



ST. FRANCIS XAVIER  
UNIVERSITY

Bachelor of Education Handbook  
Off-Campus  
2024-2025

# Faculty and Staff Welcome

Welcome to the Bachelor of Education (BEd) program within the Faculty of Education at St. Francis Xavier University (StFX) in Antigonish, Nova Scotia—situated on the ancestral and unceded territory of the Mi'kmaw people. This handbook serves as both a guide, and reference, for those within the BEd program and, more particularly, for those involved in its field experience. Our program is anchored by the belief that teaching is a learner-centred professional practice, that teachers at all levels continue to learn professionally throughout their careers, and that teachers are part of a variety of learning communities which focus upon improving learning opportunities for all pupils and teachers.

This handbook shares the purposes, practices, policies, and procedures of our teacher education program. Pre-service Teachers are expected to be familiar with all the information in this handbook and to diligently abide by the BEd program's professionalism expectations and the Nova Scotia Teachers Union (NSTU) Code of Ethics included herein.

On behalf of all our colleagues in the Department of Teacher Education, we wish you all the success in the world as you pursue a most noble profession.

Dr. Lace Marie Brogden  
Dean of Education

Dr. Lisa Lunney Borden  
Chair of Teacher Education



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## Program Support

### Off-Campus BEd Program Office

The Off-Campus BEd email address serves as a central point of contact for various questions, concerns, and general inquiries related to the program.

General Inquiries: If you have questions or concerns related to policies, resources, services, or any other general matters, contact [OffCampusBEd@stfx.ca](mailto:OffCampusBEd@stfx.ca). We will connect you with the StFX department associated to your inquiry.

Please note: course-specific information, including questions about assignments, deadlines, or course material, should be directed to the respective course instructors. They are best equipped to provide accurate and timely information related to your courses.

[OffCampusBEd@stfx.ca](mailto:OffCampusBEd@stfx.ca) | Centre for Online Learning & Professional Studies

### IT Services Help Desk

[itservices@stfx.ca](mailto:itservices@stfx.ca) | 902-867-2356 | Angus L. MacDonald Library

## Bachelor of Education Office

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## Introduction

This handbook focuses on the educational and professional development of Pre-service Teachers, both in P-12 schools and university classrooms. Its focal point is the field experience component of the program where Pre-service Teachers, Associate Teachers, and Faculty Advisors work together to bridge the theoretical and practical components of teaching. Field experiences enable Pre-service Teachers to develop professional knowledge through pedagogical experiences interwoven with coursework in an incremental and developmental way.

While In-service Teachers and University Instructors work most closely with Pre-service Teachers, other educators, such as school and school system administrators, provide essential support. Without the assistance of these people, individually and collectively, initial teacher preparation would not be possible. Pre-service Teachers are carefully and expertly mentored in schools and other educational settings as part of a shared stakeholder responsibility within job-embedded professional communities of practice. Developing and accessing resources, field experience planning, preparation of Associate Teachers, and Pre-service Teacher and program assessment are shared responsibilities delivered within a stakeholder partnership that includes the Nova Scotia Department of Education and Early Childhood Development (NSDEECD), the NSTU, Mi'kmaw Kina'matnewey (MK), Regional Centres of Education and Conseil scolaire acadien provincial (CSAP), and universities.

## Definition of Terms

- **Pre-service Teacher:** a person who is enrolled in the BEd program in order to become certified as a practicing teacher in elementary/secondary schools
- **In-service Teacher:** a person who is in professional practice as a teacher
- **Associate Teacher:** an In-service Teacher who works with a Pre-service Teacher who is developing professional knowledge through practical experience
- **University Instructor:** a person who teaches Pre-service Teachers in the university setting
- **Faculty Advisor:** a teacher/mentor from the University who visits and advises Pre-service Teachers in their field experience
- **Field Experience:** a time when Pre-service Teachers develop professional knowledge of teaching/learning in a school setting and under the supervision of an Associate Teacher (synonymous with practicum/internship)

## Common Threads of the BEd Program

There are four common threads to StFX's BEd program. These threads are foundational to all that is done in the BEd program; they are modeled and taught in all the BEd courses:

- **Equity, Social Justice, and Anti-racism:** Our faculty subscribe to the fundamental belief that all pupils should be treated equitably. We have prioritized common core courses which focus upon sociology of education, inclusive practices, and contemporary issues in P-12 education; we believe these courses will assist Pre-service Teachers in becoming more capable of meeting the needs of all pupils.
- **Professionalism in Practice:** As professionals, Pre-service Teachers are expected to contribute all that they can to their chosen profession. Pre-service Teachers must act always in ways that are consistent with the NSTU Code of Ethics. This will require a focus on commitment to pupils, other teachers, employers, and the wider community. This code is a guide for all Pre-service Teachers as they progress through the program.
- **Technology and Ingenuity:** Our program encourages all Pre-service Teachers to be critical consumers and users of educational technology. We believe that the purpose of technology in professional practice is to assist and improve opportunities for pupils to maximize learning.
- **Experiential Learning:** Learning to teach is a developmental lifelong process that requires teachers to continually reflect upon moral, pedagogical, and societal dimensions of practice. Through continuous interactions in a variety of learning experiences in schools, social events, and university classrooms, teachers come to know more about their profession and themselves as professionals. We believe that much about the teaching-learning process can best be achieved through direct experiences. Discussion, group work, projects, micro-teaching, and case studies are ongoing and normal parts of the program. A variation on the old proverb, "I hear and I forget, I see and I remember, I do and I understand, I reflect and I am renewed" is considered to be central in much of what Pre-service Teachers do as they learn to teach.

## BEd Program Structure

The program is delivered as 20 3-credit courses, 16 regular courses interwoven with 4 additional practicum courses, over three academic years. Regular courses are typically offered in a blended format involving three intensive in-person weekends (9 hours per weekend) and two online evenings (3 hours per evening).

Below is an overview of a typical program structure for cohorts commencing in the fall term. Courses can be offered in various sequences for each cohort, with each academic year containing core courses and a variety of special topics. Practicum sessions are spread throughout the program, with an increase in teaching responsibilities during each session.

The specific course sequence and schedule for each cohort will be communicated at the beginning of the academic year.

YEAR	FALL: SEP-DEC	WINTER: JAN-APR	SPRING: MAY-JUN
YEAR 1	COURSE 1	COURSE 4	PRACTICUM 1
	COURSE 2	COURSE 5	
	COURSE 3	COURSE 6	
YEAR 2	COURSE 7	COURSE 10	PRACTICUM 2
	COURSE 8	COURSE 11	
	COURSE 9	COURSE 12	
YEAR 3	COURSE 13	COURSE 15	Convocation (May)
	COURSE 14	COURSE 16	
	PRACTICUM 3	PRACTICUM 4	

## Field Experience Professional Growth Sequence by Practicum

#	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL EXPECTATIONS
Practicum 1 5-6 weeks	<p><b>ELEMENTARY</b> in P-3 or 4-6 grade range</p> <p><b>SECONDARY</b> in 7-9 or 10-12 grade range</p>	<p><b>INITIATION TO TEACHING</b> -through orientation, observation, and practice, Pre-service Teachers will be introduced to school and classroom policies, structures, and procedures, provincial curriculum guides, teaching materials, strategies and techniques, extra-curricular activities, and teaching</p>	<p><b>TEACHING RESPONSIBILITIES</b> -normally prepare and teach at least one detailed lesson plan daily (by the middle/end of the first week), about <b>25% of a full-time teacher's teaching load</b></p> <p><b>OTHER RESPONSIBILITIES</b> -become familiar with and try a number of classroom management strategies -become familiar with the learning needs of a particular group of pupils -continue to learn through observation and discussion with others -participate in school routines, such as attendance taking, meetings, lunch time supervision, etc.</p>	<p><b>EXPECTATIONS</b> -the Pre-service Teacher will be expected to set Professional Growth Targets (PGTs), keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
Practicum 2 5-6 weeks	<p><b>ELEMENTARY</b> in P-3 or 4-6 grade range</p> <p><b>SECONDARY</b> in 7-9 or 10-12 grade range</p>	<p><b>DEVELOPMENT</b> -Pre-service Teachers will continue the development begun in EDUC 471</p>	<p><b>TEACHING RESPONSIBILITIES</b> -normally prepare and teach at least two detailed lesson plans daily (by the middle/end of the first week), of which at least one is part of a longer unit, about <b>50% of a full-time teacher's teaching load</b></p> <p><b>OTHER RESPONSIBILITIES</b> -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes -become more familiar with how to meet the learning needs of a particular group of pupils and the individual needs of particular learners -have the opportunity to design and teach a full unit of study -continue to learn through observation and discussion with others</p>	<p><b>EXPECTATIONS</b> -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>



## Field Experience Professional Growth Sequence Continued...

#	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL EXPECTATIONS
Practicum 3 5-6 weeks	<p><b>ELEMENTARY</b> usually in a range that varies from previous placements</p> <p><b>SECONDARY</b> usually includes teaching subjects not yet taught</p>	<p><b>EXPANSION OF TEACHING RESPONSIBILITIES</b> -Pre-service Teachers widen their experience and abilities in a different setting from Year I</p>	<p><b>TEACHING RESPONSIBILITIES</b> -teach about <b>75% of a full-time teacher's teaching load</b> (by the middle/end of the first week)</p> <p><b>OTHER RESPONSIBILITIES</b> -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes -become more familiar with how to meet the learning needs of a particular group of pupils and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties</p>	<p><b>EXPECTATIONS</b> -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
Practicum 4 5-6 weeks	<p>normally Pre-service Teachers will return to their practicum 3 placement if it is in the same academic year; Alternative Individualized Placements and International Field Experience opportunities are also available for Pre-service Teachers</p>	<p><b>CONSOLIDATION</b> -Pre-service Teachers normally returning to a previous placement are expected to further develop their expertise and professional knowledge</p>	<p><b>TEACHING RESPONSIBILITIES</b> -teach about <b>100% of a full-time teacher's teaching load</b> (by the middle/end of the first week)</p> <p><b>OTHER RESPONSIBILITIES</b> -continue to develop and use a variety of classroom management strategies which are age appropriate and suitable for the intended learning outcomes, and be able to choose strategies that meet whole group, small group, and individual needs --become more familiar with how to assess and meet the learning needs of a group of pupils and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties</p>	<p><b>EXPECTATIONS</b> -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
Alternate Placement/ International Field Experience	<p>Depending on their professional development needs, in consultation with their Faculty Advisor, Pre-service Teachers may request an alternate individualized placement during their final practicum. Alternate placements provide opportunities for development of a specific area related to the Pre-service Teacher's professional development goals. Examples of past alternate placement locations include museums, early intervention programs, adult learning centres, IWK Hospital, private schools, etc.</p> <p>Pre-service Teachers may also apply for an International Field Experience opportunity during their final practicum when available.</p>			

The Practicum Professional Development Process (PPDP) encourages Pre-service Teachers to be actively engaged in developing their professional knowledge. Therefore, responsibility and ownership for the PPDP will gradually and continually shift to Pre-service Teachers. The phases of the PPDP are planning, pre-conferencing, observation, and post-conferencing.

## Planning

- This should begin as a collaborative effort of the Pre-service Teacher and the Associate Teacher or Faculty Advisor and move to independent planning by the Pre-service Teacher. Targets for the improvement of teaching are chosen collaboratively, and as Pre-service Teachers become more aware of their own professional needs, they begin to choose targets themselves.

## Pre-conference

- All lessons in which observations and feedback are sought should begin with a pre-conference to identify intended pupil learning, PGTs, and a written synopsis of the expected activity/strategy.

## Observation

- Associate Teachers and/or Faculty Advisors observe the lesson and collect information based on pupil learning, selected PGTs, and general impressions.

## Post-conference

- After the observation, the Associate Teacher/Faculty Advisor and Pre-service Teacher actively engage in examining their observations and determining the degree to which pupil learning, PGTs, and general lesson goals were met. This cycle leads into planning for future lessons.

## Plan Books

Pre-service Teachers are expected to keep an account of their ongoing professional development in a Plan Book (physical or digital). This Plan Book will be started in the 'Principles and Practices' course and will be used throughout the BEd program. It constitutes the written portion of your practicum courses and will be reviewed by your FA during observations. This Plan Book provides a place for the collection of artifacts from, and reflection on, field experiences and professional development. The Plan Book also provides a visible presentation of a Pre-service Teacher's professional development. **Plan Books should always be available to your AT and must be shared with your FA.** If using a digital Plan Book, share the link at the beginning of practicum with your FA and AT. Suggested content follows:

- **Personal and Professional Information**

- academic information (e.g., undergraduate degree, teachable areas)
- record of student teaching experiences during field experience placements
- copies of evaluations from field placement, plus any additional information, letters, etc. from ATs
- philosophy statements and handbooks from field placement school
- rules, policies, and procedures from field placement school
- information about specific pupils and their needs
- information about special classes or services available
- duty to report documentation for the region you are in

- **Planning**

- teaching timetables
- lesson plans and critical analyses/reflections of them
- unit plans and critical analyses/reflections of them
- new ideas, techniques, strategies, and resources to assist in planning
- a section for the collection of interesting and relevant articles and anecdotes about classrooms, pupils, and teaching
- a collection of teaching ideas and resources

- **Reflection**

- a section for critical analysis/reflection of one's own teaching
- space for reflection of experiences related to teaching
- space for setting new Professional Growth Targets

**Please note: Do not collect & share documentation that is confidential in nature (e.g. IPPs) in your Plan Book.**

The Plan Book is not only a learning aid and a support for growth as a teacher; it will also be a valuable tool in the future when applying for future teaching positions. Pre-service Teachers are encouraged to organize this Plan Book in a thoughtful way that will assist them in the collection of the material needed to make it personally useful.

## Lesson Plans

Pre-service Teachers are expected to prepare detailed plans for all lessons. While the structure of these lesson plans do not need to be uniform, they should contain all essential lesson plan elements, including the following:

- Date:
- Name:
- Grade:
- Topic/Theme:
- Lesson Purpose: What is the overall purpose of the lesson?
- Learning Outcomes: What knowledge, skills, and attitudes do you want students to develop? What curricular outcomes are being met by this lesson? How will you relate these to pupils' interests and understanding?
- Prior Knowledge: What do the pupils already know about the topic? What skills and attitudes are relevant to the pupils' topic?
- Lesson: How will you introduce the lesson to create interest and to link prior knowledge? What instructional strategies will you use in order to address the Principles of Learning? How will you and your pupils become more actively involved? How will your plan include all learners and contain adaptations and modifications where required? Your lesson needs to provide a series of steps to demonstrate an appropriate learning sequence.
- Materials: What materials do you need to do the lesson? Why are these particular materials important in developing the pupils' understanding? Do your materials reflect cultural diversity?
- Closure: What will you and/or the pupils do to finish up or link to new learning?
- Authentic Assessment: What will help show you that the students have met the outcomes you have set? Have you provided adaptations and/or modifications?
- PGT: How will you determine how your lessons went? What can you change for the next time?
- Reflection on Lesson and Follow-up:
  - Describe the learning event.
  - Did the pupils meet the learning outcomes? Why? Why not?
  - What are the implications for future lessons?
  - What are my new outcomes for the next lesson?
  - Have I met my own PGT for this lesson? Why? Why not?
  - What am I going to do about it?
  - What is my new PGT and how will I reach it?

## The Professional Portfolio

All StFX Bachelor Education students will, over the course of four terms, create a portfolio which: 1) includes a number of artifacts, taken most often from Umbrella Curriculum-aligned BEd coursework and assignments (Artifacts may also come from other sources, including, for example, the field experience); 2) increases in quantity and quality over the four terms, and 3) is a 'normal' part of the BEd program.

	TERM I INITIATION	TERM II DEVELOPMENT	TERM III EXPANSION	TERM IV CONSOLIDATION
Portfolio Stage	<b>Introducing Program Outcomes</b>	<b>Drafting the Portfolio</b>	<b>Advancing the Portfolio</b>	<b>Transitioning to Professional Practice</b>
Required Elements	<ul style="list-style-type: none"> <li>-Title Page</li> <li>-Table of Contents</li> <li>-Minimum four of eight GCO Sections</li> <li>-8-10 Artifacts with Captions</li> </ul>	<ul style="list-style-type: none"> <li>-Title Page</li> <li>-Revised Table of Contents</li> <li>-Professional Resume</li> <li>-Statement of Beliefs</li> <li>-Minimum six of eight GCO Sections</li> <li>-Additional 8-10 Artifacts with Captions</li> <li>-Summary of Term 2 Additions/Revisions</li> </ul>	<ul style="list-style-type: none"> <li>-Title Page</li> <li>-Revised Table of Contents</li> <li>-Revised Professional Resume</li> <li>-Revised Statement of Beliefs</li> <li>-Eight GCO sections</li> <li>-Additional 8-10 Artifacts with Captions</li> <li>-Summary of Term 3 Additions/Revisions</li> </ul>	<ul style="list-style-type: none"> <li>-Title Page</li> <li>-Revised Table of Contents</li> <li>-Professional Resume</li> <li>-Statement of Beliefs</li> <li>-Teaching Philosophy</li> <li>-Eight GCO sections</li> <li>-Additional 8-10 Artifacts with Captions</li> <li>-Summary of Term 4 Additions/Revisions</li> </ul>
Required Artifacts	<ul style="list-style-type: none"> <li>-Evidence of Classroom Management Knowledge and/or Skills</li> <li>-Evidence of Equity-mindset</li> <li>-Lesson Plan (Subject A)</li> <li>-Lesson Reflection</li> <li>-Positive Space I Certificate</li> <li>-Professional Development Evidence 1</li> </ul>	<p><b>TERM 1 Artifacts PLUS:</b></p> <ul style="list-style-type: none"> <li>-Adaptation Sample</li> <li>-Differentiation Sample (e.g., differentiated task)</li> <li>-Educational Research Analysis/Reflection</li> <li>-Positive Space II Certificate</li> <li>-Field Experience Evaluations with Reflection(s) 1</li> <li>-Professional Development Evidence 2</li> <li>-Pupil Work Sample with Reflection 1</li> <li>-Unit Plan (Subject A)</li> </ul>	<p><b>TERM 2 Artifacts PLUS:</b></p> <ul style="list-style-type: none"> <li>-Evidence of Knowledge and/or Skills for Including Students on Individual Program Plans</li> <li>-Formative Assessment Task</li> <li>-Individual Program Plan</li> <li>-Lesson Plan (Subject B)</li> <li>-Mental Health in Schools Certificate</li> <li>-Professional Development Evidence 3</li> <li>-School-site (Field Experience or Service Learning) Artifact 1</li> <li>-Summative Assessment Task</li> <li>-Technology Integration Sample</li> </ul>	<p><b>TERM 3 Artifacts PLUS:</b></p> <ul style="list-style-type: none"> <li>-Elective Course-related Artifact</li> <li>-Evidence of Knowledge and/or Skills for Teaching Literacy in the Content Areas</li> <li>-Spring Council Resolution</li> <li>-Field Experience Evaluations with Reflection(s) 2</li> <li>-Professional Development Evidence 4</li> <li>-School-site (Field Experience or Service Learning) Artifact 2</li> <li>-Pupil Work Sample with Reflection 2</li> <li>-Unit Plan (Subject B; integrated unit for ELEM)</li> </ul>
Assignment Value *Values may vary based on course instructor	<b>CREDIT/NO CREDIT</b> (formative feedback only by EDUC 432/439A instructor and Faculty Mentor; assignment/assessment includes a focus upon checklist of tasks)	<b>30% of course grade</b> (assignment/assessment focuses upon checklist of tasks, 4-8 Artifacts with captions, Statement of Beliefs, Section Analyses; failing portfolios require bridging work)	<b>CREDIT/NO CREDIT</b> (formative feedback only by EDUC 436 instructor and Student Support Advisor; assignment/assessment includes a focus upon checklist of tasks)	<b>30% of course grade</b> (assignment/assessment focuses upon checklist of tasks, 4-8 Artifacts with captions, Teaching Philosophy)

## Program Expectations

Teaching is a job that extends far beyond the classroom. Learning the professional responsibilities of a teacher begins on campus. Strong teachers are individuals who, among other things, are willing to—and enjoy—going the extra mile for their pupils and colleagues. Over the years, we have developed a number of program expectations that help foster and promote a sense of professionalism, community, and life-long learning. These include:

- **Professional Conduct:** Professionalism not only includes honesty, integrity, respect for self and others, but also being trustworthy and reliable. Professionalism is critical from the onset of the program and continues into your professional life upon program completion. Because the BEd program leads to teacher certification, all Pre-service Teachers are expected to adhere to the [StFX University Community Code of Conduct](#), as well as the [NSTU Code of Ethics](#). This Code of Ethics extends beyond the classroom and includes your online and public presence.
- **Confidentiality:** A Pre-service Teacher in a school must regard any information of a personal or domestic nature as confidential. Pre-service Teachers must not divulge any details concerning pupils, including their personal lives, obtained through the course of their professional duties, other than through professional channels.
- **Duty to Report:** As professionals working with children, Pre-service teachers may come to learn information regarding potential harm to students. You have a legal obligation to immediately report any knowledge or suspicion of abuse or neglect of a child under the age of 19 to child welfare authorities [in your area](#). There are similar processes to follow outside of Nova Scotia. It is your responsibility to familiarize yourself with these documents in whatever region you are in. For more information about duty to report in Nova Scotia see [Duty to Report](#). In addition to your Faculty Advisor and school staff, the StFX Health and Counselling Centre continues to be available to Pre-service teachers during the year.
- **Attendance:** Full attendance is expected for all courses. Any unexplained absences will be reported to the Chair and students may be required to meet with the Chair to explain their absences. Full attendance during field experience is also essential.



## NSTU Code of Ethics

Although Pre-service Teachers are not NSTU members, they are expected to abide by the [NSTU Code of Ethics](#). This Code of Ethics is a guide to members in maintaining at all times the high integrity of their profession including professional conduct in relation to all communication whether verbal, written or via social media. Pre-service Teachers are responsible for reviewing this Code of Ethics and ensuring they adhere to these requirements.

## Professionalism

The St FX Department of Teacher Education expects BEd students to adhere to the Nova Scotia Teachers Union Code of Ethics outlined above, as well as the professionalism guidelines as outlined in the Nova Scotia Teaching Standards (see Standard Six: Teachers model and promote professionalism in teaching; 2018). Accordingly, BEd students are expected to demonstrate professional conduct in a variety of settings, including schools, communities, digital sites, and social media. Professionalism is related to the following seven areas:

- modelling high standards of teaching characterized by collegiality, honesty, integrity, fairness, and accountability;
- attending to and advocating for the welfare and dignity of students;
- engaging in collaborative and respectful professional relationships with students, parents, colleagues, and other partners in education;
- modelling professionalism, through appropriate dress, punctuality, communication, and conduct in school, community, and on-line environments;
- complying with school, RCE/board, and provincial regulations and adhering to directions given by those in authority;
- complying with confidentiality requirements associated with their work, including the recording, storing, accessing, releasing, and handling of confidential information; and
- fulfilling all legal, ethical, contractual, and professional duties associated with their assignments.



## Professionalism continued...

In the event of unprofessional conduct of a BEd student, in practicum or in community, a Faculty Advisor or faculty member is required to bring it to the immediate attention of the Chair of Teacher Education. The Chair of Teacher Education shall call a meeting of the BEd Professional Committee, which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a BEd student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field experience, the Chair and the BEd Professional Committee may request investigative assistance from other university officers (e.g., Human Rights and Equity Advisor). In instances where conduct is related to alleged violations of the StFX Community Code or the StFX Sexual Violence Policy, these cases will be referred to those relevant bodies (i.e., Discipline Committee, Responsible Authority for Sexual Violence). Findings and/or penalties imposed from these bodies will also inform the decisions made by the BEd Professional Committee.

When warranted, the Professionalism Committee may choose to recommend restorative practices as part of the process to address the harms that have been done.

This committee may also recommend to the Dean of Education the imposition of penalties, which may include delay or failure of the field experience, probation, suspension, or dismissal from the BEd program. Students may appeal the penalty to the Committee on Studies - Professional Programs within seven days of receiving the BEd Professional Committee's decision. (See section 3.13 of the academic calendar)





The faculty, staff, and students in the Department of Teacher Education are dedicated to embracing equitable educational principles—listed herein—and to adhering to the Canadian Human Rights Commission Statement on Anti-Black Racism in Canada.

- “The roots of anti-Black racism and systemic discrimination in Canada run deep. They are historically embedded in our society, in our culture, in our laws and in our attitudes. They are built into our institutions and perpetuate the social and economic disparities that exist in everything from education, to healthcare, to housing and employment.”
- “Racist comments and racist acts, no matter how subtle, must no longer be ignored or tolerated in Canada. Even the most subtle forms of racism contribute to the conditions that permit overt racism and violence to occur. When we are complacent, we are complicit. When we are silent, we are complicit.”
- “It is not enough to say that we embrace diversity and human rights as the foundation of our democracy. Racism violates human rights. Whether conscious or unconscious, subtle or overt, it diminishes human dignity and it erodes democracy.”

[From the Canadian Human Rights Commission](https://www.chrc-ccdp.gc.ca/en/resources/anti-black-racism-canada-time-face-the-truth)

(<https://www.chrc-ccdp.gc.ca/en/resources/anti-black-racism-canada-time-face-the-truth>)

## Foundational Understandings

- Pre-service teachers should have experiences in an educational or other capacity that supports awareness of the limitations of stereotypical views of First Nations, African Canadian, and other peoples who are culturally and linguistically diverse.
- Pre-service teachers should have an understanding of the concepts of culture, class, race, gender, ability, and ethnicity.
- Pre-service teachers should know the relationships between contemporary and historical Mi'kmaq and African Nova Scotian situations and the broader social context.
- Pre-service teachers should have an understanding of the effects of societal influences such as institutional racism, classism, ethnocentrism, and gender bias upon racially visible and ethno-culturally diverse populations.
- Pre-service teachers should understand ways their biography and identity shape their pedagogical orientation towards pupils from differing racial, gender, class, and ethno-cultural positions.

## Content Knowledge

- Pre-service teachers should have some understanding of the historical events and political issues which have influenced Mi'kmaq people since the time of contact with Europeans, including a basic understanding of the Treaties.
- Pre-service teachers should have some understanding of the historical events and political issues which have influenced African Nova Scotians since their forced and chosen arrival in North America.
- Pre-service teachers should have knowledge of First Nations linguistic groups, as well as an understanding of the importance of recognizing different dialects.
- Pre-service teachers should recognize the importance of affirming the value and legitimacy of different dialects that are spoken by diverse cultural populations.
- Pre-service teachers should be aware of the current educational situation in Nova Scotia with regards to the education of Mi'kmaq, African Nova Scotian and other pupils who are culturally and linguistically diverse. They should understand the goals and policies which the educational partners, government groups and Mi'kmaq and African Nova Scotian organizations have identified as priorities.
- Pre-service teachers should be aware of the importance of using the appropriate language and terminology when addressing cultural groups, and be aware of the need to see cultural terminology as an evolving phenomenon.

## Classroom Environment

- Pre-service teachers should understand the value of a culturally friendly classroom, such as the classroom that includes pupils' work samples, multicultural pictures/posters, and uses materials that reflect culturally diverse perspectives on educational content.
- Pre-service teachers should learn to create a classroom environment that fosters an appreciation and understanding of cultural diversity.
- Pre-service teachers should be aware of the need to address racism in their classrooms and in the staff room and be aware of strategies for handling racist incidents in their classrooms.

## Curriculum Issues

- Pre-service teachers should be aware of the need to teach about Mi'kmaq, African Nova Scotian and other people who are culturally and linguistically diverse in a contemporary context. They should avoid the sole use of historical examples.
- Pre-service teachers should be aware of the need to present information which shows the diversity within minority populations.
- Pre-service teachers should be aware of the need to show the strengths, influences and contributions of historical and contemporary groups of culturally and linguistically diverse pupils.
- Pre-service teachers should be aware of the need to make their pupils aware of the historical issues which have served to shape current cultural identity in Nova Scotia.

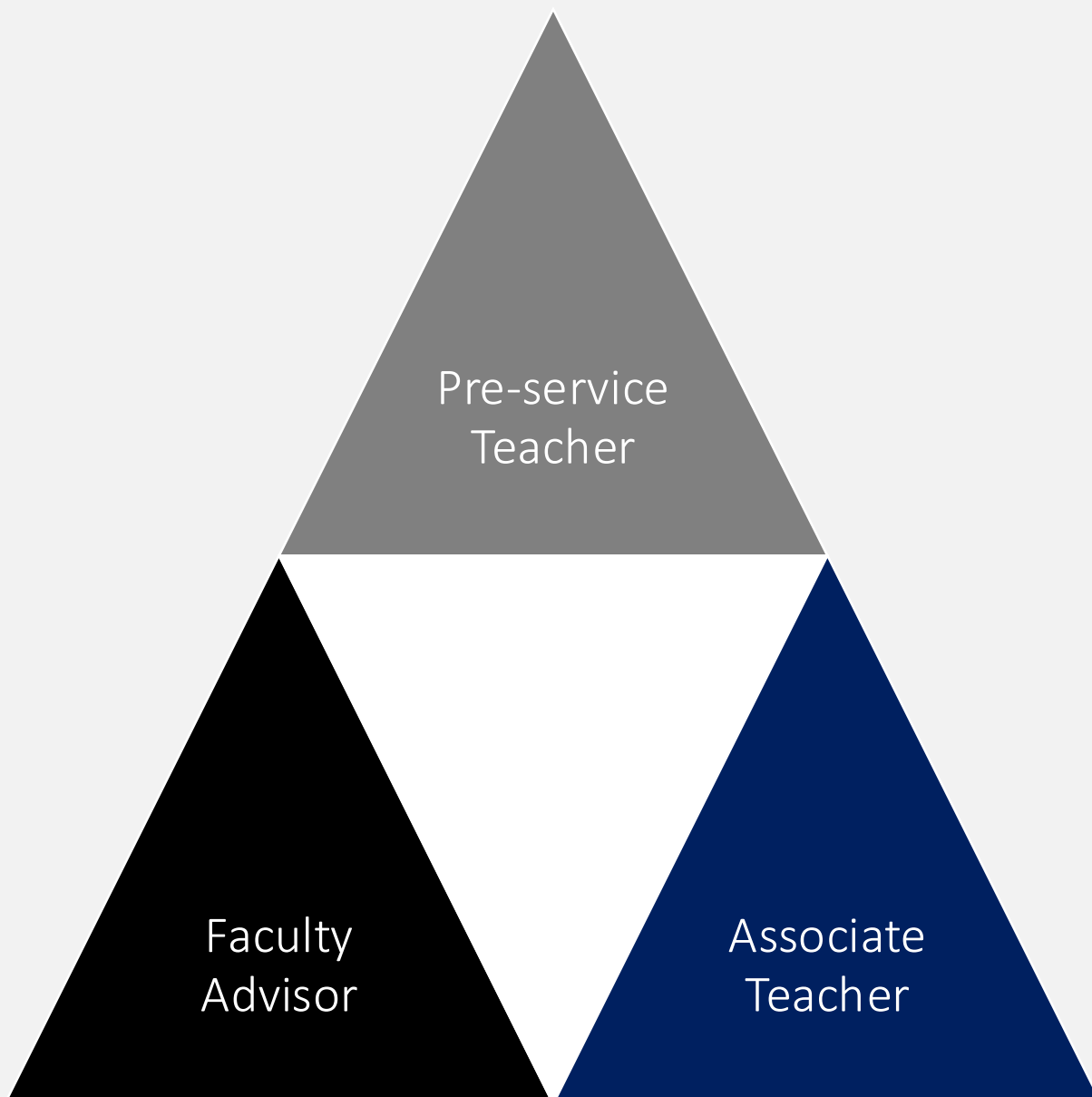
## Teaching Approaches

- Pre-service teachers should be familiar with cross-cultural teaching strategies and the cultural protocol that is appropriate for these strategies, such as the talking circle, the invitation of elders, traditional storytelling, modeling, and oral history.
- Pre-service teachers should be aware that high quality child-centered strategies and a democratic, anti-racist classroom environment that aims to meet the needs of all pupils are compatible with high quality cross-cultural/multi-cultural teaching.
- Pre-service teachers should be familiar with the issues related to screening materials for gender and racial bias and stereotyping.
- Pre-service teachers should be familiar with teaching materials and content that reflects diversity and are sensitive to cross-cultural perspectives in health, science, social studies, language arts, art education, mathematics, and physical education.
- Pre-service teachers should be sensitive to, and knowledgeable of issues of cultural bias with regards to testing and assessment of pupils.
- Pre-service teachers should be aware of the special needs issues that are of most significance for racially visible and ethno-culturally diverse children and children living in poverty and understand the sociological and psychological reasons for these issues.

These represent ideal outcomes for all students in the Department - Adopted by the Department of Education, January 16, 1996. Sources: Battiste, 1986; BLAC, 1994; Calliste, 1996; Finney & Orr, 1995; hooks, 1993; LaRocque, 1991; Liston & Zeichner, 1991; McIntosh, 1990; Ng, 1993; Nieto, 1992; Orr & Finney, 1995; Sleeter, 1993; Sleeter & Grant, 1988; StFX Education Department, 1995; Tabachnik & Zeichner, 1993; Teacher Certification Review Committee, 1994.

## Learning from Each Other: A Shared Responsibility

Teaching is a professional and collegial practice. It is also a life-long process of learning from and with others in the educational community. Therefore, as a triad, Pre-service Teachers, Associate Teachers, and Faculty Advisors are always simultaneously teachers and learners. This section includes overviews of the roles and responsibilities of these three individuals - in the three areas of Communication, the Practicum Professional Development Process (PPDP), and Assessment. Open communication among participants is essential for meaningful learning to occur.



## Learning from Each Other: A Shared Responsibility Role of Pre-service Teachers

### Communication

- present themselves to the principal upon arrival at schools on the first day
- provide, in advance, a weekly schedule of teaching times to their Faculty Advisors
- notify the Associate Teacher, the Faculty Advisor, the Field and Admissions Coordinator, and the school administration in the event of illness or an anticipated absence
- serve as good role models for pupils concerning communication (verbal and non-verbal messages)
- respect other people (pupils, teachers, and members of the broader community) and their property
- demonstrate willingness to take on tasks beyond those that are required
- show enthusiasm for teaching and learning
- adhere to professional and personal codes of conduct
- Reach out to FAs, ATs, or other StFX faculty or staff if having difficulty (including questioning their place in the teaching profession)
- keep their StFX email accounts open and active as it is the primary form of communication between Pre-service Teachers and the University

### Professional Development Process

- assist their Associate Teachers and school administration in carrying out all the normal teaching functions including supervision outside of classrooms
- take the same professional approach to school responsibilities required of teachers, including the adherence to the NSTU Code of Ethics
- teach diligently their assigned lessons
- prepare detailed lesson plans
- incorporate strategies learned in method courses
- set PGTs which emerge from daily reflections and assess the degree to which these targets are achieved
- determine the customs of the school (e.g., dress code, general deportment, use of staff room, etc.)
- engage actively in or observe as many facets of school life as possible, including extra-curricular activities
- observe all aspects of school operations (e.g., observe different grade or subject classes, observe specialist teachers, visit the guidance department, visit the library, talk to the principal or vice-principal about administration, and visit the central office)
- participate in professional development activities at the school, district, or provincial level

### Assessment

- keep Plan Books which include lesson plans, critical reflections about lessons taught, comments about classes and individual students, and records of daily activities being mindful to not remove confidential documentation from the school
- be open-minded, seek and welcome suggestions for the improvement of teaching and professional growth
- use Plan Book reflections to assess personal professional growth and develop PGTs

## Learning from Each Other: A Shared Responsibility

### Role of Associate Teachers

#### Communication

- foster communication, which is a key element of the helping relationship provided by the Associate Teacher; the relationship between the Associate Teacher and their Pre-service Teacher will be a collegial one typified by trust, empathy, genuineness, and equality
- adopt the role of key mentor for their Pre-service Teacher
- serve as the main point of communication between the school and the StFX Department of Teacher Education
- consistently and genuinely affirm the value and the potential of their Pre-service Teacher as they face the complexities of classroom teaching and guide them to deepen their use of and comfort with the principles of the PPDP
- feedback on their Pre-service Teacher's performance should be given in a supportive environment that promotes personal and professional growth

#### Professional Development Process

- enable their Pre-service Teacher to find their unique productive teaching/learning style
- be a positive role model
- help integrate their Pre-service Teacher into the life of the school
- help their Pre-service Teacher feel at ease and secure in new situations
- ensure that their Pre-service Teacher becomes familiar with the many non-teaching duties of the classroom teacher
- provide observation of, and teaching opportunities for, their Pre-service Teacher
- increase teaching opportunities gradually but steadily
- inform their Pre-service Teacher well ahead of time what they will be teaching
- confer with their Pre-service Teacher about appropriate lesson plans
- help their Pre-service Teacher develop appropriate lesson plans

#### Assessment

- provide frequent oral and written feedback to their Pre-service Teacher, as well as two written reports (per term) using the Faculty Advisor/Associate Teacher Field Experience Report Form (and share the written reports with the Faculty Advisor and Pre-service Teacher)
- discuss their Pre-service Teacher's professional growth with their Faculty Advisor
- keep school administration informed about their Pre-service Teacher's progress and performance
- notify the Admissions and Field Coordinator or the Chair of the Teacher Education program regarding program concerns
- complete a Notice of Concern (NOC), if appropriate
- the Faculty Advisor will consult with the Associate Teacher about the assessment of the Pre-service Teacher in each placement

## Learning from Each Other: A Shared Responsibility Role of Faculty Advisors

Communication	<ul style="list-style-type: none"><li>-serve a liaison role among schools, Associate Teachers, and the StFX Department of Teacher Education</li><li>-pass on concerns of school personnel to appropriate persons in the StFX Department of Teacher Education</li><li>-inform the Associate Teachers and Pre-service Teachers when they plan to visit classrooms</li><li>-serve as an advisor to their Pre-service Teachers</li><li>-discuss Pre-service Teachers' progress with Associate Teachers and use the information for the establishment of PGTs</li><li>-provide Associate Teachers and Pre-service Teachers with a copy of each supervision report</li></ul>
Professional Development Process	<ul style="list-style-type: none"><li>-undertake a formative role in the PPDP assessments of Pre-service Teachers</li><li>-supervise Pre-service Teachers and conduct seminars as needed</li><li>-meet Pre-service Teachers to provide feedback on their performance and to establish specific targets for improvement</li><li>-ensure that Pre-service Teachers are critically assessing their own teaching practices and help them as they set appropriate PGTs</li><li>-read Pre-service Teachers' reflections and Plan Books, and respond to questions raised and reflections made</li><li>-make at least two visits to each Pre-service Teacher during each field experience placement and complete the Faculty Advisor/Associate Teacher Field Experience Report Form</li></ul>
Assessment	<ul style="list-style-type: none"><li>-notify the Admissions and Field Coordinator if a Pre-service Teacher is not performing at a satisfactory level and/or is not showing an acceptable level of professional growth</li><li>-consult with Associate Teachers about formative and summative professional growth assessments of Pre-service Teachers</li><li>-provide a written formative assessment to Pre-service Teachers and Associate Teachers for each visit and provide summative assessment at the end of each year</li><li>-encourage Associate Teachers to complete two copies of the Faculty Advisor/Associate Teacher Field Experience Report Form for each student each term</li><li>-complete a NOC, if appropriate</li></ul>

## Vulnerable Sector Check and Child Abuse Registry Check

At the beginning of each year, students must submit original Vulnerable Sector Checks (VSC) and Child Abuse Registry (CAR) Letters to the StFX BEd Office. These documents will be sent on the students' behalf to the RCE/School Board where individuals are placed. Both documents must be **original** and are due at the beginning of the academic school year. Both the VSC and the CAR letters are required to be permitted to enter schools for practicum EDUC 471/472/481/482. In cases where receipt of this documentation is delayed, students must keep the BEd Admissions and Field Experience Coordinator regularly apprised of when this documentation will be submitted. Missed days must be made up. A pass mark will not be entered for practicum until the time is made up. Additionally, students should be aware that an extended delay in the submission of this required documentation may result in the delay or cancellation of their practicum. While enrolled in the BEd program, students are responsible to inform the Chair of the Department of Teacher Education of any changes that occur to the Vulnerable Sector and/or Child Abuse Registry Checks; changes in this status could result in denial of field experience and/or denial of teaching license.

## Field Experience Placement Priorities

Please understand that our number one priority is the placement of student teachers in valuable learning experiences in the field(s) that they have chosen. Geography may be considered, but it is not our number one priority. Students who wish to request priority in being assigned a local placement may apply to the BEd Chair and the Admissions and Field Experience Coordinator at the earliest opportunity (i.e., prior to or at the beginning of the academic year) for a local placement. Normally students with the following needs will receive priority for local placements when available:

- Students with children (in day care or school) for whom the student is the sole/primary caregiver and who show reason that their placement outside of the town would jeopardize their ability to fulfill their role as a parent.
- Students with accessibility issues or medical reasons to be placed locally.
- Students who are playing or coaching a varsity sport that requires practices and or games at times that make it impossible to attend if they were to commute to placements.
- Students who have good reason to request a local placement.

## Inclement Weather & Travel During Practicum

If students travelling for field experience deem travel conditions too dangerous or unfit for travel, they may delay departure/arrival time. In extreme cases, they may cancel their day at the school (in which case they must submit all lesson plans to their Associate Teacher prior to the start of the school day). In such instances, they are to inform the Admissions and Field Coordinator, Faculty Advisor, school administration, and the Associate Teacher; if the entire day is cancelled, they will arrange a make-up day.



## Alternate Individualized Placements

Depending on the professional development needs identified by Pre-service Teachers, in consultation with their Faculty Advisors, they may request an alternate individualized placement during their final field experience. The intent of this placement is to provide an opportunity for Pre-service Teachers to gain experience which is not available through the usual placements and to expand upon their professional preparation. These are exceptional placements that interested individuals research on an individual basis and require the approval of the BEd Field Experience Committee through an application process.

- Pre-service Teachers normally stay in the same placement for fall and winter in the final year of the program. Graduating Pre-service Teachers, with the approval of their Faculty Advisor, may apply for an alternate placement which would be in a different educational setting. Applications for specialized placements should be focused on promoting personal PGTs.
- Interested graduating Pre-service Teachers must discuss their intention with their Faculty Advisor during Building Bridges in the fall of their final year.
- If tentative approval is given by the Faculty Advisor, the Pre-service Teacher must inform their Associate Teacher and principal that they are requesting an alternate placement and may not be returning.
- A formal application will be emailed to all Graduating Students. The application must be signed by the Faculty Advisor and submitted to the Field Experience Coordinator, with the admission fee, by **January 12th**. This proposal shall include the name of the contact person, the rationale and objectives of the proposed experience, and any other pertinent information that can assist the BEd Field Experience Committee in assessing the request. Decisions will be based on the degree to which the proposed plan is consistent with the Pre-service Teacher's professional growth plans, cost, and the availability of Faculty Advisors.
- Pre-service Teachers will be responsible for paying any additional costs incurred due to the alternate placement. The Admissions and Field Coordinator will calculate the expected additional costs in advance of the start of the alternate field experience. The Pre-service Teacher must pay this cost before the alternate field experience placement begins.
- The Admissions and Field Coordinator will review the proposal with the BEd Field Experience Committee and, if deemed feasible, will make an official request to the administration of the proposed institution.
- The Field Experience Coordinator will inform the Pre-service Teacher, Faculty Advisor, Associate Teacher, and site administrators if an alternate placement has been confirmed.
- **Alternative placement applicants are required to teach 100% during their third field experience.** It is understood that Pre-service Teachers will continue in their original placements and teach 100% in EDUC 482 if the alternate placement requested is denied.

## Field Experience Readiness

**Satisfactory course attendance:** Any course absence must be reported to the course instructor as outlined in the syllabus. The course instructor will report any unexcused absences to the Chair of Education.

**Completed coursework:** All coursework must be satisfactorily completed before a student will be permitted to begin practicum. Any missed practicum days for this reason will be made up before a pass mark can be assigned to EDUC 471, 472, 481, or 482.

**Professional and pedagogical readiness:** Professional readiness (as described in the NSTU Code of Ethics and the professionalism guidelines in the Nova Scotia Teaching Standards) and pedagogical readiness as indicated by successful completion of all coursework and full participation in and punctuality for all BEd classes, are both necessary for admittance to the field experience.

**Attendance: Full attendance during field experience is essential** other than for serious illness and family emergencies, permission will not normally be granted for absences during the field experience. In the event of a required absence, students must notify their Associate Teacher, school administration, Faculty Advisor, and Field Coordinator. Students also must send lesson plans, prior to the start of the school day, to their Associate Teacher and school administration for the portion of the day they would normally instruct. The BEd Chair and Field Coordinator will review absences toward the end of each practicum. Students may be required to make up absences. If this is the case, students will receive an “Incomplete” mark for EDUC 471, 472, 481, or 482 until the time has been made up. Students will be notified in writing with respect to the number of days they will be required to make up.

**Field readiness protocol: Faculty concerns regarding potential field issues will be directed to the Chair, who in consultation with the BEd Professional Committee (comprised of the BEd Chair, the BEd Field Coordinator, and two elected Faculty members) will rule on field readiness.** The BEd Professional Committee is a standing committee, which may invite the Faculty Advisor to assist in decisions regarding field conduct. This ruling may delay the field placement or may result in removal from and failure in the field. Failure in the field experience will normally result in suspension as per Faculty of Education Regulations (Section 6.4) in the [StFX University Calendar](#). A suspension or ruling of the BEd Professional Committee may be appealed to the Dean of Education and will be heard by the Committee on Studies - Professional Programs. Decisions regarding professional conduct are based on professional standards as outlined in this handbook, the StFX Community Code, the NSTU Code of Ethics, and the professionalism guidelines as outlined in the Nova Scotia Teaching Standards—as per Professional Conduct (Section 6.5) in the StFX University Calendar.

**Request for leave:** A student may request a leave of absence from the BEd program for personal or medical reasons. This request for a leave of absence from the program must be made in writing to the Chair of the BEd program and must specify the reason for the request and the duration of the requested leave. A return to the program does not guarantee course sequence or requested field placement.

## Certification in Nova Scotia

In order for all graduating BEd students to apply for their Nova Scotia teacher license, the following steps and documents must be completed/submitted:

### Online Application (Through the Office of Teacher Certification)

- Application form (Please include a permanent email and mailing address.)
- Proof of ID
- Paid fee

### Hard-copy documents to submit to and be sent by the BEd Office to the Office of Teacher Certification:

- Official transcripts from **all** universities and colleges (If you signed a transcript release form, your St. FX transcript will be gathered on your behalf.) Some universities only distribute electronic transcripts. If this is the case for any of your transcripts, they must be sent directly to [certification@novascotia.ca](mailto:certification@novascotia.ca)
- A recent official Vulnerable Sector Check or Criminal Record Check (issued after July 31st)
- A completed Nova Scotia University Teacher Certification Evaluation Sheet
  - The BEd Chair will sign this after you submit the completed sheet.

A meeting is scheduled in September by the BEd Program Manager with all graduating students to review the certification process. Any questions regarding certification can be addressed to the Bachelor of Education office. Students who are identified with discrepancies will be notified in writing. Failure to resolve these discrepancies within the negotiated time frame may result in suspension from the program. Transcripts from other universities and colleges must be requested using the normal procedures for those institutions. **All documentation should be sent to the Department of Teacher Education Administrative Assistant for the Bachelor of Education Program before October 28th.** This means that requests for transcripts from other universities should be made early in the fall term. The BEd Office will secure transcripts from StFX for students.

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law that resulted in penalty (see StFX University Calendar).

Upon completion of the Bachelor of Education program, students are eligible for the Initial Teacher's Certificate (ITC) awarded by the NSDEECD.

## Certification in other Provinces

Each province has its own requirements for Teacher Certification. There is, however, reciprocity among some provinces, and it is required that you receive your Nova Scotia Teaching Certificate before applying elsewhere for licensing.

## Your Space in Xavier Hall

The Curriculum Resource Centre (CRC) is located on the third floor of Xavier Hall, room 319B but we have created the Virtual Curriculum Resource Centre (VCRC) to better support the off-campus community and students studying from a distance. The VCRC allows you to search for resources in our library as well many other educational libraries in the province through the Novanet inter-library loan system. Resources can be requested and delivered at no cost to a library near you for easy pick up and return, without having to come to the StFX campus.

The CRC supports BEd and MEd students, as well as local in-service teachers, through accessibility to current resources and with support in curriculum planning. The CRC supports the common threads of the BEd program: equity and social justice, professionalism in practice, technology and ingenuity, and experiential learning by providing a variety of helpful resources that are culturally relevant and connect to the goals and objectives of the NSDEECD Public School Program, the NSTU, and the schools operated under the jurisdiction of Mi'kmaw Kina'matnewey.

The CRC houses over 10,000 resources ranging from a variety of books and teacher guides in all subject areas, Chromebooks, makerspace materials, math manipulatives, musical instruments, novel sets, STEM educational kits, puppets, and so much more. Be sure to check out the Virtual CRC (VCRC) below to search our library system and for links to educational RCE's and educational websites. Please don't hesitate to reach out to the Curriculum Support Advisor, [abeaton@stfx.ca](mailto:abeaton@stfx.ca), for guidance in coursework, field experience, and in locating resources.

### Hours:

Monday- Wednesday 815am-7pm

Thursday & Friday 815-4pm

### Ms. Allana Beaton, Curriculum Support Advisor

[abeaton@stfx.ca](mailto:abeaton@stfx.ca) | 902-867-2272 | Office: XH 319B



[stfx.libguides.com/vcrc](https://stfx.libguides.com/vcrc)

Fall 2024

## Chester Basin & Truro Cohorts:

Tues Aug 27	Building Bridges @ 7:30pm (Truro cohort - Attendance Mandatory)
Tues Sept 3	Practicum Begins (Truro cohort)
Fri Sept 6	Course Begins @ 6:00 pm (Everyone)
Mon Sept 9	Teacher Certification Online Meeting @ 6:30 pm (Chester Basin - Attendance Mandatory)
Thurs Sept 19	Alternative Placement Virtual Information Session @ 7:30pm (Chester Basin - Optional)
Wed Oct 9	Last day of practicum (Truro cohort)
Fri Oct 18	Course Begins @ 6:00 pm (Everyone)
Fri Oct 18	Practicum Placements Announced (Chester Basin)
Mon Oct 28	DEADLINE to submit teacher certification documents (Chester Basin)
Tues Nov 5	Building Bridges Transition to Field Experience Online Meeting @ 7:30pm (Chester Basin, Attendance Mandatory)
Tues Nov 12	Practicum Begins (Chester Basin)
Fri Nov 22	Course Begins @ 6:00 pm (Truro cohort)
Tues Dec 3	X Ring Day (Chester Basin – Optional)
Wed Dec 18	Last Day of Practicum before the holiday break (Chester Basin)
Sat Dec 21	Last Day of Classes before the holiday break (Truro cohort)

Winter 2025

Fri Jan 3	First Day of classes following holiday break. Winter Semester Course Begins @ 6:00 pm (Everyone)
Sat Jan 25	National and International Job Fair @ MSVU campus (Chester Basin – Optional)
Fri Feb 7	Course Begins @ 6:00 pm (Everyone)
Mar 10-14	March Break – no classes (Everyone)
Mon Mar 17	First day of Practicum (Everyone)
Fri Mar 21	Course Begins @ 6:00 pm (Truro cohort)
Thurs Apr 17	Last day of Practicum (Everyone)
Fri May 2	Course Begins @ 6:00 pm (Truro cohort)
Sat May 3	Encaenia Ceremony 10am (Chester Basin - Optional)
Sun May 4	Spring Convocation (Chester Basin - Optional)
Fri Jun 6	Course Begins @ 6:00 pm (Truro cohort)
Sat Jun 28	Last Day of Classes before the summer holiday (Truro cohort)