



# Accreditation Committee Decision

**Université de l'Ontario français  
Pôle d'études et de recherche en enseignement et  
apprentissage (PEA)**

**Pertaining to the**

## **1- General Accreditation of the:**

Multi-session consecutive program of professional education, with areas of study in the Primary/Junior Divisions, leading to a degree [French-language program]

## **And the addition of:**

areas of study in the Junior/Intermediate and Intermediate/Senior divisions in the multi-session consecutive program of professional education.

## **2- Initial Accreditation of the:**

Concurrent program of professional education, with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a degree. [French-language program]

**Accreditation Committee  
Ontario College of Teachers  
July 21, 2025**

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## **Decision of the Accreditation Committee Pertaining to the Application for Accreditation Submitted by PEA of the Université de l'Ontario français**

### **Introduction**

On October 11, 2024, the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français (PEA) submitted an application for accreditation for:

1- The general accreditation of the:

- Multi-session consecutive program of professional education, with areas of study in the primary/junior divisions, leading to a degree [French-language program]

And the addition of:

- areas of study in the junior/intermediate and intermediate/senior divisions in the multi-session consecutive program of professional education.

2- The initial accreditation of the:

- Concurrent program of professional education with areas of study in the primary/junior, junior/intermediate and intermediate/senior divisions, leading to a degree. [French-language program]

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

1. conduct reviews of programs of professional education as directed by the chair of the Accreditation Committee; and
2. act in an advisory role to the Accreditation Committee by:
  - (i) reporting to the committee on its findings on reviews of programs of professional education,
  - (ii) making recommendations to the committee with respect to the accreditation of the programs reviewed by the panel.

The accreditation panel comprised four people, as follows:

- a College member on the Accreditation Committee roster who has experience in evaluating teacher education programs;
- a non-College member on the Accreditation Committee roster;
- a College member on the Accreditation Committee roster;
- a Université de l'Ontario français nominee.

To issue its recommendations, the panel reviewed the Application for Accreditation and the additional PEA documents. The following sources of evidence were also reviewed: interviews conducted by the panel, supplementary information provided by PEA and supplementary information provided at the panel's request by the Senior Director of Administration and the management team.

The accreditation panel conducted a physical site visit at the Jarvis Street campus in Toronto on December 3 and 4, 2024 and a virtual site visit on December 5, 2024. The panel conducted interviews with the librarian, the Practicum Coordination team, teacher candidates, associate teachers, technical support services staff, the Centre de la réussite étudiante (student success centre) and faculty members. The panel concluded the site visit by meeting with the management team, including the Rector of Studies and Research; the Senior Director of Administration; the Assistant Director of Teacher Education; and the Practicum Coordinator.

Having completed its review, the accreditation panel prepared an interim report of its findings and recommendations, for consideration by PEA. The panel's final report considers the comments provided by the PEA in response to the interim report.

In arriving at its decision, the Accreditation Committee considered the accreditation panel's final report dated February 10, 2025, the Chair's presentation to the accreditation panel and the requirements of Ontario Regulation 347/02, Accreditation of Teacher Education Programs.

## Requirements

The reasons for the Committee's decision and the facts on which it is based are set out below:

### Requirement 1

*The provider of the program is a permitted institution.*

### Findings

Université de l'Ontario français is a permitted institution in accordance with Regulation 347/02, Accreditation of Teacher Education Programs, subsection 1. (1). The Regulation provides that an entity authorized under the *Post-secondary Education Choice and Excellence Act, 2000* is permitted to offer a teacher education program leading to a degree.

In its letter dated May 5, 2022, the Postsecondary Accountability Branch of the Ontario Ministry of Colleges and Universities grants consent to the Université de l'Ontario français to offer a Bachelor of Education for a period of seven years, until May 2029. This is the terminal degree for the multi-session consecutive program of professional education.

In a letter dated July 7, 2025, the Director of the Postsecondary Education Programs Branch of the Ministry of Colleges and Universities, Research Excellence, and Security (MCURES) grants consent for the Université de l'Ontario français to offer an Honours Bachelor of Education (concurrent). This is the terminal degree for the concurrent program of professional education that will be offered starting in September 2026.

This consent is granted with conditions for a period of eight years, until July 2033. Accordingly, the Université de l'Ontario français has committed to submit a plan to MCURES by September 2026 to comply with the condition that impacts accreditation. This condition pertains to the addition of three general education subjects in the Intermediate and Senior divisions.

### Conclusion

Based on the information provided for the panel to consider, Requirement 1 is fully satisfied.

## **Requirement 1.1**

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

### **Findings**

The evidence indicates that the programs offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) are four academic semesters, including the 80 days of practicum required by the regulation.

The multi-session consecutive program is offered on a full-time and part-time basis. The full-time model is offered over four academic semesters, while the part-time model extends over 10 semesters. The concurrent program is a full-time program that is spread over 12 academic semesters, during which teacher education is integrated from the first year onwards. The programs follow a fall-winter-spring-summer sequence. No courses are offered in August.

Both programs include four practicums. The multi-session consecutive program includes practicums lasting 10, 25, 20 and 25 days respectively, and the practicums in the concurrent program last 15, 25, 20 and 20 days.

The first session of the multi-session program comprises six credits of method courses, six credits of foundation courses and 10 days of practicum. Teacher candidates in the full-time model complete the first session in the first fall semester. Those in the part-time model complete the first session in the third semester, in June of Year 1.

After successful completion of the first session, including the courses (the 12 credits mentioned above) and the 10-day practicum (*Stage I*), teacher candidates are recommended for a Multi-Session Transitional Certificate of Qualification and Registration (MTCQR).

### **Conclusion**

Based on the information provided, Requirement 1.1 is fully satisfied.

## **Requirement 2**

*The program has a clearly delineated conceptual framework.*

### **Findings**

Evidence gathered indicates that the programs offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) have a clearly delineated conceptual framework.

The teacher education programs are based on three core principles supported by research: contextualized learning (Besse, Lave & Wenger; Smith), social constructionism (Gergen, Bruner, Dewey, Eisner, Piaget & Vygotsky) and critical, reflective pedagogy (Ayers, Kumashiro, Meiners, Quinn & Stovall, Kumashiro, McLaren, Schön).

PEA advocates to its teacher candidates an approach informed by the connections between theory and practice. This synergy manifests in the courses based on the competencies explored in the classroom and pursued in experiential and reflective tasks such as case studies, action research, data analysis and reflective activities recorded in the reflection journal of the digital portfolio. The practicums are integral to this reflective practice.

Throughout the programs, teacher candidates build on six competency domains consistent with the professional standards and the ethical standards of the profession. Practicums, mentoring, descriptive feedback and professional collaboration are core aspects of the program design that support teacher candidates' development of these competencies. The digital portfolio engages teacher candidates in critically reflective pedagogy through reflection questions and self-appraisal relating to six competency domains.

New members of the educational team take part in an orientation session to familiarize them with the foundations of the conceptual framework, and weekly meetings keep the team aligned with the PEA vision.

### **Conclusion**

Based on the information provided, Requirement 2 is fully satisfied.

### **Requirement 3**

*The reasons for the decision and the facts on which it is based are given below: 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**

Evidence gathered indicates that the programs offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) are consistent with and reflect the College's 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 conceptual framework of the programs at the Université de l'Ontario français (UOF) is based on the development of competencies that are directly linked to the College's professional standards (commitment to students and their learning, professional knowledge, professional practice, ongoing professional learning, leadership in learning communities) and ethical standards. Throughout the programs, teacher candidates progress within these areas with the aim of acting with care and professionalism in all circumstances.

The programs encourage reflection on content and practice as they relate to the professional standards, and aim to facilitate the development of competencies in relation to these standards. They closely follow teacher candidates' professional development through the topics addressed in the practicum supervision subjects and through a process of ongoing reflection throughout the programs. Evaluation of teacher candidates is based on the standards.

The Faculty Code of Conduct demonstrates UOF's commitment to the standards of the profession. PEA expects members to promote an atmosphere of inclusion, respect and caring in all areas of PEA, and to treat all teacher candidates, colleagues and external partners with respect, regardless of their differences. Faculty members are expected to foster an equitable learning environment free from discrimination or harassment, and to actively support diversity.

Similarly, the teacher candidates' Code of Conduct spells out the expectations relating to respect and inclusion. Teacher candidates are expected to create an inclusive and respectful learning environment for all, to treat peers, staff and teachers with care and respect, and to avoid discriminatory or harassing behaviour. Teacher candidates are expected to show respect for diverse points of view and encourage constructive discussion. The code states that discrimination on the basis of race, sex, sexual orientation, gender identity or any other ground protected by law is a breach of the teacher candidate Code of Conduct. Any violation of the code will result in disciplinary action ranging from a warning to expulsion, depending on the seriousness of the offence.

### **Current Research in Teacher Education**

The design of the programs is based on research in teaching and learning (Hattie, 2011; Fullan & Quinn, 2016; Fullan, Hill & Crevola, 2006; Giasson, 2011; Bernhardt, 2018) and the need to integrate transferable skills into pedagogy. The programs are designed to educate engaged future citizens who can learn, develop their critical thinking and healthy relationships, communicate proficiently in French, use technology and contribute to the environment and to equity.

The pedagogical core reflects approaches based on inductive pedagogies (Bilash, 2018; Guillemette & Luckerhoff, 2016; and Hiemstra & Brockett, 1994) and experiential learning (Dewey, 1938; Kolb, 1984; Lewin, 1961; and Piaget, 1971) implemented collaboratively (Leclerc, 2012). An inductive approach is delineated through programmatic design where courses such as literacy, numeracy and communities of practice are offered in three smaller parts to allow candidates to integrate theory and practice. This theory-practice oscillation approach is demonstrated in teacher candidate assignments such as the digital portfolio. The experiential approach is integrated into several courses in which teacher candidates analyze cases and tackle integrated, experiential and differentiated planning.

### **Integration of Theory and Practice in Teacher Education**

The knowledge and competencies that are targeted in the programs' courses are linked to the practicum and the transfer of theory to practice.

In addition to the 15 consecutive days of the final practicum, teacher candidates take courses and complete their practicum simultaneously, over two to three days a week. The courses offered during the practicums are used to consolidate learning and foster competency development. The experience of reflection, action research, case studies and data analysis in correlation with theory and strategies support learning during the five to eight weeks of practicum.

The cyclical approach of some courses illustrates the iteration between theory and practice that lets teacher candidates develop knowledge in teaching and learning, put it into practice during practicums and deepen it through reflective journaling and subsequent courses. The professional learning community meetings throughout the program strengthen the link between theory and practice.

**Conclusion**

Based on the information provided, 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 indicates that the programs offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) enable students of a teacher education program 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 all of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidates' areas of study and curriculum, particularly planning and design, special education, equity and diversity and learning assessment and evaluation.

The method courses enable teacher candidates to understand the structure of different components of the Ontario curriculum and provide links to the various Ministry policies. The teacher candidates review the structure of curriculums, the learning processes that appear in them and the learning continuums. Course themes and activities familiarize teacher candidates with the integration of areas of study and subjects. They plan integrated units based on curriculum and considerations relating to planning subjects in their respective areas of study. Through planning and microteaching courses adapted to the teaching divisions, teacher candidates deepen and apply their understanding of the Ontario curriculum.

The practicums also allow teacher candidates to demonstrate their knowledge and be evaluated on their proficiency in the curriculum. Associate teachers conduct summative evaluations of teacher candidates' planning skills. Knowledge of the Ontario curriculum, the inclusion of generic expectations, the ability to implement procedures and the use of teaching and learning strategies that reflect the expectations of the curriculums are among the components evaluated during the practicums.

#### **Ontario's Aménagement Linguistique Policy (PAL)**

One objective of the programs is to develop teacher candidates' knowledge and understanding of issues related to teaching and learning in a Francophone minority environment. This includes enabling future teachers to guide and interact with students while respecting their uniqueness and diversity, and to communicate with parents and the community. Teacher candidates are encouraged to adopt a reflective, critical and committed stance towards inclusive education, equity, culturally sensitive teaching and the social and cultural development of Francophone communities.

Courses and practicums focus on the vision, value and interdependence of the French language and culture to promote student learning, identity and wellbeing. Teacher candidates develop an understanding of the value of the *Politique d'aménagement linguistique* (PAL) and teachers' position as Francophone role models.

Teacher candidates deepen their understanding of PAL in several foundation and method courses. They cover pedagogical practices related to culturally sensitive and responsive pedagogy. They deal with culturally sensitive and adapted assessment methods and curriculum adaptations in multicultural contexts. They address the sociocultural and linguistic mandate of French-language schools in Ontario and develop an awareness of the changing nature of Ontario's Francophone community.

### **Element 2 – Current Research**

The programs prepare teacher candidates to use current research in teaching and learning.

The course dealing with Ontario's school system and the digital portfolio allow teacher candidates in all programs to explore Bernhardt's research (2018) on the four types of data (demographics, perceptions, student learning and school processes) relevant in planning teaching and learning. Teacher candidates develop knowledge of the fundamentals of neuroscience relevant to education and an understanding of the student brain and the implications of neuroscience for pedagogy.

Teacher candidates approach the development of students' writing skills through research, including that of Pressley, Mohan, Fingeret, Reffitt and Raphael-Bogaert (2007). They also deepen their knowledge of vocabulary acquisition by referring to the research of Marzano (2004) and explore the research of Landry and Allard (1987, 1990) on the determinants of psycholinguistic development in a minority context.

The numeracy course guides teacher candidates in basing their teaching decisions on current research to identify high-impact strategies and understand the concept continuum and big math ideas.

Teacher candidates study child development using the theories of Piaget, Kohlberg, Erikson, Vygotsky and Gardner. They develop an understanding of the emotional, physical, social, moral and cognitive development of children from preschool and school age to adolescence. They explore the research of Battiste (2002), Cajete (1994, 1999), Restoule and Toulouse on Indigenous approaches to human development and research in line with the taxonomy models of Bloom (1956) and Maslow (1943).

## **Pedagogical and Instructional Strategies Knowledge**

### **Element 1 – Educational Research and Data Analysis**

The programs prepare teacher candidates to use educational research and data analysis.

Content pertaining to educational research and data analysis is embedded in all courses. Teacher candidates learn to interpret and use research to support learning and make teaching and learning decisions.

The *Pratique réflexive et communauté de pratique* courses are a consistent component of the programs aimed at developing and deepening knowledge and skills in teaching and learning through the community of learners. In these courses, the review of texts on professional collaboration prepares teacher candidates to become collaborators in the professional learning community (PLC). The PLC is integrated into the various components of the program and teacher candidates learn how to improve student achievement through the professional learning of the team members whose discussions, analysis and planning are informed by student data. In these courses, teacher candidates analyze student data to practise the implementation of the cycle of continuous improvement and the professional learning community. They use a class profile to plan teaching, assessment and differentiation. They explore student profiles and individualized language development, and target appropriate strategies in the Ministry of Education's *Guides to Effective Instruction* to address student needs.

Teacher candidates participate in workshops offered by the Education Quality and Accountability Office (EQAO) in which they deal with large-scale assessment tools and the interpretation of student achievement results. Through case studies and activities dealing with student and class profiles, teacher candidates learn how to use EQAO data to improve teaching and participate in professional learning communities.

## **Element 2 – Technology as a Teaching Tool**

The programs prepare teacher candidates to use technology as a teaching tool.

The design of the programs is based on efficient use of the various technologies to support learning and model responsible digital citizenship for students. The incorporation of technology into all of teacher candidates' experiences helps to develop knowledge and skills that support students based on their strengths, needs and areas of interest.

Teacher candidates in both programs take a mandatory course on integrating information and communication technologies (ICT) into teaching, learning and assessment scenarios appropriate to their teaching divisions. It prepares them to develop professional skills to manage the challenges of adopting new technologies in a pedagogical context, by identifying those that best match the pedagogical intentions of the course and reflecting on their integration at all stages of planning. The courses also introduces teacher candidates to various ways in which they can use ICTs, including as tools for change management, inclusive education and pedagogical innovation through the use of augmented reality and artificial intelligence. Teacher candidates explore collaborative e-learning and classroom management platforms. They address cyber citizenship and student safety in cyberspace, including digital identity management, personal data protection and the adoption of safe behaviours.

Other method courses support teacher candidates in their selection and use of digital tools to develop competencies targeted in the subject taught, in particular, fundamental literacy and numeracy competencies.

The practicums are an opportunity for teacher candidates to deepen their knowledge of learning technologies by integrating them into their teaching.

### **Element 3 – Inquiry-Based Research, Data and Assessment to Address Student Learning Styles**

The programs prepare teacher candidates to use inquiry-based research, data and assessment to address student learning styles.

In the courses accompanying the practicums, teacher candidates analyze the components of a student profile and discuss the importance of class profiles for educational planning. They explore data collection methods and data analysis techniques to improve teaching and learning.

In the course on social-emotional learning, teacher candidates make pedagogical decisions regarding the social-emotional learning theories and models studied in relation to different student profiles. They develop a class profile that takes into account the developmental characteristics and special needs of the students in the case study. They plan teaching and learning practices and objectives that address the needs identified in the class profile.

In the course on education foundations, teacher candidates review the principles of formative and summative assessment and the use of assessment data to inform instruction.

### **Element 4 – Learning and Teaching Theories and Methods and Differentiated Instruction**

Equity and cultural responsiveness, differentiated instruction, universal design for learning and the tiered approach are theoretical and practical foundations of the programs. Several mandatory courses address differentiated instruction and universal design for learning to meet the variability of student needs. Teacher candidates develop and apply knowledge and skills related to differentiation by content, process, production and various learning environments, including classroom, hybrid and distance delivery. The various courses deal with the integration of subjects, project-based teaching and inquiry-based, experiential and problem-based learning. They address the importance of planning rich, authentic and all-encompassing tasks and integrating dialogue and high-performing, high-impact strategies. Teacher candidates address citizenship education, critical thinking, the inquiry process, teaching from big ideas, inquiry and spatial skills.

### **Element 5 – Classroom Management and Organization Skills**

The programs enable teacher candidates to acquire knowledge and skills in classroom management and organization skills.

Through a mandatory course focused on managing learning contexts, teacher candidates delve deeper into the theories and practices of managing learning contexts adapted to their teaching divisions. They explore different approaches to and theories of classroom management and ways to create a learning environment conducive to wellbeing. They discuss routines, classroom rules and transitions. They learn to understand challenging behaviours and discuss preventive and corrective interventions, positive reinforcement and natural consequences. Teacher candidates incorporate relevant and stimulating content in the planning of teaching and learning to create a positive learning environment. They develop a detailed classroom management plan incorporating strategies to address learner diversity and students' special needs.

During their practicum, teacher candidates implement strategies to foster social-emotional development and classroom management strategies that help develop students' intrinsic and extrinsic motivation. They record in their digital portfolio examples of classroom organization such as safety rules and routines, timetables, desk layouts, resources and daily and weekly routines. Teacher candidates address such topics as the management of learning environments, inclusive and differentiated approaches, teaching social skills, communication, self-regulation, cooperation, collaboration and conflict resolution among students. Associate teachers conduct summative evaluations of teacher candidates' classroom management skills. Components evaluated during the practicums include interacting positively, capturing students' attention, time management and supporting positive behaviour.

### **Element 6 – Student Transitions**

The programs offer a course on transitions in which teacher candidates acquire knowledge and skills in child and adolescent development and student transitions to age 21 and from Kindergarten to Grade 12.

Child and adolescent development is addressed in Requirement 11.

Several sessions in the course on transitions cover the development of teacher candidates' knowledge and skills for managing school transitions. Teacher candidates discuss wellness activities to support transitions and develop a set of strategies describing transitions by developmental stage, whether over a single day, between divisions and schools, and on to postsecondary education and the future.

The analysis of school procedures in learning communities enables teacher candidates to identify the transitions students experience and plan for them to prepare students based on their individual needs and situations.

Teacher candidates in the Primary division explore the foundations of essential learning and the expectations and challenges of teaching and learning in the Primary division. Teacher candidates in the Junior/Intermediate and Intermediate/Senior divisions develop knowledge and skills for integrating success strategies in their teaching practices and explore Programs for Student Success (PARÉ in French). They discuss employability and the skills sought by employers. They learn how to profile students' interests and aspirations, and use simulations to prepare students for a job search. Teacher candidates in the Intermediate/Senior divisions discuss the various educational and career paths available to students after secondary school, as well as experiential learning, Cooperative Education (CO-OP) and Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Program (OYAP).

The practicums allow teacher candidates to develop an understanding of transitions and their planning. Through observation, discussion, participation and co-planning, teacher candidates consolidate what they have learned in this respect during the courses.

### **Element 7 – Student Observation, Assessment and Evaluation**

The programs prepare teacher candidates to use current strategies relating to student observation, assessment and evaluation.

In the foundation and method courses, teacher candidates deal with the different components of evaluation such as formative and summative evaluation. They look at constructive feedback, self-assessment, peer assessment and triangulation (observation, production, conversation). They explore assessment rubrics, theories and practices related to assessment for learning and the use of assessment data to plan the next steps in teaching. They discuss differentiated assessments as well as adapted tasks, tools and assessment tasks for students with learning disabilities and special needs.

Observation and evaluation of students, including policy documents such as *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) and *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12* (2010), are included in course outlines, assignments, practicum evaluations and the reflection journal. Numerous examples of the use of assessment strategies and tools underscore the relationship between assessment and the creation of learning objectives, the development of assessment and evaluation criteria and feedback mechanisms.

In the practicums, teacher candidates further explore assessment and evaluation for learning and the teaching and learning journey as practice themes.

### **Element 8 – Supporting French Language Learners**

The programs enable teacher candidates to acquire the knowledge and skills to teach students whose first language is not the language of instruction; i.e., French.

Teacher candidates refer to the *Actualisation linguistique en français* (ALF) curriculum and the *Programme d'appui aux nouveaux arrivants* (PANA) in a number of courses. They develop integrated and differentiated pedagogical units by integrating ALF/PANA principles. The planning is adapted to the diverse needs of students and integrate language skills consistently as learning progresses. Teacher candidates explain pedagogical choices and show how they facilitate student learning, drawing on the theories and concepts discussed in class.

Teacher candidates look at culturally sensitive and responsive pedagogy and assessment and evaluation methods, and strategies for optimizing the integration of newcomers into the classroom and school. They explore how to adapt curriculums in multicultural settings, and the role of settlement workers and community support.

### **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 Needs**

Through a course on learning for all, the programs enable teacher candidates to acquire knowledge and skills 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.

Student and class profiles are the tools recommended in all courses to make teacher candidates aware that they must include student needs in all teaching, learning and assessment decisions.

The programs enable teacher candidates to develop ways of supporting the learning of students with special needs and to consult policy documents relating to special education. Teacher candidates cover the characteristics of students, universal design for learning, executive functions, applied behaviour analysis, assistive technology, communication and parental participation. They review the special education regulations, including the requirements for the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC). They deepen their understanding of exceptionalities and develop an Individual Education Plan (IEP) to meet the needs of a fictional student.

## **The Teaching Context Knowledge**

### **Element 1 – Mental Health and Wellbeing**

Foundation courses covering learning for all, managing wellbeing in the school environment, social and emotional learning and the foundations of education raise teacher candidates' awareness of child, youth and parental mental health relevant to the elementary and secondary school environment in Ontario.

Teacher candidates explore characteristics and development related to mental health. They take part in a seminar on shared responsibility for mental health in schools and the importance of prevention through the creation of an environment conducive to student wellbeing. They learn to identify the signs and symptoms of youth mental health disorders and explore techniques for reducing stress and anxiety in students. They address promoting resilience and emotional growth and discuss strategies for addressing sensitive mental health topics in the school setting, as well as provincial programs and school and community services. They consult the School Mental Health Ontario website (2024), the Mental Health Services for Children and Youth resource (2023) and the Supporting Minds resource guide (2013), and discuss ways to support student learning and transitions.

Teacher candidates develop an understanding of the importance of social-emotional learning (SEL). They discuss the integration of SEL into school curriculums and the teacher's role in students' social-emotional development. They discuss managing emotions in the classroom, emotional regulation techniques and teaching emotional skills. Teacher candidates learn how to teach and strengthen students' social skills and interpersonal relationships, especially communication, conflict resolution, cooperation and collaboration skills.

Teacher candidates discuss activities to celebrate cultural diversity and explore the role of the teacher in promoting equity, diversity and inclusion, and particularly in valuing identities. Teacher candidates in the Intermediate/Senior divisions explore community and mental health services for adolescents.

In the reflection journal, teacher candidates critique their own ability to understand students' wellbeing needs and provide examples of theories and practices on which they relied to develop an environment for learning that fosters student wellbeing.

Teacher candidates further explore school-based wellbeing and mental health as practice themes in the practicums.

### **Element 2 – Standards of Practice and Ethical Standards**

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

### **Element 3 – Learning Transitions and Postsecondary Pathways**

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

### **Element 4 – Ontario Context**

The programs enable teacher candidates to acquire knowledge and skills pertaining to the Ontario context in which elementary or secondary schools operate, safe and accepting schools and the creation of a positive school climate.

Teacher candidates address topics such as education and globalization, newcomers, and learning, assessment and evaluation in a multicultural and multiethnic context, and are invited to reflect on the profession in a minority setting.

The practical application themes during the practicums help teacher candidates learn more about teaching in a minority language environment.

### **Perspectives, Cultures, Histories and Ways of Knowing of First Nations, Métis and Inuit Indigenous Peoples**

All of the courses seek to embrace Truth and Reconciliation by showing teacher candidates how to integrate the cultural and linguistic heritage transmitted by Indigenous families and communities to encourage the positive development of each student's identity, learning and wellbeing.

Teacher candidates address Truth and Reconciliation, place-based pedagogy and Indigenous expertise, protocols and technologies. In a case study, they address Indigenous education, cultural appropriation and resource selection. They deepen their understanding of Indigenous realities in education and Indigenous educational perspectives and practices. They explore strategies for integrating Indigenous knowledge and cultures into the curriculum, and plan an authentic project on Indigenous education.

### **Environmental Learning, Ecojustice and Climate Action**

Teacher candidates deal with environmental education and climate change in method courses. They explore environmental issues, sustainable living and sustainable development. They discuss action plans and the promotion of responsible management. Teacher candidates make connections between science, technology, society and the environment. They consult resources focusing on environmental education, education for sustainable development and ways to help students reflect on climate change issues and cope with the climate crisis.

### **Safe and Inclusive Schools and the Creation of a Positive School Climate**

The courses emphasize the importance of culturally relevant and responsive content, case studies relating to equity, diversity, social justice and the teacher's role in recognizing and eliminating barriers. The programs encourage teacher candidates to practise ongoing reflection as a means of uncovering unconscious biases and eliminating their impact on the wellbeing of students and colleagues.

Teacher candidates discuss the teacher's role in promoting equity, diversity and inclusion, valuing identities and modelling cultural humility. They address anti-oppression, anti-racism, equity-seeking groups and sociodemographics. They analyze inclusive education policies such as the Ontario *Human Rights Code*, and discuss anti-racist and anti-oppressive approaches and practices in teaching.

Teacher candidates consult policy documents and Policy and Program Memoranda (PPM) and develop an inclusive activity designed to meet student needs as identified in a class profile. Through their activity, teacher candidates in the Intermediate/Senior divisions give students a voice and establish the concept of social justice and advocacy. In one project, teacher candidates design a series of pedagogical activities to promote equity and cultural inclusion in a K-12 classroom of their choice. They present lesson plans, pedagogical resources and reflection on the potential impact of these activities on students. For the Intermediate/ Senior divisions, teacher candidates include activities such as debates on current topics, community service projects and mentoring initiatives that develop adolescents' social and cultural awareness while fostering an inclusive school environment.

Through practice themes covered in the practicums, teacher candidates deepen their knowledge of equity, inclusion and accessibility.

### **Element 5 – Education Law and Legislation**

Information pertaining to this element is addressed in Requirement 11.

### **Element 6 – Professional Relationships**

The programs prepare teacher candidates 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.

Activities and experiences offered to teacher candidates through case studies are designed to develop their understanding of the impact of communication by teachers and the school.

Teacher candidates develop an understanding of communities of practice (CoPs) and professional learning communities (PLCs), including their similarities and differences. They cover collaborative practices with other professionals in the school, school psychologists and social workers, and increase professional collaboration through practice themes recommended during the practicums.

Teacher candidates discuss the involvement of parents and guardians, and ongoing communication with them as key players. They address the issue of intercultural communication, effective communication techniques and strategies in an intercultural context and relationships with families. They discuss the factors that prevent some parents from participating fully in their children's learning and the importance of recognizing their own biases and prejudices. They plan how to involve families and the community in the implementation of a program for learning social-emotional skills, and use the digital portfolio to record their reflections following interviews and meetings with parents.

Promoting the arts at school and in the community is addressed in the arts education course in which all teacher candidates discuss the importance of developing arts events such as shows, exhibitions and concerts to showcase students' creations.

### **Conclusion**

Based on the information provided, 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, reference the Ontario curriculum, include the application of current research in teacher education and represent a wide knowledge base in the divisions and components of the program.

The findings related to this requirement are reported in Requirement 3.1.

**Conclusion**

Based on the information provided, 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**

Evidence gathered indicates that the course content of the programs offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

### **Theory, Method and Foundation Courses**

Theory is embedded both in the method courses and in the foundation courses that teacher candidates in UOF's programs of professional education are required to take.

The foundation courses address the key foundations, theories and practices required for the teacher candidate's divisions. The seven courses common to all teacher candidates deal with topics such as social-emotional learning, the Ontario school system, the foundations of educational theory and practice, and development from childhood to adolescence and the transitions experienced. These common courses also cover intercultural competencies in a minority setting, the management of learning environments, wellbeing in the school environment and learning for all. They help to strengthen teacher candidates' ability to practise inclusive teaching that embraces diversity.

In addition to these courses, teacher candidates in the Primary/Junior divisions take four compulsory foundation courses focused on preschool, primary and junior school. These courses enable teacher candidates to apply theory to lesson design and the integration of technology when teaching students from Kindergarten to Grade 6.

In addition to the common courses, teacher candidates in the Junior/Intermediate divisions take four additional courses that cover strategies for success and study programs, microteaching, planning practice and the use of digital technologies. These courses focus on the Junior and Intermediate divisions and enable teacher candidates to apply theory to lesson design and the integration of technology when teaching students in Grades 4 and 10.

Teacher candidates in the Intermediate/Senior divisions take courses in addition to the common courses that address the use of digital technologies, school success strategies, planning and microteaching in the Intermediate and Senior divisions. Lastly, cross-disciplinary approaches are integrated to give teacher candidates a comprehensive and interconnected understanding of the different subjects.

The teaching method courses are described by division and area of study in Requirement 10.

### **Application of Theory in Practice**

The connection between theory and practice is central to PEA's teacher education programs, which consistently emphasize practical experience in a context of ongoing reflection. This connection takes shape in the theory, method and foundation courses based on the competencies explored in the classroom and pursued in experiential, reflective tasks

such as case studies, action research, data analysis and reflective activities recorded in the digital portfolio. The practicums are also integral to this reflective practice.

Some courses are designed to develop competencies such as planning a class profile, differentiating instruction, fostering inclusion and understanding the acquisition of language in a minority environment. This learning is pursued and consolidated through the reflection and practice themes and weekly seminars during the practicums.

### **Conclusion**

Based on the information provided, Requirement 5 is fully satisfied.

## Requirement 6

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

### Findings

Evidence gathered indicates that the format and structure of the programs offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) are appropriate for the course content.

PEA offers two programs of professional educations, a multi-session consecutive program and a concurrent program. The two programs include areas of study for teaching in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions. They consist of 60 credits of teaching and learning activities in theoretical foundations, teaching methodology (45 credits) and four blocks of practicum placements in a school (15 credits). Each credit is equivalent to 30 hours of classes.

The programs include the following teachable subjects for the Intermediate division: Business– General, Geography, History, Mathematics and Media Arts. The teachable subjects in the Senior division are Business– General, Geography, History, Mathematics and Social Sciences – General.

In addition to the teachable subject courses, which are specialized by division, the majority of courses are mandatory and common to teacher candidates in both programs. The common courses include at least two numeracy courses and three literacy courses. Courses on microteaching, planning practice and the use of digital technologies offer teacher candidates the opportunity to select the division covered by the courses. In the method courses common to all divisions, teacher candidates develop an in-depth understanding of the learning continuum from the early years to the Senior division, including knowledge of teaching approaches and assessment strategies adapted to the different grades.

The sequence of courses takes into account the progression of learning objectives and the ongoing development of teacher candidates' professional skills in every division. Courses have been positioned to:

- explore the theoretical and practical foundations of education, laws and regulations, and social-emotional wellbeing from the outset of the program explore learning processes in different curriculums and apply assessment knowledge
- continuously develop student and class profiles
- explore the minority context in all courses.

All courses include face-to-face/synchronous (dual mode) components of at least 10 hours per credit. No course is offered solely in asynchronous mode. Teacher candidates participate in discussions and experiential activities related to the courses and are expected to work in groups. Teacher candidates participating in synchronous virtual mode can ask questions of professors. Assessments and learning activities are the same for all teacher candidates to ensure a homogeneous learning experience regardless of the modality chosen. Sessions attended by students simultaneously in dual mode are recorded and made available to teacher candidates. The recordings can replace dual mode participation in exceptional situations where a teacher candidate requires greater temporary flexibility, particularly in cases of illness or family emergency. No teacher candidate can complete all courses asynchronously.

The **multi-session consecutive program** is offered on a full-time and part-time basis. The full-time model extends over four consecutive academic semesters, while the part-time model extends over 10 semesters. Both models follow a fall-winter-spring-summer sequence. No courses are offered in August.

Both models include four practicums of 10, 25, 20 and 25 days respectively. Teacher candidates complete their practicum while attending classes. They spend two to three days a week in schools except for the mandatory period of 15 consecutive days out of the 25 days in the fourth practicum. Teacher candidates in the full-time model complete one practicum per semester. In the part-time model, practicums take place in Semesters 3, 4, 8 and 10.

The courses and the sequence of courses in the first session of the multi-session program that can lead to a Multi-Session Transitional Certificate of Qualification and Registration (MTCQR) are the same for both models. The first session consists of six credits in method courses, six credits in foundation courses and a 10-day practicum. Teacher candidates in the full-time model complete the first session during Semester 1 of the program, while teacher candidates in the part-time model finish the first session at the end of Semester 3, in June.

The first session consists of the practicum and the following courses:

10-day practicum (2 days a week for 5 weeks):

- *Pratique réflexive et communauté de pratique - Stage I*

Foundation courses:

- *Apprentissages socioaffectifs : fondements et pratiques* (3 credits)
- *Fondements en éducation : théories et pratiques* (3 credits)

Method courses:

- *Numératie I* (1 credit)
- *Littératie I* (2 credits)
- One of the following two Ontario curriculum subjects:
  - *Éducation artistique* (3 credits) (full-time program)
  - *Études sociales, histoire et géographie* (3 credits) (part-time program)

The **concurrent program** is a full-time program that extends over 12 academic semesters. Teacher education courses are phased in from Year 1 of the program, introducing teacher candidates to fundamental concepts and developing an understanding of ethics, psychology, sociology and interculturality during the first two years of the program. In-school practicums begin in Year 3.

The concurrent program includes four practicums lasting 15, 25, 20 and 20 days respectively during the last four semesters of the program, in Semesters 9, 10, 11 and 12. Teacher candidates complete their practicum while attending classes. The practicums consist of two to three days a week in the schools except for the final practicum, *Stage III B*, in which 15 of the 20 days are consecutive.

### **Conclusion**

Based on the information provided, Requirement 6 is fully satisfied.

## **Requirement 7**

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

### **Findings**

Evidence gathered indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the programs.

Formative feedback is given between sessions and at the end of a course to build teacher candidates' capacity throughout their professional education. The teaching team, including practicum supervisors, meets at the end of each semester of the programs and during the final semester to evaluate the progress of each teacher candidate with regards to the courses, practicums, digital portfolio and language development.

The language proficiency of teacher candidates is evaluated formatively prior to beginning each practicum. Follow-up is provided through the digital portfolio. Teacher candidates are informed that challenges encountered with language skills may prevent completion of the mandatory practicums.

### **Courses**

In conjunction with the ongoing feedback offered in the digital portfolio throughout the program, the courses allow teacher candidates to be assessed and informed of their progress through three or four assessments that typically consist of a teamwork assignment, reflective synthesis, a project of some kind, and a participation component. Additionally, feedback is offered between sessions until the day before the course work submission deadline and teacher candidates can resubmit one assignment per course if the grade assigned is below Pass.

The criteria for evaluating the assignments are communicated to teacher candidates at the beginning of a course. The assignment requirements and evaluation rubrics are provided on the learning platform so that teacher candidates can access them throughout the course. Feedback is given between sessions until the day before the assignment is due. Although the Pass grade is 70%, teacher candidates may resubmit one assignment per course if the grade assigned to the course work is below Pass.

### **Practicum**

An experienced teacher conducts formative and summative assessments of teacher candidates using the reflection journal and evaluation rubrics. Summative assessment is based on learning outcomes and includes assessment and evaluation criteria that define the expectations. Teacher candidate performance is assessed using the following learning outcomes:

- Clear and correct communication in the language of instruction, both oral and written, in a variety of teaching-related contexts
- Ethical conduct (all four standards are assessed)

- Commitment to students and their learning
- Professional knowledge
- Professional practice
- Leadership in learning communities
- Ongoing professional learning.

Assessment and evaluation criteria consist of the following skills scale: to be developed, progressing, satisfactory, thorough.

The digital portfolio in which the reflection journal is kept allows for the uploading of sample plans and other artifacts that support ongoing feedback. The journal feedback allows the associate teacher and the faculty advisor to communicate regularly with the teacher candidate and determine if they have the competencies to achieve a Pass grade.

Teacher candidates with an MTCQR who are completing a practicum as part of their employment are supervised by the principal or an experienced teacher with a flexible schedule who is responsible for the daily cycle of guidance and assessment.

Faculty advisors who act as mentors are available to support teacher candidates. The programs also provide for regular meetings to allow for continuous feedback between the teacher candidate and their faculty advisor, and to keep track of the teacher candidate's progress. The teacher candidate takes part in four mentoring sessions as part of their initial practicum. During subsequent practicums, they continue to record reflection notes every day. The associate teacher or school principal records their feedback at least once a week.

The second, third and fourth practicums include a mid-practicum assessment to support the teacher candidate, provide feedback and/or draw up an improvement plan, if necessary.

## **Conclusion**

Based on the information provided, 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):

*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):

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,*
  - i. *for students enrolled in a teacher education program described in subparagraph 1v of subsection 1(2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and Grades 9 and 10 and Grades 11 and 12 in the technological education subject that is the subject area of the program, and,*
  - ii. *for all other students, 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**

Evidence gathered indicates that Pôle d'études et de recherche en enseignement et apprentissage's (PEA) teacher education programs include a practicum that fully satisfies all the requirements set out in subparagraph 2v of subsection 1(2) and in subsection 9(2).

## **Days of Practical Classroom Experience Appropriate to the Format and Structure of the Programs**

Teacher candidates in the programs must successfully complete four practical classroom experience practicums totalling 80 practicum days. The practicums are spread over 5 to 8 weeks and consist of 10, 25, 20 and 25 days respectively in the multi-session consecutive program and 15, 25, 20 and 20 days in the concurrent program. If a teacher candidate is absent during a practicum, the missed days will be made up at a later date before starting the next practicum.

Although teacher candidates in the concurrent program begin teacher education gradually from the outset of the program, the practicums take place at the end of the program, in the last four semesters (9, 10, 11 and 12).

## Observation and Practice Teaching in Ontario

PEA has an agreement with the French-language school boards for the practicums to take place in the province's French-language schools where the Ontario Curriculum is taught.

The practicum continuum ensures that teacher candidates gradually, over time, assume increasing responsibilities for teaching and learning in the classroom. *Stage I* introduces teacher candidates to the school and classroom. The 10 practicum days allow teacher candidates to observe teaching staff, lead small groups and/or co-teach. In *Stage II*, teacher candidates co-plan and teach up to 50% of the time, and in *Stage IIIA*, up to 75% of the time. At this point, PEA expects teacher candidates to be able to plan independently while following the instructions of the host staff. In *Stage IIIB*, teacher candidates assume gradual responsibility for the class 75% to 100% of the time. Teacher candidates with an MTCQR can complete their *Stages II, IIIA* and *IIIB* in their workplace. In this case, the teacher candidate assumes full responsibility for teaching.

## Divisions and Subject Areas

PEA ensures that all placements give each teacher candidate an opportunity to take part in settings related to each division and subject area relevant to them.

In the first 10-day practicum, teacher candidates spend one day observing and teaching in the other division. This requirement allows teacher candidates in the multi-session consecutive program to experience teaching in each of the divisions of their program before applying for a MTCQR.

Teacher candidates in the Primary/Junior divisions complete practicums in classes from Kindergarten to Grade 6. For the concurrent program, as well as for divisions and areas of study added after the initial accreditation, the documentation provided by PEA shows that the mechanisms put in place and the agreements with the French-language school boards enable teacher candidates to complete practicums related to the divisions and subjects relevant to them. Practices and policies indicate that teacher candidates in the Junior/Intermediate divisions participate in practicums in classes from Grades 4 to 10, including their general education subject. Similarly, teacher candidates in the Intermediate/Senior divisions are placed in classes from Grades 7 to 12, and in both general education subjects.

## An Experienced Educator

Wherever possible, associate teachers with a minimum of five years' experience are selected by school boards and principals to supervise and evaluate teacher candidates. Teacher candidates who have obtained a MTCQR have the option of completing subsequent practicums in their workplace, under the supervision of the principal or an experienced member of the teaching staff with a flexible schedule.

PEA expects associate teachers to model the Professional Standards and serve as a support and mentor. They provide teacher candidates with immediate feedback by clearly communicating strengths and next steps. Associate teachers are familiar with new

pedagogical practices, essential learning, strategies for teaching in a minority environment, transferable skills, curriculum and learner development at all stages.

Associate teachers conduct formative and summative evaluations of teacher candidates using the reflective journal and rubrics in which weekly evaluation criteria are identified. The criteria are grouped under various skills and knowledge to be developed, such as adherence to the ethical standards and criteria reflecting the Standards of Practice for the Teaching Profession, including planning, classroom management and communication.

The summative evaluation is completed at the end of each practicum and confirms a pass or fail grade. This grade is weighed in the pass/fail grade for the courses included in the practicums.

### **Faculty Advisor**

A faculty member is assigned to each teacher candidate as a faculty advisor. Practicum supervision is integrated into the workload of a full-time professor or associate professor.

The role of the faculty advisor is intended to ensure the development of skills and the link between theory and practical experience during the practicum. The advisor provides timely feedback to the associate teacher and the teacher candidate, collaborates with the host personnel and supports the teacher candidate's progress.

The practicum supervision process involves face-to-face or virtual visits, one during the first practicum and two during subsequent practicums. Ongoing electronic discussion as needed is encouraged throughout the practicums.

The teacher candidate participates in optional discussion and mentoring sessions a few times during the semester. These meetings of all the parties involved enable specific questions to be answered, professional objectives to be set and learning to be targeted.

### **Conclusion**

Based on the information provided, Requirement 8 is fully satisfied.

**Requirement 9**

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

**Findings**

Evidence gathered indicates that successful completion of the practicum is a requirement for successful completion of the program.

Successful completion of the practicums is a requirement for successful completion of the programs. All practicums must be successfully completed to continue in the program and obtain the degree.

A teacher candidate who does not meet the requirements of one of the four practicums or part of a practicum repeats the unsuccessful practicum and may repeat only one of the four practicums. A teacher candidate who has a second unsuccessful practicum, or repeat practicum, must withdraw from the program.

A teacher candidate who is withdrawn from the program after an unsuccessful practicum must apply to the Program Manager for readmission.

**Conclusion**

Based on the information provided, 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 teaching method courses are appropriate for the divisions to which they relate. They concern theories, philosophies, knowledge, policies and practices appropriate to the teaching and learning of the subjects in the appropriate divisions, both in terms of content and course work.

Teacher candidates in the Primary/Junior divisions take courses that reflect the seven core subjects of the Ontario curriculum from Grades 1 to 8: *Français*, Mathematics, Science and Technology, Physical Education and Health, Social Studies, History and Geography, English and Arts Education. The method courses in the Primary/Junior divisions include the Kindergarten program. The method courses for the Junior/Intermediate divisions allow teacher candidates to explore the fundamentals of planning for teaching the seven subjects of the Ontario curriculum from Grades 1 to 8 as well as a teachable subject in the Intermediate division; i.e., Grades 7 to 10. The courses in the Intermediate/Senior divisions include literacy, numeracy, social studies, history and geography, arts education and two teachable subjects for Grades 7 to 12.

All teacher candidates take at least two numeracy courses and three literacy courses. They cover the *Actualisation linguistique en français* (ALF) curriculum, the *Programme d'appui aux nouveaux arrivants* (PANA) and the ministerial policy documents appropriate to the divisions they are studying.

The teachable subjects in the Intermediate division are Business– General, Geography, History, Mathematics and Media Arts. In the Senior division, the teachable subjects are Business– General, Geography, History, Mathematics and Social Sciences – General. Teacher candidates taking History/Geography are only recommended to the College for one of these teachable subjects.

### Schedule 1 – Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The method courses address the element in Schedule 1 — Pedagogy, Assessment and Evaluation for Specific Curriculum Areas. These courses are designed to meet the needs of teacher candidates in the Primary/Junior, Junior/Intermediate or Intermediate/Senior divisions, and enable them to acquire knowledge, skills, perspectives and practices in pedagogy, assessment and evaluation specific to teaching and learning in the appropriate divisions.

Through method courses common to all divisions, teacher candidates are expected to develop an in-depth understanding of the learning continuum by exploring the needs of students from Kindergarten to Grade 12. In this way, they develop an understanding of teaching and learning approaches and assessment and evaluation strategies adapted to the relevant grades and subjects.

Teacher candidates are introduced to practices in planning teaching and learning, including subject integration, transferable skills, differentiation and accommodating students with special needs in their teaching divisions. When planning, teacher candidates are encouraged to reflect on learning objectives, assessment criteria, teaching methods and strategies, inquiry and assessment and evaluation. They analyze the use of formative and summative assessments in an authentic educational context and their impact on student learning. Teacher candidates in the Intermediate/Senior divisions focus on the use of formative and summative assessments in secondary school, and analyze how assessments and evaluations prepare students for standardized tests and postsecondary exams.

In the common method courses, teacher candidates design lessons and educational activities based on principles relevant to their teaching divisions. In their assignments, teacher candidates in the Intermediate/Senior divisions are required to integrate specific strategies to engage adolescents, including differences in student motivation and maturity.

### **Conclusion**

Based on the information provided, 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

Evidence gathered indicates that the teaching theory and foundation courses in the programs include courses on human development and learning and on legislation and government policies relating to education.

### Human Development and Learning

The programs cover human development and learning as part of two compulsory courses common to teacher candidates in all divisions. Specifically, teacher candidates address behaviourist, cognitivist, constructivist and socio-constructivist learning theories, and explore the applications of these theories in the classroom context. They study emotional, physical, social, moral and cognitive development from early childhood to adolescence (such as in Piaget, Kohlberg, Erikson, Vygotsky and Gardner). A course dealing with childhood to adolescence covers the study of different perspectives on development including Indigenous approaches to human development (such as in Battiste, Cajete, Restoule and Toulouse).

Teacher candidates explore the link between executive functions, learning and academic success. For example, they discuss working memory, flexibility and inhibitory control and discover strategies to support the development of students' executive functions. They study motivational theories such as self-determination theory and expectancy-value theory, and techniques for fostering students' intrinsic and extrinsic motivation.

The digital portfolio encourages teacher candidates to critically assess their ability to understand and identify the nature of their students' wellbeing and development needs. It asks them to reflect on various topics related to student development, and the practicum structure allows them to integrate theory by observing students' progress and development. In the courses, teacher candidates use teaching theory and practice to identify and understand students' wellbeing and development needs and explain how this theory and practice helped them to facilitate student learning during the practicums.

### Legislation and Government Policies

The programs include a course on the Ontario school system. A mandatory course on education and related legislation, it is designed to develop knowledge in order to understand the professional role, duties and legal and ethical responsibilities of teachers, and the laws, regulations and policies that govern their conduct, professional relationships and obligations. Teacher candidates study student safety, bullying, safe schools, and the laws, rights and equity of school success and wellbeing. They study the *Education Act*, the Policy and Program Memoranda, related legislation pertaining to the roles, responsibilities and duties of special education teachers, and the *Anti-Racism Act*. They explore Ontario's laws and policies on mental health in schools, including the *Mental Health Act* and crisis intervention protocols. They also study rights relating to instruction in a minority language

and the Professional Advisories of the Ontario College of Teachers.

A course on learning for all enables teacher candidates to deepen their understanding of the special education regulations, assessment and evaluation and the requirements pertaining to the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC). Teacher candidates develop knowledge about students' rights and needs and their responsibility to support their progress from an inclusive perspective and work with the family and with other professionals.

**Conclusion**

Based on the information provided, 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**

Evidence gathered indicates that 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.

The Université de l'Ontario français is gradually assembling its team to reflect its principles and values and the relevance of its mission and vision. PEA has a phased hiring plan spanning the period from 2021 to 2027 to respond to changing needs in the courses offered, the supervision of the digital portfolio and the practicums of a growing number of teacher candidates.

### **Persons with Appropriate Academic Qualifications**

The teaching team is made up of 18 members including 13 associate professors, four assistant professors and the Senior Director of Administration, and includes five tenured professors. Nine faculty members hold a doctorate, five hold a master's degree and five hold a bachelor's degree as their highest academic credential.

### **Practitioners with Appropriate Experience in the Field of Education**

Faculty members have from two to 39 years of experience in Ontario schools, and have held a variety of positions, including classroom teacher, resource teacher, ALF/PANA teacher, learning consultant, education officer, student achievement officer, vice-principal and principal, director of student services, superintendent of education and director of education.

### **Persons with Appropriate Expertise in the Divisions and Components of the Program**

The teaching team has teaching experience in the Primary, Junior, Intermediate and Senior divisions in Ontario or elsewhere and teaching experience in the components of the programs such as learning and assessment theory, child development and education psychology, special education, teaching in a multiethnic and intercultural environment, accompaniment of newcomer students and teachers, social inclusion, research methodology, education technology, French-language literacy and education in a minority Francophone environment and English as a second language.

Ontario curriculum training provided to professors who are unfamiliar with the Ontario curriculum, Ministry policies and new additions to Ontario's education sector.

PEA will hire people with appropriate expertise in the areas of study and teachable subjects that will be offered in the Intermediate and Senior divisions: Business, History, Geography, Social Sciences, Mathematics and Media Arts. PEA gives preference to hiring people with experience in Ontario's education system; i.e., Kindergarten to Grade 12. Specific areas of expertise are also hiring criteria.

**Conclusion**

Based on the information provided, 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**

Evidence gathered indicates that the Université de l'Ontario français maintains adequate internal controls to preserve the integrity of student records relating to the programs.

UOF's *Policy on Freedom of Information and Protection of Privacy* outlines PEA's internal controls.

The University has policies and procedures in place for the rules governing filing, storage, access to and protection of the print and electronic records of its students.

The policies below adhere to the standards of Canadian and Ontario legislation for the protection of privacy:

- Policy on Freedom of Information and Protection of Privacy
- Policy on Digital Security
- Policy on Document Management.

**Conclusion**

Based on the information provided, 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

Evidence gathered indicates that the permitted institution is committed to continuous improvement and quality assurance of the programs.

The institutional policy on quality assurance for the programs of study is intended to describe and vet the procedures and support their continuous improvement. It also describes the evaluation activities that contribute to such continuous improvement.

Frequent impromptu evaluations are planned in order to continuously improve the quality of the programs. The evaluations are conducted through surveys, comments and document review. Numerous education stakeholders are anticipated to participate in the periodic evaluation of the programs and will measure both their qualitative and quantitative success.

Feedback on the delivery of the courses is obtained at the end of each semester in surveys of teacher candidates. The results of the surveys are recorded in a course report that is sent to the instructor and the program director. Professors and associate teachers also participate in the quality assurance process by completing a survey regarding their thoughts on the semester and the practicum. In their final semester, teacher candidates provide feedback that is shared with the faculty and the management team. PEA gathers feedback from former teacher candidates through surveys and discussion groups. All the evaluation data is gathered and shared with concerned parties so they can decide on necessary improvements to the program.

The faculty members meet on a weekly basis. Regular retreats are also organized to identify challenges and develop objectives for pedagogy and general program improvement. PEA is developing a guide for faculty that will outline the structure and models used and help to eliminate discrepancies in practices, feedback, content and targeted cross-curricular competencies. PEA plans meetings to coach associate teachers and mandatory retreats to work on the coherence and consistency of course offerings. Lastly, PEA has established procedures and a collaborative structure within which faculty co-plan and co-teach courses.

Numerous projects and program changes demonstrate PEA's commitment to continuous improvement. For example, it revised the practicum evaluation tools to reflect feedback received from the field. It submitted an application for program changes to the Ontario College of Teachers to align the academic progress of teacher candidates enrolled in the two models of the multi-session program (part-time and full-time). These changes increase support for part-time students and allow the program to integrate experiential design into its conceptual framework more effectively.

Other projects such as the addition of areas of study for teaching in the Junior/Intermediate and Intermediate/Senior divisions in the multi-session program, the development of a concurrent program offering the same areas of study, and the provision of Additional Qualifications and Additional Basic Qualifications programs are examples of commitment to continuous improvement.

**Conclusion**

Based on the information provided, 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**

Evidence gathered confirms that a Teacher Education Advisory Committee functions in an advisory or liaison capacity in relation to the programs.

The mandate of the advisory committee, which meets at least twice a year, includes participating in the approval and evaluation process for the study programs, informing PEA of any changes in the employment market and the needs of the programs' target communities, advising PEA on the nature of the professional competencies required for the target employment types and recording its reflections in the minutes of committee meetings.

The advisory committee has at least eight members who are independent of the Université de l'Ontario français. They come from the various institutional, community-based, professional and socioeconomic sectors targeted by the programs, including at least one teacher candidate and a maximum of one teacher candidate per area of study covered by the programs.

The members of the advisory committee are from the following organizations: the Métis Nation of Ontario Council; a First Nations, Métis and Inuit representative; the Fédération de la jeunesse franco-ontarienne (FESFO); the Ministry of Colleges et Universities (MCU); the ministry of Education (MOE); the Conseil ontarien des directions de l'éducation de langue française (CODELF); the Association des enseignantes et des enseignants francophones de l'Ontario (AEFO); the Association franco-ontarienne des conseils scolaires catholiques (AFOCSC); the Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO); and most of the French-language school boards.

During the accreditation period, the committee was consulted on such topics as the recruitment of associate teachers and placement of teacher candidates, preparing teacher candidates to encourage retention, special education and wellbeing, mental health, equity and inclusion.

### **Conclusion**

Based on the information provided for the panel to consider, Requirement 15 is fully satisfied.

## **Decision of the Accreditation Committee**

For the reasons set out above, the Accreditation Committee finds that the teacher education programs offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs. The programs are as follows:

- Multi-session consecutive program of professional education, with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a degree [French-language program]
- Concurrent program of professional education, with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a degree [French-language program].

The Accreditation Committee grants initial accreditation to the concurrent program of professional education until July 21, 2031, in accordance with subsection 15. (1) 2. of Regulation 347/02, Accreditation of Teacher Education Programs. The initial accreditation period of a concurrent program is four years or the period of time ending with the graduation of the second class of students enrolled in the program (whichever period is longest), but must not exceed six years.

The Accreditation Committee grants general accreditation to the multi-session consecutive program until July 21, 2031, in accordance with subsection 15. (1) 5. of Regulation 347/02, Accreditation of Teacher Education Programs. The general accreditation period of this consecutive program is the shorter period of time agreed to by the Accreditation Committee and the permitted institution in order to harmonize the accreditation renewal of the two aforementioned programs.

**Accreditation Committee  
Ontario College of Teachers  
July 21, 2025**