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Dear Teacher Candidate,

On behalf of the Faculty and our administrative staff, it is our pleasure to welcome each of you to our innovative two-year Teacher Education Program at the University of Ottawa. We anticipate that this will be both a challenging and exciting year for all of us as we live and learn together on the traditional unceded territories of the Algonquin people. During the next two years, you will have many unique opportunities within our comprehensive program to develop as professional educators within a variety of international, national, and local learning communities.

In the coming weeks, your Bachelor of Education program will proceed as follows:

**Orientation Day**

- The *orientation* for all **Year 1** teacher candidates will be from 9:00 a.m. to 10:30 a.m... on **Tuesday, September 4, 2018** at CRXC 240. (145 Jean Jacques Lussier); and from **10:45 a.m to 12:00 p.m** for your first PED 3150 class (Becoming a Teacher through Inquiry into Teaching). A schedule of rooms will be available closer to September.
- Cohorts will meet for their orientations during that day or week. (an email from the cohort lead will be sent to you with details in August)
- The *orientation* for all **Year 2** teacher candidates will be from 11:30 a.m. to 1:00 p.m or 1:00 p.m. to 2:30 p.m. on **Thursday, September 13, 2018** in your PED 3151 first class (Enacting Collaboration Inquiry in Professional Practice).

**First Classes**

Tuesday, September 4, 2018 as follows:

- **9:00 a.m. – 12:00 p.m.** **Year 1: Orientation & PED 3150** Becoming a Teacher Through Inquiry in Practice.
- **Other courses for Year 1 commence on Thursday, September 6, 2018. Please see your personal schedule.**
- **Year 2: First Day of Practicum- continue in schools for the week.**
- **Courses for Year 2 commence on Monday, September 10, 2018. Please see your personal schedule.**

In order to determine the room for your class, **identify your section available on your personalized course timetable** via [uoZone](#).

During the orientation sessions, you will be introduced to the philosophy and educational aims underpinning our program and to important information relating to the academic calendar, professional learning workshops, practicum and academic courses. You will gain an overview of the courses and program expectations. Orientation is an essential element of the Teacher Education program and attendance at all relevant sessions is mandatory. In addition, for cohort groups, we will arrange an orientation and activities to start to develop your learning community.

During the first week on campus, it is important that you take the time to ensure all necessary registration processes have been completed. You will need to consult your University of Ottawa portal uoZone and your uOttawa email account. These will be the primary means through which we will share important information with you during the coming months.

**Structure of the program**

This is a full-time professional program that is structured around the university fall and winter semesters. The schedules for year 1 and 2 teacher candidates are different due to their practicum placements. For the most part, teacher candidates will take five courses in fall (September - December) and five courses in winter (January - April) and a yearlong professional seminar course (PED 3150/ PED 3151). A calendar is provided in this handbook for reference. Each teacher candidate will be part of one of the following cohorts: Comprehensive School Health; Second Language Education; Developing Global Perspectives;
Imagination-Creativity and Innovation or Urban Education. Each of these cohort programs is offered in particular divisions. You will have the opportunity to develop particular strengths in the areas one of these cohort programs.

Classes are generally scheduled from 8:30 a.m. to 11:30 a.m., and/or 11:30 a.m. - 2:30 p.m. arriving on time for the beginning of all classes and attendance in all classes are the expected professional standard within the program.

In addition to your regular classes there are professional learning workshops and opportunities offered by our educational partners including the Ontario College of Teachers (OCT), the Ministry of Education, the Ontario Teachers’ Federation (OTF) and their affiliates (ETFO, OECTA, OSSTF) and the Qualifications Evaluation Council of Ontario (QECO). The following professional learning events are mandatory for teacher candidates.

**Year 1 teacher candidates:**
- September 13 (11:30 a.m. – 2:30 p.m.)- Federation Day
- September 20. (11:30-1:00 p.m.) - Ontario College of Teachers Presentation
- October 17 - Building Futures (a.m.)
- November 29- CSL Poster Display (11:30 a.m.- 2:30 p.m.)
- April 26- PED 3150- Last Class, Year 1 large group session, BBQ

**Year 2 teacher candidates:**
- September 20 (1:00-2:30 p.m.) - Ontario College of Teachers Presentation
- October 17- Building Futures (p.m.)
- February 21 (11:30 a.m.- 2:30 p.m.)- Federation Day
- February 7 (11:30 a.m. – 2:30 pm) – Research Fair / Collaborative Inquiries Sharing
- March 21 & 28 (11:30-2:30)- Digital Hub Sharing
- April 4- PED 3151 Last Class, Year 2 Celebration

There will also be a number of workshops and conferences throughout the year that are valuable opportunities to enhance your own preparation as a beginning teacher. Please pay special attention to uoCal on our website. This is where you will find a wide range of events and professional learning throughout the year. These activities will enhance the work you are doing in class and in CSL/practicum. The workshops have limited space and therefore prior registration is essential.

**CSL and Practicum**

The enclosed calendar of the Teacher Education program shows the scheduling of community service learning and practicum.

**Year 1 teacher candidates** commence their community service learning every Wednesday starting September 19, 2018 for term 1 for 10 weeks. You will participate in a variety of in-school initiatives and you have the opportunity during these weeks to identify key questions to examine during your subsequent on-campus classes. **Reading Week is the week of October 22, 2018.** Final day of on campus classes for the fall semester is Friday, November 30, 2018. **Practicum starts for three weeks on Monday, December 3 to 21, 2018.** The end of term is December 21, 2018.

The winter semester commences on Monday, January 7, 2019. You will continue your **practicum** on Wednesdays at your assigned schools for 10 weeks. **March Break is the week of March 11, 2019.** Your **practicum** continues for six-weeks from March 18th to April 25th, 2019. The final day of term is Friday, April 26th, 2019.

**Year 2 teacher candidates** commence their **practicum** on September 4, 2018 for term 1. They remain in their practicum schools until September 7, 2018 followed by ten weeks of practicum on Wednesdays and then a four-week block of **practicum** from November 26 to December 21, 2018. The winter semester commences on Monday, January 7, 2019 in **practicum** and continues to January 25, 2019. **March Break is the week of March 11, 2019.** Your three-week **CSL placement** is from April 8 to 25, 2019. The final day of term is Friday, April 26th, 2019.
Course and Schedule Details

Please note that the Teacher Education program is a full-time professional program and that you will need to schedule time outside of classes for group meetings, professional learning, project work and any additional community service learning projects.

At the commencement of each course, your professors will provide you with a course outline describing the course objectives, required readings, assignments, and Faculty regulations. Each course will require the purchase of reading materials to support your learning. We recommend that you allot up to $800 for the purchase of required course textbooks and other materials. Many of your courses will have a hybrid or on-line component; it will be your responsibility to become familiar with the on-line platforms.

Digital Hub Strategy

Throughout the program, you will be developing your professional knowledge, skills, and presence in your course work, community service learning and practicum experiences, and your personal professional learning. An essential component of the teacher education program is the ability to demonstrate the teaching competencies and knowledge identified by the Ontario College of Teachers and to clearly articulate your growth as a professional. This includes a digital professional presence that reflects who you are as a developing teacher. All teacher candidates will be expected to create, develop and curate a digital hub to reflect their learning. More information will be provided at Orientation and through your PED 3150 or PED 3151 courses.

Compulsory Attendance

The Baccalaureate of Education is a program that requires your full participation and attendance is compulsory. The types of activities that occur in teacher education classrooms cannot be replicated with a set of notes and access to power point slides. You need to be in attendance in order to experience the full range of learning that is essential to becoming a teacher. The OCT (Ontario College of Teachers) requires that for certification teacher candidates must successfully complete a four-semester B.Ed. program at an accredited University. This program must have 36 hours of content instruction per course.

As a professional program, there is an expectation that teacher candidates will display an ethical standard of behaviour appropriate to the profession of teaching from the commencement of their program. You are expected to be familiar with the Faculty of Education Regulation on Professional Ethics, which can be found in page 22.

During community service learning and practicum, you are required to be in school for full days over a considerable number of weeks. Classes and practicum times must take precedence over all other commitments since, at the completion of your program we are required to make a recommendation to the Ontario College of Teachers for your certification. While we do appreciate that many teacher candidates have to maintain some level of employment during their studies, it is critical that your work commitments do not encroach on the professional expectations of your teacher education program.

Please note, due to the intensive nature of the Teacher Education program and the need to accommodate in-school practicum placement, winter reading week is replaced by March Break. March Break is the week of March 11, 2019.

Looking Forward

Being an educator is an amazing profession and one that will give you great joy as well as many challenges. The B.Ed. program will require you to create, advocate, and participate within a diverse array of learning communities. You will be afforded multiple opportunities to critically question what you can bring to the education of children, young people and colleagues. As teacher candidates of 2018-2019, you will have the opportunity to influence the lives of children and young people for the next thirty years. That is an exciting endeavour!

French as a Second Language

The fastest growing market for teachers are those trained in French as a Second Language. There are many opportunities to improve your French language skills over the
course of your teacher education program at the University of Ottawa. You can have your skills assessed, register for a course or find an immersion opportunity. Please refer to the Official Languages and Bilingualism website.

We look forward to welcoming Year 1 teacher candidates to our program on September 4, 2018 and to meeting each of you during the course of the year. We look forward to welcoming back Year 2 teacher candidates on September 10, 2018.

Sincerely,

Nicholas Ng-A-Fook and Tracy Crowe
Director and Assistant Director of Teacher Education, University of Ottawa
CONCEPTUAL FRAMEWORK

Teacher Education as developing “Communities of Inquiry”

We use the word *communities* to represent the multiple communities that teacher candidates and faculty members engage in during the preparation of new teachers. These include, but are not limited to:

- B.Ed. classrooms
- Practicum classrooms
- School communities
- Global communities
- Research communities
- Service learning communities
- Virtual communities

Our focus on communities is grounded in work on situated learning and communities of practice which suggests that social practice is the primary, generative source of learning (Lave & Wenger, 1991; Wenger, 1998). Opportunities to dialogue and engage in meaningful and sustained collaborative work are well recognized as ways of encouraging inquiry into teachers’ classroom practice and supporting the enactment of new ideas (Cochran-Smith & Lytle, 2009; Fullan, 2001; Hargreaves, 2009). Teachers, both beginning and experienced, derive support, motivation and direction from collaborative work and discussion as they grapple with new thinking, practices and understandings that emerge through research, policy, classroom practice or readings.

The focus on communities is not new in our thinking about teacher education at the University of Ottawa but rather, this focus helps to articulate and focus on some of the work that is already happening within our Faculty of Education. While we recognize that all B.Ed. classes can be seen as strong communities, and that teacher candidates move into school and classroom communities, there are particular initiatives that extend this notion of community. For instance, some professors have made connections with school classrooms and take their teacher education students to those classrooms to observe, assist, and then through discussion, connect the school classroom experience to the more theoretical discussions they have in their own courses. Other professors send their students out into the community to provide service to a variety of educational communities and to discuss those experiences in their teacher education classes with the view of linking theory and research to those experiences. Hence, the notion of community not only includes the courses and classrooms within the teacher education program but also extends to communities beyond the program, all of which helps to provide forums for inquiry and learning.

We use the word ‘inquiry’ to reflect our view of teachers as both ‘teacher’ and ‘learner’ as they engage in examining what it means to teach and what it means to learn. In some cultures, teacher and learner are not separate words, which would better represent the idea that both teachers and learners play these dual roles. For instance, in Maori, the word ‘ako’ is used to mean to learn, study, instruct, teach, and advise.

We do not see the role of the Faculty of Education as creating teachers as technicians, merely implementing prescribed curricula, instructional techniques, and policy. Rather we see our role as supporting beginning teachers as they bump up against relevant literature, current thinking, curricula, educational policies, and the actions and thinking of teachers as they engage in inquiry into their own views and practices. Thus as well as developing the skills and knowledge of beginning teachers, we also present opportunities and experiences for them to develop a *stance of inquiry* (Cochran-Smith & Lytle, 2009). Therefore, within the various communities, teacher candidates are encouraged to critically examine and inquire into:

- Classroom practice (in general, their own, and the practices of those they observe through the program)
- Student learning and understanding
Ontario curricula and initiatives
Domain-specific understandings
What it means to create and take part in communities of learning
Perspectives on schooling
Issues of equity and diversity

We view the teacher education program as an opportunity for beginning teachers to engage in a dynamic and iterative cycle of inquiry within a variety of communities. It is within these communities that our teacher candidates are exposed to ideas of teaching and learning, engage in discussion about these ideas, and are provided with opportunities to test out their professional knowledge and practice in a variety of settings.
<table>
<thead>
<tr>
<th>1. Depth and Breadth of Knowledge</th>
<th>Bachelor of Education Degree is awarded to students who have demonstrated:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Demonstrate an understanding of current theories and research on how students develop and learn;</td>
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<td></td>
<td>• Understand the interplay of theories and beliefs in influencing educational perspectives and practices; and</td>
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<td></td>
<td>• Identify the legal roles and responsibilities of a teacher in Ontario.</td>
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</table>

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<thead>
<tr>
<th>2. Knowledge of Methodologies</th>
<th>Demonstrate knowledge of current curriculum, research, theory, and policy in relevant subject disciplines;</th>
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<tr>
<td></td>
<td>• Understand the importance of integrating and aligning curriculum, instruction, and assessment; and</td>
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<tr>
<td></td>
<td>• Are familiar with research-based practices (assessment and instruction) that promote learning and address a broad range of learners.</td>
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<tr>
<th>3. Application of Knowledge</th>
<th>Create communities of inquiry</th>
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<tr>
<td></td>
<td>• Create collaborative and respectful learning; communities within their own teaching situations</td>
</tr>
<tr>
<td></td>
<td>• Work collaboratively with colleagues, families and community members to meet the needs of students;</td>
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<td></td>
<td>• Recognize the role of teacher as researcher and model a stance of inquiry.</td>
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<td></td>
<td>• Promote student well-being including physical, intellectual, social, and emotional welfare;</td>
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<td></td>
<td>• Incorporate the aspects of their professional knowledge in their professional practice;</td>
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<td></td>
<td>• Demonstrate a repertoire of teaching and assessment approaches that respond to the complexity of teaching and learning and address the needs of a broad range of learners</td>
</tr>
<tr>
<td></td>
<td>• Use current theories and research to inform planning and pedagogical decisions</td>
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<tr>
<td></td>
<td>• Integrate technology, resources and tools in teaching, learning and assessment</td>
</tr>
<tr>
<td></td>
<td>• Encourage creative engagement with subject matter that promotes critical thinking</td>
</tr>
<tr>
<td></td>
<td>• Use a range of assessment strategies for a variety of purposes.</td>
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| 4. Communication Skills | (incorporated throughout the other learning outcomes) |

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<tr>
<th>5. Awareness of Limits of Knowledge</th>
<th>Recognize and respect each student’s uniqueness and provide opportunities for all students to learn and demonstrate their learning; and</th>
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<td></td>
<td>• Demonstrate the value of the diversity of Canadian society, for instance, in relation to socioeconomic class, ethnicity, sexual orientation, gender, and ability, and the influence of these on student learning needs.</td>
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<tr>
<th>6. Autonomy and Professional Capacity</th>
<th>Demonstrate care, integrity, and respect as outlined in the Ontario College of Teachers ethical standards of practice in all aspects of their work</th>
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<tbody>
<tr>
<td></td>
<td>• Participate in communities of inquiry</td>
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<td></td>
<td>• Demonstrate commitment to personal and professional learning to inform their own practice</td>
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</tbody>
</table>
Recognize that professional learning occurs in various ways and contexts

Participate in local and extended learning communities and/or communities of inquiry and practice

- Promote communities of inquiry
  - Recognize the values and roles of various educational contexts and communities
  - Demonstrate a sense of responsibility to community both locally and globally
  - Recognize various perspectives of the purposes of schooling
<table>
<thead>
<tr>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td><strong>PJ</strong></td>
<td>PED 3141; 3152; 3111 or 3121; 3112 or 3120</td>
<td>PED 3142; 3102; 3113 or PED 3114</td>
</tr>
<tr>
<td><strong>PJ (FSL)</strong></td>
<td>PED 1788; 1599</td>
<td>PED 1599</td>
</tr>
<tr>
<td><strong>JI</strong></td>
<td>PED 3141, 3152, PED 3102, Intermediate Teaching Option</td>
<td>PED 3142; 3154; 1 Elective</td>
</tr>
<tr>
<td><strong>IS</strong></td>
<td>PED 3141, 3153, 3102, Intermediate Option 1 or Intermediate Option 2</td>
<td>PED 3142, PED 3138; Senior Option 1 or Senior Option 2</td>
</tr>
</tbody>
</table>

| Practicum Courses | PED 3150 | PED 3151 |

<p>| Field Studies | CSL (10 days); Practicum (3 weeks) | Practicum (9 days plus 6 weeks) | Practicum (9 days plus 5 weeks) | CSL (15 days); Practicum (3 weeks) |</p>
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>WK</th>
<th>University Classes</th>
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<tbody>
<tr>
<td>Sept. 3</td>
<td>1</td>
<td>ORIENTATION (September 4) &amp; Class 1 (September 6)</td>
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<tr>
<td>Sept. 10</td>
<td>2</td>
<td></td>
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<tr>
<td>Sept. 17</td>
<td>3</td>
<td>Wed. Sept. 19- CSL Begins (Every Wednesday to December )</td>
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<tr>
<td>Sept. 24</td>
<td>4</td>
<td>CSL- September 26</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>5</td>
<td>CSL- October 3</td>
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<tr>
<td>Oct. 8</td>
<td>6</td>
<td>Thanksgiving Monday</td>
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<tr>
<td>Oct. 15</td>
<td>7</td>
<td>CSL- October 17</td>
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<tr>
<td>Oct. 22</td>
<td></td>
<td>READING WEEK</td>
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<tr>
<td>Oct. 29</td>
<td>8</td>
<td>CSL- October 31</td>
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<td>Nov. 5</td>
<td>9</td>
<td>CSL- November 7</td>
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<td>Nov. 12</td>
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<td>CSL- November 14</td>
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<td>Nov. 19</td>
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<td>CSL- November 21</td>
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<tr>
<td>Nov. 26</td>
<td>12</td>
<td>CSL- November 28</td>
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<tr>
<td>Dec. 3</td>
<td></td>
<td>Practicum</td>
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<td>Dec. 10</td>
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<td>Practicum</td>
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<td>Dec. 17</td>
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<td>Practicum</td>
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<tr>
<td>Dec. 24</td>
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<td>Mid-Year Break</td>
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<td>Dec. 31</td>
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<td>Mid-Year Break</td>
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<tr>
<td>Jan. 7</td>
<td>1</td>
<td>Wed. Jan. 9- Practicum (Every Wednesday to March 6)</td>
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<td>Jan. 14</td>
<td>2</td>
<td>Practicum Jan. 16</td>
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<td>Feb. 4</td>
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<td>Mar. 4</td>
<td>9</td>
<td>Practicum March 6</td>
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<td>Mar. 11</td>
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<td>March Break</td>
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<td>Mar. 18</td>
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<td>April 1</td>
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<td>Practicum</td>
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<td>April 22</td>
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<td>Practicum (ends Thursday, April 25 &amp; Friday, April 26- PED 3150)</td>
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<tr>
<td>April 29 to June 17</td>
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<td>Deferred Practicum 8 Weeks</td>
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# TEACHER EDUCATION CALENDAR – 2018-2019 YEAR 2

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<thead>
<tr>
<th>MONDAY</th>
<th>WK</th>
<th>UNIVERSITY CLASSES</th>
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<tbody>
<tr>
<td>Sept. 3</td>
<td>1</td>
<td>Practicum</td>
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<td>Sept. 10</td>
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<td>Practicum - September 12</td>
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<td>Sept. 17</td>
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<td>Practicum - September 26</td>
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<td>Oct. 1</td>
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<td>Practicum - October 3</td>
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<td>Oct. 8</td>
<td>5</td>
<td>Thanksgiving Monday Practicum - October 10</td>
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<td>Practicum - October 17</td>
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<td>Dec. 3</td>
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<td>Dec. 24</td>
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<td>April 29 to June 17</td>
<td>33</td>
<td>Deferred/Make-Up Practicum  8 Weeks</td>
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*CSL = Course Sequence Laboratory*
REGISTRATION: REQUIRED DOCUMENTS

Deadline: July 16, 2018

If you have not yet submitted the documents listed below, please send them to the Academic Secretariat, Faculty of Education, 145 Jean-Jacques Lussier, room 369, Ottawa, Ontario, K1N 6N5. These documents are required to complete your file and comply with all Faculty admission and registration requirements.

Proof of degree:
You must submit an official transcript indicating the date and title of the degree conferred or a certified copy of the original of your diploma bearing the stamp or seal of a Notary Public or a Commissioner of Oaths. Teacher candidates who submitted their proof of degree at the time of admission have satisfied the requirement.

Candidates who will be graduating in the fall of 2018 must submit a letter from their Faculty by the deadline, certifying that they have completed the requirements of the degree. You will need to provide proof of your degree when received.

Courses to satisfy Teaching Option requirements:
If you have received an offer of admission that is conditional upon successful completion of courses required to be eligible for the teaching option and the mark for this course does not appear on your final transcript, please ensure that an official transcript providing proof of successful completion of the course is sent to the Academic Secretariat of the Faculty. (This process is not required for courses completed at the University of Ottawa).

Police Record Check:
Teacher candidates are required to have an updated police record check for each year of the program. This document is required to participate in Community Service Learning and the practicum. All public and private school board principals require a police record check including the vulnerable sector screening. You must submit a photocopy (keep the original) of this document to the Academic Secretariat (in keeping with the Safe Schools Act, 2000). Please check the following link for details: Police Record Check Placement in Community Service Learning and practicums will be withheld until this document is received. The University of Ottawa will not be held responsible if the requirements of the program cannot be met due to failure to submit this document.

Workplace Training:
Prior to entering schools for CSL or Practicum, all public school boards require the completion of workplace safety training. Teacher candidates must complete the workplace training appropriate to the school board where your placement has been confirmed. Additional information will be sent from the Practicum Office.

All documents submitted become the property of the University of Ottawa. You are responsible for keeping copies of all required documents. The Faculty of Education will not issue copies. We reserve the right to cancel your registration if not all necessary documents are received by July 16, 2018.
IMPORTANT SESSIONAL DATES

FALL 2018 SESSION:
Orientation YEAR 1 (compulsory):
Last day for full refund of 100%:
Date on which final grades are posted on the web and are considered official:

WINTER 2019 SESSION:
Courses start
Last day for full refund of 100%:
Date on which final grades are posted on the web and are considered official:

HOLIDAYS:
Labour Day:
Thanksgiving:
Fall Reading Week:
Holiday break: University closed
Family Day:
Easter Break:

Please note: Due to the intensive nature of this professional Teacher Education Program, teacher candidates will replace a study break in February 2019 with March break in March 2019.
GENERAL INFORMATION

UoZone Portal
Once you are registered, uoZone is your University of Ottawa one-stop web portal. We invite you to use it for general information concerning Academic essentials, Faculty and University regulations, Keys to your success, Campus life etc.

Change of Address
You must inform the University through uoZone of all changes to both permanent and/or mailing addresses.
Questions? Consult the FAQ uoZone at frequently asked questions (FAQ) Website
One password, one Website, many Web tools for teacher candidates ...uoZone!

Timetable
Your personalized timetable is available in uoZone.
Please make sure to verify your personalized timetable the last week before the beginning of classes. Some changes may occur.

Changes to Registration
Changes to the selection of elective courses may be made only if there are places available in the courses. You must send an email to educprog@uottawa.ca or submit the signed Modification / Cancellation of Registration form available at the Academic Secretariat of the Faculty.
Faculty policies and procedures regarding a wide range of regulations can be found at Faculty Regulations on the website.

Emergency Contacts
Telephone communication in case of emergency: Academic Secretariat 613-562-5804
When teacher candidates are on-campus, a staff member from the Academic Secretariat will go into the classroom to inform the teacher candidate immediately. When teacher candidates are in the schools, it is your responsibility to give the school’s phone number to the people concerned.

Support for Teacher Candidates
Please note that the Teacher Education program is a full-time professional program that requires considerable time beyond classes, community service learning, and practicum. At times, you need to schedule time outside of classes for group meetings, professional learning, project work and any additional community service learning projects. We recognise that the expectations and workload in the teacher education program may be significantly different from other university degrees and that at times balancing other commitments and responsibilities can interfere with your education. Your professors, Director’s Office and the support staff are committed to supporting your success in the program.
If you find yourself struggling with the expectations of the program or the workload of a course, your first line of support is your course professors. If you have further questions or concerns please make an appointment to see Nicholas Ng-A-Fook or Tracy Crowe through teached@uottawa.ca

Addressing Concerns
Please refer to the Faculty Regulations at http://education.uottawa.ca/en/programs/undergraduate-studies/faculty-regulations
a) Course Work: If you are experiencing difficulties with your course work, please contact your professor to discuss accommodations or support. They may refer you to the Director’s Office to discuss program accommodations and alternatives.

b) Practicum: If you are experiencing challenges in your CSL or practicum placement, please contact your PED 3150 or PED 3151 professor. They may include your Associate Teacher, the School Principal and/or the Director’s Office in problem-solving a solution to the challenge.

Compulsory Attendance

The Baccalaureate of Education is a program that requires your full participation and attendance is compulsory in on-campus courses and field experiences: community service learning and practicum.

The following statement will be found in all course syllabi:

Due to the concentrated nature of the Teacher Education Program and the considerable public responsibility inherent in the profession of teaching, attendance at all classes, community service learning and practica in the B. Ed. program is compulsory. The OCT (Ontario College of Teachers) requires that for certification teacher candidates must successfully complete a four-semester B.Ed. program at an accredited University. The program must have 36 hours of content instruction per course.

Many of the objectives for this course are achieved during class time (on-campus and online). Most classes include activities or discussions that enable teacher candidates to contribute to the professional learning of everyone in the class. Of course, circumstances may occasionally arise which make attendance impossible. In the event that you must be absent, please inform your professor by telephone or e-mail either prior to the class or as soon after the class as possible. Regardless of the reason for missing class you are accountable for the course material covered during your absence. **(SPECIFIC DESCRIPTION FOR THE COURSE)**

Teacher candidates who are absent on the submission date for an assignment are expected to submit the assignment through an alternative means on the due date (i.e. email). Assignments received after the due date will be considered late assignments.

Teacher candidates are permitted to attend a mandatory religious service during course hours in keeping with the duty to accommodate provided for in the Ontario Human Rights Code. Teacher candidates must inform their professors and the Director’s Office of their religious obligations during course hours. Religious accommodation should not affect the integrity of the course or program.

Teacher candidates who exhibit a pattern of irregular attendance or miss 30% of a course will be brought to the attention of the Director’s Office and will be required to show cause as described in the Professional Ethics Policy why they should be allowed to undertake the practicum and/or to continue in the program.

Absences during CSL/PRACTICUM

- Teacher Candidates are reminded to keep their students health and safety in mind in the case of an illness.
- Teacher candidates are reminded that your engagement and attendance in CSL/practicum is reflected in your professional reputation.
- In the event of an absence notify the school and the Associate Teacher well in advance of the beginning of the school day. Any lesson plans and materials for the day must be e-mailed to the Associate Teacher. Notify your Faculty Supervisor and the Practicum office at practica@uottawa.ca
- In the event of absences for illness totaling 3 days or more a medical certificate must be provided to the Practicum Office. Teacher Candidates will be expected to make up
absences due to illness totaling over five days to complete the requirements of the Practicum.

- Teacher candidates can miss three days for bereavement. Days missed beyond this must be made up.
- Teacher candidates are permitted to attend a mandatory religious service during working hours in keeping with the duty to accommodate provided for in the Ontario Human Rights Code. Teacher candidates must inform their Associate Teachers, Faculty Supervisors and the Practicum Office of their religious obligations during practicum hours.
- Absences for any other reasons must be made up at the end of the practicum placement.
- Teacher candidates who need to be absent from practicum due to extra-ordinary circumstances must contact the Director’s Office (teached@uottawa.ca) or the Practicum Office (practica@uottawa.ca) in writing. Each case will be examined individually and make-up days will be determined in collaboration with the Faculty Supervisor and the Associate Teacher.
- A Teacher Candidate who leaves a practicum for any reason other than illness, without permission of the Director of Teacher Education, will be considered to have failed the placement. Following an interview and possible remediation, a make-up round may be arranged. The fee for a failed practicum will be applied.

Late Assignment Policy
The following statement will be found in all course syllabi:

*Assignments which are submitted after the due date without an agreed-upon extension are considered late assignments. The penalty on late assignments in all courses in the Teacher Education Program amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted.*

Failure to submit assignments results in a grade of “EIN” (Failure/Incomplete). Such symbol is equivalent to a grade of “F” (failure with no make-up).

Professional Ethics
As a professional program, there is an expectation that teacher candidates will display an ethical standard of behaviour appropriate to the profession of teaching from the commencement of their program. You are expected to be familiar with the Faculty of Education Regulation on Professional Ethics, which can be found on page 22.

Foot Patrol
If you have a late class or work late on campus and you would feel more comfortable having someone to walk with to your destination, the University of Ottawa Foot Patrol is available Monday to Friday from September to April. Call 613-562-5800 ext. 7433 or try using the free yellow button on most payphones on campus during those hours and a team of two patrollers will escort you anywhere or within a 45-minute walking distance from the University to your destination.

Office of the Ombudsperson
At the Office of the Ombudsperson, it all starts with listening. This service offers a safe place where members of the university community can seek advice, assistance and information to resolve an academic or administrative problem in a confidential, independent, and impartial manner. It can also examine final decisions to ensure their fairness.

Financial Aid and Awards
There are a number of scholarships, bursaries and awards available to teacher candidates. Please refer to the Financial Aid and Awards web site.
Teacher Candidate Emergency Fund

The Teacher Education Teacher Candidate Emergency Fund provides limited short-term loans to teacher candidates who are experiencing temporary difficulties. Contact taught@uottawa.ca or by phone at 613-562-5800 ext. 4068 for more information.

Ancillary fees

Please consult the Ancillary fees website for more details.

Supplemental Practicum Placement Fee:

In case of a practicum that results in a redeemable failure, a supplemental practicum is offered to the teacher candidate.

The administrative fee for a supplemental practicum is $ 642.36

Supplemental redeemable failed course:

A $ 46.18 supplementary fee is required for a redeemable failed course.

Access Service – For teacher candidates needing adaptive measures

If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), contact Access Service right away:

- In person at the Desmarais Building, Room 3172, Laurier Avenue East;
- Online at Access Service;
- By phone at 613-562-5976

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for teacher candidates with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.

Health Services

Many services are provided on campus; please refer to Health Services on the University web site. A list of Emergency phone numbers can be found at SASS- Emergency Services.

How Ready Are You? Emergency Preparedness

Please find information regarding what to do in terms of emergencies on campus on the University of Ottawa web-site How Ready Are You? Please download UOAlert to your personal electronic device.

Career Services and Faculty Job-Board

There are many job-related services provided by the University Career Development Centre, please consult their web site. In addition, the Faculty provides a job and volunteer board on the Faculty web site; please take the time to browse the Job and Volunteer Board.

Registration with the Ontario College of Teachers (OCT)

Teacher candidates must register with the Ontario College of Teachers to be certified as a teacher in Ontario. This is usually done at the beginning of your second year in the program. Representatives from the OCT will present in October 2018. Registration forms are available on the OCT Website.

Proof of Degree and Transcripts Required for Registration with the Ontario College of Teachers (GRADUATION- YEAR 2)

Teacher candidates who have attended an Ontario university can securely and conveniently request all Ontario university transcripts (Teacher Education and other undergraduate/graduate studies) through the Ontario Universities Application Centre (OUAC). It is recommended to wait until the degree is conferred before the Teacher Education transcript is requested (around May 25).
If you have not attended an Ontario university, you must contact the Registrar’s Office of the institution where you completed your studies to arrange for your official transcript to be sent to the Ontario College of Teachers.

It is the teacher candidate’s responsibility to have their transcripts sent to the Ontario College of Teachers.

**Recommendation to the Ontario College of Teachers**

In your graduating year, in June, the Faculty will submit a report for all teacher candidates who have successfully completed the requirements for the B.Ed. degree to the Ontario College of Teachers. **The Faculty must provide your OCT number. Please send your OCT number to the Faculty’s Academic Secretariat by May 2019 via educprog@uottawa.ca.**

If you have a balance owed to the University, we cannot recommend you for certification to the College of Teachers. This includes tuition fees, unpaid fines levied by University services such as Library, Parking, Sports Services, etc.

Ontario College of Teachers
101 Bloor Street West, Toronto, (ON), M5S 0A1
Telephone: 416-961-8822
E-mail address: info@oct.ca
Telephone: 1-888-534-2222 (toll free)

**OCT Website**

**Registration for Degree (Degrees are not awarded automatically)**

In order that their names be submitted to Senate, teacher candidates in their final year who expect to complete their degree requirements must fill in the registration for degree form. The form is available through the Convocation web site. The Faculty can only send a recommendation to the Ontario College of Teachers if the degree is granted.

The Faculty must receive the final marks for courses prior to May 15 for teacher candidates registered for spring convocation and prior to September 15 for teacher candidates registered for fall convocation. Teacher candidates who are doing a make-up practicum will not be able to attend Spring Convocation since the degree will be conferred after the ceremony.

Note: You must ensure that the courses in which you are registered meet the requirements of the degree sought.

**Letter of Eligibility**

If required by a school board for hiring purposes, teacher candidates can obtain from the Faculty a letter of eligibility indicating successful completion of the program at the end of their studies. An administrative fee of $ 20 is applicable. The request must be made at the academic secretariat of the Faculty and must be made 48 hours in advance to allow adequate time for the preparation of the letter. **Letters will be available in mid-May. It is the teacher candidate’s responsibility to check the hiring requirements of school boards. Letters of eligibility do not replace certification from the Ontario College of Teachers.**

**Unqualified Supply Teaching**

Our TELC (Teacher Education Liaison Committee) which represents the teacher federations in Ontario have asked us to remind teacher candidates of the potential risks of unqualified supply teaching in Ontario or in other jurisdictions. Although you are an associate member of OTF and are expected to act according to the Standards of Practice, you do not have the same protection provided to full members if an allegation, an incident, or significant issue arises. As you are pursuing teaching as a career, any incident or investigation of an allegation may impact upon your ability to complete the Teacher Education program or be certified by the Ontario College of Teachers. We want you to be well aware of the risks.
PRACTICUM EXPERIENCE

All Teacher Candidates must complete an in-school community service learning placement and practicum in the 2018/2019 school year. All placements will be made in the Ottawa area in one of our partnering boards of education: OCDSB, OCSB, UCDSB, or CDSBEO. Your PED 3150 or PED 3151 professor will supervise your practicum experience.

The Practicum experience is made up of two components: community service learning and evaluated practicum.

For Year 1 teacher candidates’ 2018/2019 community service, learning will consist of one day a week (Wednesdays) from September to November 2018.

For Year 1 teacher candidates’ 2018/2019 practicum will consist of a three-week block from December 3 to 21, 2018 and one day a week (Wednesdays) from January for 10 weeks followed by a six-week block from March 18 to April 25, 2019.

For Year 2 teacher candidates’ 2018/2019 evaluated practicum will consist of a week block from September 4 to 7, 2018 and one day a week (Wednesdays) for 10 weeks followed by a seven-week block from November 26, 2018 to January 25, 2019.

For Year 2 teacher candidates’ 2018/2019 community service learning will consist of a mandatory three-week block from April 8 to 25, 2019. Teacher candidates are free to volunteer in their practicum schools or create an extra-curricular community service-learning placement on Wednesdays in the fourth term of the program.

Placement Process

Year 1 teacher candidates should have submitted their practicum placement preferences, a postal code as requested on the practicum placement form available on the Teacher Education registration kit Website. These preferences were to be registered upon receipt of the Offer of Admission. The Practicum Office begins their placement work in the spring and summer.

If your local address changes during the year, please update it on your uoZone. This does not mean that your practicum preferences will automatically be updated to reflect the changes made on uoZone. The practicum preferences are locked to your original submission. Should you have questions about this, please contact the practicum office.

With respect to the notion of conflict of interest, the Practicum Office will not place teacher candidates in a school where a family member or other relations work or attend, nor will teacher candidates be placed with Associate Teachers with whom they already have an established relationship. Please notify the Practicum Office by email at practica@uottawa.ca should there be a conflict of interest.

Practicum placements are coordinated through the Practicum Office and are determined by availability of Associate Teachers within the required divisions and subject areas. According to OCT regulations, placements must be in a school in Ontario with an OCT certified teacher. While every effort is made to allocate teacher candidates to local placements it is not unusual for teacher candidates to have to travel up to 90 minutes to and from school, especially if relying on public transport. Teacher candidates must arrange their own transportation to and from practicum.

Any concern regarding practicum placement should first be addressed to your PED 3150 or PED 3151 professor.

Teacher candidates who have been unsuccessful in the first practicum will be required to complete a make-up practicum determined by the Director of Teacher Education’s Office in conjunction with the Practicum Office.
In order to allow the Associate Teacher to communicate with the teacher candidate, we share the teacher candidate’s @uOttawa email address with the Associate Teacher. Your email address will be protected at all times in compliance with University policies on personal information and with any other legislation governing personal information.

This information will be kept for the period of the practicum placement to satisfy the requirements of the practicum. If you have questions in this regard, please consult the Access to Information and Protection of Privacy Website.

All teacher candidates are required to obtain a copy of the CSL/Practicum Guide 2018-2019. It is included in the Teacher Education Agenda 2018/2019, which will be available in late August for a small fee from Reprography room 0024 in the basement level of the University Centre. An on-line version can be found on the faculty web site.

Teacher candidates can email the Practicum Office at practica@uottawa.ca.
As future teachers, graduates of the Faculty of Education’s Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum. Under the Ethical Standards for the Teaching Profession of the Ontario College of Teachers, teachers must also demonstrate care, integrity, respect and trust in all of their interactions with students, parents, other teachers, school personnel and with members of the public.

While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public.

The following procedures apply to this regulation:

### Prior to the Practicum

a) Only those teacher candidates who demonstrate that they can act with care, respect, integrity and trust and that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) will be placed in the practicum.

b) If a teacher candidate has not demonstrated the required qualities (care, integrity, respect or trust), or if the Faculty has well founded reason the believe that the teacher candidate may endanger the physical safety, psychological health or educational well-being of students (children, adolescent or adult), the director of the Teacher Education or Formation à l’enseignement program may deny a practicum placement to the teacher candidate. In the absence of the program director, the decision to refuse a practicum must be made by the Vice-Dean Academic Programs or the Dean.

The teacher candidate must be informed in writing of this determination and the reasons for it within five working days.

### During the Practicum

a) A teacher candidate will be immediately withdrawn from the practicum if he or she puts at risk the physical safety, the psychological health or educational well-being of students (children, adolescent or adult), or otherwise demonstrates an absence of care, respect, integrity or trust. A student who personally withdraws from the practicum will be considered to have failed it.

b) Such determination may be made by the school principal, by another school board official such as a director of education, or by the Director of Teacher Education or of Formation à l’enseignement, the Vice Dean (Academic Programs) or the Dean of Education. The teacher candidate must be informed in writing of this determination and the reasons for it, normally within five working days of the withdrawal from the practicum.

c) In the event of such a determination, the teacher candidate will only be placed in another practicum by the Director of Teacher Education or of Formation à l’enseignement, or in his or her absence the Vice-Dean (Academic Programs) or the Dean of Education, when the teacher candidate demonstrates that he or she:

i) No longer poses a risk to students (children, adolescent or adult);

ii) is capable of acting with care, respect, integrity and trust, and;
iii) Has the knowledge, attitudes and capacities needed to be responsible for their physical safety, psychological health and educational well-being.

**Denial or Withdrawal from Practicum**

In the event that a teacher candidate is denied or withdrawn from the practicum under this regulation, a committee consisting of three regular professors will examine the case.

a) The committee must normally meet within ten working days of the written notification to the teacher candidate of the decision to deny a practicum.

b) The committee may make one of three decisions:

   i) It may uphold the denial of a practicum placement;
   
   ii) It may identify conditions that the teacher candidate must satisfy before being placed in a practicum; or,
   
   iii) It may authorize the placement of the teacher candidate in another practicum.

c) The teacher candidate may make a written submission to the committee and may request to appear before it.

d) The committee must provide written reasons for its decision.

e) In the event that the committee upholds the decision to bar the teacher candidate from the practicum, a grade of F will be noted on the teacher candidate’s transcript for the practicum and the teacher candidate will be withdrawn from the program.

f) In the event that the committee identifies conditions that the teacher candidate must satisfy before being placed in a practicum, a grade of E will be noted on the teacher candidate’s transcript for the practicum.

**Right of Appeal**

The teacher candidate may appeal the decision of the committee through the normal procedures associated with a grade appeal as defined by the Senate of the University of Ottawa.

**University of Ottawa: Policy on Sexual Violence**

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and teacher candidate groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information and to procedures for reporting an incident or filing a complaint. For more information, please visit [Sexual violence: support and prevention](#).
FACULTY OF EDUCATION ACTIVITIES

It is our pleasure to assist you in acquiring the skills and knowledge you need as a teacher. Throughout the next two years, we will organize a number of workshops and seminars that will be beneficial to your professional development. We have also invited some key organizations to share information with you about the profession of teaching. We encourage you to take advantage of as many of these activities as possible. Some events are mandatory for teacher candidates. You will be able to keep abreast of all the events to be held this year as indicated below. Please note that you must register for some events, as space may be limited. Registration will be done on line.

Stay up-to-date by checking daily the:

1. Faculty of Education Website
2. Social Media of the Faculty : Facebook page, Instagram, You Tube, Twitter
3. Your uoZone account
4. Your mail @uOttawa
5. Bulletin boards of the Faculty of Education and monitor in the lobby of Lamoureux Hall and in the Café Écolo.

We would like to invite you to submit any questions, comments you may have about the activities you are attending or suggest any new ones, which could be beneficial to your professional development. Your feedback will help us make improvements on an ongoing basis. You can reach the Marketing and Communication Services by E-mail at educom@uottawa.ca or in person in Lamoureux Hall, Room 322. We wish you all the best for this year!

PARTNERS IN EDUCATION

Several partners along with the Faculty of Education are involved in your development as a future teacher. Becoming familiar with the services provided by these partners is part of your professional responsibilities as a future teacher. These agencies all provide targeted professional development workshops and information sessions throughout the year (See UOCalendar for scheduled events).

The Ontario Ministry of Education

The Ministry of Education is responsible for providing legislation, policies, guidelines, and curriculum documents with regard to education in the province of Ontario. The Ministry of Education provides many resources and on-line workshops for all teacher candidates to introduce you to current Ministry of Education curriculum and policy initiatives priorities. In addition, the Ministry provides a variety of teaching resources to assist you in your classroom teaching at EduGAINS.

Visit the Ministry of Education Website, for the links to all curriculum documents and policies.

The Ontario College of Teachers (OCT)

The College sets and regulates teaching qualifications and standards of conduct, registers members, and investigates and disciplines members charged with professional misconduct. Teachers who want to work in publicly funded schools in Ontario must be members of the College. Some private schools also require that their teachers be members of the College. The College has a broad mandate to license, govern and regulate the practice of teaching in Ontario. For more information, visit the OCT Website.

The OCT will be offering information workshops to all teacher candidates. These sessions will explain requirements for registration as a beginning teacher and the important procedures that you must undertake to ensure that registration is completed prior September of your graduation year.
The Ontario Teachers Federation (OTF)

OTF was set up by the Teaching Profession Act of 1944 as the professional organization for teachers in the province. All teachers (as defined in the Teaching Profession Act) are required by law to belong to the Federation as a condition of teaching in the publicly funded schools of Ontario. L'Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), and the Ontario Secondary School Teachers' Federation (OSSTF) are affiliated with OTF. For more information, visit the OTF Website.

School Boards

The following local school boards and their teachers welcome teacher candidates into their classrooms and schools for practicum.

- Ottawa Catholic District School Board (OCDSB)
- Ottawa Catholic School Board (OCSB)
- Upper Canada District School Board (UCDSB)
- Catholic District School Board of Eastern Ontario (CDSBEO)

To understand the responsibilities of all partners in practicum please refer to the Practicum Website.

Evaluation of Qualifications

The QECO (Qualification Evaluation Council of Ontario) and OSSTF (Ontario Secondary School Teachers Federation) Certification Service provide an organized, uniform basis on which to evaluate teacher qualifications for salary purposes. Teacher candidates who plan on teaching in the publicly funded elementary or Catholic systems in Ontario must have their qualifications evaluated. Information can be found on the QECO Website.

Teacher candidates who plan to teach in the public secondary schools in Ontario must have their qualifications evaluated by the OSSTF Certification service. Information can be found on the OSSTF Website. An information session will be provided during the academic year.

QECO will also be visiting the Faculty in February 2019 to provide teacher candidates with essential information related to the evaluation of their qualifications. These procedures are essential to ensure that you are placed on the appropriate salary scale as a teacher in 2018-2019.
INFORMATION SERVICES

CONTACT PERSONS AT THE FACULTY OF EDUCATION

Office of the Director - LMX 332
Telephone: 613-562-5800 ext. 4068
Email: teached@uottawa.ca

Director
Nicholas Ng-A-Fook

Assistant Director
Tracy Crowe

Administrative Assistant
Stéphanie McCann

Practicum Office – 3rd floor
Telephone: 613-562-5800 ext. 4299
Fax: 613-562-5441
practica@uottawa.ca

Coordination officer, Field Placement Services
Ellis Hayman

Practicum Assistant
Anne Garneau

Academic Secretariat - 3rd floor
145 Jean-Jacques Lussier St.
Ottawa, Ontario, K1N 6N5
http://education.uottawa.ca/en
E-mail: educprog@uottawa.ca
Telephone: 613-562-5804
Toll Free: 1-800-860-8577
Fax: 613-562-5963

Academic Administrator
Rachelle Leblanc-St.Denis

Academic Services Officer
Johanne Leblanc

Academic Assistant
Marie Beaulieu

Using E-mail

All messages from the Faculty of Education and the University will appear on uoZone or will be sent to your @uottawa.ca E-mail address. It is important that you access this account regularly.
Equipped for teaching and learning
The Faculty of Education Resource Centre aims to support the programs of the Faculty of Education by providing a range of teaching and learning resources and services.

Resources
Take advantage of the many resources available to help you learn and teach such as
- A wide variety of non-fiction and fiction books, including text books, reference works, children’s’ and young adult literature, and graphic novels;
- educational materials such as kits, musical instruments and puppets;
- curriculum documents
- audiovisual and computer equipment;
- and digital resources such as software and databases.

Services
The Resource Centre offers a range of services to support you in your classwork and on your practicum including:
- Reference and research assistance offered by an education librarian;
- workshops on topics such as the effective use of SMART Boards;
- technical support for the use of the Resource Centre’s equipment as well connecting to the campus Wi-Fi or printing wirelessly from your laptop;
- spaces for individual and group study;
- and self-service printing, photocopying and laminating.

Location
Lamoureux Hall, room 203

Hours of operation
To consult the hours and location page on the Resource Center's website.

For more information
Phone: 613-562-5861
Email: EduCentre@uOttawa.ca
Web: education.uOttawa.ca/en/resource-centre
HELPFUL PHONE NUMBERS ON CAMPUS

Students' uOZone
75 Laurier Avenue East (Tabaret Hall).................................................................613-562-5700
Toll Free Number.................................................................................................1-877-868-8292
Fax......................................................................................................................613-562-5323

SERVICES FOR TEACHER CANDIDATES

Aboriginal Resource Centre
1 Stewart Street, 1st Floor, room 130 .................................................................613-562-5800 ext. 4566

Campus activities Website
University Centre, room 318...........................................................................613-562-5800 ext. 4424

Financial Aid and Awards Website
55 Laurier Ave. East, room 3156 .................................................................613-562-5734

Foot Patrol Website
141 Louis-Pasteur........................................................................................613-562-5800, ext. 7433

Health Promotion Website
University Centre, room 203...........................................................................613-562-5800 ext. 4521

Health Services Website
100, Marie-Curie, 3rd floor................................................................................613-564-3950

Housing Service Website
Residential Complex, 90 University.................................................................613-562-5885

International House (SFUO) Website
University Centre, room 211-E & G...............................................................613-562-5800 ext. 4405

Off-campus Housing Website
100 Thomas Moore, room 102 .................................................................613-562-5621

Sports Website
Montpetit Hall
125 University.................................................................................................613-562-5800 ext. 4327
Minto Sports Complex
801 King-Edward.................................................................................................613-562-5789

Academic Success Services (SASS) Website
100 Marie-Curie Private (4th Floor, MCE).........................................................613-562-5101

Women's Ressource Centre Website
University Centre, room 220...........................................................................613-562-5800 ext. 5755