



UM | Faculty of Education

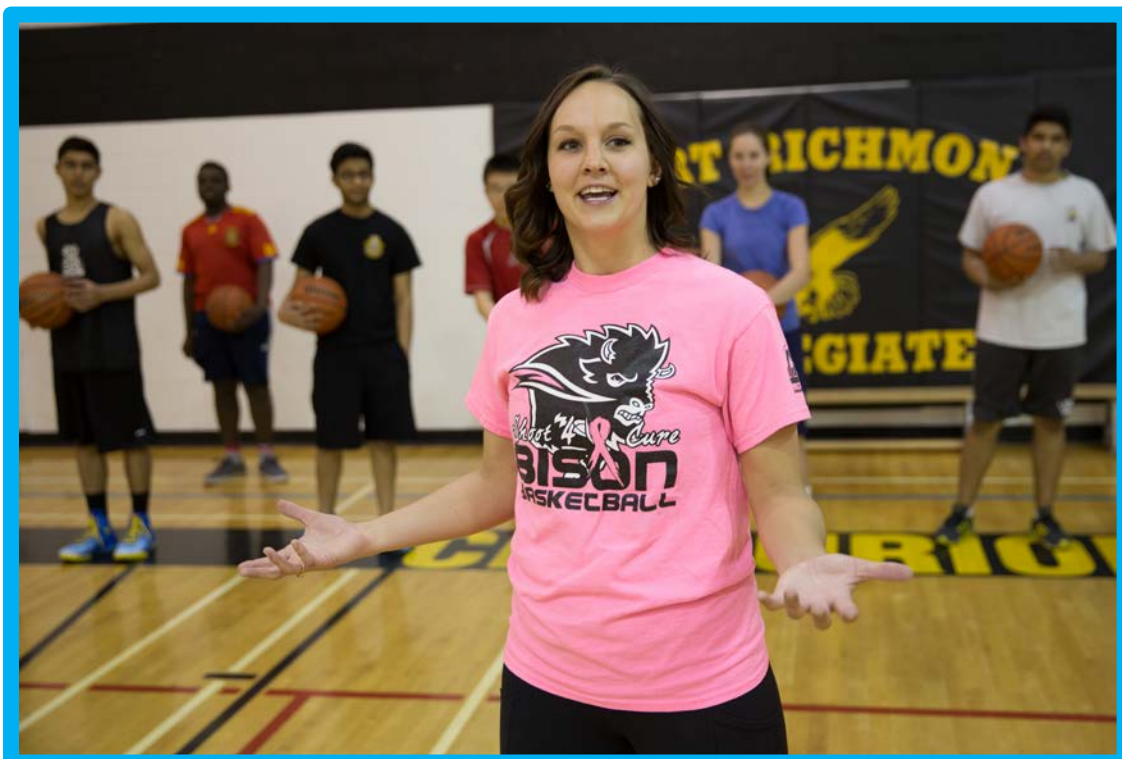
PRACTICUM GUIDE

2019 – 2020

After-Degree Bachelor of Education Program
University of Manitoba, Faculty of Education

Practicum & Partnerships Office

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“The complexity of the teacher’s task is based on its idiosyncratic and improvisational character—as inexact as a person’s mind or a human heart, as unique and inventive as a friendship or a love affair, as explosive and unpredictable as a revolution. The teacher’s work is about background, environment, setting, surround, position, situation, connection. And importantly, teaching is at its center about relationship—with the person, with the world. Seeing the student, seeing the world—this is the beginning”
(Ayers, 2002, p. 48).

Ayers, W. (2002). Creating the teacher and changing the world. In E. Mirochnik & D. C. Sherman (Eds.), *Passion and pedagogy: Relation, creation, and transformation in teaching* (pp. 37-51). New York: Peter Lang.

The Practicum & Partnerships office acknowledges the efforts of our many educational partners who contributed to the development of this guide.

Welcome!

Welcome to the Faculty of Education, Bachelor of Education (B.Ed.) Program Practicum Courses at the University of Manitoba! This Practicum Guide is the course syllabus for all four practicum courses that make up the B.Ed. Program Practicum. The goals of the practicum courses are to:

- establish and maintain a caring, inclusive learning environment
- understand and meet the needs of all diverse learners
- foster reflective practice and critical inquiry
- engage in learner-centered pedagogical practices
- design for learning, assessment and evaluation with Manitoba curricula
- meet standards of professionalism and ethical practice for teachers in Manitoba
- “redress the legacy of residential schools and advance the process of Canadian reconciliation” (Truth and Reconciliation Commission of Canada, 2015, p.1)

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 Metis 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.

Table of Contents

Welcome! 2
Overview of Practicum Courses 6
Practicum & Partnerships Office (P&P Office, formerly SEO Office)..... 7

Practicum Partners 8
Cooperating Teacher Roles & Responsibilities 11
Practicum Advisor Roles & Responsibilities 13
Roles and Responsibilities of School Administration 14
Roles and Responsibilities of the Practicum & Partnerships Office 15
P&P Office Hours..... 15

Practicum Course Information..... 16
Required Course Text Books 16
After-Degree Bachelor of Education Program 17
Practicum Grades..... 17
Practicum Schedule 2019-2020..... 18
Accessibility & Accommodation Procedures 19
Keeping Children Safe Together..... 20
Mandatory Background Checks..... 20
School Placement Process..... 22

Practicum Options..... 23
Northern Practicum Winter Term 2020..... 23
Indigenous Studies Option 24
First Nations/Home Community Practicum 25
International Practicum..... 25
French Immersion Option 26
Adult Education Option 27

Special Focus Cohorts 2019-2020	27
Supports for Teacher Candidates.....	28
Supporting Truth & Reconciliation.....	28
Indigenous Elders-in-Residence	29
Equity, Diversity, and Inclusion in Practicum Courses.....	29
Gender Diversity in Practicum Settings.....	30
Professional Standards & Practicum Policies	31
Attendance, Absences and Punctuality.....	31
Examples of Excused Absences.....	31
Examples of Unexcused Absences.....	32
Frequent Attendance Related Requests	32
Steps to Take If An Absence is Unavoidable.....	33
Practicum Absence Form	34
Snow Days and Other School Closures.....	34
Punctuality	34
Standards of Professional Practice.....	34
Manitoba Teachers’ Society Code of Professional Practice.....	35
University Of Manitoba Student Discipline Bylaw.....	35
Faculty of Education Professional Unsuitability Bylaw	35
University of Manitoba Respectful Work and Learning Environment Policy.....	36
Elements of Professionalism	36
Appropriate Dress.....	36
Maintaining Confidentiality and Respecting Privacy.....	37
Use of Social Media.....	37
Supervision by Teacher Candidates.....	38
Prohibition on Paid Teaching and Substitute Teaching.....	39
Acting as a Chaperone on Field Trips.....	39
Driving Students to Extra-Curricular Events	40

Practicum Course Expectations.....	41
Practicum Expectations: Courses 1 to 4.....	41
Teacher Candidate Profile.....	41
Practicum Expectations Checklist: Week One and Mondays.....	42
Peer Observation.....	42
Professional Action & Learning Plan.....	43
Assessment & Evaluation	43
Formative Assessment Process	44
Formative Assessment Process	44
Summative Evaluation & Final Grades	45
Difficulties Encountered in Practicum.....	47
Procedures for Teacher Candidate with Concerns and/or Experiencing Difficulties	48
Cooperating Teacher with Concerns.....	49
Practicum Advisor with Concerns.....	49
Principal’s Right to Terminate a Practicum.....	50
Learning Support Plan Process.....	50
Notification of Concern Process	50
Design for Learning Supports and Resources	52
Practicum Books.....	52
Manitoba Curriculum.....	52
Planning for Teaching and Learning	52
Learning Plans: Elements to Consider.....	53
Planning Resources.....	56
Using Copyrighted Material	57
Appendices.....	58

Overview of Practicum Courses

All teacher candidates (TCs) are required by Manitoba Education and Training to complete a minimum of 24 weeks of practicum. TCs meet this requirement 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 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 a cooperating teacher(s) (CT) who serves as an active mentor to the TC. Generally, the CT remains the TC's mentor over both terms of the academic year and supports the TC in teaching, planning, and assessing learners in the CT's classroom.

Each TC is part of a small practicum cohort led by a Practicum Advisor. Cohorts meet during the academic year to support cohort members' professional growth.



Practicum & Partnerships Office (P&P Office, formerly SEO Office)

This guide refers to the sequence of four practicum courses organized by the Practicum and Partnerships Office (P&P Office), formerly known as the School Experiences Office (SEO). Practicum courses for all teacher candidates (TCs) are coordinated by a team led by the Director that includes the P&P Liaison, support staff, a Practicum Advisor (PA) assigned by the P&P office, Cooperating Teachers (CTs), and school administration at each practicum school.

All inquiries about practicum courses should be directed to:
seo.education@umanitoba.ca or practicum.education@umanitoba.ca

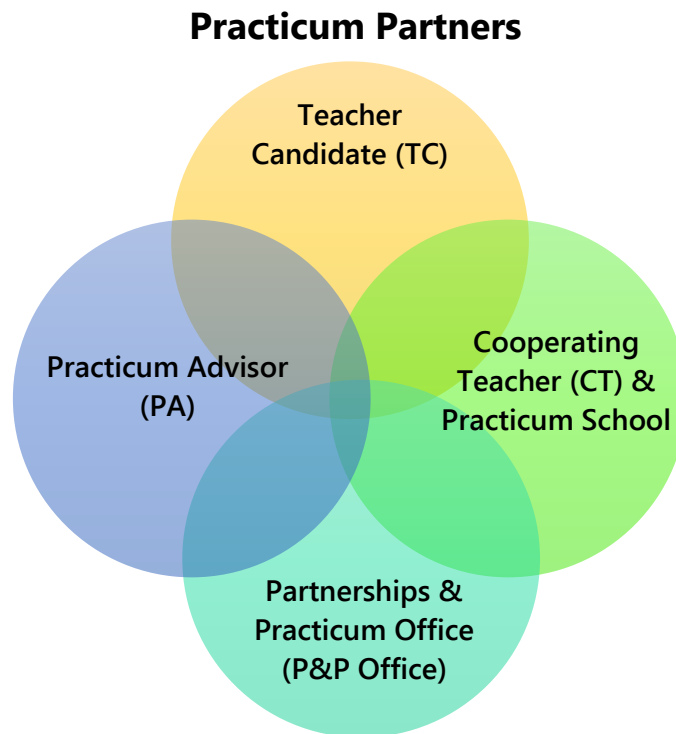
Questions about school placements and PA assignments should be directed to:
fpl.education@umanitoba.ca

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Practicum Partners

During the four practicum courses, Teacher Candidates (TCs) are supported by experienced Practicum Advisors (PAs) and Cooperating Teachers (CTs), 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 CTs, TCs, PAs, and School Administration is provided in Appendix C.

Successful practicum experiences depend on the quality of professional relationships between the TC, CT, PA, and the P&P team. It is important that all practicum partners understand the roles and responsibilities of each partner and work to establish and maintain effective professional communication and relationships.



Questions about the roles and responsibilities of any practicum partner can be directed to the Director of Practicum & Partnerships.

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.

Professional Relationships

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 with all partners (e.g., through email, telephone, meetings, dialogue, and digital communication). An overview of the roles and responsibilities for practicum partners is provided in Appendix C.

Professional Relationships with Cooperating Teachers (CTs)

Teacher candidates are encouraged to engage in conversation about their practice with their CTs, and to ask questions, discuss observations, critically reflect, and collaborate with CTs 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 CTs so that CTs can support TCs in meeting required course expectations.

Since all classroom decisions are under the purview of the CT, and since the CT is responsible for the wellbeing, safety and learning of the children they teach, it is important to seek the approval of the CT as teacher candidates plan and facilitate teaching and learning activities. In the event of tensions in the relationship with CT, the teacher candidate's responsibility is to first try to address issues through dialogue with their CT.

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.

In the event that TCs are not able to address issues through direct dialogue with their TCs, it is the responsibility of teacher candidates to discuss any issues or concerns with their PA as soon as possible. In the event of tensions in the relationship with PA, the teacher candidate's responsibility is to first try to address issues through dialogue with their PA.

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 CTs. Important and time sensitive information about the practicum will be communicated by email.

The Director, the Practicum & Partnerships Liaison, and all P&P staff invite TC questions and feedback. The office is generally open Monday to Friday from 8 a.m. to 4 p.m.

Roles & Responsibilities in Practicum Cohorts

All teacher candidates are also a member of a practicum cohort. A cohort is a small group of TCs (usually 8 or less) who share the same Practicum Advisor assigned to support and mentor each TC. The PA facilitates meetings of cohort groups a few times during each practicum course. The role of the TC in these meetings is to support all cohort members' professional growth through activities, critical reflection 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 (see Attendance Policy and Appendix D). In order to receive teacher certification by Manitoba Education and Training, 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 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 & Training.

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 E);
- 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 CT, PA and the P&P Office in a timely manner, within deadlines; and
- Resolve any questions or concerns by first contacting the P&P 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

- Arrive at least 30 minutes before school starts and remain after school for at least 15 minutes to consult with CT(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 CT;
- 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 CT(s) in advance of teaching to ensure CT approval and to incorporate CT 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 CT is comfortable with TC observing;
- Complete, if possible, all university course assignments before the main practicum block begins in order to focus on practicum; and
- Make appropriate arrangements to accommodate the additional time demands of practicum.

TC Responsibilities for Student Privacy and Safety in Schools

Become familiar with the school's policy regarding gathering information about students and student work (e.g., audio/video recording, photographing, etc.) so as not to breach this policy. 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.

Cooperating Teacher Roles & Responsibilities

A Cooperating Teacher (CT) is an important supportive, caring mentor and role model for the Teacher Candidate (TC). Since a CT significantly influences the professional growth of TCs, Cooperating 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

Cooperating teachers are responsible for ensuring effective professional relationships with their TC and all practicum partners. Cooperating teachers are encouraged to be actively present and to collaborate with TCs in a variety of ways. CTs engage in conversation with TCs about their practice, encourage TCs to ask questions, discuss TC observations, foster critical reflection, and support TCs in trying 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 CT.

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

CTs with questions about the practicum may contact the assigned PA. If the question or concern remains, they should contact the Director by email or phone.

The list below is available in abbreviated form in Appendix C. The information is also on the Faculty website on the page "For Cooperating Teachers".

- Become familiar with the information in the B.Ed. Practicum Guide 2019-2020;
- 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 the specific course;
- Remain in the classroom and observe TCs while they are teaching; CTs 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;
- Share any concerns as they arise with TC and PA;
- Provide comments to PA for the Summative Evaluation;
- 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;
- Provide feedback to the Principal and PA about TC's progress and any concerns that arise;

- 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; and
- Do not agree to changes in practicum dates or times without consulting with PA; and
- Inform PA any time TC is absent from practicum or arrives late, for any reason.

Practicum Advisor Roles & Responsibilities

Practicum Advisors act as mentors and advocates for TCs by providing ongoing advice throughout the practicum, reviewing TC designs for learning, and observing TCs as they interact with students and teach lessons. Active PA observations may include opportunities to model 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 CT and TC and provide information to CTs 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 C.

- Act as liaison between the Faculty and the CTs, TCs, and Principal (practicum partners);
- Be familiar with the Faculty programs and able to interpret programs to practicum partners;
- Be familiar with school division and Faculty policies and procedures on such matters as anti-racism, gender equity, and 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 cohort meetings;
- Visit TCs in their practicum schools at least once 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*);
- Understand, follow and convey to CTs and Principals the procedures for Learning Support Plans, Critical Incident, 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 for the TC and as a mediator where required;
- Do not agree to changes in practicum dates or times without consulting with the Director; and
- Inform the P&P Office any time a TC is absent from practicum for more than a total of 2 days in one practicum course, or arrives late at practicum for any reason.

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 C.

- Be the contact with the Faculty regarding potential TC placements;
- Be familiar with the B.Ed. Practicum Guide in particular the sections detailing roles and responsibilities and the Practicum Expectations associated with each course;
- Be familiar with and seek placements that exemplify "Classroom Learning Environments" and "Exemplary Teaching Practice" as outlined in Manitoba Education's "Strengthening Partnerships" (link is available on "For Cooperating Teachers" page of the Faculty website and at: <http://umanitoba.ca/faculties/education/media/Strengthening-Partnerships.pdf>);
- Encourage the participation of Cooperating Teachers (CTs);
- 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 CTs 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, CTs, 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 CT'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 well-being 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 Cooperating Teacher is absent.

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

Roles and Responsibilities of the Practicum & Partnerships Office

The Practicum & Partnerships (P&P) Office team includes the Director, the Assistant to the Director, the Practicum & Partnerships Liaison, and the P&P Office Assistant. 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 Practicum & Partnerships 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.

P&P Office Hours

The P&P Office is open Monday to Friday from 8:00 am to 4:00 pm. Walk-ins are welcome during office hours. Scheduled appointments with any P&P team members can be made in-person with P&P Office staff or by contacting support staff via email. If the office is temporarily closed, please direct inquiries to the education Student Services Front Desk for urgent matters.



Practicum Course Information

Overview of Practicum Courses

The overall B.Ed. program includes both university-based courses and 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 identity as teachers.

All teacher candidates (TCs) are required by Manitoba Education and Training 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, 2019-2020. TCs are required to read the practicum course 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 Text Books

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

Please bring the 2 required textbooks to the appropriate orientation in September 2019. Copies are available for purchase in the UM Bookstore.

All Teacher Candidates, across all streams, are required to have, *Ditch the daily lesson plan: How do I plan for meaningful student learning?* by Michael Fisher (2015). Alexandria, Virginia: ASCD Arias. ISBN: 978-1-4166-21690.

ALL Early Years & Middle Years: The Canadian version of, *Making classroom assessment work* (3rd ed.) by Anne Davies (2011). Courtenay, BC: Connections Publishing. ISBN: 978-0-9867851-2-2.

ALL Senior Years: The Canadian version of, *A fresh look at grading and reporting in high schools* by Sandra Herbst and Anne Davies (2014). Courtenay, BC: Connections Publishing. ISBN: 978-0-9867851-6-0.

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 2019-2020

Attendance at all activities below is required for each practicum course. TCs should consult the official B.Ed. Program Calendar at http://umanitoba.ca/faculties/education/media/BEd_Weekly_Calendar_2019-20.pdf.

Date	Activity
Sept. 3, 2019	B.Ed. Program Orientation held ON-CAMPUS for all new students and those registered in Practicum 1 in 2019-20 and/or any B.Ed. courses. Returning B.Ed. students proceed to their practicum schools.
Sept. 9	Practicum Orientation held ON-CAMPUS for all students who have previously completed Practicum 1. Students who attended the orientation on Sept. 3 rd proceed to their practicum schools.
Sept. 4 – 6	Practicum days (in schools)
Oct. 7	Practicum day ON-CAMPUS for new B.Ed. students registered in P1 during 2019-20 – <i>Design for Learning</i>
Oct. 25	MTS Professional Development Day (formerly "SAGE", various locations, TCs must register & attend sessions)
Sept. 16, 23, 30 Oct. 7*, 28 Nov. 4	Practicum Mondays (in schools) *Note: Oct. 7 th – P1s have an on-campus practicum day (Design for Learning)
Nov. 12 - 15	Fall Term Break and practicum make-up days as needed
Nov. 18 – Dec. 17	Fall Term Practicum Block (in schools)
Dec. 18 - 20	Practicum make-up days (if needed)
Dec. 23, 2019 – Jan. 1, 2020	University closed
Jan. 27, 2020	B.Ed. Program Day (held on-campus – required attendance)
Jan. 6, 13, 20 Feb. 3, 10, 24 Mar. 2, 9	Practicum Days in Schools (Practicum Mondays)
Feb. 18 - 21	Winter Term Break and practicum make-up days as needed
Mar. 16 – Apr. 24	Winter Term Practicum Block in Schools
Mar. 30 – Apr. 3	Spring Break (no practicum as K-12 schools closed)
Apr. 27 – 29	Practicum make-up days (if needed)

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 2019-2020.
- ✓ Notification that you have been placed in a specific school for practicum does not indicate you are registered. You need to register in the appropriate practicum course(s).
- ✓ In July, register for practicum courses through Aurora and pay all applicable fees.

Accessibility & Accommodation Procedures

Accommodations in the Practicum

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 student registered with SAS. Registered SAS students will be contacted by the P&P Office to discuss potential accommodations further.

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 Cooperating 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.

Keeping Children Safe Together

“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 well-being, including events or actions that have been observed in the practicum school, they should speak with their CT or Principal immediately.

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

Mandatory Background Checks

- Two mandatory background checks are required for all TCs intending to complete practicum courses: a *Criminal Records Search including Vulnerable Sector Screening*; and the *Child Abuse Registry*.
- **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. Your Aurora account may be placed on hold.
- TCs are advised to keep a copies of their checks.

Both background checks must be completed before a Teacher Candidate can register for any practicum course: Please be advised that these reports can take weeks or months to obtain. For this reason, the application process should be started immediately upon acceptance to the B.Ed. Program. Information is included in the acceptance letter and is available online at <http://umanitoba.ca/faculties/education/current/new-admit-selfdec.html>.

Any TC that does not have the required background check documents will not be permitted to begin their practicum course: No exceptions can be made to this policy. In addition, 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: Child Abuse Registry Self Check and Statement of Criminal Record(s) Self-Declaration:

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 completed and submitted this 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.

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.

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

School Placement Process

The Practicum and Partnerships Office is responsible for the placement of all TCs. TCs may not contact schools under any circumstances to arrange their own placements as the P&P Office must follow policies and procedures related to the partnership agreements with schools. This includes conversations with Principals, Vice Principals and teachers, as well as having a third party make arrangements.

Through partnership with many schools and divisions, the P&P Office provides a range of opportunities for TCs. All TCs are asked to complete an online practicum information form to help ensure an appropriate opportunity and placement. The P&P Office uses the information provided in the online form to identify a suitable placement. Although every attempt is made to accommodate TC requests, not all requests can be fulfilled and school or stream-specific placements cannot be guaranteed as host schools change from year to year.

Online Practicum Information Form:

- **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 to enable students to provide practicum information for second year practicum courses. If TCs do not provide this information, they may not receive a practicum placement for the following year.
- On the form indicate three preferred school divisions in order of priority.
- If requesting a rural placement, please identify one or more specific schools and indicate at least one urban school division as an alternate possibility in the event a rural placement is not available.
- Indicate interest in a specific practicum option(s) – rural placements, northern practicum, adult education, international practicum, etc. You may indicate interest in more than one option.
- Declare any conflict of interests e.g., any school where a TC currently works or has 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.
- A box at the end of the online form can be used to inform the P&P Office of any additional information to help in the placement process.

Inform the P&P Office of any changes: Examples include if a TC has moved or no longer has access to a vehicle. Please email changes to the practicum office.

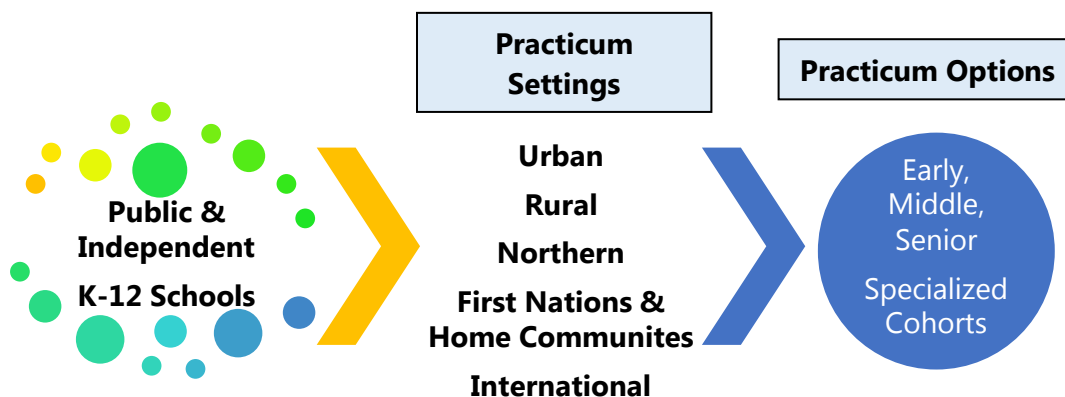
Practicum Travel Time: In light of the many factors involved in coordinating placements, TCs must be prepared to travel up to 75 minutes each way to reach their practicum school. TCs are expected to make arrangements to accommodate additional time demands of practicum and to accept their assigned placement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

Practicum Placement Changes: Placement changes are considered only in exceptional circumstances. Information on applying to change a practicum school is available from Tara Baxter, Assistant to the P&P Director by email.

Practicum Assignment: In most cases, TCs are placed at the same school with the same PA and the same CT for both terms of the school year, except in some northern and international practicum experiences and in exceptional circumstances.

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.



Northern Practicum Winter Term 2020

The Northern Practicum option provides an opportunity for TCs to experience teaching while living in a community in northern Manitoba. Students may request specific communities e.g., Gillam, Churchill, Norway House, Cranberry Portage, and others. 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 CTs, PAs, and accommodation in each community and on meeting the criteria set for Northern Practicum.

Northern Practicum participants do not travel to their northern practicum schools for Practicum Mondays in the Winter term. Instead, TCs go to their Fall placement schools for Practicum Mondays or to alternate learning opportunities that are planned and offered by the P&P Office to support the Northern practicum experiences.

Costs and Funding:

- Financial assistance is available to assist with travel costs; please contact the P&P office for more information.
- Living accommodations are provided at no cost to the TCs who are approved for the practicum. TCs typically share an apartment, townhouse or small house with 1 – 3 other TCs.
- Each TC is responsible for their transportation, food, and incidental expenses during the practicum block.

Applying For Northern Practicum:

- Request Northern Practicum on the Practicum Information Form completed online in January or February. Select Frontier School Division as the first choice of school divisions. Select two other school divisions as 2nd and 3rd choices in case a Northern Practicum placement is not offered.
- Attend the information sessions held through the year at the Faculty of Education on Northern Practicum and speak with a TC who has previously participated in the Northern Practicum to inform decision-making about this practicum.
- Submit a letter of application explaining why you are interested in a Northern Practicum placement, what you have to offer a Northern community, and what you hope to learn from this experience. The letter should indicate a first, second and third choice for Northern Practicum schools as well as the names of three character references (including their relationship to the TC and the referee's contact information). One of these references must normally be a UM faculty member. Submit this letter by email to the Director no later than February 20.
- Individuals will then be asked to participate in a 30-minute interview with the Director and/or Practicum & Partnerships Liaison.

The information gathered in this process, along with summative evaluations, will be used to make final placement decisions, dependent on available placements and housing. If you have questions or would like additional information about this opportunity, please contact the P&P Office.

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 a participating school in Louis Riel School Division (LRSD). TCs work with the LRSD Coordinator of Aboriginal Education 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.

Applying For Indigenous Studies Options:

- Request Indigenous Studies Practicum on the Practicum Information Form.
- Request Louis Riel School Division as the first choice of school divisions. Request two other divisions since schools participating in the Indigenous Studies practicum have limited space.

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 CT/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.
- To identify a potential community or for more information about a First Nations/Home Community Practicum, contact the practicum office.

International Practicum

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).

Scheduling & Expectations: 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. There may also be some changes in the practicum expectations for this practicum experience as TCs will be asked to reflect on their experiences in an international context.

Funding and Costs:

- Living accommodations are provided at no cost to the TC.
- Financial assistance is available to assist with travel costs; please contact the P&P Office for more information.

- Each TC is responsible for their food costs, incidental expenses, and personal travel during the practicum block.

Applying for International Practicum Experience:

- Attend the information session held at the beginning of Fall term and at sessions held throughout the year to inform decision-making about this practicum option.
- Request an International Practicum on the Practicum Information Form.
- Submit a letter of application explaining why you are interested in an International Practicum placement, what you have to offer an International community, and what you hope to learn from this experience. The letter should indicate the names of three character references (including their relationship to the TC and the referee's contact information). One of these references must normally be a UM faculty member. Submit this letter by email to the Director no later than February 20.
- Complete the interview process with the Director as scheduled by the P&P Office.

The information gathered in this process, along with summative evaluations for P1 to P3, will be used to make final placement decisions, dependent on available placements. If you have questions or would like additional information about this opportunity, please contact the practicum office.

French Immersion Option

Practicum placements in French Immersion Schools are arranged for TCs who have successfully completed the French-language proficiency test. This test is administered by Université de Saint-Boniface (USB). Any student who successfully completes the required test and is offered and accepts admission to the University of Manitoba's Faculty of Education, will then be reimbursed by the University of Manitoba for the cost of their assessment upon submission of their results.

USB provides applicants and the P&P Office with a copy of the test results. Results should normally be received by the P&P Office no later than April 15 to allow time to locate a suitable placement. Successfully completing the USB proficiency test is a mandatory requirement before a French Immersion Practicum can be arranged.

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. 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.

Applying for French Immersion Option:

- Attend the information session about the French Immersion Practicum and the French-language proficiency test usually held in January and announced on the Education website.
- Request a French Immersion Practicum when completing the Practicum Information Form.
- Contact the P&P Office for the test schedule and registration information.
- Register and complete the French-language proficiency test administered by USB.

Adult Education Option

The P&P Office invites Senior Years TCs to participate in a unique practicum opportunity with the Winnipeg Adult Education Centre or the Seven Oaks Adult Learning Centre, where adults continue their high school education. Using the Manitoba Education curriculum, these learning centres provide students with opportunities to achieve academic success and personal growth in an adult environment. Students at these centres may take full-time, part-time, or combined programs depending on their needs and circumstances. Students come to these centres to complete their mature student high school diploma or upgrade high school credits to meet post-secondary or work related requirements.

Students attend adult education centres for many reasons. For instance, they may have chosen to withdraw from a high school within Canada before they graduated or they may be immigrants who did not have an opportunity to attend high school earlier in their lives. These centres offer a variety of courses and options in all subject areas to enable students to complete their Grade 12 diploma. For those students not ready to enter at the Grade 12 level, these centres offer courses at the Grade 9-11 levels. Please see the Winnipeg Adult Education Centre page on the Winnipeg School Division website or the Seven Oaks Adult Learning Centre page on the Seven Oaks School Division website for more information.

Applying for Adult Education Option:

- Request an Adult Education Practicum on the Practicum Information Form.
- Select Winnipeg School Division and Seven Oaks School Division as the first two choices in order of preference. Indicate a third school division choice in the event that an Adult Education Practicum is not available.

Special Focus Cohorts 2019-2020

Special focus cohorts are organized yearly in response to Teacher Candidate feedback, to needs identified by partner school divisions, and in order to support teacher candidates and field partners in collaboratively exploring new Manitoba curriculum and education initiatives.

All TCs were invited to express interest in a variety of special focus cohorts for the 2019-2020 school year. TCs who meet stated criteria for special focus cohorts follow the same practicum schedule and required practicum course expectations for all B.Ed. students; however, additional course readings, reflection, and related experiences may be required for areas of specialized focus. The 2019-2020 special focus cohorts are:

- French Immersion Cohort
- Indigenous Studies Cohort
- Adult Education Cohort
- Inclusive Practices Cohort
- Language & Literacy Cohort
- Physical Education
- Human Ecology Cohort

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 well-being. 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. See Appendix M for more information.

Supporting Truth & Reconciliation

“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/>

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 in building 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 include Indigenous Scholars, such as Dr. Frank Deer, Dr. Amy Farrell-Morneau, and Professor Karen Favell. If you have 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:

<https://education.nctr.ca/link-to-page-2/>

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

<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/>

Equity, Diversity, and Inclusion in Practicum Courses

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."

http://umanitoba.ca/admin/human_resources/equity/5804.html

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."

http://umanitoba.ca/admin/human_resources/equity/5804.html

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

Gender Diversity in Practicum Settings

Respect and support for gender diversity is essential in the practicum setting. The Manitoba Human Rights 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. If you prefer to be referred to using a gender neutral pronoun (e.g., singular they rather than he/she, him/her) or you wish to use a gender neutral honorific in your practicum (e.g., Mx. rather than Mr., or Ms.), please indicate this to your Practicum Advisor, Cooperating Teacher and/or the P&P Director. Also advise your PA of the personal pronoun and honorific you would like them to use when completing your Summative Evaluation.

In addition to the Manitoba Human Rights Code, Manitoba Education and Training (2017) has recently released 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* (p. 1) provides important information about gender diversity and how you can support gender diverse students in your classroom. Early, middle, or senior years learners in your practicum, may not identify themselves in gender-binary ways, may experience gender fluidity or express their gender in many ways. It is important to respond to learners’ choice of identity in appropriate and supportive ways and that gender stereotypes are avoided.

To support your learning in this aspect of practicum, download and read the Manitoba Education document *Supporting Transgender & Gender Diverse Students in Manitoba Schools* (2017) guidelines document before your practicum begins. It is available online: <https://www.edu.gov.mb.ca/k12/docs/support/transgender/index.html>

Additional resources are included in the guidelines document to help you continue your learning.

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 and Training. Teacher Candidates must read and be familiar with the Attendance Policy and Procedures included in Appendix D. 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 on the Summative Evaluation and must be made up in order to meet requirements for teacher certification as mandated by the Province of Manitoba. As shown on the calendar, three days are allocated for practicum make-up days at the end of each practicum block. TCs are advised not to make any commitments, including work or travel plans, on these make-up days. Make-up days can also be arranged with permission of host practicum school administration and CT during the University of Manitoba Fall term break, November 12-15, 2019.

An absence may only be 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. Exceeding allowable hours of unexcused absence in a practicum course may put TCs at risk of withdrawal (see current Attendance Policy for further details). If uncertain about absence policy or procedures please consult the practicum office.

Examples of Excused Absences

To clarify the distinction between excused and unexcused absences, some examples are provided below.

- 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;
- participation as the student member in a Faculty of Education committee meeting or event (e.g., Professional Unsuitability Committee, hiring committee, etc.). This form of excused absence is not automatic. Consent must be obtained from Director well in advance of the absence; or
- representing the University of Manitoba in a special capacity (e.g., Faculty of Music ensemble travel or varsity athletics team, etc.). This form of excused absence is not automatic. Consent must be obtained by the TC from Director well in advance of the absence.

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. Reliable back-up plans 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; or
- transportation difficulties (car that won't start, missed bus, etc.). Reliable back-up plans in place.

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 from their CT or PA nor can they make arrangements to re-arrange required practicum days with their CT or PA;
- 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 Professional Development Conference (formerly SAGE). 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 the Faculty of Education and Manitoba Education and Training have stringent attendance requirements, circumstances may arise that make absence during practicum unavoidable. The Director will work with TCs, PA, CT and School Administration to 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 days may be more difficult 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 Procedure

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, your CT(s) and PA informing them of your absence.
2. **Call your practicum school office to notify them of your 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. Follow-up until you are sure that someone at the school is aware of your absence
3. **If you are able to provide timely information to your CT(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 the P&P Office to arrange make up days.**

If you are unable to contact the CT, PA or Practicum School Office due to extreme circumstances, you can ask a friend, family member or colleague to notify the P&P Office at 204-474-8865. The P&P Office will contact these parties on your behalf.

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.
- If a TC is absent for more than two days on medical grounds, the P&P Office may request medical documentation (doctor's note);
- 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. Therefore, TCs with absences *before* the practicum block may arrange with school administration to make up missed dates during the University fall or winter breaks when K-12 schools are open.
- The Director in consultation with the PA, CT 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 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 no as soon as possible but no later than 60 minutes before school starts of 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. Contact your CT 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, CT(s), and PA immediately. PAs inform the Director of all incidents of lateness. 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: the *Manitoba Teachers' Society Code of Professional Practice*; the *University of Manitoba Student Discipline Bylaw*; the *Faculty of Education Professional Unsuitability Bylaw*; and 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. The ten principles in the MTS Code are included as Appendix E and can also be found online on the MTS website (under the "Inside MTS" tab). 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 CT. 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.

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.

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 behavior, 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 behavior and conduct TCs are expected to demonstrate. This policy also describes the grounds under which a TCs behaviour may be reviewed and referred to the Professional Unsuitability Committee (PUC). For example, being under the influence of alcohol or illegal drugs while teaching, behavior 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 behavior 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 your 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 places 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 at:

http://www.umanitoba.ca/admin/governance/governing_documents/community/230.html. TCs should be aware of this Policy (see Appendix L) both to guide their behaviour and in the event that they feel they are subject to harassment, discrimination or other actions that are in breach of this 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.

Appropriate Dress

Professional attire is required for practicum. Most often, this excludes jeans, sweatpants and t-shirts. 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 CT or



Principal regarding specific dress code policies. 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.

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 behavior 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 CTs 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 CT and through existing education platforms (e.g., school or classroom web page rather than 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 CT, 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 CT or Principal to ensure you are not breaching school or division policy;
- 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 you or others post 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 on 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 for short periods of time mutually agreed on by the Principal and the Director as being beneficial to the Teacher Candidate. 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 CT 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.

Prohibition on Paid Teaching and Substitute Teaching

TCs in the B.Ed. Program are not yet certified teachers and may not accept positions as substitute teachers during the university academic year. While TCs can sign teaching contracts prior to their graduation from the B.Ed. Program, 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. A substitute teacher must be called whenever the CT 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 about the assignment and the circumstances that led to it.

Concerns related to such exceptional circumstances should be directed to the PA, Practicum & Partnerships Liaison or Director.

Acting as a Chaperone on Field Trips

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 CT and relate to their practicum placement. Such field trips are considered part of the practicum experience. They are not considered absences and no make-up days are required. TCs may also request consent from their CT 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 CT. For instance, a TC with biology as a teachable subject but currently placed in a mathematics classroom, may be asked to attend a field trip with a science teacher to a local marsh area. If attending the field trip for one school day does not unduly interfere with their teaching responsibilities and, if the CT is in agreement, the TC might attend the field trip as part of their practicum experience and no make-up day would be required. TCs are advised to consult with their PA, before agreeing to participate, if they are uncertain about the status of a field trip opportunity.

TCs are often asked to participate in overnight field trips that occur during their practicum experience. These experiences can be a valuable component of a practicum course. However, a number of factors must be considered when making a decision about whether a field trip can be considered part of the practicum course. For this reason, any TC who is asked to act as a

chaperone for an overnight field trip with their practicum school must discuss the 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. Principals may also wish to consult with the Director prior to asking a TC to participate in an overnight field trip.

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 CT 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 has been asked to attend a band field trip with one of their CTs 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 hockey tournament, the TC does not have phys. ed. as a teachable subject, the CT will not be participating in the field trip 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 the practicum. In this latter scenario, the TC is essentially being asked to attend as an additional adult chaperone. Although acting as a chaperone can be a very worthwhile experience, in this instance the hockey tournament 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 also has implications with respect to liability and insurance. During the school day, TCs are covered by the University's insurance and liability policies in the same way they are covered while at their practicum school. In the evening and overnight (outside school hours), 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 be aware of 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 CT is attending the field trip.

Driving Students to Extra-Curricular Events

From time to time a TC may be asked to drive students at their practicum school to an extra-curricular event. For instance, a TC may be asked to drive students to an athletic competition or a music performance. TCs should respectfully indicate that they are not comfortable assuming this responsibility as University of Manitoba legal advisors recommend 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 C). Each course has specific expectations organized under three categories:

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

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 (i.e., will receive a grade of 'Pass' or 'Fail'). The expectations for each course are included in this section (one page per course). All TCs are advised to print a copy of the Practicum Expectations for the course they are completing and keep this sheet in their practicum binder to refer to frequently. Print copies of these expectations are provided to CTs and PAs so that everyone in the practicum triad has the same information.

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, CT, 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 CT 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 cooperating school to assist School Administration in providing TCs with an appropriate placement in their school. A sample of this form is shown in Appendix G. 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 CT 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 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.

Practicum Expectations Checklist: Week One and Mondays

Being in schools to observe the beginning of the school year is an opportunity for TCs to learn how teachers establish an effective learning environment. It also enables TCs to gather information about their practicum school and the surrounding community. However, figuring out what to focus on when observing interactions with students and what specific information to gather about a practicum school and classroom can be a bit daunting. CTs, Principals and school staff are very busy at this time and may not be available to answer questions that TCs have. To support TCs and ensure that they learn as much as possible during the first week of school and on practicum Mondays, the P&P Office has developed the Practicum Expectations Checklist: Week One and Mondays. A copy of this two-page checklist is included as Appendix H and is discussed with beginning TCs at the first cohort seminar meeting before their first practicum day. The checklist is organized in the same three categories as the Practicum Expectations. Instructions for completing the checklist and sharing it with the PA are provided at the top of the first page.

Peer Observation

Peer Observations are an opportunity for the TC to engage in professional dialogue about teaching and learning. A Peer Observation session may include a PA but this is not a requirement. Each TC is required to:

- arrange to teach *and* observe at least one lesson in each practicum course that will be observed by a peer
 - if possible the peer observations should be a University of Manitoba student, but if there are none at the school TCs may ask a student from another B.Ed. program to observe their lesson;
 - work with the peer to follow the Formative Evaluation process for giving feedback; and
- use the Peer Observation Sheet as a guide for discussion. This sheet is available on the page for Current Students, in the practicum hub under the "Fillable forms for practicum" link. The PA may ask to review the completed Peer Observation Sheet with the TC in one of their visits or as part of your Summative Evaluation conference.

Professional Action & Learning Plan

All TCs are required to complete a Professional Action & Learning Plan (PALP) at the beginning of Practicum 3. Each TC's PALP will be unique based on their previous experiences in practicum courses. In addition, any TC that has experienced difficulty in a previous practicum course will be required to complete a PALP and have it approved by the Director before beginning the next practicum course. This form is included as Appendix I. A fillable form can be downloaded from the "B.Ed. Practicum" hub on the Current Students page of the Faculty website.

To complete the PALP, TCs should reflect on their experiences in Practicum 1 and Practicum 2 and review all formative and summative feedback they have received from their CTs and PAs. They should also review the Practicum Expectations for the practicum course they are about to complete to help them identify specific aspects of the course requiring focus. For instance, Practicum 4 requires that TCs take more responsibility for assessment 'of', 'as' and 'for' learning and that TCs begin to consider ways that their lessons might more effectively meet the needs of diverse learners in an inclusive manner. These are important areas to include on the PALP.

The PALP is divided into the same four sections as the Practicum Expectations and the Summative Evaluation. TCs are advised to consult with their PA and CT as they complete Section 3 of their PALP. Once the TC has completed a draft of the PALP, they should share it with their PA and CT and discuss each item it contains. This is an important step as it will help to ensure that everyone in the practicum triad is aware of the specific areas where the TC needs to focus their attention during Practicum 3 and Practicum 4.

Assessment & Evaluation

Ongoing assessment, evaluation and feedback are key elements of the support TCs receive from their PA. The formative observation process is intended to support TCs in their learning process. It is an example of both "assessment as learning" and "assessment for 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 CTs.



Assessment "for," "as," and "of" learning is mandated by Manitoba Education and Training and TCs must become familiar with these approaches to assessment in their practicum courses.

For more information see the following webpage:
<http://www.edu.gov.mb.ca/k12/assess/role.html>.

Formative Assessment Process

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 CT 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 and Skype.

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 CT, 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 CT(s) on a daily basis. This feedback may be oral or written, based on the preferences of the CT. 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 CT;
- may take place in person, through email and/or by telephone;
- provides the PA with relevant background information on the class, the lesson/activity and the context for the lesson/activity the TC will facilitate;
- TC must share their learning plan, purposes, strategies, resources, proposed outcomes, assessment strategies, etc. enough in advance of the lesson to enable the PA to provide feedback and suggestions; and
- is an opportunity for the TC to ask the PA to observe some specific areas where he/she 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 CT 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 CT, 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 surprise 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 at the debriefing conference or sent by email later that day. TCs are encouraged to review 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, 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 CT 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 conference near the end of the practicum block. Where possible this conference will be conducted in person. However, in some circumstances CTs may have to provide their input by email. The PA will support the TC in leading the conference. The TC will begin the conference by highlighting their strengths and identifying areas for further growth. The PA and CT 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 CT to be incorporated into the Summative Evaluation.

A sample of a completed Summative Evaluation is included in Appendix J. The Summative Evaluation is available as a fillable form on the Faculty of Education website (see "Fillable Forms for Practicum" in the B.Ed. Practicum hub on the "Current Students", "For Practicum Advisors" and "For Cooperating Teachers" pages). 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 section titled "Summative Comments and Suggestions for Future Growth". TCs are advised to review the Summative Evaluation form during their practicum so that they have a clear understanding of information that will be included.

After hosting the summative conference, the PA will:

- compile the information provided by the TC and the CT;
- draft the Summative Evaluation, share it with the TC and CT, and make revisions to the evaluation based on the comments of the TC and CT, as deemed appropriate by the PA;
- assign a grade recommendation of PASS or FAIL, the grade will be 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;
- record all absences, whether excused or unexcused on the Summative Evaluation and the number of days that have been made up by the TC;
- ensure that everyone has signed TWO original Summative documents (PA and TC signatures are mandatory; the TC signature indicates that the Summative Evaluation has been read and the TC need not necessarily agree with the evaluation; signatures from CTs are optional);
- provide one original Summative Evaluation to the TC and submit the other original to the P&P Office no more than one week after completion of the practicum;
- Summative Evaluations should not be signed until the last day of the practicum block including all make-up days a TC is required to complete.

Summative Evaluations are not retained by the P&P Office or the Faculty of Education after a TC graduates. It is the responsibility of the TC to keep all Summative Evaluations they receive if they wish to use them in the future. Teacher Candidates should not request copies of their Summative Evaluations from the P&P Office during their time at the Faculty or after they have graduated. TCs should realize that 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 on the Summative Evaluation.

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.

Helpful Hints

- Keep a high quality digital copy of all final summative reports as these are commonly included as part of job applications and in teaching portfolios for job interviews and Summative Evaluations are not retained by the P&P Office or the Faculty of Education after a TC graduates.
- 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 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.

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 CT. A TC may feel that there are difficulties in their interactions with the CT 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 CT 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 well-being 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.

Procedures for Teacher Candidate with Concerns and/or Experiencing Difficulties

If difficulties are encountered in practicum, please follow the established procedures as outlined below.

Procedures for Teacher Candidates Experiencing Problems in Classroom or Practicum School (Non-Emergency)

Step 1: Professional discussion with Cooperating Teacher. Explain the specific difficulty or concern to the CT and discuss the concern in an open, professional manner. Identify ways the CT 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. It may be easier to begin a conversation by email and then continue in-person.

Step 2: Professional Discussion with Practicum Advisor. If the area of difficulty continues and there are challenges in communicating effectively with the CT, 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 CT to better understand the problem and strategize to address the concern. In other cases, the PA may suggest a meeting of the TC, CT, and PA to address the concern.

Step 3: Contact the P&P Office. If repeated efforts to discuss concerns with CT(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 well-being 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.

Resolving difficulties takes time and effort. 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 that you know how you are protected under these bylaws and policies and to ensure that nothing you say or do will have potentially serious negative consequences for you. Public criticism of school staff/administration, a CT, or PA is a violation of the MTS Code of Conduct.

Cooperating Teacher with Concerns

If a CT 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 TCs behaviour, they should first explain the difficulty or concern they are having with the TC. The CT 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. If the difficulty does not resolve in a timely manner, the CT should contact the PA promptly for assistance. If the matter is not resolved through consultation with the PA, CTs should contact the Director to discuss the situation.

If at any time a CT has serious or urgent concerns about a Teacher Candidate in the practicum setting they should speak with their Principal immediately.

Practicum Advisor with Concerns

If a Practicum Advisor has concerns about the progress a TC is making toward the Practicum Expectations, about interactions between a TC and anyone in the practicum setting or about any other aspect of the TC's behaviour or practicum, they proceed as follows:

Steps for PAs 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 CT for support. The PA and TC 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 in collaboration with the CT 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 or urgent concerns about a Teacher Candidate in the practicum setting (e.g., TC safety, well-being, issues around respectful work and learning environment, professional conduct, etc.) they should speak with the Director immediately. If the safety of children is a factor, the PA should also immediately contact the Principal at the practicum school.

Principal's Right to Terminate a Practicum

Principals and CTs 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 CTs is to ensure the well-being 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 well-being 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 CT, 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.

Learning Support Plans

- Support Plans are intended to support TCs in meeting practicum expectations.
- Support Plans are co-constructed with the PA, CT, 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 candidate to meet practicum expectations would be to initiate a Notification of Concern.

Notification of Concern Process

If serious concerns persist after a support plan has been in place, and the PA, in consultation with the CT 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). A sample of a completed Notification of Concern form is included in Appendix K. A fillable version of the form can be downloaded from the Faculty website. 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 TC and PA as well as a timeline for evidence of growth to be observed.

Notification of Concern Process

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

- the PA informs the Director of the concerns about the TCs 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 CT; 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 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 CT, Principal and Teacher Candidate;
- the PA will fax the NOC to the P&P Office as soon after it has been signed as possible;
- 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 an 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 CT.

As noted in the Summative Evaluation process above, the PA will indicate on the Summative Evaluation if an NOC has been issued, regardless of the outcome.

Design for Learning Supports and Resources

Practicum Books

PAs will also have access to copies of these course textbooks to facilitate conversations.

Reference copies for PAs are available from the P&P Office.

All Teacher Candidates, across all streams, are required to have, *Ditch the daily lesson plan: How do I plan for meaningful student learning?* by Michael Fisher (2015). Alexandria, Virginia: ASCD Arias. ISBN: 978-1-4166-21690.

ALL Early Years & Middle Years: The Canadian version of, ***Making classroom assessment work*** (3rd ed.) by Anne Davies (2011). Courtenay, BC: Connections Publishing. ISBN: 978-0-9867851-2-2.

ALL Senior Years: The Canadian version of, ***A fresh look at grading and reporting in high schools*** by Sandra Herbst and Anne Davies (2014). Courtenay, BC: Connections Publishing. ISBN: 978-0-9867851-6-0.

Manitoba Curriculum

Become familiar with Manitoba Education and Training'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 to learning design in faculty-based courses, faculty-based professional learning opportunities, as part of learning conversations with PAs, CTs, and in course texts and resources included in the B.Ed. Practicum Guide.

Before beginning the planning process, TCs should collaborate with their CT 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 CT or PA. TCs may choose to create their own learning designs, adapt available planning templates (see below), or use a planning approach recommended by the PA and/or CT.



Design for Learning Approaches

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 designs as detailed as those expected of Teacher Candidates.

Learning Plans: Elements to Consider

- **Who are your learners?** What are the characteristics of your community of learners? E.g., what interests, strengths, needs, grade level(s), prior knowledge and experiences?
- **What is the learning context?** Is the learning planned to connect to prior experiences or to scaffold new experiences? Is the learning experience part of a "big idea," or an inquiry question? Is the learning experience a direct instruction mini-lesson or collaborative learning related to a complex task or problem? Are students pursuing a theme of interest to the class or school connected to curricular learning or exploring a teacher-directed topic?
- **What is the learning focus/intention?** What are you hoping that your learners will achieve in this specific learning experience? An understanding of curricular outcomes? Interdisciplinary learning connections to multiple subject areas? Intercultural competencies? Multiple perspectives around a learning? Indigenous learnings and perspectives? Social justice learning? Learning related to information and communication technology?
- **What Subject Specific Learning Outcomes/Practices/Learnings?** What subject area(s) is the focus of this learning design and what general and specific learning outcomes, practices, or learnings from the Manitoba Education curriculum document(s) are clustered together to ground the learning experience?
- **What learning experiences?** How will you begin to engage students with the learning? What will students do and how? With whom? Where? How will you create experiences that are meaningful to all diverse and unique learners and give learners voice in their own learning? What multiple ways for students to question, understand and demonstrate understanding of learning? How will you scaffold learning? How will you help students make transitions? What milestones and trajectories could help students reach the identified learning goals? How will you check for student understanding throughout the learning experience?

You may want to organize the learning experiences around the following areas:

- Introductory activities (e.g., ways to engage learners, motivational hooks, connection to prior knowledge, entry point to curricular learning, connection to lived experience, activating, etc.)

- Supported/facilitated learning activities (e.g., mini-lesson, exploration, group discussions, problem solving activities, acquiring, etc.)
- Consolidating activities (e.g., applying, evaluation, closure, homework, etc.)
- Extension activities (in case you or the students finish early)
- **Materials & Resources:** What materials and resources do you need to prepare for and have on hand *before* the lesson (e.g., print and non-print resources, art/music resources and tools, costumes, props, multimedia, photocopies, manipulatives, artifacts, human resources (such as Elders, artists, musicians storytellers, and others), community resources, etc. What technology are you planning to use and have you tested it *before* the lesson? When and how will you distribute or collect materials?
- **Assessment Considerations:** How will you assess “for,” “as,” and “of” learning? How will you know if students have experienced learning growth related to targeted learning outcomes, practices, or learnings? How will you know what learning needs must be supported or scaffolded for future planning? What formative assessment strategies (e.g., questioning to encourage in-depth/critical thinking; specific aspects of student behaviour you want to pay attention to or observe during the lesson; techniques such as exit slips, student journal entries, or not-for-grades quizzes, finger counts to indicate level of understanding, etc.) will you use during the lesson? What criteria have you identified or co-constructed with students as evidence of learning?
- A variety of assessment tools and strategies including observations, conversations, and products are used by teachers for formative and summative assessment such as:
 - Teacher observations
 - Focused questioning
 - Student self-assessment
 - Learning conversations with groups and individuals
 - Demonstrations, presentations (written, oral, visual, multimedia)
 - Student work (products, projects, portfolios, etc.)
 - Rubrics (if designed to align with specific, targeted learning outcomes)
 - Reflections (written, oral, or artistic responses, journals, etc.)
 - Anecdotal records
 - Surveys
 - Entry/exit slips
 - Quizzes, tests, check-lists
 - And others
- **Estimated Timeline:** How much time do you think students will need for this learning design? In order to be responsive to students’ needs, challenges, interests, etc., you will likely end up varying the estimated time but beginning with an estimate is helpful in further developing planning abilities.
- **Special Considerations:** Are there other factors you need to consider (e.g., safety, logistics, travel time for field trips, educational learning assistants, classroom volunteers, special class guests, etc.)?
- **Reflections:** What went well in the learning design? What were the challenges? What didn’t go as planned and why? What surprised you? What changes did you make during the lesson

and what prompted you to do so? How were you responsive to learners? How did you check for student understanding? What did you learn? What are you wondering about now? What will you do next?

TCs are encouraged to be creative and take initiative to find suitable resources to help them prepare learning experiences that align with the Manitoba curriculum. However, TCs should avoid using lesson plan templates that are not easily adapted to meet the needs of the particular group of students they are working with. CTs, PAs, and U M course instructors may share learning plans or planning ideas with TCs; TCs are encouraged to explore a range of teaching approaches for different teaching purposes and diverse contexts. At the beginning of the first practicum course (P1), TCs are encouraged to seek support from CTs and PAs in planning for teaching and learning. CTs and PAs can provide important direction for ways of moving away from teacher-centered approaches, for timing planning for instructional periods, and for ways of targeting and clustering curriculum outcomes/practices/learnings as a framework for learning designs. As TCs progress through the program they should be increasingly developing their own learning plans and relying less on materials provided by the CT or PA. However, just as practicing teachers routinely adapt good ideas from their colleagues, TCs are not required to create every learning plan or experience from scratch.

TCs are advised to keep their designs for teaching and learning in a practicum binder in an organized manner. These documents provide a record of the TCs achievement during the practicum and can be important if questions arise about the extent to which a TC has met the practicum expectations for a course.

Reasons for Making Learning Plans:

- Help TCs stay organized and focused while teaching.
- Helps ensure the lesson contributes to the big idea(s) TCs are working toward.
- Helps to ensure you have considered, prepared and gathered all of the materials that you will need for the learning plan.
- Reminds you that you must consider the needs of all students, differentiate your teaching to meet those needs, and include assessment for learning approaches.
- Provides a record of what TC and the students have been working on and helps TC to see where to go next.
- Can be used by your CT or a substitute teacher if TC needs to be away.
- Provides a starting point when planning next year's teaching.
- Provides PA with an understanding of what TC is doing and where they have made changes in the lesson in response to students; a good starting point for conversations about your classroom practice.
- Can be used as a great tool for sharing ideas, getting feedback and gaining valuable insights from your Cooperating Teacher.
- Provides examples of your creativity, knowledge and skill that can be included in your teaching portfolio as you prepare to apply for teaching positions.

Planning Resources

There are many resources to help TCs design for learning and they are encouraged to review some of 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. A nicely formatted, official looking resource may or may not reflect current approaches to planning.

Practicum Textbooks

Davies, A. (2011). *Making classroom assessment work* (3rd ed.). Courtenay, BC: Connections Publishing.

Fisher, M. (2015). *Ditch the daily lesson plan: How do I plan for meaningful student learning?* Alexandria, VA: ASCD.

Herbst, S. & Davies, A. (2014). *A fresh look at grading and reporting in high schools*. Courtenay, BC: Connections Publishing.

Manitoba Education & Training

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

- 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

Manitoba Teachers’ Society

- Manitoba Teachers Society (MTS) has lessons plans on several issues that serve as useful examples. Online: <https://www.mbteach.org/mtscms/lesson-plans>

Other Resources

The New Teacher's Companion. See Ch. 7 "Lesson Plans & Unit Plans" where G. Cunningham suggests approaches to lesson and unit planning for beginning teachers; available for free online, just follow the links. Online:

<http://www.ascd.org/Publications/Books/Overview/The-New-Teachers-Companion.aspx>.

- *Creating Lesson Plans for Post-Secondary Teaching* from the University of Manitoba's Centre for the Advancement of Teaching and Learning has resources with transferable concepts to K-12 learners. Online:

http://www.umanitoba.ca/academic_support/catl/resources/lessonplans.htm

- A template based on the "Five E" instructional model
http://umanitoba.ca/faculties/education/media/Lesson_Plan_Template_-K-8_Science.docx
(Created by Dr. Barbara McMillan)

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.

Appendices

The following appendices include important policies and procedures related to B.Ed. practicum courses as well as current versions of all practicum-related forms. Please note that all forms can be downloaded in a fillable format from the Faculty of Education webpage.

- Appendix A: Individualized Accommodation Plan
- Appendix B: Process for B.Ed. Students Experiencing Difficulties
- Appendix C: Overview of Roles & Responsibilities – Practicum 1 to 4 Expectations
- Appendix D: Attendance Policy
- Appendix E: Manitoba Teachers' Society (MTS) Code of Professional Practice
- Appendix F: Faculty of Education Professional Unsuitability Bylaw
- Appendix G: Teacher Candidate Profile
- Appendix H: Practicum Expectations Checklist: Week One and Mondays
- Appendix I: Professional Action & Learning Plan
- Appendix J: Sample Summative Evaluation
- Appendix K: Notification of Concern
- Appendix L: Respectful Work and Learning Environment
- Appendix M: Supports for Teacher Candidates



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 Winnipeg, Manitoba
 Canada R3T 2N2
 Telephone (204) 474-8865
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seo.education@umanitoba.ca
www.umanitoba.ca/education

Individualized Accommodation Plan (IAP)

Date:	Academic Term:
Student Name & Number:	Practicum Course:
Stream & Year in Program:	SAS Advisor:

Purpose: The Individualized Accommodation Plan (IAP) is intended to facilitate Teacher Candidate (TC) success through identification of specific concerns and strategies to address those concerns as they relate to the practicum portion of the Bachelor of Education and Integrated Music/Education programs. The IAP is assessed at the end of each practicum block and amended as necessary.

The IAP can only be completed upon registration with the Student Accessibility Services (SAS) office.

Identified Concerns:

-

Established Accommodations, Skills & Strategies to address identified concerns:

-

Responsibilities of Director, Practicum & Partnerships:

- The Director shall work with TC to identify accommodations.
- In consultation with the TC, a plan will be made regarding the accommodations and will be shared with the TC's Practicum Advisor and SAS Advisor.

Responsibilities of Student:

- I agree to contact the Director after each practicum block to discuss my progress, review the effectiveness of the accommodation plan and discuss, if needed different and/or additional accommodations.
- I agree to contact the Director immediately if I am unable to begin or to continue in the practicum block.
- I agree to share this IAP with my Practicum Advisor and Cooperating Teacher(s) prior to the practicum commencing.

This personal information is being collected under the authority of The University of Manitoba Act. It will be used to facilitate meetings/discussions between a student and an advisor. It is protected by the Protection of Privacy provisions of The Freedom of Information and Protection of Privacy Act. If you have any questions about the collection of information, contact the FIPPA/PHIA Coordinator's Office (tel. 204-474-8339), University of Manitoba Archives & Special Collections, 331 Elizabeth Dafoe Library, Winnipeg, MB R3T 2N2.

CONSENT for RELEASE of PERSONAL INFORMATION:

As a student in the Faculty of Education, at the University of Manitoba, I hereby authorize the **Practicum & Partnerships Office** to release the following personal information:

- **Accommodations related information**

This personal information can be released to the Director, or their designate, the potential practicum school administrator/principal and, if deemed necessary, the respective superintendent of the school division, practicum advisor and cooperating teacher(s) for the purpose(s) of requested accommodations in a practicum course in a school setting.

I understand that only the specified personal information will be released, and that the information will be released only to the specified individuals or agencies.

I understand that no other individual or agency will have access to this personal information without my further written consent and that I may withdraw my consent at any time. Should I withdraw my consent to share this information, I understand that my eligibility for the practicum may be affected.

I HEREBY GIVE MY CONSENT FOR THE RELEASE OF THE SPECIFIED PERSONAL INFORMATION AND I DECLARE THAT THIS CONSENT HAS BEEN GIVEN VOLUNTARILY.

- I have read and discussed the above information with my Accessibility Advisor and/or the Director. I understand the nature and limits of confidentiality.

Signature of Student

Signature of Director, P&P Office

Date

Notice Regarding Collection, Use, and Disclosure of Personal Information by the University: Your personal information is being collected under the authority of *The University of Manitoba Act*. The information you provide will be used by the University for the purpose of obtaining your consent for the exchange of your personal information between the Faculty of Education and your practicum school administration and school board. Your personal information will not be used or disclosed for other purposes, unless permitted by *The Freedom of Information and Protection of Privacy Act* (FIPPA). If you have any questions about the collection of your personal information, contact the Access & Privacy Office (tel. 204-474-9462), 233 Elizabeth Dafoe Library, University of Manitoba, Winnipeg, MB, R3T 2N2.

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 P&P 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 P&P 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 P&P 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.

PRACTICUM ROLES & RESPONSIBILITIES

Cooperating Teachers (CT)	Teacher Candidates (TC)
<p>A Cooperating Teacher (CT) is an important mentor and role model for the Teacher Candidate (TC). The CT 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 CT'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 on teaching performance with the TC; providing constructive and critical feedback on an on-going basis; ▪ providing opportunities for TCs to take on increasing responsibility 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 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. The TC's roles and responsibilities are detailed below.</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 & Training 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; ▪ arrive at least a half hour before school starts and remain after school to consult with the Cooperating Teacher; ▪ request access to relevant school documents including timetables, 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 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 university course assignments before and/or during the practicum. <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 phys. ed., science, 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)
<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 <i>the Manitoba Education Strengthening Partnerships</i> document; ▪ encouraging the participation of Cooperating Teachers (CTs); ▪ welcoming TCs into the school, coordinating meetings with the CTs 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, CTs, 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><u>NOTE:</u></p> <ul style="list-style-type: none"> ▪ A Principal's and a CTs 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 Cooperating 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 CTs, 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, and sexual harassment; ▪ 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; ▪ following the evaluation and assessment procedures in the current <i>B.Ed. Practicum Guide</i> (including completing at least two formative evaluation visits with written feedback in each practicum block, coordinating the summative evaluation conference, make a recommendation for the final grade for the practicum course, and compiling and submitting the <i>Summative Evaluation</i>); ▪ understanding and conveying the procedures for 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 1 EXPECTATIONS

While we recognize that Teacher Candidates (TC) will be at different stages in the process of learning to teach and each TC will progress at their own pace, the Faculty maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum are shown below. These expectations are the criteria for the summative evaluation in this course. Each TC must consider these expectations while attending practicum Mondays and revisit them regularly throughout the practicum. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Become familiar with school policies, procedures, facilities, and resources; • Become familiar with classroom, school, and community contexts; • Observe students and classroom routines; • For practicum courses that include the first week of school, complete “<i>Practicum Expectations Checklist</i>” and review with PA; • Begin to develop caring professional relationships with students; • Begin to develop positive professional relationships with school partners including: Cooperating Teacher(s) (CT), Educational Assistants (EA), other TCs, Practicum Advisor (PA), Principal, Vice-Principal (VP), school support staff and families; • Use observations and interactions to facilitate; conversations with, and ask questions of colleagues (i.e., CTs, TCs, Principal, EAs, and PA); and • Attend at least one school activity or event that occurs during practicum (e.g., orientation, an extra-curricular activity, student conferences, staff meetings, etc.). 	<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; • Engage in critical conversations and reflections with others (CTs, other TCs and PAs) to help you identify your preconceptions and beliefs about the nature of teaching and learning; • Participate in at least one peer observation (if another TC is in your school). Debrief with PA; • Share and engage in readings and PD activities with CT and PA; • Engage in self-evaluation to increase awareness of your emerging professional identity; • Participate in conversations and provide input for the summative evaluation report; and • With support from CT and PA, begin to identify professional strengths and goals.
CURRICULUM, TEACHING & LEARNING	
<p>From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 25% of a teacher’s daily responsibilities during the final 2 weeks. If you have more than one CT, your <u>total</u> responsibility should be approximately 25% of a teacher’s daily responsibilities. Be actively engaged in all classroom activities for the remaining percentage of your CT’s daily responsibilities. To continue to develop your curriculum, teaching and learning practice, you are expected to:</p> <ul style="list-style-type: none"> • Notice a variety of instructional approaches that teachers use to enable students to think, problem solve and make sense of their world and recognize the philosophical stance related to these approaches; • Visit other classrooms to observe different teaching approaches and different grade levels; • Observe and engage with individuals and small groups of students; • Observe various students’ needs, strengths and interests and consider how these student characteristics impact the teaching and learning process; • Try ideas and approaches introduced in the Faculty with individuals and small groups of students; • Plan and team teach with the CT. Debrief after each lesson; • Discuss observations with others including CT, other TCs and PA; and • With the CT’s assistance and guidance, lead/facilitate daily routines and assist in individual and small group teaching. 	

PRACTICUM 2 EXPECTATIONS

While we recognize that Teacher Candidates (TC) will be at different stages in the process of learning to teach and each TC will progress at their own pace, the Faculty maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum are shown below. These expectations are the criteria for the summative evaluation in this course. Each TC must consider these expectations while attending practicum Mondays and revisit them regularly throughout the practicum. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Make meaningful contributions within the classroom, school and community; • For practicum courses that include the first week of school, complete “<i>Practicum Expectations Checklist</i> and review with PA; • Continue to develop caring professional relationships with students; • Ensure interactions with students are consistent with established classroom routines; • Continue to develop positive professional relationships with school partners including: Cooperating Teacher(s) (CT), Educational Assistants (EA), other TCs, Practicum Advisor (PA), Principal, Vice-Principal (VP), school support staff and families; • Discuss with CT and PA the ways the local community and school community influence planning and decision-making within the school and classroom; and • Help to organize or assist with at least one activity (e.g., orientation, an extra-curricular activity, student conferences, staff meetings, etc.) and attend some other activities or events that occur during the practicum. 	<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 consider the professional identity of teachers and begin to articulate your own emerging identity; • Continue to engage in critical conversations and reflections with others (CTs, other TCs and PAs) to examine beliefs and practices and articulate your evolving understanding; • Participate in at least one peer observation (if another TC is in your school). Debrief with PA; • Continue to share and engage in readings and PD with CT and PA; • Continue to engage in on-going self-evaluation; • Pose critical questions of yourself and of various teaching theories and practices; • Participate in conversations and provide input for the summative evaluation report; and • With support from CT and PA, identify professional strengths and goals.
CURRICULUM, TEACHING AND LEARNING	
<p>From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 40% of a teacher’s daily responsibilities during the final 3 weeks.</p> <p>If you have more than one CT, your <u>total</u> responsibility should be approximately 40% of a teacher’s daily responsibilities. Be actively engaged in all classroom activities for the remaining percentage of your CT’s daily responsibilities. To continue to develop your curriculum, teaching and learning practice, you are expected to:</p> <ul style="list-style-type: none"> • Try a variety of instructional approaches that enable children to think, problem solve and make sense of their world and begin to articulate the philosophical stance related to these approaches; • Consider various students’ needs, strengths and interests when working with and planning for student engagements; • Try out ideas and approaches introduced in the Faculty with individuals, small groups and the whole class; • Plan and team teach with CT. Debrief after each lesson; • With the CT’s assistance and guidance, lead/facilitate daily routines and assist in individual and small group teaching; • Work with the CT to plan and teach a series of connected lessons for small groups and/or the whole class; • Share all lesson plans with the CT in advance. Respond to CT feedback before implementing lessons and debrief after each lesson; and • Work with CT to consider, establish, and support assessment practices <i>for, as, and of</i> learning. 	

PRACTICUM 3 EXPECTATIONS

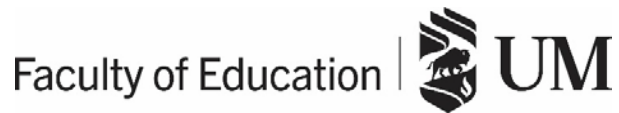
While we recognize that Teacher Candidates (TC) will be at different stages in the process of learning to teach and each TC will progress at their own pace, the Faculty maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum are shown below. These expectations are the criteria for the summative evaluation in this course. Each TC must consider these expectations while attending practicum Mondays and revisit them regularly throughout the practicum. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Complete <i>Teacher Candidate Profile</i> and <i>Professional Action Plan</i> on the “Practicum Course Information” webpage, share with Practicum Advisor (PA) and Cooperating Teacher (CT); • Become familiar with school policies, procedures, facilities, and resources; • Become familiar with classroom, school & community contexts; • For practicum blocks that include the first week of school, complete “<i>Practicum Expectations Checklist</i>” and review with FA; • Continue to develop caring professional relationships with students; • Develop positive professional relationships with school partners including CT(s), Educational Assistants (EA), other TCs, PA, Principal, Vice-Principal (VP), school support staff and families; • Use observations of students and classroom routines as well as previous practicum experience to facilitate conversations with, and ask questions of colleagues (i.e., CT, other TCs, Principal, EAs, PA, etc.); and • Help to organize or assist with at least one activity (e.g., orientation, an extra-curricular activity, student conferences, staff meetings, etc.) and attend some other activities or events that occur during the practicum. 	<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; • Articulate current understandings of the professional identity of teachers and describe your own emerging identity; • Continue to engage in critical conversations and reflections with others (CTs, Other TCs and PAs) to examine beliefs and practices and articulate your evolving understanding; • Participate in at least one peer observation (if another TC is in your school). Debrief with PA; • Continue to share and engage in readings and PD with CT and PA; • Continue to engage in on-going self-evaluation; • Pose critical questions of your own beliefs and practices in relation to various teaching theories; • Participate in conversations and provide input for the summative evaluation report; and • With support from CT and PA, identify professional strengths & goals.
CURRICULUM, TEACHING & LEARNING	
<p>From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 50% of a teacher’s daily responsibilities during the final 3 weeks. If you have more than one CT, your <u>total</u> responsibility should be approximately 50% of a teacher’s daily responsibilities. Be actively engaged in all classroom activities for the remaining percentage of your CT’s daily responsibilities. To continue to develop your curriculum, teaching and learning practice, you are expected to:</p> <ul style="list-style-type: none"> • Engage in and assist with daily routines of the classroom; • Discuss CT’s curricular plans and participate in planning and teaching for the block; • Develop a repertoire of instructional approaches that enable students to think, problem solve and make sense of their world. Recognize the philosophical stance related to the various approaches; • Collaborate with CT to plan and implement a connected series of lessons that draw on curricular knowledge and knowledge of students’ interests, strengths and needs; • Share all lesson plans with CT in advance. Respond to CT feedback before implementing lessons and debrief after; • Try out ideas and approaches introduced in the Faculty with individuals, small groups, and the whole class; • Visit other classrooms to observe different teaching approaches and grade levels; • Develop and/or collect various resources, texts, curriculum guides and support materials; • Consider the diversity of students, begin to develop lessons and strategies for meaningful inclusivity of all students; and • Work with CT to consider, establish and support assessment practices <i>for, as and of</i> learning. 	

PRACTICUM 4 EXPECTATIONS

While we recognize that Teacher Candidates (TC) will be at different stages in the process of learning to teach and each TC will progress at their own pace, the Faculty maintains high standards for all TCs. The minimum engagements, skills, and attitudes for a successful practicum are shown below. These expectations are the criteria for the summative evaluation in this course. Each TC must consider these expectations while attending practicum Mondays and revisit them regularly throughout the practicum. TCs are encouraged to go beyond these minimum expectations if they wish to do so.

SCHOOL AND COMMUNITY UNDERSTANDINGS & ENGAGEMENTS	PROFESSIONAL ENGAGEMENTS & TEACHER IDENTITY
<ul style="list-style-type: none"> • Make meaningful contributions within the classroom, school and community that reflect the policies, priorities, and school context; • For practicum blocks that include the first week of school, complete “<i>Practicum Expectations Checklist</i>” and review with your PA; • Continue to develop caring professional relationships with students; • Continue to develop professional working relationships with school partners including the Cooperating Teacher(s) (CT), Educational Assistants (EA), other TCs, Practicum Advisor (PA), Principal, Vice-Principal (VP), school support staff and families; • Discuss with CT and PA the ways the local community and school community influence planning and decision-making within the school and classroom; and • Help to organize or assist with at least one activity (e.g., orientation, an extra-curricular activity, student conferences, staff meetings, etc.) and attend some other activities or events that occur during the practicum. 	<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; • Articulate current understandings of the professional identity of teachers and describe your own emerging identity; • Initiate critical conversations and reflections with others (CTs, other TCs, and PAs) to examine beliefs and practices, and articulate your evolving understanding; • Participate in at least one peer observation (if another TC is in your school). Debrief with PA; • Continue to share and engage in readings and PD with CT and PA; • Continue to engage in on-going self-evaluation; • Pose critical questions of your own beliefs and practices in relation to various teaching theories; • Participate in conversations and provide input for the summative evaluation report; and • Identify and clearly articulate your professional strengths and goals.
CURRICULUM, TEACHING & LEARNING	
<p>From the start of the practicum including Practicum Mondays, gradually increase your responsibilities so that you assume approximately 75% of a teacher’s daily responsibilities during the final 3 weeks. If you have more than one CT, your <u>total</u> responsibility should be approximately 75% of a teacher’s daily responsibilities. Be actively engaged in all classroom activities for the remaining percentage of your CT’s daily responsibilities. To continue to develop your curriculum, teaching and learning practice, you are expected to:</p> <ul style="list-style-type: none"> • Collaborate with CT regarding curricular plans and participate in planning and teaching for the block; • Assume responsibility for daily routines of the classroom; • Assume responsibility for planning, implementing, and assessing a connected series of meaningful lessons, drawing on curricular knowledge and knowledge of students interests, strengths, and needs; • Continue to try new instructional approaches that will enable children to think, problem solve, and make sense of their world; • Begin to articulate the philosophical stance related to these various instructional approaches; • Develop lessons and strategies that allow for meaningful inclusivity of all students; • Continue to develop and/or collect various resources, texts, curriculum guides and support materials; and • Implement assessment practices <i>for, as, and of</i> learning in a coherent manner throughout the practicum. 	



The Faculty of Education Policy & Procedures document is under revision as of August, 2019. Please check the Faculty of Education's website for further updates when available.

Faculty of Education Attendance at Class/Withdrawal

(June 2019 attendance policy update)

Regular attendance is expected for all students in all courses, including practicum. An instructor or Associate Dean Undergraduate in consultation with the instructor, will normally 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 can initiate proceedings to withdraw a student from a practicum course where absences from required practicum days, excused or unexcused, cannot be made up within the term.

**Manitoba Teachers' Society (MTS)
Code of Professional Practice**

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.)



**PROFESSIONAL UNSUITABILITY BYLAW
FOR STUDENTS IN THE FACULTY OF EDUCATION**

BYLAW:	PROFESSIONAL UNSUITABILITY
Effective Date:	May 18, 2016
Revised Date:	May 18, 2016
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 Education
Applies to:	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 or illegal drugs or has abused prescription drugs while participating in any activity related to the practice of teaching;
- 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.
- 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:
- 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;
 - 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;
 - at all times act expeditiously to complete the hearing;
 - 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
 - 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

PRACTICUM EXPECTATIONS CHECKLIST: WEEK ONE AND MONDAYS

The purpose of this guide 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 lesson plans, weekly schedules, and practicum reflections. You must prepare the documents listed below along with this checklist to be shared with your Practicum Advisor (formerly known as a Faculty Advisor) during the first week of the practicum block. Remember, schools are busy places and are concerned primarily with their students. Therefore, while gathering this information please be as considerate of others and their priorities as possible.

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)?
		<input type="checkbox"/> What extra-curricular activities and events are being planned (including `meet the teacher` ; the "welcome BBQ", etc).
		<input type="checkbox"/> How do you access materials from the school library? When is it open?
		<input type="checkbox"/> How do you access technology resources, art material, lab supplies, etc.?
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 Cooperating 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"/> The resource teacher(s), learning support teacher(s), guidance counsellor(s), etc.

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.

CURRICULUM, TEACHING AND LEARNING

Become familiar with:		Ask the Cooperating Teacher about:	
<input type="checkbox"/>	Students' names	<input type="checkbox"/>	How he/she is 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

Notes:



Faculty of Education

Professional Action & Learning Plan

Information

Date: _____

Student Number _____ Stream: _____ Year: _____

Name: _____

Practicum _____

Advisor(s): _____

Practicum School: _____

Upcoming _____

Practicum: _____

Directions

Recognizing that becoming a teacher is a continual process extending throughout one's teaching career, 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 carefully the feedback you have been given on your formative and summative evaluations. Your responses should be typed (point form is acceptable) and as specific as possible; they will inform discussions with your PA and CT(s).

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

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 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 Cooperating 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 INFORMATION

Teacher Candidate Last Name:	Brown	First Name:	Anne
Student Number:	123456	Term:	Fall
Practicum Course:	Practicum Three (P3)	Stream:	Senior Years
School & Division:	Sunshine School, Happy Thoughts School Division		
Grade(s) Taught:	10-12	Subject(s) Taught:	Geography, 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 <i>(all absences must be made up)</i>	Total Absences: 1.5	Excused: 1.5 days	Unexcused: 0 days
	Number of days made-up: 1.5	FA Initials:	

SIGNATURES

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

Signature: _____

Date: April 26, 2019

Faculty 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: April 26, 2019

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

Name: Cooperating Teacher Name

Signature: _____

Date: April 26, 2019

Part A: School and Community Understanding and Engagements

Comments: Anne continues to develop relationships with the staff and parents of the school by being in the hallways, on the playground, and participating in the community Pink Day Bully Walk. She has worked with and supported the other staff members on 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 CT, and staff at Sunshine School. She and her CT worked collaboratively to develop lesson plans and would debrief at the end of each day. The EA also provided positive feedback about Anne's strong work ethic. She met on a few occasions with the resource teacher to find materials for students at risk. Anne was an effective group member in practicum cohort seminar meetings regularly sharing the insightful observations she made during her school experience.

Anne has continued to foster the warm and caring classroom environment her CT 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 weakness and this has helped guide her lesson planning.

With regard to extra-curricular activities, Anne became involved with the service learning group at Sunshine School, "We Schools in Action". She participated in the "We Scare Hunger" campaign to gather food supplies for Winnipeg Harvest with the students. 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.

Part B: Professional Engagements and Teacher Identity

Comments: Anne attended the SAGE MSSTA conference "Truth and Reconciliation". She was able to hear Phil Fontaine speak about his experiences in a residential school, the Harper government apology, and the Truth and Reconciliation Commission. 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.

Anne also attended the Happy Thoughts 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 word wall for her geography CT.

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.

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 methods and classroom management. She listens to feedback provided by her CTs and her PA and, with encouragement, is becoming comfortable asking questions when she is uncertain about an idea that is being discussed. She has outlined 3 goals for the term and is determined to meet them.

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 lesson plans and most lessons were facilitated in a very effective manner.

Anne supported her CT 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 made sure to follow the learning outcomes from the Manitoba curriculum. She shows great imagination in her lessons 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” lesson 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 CT and together they worked on teaching strategies for teaching controversial topics and the importance of debriefing with the students after they viewed sensitive material. Anne’s CT 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 lessons and the need for differentiation to meet the needs of all learners.”

With the help of her CT, Anne began to more fully understand the difference between assessment *for, as and of learning*. She learned the importance of circulating around the room to check *for learning*. She developed a check list to record her observations. She also used the AAA lesson planning model to develop Activating, Acquiring and Applying strategies. She made use of a marking rubric for the summative project for her poverty unit.

Part D: Summative Comments and Suggestions for Future Growth

Comments: Anne had a very successful fall term. She demonstrated good skill and her lessons were well planned. She made good use of technology and showed creativity with technology. She had good classroom management due to her taking the time to build relationships with the students.

Anne took initiative to become an integral part of the school and the classroom she was assigned to. She developed a collegial relationship with her CT and other staff members. The students respected her and she fostered a warm and inviting classroom environment for them to engage in their own learning.

Anne should continue to work on assessment *for, as and of learning*. I suggested she obtain a copy of “Success for all Learners: A Handbook on Differentiating Instruction” to assist her in this area. I also suggest that she read “Talk About Assessment” by Damian Cooper which is a comprehensive resource on assessment for high school teachers.

123

Anne met two of her learning goals for the term but she feels she still needs to work on some classroom management techniques such as making more effective transitions and finding a better balance between active, student-based learning and maintaining a learning environment where students are able to focus on the tasks at hand.

LEARNING SUPPORT PLANFaculty of Education |  **UM****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



UNIVERSITY OF MANITOBA POLICY

Policy:	RESPECTFUL WORK AND LEARNING ENVIRONMENT
Effective Date:	January 27, 2009
Revised Date:	September 1, 2016
Review Date:	September 1, 2019
Approving Body:	Board of Governors
Authority:	<i>The University of Manitoba Act, s.4(t), s.16(1), s.18</i>
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 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), and *The Workplace Health and Safety Regulation* (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) **"Committee"** means the Human Rights Advisory Committee, established pursuant to section 2.13 of this Policy.
- (e) **"Complainant"** means the individual or individuals bringing forward a complaint of a Breach.
- (f) **"Designated Officer"** means the Vice-President (Administration), or designate.
- (g) **"Discrimination"** has the same meaning as defined in section 2.5 of the Procedure.
- (h) **"Faculty"** means a Faculty as defined under the Definitions of Academic Units Policy.
- (i) **"Formal Complaint"** means a complaint to the Human Rights and Conflict Management Officer 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, being within 1 year from the date of the most recent alleged incident unless, in the discretion of the Human Rights and Conflict Management Officer, extenuating circumstances would warrant an extension of time;
 - (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; and
 - (vii) The Complainant's signature.
- (j) "**Harassment**" refers to Personal Harassment, Human Rights Based Harassment, and/or Sexual Harassment as defined in section 2.10 of the Procedure.
 - (k) "**Human Rights and Conflict Management Officer**" or "**HRCMO**" means an individual appointed by the University of Manitoba as someone possessing the appropriate training and skills to fulfill the role outlined in section 2.17 of this Policy.
 - (l) "**Informal Resolution**" means the resolution of an alleged Breach to the satisfaction of the Complainant and the Respondent, without an Investigation being completed.
 - (m) "**Investigation**" means a formal investigation of an alleged Breach conducted in accordance with the Procedure.
 - (n) "**Investigator**" means one or more persons appointed as the investigator of an alleged Breach, pursuant to section 2.36 of the Procedure.
 - (o) "**Policy**" means this Respectful Work and Learning Environment Policy.
 - (p) "**Preliminary Assessment**" means the initial review of a Formal Complaint, in accordance with sections 2.23 to 2.28 of the Procedure.
 - (q) "**Procedure**" means the RWLE and Sexual Assault Procedure.
 - (r) "**Protected Characteristic**" has the same meaning as defined in section 2.6 of the Procedure.
 - (s) "**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.
 - (t) "**Reprisal**" has the same meaning as defined in section 2.57 of the Procedure.
 - (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) **"University"** means The University of Manitoba.
- (w) **"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.
- (x) **"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 equality of opportunity, 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 encourage a respectful environment within the 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 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 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

- 2.10 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.
- 2.11 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, 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.
- 2.12 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 and the rights and obligations of members of the University Community under this Policy and the Procedure.

Human Rights Advisory Committee

- 2.13 The University will establish a Human Rights Advisory Committee, with a membership consisting of:
- (a) The Associate Vice-President (Human Resources) or designate;
 - (b) The Vice-Provost (Students) or designate; and
 - (c) The Vice-Provost (Academic Affairs) or designate, provided that the designate holds an academic appointment with the University.
- 2.14 The mandate of the Committee is to:
- (a) Hear appeals from Preliminary Assessment decisions, in accordance with the Procedure;

- (b) Receive and review the HRCMO's annual report under section 2.18 of this Policy;
 - (c) Provide advice and guidance on potential amendments or revisions to this Policy and the Procedure.
- 2.15 If any member of the Committee is unable or unwilling to fulfill his/her responsibilities under this Policy and the Procedure, or if the subject matter of a Formal Complaint is such that it would be inappropriate for that member of the Committee to review the matter for reason of conflict of interest or any other reason, the HRCMO will ask the President to appoint an alternate to act in place of that member. The alternate may be any person with a direct report to the Vice-President (Administration) or Provost and Vice-President (Academic), or any other employee of the University, who:
- (a) Has skills and/or experience desirable in the circumstances;
 - (b) Would be able to review the Formal Complaint in an unbiased manner; and
 - (c) Would not be placed in a conflict of interest.
- 2.16 Any appointment under section 2.15 must be made with notice to the Complainant.

Role of HRCMO

- 2.17 The Human Rights and Conflict Management Officer (HRCMO) will:
- (a) Provide advice and guidance to the University Community on how to best implement this Policy and the Procedure;
 - (b) Facilitate education and training opportunities for members of the University Community regarding their rights and obligations under this Policy and the Procedure;
 - (c) Conduct Preliminary Assessments of Formal Complaints;
 - (d) Provide information to both the Complainant and Respondent regarding opportunities and resources available to facilitate Informal Resolution of concerns and, where appropriate, coordinate communications between Complainants and Respondents on the understanding that such communications will not be provided to the Investigator if the matter moves to a Formal Complaint;
 - (e) Identify and track trends in matters relating to this Policy and the Procedure, and provide advice and guidance to the administration and the University Community on such trends; and

- (f) Provide advice and guidance on potential amendments or revisions to this Policy and the Procedure.

Annual Report

- 2.18 The HRCMO will produce and provide an annual report to the Designated Officer and the Committee, outlining:
- (a) De-identified data regarding the number and types of complaints received;
 - (b) De-identified data regarding the number and types of Investigations conducted;
 - (c) Information regarding observable trends;
 - (d) De-identified information regarding particularly important cases;
 - (e) Information on educational activities; and
 - (f) Other relevant information which may further the implementation of the Policy and its Procedures.
- 2.19 The annual report will be made available to the University Community.

Balancing of Rights

- 2.20 Nothing in this Policy or the Procedure is intended to detract from the academic freedom of the University's Academic Staff.
- 2.21 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.
- 2.22 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.
- 2.23 This Policy and the Procedure applies to the general workplace, but is not intended to:
- (a) Detract from academic freedom;
 - (b) Regulate teaching techniques and pedagogy; or

- (c) Limit the legitimate work of managers, supervisors and academic administrators to assign work and provide feedback on work or performance.

Additional Protections

- 2.24 The University will not disclose the name of a Complainant or Respondent or the circumstances related to a complaint of alleged Breach except where disclosure is:
 - (a) Necessary to investigate the complaint or take corrective action with respect to the complaint; or
 - (b) Required by law.
- 2.25 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 the Manitoba Human Rights Commission, or from exercising any other legal rights pursuant to any other law.
- 2.26 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 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 and natural justice;
 - (v) Respecting the confidentiality of information collected in relation to 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) Implementing discipline, 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 1, 2019.
- 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 January 27, 2009;
 - (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) [RWLE and Sexual Assault Procedure](#);
 - (b) [Sexual Assault 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.

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