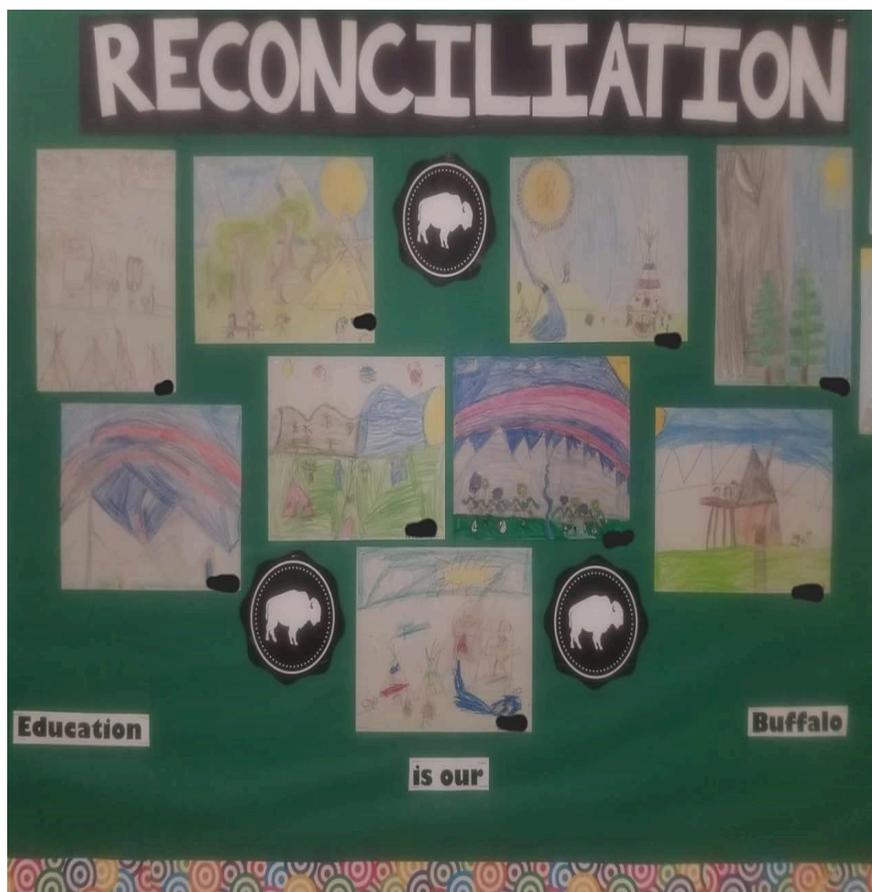


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Bachelor of Education (Elementary)

Year 1 Field Experience Handbook

Fall/Winter 2024-2025



Acknowledgement of the Land

Mount Royal University is situated on an ancient and storied land steeped in ceremony and history that, until recently, was occupied exclusively by people indigenous to this place. With gratitude and reciprocity, Mount Royal acknowledges the relationships to the land and all beings, and the songs, stories and teachings of the **Siksika** Nation, the **Piikani** Nation, the **Kainai** Nation, the **Îethka Stoney Nakoda** Nation (consisting of the **Chiniki**, **Bearspaw** and **Goodstoney** Nations), the people of the **Tsuut'ina** Nation, and the **Métis**.

At the verbal negotiations held to discuss Treaty 7 between the nations and the Crown and Canadian government, Indigenous peoples assumed hereditary lands would be shared and a cooperative future would be built together that was to last as long as the grass grows, the sun shines and the rivers flow. However, many of the verbal promises made to these nations were not reflected in the written version of Treaty 7, created by the Crown and Canadian government. Even then, many promises that were included in the written version have been broken.

What followed were policies of cultural genocide and assimilation that caused profound harm. The original people of these lands were confined to reserves, prohibited from pursuing traditional practices and forced to send their children to residential schools. Rather than building meaningful and mutually beneficial relationships, there was dispossession and exploitation in systems of economic and social marginalization.

As such, Mount Royal University is committed to advancing the success of Indigenous learners and respectfully supporting Indigenous cultural identities and integrity, leading to a *good life* in all its aspects. Mount Royal will challenge settler colonialism and systemic racism and discrimination by addressing the legacy of broken promises and rebuilding the relationships between Indigenous and non-Indigenous peoples. This includes those who now live at the confluence of the Elbow and Bow rivers, a place referred to by the Siksika Nation, the Piikani Nation and the Kainai Nation as *Moh'kinstis*, by the Îethka Stoney Nakoda Nations as *Wicîspa*, and by the Tsuut'ina Nation as *Guts'ists'i*. Mount Royal will meet these goals by committing to the Truth and Reconciliation Commission's Calls to Action and adopting and applying the principles of the United Nations Declaration on the Rights of Indigenous Peoples.

Message From the Chair

Dear Teacher Candidates and Mentor Teachers:

We are excited to welcome you! We have developed this handbook to provide mentor teachers and teacher candidates with vital information to ensure a successful field experience.

It is the individual and collective responsibility of faculty, staff, and students to nurture learning that prioritizes inclusion and mutual respect. The Department of Education is committed to disrupting harmful systems which reproduce inequities tied to race, colour, ancestry, language, ethnicity, religion, spirituality, gender, sex, place of origin, residence status, socioeconomic status, and dis/ability. To promote respectful dialogue, we actively reflect on our work towards better.

The goal for Field Experience and Practicum is for teacher candidates to become teacher leaders who reflect the principles of the Teaching Quality Standard:

- Fostering effective relationships
- Engaging in Career Long Learning
- Demonstrating a professional body of language
- Establishing inclusive learning environments
- Applying foundational knowledge about First Nations, Metis and Inuit
- Adhering to legal frameworks and policies

With your support and partnership, we are confident that our program is equipping teacher candidates to achieve these goals, and we will do all we can to support this growth. To our mentor teachers, we wish to express our sincere appreciation for welcoming a Mount Royal University B.Ed. teacher candidate into your classroom. We value your role as educational partners as we guide these aspiring professionals.

I wish all of you a rewarding Field Experience!

Kevin O'Connor, PhD
Chair, Department of Education

Field Placement Contacts

Staff / Faculty	Role	Contact	Contact For
Jodi Nickel	Year 1-3 Lead	jnickel@mtroyal.ca	TC concerns and course information/expectations
Lori Barrett (interim)	Field Experience Practicum Coordinator	fepec@mtroyal.ca	IPT account supports, attendance, and field placement questions/changes
Jessica Lee Wah	Administrative Assistant	education@mtroyal.ca	General program information
One of these contacts can connect you with a specific course instructor as required.			

The FEPC or a Department of Education faculty team member may visit the school/classroom at the request of a mentor teacher (MT) or principal should the teacher candidate (TC) require assistance with any aspect of the field experience.

Year 1 Field Experience Timeline

MRU B.Ed Year 1 Field Experience Timeline

Fall 2024	Winter 2025
<p>In schools, with mentor teachers (MTs): one half-day (morning) per week, Sept to Dec, <i>Wed or Thurs (assigned day)</i></p> <p>TCs are expected to attend field experience on their assigned days for a minimum of 8 visits throughout the semester and to make up missed days in consultation with their mentor teacher.</p> <p><i>October 14-18, 2024 - Reading Week - Attendance optional</i></p> <p>Key Dates for Mentor Teachers: Virtual MT Orientation:</p> <ul style="list-style-type: none"> ● Tuesday, October 1, 2024: 4:00-4:30 <p>Fall Evaluation Form Deadline:</p> <ul style="list-style-type: none"> ● Wednesday, December 11, 2024 	<p>Return to field experience in schools: TCs resume field experience, normally with the same MT and in the same school as the fall.</p> <p>School visits will begin the week of January 6th, 2025 with expected completion normally by the week of March 31st, 2025.</p> <p>TCs are expected to attend field experience for a minimum of 10 visits throughout the semester and to make up missed days in consultation with their mentor teacher.</p> <p><i>February 18- 21, 2025 - Reading Week - Attendance optional</i></p> <p>Key Dates for Mentor Teachers: Winter Evaluation Form Deadline:</p> <ul style="list-style-type: none"> ● Wednesday, April 9, 2025
<p>Please notify Field Experience and Practicum Coordinator of any concerns regarding TC attendance or engagement.</p>	

Field Experience Placements

All MRU B.Ed. field experience and practicum placements are made through the Field Experience and Practicum team. The Field Experience and Practicum Coordinator (FEPC) and the Practicum Director (PD) work collaboratively to ensure we honour our practicum agreements.

Under no circumstances will TCs contact school personnel directly or make their own arrangements. All arrangements for placements are made through the FEPC team including those that may need changes throughout the year due to extenuating circumstances.

If TCs become aware of potential conflicts of interest as a result of being placed in settings where they have pre-established personal relationships including familial relations but not exclusive to parents, children, siblings, cousins, or personal friends, Teacher Candidates need to notify the FEPC Office immediately - fepc@mtroyal.ca. If a mentor teacher goes on leave for *more than one week* and a substitute is present, the TC will inform the FEPC as soon as possible.

Field Experience & Practicum Accommodations

TCs experiencing a disability-related barrier are encouraged to make appointments with both Accessibility & Inclusion Services and the Department of Education's Field Experience Practicum Coordinator prior to beginning field experience or practicum. Identification and organization of reasonable accommodations is the responsibility of the TCs and requires sufficient lead time and communication. Making connections for support may occur as much as one full semester in advance of a field experience or practicum placement. If approved accommodations are required in their field placement, it is the TC's responsibility to inform their course instructors and mentor teachers.

Vulnerable Sector Police Information Check

TCs are expected to show a valid and clear VSPC on their first day of field experience. A new clearance may also be requested by the MRU Department of Education, a school district, or a practicum placement school at any time. TCs must retain the original verifiable VSPCs in the event they are asked to reproduce them. Schools may also require an additional police check designated specifically for volunteers if TCs wish to volunteer beyond the practicum timeline. **If there are any changes to a TC's VSPC status after the document has been obtained, the TC must notify the FEPC immediately.**

Other Agreements

All MRU Department of Education TCs will complete confidentiality agreements. All documents will be shared digitally with TCs in September. Completed agreements will be forwarded to respective schools by the FEPC for records.

Field Experience Evaluation

Teacher candidates will receive a summative evaluation at the end of each semester which will be completed by their mentor teacher. It is important to discuss formative feedback on a weekly basis.

Teacher Candidate Orientation Checklist

Professionalism

- Be punctual - Arrive at least 20-30 minutes prior to the start of the school day and stay after the students have been dismissed to debrief the morning with your MT.
- Unless otherwise directed, park on the street, not in the school parking lot.
- Bring the VSPC documents for presentation at the school office. If a copy is retained by the school, be sure to reclaim the original.
- Wear your MRU nametag (every adult in the school must be identifiable at all times), bring a water bottle and indoor **and** outdoor footwear in case of supervision, Phys.Ed., etc.
- Exchange contact details with the mentor teacher.
- Inquire about specific dress code and professional presentation expectations unique to the school placement.
- Consult with the mentor teacher to determine a time for meeting to discuss feedback - either before, during, or after each weekly visit.

Get to know the school

- Review school website - What is the school's focus? When are meetings, assemblies, PD days, etc.?
- Familiarize yourself with safety procedures (e.g. fire, lockdown, evacuation drills)
- Introduce yourself to administrators, administrative assistants, and facilities and maintenance staff

Get to know the class

- Obtain a copy of a classlist, classroom expectations, routines, and timetable. Be mindful of privacy regulations when keeping these records. Avoid keeping any documents with surnames.
- Discuss ways you will be supporting routines and instructions during your field placement day.
- Discuss support for specific students.

Field Experience Roles and Responsibilities

Teacher Candidates

In addition to the expectations listed above, TCs will be responsible for the following:

- **Attendance is mandatory.** TCs are expected to attend field on the assigned weekly day. It is expected that absences will be documented on the IPT time sheet. In the case of an unavoidable absence (including but not limited to: illness, family emergency, etc.), TCs will contact the mentor teacher, the course instructor and the FEPC immediately (fepc@mtroyal.ca). The TC is responsible to make up for the missed school visit in consultation with the mentor teacher.
- TCs must complete the required field placement days indicated on the course outline. Inconsistent attendance may require additional documentation.
- TCs will adhere to all school and school board policies including the [Code of Professional Conduct for Teachers and Teacher Leaders](#) and the [Alberta Teaching Quality Standard](#).
- TCs will refrain from social media relationships with school personnel, students or parents.
- TCs will seek the appropriate approvals before taking any photographs. Any photographs included in course assignments should remove any identifying information (faces, names, etc.).
- TCs will track their classroom time and summarize their activities (list approximately 2-3 bullet points) each week on the field experience timesheet in the IPT system. TCs are not certificated teachers and must be supervised at all times. The TCs will not act as a substitute teacher at any time during the field experience.
- TCs will model resiliency and be open to accepting and applying feedback from the mentor teacher. This is a learning opportunity!

Mentor Teachers

The success of the school placement depends largely upon the quality of the relationship between mentor teachers and TCs. The mentor teacher will:

- **Add the FEPC email address to your email address book** this will ensure emails do not end up in your spam folder
- **Orient the TCs to the school** (school procedures, students, staff, and policies).
- **Review TC expectations** (roles, expectations, due dates, and responsibilities of TCs)

- **Create opportunities for TC’s involvement** (building relationships with students, engaging in professional conversations, assisting with planning and preparation of lessons and materials, lead whole class/small-group activities)
- **Share short and long range planning & assessment practices**
- **Provide ongoing feedback to support TC growth**
- **Complete IPT evaluation and time sheets** (discuss final evaluation form with TCs before submission)
 - See attached IPT information for more details. [Using the IPT system](#)

Resources and Document Links

Please familiarize yourself with the following relevant documents that outline and support academic and professional responsibilities of teacher candidates and teachers in schools.

Mount Royal University

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| ● MRU Academic Calendar 2024-2025 | ● Lesson Plan Template |
| ● MRU Code of Student Community Standards | ● Iniskim Centre |
| ● MRU Code of Student Academic Integrity | ● Access and Inclusion Services |
| ● Identification of Support | ● Wellness Services |
| ● Using the IPT System | ● Students’ Association of Mount Royal University |
| | ● The Office of Safe Disclosure |
| | ● MT Orientation Slides |

Alberta Teachers’ Association

- [Taking Flight: Navigating Field Experience](#)

Legal Frameworks & Policies

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|---|---|
| ● Code of Professional Conduct for Teachers and Teacher Leaders | ● Alberta Teaching Quality Standard |
| ● Alberta Human Rights Act | ● Canadian Charter of Rights & Freedoms |
| ● Province of Alberta Education Act | |