

In the Faculty of Education at York University we strive to provide passionate, creative people with an inspiring environment in which they can cultivate their interests, gain the tools they need to motivate students and engage communities, actively contribute to the evolution of education, and become powerful catalysts for change. Our B.Ed. is infused with strong principles including equity, diversity, collaboration, interdisciplinarity, sustainability and social justice. Together with our partners in local schools, we undertake the complex and challenging responsibility of providing the teachers of tomorrow with a solid practical foundation that will sustain them and inspire them as they continue learning throughout their careers in education.

The responsibilities of the Teacher Candidate reflect 2 main categories: Professionalism and Practice.

**PROFESSIONALISM:** The Teacher Candidate (TC) will demonstrate a collaborative demeanour and professional manner of interaction by

* Maintaining OCT Standards of Practice and Ethical Standards both in schools and communities;
* Establishing and maintaining effective regular communication with the Mentor Teacher, including reporting absences, deconstructing practice and discussing feedback;
* Maintaining a professional manner of communication with staff and students;
* Arriving in school to allow for pre‐class preparation and staying until the work of their day is complete;
* Following all regulations and expectations of the school regarding behaviour, dress, use of social media and cellular phones, and any other matters;
* Following all safety procedures established by the school and Ontario law;
* Actively observing and learning from all aspects of the school community, in the classroom and beyond;
* Participating in school‐based activities, including workshops and professional learning opportunities; and
* Participating in the full school day, including supervision duties of the MT and school‐related activities.

**PRACTICE**: The Teacher Candidate will develop effective skills for teaching and learningby

* + Demonstrating an understanding of the role of the profession, the community, teachers, learners and schools in creating and sustaining an engaging, inclusive, safe and equitable learning environment;
  + Developing professional relationships with staff and students to facilitate student success in learning;
  + Developing awareness of educational research that guides school practices;
  + Welcoming feedback and implementing adjustments to practice according to feedback provided;
  + Preparing materials and resources for learning prior to the start of the school day;
* Working collaboratively with the MT to ensure engagement for 100% of the day in the work of teaching and learning, which may include actively observing teaching practices, working one‐on‐one or with small groups of students, taking on daily transitions and routines, co-planning and co-teaching lessons, and independent planning and teaching beginning in Year Two of the Consecutive Program and ED2 in the Concurrent Program;
  + Submitting a comprehensive daily lesson plan prior to the teaching day to allow sufficient time for MT feedback and TC revision of plans based on feedback; and
  + Developing comprehensive unit/block plans in Year Two of the Consecutive Program and ED2 in the Concurrent Program to support teaching blocks.

While in the school, the Teacher Candidate is accountable directly to the Principal and to the Mentor Teacher. At all times, the TC is responsible for upholding the [OCT Standards of Practice and Ethical Standards](http://www.oct.ca/public/professional-standards) and adhering to [York University’s Code of Student Rights and Responsibilities](http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf).

**YORK UNIVERSITY**

**FACULTY OF EDUCATION**

**RESPONSIBILITIES OF THE TEACHER CANDIDATE**