

**PRACTICUM ROLES & RESPONSIBILITIES**

<b>Mentor Teachers (MT)</b>	<b>Teacher Candidates (TC)</b>
<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><b>The MT's roles and responsibilities include:</b></p> <ul style="list-style-type: none"> <li>▪ serving as a caring and professional mentor by being present and engaging in active collaboration;</li> <li>▪ providing an overview of classroom routines and expectations, and of the context and culture of the classroom, school and community;</li> <li>▪ supporting TCs in developing professional and caring relationships with students, staff, parents, and others;</li> <li>▪ providing TCs with the experiences, resources, and supports necessary to develop their own professional identities and practice;</li> <li>▪ modelling effective teaching to support learning;</li> <li>▪ discussing, documenting, and reflecting with TC regarding teaching performance; providing ongoing constructive and critical feedback;</li> <li>▪ providing opportunities for TCs to assume increasing responsibilities for the learning environment;</li> <li>▪ helping TCs make links between theory and practice;</li> <li>▪ 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;</li> <li>▪ collaborating and communicating with the PA to create positive and productive learning experiences for TCs;</li> <li>▪ providing on-going feedback to the TC, PA, and Principal;</li> <li>▪ attending and contributing feedback for the summative conference, and;</li> <li>▪ being familiar with the current <i>B.Ed Practicum Guide</i>.</li> </ul>	<p>It is the responsibility of the Teacher Candidate to be familiar with all documents and policies related to the practicum.</p> <p><b>The TC's roles and responsibilities include:</b></p> <p><b>Professional Conduct</b> - A TC must:</p> <ul style="list-style-type: none"> <li>▪ 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;</li> <li>▪ develop ethical, respectful and professional working relationships with all students, staff, and members of the wider community and;</li> <li>▪ participate fully within the life of the school and abide by expectations that the school may have of its teachers.</li> </ul> <p><b>Organization, Preparation, &amp; Time Considerations</b> – A TC is expected to:</p> <ul style="list-style-type: none"> <li>▪ 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>);</li> <li>▪ report all practicum absences online to the Practicum Office and make-up all absences as assigned by the Office;</li> <li>▪ arrive at least a half hour before school starts and remain after school to consult with the Mentor Teacher;</li> <li>▪ 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;</li> <li>▪ 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);</li> <li>▪ make appropriate arrangements to accommodate the additional time demands required during the practicum;</li> <li>▪ participate in all teacher-related activities including supervision, professional development, staff and committee meetings, and school events that occur during practicum and;</li> <li>▪ 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.</li> </ul> <p><b>Legal and Safety Considerations</b> - A TC must become familiar with:</p> <ul style="list-style-type: none"> <li>▪ the school's and division's safety plans in regards to: <ul style="list-style-type: none"> <li>-activities in specific curricular areas, such as Physical Education, Technology, Science, Music, and Art;</li> <li>-extra-curricular activities, whether in or out of the classroom;</li> <li>-field trips or other excursions off school property and;</li> <li>-fire drills and other emergency procedures.</li> </ul> </li> <li>▪ the school's and school division's health and safety policies, emergency response plans, allergy policies and accident protocols and;</li> <li>▪ the school's policy regarding gathering information about students and students' work (e.g., audio recording, photographing, etc.).</li> </ul>

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Principals	Practicum Advisors (PA)
<p>Principals support the practicum experiences in the school by:</p> <ul style="list-style-type: none"> <li>▪ being the contact with the Faculty regarding potential TC placements;</li> <li>▪ knowing the practicum configurations and expectations;</li> <li>▪ seeking placements that exemplify "Classroom Learning Environments" and "Exemplary Teaching Practice" as outlined in <i>the Manitoba Education Strengthening Partnerships</i> document;</li> <li>▪ encouraging the participation of Mentor Teachers (MTs);</li> <li>▪ 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;</li> <li>▪ being involved with practicum by engaging with the practicum partners including the TCs, PA, MTs, and Lead Teachers (in Senior Years Schools);</li> <li>▪ consulting with the Director of Practicum &amp; Partnerships, as needed;</li> <li>▪ providing written documentation to the Director regarding an At-Risk TC; and</li> <li>▪ being familiar with the current <i>B.Ed Practicum Guide</i>.</li> </ul> <p><u>NOTE:</u></p> <ul style="list-style-type: none"> <li>▪ 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 &amp; 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.</li> <li>▪ 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.</li> </ul>	<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"> <li>▪ acting as liaisons between the Faculty and the MTs, TCs, and Principal (practicum partners);</li> <li>▪ being familiar with the faculty programs and interpreting the programs to practicum partners;</li> <li>▪ being familiar with school division and faculty policies and procedures on such matters as anti-racism, gender equity, sexual harassment, inclusivity, equity, and reconciliation;</li> <li>▪ participating in professional development sessions hosted by the Practicum &amp; Partnerships Office;</li> <li>▪ liaising with practicum partners before the practicum block begins (whenever possible) to become familiar with the placements, the school, and the school community;</li> <li>▪ being accessible to the practicum partners throughout the practicum and ensuring the Principal is aware of the current <i>B.Ed Practicum Guide</i>;</li> <li>▪ facilitating seminar cohort meetings with assigned students;</li> <li>▪ 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.</li> <li>▪ 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>;</li> <li>▪ 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>;</li> <li>▪ 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;</li> <li>▪ providing on-going feedback and conveying problems related to the practicum to the Director and;</li> <li>▪ serving as an advocate for the TC and as a mediator where required.</li> </ul>

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](http://www.edu.gov.mb.ca/k12/profcert/pdf_docs/strengthening_partnerships_2012.pdf)