



Accreditation Committee Decision

Faculty of Education York University

Pertaining to the General Accreditation of:

Consecutive and concurrent programs of professional education with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions, including the primary/junior divisions with a focus on teaching French as a second language, leading to a degree

Consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the primary/junior divisions, leading to a degree

Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), leading to a degree

Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), and one general education subject for the intermediate/senior divisions, leading to a degree

**Accreditation Committee
Ontario College of Teachers
December 5, 2025**

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Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, York University

Introduction

The Faculty of Education at York University submitted an application on June 12, 2025 for renewal of accreditation of the following programs of professional education:

- Consecutive and concurrent programs of professional education with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions, including the primary/junior divisions with a focus on teaching French as a second language, leading to a degree
- Consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the primary/junior divisions, leading to a degree
- Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), leading to a degree
- Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), and one General Education subject for the intermediate/senior divisions, leading to a degree

In accordance with Regulation 347/02 Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to:

1. conduct a review of the aforementioned programs of professional education; and
2. act in an advisory role to the Accreditation Committee by reporting its findings and making recommendations with respect to the accreditation of the programs reviewed.

The four-person accreditation panel was comprised as follows:

- a College member on the Accreditation roster with specialized expertise in Indigenous teacher education;
- a College member on the Accreditation Committee roster;
- a non-College member on the Accreditation Committee roster with experience in teacher education program evaluation;
- a person nominated by the Faculty of Education, York University with specialized expertise in technological education.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education at York University. The accreditation panel conducted a virtual site visit September 29 -October 2, 2025. During the site visit, the accreditation panel conducted interviews with the faculty,

alumni, teacher candidates, associate teachers, practicum supervisors, information technology and library staff.

The College provided an opportunity for members of the public to comment on the quality of the programs under review. The College notified the public of the opportunity to make a submission to the panel by e-mails distributed by the faculty to various stakeholders and notices on both the faculty's and the College's website. The panel considered the 97 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education at York University. The final panel report submitted to the Accreditation Committee considers the comments provided by the Dean in response to the draft report.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated October 30, 2025, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirements and Findings

The reasons for the Committee's decision and the facts upon which it is based follow herein:

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the Faculty of Education at York University is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs. A permitted institution includes a faculty of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly. The York University Act of 1965 authorizes the university to offer degrees under an act of the legislative assembly of the province of Ontario.

The Faculty of Education is part of York University by an Order-in-Council approved by His Honour, The Lieutenant Governor, dated August 18, 1971, and an 'Agreement', dated August 17, 1971, between the Minister of Education and the President of York University, whereby creating the Faculty of Education of York University.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1 is fully satisfied.

Requirement 1.1

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

Findings

The evidence indicates that the programs offered by the Faculty of Education at York University are four academic semesters, including the 80 days of practical experience required.

York University offers both concurrent and consecutive programs. The initial teacher education component of the concurrent program is identical to that of the consecutive program and consists of four full-time semesters that are structured in one of two ways:

- 1) Fall-Winter-Fall-Winter (FWFW) format with a minimum of 80 practicum days. In Year 1, candidates are placed in schools one day per week for 18 weeks, along with 15 additional placement days in April for a total of 33 days. In Year 2, practicum consists of two days per week for 11 weeks, plus 10 additional placement days in the Fall semester, and two days per week for 11 weeks, plus 20 additional placement days in the Winter semester.
- 2) Summer/Fall/Winter/Summer format with a minimum of 80 practicum days. Practicum begins in the summer semester and consists of two days per week over 11 weeks, followed by one week of culminating placement. In the Fall semester, practicum consists of two days per week over 11 weeks, plus a three-week block. In the Winter semester, practicum is delivered as a five-week block.

The programs are offered at a number of different campuses, including Keele, Glendon, Urban Indigenous Education Centre at the Toronto District School Board, Catholic Education Centre (CEC) at the Toronto Catholic District School board office, Toronto Metropolitan University and at a newly approved site in Markham, which began offering courses in the 2025–2026 academic year.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1.1 is fully satisfied.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework.

The Faculty of Education's conceptual framework prioritizes the development of expertise in five key concepts: Ethical Stance, Pedagogy, Curriculum, Autonomy, and Worldliness, which are guided by the core values of social justice, community engagement, and academic excellence. The conceptual framework is delineated through foundation and method courses and practicum expectations.

The programs of professional education are designed to prepare teacher candidates for a professional life characterized by ethical relationships with students, parents, guardians, colleagues and the public. Development of expertise in an ethical stance is delineated in coursework and practicum, during which teacher candidates are assessed on their professional conduct. This includes upholding the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* as well as demonstrating an understanding of a teacher's legal obligations.

The concept of Pedagogy is examined through the integration of theory, knowledge and skills in coursework and practicum. Regardless of program, all Faculty of Education candidates take three mandatory foundation courses that prioritize the teaching of educational theory and research into instructional practice: *Foundations of Education & Theory into Practice*, *Content into Practice* and *Research into Practice*. Candidates engage in theory into practice activities that bring attention to critical pedagogy guided by core values such as social justice and authentic reconciliation. During practicum, candidates compile a portfolio of documented evidence that demonstrates their progress toward the practicum's learning outcomes. The portfolio evolves throughout the practicum demonstrating a candidate's developing understanding of teaching and learning and is used to guide feedback and goal setting.

All programs are designed to help teacher candidates develop a reflective and critical approach to examine and critically evaluate curriculum documents and relevant policies. This concept is further delineated in the mandatory *Content into Practice* course, in which topics include curriculum development, content knowledge and lesson analysis. Further, the *Practicum Observation Form* used by associate teachers assesses candidates' knowledge and understanding of curriculum content.

For the concept of Autonomy, the programs are designed to enable teacher candidates to become professionals that are critical, self-directed, engaged and curious. The programs' coursework is designed to support the development of research skills, fostering

independent analysis and critical thinking. These competencies are intended to equip candidates to focus on professional practice. Courses build candidate's capacity to question and conduct their own inquiry projects that include evidence-based research, literature review, data analysis and their own conclusions. During practicum, candidates are assessed on their professional curiosity, which includes self-directed interest in relevant professional organizations and literature.

Worldliness requires candidates to engage in global citizenship through an understanding of global realities and issues. All candidates learn about the dimensions of social justice and the history of Ontario schooling, including the experiences of First Nations peoples. Candidates examine the demographics of their classes and investigate missing perspectives in curriculum content and resources based on gender, race, class, and ability. This supports their ability to create lessons based on questions of community and culture. Evaluation criteria for practicum includes candidates' understanding of preparing students for citizenship in a democratic society.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 2 is fully satisfied.

Requirement 3

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession", current research in teacher education, and the integration of theory and practice in teacher education.

Findings

The evidence indicates that the design of the programs reviewed is consistent with and reflects the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession

The design of the programs is consistent with and reflects the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*.

York University seeks to embed diversity, equity, decolonization, and inclusion (DEDI) to align with its mission and values. The Equity, Diversity, and Inclusion (EDI) Strategy 2022-2027 outlines a plan to foster an inclusive, equitable, and diverse campus environment. It emphasizes principles such as EDI, social justice, intersectionality, and accessibility. The Strategy includes initiatives across five strategic directions: teaching and learning, research and innovation, representation and success, leadership and capacity building, and campus climate and environment. The plan aims to embed EDI principles in all university functions, decision-making, and planning, helping all community members feel a sense of belonging and be supported in their academic and professional endeavors. The Framework on Black Inclusion and Action Plan on Black Inclusion support York University's commitment to address Anti-Black Racism.

The EDI Strategy aligns with the College's *Ethical Standards* and *Standards of Practice* in terms of a commitment to ethical principles, professional knowledge, and continuous improvement in fostering a supportive and inclusive learning environment. Furthermore, this alignment demonstrates York's commitment to upholding human rights, addressing discrimination, and responding to systemic barriers, such that all teacher candidates are treated with dignity and respect, and that equity and inclusivity are at the forefront of its educational practices.

Candidates are expected to infuse concepts of social justice, equity, diversity, inclusion and decolonization in practicum. In advance of their placements, candidates are expected to review York's practicum-related policies, including the Diversity, Equity, Decolonization and Inclusion Strategy (DEDI), in addition to the College's professional standards. Then, as a

program design feature, professionalism is one of the domains for practicum assessment in the *Practicum Summary Report*.

Candidates in primary/junior (P/J), junior/intermediate (J/I), and intermediate/senior (I/S) divisions, including those in Waaban and Technological Education programs, take the *Studies of Communities and their Schools* course, which includes the Legal and Ethical Studies in Education modules. These modules foster an understanding of the ethical dimensions of teaching, aligning with the Ethical Standards of Care, Respect, Trust, and Integrity. This course also includes a mandatory workshop with York University's Centre for Human Rights, Equity and Inclusion (CHREI) beginning in the 2025 school year.

Current Research in Teacher Education

The design of the programs is consistent with and reflects current research in teacher education.

The Faculty of Education at York University grounds its programs of professional education in scholarly research that informs curriculum development, pedagogical knowledge, and the cultivation of professional identity. Central themes include social justice, equity, experiential learning, and reflective practice. Influential works shaping the programs include *Studying Teacher Education* (Cochran-Smith & Zeichner, 2005), *Preparing Teachers for a Changing World* (Darling-Hammond & Bransford, 2005), *Teachers as Mentors* (Field & Field, 1994), and *Developing a Pedagogy of Teacher Education* (Loughran, 2005). More recent perspectives, such as *Educating Teachers to Enact the Science of Learning and Development* (Darling-Hammond et al., 2023), continue to inform ongoing program planning and development.

The concepts of equity, diversity, inclusion, and cultural relevance are further supported by research including Lee (2017), Rosebery, Warren & Lee (2014), and Anderson, Hare & McTavish (2016, 2021), while the practicum design draws on Gee's *Discourses* (2008), Lave and Wenger's *Situated Learning* (1991), and *Communities of Practice* (1998), emphasizing collaborative co-teaching experiences.

Integration of Theory and Practice in Teacher Education

The design of the programs is consistent with and reflects the integration of theory and practice in education.

The programs demonstrate a commitment to the integration of theory and practice through an iterative structure where coursework and practicum experiences are interwoven throughout the programs, allowing teacher candidates to apply theoretical concepts in classroom settings on an ongoing basis. The program design feature to have candidates in classrooms for at least one day per week further demonstrates the value placed on the real-time opportunities for putting into practice what is learned in their coursework.

As a program design delineation from the Faculty's conceptual framework, the programs include three mandatory and dedicated foundation courses that exemplify the integration of theory and practice: *Foundations of Education and Theory into Practice*, *Content into Practice* and *Research into Practice*. Each course is specifically designed to support candidates in applying educational theory to their instructional practice. In *Foundations of Education and Theory into Practice*, candidates begin with multidisciplinary perspectives through readings, teaching narratives, casework and research-informed practice. *Content into Practice* builds on this by applying theory to Ontario curriculum, lesson planning, classroom-management and inclusive strategies. *Research into Practice* connects teacher research to professional practice, fostering lifelong curiosity and critical inquiry in instructional decision-making. All candidates create a learning portfolio that includes documented evidence and reflective entries from their practicum, demonstrating how their coursework connects to classroom practice.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 3 is fully satisfied.

Requirement 3.1

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Findings

The evidence gathered from documentation and interviews indicates that the programs enable teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1.

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

The programs provide teacher candidates with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

Information related to assessment and evaluation is included in Pedagogical Instructional Strategies Knowledge – Element 7; special education is addressed in Pedagogical Instructional Strategies Knowledge – Element 10; and equity and diversity is covered in Teaching Context Knowledge – Element 4.

Through a combination of required foundation and method courses, as well as practicum experiences, candidates acquire the essential curriculum knowledge as it relates to their teaching divisions and subjects. Method courses across all divisions serve as a key source of curriculum knowledge through the close review of the current provincial curriculum and policies informing the development and implementation of the curriculum. Candidates in the primary/junior divisions examine current curriculum documents pertaining to the six core content areas (Social Studies, The Arts, Language, Mathematics, Science and Technology, and Health and Physical Education).

Content into Practice is a mandatory course for candidates across all programs, which focuses on examining the curricular content outlined by the Ontario Ministry of Education. The course introduces a variety of approaches, theories, and practices for implementing curriculum that supports students across diverse developmental and social contexts. Key learning goals include the ability to critically engage with curriculum-related questions, examine perspectives and the dynamics of learning, analyze Ontario curriculum and policy documents, and effectively communicate curricular and pedagogical intent to students. Through course assignments, candidates demonstrate their understanding of planning and assessment by developing unit plans and analyzing lesson plans. The unit plan assignment includes both a presentation of the plan's content and participation in peer assessment.

Required readings include Ministry of Education documents such as *Building Capacity Series #35: Culturally Responsive Pedagogy* (2013).

Candidates demonstrate knowledge of the Ontario curriculum during practicum. Practicum assessment includes criteria regarding candidates' knowledge of the curriculum and comfort with curricular concepts. Candidates need to demonstrate their ability to engage students during lessons and have a depth of knowledge regarding their curricular area.

Element 2 – Current Research in Teaching and Learning

The programs of professional education offer a number of opportunities to prepare teacher candidates to acquire knowledge, skills, perspectives and practice in using current research in teaching and learning.

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 1.

Pedagogical and Instructional Strategies Knowledge

Element 1 – Educational Research and Data Analysis

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using educational research and data analysis. All teacher candidates are required to complete dedicated courses focused on the use of current research in teaching and learning, as well as data analysis.

Research into Practice focuses on the application of educational and inquiry-based research, data analysis and assessment in the development of instructional strategies to support diverse student learning needs. A component of the course involves formal research and data analysis, where candidates learn to interpret existing research and identify trends and strategies within their own classrooms. A course assignment requires candidates to complete a literature review on a topic of their choice, using evidence-based research sources. This review provides current and relevant insights that directly inform their research question. Candidates use their literature review as an opportunity to learn about interventions, strategies and tools that may be applied in their final inquiry project. Candidates learn to formulate and evaluate research questions, locate and assess existing research and collect qualitative data using various methods. As part of their research project, candidates submit an inquiry plan outlining the steps needed to complete their project.

In the *Foundations of Education & Theory into Practice* course, candidates learn how to bridge the gap between educational theory and classroom practice. They read research on Canadian Black History, child development, creativity in the classroom, gender identity and gender expression, First Nations schools and critical pedagogy to inform their instructional decisions.

Element 2 – Technology as a Teaching Tool

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using technology as a teaching tool and about integrating technology through their course assignments. In the foundation course *Content into Practice*, all candidates learn about technology-enhanced approaches as a means of developing instructional strategies and applying differentiated instruction to meet the needs of diverse learners. Relevant course topics focus on integrating the instructional use of technology in lesson delivery. Weekly questions that frame coursework include consideration of how technology can support both the educator and the learner.

All primary/junior and junior/intermediate candidates take a technology course that includes Science Technology Engineering and Math (STEM) education, explores connections to equity, diversity and Indigenous Education in STEM, and provides experience through coding and Micro:bit (coding and robotics) workshops.

In a media literacy course, all intermediate/senior candidates, including technology education candidates, explore practice-based implications of media literacy and generative artificial intelligence. A series of course assignments make up their course portfolio. Through these assignments, candidates learn to use technology as a teaching tool. Assignments include creating of a website, reflecting on new literacies and teaching, exploring various graphic novels and social media applications and learning how to develop videos and Wikimedia sites. At the conclusion of the course, candidates participate in presentations of their course experience, Wikimedia assignment or other highlights documenting what they have learned.

Practicum assessments highlight candidates' abilities to integrate technology into their lessons and utilize various technology resources such as Google Classroom, videos and online games to engage their students

Element 3 – Informed Selection and Use of Instructional Strategies to Address Student Learning

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using inquiry-based research, data and assessment, and the selection and use of current instructional strategies to address student learning. All candidates take a mandatory course that emphasizes inclusive teaching practices. Candidates develop a three-part lesson plan assignment that incorporates assessment *for*, *as* and *of* learning. Candidates are expected to include strategies for gathering data on students' interests and backgrounds, tracking student progress and creating opportunities for student decision-making and goal setting.

Candidates in the primary/junior and junior/intermediate divisions take an arts method course in which they acquire knowledge and skill to develop meaningful learning experiences that are experiential, cross-curricular and student-centered. Candidates learn to develop lesson plans that implement a variety of arts-based pedagogical strategies that

engage the needs of diverse learners, allowing students to use creative ways of thinking and communicating.

In the first practicum, associate teachers complete a conferencing report with candidates that includes criteria requiring candidates to observe and reflect on the impact of instructional strategies and resources on student learning. Particular attention is brought to the impact of teacher talk, textbooks, technology, manipulatives, success criteria, and planning.

Element 4 – Learning and Teaching Methods and Differentiated Instruction

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using learning and teaching theories and methods and differentiated instruction in mandatory coursework and practicum experiences.

Teacher candidates in all programs and divisions participate in method courses that include opportunities to plan lessons and units with attention to differentiated instruction. These courses address classroom management and curriculum design that incorporate strategies for meeting varied learner needs. Lesson planning includes sections for differentiated instruction, and candidates examine how assessment informs differentiation. Candidates work with associate teachers through co-planning and co-teaching using a gradual release of responsibility model. This process includes differentiation to support the learning needs of candidates and to model approaches for addressing diverse student needs in classroom contexts.

Further, in the foundation course *Foundations of Education & Theory into Practice*, teacher candidates complete theory-to-practice activities such as sharing a resource that supports a pedagogical commitment to truth, reconciliation and decolonization, as well as planning a three-part lesson using materials from the Canadian Black History website archives. These activities are designed for teacher candidates to engage with course readings and resources, encouraging reflection on the complexities related to teaching and learning.

During practicum, assessment includes criteria for candidates' use of differentiated instruction in their teaching. As an example, if a mathematical concept is introduced with manipulatives, the teaching method would allow for the students' initial exploration with manipulatives rather than an abstract worksheet.

Element 5 – Classroom Management and Organization Skills

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in the development of classroom management and organization skills in the mandatory theory to practice course and in practicum placements.

In the *Content into Practice* course, a learning goal is for candidates to learn how to create and maintain a positive, inclusive, and engaging learning environment for their students. Course topics include how to set up learning environments for students, and readings on

inclusive design, building community in the classroom, culturally responsive pedagogy and Glasser's choice theory. In the *Research into Practice* course, candidates reflect on teaching strategies they would like to try in their classrooms, such as cooperative learning and approaches that could utilize students' social skills to enhance their learning and benefit instruction at the same time. During coursework all candidates learn about classroom management strategies, such as the thoughtful structure of groupings during a lesson, dealing with difficult behavior, building connections and engaging students. Candidates also engage in classroom activities as a student and then analyze them afterwards from an educator's point of view, helping them understand how to utilize specific classroom management strategies and recognize potential classroom distractions.

During practicum, candidates are assessed on their ability to create a positive classroom environment that is inclusive, organized and fosters a climate of mutual respect.

Element 6 – Student Transitions

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in child and adolescent development and student transitions to age 21 and through kindergarten to Grade 12. Information pertaining to child and adolescent development is addressed in Requirement 11.

Content and assignments pertaining to student transitions exist in a number of mandatory foundation and method courses. All candidates learn about topics that include student transitions locating and organizing resources based on the developmental needs of all learners and their relation to the learners' histories and interests.

In P/J, J/I and I/S method course assignments, candidates create and analyze lesson plans that include considerations for learning transitions and student accommodations. Strategies include understanding the planning of transitions between activities, incorporating breaks and including time for student assessment to determine their understanding and progress during the lesson. Candidates also learn about transitions outside of the classroom for students such as moving from home to school and from school to the community.

A focus during practicum in year one, is that candidates have responsibility for active participation in the classroom, including facilitating classroom transitions. In the associate teacher's conferencing report with the candidate, attention is brought to transitions and timing.

Element 7 – Student Observation, Assessment and Evaluation

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using current strategies relating to student observation, assessment and evaluation in both coursework and practicum.

In the *Content into Practice* course, candidates learn about assessment and evaluation methods and develop their abilities to plan, deliver, and assess learning opportunities appropriate to students. Candidates are given opportunities to perform both self and peer assessments in order to work collaboratively and enhance their understanding of different methods of assessment. Candidates read sections of the *Growing Success: assessment, evaluation, and reporting in Ontario's schools, kindergarten to Grade 12* (2010) document. They examine who assessment is for, how to ensure it is fair, valid, and reliable, and how to plan for various assessments. Candidates read other assessment policy documents in the mandatory *Inclusion, Disabilities and Education* course including *Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) and *Meeting the Needs of All Learners Kindergarten to Grade 12: Policy and Program Requirements* (2024).

In the *Language and Literacy* course, P/J candidates investigate teaching and learning strategies across reading stages, emphasizing culturally responsive pedagogy and critical literacy. Candidates create a lesson plan for read-aloud activities including strategies and assessments that align with *Growing Success* (2010).

J/I candidates learn to design lesson plans that encompass learning strategies and evaluation methods, grounded in theoretical frameworks and research that inform assessment and evaluation.

In technological education method courses, candidates create unit plans that align with curriculum expectations. These unit plans incorporate activities and assessment strategies including evaluation tools such as rubrics or checklists.

During practicum, associate teachers assess how candidates use a variety of assessment strategies and devices throughout their placements. Candidates are expected to use assessment tools and strategies to document student learning in multiple ways, including observations, checklists, performance tasks, portfolios and rubrics.

Element 8 – Supporting English Language Learners

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices to teach students whose first language is not the language of instruction in coursework and through practical experiences.

In foundation courses, all candidates review required Ministry of Education resources such as *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (2005) and *STEP: Steps to English Proficiency* (2015).

In the *Mathematics in the P/J Divisions* course, P/J candidates develop a three-part math lesson plan that includes differentiated learning strategies, with a focus on supporting English Language Learners (ELL). These strategies include modeling sentence examples and the use of technological aids such as speech recognition and translation apps. In other

coursework, P/J candidates investigate curriculum implementation, examining the links between language, culture, and identity, multiple literacies and strategies to support multilingual learners.

In the mandatory media literacy course, all I/S candidates learn about strategies and resources for ELLs including the use of graphic novels to support digital storytelling and the creation of their own graphic novels.

During the first practicum, candidates are encouraged to engage in a variety of school experiences that include a focus on work with English Language Learners in their schools.

Element 9 – Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information pertaining to this element is addressed in Requirement 10.

Element 10 – Supporting Students with Special Education Needs

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports in dedicated coursework and in practicum.

All candidates take the mandatory *Inclusion, Disabilities and Education* course, which focusses on the inclusion of children receiving special education support within the K-12 classroom. Grounded in Critical Disability Theory and Human Rights, the course examines how intersecting identities such as gender, race, class, immigration, and language affect students' experiences with special education and streaming. Candidates research and present workshops on assistive technology tools that support learners with exceptionalities. In coursework candidates examine legislation regarding special education in Ontario including Identification, Placement, and Review Committees (IPRC) and Individualized Education Plans (IEP).

The mandatory foundation course *Teaching for Diverse and Equitable Classrooms* includes Ministry policy documents such as *Caring and Safe Schools in Ontario: Supporting students with special education needs through progressive discipline, kindergarten to grade 12* (2010), *Learning for All: A guide to effective assessment and instruction for all students, K-12* (2013).

In practicum, candidates are assessed on the implementation and understanding of lesson accommodations and modifications during class activities. All candidates on practicum placements are encouraged to learn about various technology to support students with accommodations and well as to review IEPs.

The Teaching Context Knowledge

Teacher candidates in the programs are provided with knowledge of the Ontario context in which schools operate in both coursework and practicum experiences.

Element 1 – Mental Health and Well-Being

The programs enable teacher candidates to acquire knowledge and understanding in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

All teacher candidates take either the *Child Development and Health* or *Adolescent Development and Health* courses. In *Child Development and Health*, P/J candidates explore topics through readings and coursework including mental health, inclusion and identity development and obstacles to development. In coursework, candidates complete theory-to-practice online activities to engage with course readings and apply these readings to critically examine problems of practice regarding mental health. The *Adolescent Development and Health* course covers topics such as mental health theories of mind, language and emotional life.

In other foundation courses, all candidates complete coursework on mental health, well-being, belonging and conflict. Candidates engage in presentations from guest speakers, case studies, and coursework activities to explore mental health, understand their role and personal limits as teachers, and analyze professional resources collaboratively. In coursework and practicum, candidates investigate Ministry documents such as *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013), as well as familiarity with external agencies and resources that support student mental health.

Element 2 – Standards of Practice and the Ethical Standards

Information pertaining to this element is addressed in Requirement 3i.

Element 3 – Learning Transitions and Post-Secondary Pathways

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

Element 4 – Ontario Context

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the Ontario context in which elementary or secondary schools operate; Indigenous Perspectives, Cultures, Histories and Ways of Knowing; and Safe and Accepting Schools/Creation of a Positive School Climate and Environmental Learning, Ecojustice and Climate Action.

Teacher candidates in all programs acquire knowledge of the Ontario context in which elementary and secondary schools operate in the *Studies in Communities and their Schools* course.

In the *Foundations of Education and Theory into Practice*, all course teacher candidates examine the philosophical, historical, and sociological foundations of education with specific reference on the development of public and residential schooling in Canada.

Candidates acquire knowledge of Indigenous ways of learning and teaching through the examination of colonialism, residential schools and the Truth and Reconciliation Commission of Canada: Calls to Action. Course readings include *Braiding Histories: Learning from Aboriginal Peoples Experiences and Perspectives* (Dion, 2009), *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (Kimmerer, 2013) and *Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada* (Vowel, 2016). To demonstrate their learning, teacher candidates select a resource such as a film, image, or story that reflects their pedagogical commitment to truth, reconciliation, and decolonization, and write a statement linking the resource to a specific Call to Action with an explanation of its decolonizing impact.

Candidates in primary/junior and junior/intermediate cohorts take a Social Studies course, which prioritizes the critical analysis of the *Ontario Curriculum, Grades 1-8: Social Studies* and the *Ontario Curriculum, Grades 9-10: Canadian and World Studies* documents. A course objective is for candidates to think critically about the ways in which anti-colonial education should inform the teaching of the subject matter. Candidates review articles and lectures on anti-racism and anti-oppression.

In the criteria for the *Practicum Conferencing Report*, candidates are assessed on their observations of Ministry documents and policies, including the First Nation, Métis and Inuit Education Framework (2007).

Candidates learn about creating safe and accepting schools and establishing a positive school climate in foundation courses and in practicum. All candidates complete Ethical and Legal Studies Education (ELSE) modules, which include safe schools, professional issues, youth and law, and discipline. Other courses, candidates learn various strategies to get to know their students and honour their backgrounds and experiences to create a more inclusive classroom environment. Further, a learning outcome for the first practicum is for candidates to learn to actively engage in the work of the school and classroom to understand the role of all stakeholders in creating and sustaining an engaging, inclusive, safe and equitable learning environment.

The first component of the conceptual framework is the ethical stance, which emphasizes the program's commitment to helping candidates understand their ethical, legal, and professional responsibilities in their relationship with the environment, among others. In the mandatory course on diverse and equitable classrooms, candidates learn how to demonstrate a commitment to teaching for sustainability.

In all P/J, J/I and I/S method courses, including technological education and Indigenous education, candidates learn about environmental education through the examination of curriculum documents and learning about science, technology, society and the environment (STSE). Candidates create lesson and unit plans based on their curricular understandings.

Element 5 – Education Law and Legislation

Information pertaining to this element is addressed in Requirement 11.

Element 6 – Professional Relationships

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in how to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions in coursework and practicum.

Candidates have opportunities to learn about building and maintaining professional, respectful relationships with educational partners. These approaches are emphasized in the expectations for candidates that are communicated to associate teachers when they go out on placement. The practicum in year one focuses on the development of professional understandings and relationships within the school and the community. In the *Practicum Conferencing Report* for the first practicum, associate teachers evaluate candidates on criteria such as their ability to develop professional relationships with students, teachers, other teacher candidates, school staff, parents and others.

In foundation courses, all candidates learn about developing and maintaining professional relationships with their associate teachers, colleagues and students. In coursework, candidates reflect on questions pertaining to professionalism, how to communicate with others and how they develop a persona of openness to connect with students.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 3.1 is fully satisfied.

Requirement 4

The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.

Findings

The evidence indicates that the programs reviewed are current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the programs.

Findings related to this requirement are reported in Requirement 3.1.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 4 is fully satisfied.

Requirement 5

The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

Findings

The evidence indicates that the course content of the programs reviewed includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice. The programs include method, foundation, practica and research courses. Theory is integrated into the method and foundation courses.

Eight mandatory foundation courses are taken by all teacher candidates: *Representations of Childhood in Literature and Media* (TMU cohort only) or *Child Development & Health* (P/J) or *Adolescent Development & Health* (J/I and I/S); *Studies in Communities and Their Schools*; *Inclusion, Disabilities and Education*; *Foundations of Education & Theory into Practice*; *Inquiries into Learning*; *Teaching for Diverse and Equitable Classrooms in Ontario*; *Content into Practice* and *Research into Practice*.

The teaching method courses are described by relevant areas of study in relation to specific curriculum subjects in Requirement 10.

Application of Theory in Practice

The programs at the Faculty of Education help candidates progressively build on their knowledge. The coursework and assignments enable candidates to acquire theories, skills, and knowledge which can be applied during the first practicum placement in year one. This ongoing process prepares candidates for subsequent practicum placements during their second year.

The *Practicum Conferencing Report* outlines what all candidates are expected to demonstrate during the first practicum. The criteria includes candidates' ability to critically reflect on the connections between theory and practice in Ontario schools, and to investigate learning from a micro-level perspective in support of small group or individual student needs. Candidates are expected to observe and evaluate the impact of various strategies and resources on learners, including technology, transitions, success criteria, timing, planning, and assessment.

The programs include three foundation courses that explicitly support candidates in making theory-to-practice connections: *Foundations of Education and Theory into Practice*, *Content into Practice* and *Research into Practice*.

In *Foundations of Education and Theory into Practice* course, candidates examine the banking concept of education (Freire, 1970) and the typology of school systems and structures (Anyon, 2006). Candidates reflect on their own schooling experiences to make

connections with theory to understand how social class influences curriculum and pedagogy.

In the *Content into Practice* and *Research into Practice* courses, candidates deepen their understanding of the complexities surrounding various theories, approaches and practices regarding curriculum implementation in the classroom. These courses are taken in the second year of the programs. The *Content into Practice* course examines the curricular content and lesson planning with the ongoing work of practicum serving as a knowledge base for candidates' practical understanding. *Research into Practice* expands on this learning and places the candidate in the role of teacher-researcher. The course bridges candidates' exposure to educational research and their experience in the classroom.

In *Inquires into Learning*, candidates develop a sophisticated language for discussing dynamics, politics and dilemmas associated with inquiries into learning.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 5 is fully satisfied.

Requirement 6

The program's format and structure are appropriate for the course content.

Findings

The evidence indicates that the format and structure of the programs are appropriate for the course content.

The Faculty of Education offers full-time consecutive and concurrent programs in the primary/junior (P/J), junior/intermediate (J/I) and intermediate/senior (I/S) divisions, combining theory, methodology, and practicum placements. All cohorts complete eight common foundation courses and three practicums, delivered through various formats including in-person, virtual, hybrid, and blended with the majority of courses being offered in-person. Technological Education candidates are part of the I/S cohort, with an option to combine technological education with a general education subject.

All programs consist of 20 half-courses (60 credits, including practicum) delivered over four semesters. At York University, a half-course spans twelve-weeks, carries a weighting of 3.0 credits, including 36 instructional hours. A full-course (6.0 credits) run 24 weeks, while a quarter-course (1.5 credits) are delivered over six weeks.

While most candidates attend the Keele campus, following a Fall/Winter/Fall/Winter program format, program cohorts and specialized areas of study are also offered at five additional sites/campuses as follows:

The P/J cohort with a focus on teaching French as a Second Language (P/J FSL) and the FSL general education subject in the I/S divisions are offered at the Glendon campus. These include two mandatory method courses: *Teaching & Learning French in an Immersion Context* and *Teaching & Learning in a Core French Context*. P/J and I/S candidates take the FSL courses in place of two of the three elective courses while J/I candidates have no electives, as they take a third FSL course, FREN 3000 *Teaching French in the Intermediate Classroom*. Candidates admitted to the FSL program have completed an undergraduate degree on the Glendon campus, where they studied in French and engaged with Francophone communities. This prior academic experience contributes to candidates' French language proficiency.

Specialization in the Indigenous Teacher Education Program is achieved through an approach grounded in Indigenous ways of knowing and learning at the Waaban site. The Waaban cohort consisting of Indigenous teacher candidates, is established in partnership with the Toronto District School Board and is located at the Urban Indigenous Education Centre. The Indigenous Teacher Education program, Waaban, is offered in the P/J and J/I divisions in a Summer/Fall/Winter/Summer format. Recruitment was temporarily paused for program review and community consultation, which has concluded and the program is scheduled for a planned resumption in May 2026.

A P/J Early Childhood Studies cohort is offered at Toronto Metropolitan University (TMU) in a Summer/Fall/Winter/Summer continuous format.

The Toronto Catholic District School board's Catholic Education Centre (CEC) hosts P/J and J/I cohorts where candidates complete a Religious Education and Catholic Schools course. This is a zero-credit course that is not equivalent to an Additional Qualification.

Due to a temporary increase in funding and subsidized spaces from the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) in programs of professional education, York has had to extend the primary/junior consecutive program to the Markham campus located at 1 University Boulevard, in Markham, Ontario. The program will mirror those offered at the Keele campus on a temporary basis for the 2025-26 and 2026-27 academic years.

A part-time consecutive option is available at the Keele campus for candidates facing challenges that require accommodations with the full-time program. Initial admission to this model is not available.

All teacher candidates complete three school-based practicum placements across four semesters, in one of two formats involving both weekly and block placements:

The Concurrent/Consecutive format places teacher candidates in schools one day per week for 18 weeks plus 15 additional days (minimum total of 30 days) in the first year. Then, in Year 2, candidates are in classrooms two days per week for 11 weeks in each of the semesters, plus 10 and 20 additional days respectively (minimum practicum days/semester of 30 and 35 days).

The continuous Consecutive format for the Waaban and TMU cohorts includes placements two days per week for 11 weeks, plus 5 days (minimum 27 days) in the fall semester. and Year 2 Winter and Summer 15 and 25 days respectively (minimum 37 days). Both formats exceed 80 practicum days.

Candidates in the Jewish Teacher Education concentration complete 50 additional practicum days in Jewish Day Schools, beyond the required 80-day minimum. These placements are coordinated and supervised by the Faculty of Education. Candidates pursuing the International Education concentration may participate in a university-based international experience, which does not count toward the minimum of 80-day practicum requirement. Concentrations in Jewish Teacher Education and International Education are available through additional electives, method courses, and experiential learning.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 6 is fully satisfied.

Requirement 7

Students are assessed and informed of their progress on an ongoing basis throughout the program.

Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the programs reviewed.

Candidates receive formative and summative assessment and evaluation in coursework and practicum. All course evaluation follows York University's grading policies, using a 9-point grading system. Candidates must obtain a grade of C+ or higher to pass any course, where a C+ is equivalent to a 5. Candidates receive grades in all courses with the exception of practicum, which is graded as a pass/fail.

For each course in the various programs, teacher candidates are provided with a syllabus outlining the learning objectives, content, assignments and grading criteria supported by rubrics for transparency and consistency. Assessments, including reflections, presentations, peer interactions and practical tasks offer multiple opportunities for candidates to receive feedback from course instructors. Candidates can expect timely and comprehensive, verbal or written feedback through conferences with the course instructors and through the learning management system eClass.

Through varied activities in the Technological Education program, candidates are continuously informed of their progress, reinforcing engagement and professional growth. Candidates complete formal assessments that support ongoing feedback and reflection. Candidates receive formative feedback that guides refinement and encourages further development. The ongoing, reflective guidance ensures that the teacher candidate remains continuously informed of their progress and is supported in strengthening interdisciplinary connections within technological education.

The practicum assessment process is based on ongoing communication, reflection, and formative feedback. Candidates maintain a daily log to track growth and challenges, which informs discussions with their associate teacher. They also compile a portfolio of evidence demonstrating progress toward practicum learning outcomes and expectations throughout their placement.

Regular conferencing with associate teachers is a key component of the programs, providing candidates timely feedback, progress discussions and opportunities for goal setting. During the first practicum, associate teachers document the candidate's development and complete a *Practicum Conferencing Report* in consultation with the candidate determining a pass/fail outcome. This initial evaluation focuses on building professional relationships and reflecting on the impact of teaching strategies and resources.

At the end of the second and third practicum placements, the *Practicum Summary Report* is completed, which consolidates feedback and progress across five domains: environment for learning engagements, classroom discourse, individual learning engagements, learning engagements within units, and professionalism. If a candidate's performance raises concerns, the associate teacher must notify the faculty advisor, who will offer feedback and improvement strategies. Persistent issues may involve the Practicum Supervisor and could result in removal from the placement, failure of the practicum, and possible removal from the program.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 7 is fully satisfied.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9. (2) sets out that the requirements for the practicum portion of the program are as follows:

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

The evidence indicates that all required components for the practicum are addressed in programs reviewed.

A Minimum of Eighty Days Appropriate to the Format and Structure of the Program

Teacher candidates in all programs complete a minimum of 80 days of practicum, divided into three practicum blocks. The first placement spans one academic year and begins with one to two days per week, followed by a block of consecutive days ranging from five to 15 days, depending on the format. The second placement takes place over one semester and follows a similar structure, with weekly practicum days leading into a block of 10 to 15 consecutive days. The final practicum differs between models: in the Fall-Winter-Fall-Winter (FWFW) model, candidates complete two days per week for 11 weeks, followed by a 20-day block. In the Waaban and TMU formats, candidates complete a full-time block of 25 consecutive days. The Faculty record, track, and manage placement requirements using the Practicum Management Information System program.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

Teacher candidates are placed in Ontario's publicly funded schools that follow the Ontario curriculum with some exceptions for the candidates in the Waaban program. The practicum is structured with a progression of responsibilities starting with active participation in the first practicum. Candidates collaborate with their associate teacher, gradually taking on

planning, teaching and instructional responsibilities. Candidates begin to lead daily lessons, support diverse learning environments and reflect on the integration of theory and practice.

In the second and third practicum blocks, candidates gradually take on more teaching duties under their associate teacher's guidance. They plan and deliver lessons, assess student learning, foster a positive learning environment, and lead discussions. During designated teaching blocks, candidates assume responsibility for teaching while their associate teacher observes and provides feedback. Preparation includes increasing teaching time and developing a comprehensive plan with unit goals, success criteria and lesson sequences.

Each Division and One Subject Area

Teacher candidates complete practicum placements in at least two publicly funded schools, in two divisions associated with their program. For candidates in the primary/junior divisions, placements include Kindergarten and grades 1-6. Candidates in the J/I divisions are placed in classes within grades 4 to 8, while those in the I/S divisions, including technological education, are placed in classes within grades 9–10 and 11–12.

In the junior/intermediate divisions, candidates are placed in their general education subject. Intermediate/senior candidates are placed in at least one of their general education subjects, and in some cases, both. Candidates complete placements in both divisions and in at least one general education subject associated with their program

Candidates in technological education are placed in their broad-based technology (BBT). If technological education candidates have a general education subject in the I/S divisions, the Faculty aims to place them in both the general education subject area and their BBT, with a guarantee of being placed in at least one.

Experienced Teacher Supervises and Assesses

Associate teachers support, supervise, and assess candidates throughout their practicum. As Ontario Certified Teachers (OCT), they provide opportunities for candidates to integrate theory and practice through lesson planning, assessment, teaching, and active participation in the school community. Associate teachers are expected to engage with the candidate's daily log to foster professional dialogue and identify areas of growth. They guide candidates in the development of a portfolio that tracks progress toward learning outcomes and supports ongoing feedback and goal setting. Formal assessments are completed using the *Practicum Conferencing Report*, with associate teachers providing direct and constructive feedback. At the end of the placement, the candidate and associate teacher co-develop a summary report that reflects the feedback and growth discussed throughout the practicum. The associate teacher finalizes and submits the report to the faculty advisor.

Faculty Advisor

Faculty advisors support candidates throughout both years of their practicum placements, by overseeing progress, mentoring and fostering reflective learning. Their role includes in-person school visits and monthly meetings designed to encourage candidates to share strategies, reflect on their growth, and engage with key professional topics. Faculty advisors collaborate with associate teachers to monitor candidate's attendance and assess progress against the practicum exit requirements. In situations where the candidate's practicum is at risk, the faculty advisor assists in providing feedback and strategies for improvement and could escalate concerns to the Practicum Supervisor.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 8 is fully satisfied.

Requirement 9

Successful completion of the practicum is a requirement for successful completion of the program.

Findings

The evidence indicates that successful completion of the practicum is required for successful completion of the programs.

In order to be recommended for graduation and degree conferral, teacher candidates must successfully complete all program components including the three practicum placements. The successful completion of each practicum is a prerequisite for continuing on to the subsequent placement.

Should a teacher candidate encounter difficulties meeting the requirements of the practicum, they will be provided with strategies for improvement by their Associate Teacher and Faculty Advisor. If the candidate continues not to meet expectations, they will have an additional consultation with the Practicum Supervisor. A candidate may be removed from the placement, which can result in not passing the practicum. Removal from the practicum can result in removal from the program.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 9 is fully satisfied.

Requirement 10

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Findings

The evidence indicates that the teaching method courses in the programs are appropriate in relation to the divisions to which they relate.

Primary/junior (P/J) and junior/intermediate (J/I) teacher candidates undertake division-specific method courses reflecting the six core content areas of the Ontario curriculum: language, mathematics, science and technology, health and physical education, social studies and the arts. P/J method courses focus on curriculum and instruction for students from kindergarten to grade 6, and J/I method courses focus on curriculum and instruction for grades 4-10. Both cohorts take an integrated arts course, which focuses on all four strands of the Arts curriculum.

In addition to common method courses, J/I candidates select one of the following intermediate teaching subject courses: Teaching Dance, Teaching Dramatic Arts, Teaching English, Teaching First Nations, Métis and Inuit Studies, Teaching French as a Second Language, Teaching Geography, Teaching Health and Physical Education, Teaching History, Teaching Mathematics, Teaching Music (Instrumental), Teaching Science-General, Teaching Visual Arts.

General education subjects offered in the intermediate division include Business Studies — General, Dance, Dramatic Arts, English, First Nations, Métis and Inuit Studies, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, Music (Instrumental), Science-General, and Visual Arts.

Senior division general education subjects include Business Studies — Accounting, Business Studies — Entrepreneurship, Business Studies — Information and Communication Technology, Computer Studies, Dance, Dramatic Arts, Economics, English, Environmental Science, Family Studies, First Nations, Métis and Inuit Studies, French as a Second Language, Geography, Health and Physical Education, History, International languages (Italian, Spanish), Law, Mathematics, Music (Instrumental), Philosophy, Politics, Religious Education in Catholic Schools, Science – Biology, Science – Chemistry, Science – Physics, Science-General, Social Sciences-General and Visual Arts.

Teacher candidates may not complete any combination of the following general education subjects: two Business Studies-related subjects; Business and Economics; Business Studies and Computer Studies; Economics and Computer Studies. In Technological Education, the following subjects are offered: Communication Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health

Care, Hospitality and Tourism, Manufacturing Technology, Technological Design, and Transportation Technology

Candidates in I/S undertake two method courses in each of their two general education subjects and an additional method course on media literacy and culture.

Technological Education

In the technological education cohort, candidates are integrated into the intermediate/senior program on Keele campus. Candidates take a two-part technological education course that includes the following broad-based technologies: Communication Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design and Transportation Technology.

All candidates in technological education take a course on curriculum connections. Candidates who do not have an I/S general education (teaching) subject take an additional course on teaching design thinking in the classroom in place of the general education teaching subject course.

French as a Second Language - Glendon

Candidates in the French as a second language (FSL) Glendon cohort include candidates in primary/junior, junior/intermediate and intermediate/senior divisions. In addition to the required method courses in each division, candidates take mandatory method courses in order to complete the FSL concentration. Candidates in P/J with a focus on teaching FSL take *Teaching and Learning in French in an Immersion Context* and *Teaching & Learning – Core French*. In addition to these two courses, J/I candidates also take *Teaching French in the Intermediate Classroom*.

Indigenous Teacher Education Program - Waaban

Foundation and method courses are grounded in Indigenous ways of knowing and learning. Candidates in the P/J cohort take the following mandatory courses: *Ancestral Teachings*, *Contemporary Perspectives* (P/J only), *Issues in Indigenous Education*, *Pedagogy of the Land*. J/I candidates take *Issues in Indigenous Education*, *Pedagogy of the Land* and their general education subject.

Candidates have the option of replacing one of these additional courses with an approved language option (for example, *Introduction to Cree*).

Schedule 1 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The programs enable teacher candidates to acquire knowledge and skills in pedagogy, assessment and evaluation for specific curriculum areas within the curriculum-specific method courses. All method courses examine the theories, philosophies, knowledge,

policies and practices specific to teaching and learning in the appropriate grades and subject areas in both content and assignments.

Candidates receive instruction on differentiation in a variety of areas and are encouraged to think about learning objectives, assessment criteria, teaching methods and strategies, inquiry and assessment and evaluation. In course assignments P/J, J/I and I/S candidates learn to develop three-part lesson plans and unit plans that align with curriculum expectations, including assessment strategies that address accommodations and modifications for diverse learners. P/J and J/I candidates develop cross-curricular unit plans, they design a culminating project integrating Social Studies, Language and another discipline, addressing classroom challenges and demonstrating interdisciplinary teaching.

In I/S courses, candidates develop and present lesson or unit plans based on relevant curriculum documents. Assignments include teaching demonstrations that highlight strategies such as three-part lesson structure, rich task design and authentic assessments.

The technological education-specific courses provide candidates in this program with cross-curricular approaches to integrate into the classroom, focusing on lesson, unit and course planning.

Candidates in the French as a second language (FSL) focus cohorts examine teaching methods for French language and immersion contexts. They engage with policy documents, complete lesson plan assignments within the French literacy framework and analyze videos and articles to understand immersion program origins and challenges. Candidates develop podcasts investigating key issues and research in second-language teaching to inform future classroom practice.

For candidates in the Waaban program, all courses are grounded in Indigenous ways of knowing and learning. The focus of all courses is Indigenous epistemologies, land and place-based pedagogies, storying, decolonizing methodologies and understanding the ongoing impact of colonization. In course assignments, P/J and J/I candidates prepare outdoor, land-based lesson plans that integrate Indigenous epistemologies. Candidates are assessed on their ability to connect land resources and curriculum expectations, connection to Indigenous epistemologies and evidence of inclusive design. P/J candidates complete a series of written reflections that explore their personal connections to ancestral teachings and their understanding of land-based learning. P/J and J/I candidates engage with weekly readings and videos that bring attention to linguistic justice, cultural renewal and authentic reconciliation

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 10 is fully satisfied.

Requirement 11

The teaching theory and foundation courses in the program include courses on human development and learning and on legislation and government policies relating to education.

Findings

The evidence indicates that the teaching theory and foundation courses in programs reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

The programs address human development and learning concepts together in a mandatory course. Depending on the area of study of the program, candidates either take *Child Development and Health* in the Primary divisions or *Adolescent Development and Health* in the Junior, Intermediate and Senior (J/I/S) divisions.

In the *Child Development and Health* course, teacher candidates learn about theories on learning and development and the diverse factors shaping child and adolescent development in educational settings. Key topics include developmental theory, care-based approaches to development, children's geographies and urbanization, and the significance of play and freedom. The course also examines punitive relational dynamics, inclusive education, disability and identity, racialization and maturity constructs, and the intersections of development with illness, health, and social rejection. Through these topics, candidates in the primary division gain a nuanced understanding of how both personal and systemic influences shape developmental experiences.

The *Adolescent Development and Health* course enables all J/I/S candidates to analyze how adolescence is conceptualized across educational research, allied disciplines, and popular culture. Key course topics include mental health in relation to family and school life, theories of mind, language, and emotional development, as well as peer and school influences, conflict and care, and the intersections of sexuality, gender, and race. Teacher candidates examine adolescent experiences in diverse social contexts, drawing on selected sociological, educational, psychoanalytic, and literary studies to foster a deeper understanding of adolescence as both a developmental stage and a socially constructed experience.

Legislation and Government Policies

Legislation and government policies are addressed for all teacher candidates in a mandatory course, *Studies in Communities and Their Schools*. The course emphasizes the complexities of contemporary education and examines the relationship between schools and communities through lenses such as ethics, law, sustainability, and professional knowledge. Candidates examine education in schools, communities and the broader Ontario

context, including differing perspectives on professionalism, legislation, conflicts, values, and knowledge construction within formal and informal contexts in education. The course prepares candidates to enter the workplace as professionals in schools by providing an understanding of the expectations of professional conduct, professional advisories, and responsibilities, as well as a comparison of issues related to decolonization, equity, diversity, and inclusion.

During the course candidates complete Legal and Ethical Studies in Education learning modules which present topics related to legislation and government policies. Featured in these modules are topics including ethics and the law; organization and governance; duties of a teacher; privacy and confidentiality; health and safety; negligence/liability and the standard of care for students; health and safety for workers in schools and hiring and employment.

Candidates are expected to demonstrate professional conduct and a clear understanding of the ethical and legal responsibilities associated with teaching. This includes awareness of the duties of teachers as outlined in the *Education Act* and the *Teaching Profession Act*, as well as the responsibilities of pupils under the *Education Act* and the *Ontario Schools Code of Conduct*. Candidates are expected to be familiar with the professional standards established by the Ontario College of Teachers, understand key legal responsibilities such as the duty to report and the duty to supervise, and demonstrate knowledge of youth-related legislation, including the Youth Criminal Justice Act and Safe Schools policies.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 11 is fully satisfied.

Requirement 12

The faculty members teaching the program are an appropriate combination of, persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

Findings

The evidence indicates that the faculty members teaching in the programs are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the programs.

The Faculty of Education at York University is comprised of 93 faculty members, with 37 who are full-time (9 Full Professors, 16 Associate Professors, and 12 Assistant Professors) and who are responsible for post-secondary instruction. Of these, twelve serve as faculty advisors who support the professional development of candidates during their practicum. The academic qualifications of the faculty include 68 doctoral degrees (PhDs), 18 with graduate degrees (MEd/MSc/MA) and 7 holding undergraduate degrees (BA/BEd) with various Additional Qualifications.

Faculty members teaching in the programs include Ontario Certified Teachers (OCT) from local school boards. There are 40 faculty members who are Ontario Certified Teachers (OCTs), with experience in the K–12 education sector, ranging from 7–42 years of teaching experience.

The faculty has teaching experience in primary, junior, intermediate and senior divisions. Among them, 17 are qualified in the P/J divisions, 5 are qualified in the J/I divisions, 15 are qualified in the I/Senior divisions, two are qualified in the P/J/I divisions, six are qualified for technological education and four are qualified for French as a second language. The faculty includes expertise in multi-disciplinary research areas such as child and adolescent development and health, literacy education, special education and inclusion, mathematics, science, sustainability and technology education, French language learning, French as a Second Language, arts and creative pedagogies, digital media and literacy, equity, diversity and social justice, Jewish education, Indigenous and land-based education, information and communications technology.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 12 is fully satisfied.

Requirement 13

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

Findings

The evidence indicates that York University's Faculty of Education maintains adequate internal controls to preserve the integrity of teacher candidate records relating to all programs reviewed.

The Faculty of Education at York University confirms that there have been no changes to the decision of the Accreditation Committee dated June 01, 2016.

The Office of Student Programs maintains teacher candidate records for all programs in accordance with the policies of the University Registrar's Office and the provisions of *Ontario's Freedom of Information and Protection of Privacy Act* (FIPPA). Electronic records are password protected and backed up to the larger university system. Teacher candidates are made aware of policies and procedures related to document storage and security.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 13 is fully satisfied.

Requirement 14

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

Findings

The evidence indicates that the Faculty of Education, York University is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

The Faculty of Education's five-year Strategic Plan links the programs of professional education with research-informed pedagogy, aligned with York University's commitment to the United Nations Sustainable Development Goals (SDGs). Grounded in equity, diversity, inclusion, and decolonization, the plan focuses on advancing research, enhancing candidates' experience, promoting social justice, innovating curriculum and supporting democratic governance.

As part of the commitment to program quality, faculty members participate in ongoing professional learning seminars with leading scholars on a variety of topics. Further evidence of the Faculty's commitment to continuous improvement is seen in their approach to course review and in bringing clarity to handbooks made available to teacher candidates, faculty advisors, and associate teachers. The handbooks outline roles, responsibilities and communication protocols.

Feedback on the programs' delivery of courses from teacher candidates is obtained at the end of each semester through an online portal. The course evaluations are centrally administered to ensure confidentiality and integrity of the evaluation. The qualitative and quantitative results are accessible to faculty members after the final grades are submitted and released. The evaluations support reflective pedagogical practices and are commonly used when faculty members are considering tenure, promotions and applications to external universities.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 14 is fully satisfied.

Requirement 15

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Findings

The evidence indicates that the programs have a Teacher Education Advisory Committee that functions in an advisory and liaison capacity in relation to the programs.

The Faculty of Education meets with their Teacher Education Advisory Committee (TEAC) annually in March. The TEAC fosters collaboration across the programs through updates to faculty and stakeholders on the programs, addresses any issues that arise throughout the year and provides information on any changes or developments related to the education sector. TEAC membership includes the Dean and Associate Dean, Director of Professional Learning, Practicum Coordinator, Education Officers from the Ministry of Education, representatives from the Ministry of Colleges and Universities Research Excellence and Security, Federation and partner school boards and Faculty of Education Student Association (FESA)

The format of TEAC meetings includes the sharing of ideas as well as opportunities for program-related questions to be posed to the faculty members. Discussion topics have included the Indigenous program, AI, community engagement, associate teacher recruitment, the Ontario Mathematics Proficiency Test, curriculum changes and professional learning updates, including French as a second language, technological education, and Reading Additional Qualifications (AQs) being offered by York.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 15 is fully satisfied.

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee finds that the following programs of professional offered by the Faculty of Education, York University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive and concurrent programs of professional education with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions, including the primary/junior divisions with a focus on teaching French as a second language, leading to a degree
- Consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the primary/junior divisions, leading to a degree
- Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), leading to a degree
- Consecutive and concurrent programs of professional education with areas of study in technological education (grades 9/10 and grades 11/12), and one general education subject for the intermediate/senior divisions, leading to a degree

The Accreditation Committee grants general accreditation to these programs for a period of seven years until December 4, 2032 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
December 5, 2025