

# TEACHER EDUCATION STREAM

## HANDBOOK 2025-2026



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SCHOOL OF EDUCATION

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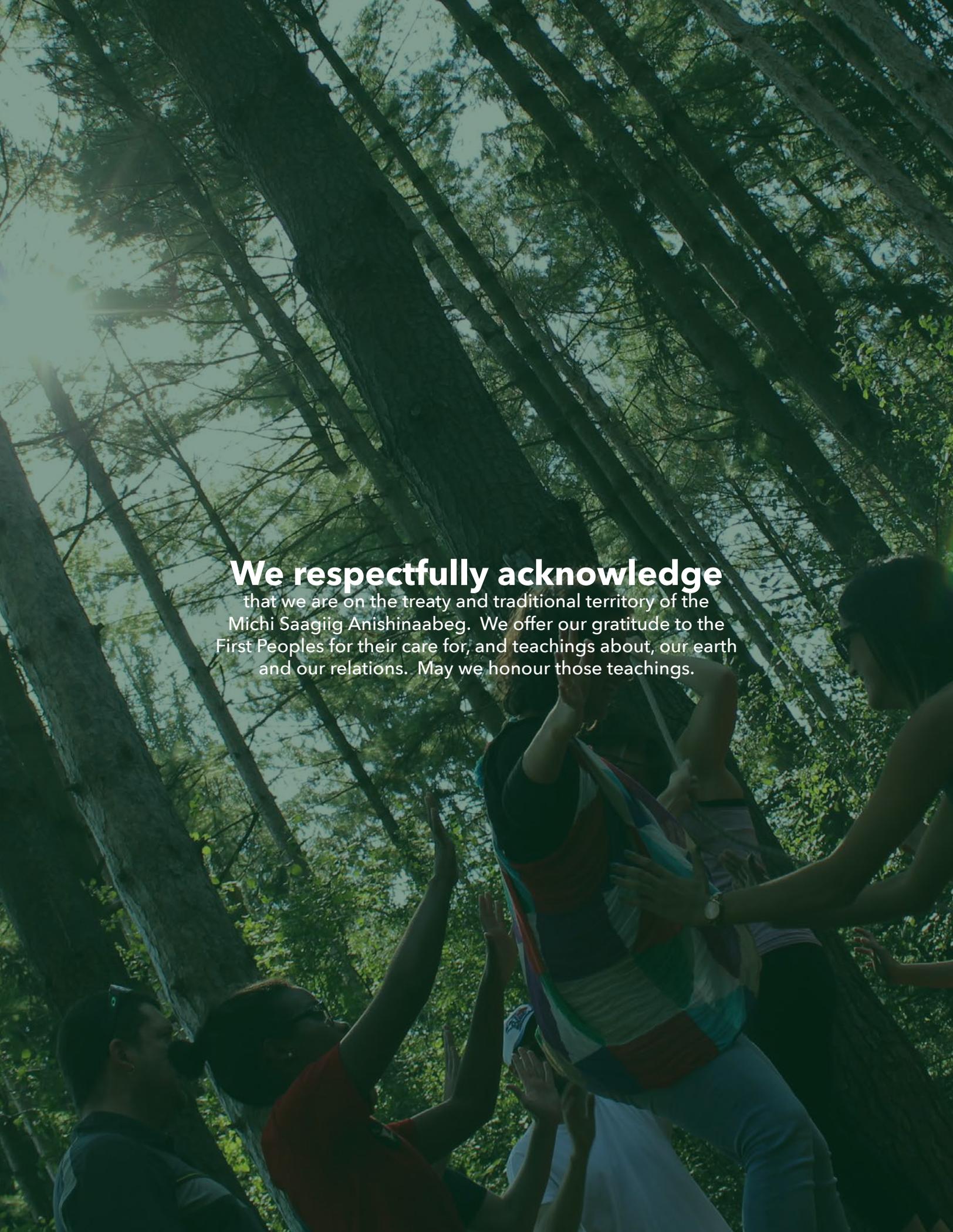
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A low-angle photograph of a group of people standing in a circle in a forest, holding hands. A rainbow flag is draped over one person in the center. The scene is bathed in soft, natural light filtering through the trees.

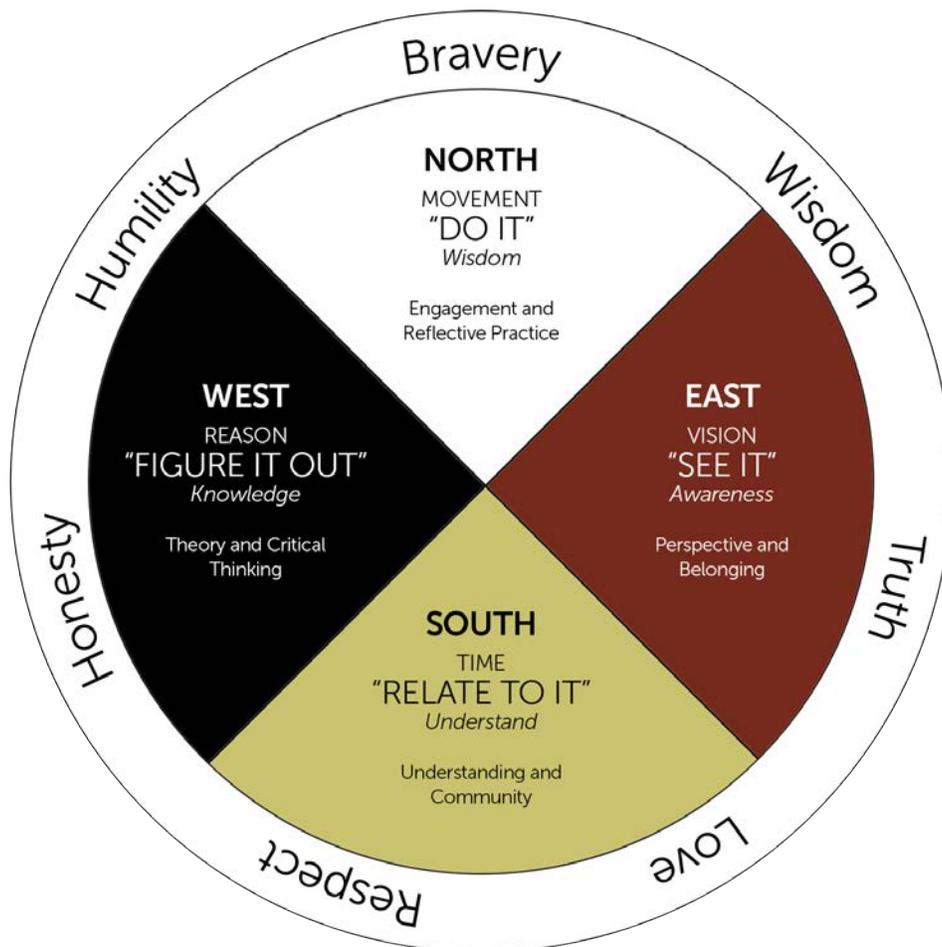
## **We respectfully acknowledge**

that we are on the treaty and traditional territory of the Michi Saagiig Anishinaabeg. We offer our gratitude to the First Peoples for their care for, and teachings about, our earth and our relations. May we honour those teachings.

# MISSION STATEMENT AND VALUES OF THE SCHOOL OF EDUCATION

## Mission Statement and Values

Trent's School of Education emphasizes social and ecological justice and models practices of inclusivity, differentiation, and sustainability in education, theory, and research. It is a goal of the program that our teaching and learning environment encourages students to think creatively and critically about their studies. The program reinforces the need for holistic scholarly and pedagogical approaches that include Indigenous perspectives and increase our understanding of interconnectivity between peoples and the environment.



# SUSTAINABILITY IN THE SCHOOL OF EDUCATION

*We do not inherit the earth from our ancestors;  
we borrow it from our children.  
- Moses Henry Cass, 1974*

Our everyday decisions and choices impact future generations and their ability to live on this planet. Both faculty and students are encouraged to engage in sustainable practices. To this end:

- Share ideas in class and try to demonstrate sustainable practices.
- If you are the last person out of a classroom, please turn the lights off.
- Handouts and resources will often be posted on Blackboard or made available via email or other electronic means.
- Please ask faculty members what form of assignment submission they are willing to accept. Uploading to Blackboard is often possible and some faculty may be willing to accept submissions via email.
- You are encouraged to follow the University's initiative and avoid using bottled water. Using a reusable water container and filling it with tap water is thousands of times cheaper and more sustainable. The bottling of water has very undesirable environmental impacts and is also regarded as the commercialization of a resource to which all people should be entitled to free access.



# THE TRENT SCHOOL OF EDUCATION ANTI-OPPRESSION COMMITTEE STATEMENT

Terms of reference for the Anti-Oppression Committee: The Anti-Oppression Committee is a standing committee within the School of Education that can be composed of faculty, staff, and students. The purpose of the committee is to inform the School of Education on matters related to oppression and to recommend actions that progress the School of Education's work to promote values of inclusion and equity and foster a workplace culture that challenges bias and discrimination.

## LAND ACKNOWLEDGEMENT

We respectfully acknowledge that we are on the traditional territory of the Mississauga Anishinaabeg. We offer our gratitude to the First Nations for their care for, and teachings about, our earth and our relations. May we honour those teachings. We recognize that our first relationship is with the land. In addition, our relationships among peoples are shaped by how each of us has come to be on this shared land.

## DECOLONIZATION AND RECONCILIATION

We commit to the decolonization of the academy and working toward reconciliation. We honour The Truth and Reconciliation Commission of Canada's call upon institutions of education to acknowledge injustice against Indigenous peoples and to recentre Indigenous knowledge in our curricula and pedagogy. Regardless of discipline, level, or context, all educators in Canada have a part to play in reconciliation between Indigenous and settler communities.

## REFERENCE TO HUMAN RIGHTS

We honour and add to the Ontario human rights code in our efforts to ensure a space that is equitable on the basis of: age, ancestry, colour, race, Indigeneity, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status (including single status), gender identity, gender expression, receipt of public assistance (in housing only), record of offences (in employment only), sex (including pregnancy and breastfeeding), sexual orientation, class. We understand that this terminology is often contested and in flux and commit to adjusting the above list over time to best reflect our community.

## ENVIRONMENTAL RESPONSIBILITY

We follow the lead of the Haudenosaunee who advise that we make decisions today to ensure that in seven generations there will still exist a sustainable world. We recognize that the sustainability of life on earth depends upon urgent action, and that environmental damage disproportionately impacts marginalized communities. Developing respectful, caring relationships with the land is the foundation of environmental learning, practices, and pedagogies.

## CALL TO ACTION AND PEDAGOGIES OF HOPE

The SOE will continue to implement new eco-social justice policies and practices (eg workshops, teach-ins, podcasts, socials, hirings, resources, curricula, events, celebrations, reports, research, etc.), and vows to seek new knowledge to address barriers for the most vulnerable in our communities, so that we all might have an institution that better serves ALL of our current and future learners.

*Written in part by Kharrington Petgrave and Karleen Pendleton Jiménez on May 24th, 2022, with the approval of The Trent School of Education Anti-Oppression Committee.*

## WE ACKNOWLEDGE DIVERSITY WITHIN OUR COMMUNITY

The Trent University School of Education seeks to go beyond the language of inclusion and move to a space of embedding, affirming, and honoring the knowledge, experiences, and identities of marginalized communities. We are committed to the just and equitable treatment of our community members and community partners.

## EDUCATION IS POLITICAL

We recognize that education is a fundamentally political act, and call on our faculty, staff, teacher candidates, students and community members to ensure our teaching does not reproduce discrimination, both directly and indirectly.

## VIGILANCE AGAINST INEQUITY

We also recognize that inclusive and equitable spaces are created through the courage of those that confront inequity in all its forms. We seek to provide support for educators in developing the skills, knowledge, and bravery to create these spaces. We understand that both educators and students belong to marginalized communities, potentially facing discrimination, and have an obligation to support them.

## ONGOING LEARNING

We acknowledge that one's capacity to challenge oppression involves life-long learning. We know that our work as educators, both current and future, depends on a mindset of growth.

## VALUES FOR SAFETY

We aim to prepare learners for the diverse experiences, cultures, and histories of all learners, in Ontario and beyond. Often, students from marginalized communities experience educators who are not prepared for the diversity of their classrooms, and we seek to equip educators to repair this harm.

We educate with the knowledge that it is the responsibility of the educator, and not the learner, to embrace and embed marginalized voices in their practice. We therefore seek to prepare educators to have conversations about equity in a manner that encourages safety for all learners.

## Reporting

If you witness or experience discrimination within School of Education programs, there are several ways to report.

### For Students

SCENARIO	OPTIONS	OPTIONS (DETAILS)
If the incident involves <b>another student</b> and occurs within a class, raise the concern with your professor to see if there is a pedagogical response that can be taken (eg further class discussion, readings, films, presentations).	If you feel uncomfortable approaching the instructor, feel that the instructor's response is inadequate, or if the incident occurred outside of a class, file a complaint with Trent's Student Charter of Rights and Responsibilities: <a href="https://www.trentu.ca/current-students/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities#Formal">trentu.ca/current-students/policies-decision-making/student-conduct/student-charter-rights-and-responsibilities#Formal</a>	
If the incident involves a <b>professor</b> and occurs within a class, raise the concern with your professor to see if there is a pedagogical response that can be taken (eg further class discussion, readings, films, presentations).	If you feel uncomfortable approaching the instructor, or feel that the instructor's response is not adequate, or if the incident occurred outside of a class, you have several options:	Report incident to the Dean. <ul style="list-style-type: none"> <li>• Only an anonymous informal complaint can be made.</li> <li>• The dean may or may not follow up with a faculty member.</li> </ul>
	And/or Report incident to the Human Rights Office.	<ul style="list-style-type: none"> <li>• An anonymous informal complaint can be made, and there may or may not be follow up with a professor.</li> <li>• A formal complaint can be made, and there will be follow-up with a professor. Please note formal complaints require student names and contact information. Complaints may be made up to five (5) months after an incident has taken place.</li> </ul>
	And/or report incident to The School of Education Equity Committee.	<ul style="list-style-type: none"> <li>• Only an anonymous informal complaint can be made.</li> <li>• Incidents will be reported anonymously at faculty meetings.</li> <li>• The committee will consider program-wide pedagogical responses, presentations, teach-ins, resources, etc.</li> </ul>

Written in part by Kharington Petgrave and Karleen Pendleton Jiménez on May 24th, 2022.



# OVERVIEW

# THE TEACHER EDUCATION STREAM (TES) PROGRAM

The Teacher Education Stream (TES) is designed for students commencing their undergraduate studies who are considering a potential future career in education. The TES provides a range of experiences that will help you gain a practical and theoretical foundation in education, as well as to support applications to a B.Ed. program, following your undergraduate degree.

The TES is composed of 3.5 credits which you will take as part of your undergraduate studies:

EDUC 1050H	Understanding Teaching and Learning through Social Justice Lenses
EDUC 2050H	Non-Formal and Community-Based Education
EDUC 2051H	Field Experience in Teacher Education Stream II
EDUC 3050H	Literacies, Languages, and Schooling *
EDUC 3051H	Field Experience in Teacher Education Stream III *
EDUC 4050H	A Mathematics and STEAM Driven Classroom
EDUC 4051H	Field Experience in Teacher Education Stream IV

*\*NOTE: Completing a year in the Study Abroad program will allow for an exemption from EDUC-3050H and EDUC-3051H*

## Admission to the TES Program

Normally, students commence the TES program at the start of their undergraduate studies at Trent. A small number of students may be accepted as transfer students into the program at the end of first year (more information is provided on transferring into the program later in this Handbook).

General information about application and admission to the TES program can be found at the following link: [trentu.ca/education/programs/teacher-education-stream](http://trentu.ca/education/programs/teacher-education-stream)

## The TES and Your Undergraduate Degree

All students in the TES Program are simultaneously enrolled in an undergraduate degree (such as a B.A. or a B.Sc.). You must continue to meet all requirements for your undergraduate degree, such as declaring a major and meeting the requirements for that major. The requirements of the TES program do not replace the requirements of the degree. The TES is not a degree program in itself; the TES is rather a supplement to an undergraduate degree that constitutes an excellent pathway to a B.Ed. degree, to be taken following the completion of the undergraduate degree. Following that pathway, students will require 4 years for the undergraduate degree (along with the TES taken simultaneously), and then 2 years for the B.Ed. degree, for a total of 6 years.

## Keeping Contact with Your Academic Advisor

It is important to understand your responsibilities in the TES program. However, as indicated above, you must continue to meet the requirements of your undergraduate degree during the TES program. As such, we strongly encourage you to continue to meet with your Academic Advisor as required (usually once per year). This support is the best way of ensuring that you are meeting all necessary requirements for both the degree and the TES program - the Academic Advisors are very knowledgeable about both of these.

## Courses

The purpose of the taught component of the TES program is to make sure that you have a solid underlying theoretical framework appropriate to continue on to a B.Ed. program after your undergraduate degree, and that you have the required prerequisites for the B.Ed. As such, since applying to the B.Ed. requires different prerequisites depending on whether you are in Primary/Junior (P/J, Kindergarten to Grade 6) or Intermediate/Senior (I/S, Grade 7 to 12), it is important for you to be focused on your intended direction during your time in the TES. Normally a decision on whether you are working toward P/J or I/S should be made by the end of your first year, as this will affect your course selections for the remainder of your degree.

## Relationship to Your Degree Program

The TES is NOT a degree program itself, in the sense that you will not receive a degree called “Teacher Education Stream”. Your degree program, usually a B.A. or a B.Sc., is not affected in any way by your presence in the TES. Therefore, as you proceed through that degree, it is important that you continue to meet all requirements of your degree, and none of the TES requirements discussed here are meant to replace your degree requirements. **Having the assistance and support of an Academic Advisor in order to accomplish this is highly recommended.**

## Teaching Subjects

To clear up a common misconception, please note that the term “Teaching Subject” refers ONLY to Intermediate/Senior (I/S) requirements. Teaching subjects do not apply to Primary/Junior (P/J). For those in I/S who intend applying to Trent for your B.Ed., you need to be certain that your undergraduate program will give you the necessary credits for two of the teaching subject areas offered by Trent, once you get to the level of the B.Ed. program. The 14 teaching subjects currently offered by Trent are:

- Anishnaabemowin (Ojibwe)
- Biology
- Chemistry
- Dramatic Arts
- English
- Environmental Science
- First Nation, Métis and Inuit Studies
- French as a Second Language
- Geography
- Health & Physical Education
- History
- Mathematics
- Physics
- Visual Arts

A common mistake for people who are considering doing I/S is to presume that other subjects (such as Psychology and Sociology) must be I/S teaching subjects, because they remember taking these courses in high school. Many low-enrolment subjects in high schools are taught by individuals who do not actually have a certification as a teaching subject in that area. If a high school only offers one class per year in Law, for example, the school will likely not be able to hire a person with a teaching subject in Law, and will instead give the course to a person with other teaching subjects. As a result, Trent has chosen to focus on providing a set of teaching subject options that are in strong demand in the schools. It is important to keep the list of teaching subjects above in mind if you are considering applying to Trent for a B.Ed. in I/S teaching. Other universities may offer a teaching subject in Social Studies - General, which includes sociology and psychology, but Trent does not.

## Credits for Intermediate/Senior (I/S) Teaching Subjects

Courses that serve to meet the requirement for each of your two teaching subjects are normally all of those courses that are offered by a specific department (i.e. courses listed as “ENGL” are normally those that are accepted for meeting the requirements for an English I/S teaching subject). However, you should pay special attention to any notes in the university’s Academic Calendar regarding an unusual status for specific courses. For example, courses such as PHYS 2091H, which was created to support students working towards elementary teaching, are noted in the calendar as NOT meeting the requirement for a degree in physics. Likewise, such courses would not count as credit for an I/S teaching subject. Please contact us if you are uncertain of this.

Cross-listed courses can be accepted as credits for either of your teaching subject areas, but they cannot be double-counted towards two different teaching subjects at once. A cross-listed course must be designated to meet one or other of the areas, and cannot be 'split' between two areas (a 1.0 credit course cannot be split 0.5/0.5 between two teaching subject requirements).

Three teaching subject areas (Health & Physical Education, Drama, and Visual Arts) are available in the B.Ed. program at Trent despite the university not having undergraduate academic departments in each of these areas. As such there are no courses listed exclusively for each of these subjects. However, there are a number of courses offered by other departments that serve to meet the requirements of each of these areas. The lists of courses acceptable for application to Trent's B.Ed. program in each area are available on the university's website [trentu.ca/education/teachingsubjects](http://trentu.ca/education/teachingsubjects)

## Study Abroad

The Study Abroad program is offered to students, normally in their third year of study; within the TES we fully support and encourage student engagement in this program. Being able to take all of your new learning about language and culture into a classroom is a wonderful thing for your future students. The TES program fully supports this option, and exemption will be granted for EDUC-3050H and EDUC-3051H for students who opt to pursue this opportunity with a full year abroad. Students doing one semester abroad will be exempt from EDUC-3051H only. Further information about the Study Abroad program can be found at [trentu.ca/studyabroad](http://trentu.ca/studyabroad)

## Primary/Junior (P/J) & Intermediate/Senior (I/S) Levels and Changing Levels

We do not keep a record of whether you are working toward P/J or I/S. It is your responsibility to know which is your intended level, and to make sure you are meeting the needs of that division. Please contact us (or an Academic Advisor) if you are unsure of whether you are on track to meet the needs of your intended level.

Since you are not officially recorded as being P/J or I/S, you can make a change between the two levels without needing to register that change anywhere. It is as simple as deciding that you are switching your target to the other level. However, it is highly recommended that you consult an Academic Advisor or the TES Coordinator before making such a change in your intended level. The specifics of your situation will influence whether this change is feasible or not at a given moment. Generally speaking, the further you have progressed into your degree, the harder it is to make such a change. Please note that once you have commenced a B.Ed. program, changing between P/J and I/S is not possible.

## Thinking Ahead: Looking Down the Road at Your Qualifications

Besides meeting the basic requirements of the TES and the prerequisites for getting into the B.Ed. program, being a proactive teacher-to-be, you may be looking ahead at future options and possibilities. The following points relate to the kind of information that you might find useful to know now, so that down the road you don't have to say, "I only wish someone had just told me...!"

### Options Outside of Classroom Teaching

Most people in the TES program, and later in the B.Ed. program, are planning to become K-12 classroom teachers. However, there are many options in education beyond the standard K-12 classroom, including such pathways as research, adult education, working with an NGO, teaching in a First Nations, Métis or Inuit setting, teaching in an international school, etc. Trent's School of Education encourages our students to be open to the many exciting possibilities that become available through a career in education. Your time in the TES program is a great space to begin exploring some of these alternative pathways if you wish to do so. Please contact us if you would like more information about pursuing your own unique path to education.

### French Qualifications for Intermediate/Senior (I/S)

To teach French at the I/S level, you should make French one of your teaching subject areas. Teaching French Immersion at the I/S level likewise requires that you make French one of your teaching subject areas (with the other being the subject that you would most likely be eventually teaching in French).

## French Qualifications for Primary/Junior (P/J)

To teach French at the P/J level, the process is different. You need to follow all the normal procedures for working towards P/J as discussed above, and when you are eventually in your B.Ed. degree (or anytime thereafter), you can take an “Additional Qualification” (AQ) course called FSL Part I, which will give you the qualification to teach P/J French. Please note that while entry to FSL Part I in many universities (including Trent) does not necessarily require undergraduate courses in French (a proficiency test can be used instead), it is highly recommended that you nonetheless take undergraduate courses in French. When you eventually apply to teaching positions in French, not only will those courses have strengthened your ability in French, but they will also serve to indicate your long-term serious dedication to French as a discipline.

### Additional Teaching Divisions

Some students in the TES program are interested in eventually establishing credentials in more than the standard two teaching divisions. While everyone will complete the B.Ed. with two divisions only (at Trent either Primary & Junior or Intermediate & Senior), there are courses that are available after you complete the B.Ed. that can give you a third or a fourth division, called Additional Basic Qualifications (ABQs). For those who are pursuing the P/J division now, please note that adding an Intermediate or Senior ABQ credential later will require some prerequisite courses in specific teaching subject areas. As such, if you think this is an eventual route that you might consider pursuing, it would be wise to take a number of courses in a specific I/S teaching subject area (typically 2.0 or 3.0 credits, but this can vary). More information on Trent’s ABQ courses is provided at [trentu.ca/aqcourses](http://trentu.ca/aqcourses). For those interested eventually in the possibility of school leadership, please note that obtaining a principalship qualification in Ontario requires three teaching divisions as one of the prerequisites. For those who begin with the I/S, and who wish to add Primary or Junior, you will typically not have the same issue with prerequisites for an ABQ (it is generally easier for an I/S teacher to add P or J than it is for the P/J teacher to add I or S), but you are advised to consult a specific course’s prerequisites if this interests you.

### Extra Teaching Subjects

All I/S individuals taking a B.Ed. will complete that degree with only two teaching subjects. However, just as with the discussion above regarding divisions, you can take Additional Qualifications (AQ) courses

## Placements

**All placements in the TES must be approved by [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca) prior to the placement commencing.**

### Requirements

Placement hours are an integral component of each of the education courses studied as part of the TES. You will accumulate at least 30 hours in each year of the TES program, through the four field experience courses.

Placement hours must be completed within the same term as registration for a field experience course. You cannot complete hours outside of the registered term.

You may not have more than one placement in the same school or organization during your time in the TES program. If you wish to return to a given location for additional time, you are welcome to do so for your own experience but it will not be considered an approved placement for the purpose of TES program credit. We strongly encourage you to seek a variety of different settings for placements. The rationale for encouraging placements in a range of settings is two-fold. First, it will allow you to explore a range of different educational settings which will help inform and shape your future decisions about your career as an educator; and second, the eventual B.Ed. application will require discussion of a range of educational experiences in detail. Having a range of experiences as opposed to one long-term experience will be more conducive to this purpose.

### Location and Type of Placements

All placements must be educationally-based. Therefore, it is not enough that it be a good volunteer experience (such as fundraising for a good cause). It must have a clear aspect of you being involved in the educational process. It is recommended that at least one placement in your four years be in a school setting, and equally that at least one placement be in a community-based organization or other non-traditional educational setting (ie-something other than a regular Public or Catholic school classroom).

You may work with individuals at a wide range of age levels. Volunteering in a day care to work with young children in directed learning activities, for example, would be appropriate. Likewise, at the other end of the age spectrum, volunteering in a retirement home to read to residents or participate in other activities that serve to benefit residents

cognitively is equally acceptable. Coaching a team, working with skate, dance or swimming programs, helping lead a theatrical program for children, etc., all constitute other examples of great placement choices. There is a longer list of possible ideas for locations on the TES website.

### Elevated-Risk Activities

No student in the TES program should be engaged in elevated-risk activities as part of any placement. Such activities would include, but are not limited to, the following: swimming, canoeing, kayaking, other water sports, rock/wall climbing, or operating power equipment or motor vehicles. Regardless of whatever personal training you may have had previously to oversee others conducting these activities, the TES program is not in a position to supervise or verify that experience/qualification, and as such we cannot support this being a part of your placement experience. The Placement Proposal Form states this limitation explicitly; in cases of uncertainty regarding specific activities, please contact the TES Coordinator.

### Avoiding Conflicts of Interest

The host professional on a **placement cannot be a family member, or a personal/family friend.** Such a situation would be a conflict of interest. It is okay for the supervisor to be someone whom you have previously known in some official capacity. However, if they are someone you would consider a friend of any type, then the conflict of interest would invalidate the placement result. Similarly, at the time of your placement, you cannot be on the payroll of your host organization, even if you are not getting paid specifically for that time period. It is okay if you previously worked for an organization, as long as your employment relationship has been completely severed at the time of the placement being arranged and undertaken. In the case of doubt, please contact [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca) with details regarding the situation. If you are an employee of the host organization, and simply wish to declare that you will not be paid for the period of time of the placement, this is still a conflict of interest and will invalidate the result of the placement.

### Vulnerable Sector Check (VSC)

Most placement locations will require you to have a Vulnerable Sector Check (this is not the same as a Criminal Record Check; the VSC is more in-depth). You will need to obtain this prior to going out on placement, and it is the responsibility of the placement organization, if applicable, to verify that you have the necessary documentation for their setting. On the TES website you will find a letter that

you can use to approach the local police in your home municipality in order to obtain a Vulnerable Sector Check. Please note that this letter will NOT be of any use if your home address has a postal code starting with letter "M" (i.e. your home police, in that case, is the Toronto Police Services, as they have a very different process). If you have a home postal code starting with "M", please email [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca) to seek assistance OR if you have any ID with a Peterborough address, but primarily based in Toronto, you may attempt to obtain your VSC with the Peterborough Police. Please note that your home address is determined by your primary mailing address. If you have shifted your main mailing address to Peterborough or Oshawa when coming to university, you may be able to acquire the VSC from the Peterborough or Durham police.

### Health & Safety Training

A new legal requirement has stipulated that all university students on field placements now need to take employee health and safety training. To complete this, please open Blackboard and click on the Courses tab at the top. Select Course Catalog from the upper right corner of the Courses pages. In the Search Catalog box, type "Experiential Learning (EL) Mandatory Training" and select Go. If you hover over the course ID of "trent.employeetraining" a drop-down menu will appear when you can click Enroll, then Submit. Once enrolled in this, you will only need to complete the Health & Safety portion, excluding the one for "Supervisor - Health & Safety Awareness" (in the menu list on the left hand side of your screen). It is a short training activity, and it will record you having completed the module. No TES student can be on placement without having finished this training.

### How to Set Up a Placement / Placement Proposal Form

Begin by selecting a type of location you are interested in pursuing, as discussed above. Once you have done so, you should reach out to a potential host organization, being fairly specific about what you are interested in doing. Be sure to provide a copy of the **Introductory Letter for Placement Host** and a copy of the **Placement Proposal Form** (these are available at the end of this Handbook, or on [trentu.ca/education/programs/teacher-education-stream/current-students](http://trentu.ca/education/programs/teacher-education-stream/current-students)). When contacting a school or other organization via the general contact email address available on their website, or by telephone, it is often good to indicate some specifics of what you are interested in volunteering for. For example, when schools get a message

saying, "I would like to volunteer at your school", they may feel the message is too vague. By saying, "I am hoping to volunteer once or twice a week in a grade three or four classroom", the school's office will know to direct your message to teachers at those levels, which will be more effective.

You might like to consider contacting a school in your home area and completing a full week of placement during the Reading Week in each semester. This is a great opportunity to see the full work of a classroom and the staff, it will give you some fascinating insights into the work of a teacher.

Once the organization gives you a contact name of someone who might be willing to host you, it is best to have a brief meeting with this individual to discuss the specifics of what you will be doing, and to fill out and sign the Placement Proposal Form. Please make it clear at that time that the placement will still need to be approved before it can start. The completed Placement Proposal Form can be emailed to [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca) or dropped off at the School of Education office (OC 214.1). **Due to a high volume of submissions, please note that it may take up to two weeks to receive a response.** Therefore, be sure to submit your Proposal form as far in advance of your start date as possible, and don't leave it until the last minute or it may not get approved in time. Once approved, you will receive an email letting you know that the placement has been approved. If you do not receive that approval prior to the start date, please follow up with an email to [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca) prior to starting the placement.

### Recurring Placements

Once a placement is completed and a Placement Evaluation Form has been submitted, if a student plans to return to the placement location at a later time for a new placement, there needs to be a new Placement Proposal Form and approval submitted. For example, if a student is going to complete placements for both EDUC 2051H and EDUC 3051H in the same setting, then two Placement Proposal Forms are required, one for each year. (Please note, as mentioned elsewhere in this document, a student may not have more than one placement in the same location.)

### Professionalism on Placement

When you take part in a placement, you are not only representing yourself, but also the School of Education and Trent University. We expect you to present yourself accordingly, with utmost professionalism. Here are 8 basic rules of professionalism to help guide you in doing so:

1. Strive for excellence, always putting forward your very best.
2. Be respectful of others in a professional environment.
3. Be honest at all times.
4. Seek to improve yourself every time you enter the professional setting.
5. Act with integrity.
6. Set a good example for those who are looking up to you (i.e. the students).
7. Keep private information confidential.
8. Be positive rather than critical.

Following these 8 basic rules will serve you well in conducting yourself as a professional.

### Professional Boundaries

Closely linked to the fifth point listed above is the concept of professional boundaries. Respecting professional boundaries means that your relationship with everyone around you on placement, and especially with children, needs to be kept strictly professional at all times. Do not call, email, text or communicate privately in any other manner with students/children who are a part of a placement setting. This includes friending, tagging or other interactions on social media. Do not meet privately with students/children outside of the professional/school setting. Do not give children a ride in your vehicle under any circumstances. This all applies equally after a placement is over; as a professional, you are expected to continue to observe certain norms of behaviour, even after you have departed from a professional setting.

If you are doing a placement in a high school setting, it is possible that the students you will be working with may only be a couple of years younger than you; it is essential to remember that all of these professional guidelines apply equally in that circumstance. The age difference is irrelevant; as a professional, you are in an authority position, and you may not have any connection or contact with students that may be perceived as being outside of the boundaries of appropriate professional communication.

Failure to observe professional boundaries appropriately may result in a student being removed from the TES program, being permanently barred from entering the teaching profession, and in serious cases may result in legal/criminal consequences.

### **Expectations on Placements**

The specific performance expectations during a placement are tied directly to the duties outlined on the Placement Proposal Form, which has been agreed upon by both parties. As such, the expectations will vary from one placement to another. However, the Placement Evaluation Form also outlines some general professionalism and commitment expectations that we expect of all TES students on all placements.

### **What to Take Away From Placements**

The main purpose of the placements is to aide in your development as an educator. As such, it is important that you undertake each placement in a thoughtful and reflective manner. The question that should underlie every placement experience is, "What am I learning about myself that I can use to become a better teacher?" Even the very best teachers are always searching for ways to improve their teaching. By using this same approach of putting an ongoing focus on improvement, you will gradually see your skills and understanding of teaching taking shape, as well increasing your confidence in the classroom.

### **Submitting a Placement Evaluation Form**

At the end of a given placement, you are responsible for ensuring that the host professional fills out a Placement Evaluation Form (available at the end of this Handbook, or on the TES-Current Students website), including the number of hours completed. The completed and signed Placement Evaluation Form needs to be brought in directly to the School of Education office in OC 214.1, or a scan/photo can be sent to [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca).

**For all forms related to placements, please visit**  
[trentu.ca/education/programs/teacher-education-stream/current-students](http://trentu.ca/education/programs/teacher-education-stream/current-students)



# FOR PLACEMENT HOST PROFESSIONALS

The School of Education extends its utmost appreciation to those host professionals who offer placement opportunities to our students in the TES program -- thank you! The entirety of this TES Handbook is made available to you in case you want to better understand the wider context of the TES program. However, the following points are the most relevant to you as a Host Professional.

## Pre-Placement Procedures

In the TES program, students set up their own placements. Students may reach out to a school or other potential host organization as per the procedures outlined in the section of this handbook entitled "How to Set Up a Placement / Placement Proposal Form". Potential host professionals are encouraged to read the entire "Placements" section of this Handbook to be aware of the various aspects that apply to TES students on placement.

Beyond that, the other important aspect that host professionals should be aware of prior to the start of a placement is that it is your responsibility as host professional to verify the student's VSC or criminal record check, as per the requirements of your own organization. Please inform the student of any specific requirements which they are expected to follow in this regard.

The student is required to not commence the placement until after they have received permission to do so from the School of Education. Any placement commenced prior to such permission being secured will need to be discontinued (without credit).

Please also note that the Placement Proposal Form outlines responsibilities with respect to health and safety issues (Appendix 1).

## During the Placement

### Expectations

The responsibilities of the TES student on a given placement will be determined in a discussion between you, the host professional and the TES student at the moment the Placement Proposal Form is filled out. All placements need to provide the opportunity for the TES student to engage actively in the educational process (placements must not be strictly 'busy work'), and TES students will be specifically evaluated on this aspect of the placement. Additionally, the student's professionalism and commitment to the placement will be evaluated. Please refer to the Placement Evaluation Form (Appendix 2) for more information regarding evaluation of the TES student.

### Placement Difficulties

If a TES student begins encountering difficulty of any kind during a placement, including failing to meet expectations or demonstrating a lack of professionalism, please contact the TES Coordinator in order to discuss the situation.

### Ending a Placement

As the host professional, you have the right to end a placement at any point, if you believe the placement is no longer in the best interests of your organization and/or any members of that organization (for example, the students in a school).

### Placement Evaluation Form

When a TES student has completed a placement, the host professional needs to submit a Placement Evaluation Form to indicate the outcome of the placement. The completed form should be sent via email to [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca). Evaluation forms are due by the last day of classes each term. Failure to submit your placement hours by the due date will result in a fail for the course.

# BACHELOR OF EDUCATION PROGRAM

## Applying to the B.Ed. Program

During the fall of your fourth year as an undergraduate, applications will open for the B.Ed. program. Information regarding the application process and deadlines for Trent's B.Ed. will be provided at the following link:

[trentu.ca/applying/bedadmissions](https://trentu.ca/applying/bedadmissions)

As indicated on that site, B.Ed. applications need to be submitted to the Teacher Education Application Service (TEAS) on the OUAC website. Please note that this process is the same for all B.Ed. applicants, including those in the TES program. Please follow the process and timelines outlined at the link above carefully.

## Admission to the B.Ed. Program

A minimum average of 70% on the last 10.0 undergraduate credits completed prior to the application deadline is required to be considered for admission to the Consecutive B.Ed. program at Trent. Students who complete the TES Program successfully and who have an average of 85% or higher on the last 10.0 undergraduate credits are guaranteed acceptance to Trent's B.Ed. program\*. However, we encourage all dedicated applicants whose average is above 70% to apply to the program. Historically, the B.Ed. program has accepted many strong applicants from the TES program whose average was below 85%, due in large part to the strength of the various experiences those applicants have gained through the TES. Please direct any questions you have regarding the B.Ed. application process to [educationadmissions@trentu.ca](mailto:educationadmissions@trentu.ca)

*\*Guaranteed admission only applicable if the student applies to the B.Ed. program for the academic year directly following their undergraduate degree completion.*

## Completing Your Profile of Experience

A necessary part of Trent's B.Ed. application process is the submission of a Profile of Experience. This statement is weighted 50%/50% with undergraduate grades in considering your application to the B.Ed. program. As such, it is important to give careful consideration to completing the profile. One key aspect of the profile is that each applicant discusses three experiences related to education that they have had previously. With this in mind, it is best to ensure that you undertake a variety of types of experiences on your placements.



# POLICIES AND PROCEDURES

## Transferring Into the TES Program

Students who have completed up to one year of an undergraduate degree are eligible to apply to transfer into the TES program. A student who has more than 5.0 credits is normally not eligible to transfer into the program; there needs to be sufficient time remaining within a student's undergraduate program to enable the student to meet all of the TES requirements. Those who wish to be considered for transfer into the program should apply via the link on MyTrent, which will become active in February. For further information you should contact our Education Admissions Officer at [educationadmissions@trentu.ca](mailto:educationadmissions@trentu.ca)

Transfer students need to be aware that fulfilling all course requirements within the allotted time will require careful planning with the support of an Academic Advisor, and in rare cases may require one or two summer courses or overload courses in Year 3 or Year 4. If the transfer into the TES is taking place from another institution, the main responsibility for recognizing the transfer credits rests with the Registrar's Office.

### Teacher Education Stream: Assessment and Evaluation Policy

1. Submission of all work must take place by the assignment deadline.
2. Extensions must be negotiated in advance with the course instructor.
3. On-going communication with the course instructor is vital.
4. Students may be granted Incomplete Standing by mutual agreement between the student and the course instructor.
5. Students who have not communicated with their course instructor in a timely manner, either directly or via a third party, will not be granted Incomplete Standing.
6. In exceptional, documented circumstances, the course instructor may support an appeal for late withdrawal from the course.

### Procedure and Timelines for the Appeal of Term Work

1. If a student is dissatisfied with the grade received on a written piece of term work within a course, then the student must **within one week of the graded work being made available to them** request a meeting with the course instructor in writing by email.
2. The course instructor will schedule the meeting in a timely fashion.
3. At the meeting the student will provide, in writing and verbally, the specific areas of the work that the student believes to have been incorrectly assessed.
4. **As soon as possible and normally within three working days** of the meeting the course instructor will advise the student, in writing by email, of his/her decision.
5. **Within one week** of the course instructor's decision being made available to the student, the student may appeal that decision in writing to the Program Coordinator.
6. The Program Coordinator will review the appeal and decide whether a re-grade is warranted. Where a re-grade of the work is requested by the Program Coordinator, the Program Coordinator will normally ask two instructors with relevant expertise to review the work. While the overall grade may not be lowered as a result of this review, the resulting moderated grade will be the average of all assessments of the work.
7. The moderated grade from that review will be provided to the student, in writing by email from the Program Coordinator, within one week of the re-grade being assigned. The re-graded paper, grading rubric and comments are not returned to the student.
8. **PLEASE NOTE:** Decisions of this nature are deemed by the School of Education and Professional Learning to be matters of academic judgment and as such are matters in which Special Appeals will not normally intervene.

See [trentu.ca/governance/senate/committees/special-appeals-committee](https://trentu.ca/governance/senate/committees/special-appeals-committee)

## Academic Integrity: Plagiarism and Other Forms of Academic Dishonesty

1. Academic integrity is defined by the basic principles of honesty, trust, fairness, respect, and responsibility (as articulated by the International Center for Academic Integrity, [www.academicintegrity.org](http://www.academicintegrity.org)). These values serve as the foundation for the development and acquisition of knowledge and all members of the University community are expected to uphold them. For students, adherence to these fundamental values is essential for earning academic credit in all courses, whether offered on- or off-campus, online, or as placements, practicums or internships. Trent University's Academic Integrity website provides helpful information on why integrity is important and how to avoid integrity infractions ([trentu.ca/vpacademic/academic-integrity](http://trentu.ca/vpacademic/academic-integrity)).
2. The School of Education values high standards of academic conduct, honesty and integrity, and fosters an environment that supports the ability of students to uphold these standards. Academic dishonesty is a serious contravention of these values and has implications for the academic community as a whole.
3. Academic dishonesty, including plagiarism and cheating, is ultimately destructive of the values of the University. Scholarly integrity is required of all members of the University. Engaging in any form of academic dishonesty or misconduct in order to obtain academic credit or advantage of any kind is an offence under this Policy.
4. If an instructor has reason to believe that a student has committed an academic offence, the instructor will so inform the student within a reasonable time and invite the student to meet to discuss the matter. The instructor will make reasonable inquiries to investigate the circumstances of the matter.
5. The penalty for a student who has been found to have committed an academic offence will be based on whether the offence is minor or major. Penalties may range from a failure on the piece of work to expulsion from the University, as outlined in the Undergraduate Academic Integrity Policy.

## Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that he/she may need accommodations to succeed in a course, the student

should contact the Student Accessibility Services Office (located in Blackburn Hall, Suite 132) by calling 705-748-1281, or emailing [accessibilityservices@trentu.ca](mailto:accessibilityservices@trentu.ca) as soon as possible.

Further information is available in the Academic Calendar under Access to Instruction.

## Leaving the Program

If a student wishes to leave the TES program, it is sufficient to send an email from your Trent email account to [tesadmin@trentu.ca](mailto:tesadmin@trentu.ca) copied to [educationadmissions@trentu.ca](mailto:educationadmissions@trentu.ca), indicating your desire to discontinue the program. Please understand that you will not be able to be readmitted to the program.

## Removal from the TES Program

In order to remain in the TES program, you need to continue to meet the academic requirements of the program, i.e., you must achieve a grade of at least 60% in each EDUC course taken. If you do not meet the program requirements for a given year, you will be contacted by the TES Coordinator to discuss establishing a plan to get back on track. If an individual does not respond to this communication, or does not meet the requirements of the plan that is established as a result, the School of Education reserves the right to remove an individual from the TES program. Likewise, if a host organization expresses significant concerns regarding the conduct of a TES student while on placement, the School of Education reserves the right to review the situation and to take appropriate action in response. This action, in exceptional cases, may involve removal from the TES program.

## CONTACTS

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