wellbeing or learning of students and require the Principal to take action.



Procedures are set in place to help support all practicum partners in the event difficulties arise. In all cases, a successful outcome is more likely if appropriate action is taken as soon as difficulties become apparent. Many problems can be corrected at the earliest stage by acting quickly to improve communication and correct misunderstandings.

Resolving difficulties takes time and effort. TCs should review the MTS Code of Professional Conduct, the Faculty of Education Professional Unsuitability Bylaw, the UM Student Discipline Bylaw and the UM Respectful Work and Learning Environment Policy to ensure they know how they are protected under these bylaws and policies and to ensure that nothing they say or do will have potentially serious negative consequences. Public criticism of school staff/administration, a MT, or PA is a violation of the MTS Code of Conduct.

Procedures for Teacher Candidate with Concerns in Practicum (Non-Emergency)

Step 1: Engage in a professional discussion with the Mentor Teacher. Explain the specific difficulty or concern to the MT and discuss the concern in an open, professional manner. Identify ways the MT may provide additional support or a solution to the problem and what the TC is prepared to do to address the concern. Resolving difficulties is a shared responsibility. More than one conversation may be needed to ensure that the concern is understood.

Step 2: Engage in a professional Discussion with Practicum Advisor. If the area of difficulty continues and there are challenges in communicating effectively with the MT, explain the difficulty to the PA so that the PA may provide additional support and help find a solution to the problem. The PA may have a private conversation with the MT to better understand the problem and strategize to address the concern. In other cases, the PA may suggest a meeting of the TC, MT, and PA to address the concern.

Step 3: Contact the P&P Office. If repeated efforts to discuss concerns with MT(s) and PA are not productive or if the area of concern has not been adequately addressed, contact the P&P Office to arrange a meeting with the Director.

Your safety is important. If your safety is in question, remove yourself from a dangerous situation. Contact the P&P Office when it is safe to do so.

Issues involving anything illegal (or perceived/potentially illegal) or endangering the safety or wellbeing of a teacher candidate (e.g., sexual harassment) should immediately be reported confidentially to the P&P Office. Call 204.474.8865 or 204.474.9015.

Mentor Teacher with Concerns

Step 1: If a MT has concerns about the progress a TC is making toward the Practicum Expectations, about the interactions the TC is having with anyone in the practicum setting, or about any other aspect of the TC's behaviour, they should first explain the difficulty or concern they are having to the TC. The MT and TC should then engage in a discussion to identify any changes the TC may need to make to their behaviour as the practicum continues as well as other strategies that might help the TC to improve.

Step 2: If the difficulty does not resolve in a timely manner, the MT should contact the PA promptly for assistance. If the matter is not resolved through consultation with the PA, the MT should contact the Director to discuss the situation. If at any time a MT has serious or urgent concerns about a Teacher Candidate in the practicum setting they should speak with their Principal immediately.

Practicum Advisor with Concerns

Step 1: Clearly explain the concern(s) to the TC as soon after the concern arises as possible. Engage in a dialogue with the TC to ensure the TC understands the concerns. Encourage the TC to actively participate in finding a solution. The PA will also provide specific supports and suggest additional helpful resources. For areas of concern related to practicum expectations, encourage the TC to dialogue with the MT for support. The PA, TC and MT should jointly decide on a timeline for satisfactory improvement.

Step 2: If concerns persist and are substantive enough that the PA feels the TC may not be on track for successful completion of the practicum course, the PA should draft a Learning Support Plan in collaboration with the MT and TC. Given the short duration of practicum, clear evidence of the TC's efforts to improve must be observed by the next weekly practicum visit. If concerns are not addressed, the PA should begin the Notification of Concern process immediately (see below).

If at any time a PA has serious concerns about a Teacher Candidate in the practicum setting they should speak with the Director and Principal immediately.

Principal's Right to Terminate a Practicum

Principals and MTs have made a commitment to support TCs in the process of becoming a teacher. At the same time, it is understood by all educational partners that the first obligation of Principals and MTs is to ensure the wellbeing and learning of their students. Therefore, as per Manitoba Legislation and the University's agreement with school divisions, the Principal has the right to terminate a TC's placement if the TC's performance is deemed to be interfering with the wellbeing of students or contravenes the regulations, rules, policies, or procedures of the host school. In such a case, the Principal will consult with the Director immediately, and the Director will terminate the TC's practicum and inform the TC and PA. Usually, the TC will receive a grade of "Fail" for the practicum. In many cases, the TC will need to repeat the practicum course.

Disciplinary action may be taken by the P&P Office depending on the reasons for the termination of the practicum. The Director is responsible for making decisions about the TC's next steps in practicum.

Learning Support Plan Process

If a TC is experiencing difficulties meeting practicum expectations or if there are concerns regarding a TC's actions, the PA should ensure these are addressed at the school level through discussions involving the TC, PA, and MT, and with the

Principal, if needed. During this process, the TC will be provided with a reasonable level of support to improve in the area(s) where difficulties were noted and a support plan will be co-constructed with the TC to address concerns.

The Learning Support Plan form can be found on the Faculty website or by contacting the practicum office. A copy is also included in Appendix 8.

- Support Plans are intended to support TCs in meeting practicum expectations.
- Support Plans are co-constructed with the PA, MT, and TC.
- Support Plans are not included in the summative report.
- If the Support Plan is not successful, the next step in supporting the TC to meet practicum expectations would be to initiate a Notification of Concern.
- The PA may schedule extra observations to ensure the TC is making progress in addressing the listed concerns.

Notification of Concern Process

If serious concerns persist after a support plan has been in place, and the PA, in consultation with the MT and/or Principal, believes that the TC is not demonstrating the required professional growth to meet practicum expectations, the PA initiates a Notification of Concern (NOC). The PA or Director may also initiate a NOC at any time if immediate action is needed to meet practicum expectations.

The goal of the NOC process is to ensure that all members of the practicum partnership, as well as the Principal, understand the specific area(s) where a TC must demonstrate professional growth in order to be successful in the practicum course. The NOC clearly indicates specific strategies the TC will use to make progress, including support from the MT and PA, as well as a timeline for evidence of growth to be observed.

The following steps must be followed in the Notification of Concern process:

- the PA informs the Director of the concerns about the TC's progress with specific reference to the Practicum Expectations for the course the TC is completing;
- in consultation with the PA, one or more additional actions may take place including: a meeting of the TC and the Director, which may include the PA, the Principal and/or the MT; a school visit by the Director; an observation of the TC by another teaching professional (for example, by the Principal, another PA, or the Practicum & Partnerships Field Partner Liaison or Director);
- based on the information gathered through these observations and meetings,

- the PA will work with the Director to draft the Notification of Concern;
- the PA will sign the NOC and obtain the signatures of the MT, Principal and Teacher Candidate;
- the PA will email the NOC to the P&P Office as soon as possible after it has been signed;
- the Director will inform the TC of the Voluntary Withdrawal dates, provide the TC with a referral to Academic Student Services for supports and advice, and remind the TC that Student Advocacy and Student Accessibility Services are available should they require additional supports; and
- where possible the NOC will be completed by the end of the third week of any block longer than 4 weeks.

After a NOC has been issued, the following outcomes may occur:

- the TC may make adequate progress in the areas of concern and receive a passing grade;
- the TC may not make adequate progress in the areas on the NOC and will receive a grade of Fail. The Teacher Candidate must be informed of the "Fail" by the Practicum Advisor and/or the Director, not the MT.
- As noted in the Summative Evaluation process above, the PA will indicate on the Summative Evaluation if a NOC has been issued, regardless of the outcome.

SUPPORTS FOR TEACHING AND LEARNING

Practicum Texts for all Practicum Courses Year 1 and 2

All Teacher Candidates should have:

Davies, A. (2020). *Making classroom assessment work*, (4th Ed.). Connections Publishing.

Manitoba Education, Citizenship and Youth. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning*.

<https://www.edu.gov.mb.ca/k12/assess/wncp/index.html>

Manitoba Curriculum

Become familiar with Manitoba Education's subject area curriculum frameworks available online at <https://www.edu.gov.mb.ca/k12/cur/>.

Planning for Teaching and Learning

Practicum courses require various approaches to planning for teaching and learning depending on the context of use. TCs will be offered a range of approaches for designing for teaching and learning in faculty-based courses, in practicum course texts and resources included in the B.Ed Practicum Guide, and shared by PAs, MTs.

Before beginning the planning process, TCs should collaborate with their MT and PA to discuss and determine possible learning designs to be used in the practicum course. TCs are encouraged to explore a variety of approaches for planning offered as part of their B.Ed program, even if different to those used by the MT or PA. TCs may choose to create their own learning plans, adapt available planning templates, or use a planning approach recommended by the PA and/or MT.

Whatever approaches are used for planning for learning, they must be appropriate for the particular context of use and for the unique and diverse community of learners the TC is planning for. As a result, learning designs must be flexible so that TCs may be responsive to changing and emerging student needs, even in the very moment of teaching.

At the beginning stages of a teaching career, that flexibility is often made possible by creating detailed plans that give teachers options, making it easier to effect changes during the learning experience in response to students' needs, interests, questions, and their understanding of the ideas being explored. Engaging in detailed planning for learning is an important part of the practicum learning so that TCs may become familiar with the complex process of learning design. Over time and with experience, teachers internalize many aspects of this complex process and so do not need to create learning plans as detailed as those expected of Teacher Candidates.

Guidelines and supports for planning for teaching, learning, and assessment are found in the *Designs for Learning* Teacher Candidate resource.

Planning Resources

There are many resources to help TCs design for learning in addition to the resources listed below. As with all teaching resources that are downloaded, it is important to think critically about the ideas that are presented, to determine if they come from a high-quality source, and to consider the extent to which they reflect the context and needs of the learners being taught.

Practicum Texts

Davies, A. (2020). *Making Classroom Assessment Work* (4th ed.). Connections Publishing.

Manitoba Education, Citizenship and Youth. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning*.

Designs for Learning Practicum Resource (Peters, 2023)

Emailed to students as part of the Practicum Orientation Agenda and available upon request.

Manitoba Education Resources

- Planning Model – Appendix B (From Manitoba Education, *Independent Together*):
https://www.edu.gov.mb.ca/k12/docs/support/multilevel/ind_together_full.pdf
- The “activate, acquire, apply” approach to lesson planning:
<http://www.edu.gov.mb.ca/k12/cur/ela/docs/sr2plan5.html>
- Basic elements of a lesson plan according to Manitoba Education:
http://alce.merlin.mb.ca/Intro/module_3/Section%203.4.htm

The following learning design tools were created for dance, dramatic arts, music and visual arts; however, they can also be adapted for any other subject area.

- Learning Design Tool – Dance:
https://www.edu.gov.mb.ca/k12/cur/arts/dance/docs/dance_9-12_impl_learn_booklet.pdf
- Learning Design Tool - Dramatic Arts:
https://www.edu.gov.mb.ca/k12/cur/arts/drama/docs/drama_9-12_impl_learn_booklet.pdf
- Learning Design Tool – Music:
https://www.edu.gov.mb.ca/k12/cur/arts/music/docs/music_9-12_impl_learn_booklet.pdf
- Learning Design Tool - Visual Arts:
https://www.edu.gov.mb.ca/k12/cur/arts/visual/docs/visual_9-12_impl_learn_booklet.pdf

Manitoba Teachers' Society

Manitoba Teachers' Society (MTS) has learning plans and a Teachers' Magazine with many helpful resources online:

<https://www.mbteach.org/mtscms/lesson-plans>

The MTS document *Inclusive Language: A Guide For Inclusive Schools And Workplaces In Manitoba* supports teachers' use of inclusive language and their efforts to work towards creating safe and caring learning spaces. This resource is found online at:

https://www.mbteach.org/pdfs/news/MTS_InclusiveLanguageBooklet_ENG.pdf

Using Copyrighted Material

TCs are required to respect copyright rules and must ensure that any content adapted or borrowed is used in accordance with copyright laws and University guidelines and is appropriately acknowledged. Copyright refers to the legal protection under the federal government's Copyright Act of literary, artistic, dramatic, and musical works and recordings, performances, and communications signals.

The Council of Ministers of Education Canada (CMEC) Copyright Consortium has published a user-friendly guide to copyright for the education community. The publication, *Copyright Matters!*, 4th Edition, is free online at <https://www.cmec.ca/139/Copyright.html>. The CMEC Copyright Consortium has also developed and published Fair Dealing Guidelines to help educators understand how to use copyright-protected works appropriately. TCs and PAs are encouraged to consult the Fair Dealing Guidelines and *Copyright Matters!*, 4th Edition so that they do not violate copyright law. Information about copyright is also available on the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

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Revised August 2023

| PRACTICUM ROLES & RESPONSIBILITIES | |
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| Mentor Teachers (MT) | Teacher Candidates (TC) |
| <p>A Mentor Teacher (MT) is an important mentor and role model for the Teacher Candidate (TC). The MT is an experienced and competent professional whose classroom and practices exemplifies "Classroom Learning Environments" and "Exemplary Teaching Practice" as outlined in the <i>Manitoba Education Strengthening Partnerships</i> document.</p> <p>The MT's roles and responsibilities include:</p> <ul style="list-style-type: none"> ▪ serving as a caring and professional mentor by being present and engaging in active collaboration; ▪ providing an overview of classroom routines and expectations, and of the context and culture of the classroom, school and community; ▪ supporting TCs in developing professional and caring relationships with students, staff, parents, and others; ▪ providing TCs with the experiences, resources, and supports necessary to develop their own professional identities and practice; ▪ modelling effective teaching to support learning; ▪ discussing, documenting, and reflecting with TC regarding teaching performance; providing ongoing constructive and critical feedback; ▪ providing opportunities for TCs to assume increasing responsibilities for the learning environment; ▪ helping TCs make links between theory and practice; ▪ providing TCs with support in planning appropriate instruction, for gradually assuming more classroom responsibility, for developing their own professional identities, and in taking risks in their practice; ▪ collaborating and communicating with the PA to create positive and productive learning experiences for TCs; ▪ providing on-going feedback to the TC, PA, and Principal; ▪ attending and contributing feedback for the summative conference, and; ▪ being familiar with the current <i>B.Ed Practicum Guide</i>. | <p>It is the responsibility of the Teacher Candidate to be familiar with all documents and policies related to the practicum.</p> <p>The TC's roles and responsibilities include:</p> <p>Professional Conduct - A TC must:</p> <ul style="list-style-type: none"> ▪ read and comply with the Manitoba Teachers' Society <i>Teachers' Code of Professional Practice</i> at all times, both in and out of the school; ▪ develop ethical, respectful and professional working relationships with all students, staff, and members of the wider community and; ▪ participate fully within the life of the school and abide by expectations that the school may have of its teachers. <p>Organization, Preparation, & Time Considerations – A TC is expected to:</p> <ul style="list-style-type: none"> ▪ attend practicum daily in order to meet requirements set by Manitoba Education and Early Childhood Learning for Teacher Certification (Read the <i>Practicum Attendance Policy</i> in the <i>B.Ed Practicum Guide</i>); ▪ report all practicum absences online to the Practicum Office and make-up all absences as assigned by the Office; ▪ arrive at least a half hour before school starts and remain after school to consult with the Mentor Teacher; ▪ request access to and be familiar with relevant school documents including timetables, course outlines and titles, class lists, seating plans, curriculum guides, relevant resource materials, physical plans of the school, student handbook, school newsletter(s), school report card; ▪ plan for teaching and be available during 'non-contact' time with students (before and after the school day, during preparation classes, lunch hours, evenings and on weekends); ▪ make appropriate arrangements to accommodate the additional time demands required during the practicum; ▪ participate in all teacher-related activities including supervision, professional development, staff and committee meetings, and school events that occur during practicum and; ▪ complete campus-based university course assignments before the practicum block and complete practicum course assignments during the first week of school and the practicum block. <p>Legal and Safety Considerations - A TC must become familiar with:</p> <ul style="list-style-type: none"> ▪ the school's and division's safety plans in regards to: <ul style="list-style-type: none"> -activities in specific curricular areas, such as Physical Education, Technology, Science, Music, and Art; -extra-curricular activities, whether in or out of the classroom; -field trips or other excursions off school property and; -fire drills and other emergency procedures. ▪ the school's and school division's health and safety policies, emergency response plans, allergy policies and accident protocols and; ▪ the school's policy regarding gathering information about students and students' work (e.g., audio recording, photographing, etc.). |

PRACTICUM ROLES & RESPONSIBILITIES

| Principals | Practicum Advisors (PA) |
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| <p>Principals support the practicum experiences in the school by:</p> <ul style="list-style-type: none"> being the contact with the Faculty regarding potential TC placements; knowing the practicum configurations and expectations; seeking placements that exemplify "Classroom Learning Environments" and "Exemplary Teaching Practice" as outlined in the <i>Manitoba Education Strengthening Partnerships</i> document; encouraging the participation of Mentor Teachers (MTs); welcoming TCs into the school, coordinating meetings with the MTs prior to the start of the practicum experience, introducing TCs to school personnel and providing an overview of the school philosophy, routines and procedures; being involved with practicum by engaging with the practicum partners including the TCs, PA, MTs, and Lead Teachers (in Senior Years Schools); consulting with the Director of Practicum & Partnerships, as needed; providing written documentation to the Director regarding an At-Risk TC; and being familiar with the current <i>B.Ed Practicum Guide</i>. <p>NOTE:</p> <ul style="list-style-type: none"> A Principal's and a MT's first obligation is their students. Therefore, the Principal has the right, in consultation with the Director of the Practicum & Partnerships Office to terminate the TC's placement if the TC's performance is interfering with the learning and/or well-being of the school's students. Reminder that the Principal must provide a substitute teacher when the Mentor Teacher is absent. A Teacher Candidate cannot act as a substitute teacher, in accordance with subsection 91(1) of The Public Schools Act. | <p>Practicum Advisors (PAs) are representatives of the Faculty of Education, acting as mentors and advocates for Teacher Candidates (TCs).</p> <p>The PAs' roles and responsibilities include:</p> <ul style="list-style-type: none"> acting as liaisons between the Faculty and the MTs, TCs, and Principal (practicum partners); being familiar with the faculty programs and interpreting the programs to practicum partners; being familiar with school division and faculty policies and procedures on such matters as anti-racism, gender equity, sexual harassment, inclusivity, equity, and reconciliation; participating in professional development sessions hosted by the Practicum & Partnerships Office; liaising with practicum partners before the practicum block begins (whenever possible) to become familiar with the placements, the school, and the school community; being accessible to the practicum partners throughout the practicum and ensuring the Principal is aware of the current <i>B.Ed Practicum Guide</i>; facilitating seminar cohort meetings with assigned students; Providing a point of contact for each TC weekly during the block (including a first week planning visit) and completing at least two formative assessments during this time. Coordinating the summative evaluation conference in the last week, make a recommendation for the final grade, and compile and submit the <i>Summative Evaluation</i>; understanding and conveying the procedures for the Learning Support Plan and Notification of Concern as detailed in the current <i>B.Ed Practicum Guide</i>; providing TCs with support in planning appropriate instruction, for gradually assuming more classroom responsibility, for developing their own professional identities, and in taking risks in their practice; providing on-going feedback and conveying problems related to the practicum to the Director and; serving as an advocate for the TC and as a mediator where required. |
| <p>References: Manitoba Education document "Strengthening Partnerships: Improving the Quality of Teacher Candidate Practicum Experiences in Manitoba" http://www.edu.gov.mb.ca/k12/profcert/pdf_docs/strengthening_partnerships_2012.pdf</p> | |

PRACTICUM EXPECTATIONS OVERVIEW

The B.Ed Program includes a sequence of four mandatory practicum courses. Each course has specific Practicum Expectations organized under three categories:

- School and Community Understandings & Engagements;
- Professional Engagements & Teacher Identity; and
- Curriculum, Teaching, Learning & Assessment.

Although the three categories remain the same across all four courses, the expectations within each category build in depth, breadth, and sophistication from one course to the next to enable Teacher Candidates (TCs) to gradually assume greater teaching responsibilities as they complete the B.Ed Program. These Practicum Expectations are the criteria used by Practicum Advisors and the Director of Practicum and Partnerships to determine if a TC has successfully completed a practicum course and will receive a grade of Pass or Fail. The Practicum Expectations are the assessment criteria used by Practicum Advisors to write the final summative evaluation for each Teacher Candidate as they complete their practicum course.

Practicum Course expectations are presented in two different forms in the Practicum Guide. Practicum expectations are outlined on one page for each of the four courses and are also presented by category across all four courses to illustrate learning growth progression from course to course.

The Practicum Expectations guide TC professional learning during the practicum course beginning in the first week of September, while attending practicum Mondays, and throughout the practicum block. An exact schedule by which a TC takes on various responsibilities is not indicated in the Practicum Expectations. This timeline is determined collaboratively by the TC, MT, and PA based on the Practicum Expectations for the course, the teaching opportunities in the practicum setting, and the TC's prior experience and competence with each aspect of the practicum.

Although TCs will be at different stages in the process of learning to teach, the UM Faculty of Education maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum course are described in the Practicum Expectations. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

Practicum Expectations are informed by required practicum resources. TCs plan for teaching, learning, and assessment based on the two practicum course assessment texts and the *2023-2024 Designs for Learning* resource. Further information about these resources and supports and information about practicum courses is found in the *2023-2024 Practicum Guide* found online at: <https://umanitoba.ca/education/student-experience/resources-bachelor-education>

Notes for Curriculum, Teaching, Learning, and Assessment Expectations

*Use the *2023-2024 Designs for Learning* resource to support Practicum Expectations for Curriculum, Teaching, Learning, and Assessment.

**Strategies for designing learning environments to promote positive classroom culture and student behaviours include: clear, consistent behaviour and classroom expectations; predictable classroom rules, routines, structures, cues and signals for whole-class attention and transitions; welcoming, engaging, well-organized physical environment; strategies to build caring, positive, respectful relationships; shared responsibilities for being a good citizen in “our” classroom; planning with student engagement and motivation in mind; meaningful, relevant learning activities; positive reinforcement; ongoing teacher feedback; clear and specific learning expectations; differentiated instruction and opportunities for student choice and agency; effective teaching pace; a range of classroom management strategies as recommended by the MT and PA, etc.

Appendices | 69

PRACTICUM 1 EXPECTATIONS

| SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS | PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY |
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| <ul style="list-style-type: none"> • Check email and maintain prompt and professional communication. • Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> • Teacher Candidate Profile Plan • Week One Practicum Plan • Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. • Develop and implement strategies for focused formal and informal observations of students, teaching, and learning in various contexts. • Begin to develop caring professional relationships with students. • Begin to develop positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. • Observe, document, and discuss classroom routines and practices with practicum partners. • Implement established routines and practices. • Become aware of school policies, procedures, facilities, and resources. • Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Identify and attend at least one extra-curricular activity. | <ul style="list-style-type: none"> • Attend Manitoba Teachers’ Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). • Attend other PD events offered by the school/division during the practicum. • Begin to consider your professional identity as a teacher to help you identify your preconceptions and beliefs about the nature of teaching and learning by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. • Pose critical questions about various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). • Begin to identify professional strengths and goals with support from practicum partners. • Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. • Participate in conversations and self-evaluation of your professional learning to provide input for the summative evaluation report. |
| CURRICULUM, TEACHING, LEARNING & ASSESSMENT* | |
| <ul style="list-style-type: none"> • From the start of the practicum including Practicum Mondays, gradually increase of responsibilities until TCs assume approximately 25% (a minimum) of a teacher’s daily teaching responsibilities during the final 2 weeks. • Observe and discuss a variety of instructional approaches teachers use to enable students to think, problem solve and make sense of their world. • Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. • Observe students’ needs, strengths and interests and consider how these characteristics impact student engagement and the differentiated, inclusive teaching and learning process. • Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. • Observe and support ways that the learning environment is designed to promote positive classroom culture and student behaviours** • Observe and support strategies and approaches that promote inclusivity, diversity, equity, and social justice • Engage in and assist with daily routines and assist individual students and small groups of learners with MT assistance and guidance. • Discuss MT’s curricular plans for the block and individual and group learning goals. • Collaborate with MT to consider and begin to plan for inclusive, differentiated curricular learning; team teach, and debrief. • Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. • Notice, ask questions, and reflect on MT’s assessment practices for, as and of learning and consider assessment practices as part of planning and teaching. • Explore and discuss classroom resources, texts, support materials, and curriculum documents. | |

* See page 68.

Appendices | 70

PRACTICUM 2 EXPECTATIONS

| SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS | PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY |
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| <ul style="list-style-type: none"> • Check email and maintain prompt and professional communication. • Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> • Teacher Candidate Profile Plan • Professional Learning Plan • Week One Practicum Plan • Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. • Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, and critical conversations with practicum partners. • Continue to develop and deepen caring professional relationships with students. • Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. • Observe and analyze classroom practices, routines, and their purposes. Engage in critical conversations with practicum partners. • Implement established routines and practices and develop own routines and practices in negotiation with MT. • Become familiar with school and division policies, procedures, facilities, and resources. • Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Help plan and assist at least one extra-curricular activity. | <ul style="list-style-type: none"> • Attend Manitoba Teachers’ Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). • Attend other PD events offered by the school/division during the practicum. • Continue to develop professional identity as a teacher to help examine beliefs and practices underlying teaching and learning, and to articulate evolving understandings by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. • Pose critical questions of self and of various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). • Continue to consider professional strengths and develop goals with support from practicum partners. • Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. • Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report. |
| CURRICULUM, TEACHING, LEARNING & ASSESSMENT* | |
| <ul style="list-style-type: none"> • From the start of the practicum including Practicum Mondays, gradually increase responsibilities until TCs assume approximately 40% (a minimum) of a teacher’s daily teaching responsibilities during the final 3 weeks. • Experiment with a variety of instructional approaches that enable students to think, problem solve and make sense of their world. • Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. • Consider students’ needs, strengths and interests when working with and planning for student engagement and differentiated, inclusive learning. • Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. • Explore a variety of ways to promote positive classroom culture and student behaviours** • Explore a variety of strategies that promote inclusivity, diversity, equity, and social justice • Engage in and facilitate daily routines, transitions, classroom organization, supervision, and assist in individual and small group teaching with MT guidance. • Discuss MT’s curricular plans for the block and individual and group learning goals. • Collaborate with MT to plan for inclusive, differentiated curricular learning (individual learning experiences and connected series of learning experiences). • Implement learning plans by team teaching with MT and independently (small groups and/or whole class), debriefing after each experience. • Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. • Collaborate with MT to consider, support, and establish assessment practices “for, as and of learning as part of planning and teaching. • Begin to gather and develop various resources, texts, support materials, and curriculum documents. | |

* See page 68.

PRACTICUM 3 EXPECTATIONS

| SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS | PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY |
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| <ul style="list-style-type: none"> • Check email and maintain prompt and professional communication. • Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> • Teacher Candidate Profile Plan • Professional Learning Plan • Week One Practicum Plan • Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. • Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, and critical conversations with practicum partners. • Continue to develop and deepen caring professional relationships with students. • Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. • Observe and analyze classroom practices, routines, and their purposes. Engage in critical conversations with practicum partners. • Implement established routines and practices and develop own routines and practices in negotiation with MT. • Become familiar with school and division policies, procedures, facilities, and resources. • Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Help plan and assist at least one extra-curricular activity. | <ul style="list-style-type: none"> • Attend Manitoba Teachers’ Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). • Attend other PD events offered by the school/division during the practicum. • Continue to deepen, broaden, and articulate understandings about professional identities of teachers by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. • Pose critical questions of beliefs and practices in relation to various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). • Continue to consider professional strengths and identify possible ways of meeting goals with support from practicum partners. • Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. • Participate in conversations and self-evaluation of your professional learning to provide input for the summative evaluation report. |
| CURRICULUM, TEACHING, LEARNING & ASSESSMENT* | |
| <ul style="list-style-type: none"> • From the start of the practicum including Practicum Mondays, gradually increase of responsibilities until TCs assume approximately 50% (a minimum) of a teacher’s daily teaching responsibilities during the final 3 weeks. • Develop a repertoire of instructional approaches that enable students to think, problem solve and make sense of their world. • Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. • Experiment with and develop strategies and designs for differentiated teaching and learning to foster student engagement and meaningful inclusivity of all students. • Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. • Implement a variety of ways to promote positive classroom culture and student behaviours** • Implement a variety of strategies and approaches that promote inclusivity, diversity, equity, and social justice • Assist and lead daily classroom routines, transitions, organization, supervision, and individual and small group teaching. • Discuss and participate in MT’s curricular planning for the block and individual and group learning goals. • Collaborate with MT throughout the block for planning, implementing, and assessing connected series of inclusive, differentiated learning plans that draw on diverse students’ interests, strengths and needs. • Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. • Collaborate with MT to design and implement assessment practices for, as and of learning as part of planning and teaching. • Continue to gather and develop various resources, texts, support materials, and curriculum documents. | |

* See page 68.

PRACTICUM 4 EXPECTATIONS

| SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS | PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY |
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| <ul style="list-style-type: none"> • Check email and maintain prompt and professional communication. • Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> • Teacher Candidate Profile Plan • Professional Action Plan • Week One Practicum Plan • Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. • Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, critical conversations, and formative/ summative assessment. • Continue to develop and deepen caring professional relationships with students. • Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. • Analyze own and others’ classroom practices, routines, and their purposes. Engage in critical reflection and forward thinking with practicum partners. • Plan and implement established and own routines and practices in negotiation with MT. • Understand and implement school and division policies and procedures. Utilize facilities and resources. • Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Lead or co-lead at least one extra-curricular activity. | <ul style="list-style-type: none"> • Attend Manitoba Teachers’ Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). • Attend other PD events offered by the school/division during the practicum. • Continue to deepen, broaden, and articulate understandings of teacher professional identities and how they continue to change and grow throughout a career by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, exploring professional organizations, etc. • Pose critical questions of beliefs practices, and ongoing and future needs in relation to various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). • Identify and clearly articulate professional strengths, goals, and ongoing and future plans for realizing and continuing to develop goals. • Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversation. Share weekly with the Practicum Advisor. • Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report. |
| CURRICULUM, TEACHING, LEARNING & ASSESSMENT* | |
| <ul style="list-style-type: none"> • From the start of the practicum including Practicum Mondays, gradually increase your responsibilities until TCs assume approximately 75% (a minimum) of a teacher’s daily teaching responsibilities during the final 3 weeks. • Continue to develop new instructional approaches that will enable children to think, problem solve, and make sense of their world. • Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. • Implement and develop a repertoire of strategies and designs for differentiated teaching and learning to foster student engagement and meaningful inclusivity of all students. • Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. • Implement and develop a variety of ways to promote positive classroom culture and student behaviours** • Implement and develop a variety of strategies and approaches that promote inclusivity, diversity, equity, and social justice. • Assume responsibility for daily classroom routines, transitions, organization, supervision, and teaching. • Collaborate with MT to identify short- and long-term curricular and individual and group learning goals for the block. • Assume responsibility throughout the block for planning, implementing, and assessing inclusive, differentiated learning plans to support identified curricular goals and student needs. • Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. • Design and implement meaningful, coherent, and appropriate assessment practices for, as and of learning as part of planning and teaching throughout the block. • Gather and develop various resources, texts, support materials, and curriculum documents for the block and future uses. | |

* See page 68.

PART A – SCHOOL & COMMUNITY UNDERSTANDINGS & ENGAGEMENTS

| PRACTICUM 1 | PRACTICUM 2 | PRACTICUM 3 | PRACTICUM 4 |
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| Check email and maintain prompt and professional communication. | Check email and maintain prompt and professional communication. | Check email and maintain prompt and professional communication. | Check email and maintain prompt and professional communication. |
| Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> Teacher Candidate Profile Plan Week One Practicum Plan | Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> Teacher Candidate Profile Plan Professional Learning Plan Week One Practicum Plan | Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> Teacher Candidate Profile Plan Professional Learning Plan Week One Practicum Plan | Complete the following documents on the “Resources for B.Ed Students” webpage and share with school administration, Mentor Teacher (MT), and Practicum Advisor (PA) <ul style="list-style-type: none"> Teacher Candidate Profile Plan Professional Action Plan Week One Practicum Plan |
| Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. | Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. | Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. | Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with MT(s) and facilitate opportunities for planning and reflection. |
| Develop and implement strategies for focused formal and informal observations of students, teaching, and learning in various contexts. | Develop and implement formal and informal observations of students, teaching, and learning for a variety of purposes and contexts (see “Learning through Observation” in Designs for Learning). | Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, and critical conversations with practicum partners. | Design and implement formal and informal observations of students, teaching, and learning for a variety of purposes, contexts, critical conversations, and formative/summative assessment. |
| Begin to develop caring professional relationships with students. | Continue to develop and deepen caring professional relationships with students. | Continue to develop and deepen caring professional relationships with students. | Continue to develop and deepen caring professional relationships with students. |
| Begin to develop positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. | Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. | Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. | Continue to develop and deepen positive professional, respectful, caring, and ethical working relationships with school partners including Mentor Teacher(s), Educational Assistants, other TCs, Practicum Advisors, Principal, Vice Principal, student support staff, and families. |
| Observe, document, and discuss classroom routines and practices with practicum partners. | Observe, document, discuss, and critically reflect upon classroom practices and routines with practicum partners. | Observe and analyze classroom practices, routines, and their purposes. Engage in critical conversations with practicum partners. | Analyze own and others’ classroom practices, routines, and their purposes. Engage in critical reflection and forward thinking with practicum partners. |
| Implement established routines and practices. | Implement established routines and practices and try out new ideas and practices in negotiation with MT. | Implement established routines and practices and develop own routines and practices in negotiation with MT. | Plan and implement established and own routines and practices in negotiation with MT. |
| Become aware of school policies, procedures, facilities, and resources. | Become familiar with school and division policies, procedures, facilities, and resources. | Become familiar with school and division policies, procedures, facilities, and resources. | Understand and implement school and division policies and procedures. Utilize facilities and resources. |
| Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Identify and attend at least one extra-curricular activity. | Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Identify and assist at least one extra-curricular activity. | Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Help plan and assist at least one extra-curricular activity. | Attend school activities or events that occur during practicum hours and outside hours where possible (e.g., staff meetings, school orientation, student conferences, concerts, sports events, science fairs, etc.). Lead or co-lead at least one extra-curricular activity. |

PART B – PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY

| PRACTICUM 1 | PRACTICUM 2 | PRACTICUM 3 | PRACTICUM 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attend Manitoba Teachers' Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). | Attend Manitoba Teachers' Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). | Attend Manitoba Teachers' Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). | Attend Manitoba Teachers' Society (MTS) Special Area Group of Educators (SAGE) Professional Development (PD) day (if practicum occurs in fall term). |
| Attend other PD events offered by the school/division during the practicum. | Attend other PD events offered by the school/division during the practicum. | Attend other PD events offered by the school/division during the practicum. | Attend other PD events offered by the school/division during the practicum. |
| Begin to consider professional identity as a teacher to help identify preconceptions and beliefs about the nature of teaching and learning by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. | Continue to develop professional identity as a teacher to help examine beliefs and practices underlying teaching and learning, and to articulate evolving understandings by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. | Continue to deepen, broaden, and articulate understandings about professional identities of teachers by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, etc. | Continue to deepen, broaden, and articulate your understandings of teacher professional identities and how they continue to change and grow throughout a career by engaging in the following reflective practices with self and practicum partners: critical conversations, course texts and professional readings, PD, making connections to campus-based learning, exploring professional organizations, etc. |
| Pose critical questions about various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). | Pose critical questions of self and of various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). | Pose critical questions of beliefs and practices in relation to various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). | Pose critical questions of beliefs practices, and ongoing and future needs in relation to various teaching and learning theories and practices (in learning logs, professional conversations, self-reflections, annotations of texts, etc.). |
| Begin to identify professional strengths and goals with support from practicum partners. | Continue to consider professional strengths and develop goals with support from practicum partners. | Continue to consider professional strengths and identify possible ways of meeting goals with support from practicum partners. | Identify and clearly articulate professional strengths, goals, and ongoing and future plans for realizing and continuing to develop goals. |
| Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. | Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. | Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversations. Share weekly with the Practicum Advisor. | Maintain a daily short written log of critical reflections, questions, observations, and wonderings related to the practicum experience, associated readings, and conversation. Share weekly with the Practicum Advisor. |
| Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report. | Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report. | Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report. | Participate in conversations and self-evaluation of professional learning to provide input for the summative evaluation report. |

PART C – CURRICULUM, TEACHING, LEARNING, & ASSESSEMENT*

| PRACTICUM 1 | PRACTICUM 2 | PRACTICUM 3 | PRACTICUM 4 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| From the start of the practicum including Practicum Mondays, gradually increase of responsibilities until TCs assume approximately 25% (a minimum) of a teacher's daily teaching responsibilities during the final 2 weeks. | From the start of the practicum including Practicum Mondays, gradually increase responsibilities until TCs assume approximately 40% (a minimum) of a teacher's daily teaching responsibilities during the final 3 weeks. | From the start of the practicum including Practicum Mondays, gradually increase of responsibilities until TCs assume approximately 50% (a minimum) of a teacher's daily teaching responsibilities during the final 3 weeks. | From the start of the practicum including Practicum Mondays, gradually increase your responsibilities until TCs assume approximately 75% (a minimum) of a teacher's daily teaching responsibilities during the final 3 weeks. |
| Observe and discuss a variety of instructional approaches teachers use to enable students to think, problem solve and make sense of their world. | Experiment with a variety of instructional approaches that enable students to think, problem solve and make sense of their world. | Develop a repertoire of instructional approaches that enable students to think, problem solve and make sense of their world. | Continue to develop new instructional approaches that will enable children to think, problem solve, and make sense of their world. |
| Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. | Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. | Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. | Experiment with various ideas and approaches for teaching and learning introduced at the Faculty. |
| Observe students' needs, strengths and interests and consider how these characteristics impact student engagement and the differentiated, inclusive teaching and learning process. | Consider students' needs, strengths and interests when working with and planning for student engagement and differentiated, inclusive learning. | Experiment with and develop strategies and designs for differentiated teaching and learning to foster student engagement and meaningful inclusivity of all students. | Implement and develop a repertoire of strategies and designs for differentiated teaching and learning to foster student engagement and meaningful inclusivity of all students. |
| Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. | Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. | Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. | Engage in ways to develop and deepen understandings of Indigenous perspectives and ways of knowing to decolonize teaching and learning. |
| Observe and support ways that the learning environment is designed to promote positive classroom culture and student behaviours** | Explore a variety of ways to promote positive classroom culture and student behaviours** | Implement a variety of ways to promote positive classroom culture and student behaviours** | Implement and develop a variety of ways to promote positive classroom culture and student behaviours** |
| Observe and support strategies and approaches that promote inclusivity, diversity, equity, and social justice | Explore a variety of strategies that promote inclusivity, diversity, equity, and social justice | Implement a variety of strategies and approaches that promote inclusivity, diversity, equity, and social justice | Implement and develop a variety of strategies and approaches that promote inclusivity, diversity, equity, and social justice |
| Engage in and assist with daily routines and assist individual students and small groups of learners with MT assistance and guidance. | Engage in and facilitate daily routines, transitions, classroom organization, supervision, and assist in individual and small group teaching with MT guidance. | Assist and lead daily classroom routines, transitions, organization, supervision, and individual and small group teaching. | Assume responsibility for daily classroom routines, transitions, organization, supervision, and teaching. |
| Discuss MT's curricular plans for the block and individual and group learning goals. | Discuss MT's curricular plans for the block and individual and group learning goals. | Discuss and participate in MT's curricular planning for the block and individual and group learning goals. | Collaborate with MT to identify short- and long-term curricular and individual and group learning goals for the block. |
| Collaborate with MT to consider and begin to plan for inclusive, differentiated curricular learning; team teach, and debrief. | Collaborate with MT to plan for inclusive, differentiated curricular learning (individual learning experiences and connected series of learning experiences). Implement learning plans by team teaching with MT and independently (small groups and/or whole class), debriefing after each experience. | Collaborate with MT throughout the block for planning, implementing, and assessing connected series of inclusive, differentiated learning plans that draw on diverse students' interests, strengths and needs. | Assume responsibility throughout the block for planning, implementing, and assessing inclusive, differentiated learning plans to support identified curricular goals and student needs. |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. | Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. | Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. | Develop written learning plans, share in advance with MT and use feedback to reflect on and revise planning. |
| Notice, ask questions, and reflect on MT’s assessment practices <i>for, as and of</i> learning and consider assessment practices as part of planning and teaching. | Collaborate with MT to consider, support, and establish assessment practices “ <i>for, as and of</i> learning as part of planning and teaching. | Collaborate with MT to design and implement assessment practices <i>for, as and of learning</i> as part of planning and teaching. | Design and implement meaningful, coherent, and appropriate assessment practices <i>for, as and of</i> learning as part of planning and teaching throughout the block. |
| Explore and discuss classroom resources, texts, support materials, and curriculum documents. | Begin to gather and develop various resources, texts, support materials, and curriculum documents. | Continue to gather and develop various resources, texts, support materials, and curriculum documents. | Gather and develop various resources, texts, support materials, and curriculum documents for the block and future uses. |

***Use 2023-2024 *Designs for Learning* resource to support Practicum Expectations for Curriculum, Teaching, Learning & Assessment**

****See “Overview of Practicum Expectations”**

Appendix 2



UM | Faculty of Education

FACULTY OF EDUCATION ATTENDANCE AT CLASS/WITHDRAWAL POLICY

Regular attendance is expected for all students in all courses, including practicum. An instructor or Associate Dean Undergraduate in consultation with the instructor, will initiate procedures to withdraw a student from a course where unexcused absences exceed 10% of the scheduled instructional class hours for a course, or where absences (excused or unexcused) reach 20% or higher of the scheduled class instructional hours for a course in any one term.

Students must contact instructors regarding absences. Students may be required to complete alternative professional learning activities.

The Director of Practicum & Partnerships will initiate procedures to withdraw a student from a practicum course where absences from required practicum days, excused or unexcused, cannot be made up within the term.

[Note: Please check the Faculty of Education's website to review the applicable procedures document for further clarification on the implementation of this policy. For B.Ed. students, see the *After-Degree Bachelor of Education Attendance Procedures*. For PBDE students, see the *Post-Baccalaureate Diploma in Education (PBDE) Attendance Procedures*.]

Passed by Faculty Council, June 2019.

Revisions passed by Faculty Council, June 15, 2020.



AFTER-DEGREE BACHELOR OF EDUCATION ATTENDANCE PROCEDURES

This After-Degree Bachelor of Education Attendance Procedures document is supplementary to Section 5.1.6 of the Undergraduate Calendar which outlines the Faculty of Education Council's approved Attendance at Class/Withdrawal Policy revision (June 2020) as well as to the B.Ed. Program Practicum Guide.

Attendance Policy Rationale

The B.Ed. program provides Teacher Candidates with an induction into the teaching profession. As an intense, demanding, and highly participatory program of studies, Teacher Candidates are expected to demonstrate high levels of academic and professional integrity akin to practicing teachers. Such integrity is demonstrated in part by a commitment to and attendance at all classes, program days, and practicum days. It is important that Teacher Candidates understand and value the efforts of all who contribute to their learning (e.g., instructors, field partners, administrators, peers, and staff).

Regular attendance and punctuality are professional commitments and essential to success in becoming a teacher. Absenteeism and tardiness have a negative impact on the breadth and depth of Teacher Candidates' professional learning as well as on the relationships established with others in the program.

Your absences will be excused for extenuating medical or compassionate circumstances, a registered disability with SAS, religious observance, or university representation. You are, however, responsible for contacting your instructor in a timely manner. In addition, you are fully accountable for all the learning experiences and content you missed and completing the learning accommodations that your instructor assigns (e.g., additional reading or make-up assignments). Absences for any other reason are unexcused (e.g., work, vacation, job interview, practicum-related activities, conferences, etc.), and your instructors are not under any obligation to accommodate your learning for unexcused absences. Failure to communicate with instructors about absences will be recorded as unexcused. Note that absences cannot reach or exceed 20% of the scheduled instructional hours for a course in any one term for any reason, excused or unexcused.

Teacher Candidates' Responsibilities Regarding Attendance

Be sure that you fully understand the attendance requirements and processes for all courses, including on- campus, school-based, and practicum.

Attend class regularly and contribute to a respectful and supportive learning environment:
Regular attendance and respectful contributions to your class learning community is expected. In

practice, this means arriving on time to each class, staying in class for the full duration of the class, and actively participating in all learning experiences. It also means restricting your use of digital devices (e.g., cellular phones, laptops) during classes to learning experiences that are a part of the course as facilitated by your instructor.

Professional protocol: Regardless of the nature of your absence, you are expected to follow professional protocol when you need to miss any time from a course or school practicum. This protocol aligns with the expectations of teaching professionals when reporting absences from school.

If you miss scheduled instructional class hours in a course (less than 10%): Advise your instructor(s) as soon as you can that you will be absent and provide the reason for your absence. Instructors will not penalize you for excused absences, but you are responsible for any parts of the course you miss and you may be assigned make-up work.

If you miss more scheduled instructional class hours in a course (less than 20%): Inform the Office of the Associate Dean Undergraduate (ADU) and provide documentation to verify your medical or compassionate circumstance. The ADU's Office will inform the Department Head and all of your instructors so that they can arrange learning accommodations for you. Upon returning to the Faculty, you must speak directly to each instructor about make-up work. Problematic absenteeism is defined as missing 10% or more of course time, and if unexcused, constitutes grounds for withdrawal.

If your absences reach 20% or higher of the scheduled instructional class hours in a course: Contact the Associate Dean Undergraduate for direction, decision, and program planning moving forward. You will be required to meet with the Department Head and/or Associate Dean. Missing 20% or more of course time, excused or unexcused, is considered excessive and beyond instructors' abilities to accommodate in ways that maintain the academic integrity of the course. This level of absenteeism will require a Teacher Candidate to withdraw from a course(s) or the program for the term.

If you arrive late or leave early, missed time can accumulate into instructional class hours absent.

Manitoba Education and Training mandates the number of days that teacher candidates are required to fulfill in their school practicum courses. Attendance for the total number of days all day every day is required, and therefore, any absences during practicum, excused or unexcused, are recorded on Summative Evaluations and must be made up in consultation with the Practicum Advisor, Cooperating Teacher, and/or Practicum and Partnerships Office, usually at the end of the practicum block or during university breaks. You may not miss on-campus classes to attend practicum-related activities or make up days missed.

If you are going to miss part or all of a practicum day as an unexcused absence: All unexcused absences of any duration (whether a few hours, half or full day) must be reported to the Director of Practicum and Partnerships immediately. Failure to do so may result in withdrawal from the practicum course.

Advise your Practicum Advisor, Cooperating Teacher, and practicum school office as soon as you can, but no later than 8:00 a.m. on any day that you will be absent, and provide the reason for your absence.

Additionally, you must follow any other aspects of your practicum school's protocol for reporting teacher absences. All missed practicum days or partial days must be made up in consultation with your Practicum Advisor, Cooperating Teacher, and/or the Practicum and Partnerships Office (PPO). See the current *B.Ed. Program Practicum Guide* for additional information related to absences from practicum and requirements for punctuality.

If you accumulate two or more missed practicum days as excused absences:

Inform your Practicum Advisor, Cooperating Teacher, practicum school office, and the Director of the Practicum and Partnerships Office as soon as you can, but no later than 8:00 a.m. on any day that you will be absent. You will need to arrange to make up all missed practicum days.

You may need to provide documentation to verify your medical or compassionate circumstance and be required to attend a meeting with the Director of the Practicum and Partnerships Office and Associate Dean Undergraduate. While we will make every effort to accommodate excused absences, the PPO Director cannot guarantee that it will be possible to make up more than three missed days in a practicum course.

For this reason, three or more missed days will result in failure to complete the practicum course and/or delayed graduation. See the current *B.Ed. Program Practicum Guide* for additional information related to absences from practicum and requirements for punctuality.

Instructor's Responsibilities Regarding Attendance

Provide learning accommodations: Teacher Candidates are not to be penalized for missing a class because of extenuating medical or compassionate circumstances, a registered disability with SAS, religious observance, or university representation. Use your discretion to provide reasonable learning accommodations which will allow the Teacher Candidate to satisfy missed coursework, even if it is not exactly the same as the work completed in class by other Teacher Candidates. Instructors should check that make-up work is completed satisfactorily and returned, but are not obliged to mark it.

Document and consult: Document the attendance of Teacher Candidates in your course. If you become aware that a Teacher Candidate has missed 10% or more of your scheduled instructional class hours, contact the Teacher Candidate by email expressing your concern, and then inform the relevant Department Head and Office of the Associate Dean Undergraduate for follow-up. In the case of excessive absences from practicum, the Instructor of Record (PPO Director) will consult with the Associate Dean Undergraduate. In consultation with the ADU, you may initiate procedures to withdraw a student from your course where unexcused absences exceed 10% of scheduled instructional class hours. In cases where absences (excused or unexcused) reach 20% or higher of the scheduled instructional class hours in your course, the ADU will withdraw the student from your course.

FAQ

What if I have a really good reason for being absent? When you are employed as a teacher these are similar reasons that will justify your absence from school. As a teacher candidate you will find that some instructors, practicum advisors, and cooperating teachers will draw conclusions about your professionalism and commitment to teaching by your attitude towards attendance while completing your B.Ed. Program.

Instructors, the Associate Dean Undergraduate, your Cooperating Teacher, Practicum Advisor, or the Director of Practicum and Partnerships — will not excuse you from classes or practicum days for any reason other than medical or compassionate/exceptional circumstances, a registered disability with SAS, religious observance, or university representation.

What if I feel I have to be absent and my reason is not excusable? If at some point during your program you choose to be absent—for instance, because you want to work, extend a weekend away, or attend a wedding, you must take responsibility for that absence.

The procedure to follow is this:

- *before the absence or immediately after, contact your instructors, in person or by e-mail;*
- *if you accumulate unexcused absences over the term that exceed 10%, but not yet reach 20% or higher of the scheduled instructional class hours for any course, contact your instructors, the relevant Department Head, and the Office of the Associate Dean Undergraduate;*
- *if your absence includes practicum, contact your Practicum Advisor, Cooperating Teacher, School Office, and the Director of Practicum and Partnerships; and*
- *if you accumulate absences over the term that reach 20% or higher of the scheduled instructional class hours in any course, on-campus, school-based, or practicum that are excused or unexcused, contact the relevant Department Head or Director of Practicum and Partnerships, and the Office of the Associate Dean.*

Instructors, administrators, practicum advisors, and cooperating teachers are understanding and flexible. Nevertheless, none of them is under any obligation to plan learning accommodations for you, and you must be prepared for the fact that almost any absence (other than for excusable reasons) will be perceived as a lack of commitment on your part.

What if the weather is bad and I live outside the city? Should the weather suddenly turn bad, highways close, and travel is not recommended, your safety comes first. Your absence will be excused and accommodated on compassionate grounds. Missed practicum days for snow or school closure always have to be made up. Additional information is available in the *B.Ed. Program Practicum Guide*. If you live outside of the city, monitor the weather and try to make alternative arrangements to stay in Winnipeg to avoid missing classes and/or practicum days.

What if I have to go to a medical appointment? When scheduling any personal appointments, including routine medical, dental, or eye care, teacher candidates are expected to make arrangements that do not conflict with scheduled classes or practicum experiences. Excused absences for non-routine appointments for yourself or your children can be negotiated and accommodated.

What if I am arriving late for the start of classes in September or January or after a long weekend? You will be informed well in advance of the start date for the academic year and weekly schedule of program days, classes, and practicum days. Plan to be on time for the start of academic terms, as well as on days before and after long weekends and holidays. If you must miss, follow the procedures outlined above: get in touch with your instructors.

What if my family surprised me with a vacation or I am invited to a destination wedding? Your commitment to your program must outweigh an opportunity for vacation or any other form of elective travel. Make sure your family and friends know your schedule well ahead of time and do not plan travel without your input. Plan your vacations during your scheduled holiday time, as do teachers working in schools. Couples planning destination weddings do so knowing that many of their closest friends and family members will be unable to attend.

What if my practicum school principal needs supervisors for a school trip, a coach for a tournament, or a substitute for a few days, but I have on-campus classes? It is not fair of anyone to ask you to miss classes in your B.Ed. program in order to help them out of a difficult situation, even if the timing is close to the end of your program, and you would love to do it. Your program is your last opportunity to be a learner rather than a teacher with full responsibility for students.

What if I have an interview for a teaching job? Job interviews, including those for teaching positions, are not normally excusable absences. However, teacher candidates in good standing and who regularly attend classes will be allowed to miss one half day of scheduled instructional class hours for a course(s) in their final term of the B.Ed. Program to participate in a teaching job interview.

What if I don't have child care? It is expected that you will arrange ongoing, dependable care providers so that you can attend your classes as scheduled. In exceptional circumstances, we recognize that you may be unable to attend a class because of an unavoidable family responsibility, and if so, it will be excused and accommodated on compassionate grounds.

If you are experiencing a challenge in your life that may be impacting your attendance and/or academic progress, please make an appointment with the Associate Dean Undergraduate to discuss your circumstances so that we can help you by exploring available supports.

Notes: This document is modelled after one recently developed for initial teacher education at the University of Western Ontario, and was influenced by a review of other related policies from the University of British Columbia, University of Toronto, and the University of Regina.

Revisions passed by Faculty Council June 15, 2020.

Document updated June 20, 2020.

Appendix 3



WEEK ONE PRACTICUM PLAN

The purpose of this plan is to help you get oriented to, and gather critical information about your school. You are expected to gather information or documents about each item on the list. These must be kept in your practicum binder. Your practicum binder will also include your learning plans, weekly schedules, and practicum learning logs. Prepare the documents listed below along with this plan to be shared with your Practicum Advisor during the first week of the practicum block.

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS

| Collect and read: | | Know: |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | School, parent and/or student handbooks | <input type="checkbox"/> Who do you contact if you are sick and cannot come in? |
| <input type="checkbox"/> | Staff list | <input type="checkbox"/> Where should you park? |
| <input type="checkbox"/> | September newsletter and September calendar | <input type="checkbox"/> How do you access the photocopier and computers? |
| <input type="checkbox"/> | Community newspaper | <input type="checkbox"/> Where do you put your coat, lunch and valuables? |
| <input type="checkbox"/> | Staff meeting schedule | <input type="checkbox"/> What is the school schedule (start and end times, lunch, recess, etc.) |
| <input type="checkbox"/> | School policies on emergency procedures (fire drills, evacuations, lock downs), allergies, dress code, field trip protocols, internet use, etc. | <input type="checkbox"/> Who are the other Teacher Candidates (including those from other universities)? |
| Create: | | Meet: |
| <input type="checkbox"/> | A map of the school, labelling the use of all spaces (e.g. library, gym, etc.) | <input type="checkbox"/> Your Mentor Teacher, classroom Educational Assistants (EAs) and school principal and vice-principal(s). Record their names (with correct spellings!) |
| <input type="checkbox"/> | A map of the community surrounding the school, labelling various spaces (e.g. apartments, community centres, parks, convenience stores, etc.) | <input type="checkbox"/> The office administration staff, custodians, community outreach workers, etc. |
| <input type="checkbox"/> | Complete TC Profile form, submit to PA, MT, and school administration | <input type="checkbox"/> The resource teacher(s), learning support teacher(s), guidance counsellor(s), etc. |
| <input type="checkbox"/> | Complete Professional Action and Learning Plan, submit to PA and MT | |

PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Find: | |
| <input type="checkbox"/> | The Manitoba Teachers' Society (MTS) website and register as a student member (no charge) |
| <input type="checkbox"/> | The Special Area Group of Educators (SAGE) registration guide (on the MTS website) and register for a SAGE session held in October. (see calendar - no faculty classes that day) |
| <input type="checkbox"/> | Other events and professional development opportunities are offered by the school/division |
| Decide: | |
| <input type="checkbox"/> | Where and how you will record your observations, experiences, and reflections from practicum. I.e. written journal, e-journal, etc. Your Practicum Advisor may want to see these and you may need to refer to these in your faculty courses. |
| Review: | |
| <input type="checkbox"/> | The Practicum Guide (online), especially the <i>Roles and Responsibilities</i> , <i>Practicum Expectations</i> and <i>Evaluation Procedures</i> . NOTE: it is the TC's responsibility to be familiar with <u>all</u> Practicum Guide documents. |
| <input type="checkbox"/> | Designs for Learning (online), using the first nine pages to inform and guide your classroom observations. |

CURRICULUM, TEACHING AND LEARNING

| Become familiar with: | | Ask the Mentor Teacher(s) about: |
|--------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Students' names | <input type="checkbox"/> How they are establishing the classroom community |
| <input type="checkbox"/> | Classroom routines (e.g., student arrival routines, washroom procedures, attendance) | <input type="checkbox"/> What a new teacher should know about working with this particular age group |
| <input type="checkbox"/> | Specific classroom safety considerations regarding students, equipment, parents/guardians | Create: |
| <input type="checkbox"/> | Classroom emergency procedures | <input type="checkbox"/> A diagram of the classroom |
| <input type="checkbox"/> | Technology available in classroom | Collect: |
| <input type="checkbox"/> | Materials, manipulatives, and resources available in the classroom | <input type="checkbox"/> Class/teacher schedule |
| <input type="checkbox"/> | Expectations for the week and Mondays | <input type="checkbox"/> Class list |

Appendix 4

Faculty of Education



TEACHER CANDIDATE PROFILE

Name: _____ Pronouns: _____

Stream and Year: _____ Major: _____ Minor: _____

Home Phone #: _____ Cell Phone #: _____

UM Email:

The purpose of this form is to assist schools to determine appropriate placements and to provide Practicum Partners with important information. Please share this document with the school principal or lead teacher, your MT, and Practicum Advisor.

1. What are your experiences to date with children and/or adolescents?
2. What grade levels and subjects would you like to teach this year?
3. In what ways could you contribute to the extra-curricular life of the school?
4. What are your skills, interests, and experiences that could support your role as a teacher?
5. What else would you like your Practicum Partners to know about you to better support your practicum experiences?

This information is being collected under the authority of *The University of Manitoba Act* and will be used for the purpose of supporting teacher candidates in schools for their practicum. It is protected by the Protection and Privacy provisions of the *Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection contact the FIPPA Coordinator's Office, University of Manitoba, c/o Archives and Special Collections, 331 Elizabeth Dafoe Library, Winnipeg MB R3T 2N2. Telephone: (204) 474-8339.



Practicum & Partnerships

Faculty of Education

Professional Action & Learning Plan P1

Information

Date: _____

Student Name _____ Stream: _____ Year: _____

Practicum Advisor: _____

Mentor Teacher(s) _____

Directions

Becoming a teacher is a continual process extending throughout one's teaching career. To support you in that process, please reflect on and respond to the following questions. The questions are organized to align with the Expectations for your upcoming practicum, as found in the Practicum Guide. Consult those Expectations to guide your typed responses. Use point form if you prefer. Share your Professional Action & Learning Plan electronically with your PA and MT to inform discussions with your practicum partners.

Questions

1. SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS

Review the bulleted list of expectations in this area.

- What are your previous experiences if any, working in classroom, school, and/or community contexts?
- How have you previously used observations and interactions to facilitate conversations, questions, and to develop positive professional relationships with others?
- What are your initial goals for your own learning and professional growth in this area for your first practicum course?

2. PROFESSIONAL ENGAGEMENTS & DEVELOPMENT

Review the bulleted list of expectations in this area.

- **What has informed your understandings to date about the nature of teaching and learning?**
- **What have you learned about being a teacher from professional engagements, work experiences, volunteer activities, personal experiences, coursework, readings, research, PD and conferences, conversations, observations, etc.?**
- **Where are you on the life-long, multifaceted and complex journey to develop your professional identity as a teacher?** For example, are you just beginning to consider the beliefs and values you hold about the role of teacher and of belonging to the profession? Or do you have previous experiences that have already shape initial beliefs and values about teaching? How well do you think you understand the role and job of being a teacher? Do you already have a view of yourself as a teacher or is that a goal for your first and subsequent practicum courses? What motivation do you have for being a teacher? What has led you to commit to being a teacher?

3. CURRICULUM, TEACHING & LEARNING

Review the bulleted list of expectations in this area. Reflect on your previous experiences with different teaching approaches, planning, and teaching.

- **What kinds of teaching approaches have you experienced or observed, e.g., lecture style, project-based teaching, collaborative groups, inquiry-based approaches, etc.?**
- **How did teachers consider individual student needs, strengths, interests, and characteristics in your own previous learning contexts?**
- **Do you have memorable examples of how a former teacher engaged students and helped students make sense of their world and studies?**

Student Signature

Date

Appendix 6



UM

Faculty of Education

Practicum & Partnerships

Professional Action & Learning Plan P2, P3, P4

Information

Date: _____

Upcoming
Practicum Course _____ Stream: _____ Year: _____

Name: _____

Practicum Advisor: _____

Practicum School: _____

Mentor Teacher(s): _____

Directions

Becoming a teacher is a continual process extending throughout one's teaching career. To support you in that process, please reflect on and respond to the following questions. The questions are organized to align with the Expectations for your upcoming practicum as found in the Practicum Guide. Please consult those Expectations and review previous formative and summative feedback to guide your typed responses. Use point form if you prefer. Share your Professional Action & Learning Plan electronically with your PA and MT to inform discussions with your practicum partners.

Questions

1. SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS

- a. Review the bulleted list of expectations in this area. How do you feel you have grown as a Teacher Candidate in this area? What have you learned about yourself (and how) in this process?
- b. Review the specific feedback you've received in this area and reflect. What specific goals do you have for your own learning and professional growth in the upcoming practicum block(s) in this area? What is your plan for engaging in that learning and growth (i.e., what will you participate in, observe, learn and do?)

2. PROFESSIONAL ENGAGEMENTS & DEVELOPMENT

- a. Review the bulleted list of expectations in this area. How do you feel you have grown as a Teacher Candidate in this area? What have you learned about yourself (and how) in this process?
- b. Review the specific feedback you've received in this area and reflect. What specific goals do you have for your own learning and professional growth in the upcoming practicum block(s) in this area? What is your plan for engaging in that learning and growth (i.e., what will you participate in, observe, learn and do?)

3. CURRICULUM, TEACHING & LEARNING

- a. Review the bulleted list of expectations in this area. How do you feel you have grown as a Teacher Candidate in this area? What have you learned about yourself (and how) in this process?
- b. Review the specific feedback you've received in this area and reflect. What specific goals do you have for your own learning and professional growth in the upcoming practicum block(s) in this area? What is your plan for engaging in that learning and growth (i.e., what will you participate in, observe, learn and do?)

4. TEACHER BECOMING

As you consider your professional journey beyond your practicum (e.g., coursework, professional conferences, research, reading, volunteer activities, work experience, personal experiences), what have you learned about becoming a teacher? What more do you hope to learn in this coming term or year?

Student Signature

Date

Appendix 7



SUPPORTS FOR TEACHER CANDIDATES

In addition to the supports provided by the P&P Office, the University offers many supports for academic success as well as health and wellness. A summary of these supports and resources is provided in this section.

Academic Supports

Writing and Learning Support: The Academic Learning Centre (ALC) offers services that may be helpful to you. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management and learning strategies. You can also meet one-to-one with a writing tutor. These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>.

University of Manitoba Libraries: Your Education Librarian can provide assistance locating materials for practicum. The Education Librarian can be contacted by email or phone, and is also available to meet. A list of liaison librarians can be found at <http://libguides.lib.umanitoba.ca/>. General library assistance is also provided at all university libraries. When working remotely, students can receive help online via the Ask-a-Librarian chat at www.umanitoba.ca/libraries.

Student Advocacy: Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. Office of Student Advocacy (520 University Centre, 204-474 7423) <http://umanitoba.ca/student/advocacy/>

Health and Wellness Support

24/7 Mental Health Support: For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre: Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. (474 University Centre, 204.474.8592) <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management: Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports. (520 University Centre, 204.474.7423) <http://umanitoba.ca/student/case-manager/index.html>

University Health Service: Contact UHS for medical concerns, including mental health problems. UHS offers a range of medical services to students, including psychiatric consultation (104 University Centre,

Fort Garry Campus, 204.474.8411, business hours or after hours/urgent calls)
<http://umanitoba.ca/student/health/>

Health and Wellness: Contact our Health and Wellness Educator if you are interested in information on a range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault. (469 University Centre, 204.295.9032)
<http://umanitoba.ca/student/health-wellness/welcome.html>

Live Well @ U of M: For information about the range of health and wellness resources available on campus, visit the Live Well @ U of M site: <http://umanitoba.ca/student/livewell/index.html>

Supports for Sexual Assault: If you experience Sexual Assault or know a member of the University community who has, there is a policy that outlines a process for reporting and provides information about the supports available. See http://umanitoba.ca/admin/governance/governing_documents/community/230.html. More information and resources can be found at <http://umanitoba.ca/student/sexual-assault/>

Manitoba Education and Training Resources to Support Equity and Inclusion

Egale Canada Human Rights Trust & Manitoba Education and Advanced Learning. (2014). *Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools*. Winnipeg, MB: Author. Available online at www.edu.gov.mb.ca/k12/safe_schools/mygsa/index.html

Manitoba Education and Advanced Learning. (Draft, 2015). *Responding to religious diversity in Manitoba's schools: A guide for educators*. Winnipeg, MB: Author. Available online at www.edu.gov.mb.ca/k12/docs/support/religious_diversity/

Manitoba Education and Advanced Learning. (2015). *Safe and caring schools: Respect for human diversity policies: A support document for Manitoba school divisions and funded independent schools in developing human diversity policies*. Winnipeg, MB: Author. Available online at www.edu.gov.mb.ca/k12/docs/support/human_diversity/index.html

Manitoba Education and Training. (2017). *Safe and caring schools: A whole-school approach to planning for safety and belonging*. Winnipeg, MB: Author. Available online at www.edu.gov.mb.ca/k12/safe_schools/index.html

Manitoba Education and Training. (2017). *Supporting transgender and gender diverse students in Manitoba schools*. Winnipeg, MB: Author. Available online at www.edu.gov.mb.ca/k12/docs/support/transgender/index.html

Manitoba Education and Youth. (2003). *Integrating Aboriginal perspectives into curricula: A resource for curriculum developers, teachers, and administrators*. Winnipeg, MB: Author. Available online at www.edu.gov.mb.ca/k12/docs/policy/abpersp/index.html

Appendix 8



Process for B.Ed. Students Experiencing Difficulties

Purpose

Each term a small number of students in the B.Ed. program experience difficulties related to course completion, attendance, or other aspects of professional conduct. These difficulties often emerge simultaneously in several courses and can become increasingly challenging in the stressful context of the practicum. The purpose of this process is to identify and support students who are experiencing difficulties before they begin their practicum courses. This process will support such students toward the successful completion of the program while helping to ensure that students do not begin their practicum until they are sufficiently prepared to do so.

Identifying Students

- 1) **Approximately three weeks into each term, a ‘students of concern’ email inquiry will be sent from the Associate Dean, Undergraduate Programs (ADU) to all Faculty and Instructors currently teaching courses in the B.Ed. program.** The email will ask these individuals to notify the ADU by email of any students of concern in their classes. Students of concern can include a range of behaviours such as: missing more than one class, frequent late arrival or early departure from class, assignments not submitted/submitted late, students having considerable difficulty in interacting or collaborating with others, students at risk of failing the course, students demonstrating unusual behaviours in class (i.e. highly anxious, withdrawn, or aggressive etc.), students who fail to respond to emails in a prompt manner, other students reporting their concerns about a student to you, or other actions that may suggest a lack of awareness of the professional requirements of teaching.
- 2) **Faculty and Instructors should respond to the ‘students of concern’ email by sending a short description of any students that seem to be experiencing these difficulties.** Prior to doing so, faculty and instructors are encouraged to speak directly to the teacher candidates about their concerns or contact the teacher candidates by email. The ADU will maintain the confidentiality of the information that is shared. The ADU will then send a second specific email to all Faculty and Instructors who are working with the ‘student of concern’ to determine how the student is doing in their other courses. This email will not disclose the nature of the concern, but rather will state: “Concerns have been expressed about <<student name>>. As you are working with this student this term, please provide me with a brief description of how this student is doing in your course.”
- 3) **The email process for students of concern will be repeated at start of the seventh week of the term as concerns may only have become evident towards the end of the term.** At this time, Faculty and Instructors will be asked to identify any students of concern and will also be asked if all of their students seem to be on track for successful completion of their course. This is important because successful completion of certain courses is a prerequisite for practicum.

Process for B.Ed. Students Experiencing Difficulties

Providing Support

Based on the nature of the concerns that are forwarded, the ADU may request a meeting with the student or ask the Department Head and/or SEO Director to meet with the student. The purpose of this meeting is to discuss with the student how they are doing, to inform them of the concerns that have been raised, and to help the student to access supports such as: Academic Advisors at the Faculty of Education, Student Accessibility Services (SAS), counseling available from the University of Manitoba, Student Advocacy etc. Since the SEO Director is responsible for ensuring that students do not proceed to a school if they are not sufficiently prepared or are experiencing physical or mental illness that cannot be sufficiently accommodated to enable success, a decision will also be made about the conditions under which the student can continue in their practicum course.

An additional form of support will be provided to Faculty and Instructors in the form of a resource sheet with a description of support services, telephone numbers, email addresses and a range of recommended actions to take if a student in your class is experiencing difficulty. This resource sheet will provide suggestions for how you should proceed given different types of difficulties and ranging from an urgent situation in a class to less urgent concerns. The resource sheet will be included in sessional instructor handbooks and distributed digitally to all Faculty and Instructors.

Closure Process

The ADU will keep a confidential list of students of concern each term and will monitor the progress of these students by checking in with Faculty and Instructors and the SEO Director (if appropriate) from time to time. Once a student has had one successful term after the term in which the initial concern was raised, the student's name will be removed from the students of concern list. A successful term is defined here as a term in which the ADU has not flagged the student as experiencing difficulty (that is "successful" does not refer to grades, credit hours completed etc.).

Ensuring Privacy

The ADU's office will adhere to all privacy regulations including FIPPA throughout this process, using the same procedures as are already in place for students such as those who have criminal records or other confidential concerns that need to be addressed in this program. Student files in hardcopy and electronic forms, as well as related email correspondence, will be shredded or permanently deleted according to FIPPA regulations no more than 4 months after students have graduated from the program. To increase the transparency of this process, this document will be posted on the website for B. Ed. students. Furthermore, it is recommended that Faculty and Instructors add a sentence to their course syllabus that states "Professors/Instructors may inform the ADU of students who they identify as experiencing difficulty in their coursework in order to help support these students and to ensure they are adequately prepared to go out into their practicum school." This statement is similar to the attendance policy statement that is already in our course syllabus.

Documenting Students of Concern by Term

The ADU will provide a summary of the number of students of concern each term with a general indication of the nature of those concerns, similar to the approach that is used for students requiring accommodations through SAS. The purpose of this documentation is to ensure that adequate resources are in place to support students admitted to the B.Ed. program. This information will be at the aggregate level and will not include any individual student information.

Appendix 9

LEARNING SUPPORT PLAN

Faculty of Education |



Practicum & Partnerships Office

Date: _____ Stream & Practicum: _____

Name & Student No: _____

Practicum School: _____

Practicum Advisor: _____

Cooperating Teacher: _____

The Practicum Advisor will complete this form for any Teacher Candidate experiencing difficulty at any point in the practicum. The purpose of this plan is to support professional growth. Learning Support Plans do not appear on the Summative Evaluation, but will be shared confidentially with the Director, Practicum & Partnerships. If the TC does not adequately address the concerns identified in the Learning Support Plan and continues to not meet the Practicum Expectations through the practicum course, this may lead to a Notification of Concern.

SPECIFIC CONCERNS (List main concerns with reference to specific Practicum Expectations.)

FOLLOW-UP ACTION TO BE TAKEN (List specific actions required by the TC with deadline dates.)

ADDITIONAL COMMENTS

NOTIFICATION OF CONCERN**Practicum & Partnerships Office**

Date: _____ Stream & Practicum: _____

Name & Student No: _____

Practicum School: _____

Practicum Advisor: _____

Cooperating Teacher: _____

*The Faculty Advisor will complete this form for any Teacher Candidate experiencing significant difficulty in the practicum. Where possible, an NOC should be filed **by the third week of the practicum block**. However, an NOC can be filed at any time. Failure by the TC to meet the Practicum Expectations and adequately address the concerns identified in the NOC may lead to a grade of "Fail" in the practicum. TCs may wish to seek support and guidance from Academic Student Services, Student Advocacy and/or Student Accessibility Services at the University of Manitoba in addition to consulting with their Practicum Advisor and Cooperating Teacher(s).*

SPECIFIC CONCERNS (List main concerns with reference to specific Practicum Expectations.)

FOLLOW-UP ACTION TO BE TAKEN (List specific actions required by the TC with deadline dates.)

ADDITIONAL COMMENTS

Appendix 10

Code of Professional Practice

The Code of Professional Practice establishes the required standards of conduct for all members of The Manitoba Teachers' Society, whether acting in an employed position under a Collective Agreement, or acting in an appointed or elected position. A member's professional behaviour must reflect the spirit as well as the letter of the Code.(1)

Members are bound by the following principles and each Member's professional behaviour must reflect the spirit as well as the letter of these principles:

1. A Member's first professional responsibility is to the Member's students;
2. A Member acts with integrity and diligence in carrying out professional responsibilities;
3. A Member avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage;
4. A Member's conduct is characterised by consideration and good faith. The Member speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights;
5. A Member respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the individual student's welfare;
6. A Member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication. A Member shall not be considered in contravention of this Article in the following circumstances:
 - a) consulting with the Society or the Member's Local president;
 - b) taking any action that is allowed or mandated by legislation;
 - c) where the Member is acting in good faith and without malice in the discharge of the legitimate duties of the Member's appointed or elected position;
7. A Member does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication;
8. A Member makes an ongoing effort to improve professionally;
9. A Member adheres to collective agreements negotiated by the Society and its Local; and
10. A Member or group of Members makes only authorized representations to Outside Bodies on behalf of the Society or its Locals. Without the express permission of the Society, no Members conferring with Outside Bodies may explicitly or implicitly claim that they represent the Society or its Locals.

(The Society approved new Bylaws at its 2014 AGM. Bylaw IV includes the Code of Professional Practice that applies to all teachers who are members of the Society. Bylaw IV also outlines what constitutes *professional misconduct* and how the Code is enforced. The Society's Constitution and Bylaws outline the remedies or sanctions that can be imposed against any teacher who violates the Code of Professional Practice.)

Source: The Manitoba Teachers' Society

<http://www.mbteach.org/mtscms/2016/05/06/code-of-professional-practice-english/>

Appendix 11



PROFESSIONAL UNSUITABILITY BYLAW FOR STUDENTS IN THE FACULTY OF EDUCATION

| | |
|------------------------|-------------------------------------------------------------|
| BYLAW: | PROFESSIONAL UNSUITABILITY |
| Effective Date: | May 18, 2016; May 16, 2019 |
| Revised Date: | May 18, 2016; November 22, 2018; April 24, 2019; |
| Review Date: | September 1, 2026 |
| Approving Body: | Senate |
| Authority: | <i>University of Manitoba Act - Article 16(1)d</i> |
| Implementation: | Dean delegated to the Associate Dean (Undergraduate) |
| Contact: | Associate Dean's Office (Undergraduate), Faculty of |
| Applies to: | Education Students in the Faculty of Education |

1.0 Reason for Bylaw

The University of Manitoba Faculty of Education has a social mandate to ensure that students are caring, skilled educators who are worthy of the public trust endowed upon them. In fulfilling this mandate, the Faculty of Education has developed comprehensive programs of education and experience to ensure that graduates meet these high expectations. Unlike non-professional education programs, the Bachelor of Education ("B.Ed.") and Post-Baccalaureate Diploma in Education ("PBDE") degrees require students to uphold the high standards of professional practice expected of all teachers in action, word, intent, and spirit.

2.0 Rule/Principle

2.1 As members of the University community, students are obligated to act with integrity and diligence in carrying out their professional responsibilities, and their behaviour and conduct in relation to others ought to be characterized by consideration, respect, and good faith.

2.2 Grounds under which a student may be reviewed under the Professional Unsuitability Bylaw may include, but not limited to:

- a) practiced incompetently in a teaching or school setting in spite of efforts to support the student's development;
- b) compromised the student's professional judgment through self-interest or a conflict of interest;
- c) demonstrated behaviour or conduct with respect to pupils and/or teachers in schools, the student's colleagues, faculty or staff, or a member of the general public which is exploitive, destructive, or injurious;
- d) been under the influence of alcohol, cannabis/cannabis products, or illegal drugs or has abused prescription drugs which impairs essential teaching performance;
- e) a physical or mental condition which impairs essential teaching performance, recognizing that reasonable accommodation for the special needs of individuals is required by The Manitoba Human Rights Code and as per the University of Manitoba Accessibility Policy;
- f) acquired a criminal conviction which is of such a nature as to place in question the student's fitness for teaching; and/or
- g) engaged in behaviour or conduct that if engaged in by a practising certified teacher would likely result in disciplinary action, including suspension or revocation of the certificate to teach, by the appropriate authorities.

3.0 Jurisdiction

- 3.1** This bylaw applies to Teacher Candidates enrolled in the Bachelor of Education ("B.Ed.") program and students in the Post-Baccalaureate Diploma in Education ("PBDE") program.
- 3.2** The Faculty of Education may require a student in any of the programs named in 5.1 hereof to withdraw from the Faculty, pursuant to the procedures set out in this bylaw when the student has been found unsuited, on consideration of competence or professional fitness, for the profession of teaching. A student may be required to withdraw from the program of studies (B.Ed. or PBDE) at any time throughout the academic year or following the results of examinations at the end of any academic term. The right to require a student to withdraw prevails notwithstanding any other provision in the Faculty's Rules or Regulations.
- 3.3** Conflict of Jurisdiction: If a question arises as to whether a matter falls within the academic regulations of the Faculty or this bylaw, or as to whether a matter is within the jurisdiction of the Student Discipline Bylaw of the University or this bylaw, as the case may be, the question shall be referred to the President of the University for final decision.

4.0 Professional Unsuitability Committee

- 4.1** There shall be established within the Faculty a standing committee of six (6) members known as the Professional Unsuitability Committee ("PUC") to hear and determine matters of competence and/or professional suitability of B.Ed. and PBDE students with respect to professional practice. Membership in the PUC shall be as follows:
- a) Chair (non-voting, except in the case of a tie): a tenured faculty member to be appointed by the Dean, Faculty of Education;
 - b) two (2) full-time Faculty members, at least one of whom shall be tenured/tenure track, elected by the Council of the Faculty of Education;
 - c) one (1) B. Ed. student from the Faculty of Education, appointed by the Faculty of Education Student Council ("EdSC"), or one (1) PBDE student from the Faculty of Education, appointed by the Associate Dean (Graduate & Professional Programs, and Research), or their designate; and
 - d) two (2) certified teachers: one (1) appointed by the *Manitoba Teachers' Society* ("MTS") and one (1) appointed by the *Manitoba Federation of Independent Schools* ("MFIS").
- 4.2** The length of term of committee members shall be as follows:
- a) Faculty members shall be appointed for a two (2) year term;
 - b) Representatives from the teaching profession shall be appointed for a two (2) year term; and
 - c) Undergraduate students and PBDE students shall be appointed for a one (1) year term.
- 4.3** Except for the provision contained in section 6.3, a quorum of the PUC shall be four (4) members of the Committee and the Chair, as set out in section 4.1.
- 4.4** PUC is a separate entity from the Faculty of Education's Local Disciplinary Committee, the Faculty of Education's Committee on Student Standing.

5.0 Referral

- 5.1** Anyone affiliated with the Faculty of Education or the schools and/or institutions with which the Faculty works who has a concern about the professional unsuitability of any student defined in 3.1 shall complete the *Professional Unsuitability Referral Form* [Appendix 1] and shall append a typed report to the form documenting the alleged incident(s) and/or concerns. The form and the attached report shall be submitted to the Associate Dean (Undergraduate Programs) who, if they deem it appropriate, will refer the matter to the Dean or their designate. In no circumstances will a referral be based on anonymous allegations or materials. Anonymous material and allegations are defined as those where authorship has not been disclosed to both the committee and respondent.
- 5.2** The Dean (or their designate) shall refer matters within five (5) working days, which in their opinion involve conduct or circumstances described in Article 2.2 and 3.2 herein, to the PUC.
- 5.3** On receipt of a referral from the Dean of the Faculty or their designate, the PUC shall:
- a) consider whether just cause exists to suspend the student while the matter is being determined and if so, to issue an interim suspension to the student;
 - b) send a Notice of Hearing with a copy of the submitted Professional Unsuitability Referral Form, the attached report signed by the individual who has filed the complaint, and any commentary from the Dean or Associate Dean to the student named pursuant to Article 6.1;
 - c) at all times act expeditiously to complete the hearing;
 - d) determine whether any of the grounds requiring withdrawal under Article 2.2 and 3.2 exist after hearing the matter pursuant to this bylaw; and
 - e) make a disposition in accordance with Article 8.0 herein.
- 5.4** Once a referral has been made to the PUC, its proceedings may continue notwithstanding that the student has subsequently voluntarily withdrawn from the Faculty or has refused to participate in the proceedings.

6.0 Notice and Due Process

- 6.1** Within ten (10) working days after receipt of the referral, the Chair of the PUC shall inform the student in writing of the grounds for referral to the PUC, as well as the membership of the PUC and the date, time, and place for the hearing by the PUC of the matters set out in the referral. Students should be notified of the opportunity to seek advice and representation from Student Advocacy or the University of Manitoba Student Union ("UMSU"). Such a hearing will be held no sooner than ten (10) working days from the date the student is notified of the referral and the notice of the hearing shall be sent by registered mail to the last known address of the student as found on the Faculty's records. The notice from the Chair shall include a statement to the effect that if the allegations contained in the referral are established to the satisfaction of the PUC, the student may be required to withdraw from the Faculty.
- 6.2** The student may provide a written response to the alleged grounds. Such written response shall be provided to the chair of the PUC no later than five (5) working days before the hearing date.
- 6.3** The student also has the right no later than five (5) working days before the hearing date to raise concerns to the Chair in writing about any member on the PUC whom the student believes will not be able to be objective in the consideration of their case. Where the Chair of the PUC receives such concerns, they shall, before the hearing, convey the concerns to every member of the PUC and inform any member identified by the student that they have the right to respond to the concerns in writing. The Chair shall convene the PUC, excluding any Committee member identified by the student, to determine whether or not a change in the membership of the PUC

shall be made. In the event that the quorum specified in 4.3 is not achieved for this determination, the remaining Committee membership may decide this matter and, if circumstances dictate, the Chair may make this determination alone. Where the PUC or its Chair decide that a change in the membership of the PUC shall be made, a replacement or replacements will be made in accordance with 4.1 unless the quorum specified in 4.3 exists.

- 6.4** A member of the PUC shall not be disqualified from sitting as a member of the PUC hearing the matter by reason only that such member has had previous contact with the student or has prior personal knowledge of the matter.

7.0 Hearing Procedures

- 7.1** The student may appear in-person and may choose to be represented or accompanied by a Student Advocate, University of Manitoba Student Union ("UMSU") representative, legal or other counsel. Should the student choose to be represented or accompanied by a Student Advocate, legal or other counsel, written notification must be provided to the Chair no later than five (5) working days prior to the hearing date. In cases where legal counsel is involved, it shall act solely in an advisory capacity.
- 7.2** The Faculty may also choose to have legal counsel present to act in an advisory capacity and where it does so, the Chair of the PUC shall advise the student no later than five (5) working days prior to the hearing date.
- 7.3** The student and the Faculty, and/or their respective representatives (excluding legal counsel) shall have the right to call, hear and cross-examine witnesses, to submit other evidence, and to have access to all documents submitted to the PUC for consideration. Written notice to call any witness shall be given to the other party prior to the hearing.
- 7.4** The hearing shall be closed to all persons except the members of the PUC, the student, the designated representatives of the student and/or Faculty, and any witness, as they are called.
- 7.5** The student, who is the subject of the hearing, shall not be required to give evidence but if the student elects to do so, then members of the PUC may question the student.
- 7.6** A simple majority of Committee members hearing the matter is required for any finding or for the determination of the appropriate disposition of the matter.
- 7.7** The Chair of the PUC shall vote only to break a tie.
- 7.8** Members of the PUC shall be bound by confidentiality in respect of information received in Committee. Information will be disclosed only as is reasonably necessary to implement the investigation, the resolution or the terms of any disposition imposed, or as required by law.

8.0 Disposition of the Matter

- 8.1** After hearing all the evidence, the PUC shall meet in closed session to:
- a) consider the evidence;
 - b) make its findings using a balance of probabilities standard (i.e., the claim against the student is more likely to be true than not true based on the evidence presented);
 - c) if the allegations are established to the satisfaction of the PUC, determine the appropriate disposition of the matter; and
 - d) if the allegations are not established to the satisfaction of the PUC, dismiss the matter and/or make any other recommendation that the PUC deems appropriate.

8.2 The PUC may make any disposition it deems appropriate in the circumstances. Without limiting the generality of the foregoing, the following options, alone or in combination, may be recommended to the Dean:

- a) determine that no further action be taken;
- b) allow the student to remain in the program and attach conditions prescribing future conduct by the student. Such conditions to remain in effect for any period of time the PUC deems appropriate;
- c) reprimand the student in writing;
- d) order that the written reprimand be recorded on the student's academic history/transcript for a period of up to five (5) years;
- e) require that a written apology and/or retraction be made;
- f) require the student to withdraw from the Faculty for a specified period of time;
- g) expel the student from the Faculty indefinitely;
- h) attach conditions that must be fulfilled before any application for re-admission to the Faculty will be considered; and/or
- i) expel the student from the Faculty with no right to apply for re-admission to the Faculty.

8.3 Sections 8.2 (f), (g), (h), and (i) may be noted on the student's history/transcript.

8.4 At the time of graduation, the student may request to the PUC to have the notation removed from the transcript.

8.5 The disposition of the PUC shall be conveyed in writing to the student, the Student Advocate, and/or the designated representative of the student where applicable, with copies to the Dean of the Faculty, the appropriate Associate Dean, if deemed appropriate, the Director of the School Experiences Office.

9.0 Appeals

9.1 If the student wishes to appeal a disposition of the PUC (including any notation on their transcript), such appeal may be made to the Senate Committee on Appeals in accordance with the procedures of that body.

9.2 In the event of an appeal, the PUC may recommend that the implementation of the decision be suspended until such time as the Senate Academic Appeals Committee has disposed of the matter.

9.3 Notwithstanding the above, if the President of the University is satisfied that it is in the best interests of the University, the President may at any time make an order, subject to final disposition of the appropriate review authority, suspending the student from participating in any program of the University.

10.0 Records

A record of any finding of professional unsuitability and/or disposition related thereto shall be kept on the student's academic file. All information relating to the case shall be retained confidentially in the Dean's office for one (1) year after the appeal period has ended. After that date, all documents related to the matter will be destroyed.

11.0 Amendments

This bylaw may be amended by Senate alone, or by Senate after approval of such amendment(s) by the Education Faculty Council.

12.0 Review

12.1 Formal bylaw reviews will be conducted every ten (10) years.

12.2 In the interim, this bylaw may be revised or rescinded if the Approving Body deems necessary.

12.3 If this bylaw is revised or rescinded, all Secondary Documents will be reviewed as soon as reasonably possible in order to ensure they:

- (a) comply with the revised bylaw; or
- (b) or are, in turn, rescinded.

13.0 Cross References

Cross referenced to:

- 1) Professional Unsuitability Referral Form [Appendix 1]
- 2) University of Manitoba Act – Article 16(1)d



UNIVERSITY OF MANITOBA POLICY

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy: | RESPECTFUL WORK AND LEARNING ENVIRONMENT |
| Effective Date: | January 27, 2009 |
| Revised Date: | September 29, 2020 |
| Review Date: | September 29, 2023 |
| Approving Body: | Board of Governors |
| Authority: | <i>The University of Manitoba Act</i> , s.4(t), s.16(1), s.18 |
| Responsible Executive Officer: | President |
| Delegate: | Vice-President (Administration) |
| Contact: | General Counsel |
| Application: | Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment at the University, students, volunteers, external parties, contractors and suppliers |

Part I Reason for Policy

- 1.1 The University of Manitoba does not condone behaviour that is likely to undermine the dignity, self-esteem or productivity of any of its members and prohibits any form of discrimination or harassment whether it occurs on University property or in conjunction with University-related activities. The University of Manitoba is committed to providing an inclusive and respectful work and learning environment, free from discrimination or harassment as prohibited in the Manitoba Human Rights Code; and also an environment that does not detract from the academic freedom of the University's Academic Staff.
- 1.2 The reason for this Policy is to:
 - (a) Promote and support a respectful work and learning environment at the University; and
 - (b) Ensure compliance with relevant legislation, including *The Human Rights Code* (Manitoba), *The Workplace Safety and Health Regulation* (Manitoba), and *The Freedom of Information and Protection of Privacy Act* (Manitoba).

Part II
Policy Content

Definitions

2.1 The following terms are defined for the purpose of this Policy:

- (a) **"Academic Staff"** refers to all individuals whose primary assignment is instruction, research, and/or service/academic administration. This includes employees who hold an academic rank such as professor, associate professor, assistant professor, instructor, lecturer, librarian, or the equivalent of any of those academic ranks. The category also includes a dean, director, associate dean, assistant dean, chair or head of department, visiting scholars, senior scholars, and those holding unpaid academic appointments, insofar as they perform instructional, research, and/or service/academic administrative duties.
- (b) **"Breach"** means any conduct, behaviour, action or omission which is prohibited under this Policy or the Procedure, including but not limited to Discrimination, Harassment, and Reprisals.
- (c) **"College"** means a Professional College as defined under the Definitions of Academic Units Policy.
- (d) **"Complainant"** means the individual or individuals bringing forward a complaint of a Breach.
- (e) **"Designated Officer"** means the Vice-President (Administration), or designate.
- (f) **"Discrimination"** has the same meaning as defined in section 2.5 of the Procedure.
- (g) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units Policy.
- (h) **"Formal Complaint"** means a complaint to the Office of Human Rights and Conflict Management that is in writing and contains, at minimum, the following information:
 - (i) The name of the Complainant and contact information for the Complainant;
 - (ii) A description of the alleged Breach;
 - (iii) The approximate date of the alleged Breach;
 - (iv) The name of the Respondent;

- (v) Contact information for the Respondent, if known;
- (vi) An indication that the Complainant desires the complaint to be the subject of an Investigation;
- (i) **"Harassment"** refers to Personal Harassment or Human Rights Based Harassment as defined in section 2.10 of the Procedure.
- (j) **"Informal Resolution"** means the resolution of an alleged Breach to the satisfaction of the Complainant and the Respondent, without an Investigation being completed, as per sections 2.23 to 2.32 of the Procedure.
- (k) **"Investigation"** means a formal investigation of an alleged Breach conducted in accordance with the Procedure.
- (l) **"Investigator"** means one or more persons appointed as the investigator of an alleged Breach, pursuant to section 2.59 of the Procedure.
- (m) **"Office of Human Rights and Conflict Management"** or **"OHRCM"** means the unit appointed by the University of Manitoba to implement this Policy and the Procedure.
- (n) **"Policy"** means this Respectful Work and Learning Environment Policy.
- (o) **"Preliminary Assessment"** means the initial review of a Formal Complaint, in accordance with sections 2.36 to 2.41 of the Procedure.
- (p) **"Procedure"** means the Disclosures and Complaints Procedure.
- (q) **"Protected Characteristic"** has the same meaning as defined in section 2.6 of the Procedure.
- (r) **"Reasonable Accommodation"** means an accommodation of the special needs of any individual or group, if those special needs are based upon any Protected Characteristic, that is reasonable but not necessarily perfect in the circumstances, that does not cause undue hardship to the University, and does not compromise bona fide and reasonable requirements of the University.
- (s) **"Reprisal"** means any measures taken against a Complainant, Respondent, or any other person because they have asked for advice regarding this Policy or Procedure, brought forward allegations of a Breach or made a Formal Complaint, cooperated with an Investigation, or rejected a sexual solicitation or advance. Reprisal measures include, but are not limited to:
 - (i) Discipline;

- (ii) Academic penalties (in the case of students);
 - (iii) Demotion;
 - (iv) Termination of employment;
 - (v) Termination of an academic appointment;
 - (vi) Any other measure which significantly adversely affects working conditions or educational experience; and
 - (vii) A threat to take any of the measures referred to above.
- (t) **"Respondent"** means an individual or individuals accused of having caused or contributed to a Breach.
- (u) **"School"** means a "School of the University" or a "School of the Faculty", as those terms are defined under the Definitions of Academic Units Policy.
- (v) **"Unit Head"** refers to the individual with direct supervisory authority over a Unit, including Deans, Directors, the University Librarian, the President, Vice-Presidents, Associate Vice-Presidents and Vice-Provosts with respect to their Units.
- (w) **"University"** means The University of Manitoba.
- (x) **"University Community"** means all Board of Governors members, Senate members, Faculty/College/School Councils, employees, anyone holding an appointment with the University, students, volunteers, external parties, contractors and suppliers.
- (y) **"University Matter"** has the same meaning as defined in section 2.3 of the Procedure.

Vision for the University Community

- 2.2 The University wishes to promote and support a community which embraces diversity and inclusion, provides for equity, and recognizes the dignity of all people.
- 2.3 Members of the University Community, including every student and employee, are entitled to a respectful work and learning environment that is:
- (a) Free from Discrimination and provides for Reasonable Accommodation;
 - (b) Free from Harassment; and
 - (c) Collegial and conducive to early resolution of conflict between members of the University Community.

- 2.4 A respectful work and learning environment is critical to the success and proper functioning of the University. Whether behaviour is viewed as respectful can be influenced by place, time, and context.
- 2.5 The University wishes to encourage early resolution of conflict between members of the University Community, and to provide guidance to managers, Academic Staff and Unit Heads on addressing behaviour that falls short of Harassment or Discrimination, but that nevertheless has a negative impact on the work and learning environment for which they are responsible.
- 2.6 Managers, Academic Staff and Unit Heads must establish and maintain a climate of respect and demonstrate and model appropriate behaviours within any work and learning environments for which they are primarily responsible. They are expected to identify and address issues of concern in a timely manner, recognizing the value of early intervention. The University will provide training and resources to assist managers, Academic Staff and Unit Heads to fulfil these expectations.

Implementation of Vision

- 2.7 In furtherance of its vision, the University will:
 - (a) Through various academic and administrative units and programs, educate members of the University Community about:
 - (i) The University's general expectations for respectful conduct;
 - (ii) The rights and obligations of members of the University Community under this Policy and the Procedure; and
 - (iii) Best practices to facilitate early resolution of conflict between members of the University Community and/or to address behaviour that falls short of Harassment or Discrimination, but nevertheless has a negative impact on the work and learning environment.
 - (b) Ensure, so far as is reasonably practicable, that:
 - (i) No member of the University Community is subjected to Discrimination or Harassment while participating in a University Matter;
 - (ii) No employee is subjected to Discrimination or Harassment in the workplace; and
 - (iii) No student is subjected to Discrimination or Harassment in the learning environment;

- (c) Adopt procedures, protocols, and practices which will encourage individuals to bring concerns about an alleged Breach to an appropriate authority, including provisions to protect against Reprisal those who bring forward such allegations;
 - (d) Provide supports to encourage and facilitate the Informal Resolution of an alleged Breach where appropriate;
 - (e) Take action respecting any person under the University's direction who subjects a student, an employee, or any other member of the University Community, to Discrimination or Harassment;
 - (f) Supplement existing policies, procedures or bylaws, by providing a mechanism for the Investigation of an alleged Breach; and
 - (g) Adopt procedures, protocols and practices which promote the creation of a respectful environment, including providing guidance on how to deal with matters of concern which do not constitute Harassment or Discrimination.
- 2.8 The University is committed to promoting a respectful work and learning environment that is harassment and discrimination-free by encouraging all members of the University Community to:
- (a) Bring forward credible evidence of a Breach of which they become aware, to an appropriate authority;
 - (b) Provide reasonable cooperation in an Investigation of a Breach; and
 - (c) Be aware of their rights and responsibilities under this Policy.
- 2.9 Managers, Academic Staff and Unit Heads should contact the Office of Human Rights and Conflict Management and other administrative units as appropriate to receive advice and assistance in dealing with situations of concern.
- 2.10 Discipline may be implemented against any person whose behaviour is found to have caused or contributed to a Breach or other violation of this Policy and the Procedure.

Awareness Building and Responsibilities

- 2.11 All members of the University Community have a responsibility to educate themselves as to expectations for respectful conduct and reporting requirements as outlined in this Policy and the Procedure.
- 2.12 All members of the University Community, especially those in an instructional, supervisory or managerial position, have a duty to educate those for whom they are responsible regarding expectations for respectful conduct which is harassment and discrimination-free, including this Policy and the Procedure. It is

further the duty of such individuals to deal appropriately with allegations regarding Breaches or other violations of this Policy and the Procedure, and individuals should consult with the Office of Human Rights and Conflict Management in fulfilling this duty.

- 2.13 The University, through the Office of Human Rights and Conflict Management and other units as appropriate, will provide information to and respond to inquiries from the University Community regarding the University's expectations for respectful conduct that is harassment and discrimination-free and the rights and obligations of members of the University Community under this Policy and the Procedure.

Annual Report

- 2.14 The OHRCM will produce and provide an annual report to the Designated Officer, outlining:
- (a) Information on activities undertaken to raise awareness and contribute to prevention including the type of activity and the number of students and staff who attend;
 - (b) De-identified data regarding the number and types of Disclosures and Formal Complaints received;
 - (c) De-identified data on process factors such as the number and types of Investigations conducted and whether they resulted in a finding of Breach or No Breach;
 - (d) Aggregate anonymized data on Complainant and Respondent roles as either Faculty, Staff, Students, or Other at the University;
 - (e) De-identified data on fairness factors such as time to process and the identity of investigators;
 - (f) Information regarding observable trends and commentary on the implementation and effectiveness of the Policy; and
 - (g) Other relevant information which may further the implementation of the Policy and its Procedures.

- 2.15 The annual report will be made available to the University Community.

Balancing of Rights

- 2.16 Nothing in this Policy or the Procedure is intended to detract from the academic freedom of the University's Academic Staff.
- 2.17 Nothing in this Policy or the Procedure is intended to compromise the University's academic standards or the integrity of its programs. The University encourages

diversity and Reasonable Accommodation, but will also vigorously defend bona fide academic requirements.

- 2.18 The University encourages informed debate which may, from time to time, include discussion of unpopular opinions or controversial material. Such material may be used to further scholarly pursuits, provided that the communication is compatible with the principles of human rights, the *Criminal Code*, and the principles of respectful behaviour embodied in this Policy and the Procedure. Opinions must be expressed in a manner which is not in Breach of this Policy or the Procedure.
- 2.19 This Policy and the Procedure applies to the general workplace, but is not intended to:
- (a) Regulate teaching techniques, pedagogy, research, and service; or
 - (b) Limit the legitimate work of managers, supervisors and academic administrators to assign work and provide feedback on work or performance.

Additional Protections

- 2.20 Confidentiality obligations required of and related to the University, Complainants, Respondents, and witnesses are found at sections 2.68 and 2.69, and sections 2.87 to 2.95 of the Procedure.
- 2.21 Nothing in this Policy or the Procedure is intended to discourage or prevent a member of the University Community, including students and employees, from filing a complaint with, for example, the Winnipeg Police Service, the Manitoba Human Rights Commission, professional regulatory bodies, or from exercising any other legal rights pursuant to any other law.
- 2.22 Nothing in this Policy or the Procedure is intended to limit the rights of an employee governed by a collective agreement. If there is any ambiguity or conflict between this Policy or the Procedure, and a collective agreement, the collective agreement will prevail.

Part III Accountability

- 3.1 The Office of Legal Counsel is responsible for advising the President that a formal review of this Policy is required.
- 3.2 The Vice-President (Administration) is responsible for the implementation, administration and review of this Policy.
- 3.3 All members of the University Community are responsible for complying with this Policy.

Part IV
Authority to Approve Procedures

- 4.1 The Vice-President (Administration) may approve procedures, if applicable, which are secondary to and comply with this Policy, including but not limited to:
- (a) A procedure to supplement existing policies, procedures or bylaws, by providing a mechanism for the Investigation of an alleged Breach, including regarding:
 - (i) Receipt and review of Formal Complaints;
 - (ii) The circumstances under which an Investigation should take place;
 - (iii) Appointment of Investigators;
 - (iv) Conduct of an Investigation, in accordance with the principles of procedural fairness;
 - (v) Respecting the confidentiality of information collected in relation to Formal Complaints and Investigations;
 - (vi) Protecting individuals against Reprisal;
 - (vii) Protecting individuals against unfounded allegations of a Breach;
 - (viii) Producing a report at the conclusion of an Investigation; and
 - (ix) Providing information to appropriate disciplinary authorities, if necessary
 - (b) Generally defining the responsibility, authority and accountability of members of the University Community under this Policy.

Part V
Review

- 5.1 Governing Document reviews shall be conducted every three (3) years. The next scheduled review date for this Policy is September 29, 2023.
- 5.2 In the interim, this Policy may be revised or repealed by Approving Body if:
- (a) The Vice-President (Administration) or the Approving Body deems it necessary or desirable to do so;
 - (b) The Policy is no longer legislatively or statutorily compliant; and/or
 - (c) The Policy is now in conflict with another Governing Document.

- 5.3 If this Policy is revised or repealed all Secondary Documents, if applicable, shall be reviewed as soon as possible in order that they:
- (a) Comply with the revised Policy; or
 - (b) Are in turn repealed.

**Part VI
Effect on Previous Statements**

- 6.1 This Policy supersedes all of the following:
- (a) Respectful Work and Learning Environment Policy, dated September 1, 2016;
 - (b) all previous Board of Governors/Senate Governing Documents on the subject matter contained herein; and
 - (c) all previous Administration Governing Documents on the subject matter contained herein.

**Part VII
Cross References**

- 7.1 This Policy should be cross referenced to the following relevant Governing Documents, legislation and/or forms:
- (a) [Disclosures and Complaints Procedure](#)
 - (b) [Sexual Violence Policy](#)
 - (c) [Academic Freedom and Responsibilities Policy](#)
 - (d) [Access and Privacy Policy and Procedure](#)
 - (e) [Definitions of Academic Units Policy](#)
 - (f) [Records Management Policy and Procedure](#)
 - (g) [Responsible Conduct of Research Policy](#)
 - (h) [Student Discipline Bylaw](#)
 - (i) [Student Non-Academic Misconduct and Concerning Behaviour Procedure](#)
 - (j) [Student Discipline Appeal Procedure](#)

- (k) Violent or Threatening Behaviour Policy and Procedure
- (l) Use of Computer Facilities Policy and Procedure
- (m) *Criminal Code*, RSC 1985, c C-46
- (n) *The Human Rights Code*, C.C.S.M. c. H175
- (o) *Workplace Safety and Health Regulation*, 217/2006
- (p) *The Freedom of Information and Protection of Privacy Act*, C.C.S.M. c. F175
- (q) *The Personal Health Information Act*, C.C.S.M. c. P33.5

BACHELOR OF EDUCATION SUMMATIVE EVALUATION PRACTICUM 1



The primary purpose of this document is to evaluate the progress of the Teacher Candidate and inform the Director, Practicum & Partnerships (University of Manitoba), about the Candidate's performance with reference to the practicum expectations for the identified practicum course. This evaluation is written by the Practicum Advisor, with input from the Mentor Teacher(s) and the Teacher Candidate. It is not intended to be used as a reference letter. The candidate's final course grade is determined by the Director, Practicum & Partnerships.

PRACTICUM INFORMATION

| | | | |
|-------------------------------------|--------------------------------------------|---------------------------|--------------------|
| Teacher Candidate Last Name: | Jones | First Name: | Riley |
| Student Number: | 001928374 | Term: | Fall |
| Practicum Course: | Practicum One (P1) | Stream: | EY |
| School & Division: | ABC School; Future Visions School Division | | |
| Grade(s) Taught: | 3 / 4 | Subject(s) Taught: | ELA, Math, Science |

ATTENDANCE AND COURSE GRADE

| | | | |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------|------------|
| Grade Assigned: <input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL | Notification of Concern (NOC) issued: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Absences: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (all absences must be made up) | Total Absences: | Excused: | Unexcused: |
| | Number of days made-up: | PA Initials: | |

SIGNATURES

| |
|-----------------------------------------------------------------------------------------------------|
| Teacher Candidate: <i>My signature indicates I have read and understand this evaluation.</i> |
|-----------------------------------------------------------------------------------------------------|

Signature: _____

Date: _____

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practicum Advisor: <i>My signature indicates I complied with the practicum evaluation procedures and have provided original summative evaluations to the Teacher Candidate and to the Practicum & Partnerships Office.</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Name: Practicum Advisor

Signature: _____

Date: December 15, 2020

| |
|----------------------------------------------------------------------------------------------------------------|
| Mentor Teacher(s): <i>My signature indicates I have read and agree with this evaluation. (Optional)</i> |
|----------------------------------------------------------------------------------------------------------------|

Name: _____

Signature: _____

Date: _____

ASSESSMENT OF LEARNING: PRACTICUM 1 EXPECTATIONS
Part A: School and Community Understanding and Engagements

Comments:

Prior to the start of the school year, Riley Jones attended a meeting hosted by the school vice-principal that included an overview of many school policies and procedures, as well as a tour of the school and some resources that are available to support their teaching. To become familiar with the school and community context they read the online issues of the school newsletter and asked questions of their Mentor Teacher and other school staff. It did not take Riley long to complete the Practicum Expectations Checklist which they reviewed with both their MT and PA.

With the guidance of their MT, Riley introduced themselves to the students with a short video which highlighted some of their interests, friends and family. They invited the students to share the same type of information with them so they could get to know them. They also asked the students questions about what made them happy, sad, or mad, interested or bored. They created a file for each student to record some key information that would guide them in their planning for learning. Showing such a genuine interest in the students facilitated building caring relationships with them.

Riley made opportunities to talk to everyone they met including the janitor, librarian, resource teacher, Educational Assistants, teachers of all grades, and the administration. They went outside at recess every day to interact with the students in a more casual way, often joining in some soccer games.

Riley volunteered to help organize and supervise intramurals, attended student-led conferences, two staff meetings, and assisted with the Holiday Concert sets and rehearsals. The staff meetings impressed upon them the importance of a school staff respectfully working together and also enjoying each others' company.

Part B: Professional Engagements and Teacher Identity

Comments:

Riley attended the Manitoba Teachers' Society conference session hosted by the Science Teachers Association of Manitoba which focused on building projects for young children. They immediately contacted their MT to discuss planning a science unit for Cluster 2: Materials and Structures. During their block they also attended a school professional development day focused on engaging students in writing in all curricular subjects.

Riley is giving serious thought to their developing teacher identity, but they are struggling to determine a focus, as they says, "I want to be the teacher my students need, all my students, but I know I can't do everything." They have decided to focus on "connectedness;" to continue to find ways to connect to their students and to find ways to connect the students' subject area learning to their interests and needs. Upon advice from the school principal Riley has started reading some articles on educating the whole child. At our last cohort meeting they were excited to share that they may have found a focus for their teacher identity and plans to continue reading in this area. They have also scheduled a meeting with the principal to continue their discussion on this topic.

Riley observed a second year education peer teach a grade 5 Science lesson on Nutrition and was impressed with how their fellow teacher candidate created a plan that was inclusive of all learning levels and cultures represented in the classroom. Riley has now added this to their list of goals to pursue.

Their enthusiasm for teaching and learning has led them to initiate many discussions with their MT, PA, and any other staff member they have time to talk to. They readily ask for advice and information, reflects on their teaching, and has read additional articles on science teaching. They also read the assessment chapters assigned by their PA and contributed meaningful observations to the cohort meetings. Riley wrote a detailed and honest self-assessment of their teaching and contributed many ideas to the writing of this summative report.

Part C: Curriculum, Teaching, and Learning

Comments:

Riley made very thoughtful observations of all the teaching they saw and raised many topics to discuss with their MT about how students learned concepts, why some struggled while others succeeded. They related their observations to their knowledge of learning theories and brain research findings to make intentional decisions.

They showed initiative in finding ways to help with the organization of the classroom library and other resources. they contacted the teacher-librarian to assist them in finding suitable books on structures and bird houses to support their science unit. Riley brought many creative ideas to the co-planning they and their MT did. Riley developed a series of connected lessons for the Science Unit on Materials and Structures, which ended with students building bird houses. They worked closely with a friend who is a carpenter, to source out scrap lumber and to cut pieces ready for assembly. They guided their students in writing a letter to the administration requesting permission to hang some of the bird houses in the trees at the edge of the school yard.

Riley's teaching exceeded the required 25% as they planned Science, Math and writing lessons. They shared all of their plans ahead of time, requesting and using the feedback provided to them by their MT and their PA. They learned to share their plans with the EA in the room so she could be well prepared to assist the two students she was supporting. When Riley was not leading the learning, they were actively involved in supporting students in whatever way they could. They worked with individual and small groups of students, and felt confident teaching the whole class. They readily asked their MT about ways to best provide the additional coaching that some students required. They followed their MT's example for teaching new concepts in math, where they introduced a new skill, had all students work on problems on their mini-white boards, and then let the students decide when they were ready to move their tables to work independently on similar questions, or whether they felt they needed more guided practice. They also followed their MT's lead in strategically structuring math worksheets starting with simpler problems and slowly making them more difficult. Students were encouraged to move back and forth between independent problem solving and the carpeted "coaching" area. Upon feedback from their MT, PA, and their readings on assessment they learned to clearly articulate what would count as evidence of student learning and thereby guide their assessment *for* learning. They also

**BACHELOR OF EDUCATION
SUMMATIVE EVALUATION (PRACTICUM 1)**


involved students in assessment *as learning* by creating checklists with the students on criteria that would make a stable structure, criteria for descriptive writing, and their choices in math work times. After the first two weeks, Riley led the classroom routines two or three days a week, following their MT's guidance to ensure seamless transitions between teachers and learning activities.

| |
|---------------------------------------------------------------------|
| Part D: Summative Comments and Suggestions for Future Growth |
|---------------------------------------------------------------------|

Comments:

Riley showed continued growth in many areas throughout their practicum weeks. They shared their curiosity and enthusiasm for learning with their students. They planned learning sequences in science, math and writing, connecting topics to each other and to students' lives outside of school. They planned for students to use their measurement skills learned in math as the students designed their bird houses in science and then wrote out the assembly steps.

Riley readily identifies areas of growth and accepts those suggested to them by their MT and PA. At our summative meeting they stated, "I have learned so much in these practicum weeks and yet I have so much more to learn. What an exciting career I have chosen." For their second practicum Riley plans on maintaining a slower pace to facilitate student learning (their excitement sometimes leads them to jump ahead of their students), to broaden their knowledge about purposes of assessment, to use manipulatives in math and to explore ways to differentiate instruction to ensure the success of all students. They also have downloaded more articles on educating the whole child and plans to see if they can use this topic in a university assignment next term. Riley's learning mindset and determination to be the teacher their students deserve and need has set them on a good path.

BACHELOR OF EDUCATION SUMMATIVE EVALUATION PRACTICUM 2



The primary purpose of this document is to evaluate the progress of the Teacher Candidate and inform the Director, Practicum & Partnerships (University of Manitoba), about the Candidate's performance with reference to the practicum expectations for the identified practicum course. This evaluation is written by the Practicum Advisor, with input from the Mentor Teacher(s) and the Teacher Candidate. It is not intended to be used as a reference letter. The candidate's final course grade is determined by the Director, Practicum & Partnerships.

PRACTICUM INFORMATION

| | | | |
|------------------------------|-------------------------------------------------|--------------------|------------------------------------|
| Teacher Candidate Last Name: | Smith | First Name: | Kate |
| Student Number: | 007654321 | Term: | Winter |
| Practicum Course: | Practicum Two (P2) | Stream: | EY |
| School & Division: | Westside School; Future Visions School Division | | |
| Grade(s) Taught: | 1 / 2 | Subject(s) Taught: | ELA, Math, Science, Social Studies |

ATTENDANCE AND COURSE GRADE

| | |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Grade Assigned: <input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL | Notification of Concern (NOC) issued: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Absences: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (all absences must be made up) | Total Absences: Excused: Unexcused: Number of days made-up: PA Initials: |

SIGNATURES

Teacher Candidate: *My signature indicates I have read and understand this evaluation.*

Signature: _____

Date: _____

Practicum Advisor: *My signature indicates I complied with the practicum evaluation procedures and have provided original summative evaluations to the Teacher Candidate and to the Practicum & Partnerships Office.*

Name: Practicum Advisor

Signature: _____

Date: May 3, 2021

Mentor Teacher(s): *My signature indicates I have read and agree with this evaluation. (Optional)*

Name: Kate Smith

Signature: _____

Date: May 3, 2021

BACHELOR OF EDUCATION
SUMMATIVE EVALUATION (PRACTICUM 2)



ASSESSMENT OF LEARNING: PRACTICUM 2 EXPECTATIONS

Part A: School and Community Understanding and Engagements

Comments:

Kate contributed to the school and community in many meaningful ways, quickly becoming involved in the school breakfast program. She arrived at 7:30 to assist with preparing and setting out food. She made a point of chatting with students, administration and staff at every opportunity that came her way, thereby building positive relationships with many at the school. She assisted her Mentor Teacher with classroom routines greeting students at their entry door after recess and lunch, walking them to their specialty classes, and submitting attendance. Kate had made insightful observation notes during her practicum Mondays which she discussed with her MT to deepen her understanding of the students' learning and social emotional needs in order to teach them better. By the end of the second week Kate was given the responsibility to lead the Morning Meeting. Her MT stated that she was always hesitant to give up this opportunity to connect with her students but that Kate showed such mature insight that her MT was learning from her responses to the students. Kate shared her plans with the two Educational Assistants in the class, and worked with the librarian to collect resources for her Social Studies unit.

Kate volunteered to assist the principal and teacher planning group with a school wide assembly to kick off spirit week. She organized a group of grade 5 / 6 students to write a school cheer which they performed to open the assembly.

Part B: Professional Engagements and Teacher Identity

Comments:

Kate attended two Professional Development days during this practicum block. She immediately used the environmental education information from the day at Fort Whyte to expand her planning ideas for her Science lessons on living and non-living things. The in-school PD was a grade 1 / 2 teacher planning day which included a webinar hosted by Anne Davies. Kate left the day with pages of notes and questions to explore with her MT on how to integrate these assessment ideas into her teaching.

Kate readily engages in critical conversations with her MT, the other TCs at the school, her PA, and other teachers. She writes in her journal daily, reflecting on her observations and interactions with students and teachers. Many of her entries explore her emerging Teacher Identity. She wants this identity to revolve around her interest in Environmental Citizenship, and is co-planning with her MT to integrate these ideas into all subject areas.

Her peer observation of an outdoor Physical Education class has led her to look for ways to build more movement into her lessons, as well as plan for subject area learning that can take place outside. Kate has found some fascinating readings on outdoor classrooms that she has shared with her MT, PA, and cohort of TCs. She completed the PA assigned reading on assessment and contributed insightful comments of her use of these ideas in our cohort meetings. Kate wrote a detailed self-assessment of her teaching and learning which she shared with her MT and PA, and used to contribute to the writing of this summative report. Her PA and MT agree with her identification of her own strengths and goals.

Part C: Curriculum, Teaching, and Learning

Comments:

Kate quickly assumed 40% (and more on some days) of her MTs teaching assignment. Due to her keen observations and conversations with her MT on the practicum Mondays, Kate started her practicum block with many learning plan ideas to build on with the guidance of her MT. Her MT was open to the idea of integrating Science with math and writing, which Kate had developed for a university course assignment. The Wednesday Walks her MT had begun earlier in the school year became a rich learning opportunity for students to explore their

BACHELOR OF EDUCATION
SUMMATIVE EVALUATION (PRACTICUM 2)



community, to look for and sometimes collect living and non-living things, and then to write about and analyze their findings. Kate and her MT co-planned and co-taught almost seamlessly, building on each other's ideas to create rich and diverse learning experiences for this class of grade 1 / 2 students. Students were led to use Venn diagrams to categorize the Science findings, and to use math terms such as less than, equal, and greater than to write about their observations. Kate led many of the Morning Meetings, math counting routines, and movement breaks. She facilitated small reading groups, math centres and conducted writing conferences after observing and debriefing these activities with her MT. She watched a DVD of Regie Routman conducting writing conferences and was impressed by how she always found and started the conversation with something positive about the student's writing. Kate then followed the same format, carefully listening to what students thought about their own writing, writing her feedback on sticky notes and not on the student's paper. She learned to make assessment notes on focused students and shared these with her MT and PA.

One highlight of Kate's block was a community "field trip" walk she organized with her MT. Kate learned about all the planning needed for a field trip, assisted with organizing parent volunteers, collected permission slips, and contacted community businesses, the public library and fire station to plan for students to learn more about their community. Kate's planning ensured that as students learned about their community leaders and helpers, they were also learning about environmental responsibilities held by everyone.

Part D: Summative Comments and Suggestions for Future Growth

Comments:

Kate had a rich learning experience this practicum block as did her students. She went beyond what was expected of a TC in their second block. Her friendly outgoing personality and her keen desire to learn assisted her in building positive relationships with students, teachers and other staff, as well as some parents and community members. She successfully built on ideas learned in her university classes, PD days, readings and from conversations with her MT and PA. Her keen interest to learn all she can is contagious for everyone around her. She effectively used curriculum documents to guide her planning and assessment of student learning. Her focused observation skills guided her in pacing her teaching to support student needs and interests.

Kate identified goals for her continued learning, and plans to learn more about differentiating instruction and accessing resources to ensure all students are successful learners. Her second goal is to continue to develop more assessment tools and to learn to use triangulation to collect and record assessment data.



BACHELOR OF EDUCATION

PRACTICUM 3 - SUMMATIVE EVALUATION

The primary purpose of this document is to evaluate the progress of the Teacher Candidate and inform the Director of the School Experiences Office (SEO) about the Candidate's performance with reference to the practicum expectations for the identified practicum course. This evaluation is written by the Practicum Advisor, with input from the Mentor Teacher(s) and the Teacher Candidate. It is **not** intended to be used as a reference letter. The candidate's final course grade is determined by the Director, SEO.

PRACTICUM INFORMATION

| | | | |
|-------------------------------------|--------------------------------------------------|---------------------------|-------------------------------------------------------|
| Teacher Candidate Last Name: | Brown | First Name: | Anne |
| Student Number: | 001234567 | Term: | Fall |
| Practicum Course: | Practicum Three (P3) | Stream: | Senior Years |
| School & Division: | Highlevel School, Future Visions School Division | | |
| Grade(s) Taught: | 11, 12 | Subject(s) Taught: | Grade 11 Physical Geography Grade 12 Global Issues |

ATTENDANCE AND COURSE GRADE

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Grade Assigned: <input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL | Notification of Concern (NOC) issued: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Absences: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (all absences must be made up) | Total Absences: 1.5 | Excused: 1.5 days | Unexcused: 0 days |
| | Number of days made-up: 1.5 | PA Initials: | |

SIGNATURES

Teacher Candidate: *My signature indicates I have read and understand this evaluation.*

Signature: _____

Date: May 3, 2021

Practicum Advisor: *My signature indicates I complied with the practicum evaluation procedures and have provided original summative evaluations to the Teacher Candidate and to the School Experiences Office.*

Name: Practicum Advisor Name

Signature: _____

Date: May 3, 2021

Mentor Teacher(s): *My signature indicates I have read and agree with this evaluation. (Optional)*

Name: Mentor Teacher Name

Signature: _____

Date: May 3, 2021

Part A: School and Community Understanding and Engagements

Comments:

Anne completed her Teacher Candidate Profile and Professional Action Learning Plan forms with exceptional detail and shared them with her MT and PA at their first meeting. She has also worked diligently to complete the Practicum Expectations Checklist and has commented on how helpful it is to have all this information readily available to her as she creates her learning plans.

Anne continues to develop relationships with the students, staff and parents of the school by being in the hallways in the morning and during class changes, and conversing with students in study hall and the cafeteria. She participated in the community Pink Day Bully Walk where she had the opportunity to meet some of the parents of her students. She worked with and supported the other staff members during the district PD day and joined with the staff to prepare food for the Welcoming BBQ during the first week of school. Anne has also worked very hard at developing professional relationships with her MT, and many others of the staff at Highlevel School. She and her MT worked collaboratively to develop interactive learning plans and debrief at the end of each day. The EA also provided positive feedback describing how Anne consulted her about some key student learning needs, and shared her learning plans with her to enable her to provide the support her two assigned students needed. She met on a few occasions with the resource teacher to find materials for students reading below grade. Anne was an effective group member in our practicum cohort seminar meetings regularly sharing reflective observations she made during her school experience.

Anne has continued to foster the warm and caring classroom environment her MT has in place. She interacts with the students before and after class and engages them in discussions about their personal interests outside of the classroom. This approach has helped her learn about students' strengths and struggles which has helped guide her lesson planning.

With regard to extra-curricular activities, Anne became involved with the service learning group at Highlevel School, "We Schools in Action". She participated alongside the students in the "We Scare Hunger" campaign to gather food supplies for Winnipeg Harvest. She also helped the students with their "Jeans for Teens" initiative. She noted that these experiences have "inspired me to continue working with students to be the change needed in our society. This was not something I thought would be a big part of teaching, but I definitely want to do more". Anne was able to observe the student-led conferences held in November. She attended two staff meetings, and, at the first meeting, she introduced herself and gave a brief explanation of her educational philosophy and her goals for this term.

Part B: Professional Engagements and Teacher Identity

Comments:

Anne attended the SAGE Manitoba Social Science Teachers' Association conference in October. She found the morning session with Dr. Shannon Moore who spoke on social justice and student activism to be informative and motivating. The afternoon session was hosted by a speaker from the Canadian Museum for Human Rights where she learned about some of the new interactive displays the museum is developing. She made plans to incorporate her learning from this event into a current events "Coffee and Conversation" lesson she developed for her Global Issues class. She is excited to be starting a teaching career which will enable her to use many of the ideas she learned from this day.

Anne also attended the Future Visions School Division PD, "Literacy across the curriculum". She worked collaboratively with a group of teachers to design a vocabulary word wall of geography terminology. She followed up by designing a new illustrated word wall for her geography MT. Her goal in designing this was to provide much needed support for the English as an Additional Language students as well as the students reading below grade level.

Anne conducted a peer observation where she observed another TC introduce a graphic novel to a Grade 10 ELA class. She noted that effective use of technology, and the incorporation of the Marvel and DC comic book heroes was an effective tool to engage the students. She plans to find ways to use these resources in her own teaching.

Throughout her practicum, Anne kept a daily journal to record her experiences. She is both self-aware and self-reflective. She uses her insights to improve upon her teaching practice and classroom community building approach. She listens to feedback provided by her MT and her PA, and with encouragement, is becoming

comfortable asking questions when she is uncertain about an idea that is being discussed. She outlined three goals at the start of the block and the steps she will take to meet them. Anne wrote an insightful self-assessment of her learning this term which she shared with her MT and PA ahead of the summative conference.

Part C: Curriculum, Teaching, and Learning

Comments:

Anne assumed more than the 50% of the teacher's daily responsibilities well before the final weeks of the term. She became "the teacher" of the classroom and the students responded positively to her use of humor and incorporation of daily current events topics. Most importantly she was always well prepared with detailed and interactive plans for learning, and most learning activities were facilitated in a very effective manner.

Anne supported her MT by assisting in many of the daily duties including taking attendance, setting up the technology needed for various lessons, and distributing marked assignments. She developed a routine of arriving early to the class to ensure everything was ready prior to the arrival of the students.

Anne is a very innovative teacher candidate. She effectively used the Manitoba Education curriculum documents to guide her planning, and spent considerable time determining which of the ideas in the support documents would best reflect the needs and interests of her students. She shows great imagination in her learning plans as reflected in her use of technology (SMART board), music, and video clips for her unit on poverty for the Global Issues class. She used a variety of approaches to engage the students in small group activities and a sharing circle. Her "Where do you stand?" learning activity was well received by the students who enjoyed being able to move around the room to show their opinion on questions posed by Anne on the topic of poverty in Winnipeg. She discussed her ideas with her MT and together they worked on strategies for teaching controversial topics and the importance of debriefing with the students after they viewed sensitive material. Anne's MT notes that she "is well prepared for each lesson and discusses her plans with me ahead of time. She was open to making any changes I suggested and welcomed critical feedback. She also learned the importance of scaffolding learning plans and the need for differentiation to meet the needs of all learners."

With the help of her MT, Anne began to more fully understand the different purposes of assessment *for*, *as* and *of* learning. She learned the importance of circulating around the room to check *for* learning and developed a check list to record her observations so she could use this new knowledge to adapt her future plans. She used the 5A lesson planning model to create plans for learning that included Activating, Acquiring, Applying, Accommodating and Assessment strategies. She developed the marking rubric for the summative project for her poverty unit together with her students and encouraged them to use it to self-assess their own work along the way, and to communicate their learning needs to her, so she could respond with mini-lessons to ensure greater student learning. Anne stated that she was feeling more confident in her use of assessment knowing that she could develop one tool that served all three purposes of assessment.

Part D: Summative Comments and Suggestions for Future Growth

Comments:

Anne has had a very successful fall term showing steady growth in many areas of her teaching practice. Anne took initiative to become an integral part of the school community and the classroom she was assigned to. She readily volunteered to assist with organizing school events and supervising study hall, using these as opportunities to continue to build relationships with students, staff and parents. The positive relationships she built with students informed many of her teaching decisions and assisted her in creating an inviting classroom community that maintained a focus on learning. She spent much time co-planning and reflecting with her MT to refine her plans. She showed creativity in her use of technology and in the learning resources she chose and those she developed in response to student interests.

Anne plans to continue to learn about assessment *for*, *as* and *of* learning, and to find more resources and ideas to accommodate student learning needs. She will continue to read and use ideas from Sandra Herbst and Anne Davies (2014) book *A fresh look at grading and reporting in high schools*. She also plans to buy her own copy of the book by Carol Ann Tomlinson (2017) *How to differentiate instruction in an academically diverse classroom*. Anne has made significant progress towards meeting the learning goals she set for this term, but feels she still needs to work on setting clear expectations to facilitate smoother and quicker transitions, and to find a better balance between active, student-based learning and maintaining a learning environment where students are able

Appendices | 124

to focus on the tasks at hand. With the commitment to learning and growth Anne has shown this term her MT and PA are both confident that she will meet these goals.

BACHELOR OF EDUCATION SUMMATIVE EVALUATION PRACTICUM 4



The primary purpose of this document is to evaluate the progress of the Teacher Candidate and inform the Director, Practicum & Partnerships (University of Manitoba), about the Candidate's performance with reference to the practicum expectations for the identified practicum course. This evaluation is written by the Practicum Advisor, with input from the Mentor Teacher(s) and the Teacher Candidate. It is not intended to be used as a reference letter. The candidate's final course grade is determined by the Director, Practicum & Partnerships.

PRACTICUM INFORMATION

| | | | |
|-------------------------------------|--------------------------------------------|---------------------------|-----------------------------------|
| Teacher Candidate Last Name: | Day | First Name: | Melissa |
| Student Number: | 001234567 | Term: | Winter |
| Practicum Course: | Practicum Four (P4) | Stream: | MY |
| School & Division: | ABC School; Future Visions School Division | | |
| Grade(s) Taught: | 7 / 8 | Subject(s) Taught: | Art, ELA, Science, Social Studies |

ATTENDANCE AND COURSE GRADE

| | | | |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------|-------------------|
| Grade Assigned: <input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL | Notification of Concern (NOC) issued: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | |
| Absences: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (all absences must be made up) | Total Absences: | Excused: | Unexcused: |
| | Number of days made-up: | PA Initials: | |

SIGNATURES

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|-----------------------------------------------------------------------------------------------------|
| Teacher Candidate: <i>My signature indicates I have read and understand this evaluation.</i> |
|-----------------------------------------------------------------------------------------------------|

Signature: _____

Date: _____

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practicum Advisor: <i>My signature indicates I complied with the practicum evaluation procedures and have provided original summative evaluations to the Teacher Candidate and to the School Experiences Office.</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Name: Practicum Advisor

Signature: _____

Date: May 3, 2022

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|----------------------------------------------------------------------------------------------------------------|
| Mentor Teacher(s): <i>My signature indicates I have read and agree with this evaluation. (Optional)</i> |
|----------------------------------------------------------------------------------------------------------------|

Name: Melissa Day

Signature: _____

Date: May 3, 2022


ASSESSMENT OF LEARNING: PRACTICUM 4 EXPECTATIONS
Part A: School and Community Understanding and Engagements

Comments:

Melissa updated her Teacher Candidate Profile and Professional Action Plan prior to the start of her practicum and sent copies to her Practicum Advisor and Mentor Teacher.

She showed good initiative in going to the school website, looking at the school calendar for events she could get involved in, and reading the newsletter. She was also in contact with the principal who discussed some new school procedures and policies with her and directed her to read the Parent Handbook.

Melissa spent the first week of the practicum block observing and interacting with students to get to know their current interests and learning their strengths and challenges. She took time to talk to her MT and other staff about the community and the needs that students face. She understands that children/adolescents have many influences and is able to watch, listen, assess, and respond in supportive ways that show an ethic of care. Throughout the practicum block, she has been able to work closely with individual students when she is not teaching. She spends time at breaks and lunch to chat with students and to get to know them on a more personal level. She has mentioned though that she is mindful of not getting too friendly; that her relationship with students is a "learning relationship," a term she learned from reading *Engaging Middle Years Students in Learning: Transforming Middle Years Education in Manitoba* (Manitoba Education, 2010). Melissa has positive interactions with students as she stands by the entry doors to greet students in the morning, and in the hallway during class changes. During class time she is able to identify needs of students for extra help or monitoring behaviour. Her MT discussed ways to relate with students who have difficulty interacting, and Melissa used some of the suggestions to connect with these students in meaningful ways. The students reacted positively to Melissa, seeing her as one of their teachers.

She has gotten to know other staff members by taking time at lunch and during PDs to chat with them and get to know them and their roles in the school. This has allowed her to have a positive relationship with many of the staff in her school. She worked closely with the librarian and the resource teacher to create a list of resources students could use to complete a Social Studies inquiry project.

Melissa assisted with the supervision of a lunch time Lego Club that had been created for 5/6 students. She initiated the planning of a Minecraft project for 7/8 students, guiding them in the creation of a scaled model of ABC School that will allow family and future students to explore what the school has to offer through a fun, interactive way. She recruited two other TCs to work with her on this extra-curricular project.

Part B: Professional Engagements and Teacher Identity

Comments:

During this practicum block Melissa attended a PD event organized by the Education Student Council, as well as 2 PD days hosted by ABC School and the division. The university PD expanded her knowledge of educational programs offered by The Manitoba Museum, and provided her with ideas for creating a digital professional portfolio. During the school hosted PD sessions Melissa had the opportunity to participate in establishing reliable and valid writing criteria with all the 7/8 teachers, to watch an Anne Davies Assessment Webinar and later discuss the application of these ideas across different grade levels in rotating round table discussions.

It is Melissa's goal to create an inclusive and equitable classroom environment where students can thrive and become caring, confident, and capable people, life-long learners, and critical thinkers. She envisions this as integral to her developing Teacher Identity and has attended two sessions on the principles of the Circle of Courage: Belonging, Mastery, Independence, and Generosity to broaden her vision of how to create this inclusive and equitable classroom. She frequently engages in thoughtful conversations to explore these ideas.

BACHELOR OF EDUCATION
SUMMATIVE EVALUATION (PRACTICUM 4)


She takes time every day to reflect and converse with her MT about lessons that she has taught and to share ideas on what to plan going forward. She readily accepts feedback from her PA as well as the EAs who have been in the room during her lessons.

Melissa observed another teacher candidate teach an introductory Social Studies lesson. She identified the benefits of a "Give and Get" activity, as a great way to assess *for* learning by providing students with an opportunity to show their prior knowledge, noticing how this activity is accessible for all students.

She completed all of the readings on assessment and contributed to the cohort meetings hosted by her PA, and read some additional material that her MT passed along to her as well, as a way to enhance her ELA lessons. When reading about assessment for the cohort meetings she began to pose questions about her beliefs in terms of assessment to try to identify what was most valuable, which methods best showed evidence of student learning, which provided some choice to students, and how to create criteria to show evidence of learning. Her conversations with her PA and MT demonstrated her commitment to reflection and self-assessment. She was very receptive and accepting of constructive feedback and quickly implemented that feedback into her lessons.

Melissa wrote an insightful self-assessment of her practicum experience identifying her strengths and setting goals for her continued growth as a teacher. She shared copies of this with her PA and MT ahead of the summative tri-conference to contribute to the writing of this report.

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| Part C: Curriculum, Teaching, and Learning |
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Comments:

Whenever possible Melissa assisted her MT in daily routines, welcoming the students at the appropriate door, walking them to their specialty classes when required, assisting them with their work as needed, and submitting attendance.

On the Mondays prior to her block, she spent time planning with her MT to look over the curricular outcomes for the subjects she would be teaching, to create a calendar outlining key topics and activities in her plan. She planned science lessons on the Particle Theory of Matter, guiding students to complete activities and experiments that were directly related to their daily lives and to make distinct connections to them. She included Cluster 0 outcomes to ensure her planning followed the scientific inquiry process. Melissa planned a short story unit in ELA engaging students to voice their own opinions and interpretations supported with evidence from the stories, and wrapped up the unit with a story telling class which most students chose to participate in. She established writing criteria with students, and involved them in self-assessment and peer feedback, and contributed data and comments for report card completion. Melissa showed a solid understanding and regular use of assessment *for*, *as* and *of* learning purposes.

She shared her learning plans with her MT and PA every week, discussed her goals and areas of focus, changes or adaptations that might need to be made, and spent time after school to debrief about the lessons or other aspects of the day. She was always open to questions and feedback, which was evident in her next learning plans. She took many opportunities to discuss learning theories, and different approaches to teaching writing with her cohort of TCs, her CT, PA and other teachers. Melissa stepped out of her comfort zone to teach some Art lessons that integrated with the Science Particle Theory of Matter unit. Students enjoyed the choice she built into the Social Studies research project on the Ancient Societies of Greece and Rome, and some of them went beyond the basic criteria to compare the culture of Ancient Greece to their present culture. She is keenly interested in exploring and expanding her understanding of how students learn and to continue to improve her teaching practices.

Melissa created a lot of resources such as scientific inquiry reports, graphic organizers, a Jeopardy style review game, and writing rubrics, as well as compiling files of resources and support materials she found on-line, or was given by her MT and another teacher in the building. She co-created a single column rubric with her students to assess their Social Studies inquiry projects. She is planning ahead for next year when she hopes to have her own classroom.

BACHELOR OF EDUCATION
SUMMATIVE EVALUATION (PRACTICUM 4)



After getting to know the students better she was able to create and adapt lessons to be more inclusive and accessible for all students. These adaptations included creating fill-in-the-blank sheets to reduce writing/copying time, implementing experiments to offer hands-on learning, creating repeated tasks to allow for practice before doing work alone and finding resources on the same topic written in a variety of reading levels. She is comfortable with the use of technology, effectively using the document camera, Google Drive, SMART Board, and other devices in her teaching.

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| Part D: Summative Comments and Suggestions for Future Growth |
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Comments:

Melissa is well on her way to becoming a well-rounded teaching professional. She has shown an interest in many aspects of teaching and has a willingness to learn. Her energetic and warm personality has helped her to build strong positive relationships with her students, fellow teachers, and other staff. Being open to questions and feedback has allowed her to grow as a person and a teacher. Her MT states, "I am honoured to have had the opportunity to work with Melissa. This term has been a rich learning experience for the students and myself. They have learned how science is part of their lives, and have been encouraged to write and tell their own stories."

Melissa plans to continue to explore ways to differentiate learning activities to facilitate the success of all students in her future classrooms, and to use a backwards planning process to do longer range planning. After consulting with the librarian, she has compiled a summer reading list of Indigenous and multi-cultural literature and subject area resources to continue to develop her ability to build an inclusive classroom.