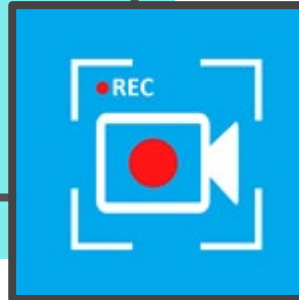


Welcome to your Pre-FE1 Orientation



Presentation given by

The ISA Team

November 3RD 2023



TAKE NOTE!

The following presentation was accurate at the time of creation.

For the most up-to-date and accurate information, please visit the ISA (www.mcgill.ca/isa) website.

In the event of a discrepancy between this presentation and a website, the latter shall prevail.



Land Acknowledgement

McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory on which peoples of the world now gather.

Beyond the Land Acknowledgement



Three concrete ways students can contribute to reconciliation efforts:

Education - Educate yourself and others about the history and ongoing struggles of Indigenous peoples. Attend lectures, read books, or take courses on Indigenous issues.

Support Indigenous Events - Attend Indigenous-led events, workshops, and talks to show support and learn directly from Indigenous voices.

Allyship - Listen, learn, and stand up against acts of discrimination or cultural appropriation you witness.

FE1 Placement Details

Majority are confirmed and will be released after the Pre-FE1 Orientation, but some placements are still tentative or pending while school admin/CTs confirm their availability for student teachers.

The background of the slide is a vibrant teal color, densely populated with various speech bubbles. These bubbles are in shades of red, yellow, pink, and light grey, each containing a dark blue question mark. The bubbles are scattered across the entire frame, creating a pattern that suggests a Q&A session or a forum.

Q&A Session at the end

Feel free to write your questions in the chat at any time. We will either answer right away or save them for the end if we think it would be good to expand further!

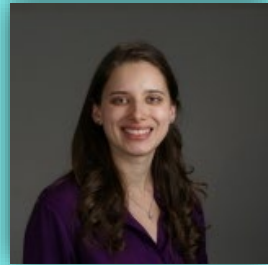
**You are supported
at McGill.**

Meet the ISA Team



Yasmine Zein

ISA Director



Annie Baldessari

Internships
Administrator



Marysa Maruca

Placement
Coordinator



Anurag Dhir

BA Internships
Administrator

Meet the ISA Team (cont.)



Gaby Ohayon

ISA Administrator



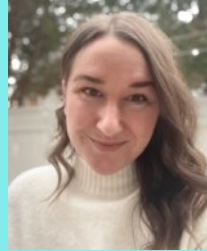
Pat Beauregard

Administrative &
Student Affairs
Coordinator



Debra Taylor

Administrative &
Student Affairs
Coordinator



**Marie-Eve
Couture**

Wellness Advisor



Lara Franko

Career Advisor



**Katherine
Spandidakis**

Student Recruitment
Associate



Lara Franko (she/her)

career.education@mcgill.ca

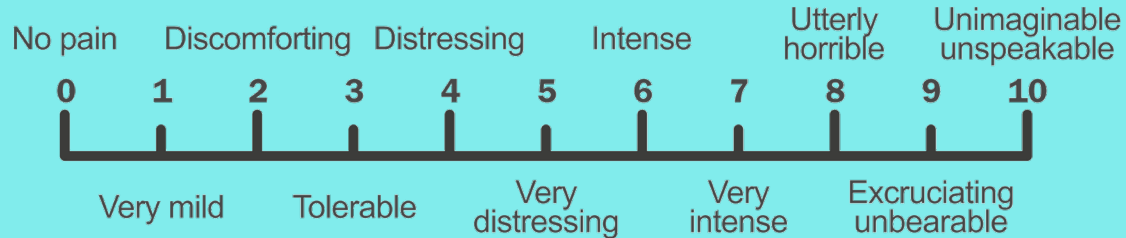
Career Services offered in Education:

- Career Advising (in-person and virtual)
- Weekly Education Career Update newsletter
- Job Search Tools & Resources
- Professional Development Activities
- Workshops & Events, including annual Career Fair & more!

Whether you need help with your CV, cover letter, interview skills or networking, [Education Career Services](#) can assist you in your career development at any point during your degree.

Lara Franko offers individual career advising sessions [by appointment](#) only.

How are you feeling ahead of FE1?



Wellness Services

Student Wellness Hub

- Integrating the Student Health Service, Counselling Service and Psychiatric Services into **one centralized location**.
- The Hub regroup many different professionals and services. We can also orient you to the best support and resources.
- Brown Building is located at 3600 McTavish.



Copyright Megan Boardman

Local Wellness Advisor

- A mental health professional in your faculty that promotes **Awareness, Prevention & Early Intervention**
- Resource-provider **in** your faculty **for** your faculty
- **Bridge to care** - Specialist in referring to resources on campus and in the community

Drop In!



TEA TIME
TO
CHILL, CHAT & CONNECT

Education Building, Room 113, 2:00 PM - 3:00 PM
Tuesday Sept 26, Oct 10, 24, November 7, 21, December 5

McGill Student Services / Services aux étudiants | Student Wellness Hub / Pôle bien-être étudiant

The poster features a teal background with a red clock icon in the top left, a window view of a building in the top right, and two steaming mugs on a table with a potted plant on the left. The bottom contains the McGill logo and service names in both English and French.

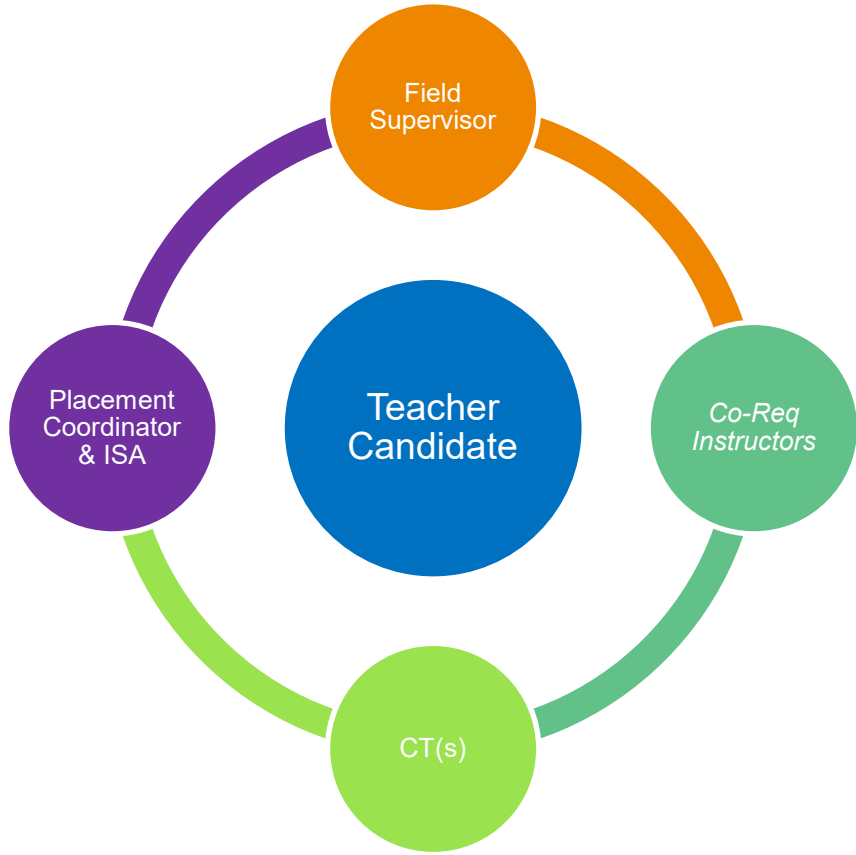
How to book with your LWA?

- <https://www.mcgill.ca/lwa>
- Select timeslots that work for you
- Book directly into your calendar and theirs!

External Resources

- **Keep.meSAFE** is a free, confidential counselling service available 24/7 by calling 1-844-451-9700, or by downloading the Telus Health Student Support app or visit **keepmesafe.org** for more information.
- **Suicide Prevention Center of Montreal** (SPCM): <https://cpsmontreal.ca/>

**You are supported in
the field.**



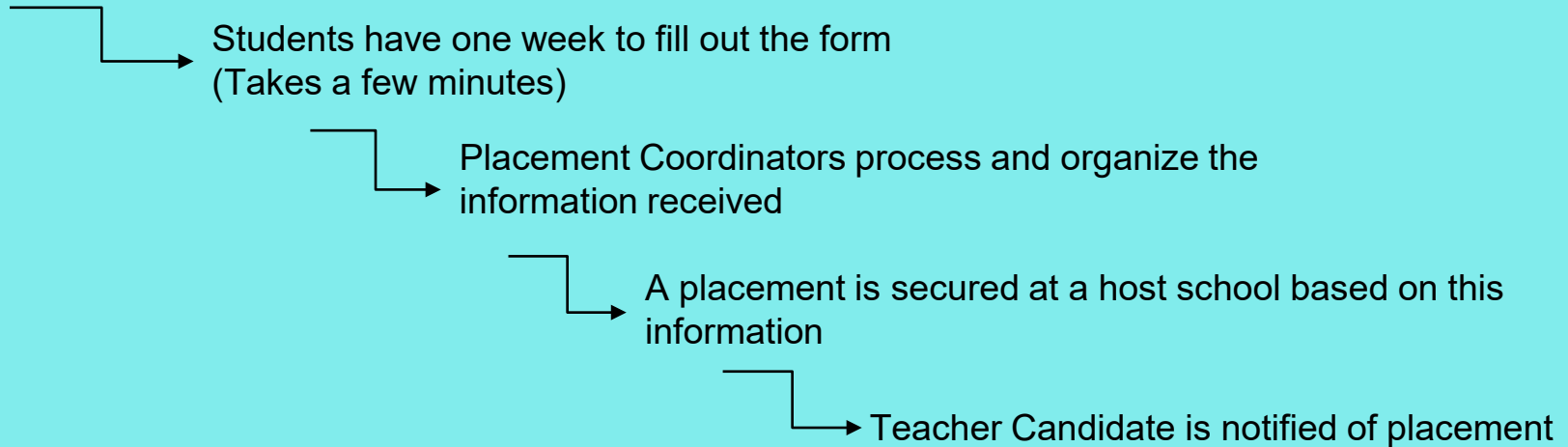
Acronyms

ISA	Internships and Student Affairs (Office)
CT	Cooperating Teacher
FV	Field Supervisor
ST	Student teacher
FE	Field Experience (FE1,FE2, FE3, FE4)
QEP	Québec Education Program
PCs	13 Professional Competencies from Ministry of Education

PLACEMENT PROCESS

(When things go well)

ISA Office sends Teacher
Candidates the link & important info



PLACEMENT PROCESS

(When things are more complicated)

ISA Office sends Teacher Candidates the link & important info

Students have one week to fill out the form
(Takes a few minutes)

Oops! Some students didn't fill it out! PCs must reach out to students for information individually

Placement Coordinators process and organize the information received

A schools cannot accommodate – Try another! And another...

A placement is secured at a host school based on this information

Student situation has changed:

- Access to car
- Sudden relatives in schools
- Moved residence

Teacher Candidate is notified of placement

**How many students
did ISA place this
term?**

A: 195

B: 230

C: 345

D: 474

**How many students
did ISA place this
term?**

A: 195

B: 230

C: 345

D: 474

Role of Placement Coordinator

- Coordinate between school administrators and school boards to obtain and assign placements
- Point of contact for questions, concerns, connecting directly with McGill
- Ensure that McGill has an accurate record of placement/information to substantiate recommendations for the Brevet
- Best way to contact Placement Coordinators is by email:
placements.education@mcgill.ca

Role of the Teacher Candidate

- Your FE is a learning placement organized by McGill and you are there as a Teacher Candidate
- As a Teacher Candidate, **you are a guest in your host school and a representative of McGill**
 - Remember that you are a McGill student in an EXTERNAL organization; we cannot control what happens in the host school, beyond the recommended workload/assessment schedule
- Biggest opportunity is to collaborate with teachers, and see how they approach creating quality learning for students
- You are held to ethical standards (see [Principles of Practice](#) on ISA website), as well as those of the Quebec Professional Teaching Competencies

Role of Field Supervisor

- A member of the mentoring triad to aid in your development as Teacher Candidates
- Wealth of knowledge and teaching experience
- Act as a liaison **between McGill and the field**
- Provide you with support in the form of periodic feedback and formal assessments
 - Weekly check-ins with students and CTs
- Beyond pedagogy, supervisors are there to support your **overall growth** as teachers

Role of Co-operating Teacher (CT)

- Provides you with opportunities to observe and, according to the guidelines of the FE, develop teaching and learning situations

CT presence in classroom:

- You should **never** be left alone in the classroom, even for short periods of time

Note: CTs are NOT selected by ISA (they are selected by school admin) and are not paired with a Teacher Candidate based on background, personality quiz, etc.

Types of Supervision

IN-PERSON

Supervisor is present in the classroom while you are teaching

SYNCHRONOUS REMOTE

Supervisor observes in real time via Webex or Zoom

ASYNCHRONOUS REMOTE

Supervisor observes a video recording via secure upload

IMPORTANT: Remote supervision requires consent for the Teacher Candidate, Field Supervisor and, in some cases, Parents. Consent forms are available in the Student Teaching e-Handbook.

TEACHER CANDIDATE STANDARDS & GUIDELINES

McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

New guidelines for professionalism in the program and in the field

Need to submit ISA's Acknowledgement Statement form to gain access to placement details

mcgill.ca/isa/student/principles

Guiding Principles*

Given the essential role of professionalism in the field of teaching, these apply to all aspects of the program including coursework and field experiences:

- **Act with integrity**
Meet expectations related to dependability, punctuality, attendance, and participation
- **Communicate with integrity**
Communicate clearly, truthfully, respectfully in all interactions and communications, both orally and in writing, online and in-person
- **Use social media and technology responsibly**
Refrain from engaging with students or parents on all forms of personal social media
- **Demonstrate Respect for Equity and Diversity**
Respect the dignity, worth, and uniqueness of each individual

Guiding Principles*

- **Demonstrate respect for human dignity**

Establish, respect, and maintain appropriate professional boundaries in relationships with students, peers, colleagues, and other professionals both on- and off-campus

- **Demonstrate respect for confidentiality and privacy**

Respect appropriate confidentiality of all students.

- **Demonstrate respect for the teaching profession**

Demonstrate commitment to ongoing professional development and learning. Seek to acquire and apply new knowledge to their teaching practice

- **Demonstrate respect for existing ethical codes and professional standards**

Adhere to the responsibilities and obligations for teachers. See more on our website

mcgill.ca/isa/student/principles

Student Rights & Responsibilities

McGill places a great deal of importance on honest work and the fair treatment of all members of the University community. A solid understanding of everyone's rights and responsibilities can ensure that all our interactions are fair and respectful.



Read more [on the ISA website](#)

Commitment to Safe Spaces

ISA staff are committed to nurturing a space, at McGill and in the field, where Teacher Candidates, Co-operating Teachers, Supervisors, ISA staff, and other relevant parties can all engage in the exchange of ideas and dialogue, **without fear of being made to feel unwelcome or unsafe** on account of their sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood and identity.

If you, for whatever reason, feel unwelcome, unsafe, or discriminated against during a student teaching placement, **please contact us**.

Depending on the situation and person(s) involved, there are various internal and/or external courses of action we can recommend or take.

Judicial Record Verification

- Quebec's Education Act, Section 261.0.2, grants public school boards and private schools the right to verify the judicial record of any person in regular contact with minor students, including Teacher Candidates.
- Each board or private school may have its own administrative procedures for judicial record verification and Teacher Candidates are responsible for informing themselves of and complying with these procedures.
- **Teacher Candidates should submit a Declaration Concerning a Judicial Record ahead of EACH placement they do.**
- Any McGill Teacher Candidate who fails to obtain the necessary security clearance will not be permitted to undertake their Field Experiences/Internships and, consequently, will be withdrawn from the program as these are a mandatory requirement.

You can find more information about the Judicial Record Check [on the ISA website](#)

NEW Student E-mail Signature

- To bolster your professional persona and help ISA better serve you, we **strongly recommend** students create an e-mail signature for their McGill e-mail account.
- **Recommended Templates:**

Internal

First/Preferred Name & Last Name

McGill ID: [insert McGill ID number]

Program [include program name and concentration]

Current Placement [include the placement you are currently completing, e.g. IN1]

Preferred Pronouns: [Insert preferred pronoun]

McGill University / Université McGill

Faculty of Education / Faculté des sciences en éducation

T: [insert phone number, if desired] | E: [insert McGill e-mail address]



McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

External

First/Preferred Name & Last Name

Program [Include name and Concentration]

Preferred pronouns: [Insert Preferred pronoun]

McGill University / Université McGill

Faculty of Education / Faculté des sciences en éducation

T: [phone number, if desired] | E: [Insert McGill e-mail address]



McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

How to create signature on outlook: <https://support.microsoft.com/en-us/office/create-and-add-an-email-signature-in-outlook-com-776d9006-abdf-444e-b5b7-a61821dff034>

Student Teaching Policies

Such as:

- Dress requirements
- Confidentiality
- Image & Video Use
- Attendance / Absences

 **All policy information and details available in the Student Teaching e-Handbook [on the ISA website](#)**

“Professional” Attire

- **Dress as you would for a job interview.**
 - Confident. Comfortable. Professional.
- **Use your professional judgment about what to show/cover** (e.g. visible tattoos, piercings)
 - Be prepared to have constructive discussions if addressed by school staff
- **If you are unsure about what to wear, check:**
 - Your host school's website to see if they have an official dress code/policy.
 - Your host school's website or social media for what teachers from that school might be wearing in posted photos.
 - With your Supervisor or Placement Coordinator.
 - With trusted (and honest) members of your personal support network.
 - Pinterest and blogs, for ideas and inspiration.

Respecting Confidentiality

- As a student teacher and a future educator, **respect for confidentiality** is a cornerstone of your professional and ethical conduct
- Remember that you are entrusted with the safety and instruction of vulnerable minors
- Pay attention to how you speak about your field experience, to whom, and where
- Posting information about your field experience on social media is not advised
- **UNDER NO CIRCUMSTANCES SHOULD YOU ENGAGE WITH STUDENTS ON ANY FORM OF SOCIAL MEDIA**
 - [QPAT's Social Media Recommendations for Teachers](#) (link)

General Guidelines for Images/Video in Schools

You are NOT permitted to photograph or record (video or audio), children and youth with whom you work during a Field Experience - whether in learning environment settings or any other context.



General Guidelines for Images/Video in Schools

In Future Field Experiences:

- Currently, remote supervision allows for the recording of school activities but only for the purpose of assessment.
- You must obtain consent for any synchronous or asynchronous assessment.

General Guidelines for Computer Use

In all Field Experiences and professional settings:

- If you must use your host school technology (laptop/computer/tablet etc.) ALWAYS get clear consent from the owner.
- When in doubt ASK QUESTIONS!
- It's also important to remember that your CTs' lesson plans are their intellectual property!

Attendance & Absence

- B.Ed. students need to complete a minimum of 700 hours in the field in order to receive their teacher certification. Your Field Experiences are carefully scheduled with this in mind.
- Students **must** attend their host school for the **full day** (as stipulated by the school schedule, regardless of their CT's schedule)
 - Need the school schedule? Ask CT or visit school website. Note: You will likely need to come in earlier/stay later!
- Unexcused absences are **not permitted**; for excused absences the student must notify all parties (ISA, CT and Supervisor) as soon as possible.
- Excused absences – and whether they need to be made up – will be reviewed by the ISA office on a case-by-case basis; confirmation of the make-up plan may be rendered closer to the end of the FE, when the full context and total amount of missed days are better known.

NEW Absence Notification Form

- Students undergoing a field experience must use the new **Absence Notification for Field Experiences/Internships form** on the ISA website to submit their absences to the ISA office.
- Before submitting this form, please take note of the following:
 - You must still notify your Co-operating Teacher(s) and Field Supervisor of your absence(s).
 - Per the ISA's absence policy, all missed time in the field must be made up, with some exceptions. Your Placement Coordinator will keep track of your field-related absences and notify you towards the end of your field placement how much time must be made up and your new end date.
 - Any absences lasting longer than 2 consecutive days will require a valid medical note which should be submitted to your Placement Coordinator via placements.education@mcgill.ca

Where to Find Absence Notification Form

Students will need to log in with their McGill e-mail address and password to access the form (click on [login](#) on the yellow bar at the top of the page).

The screenshot shows the McGill Internships & Student Affairs website. The header includes the McGill logo and the text "Internships & Student Affairs Faculty of Education". A search bar is located in the top right corner. A navigation menu at the top lists various services: Student Affairs, Student Teaching, Teacher Certification, Wellness, Career Services, and Contact/Support. The main content area displays the breadcrumb path: Home / Student Teaching / Student Teaching e-Handbook / 1. Student Teaching Policies. A yellow banner at the top of the page reads "You must [login](#) to view this form." Below this, the page title is "Absence Notification for Field Experiences/Internships". The introductory text states: "Students undergoing a Field Experience or Internship must use the below form to submit their absences to the ISA office. Take note that students are required to notify the ISA office of any and all absences for the duration of their field placement. Before submitting this form, please take note of the following:". A list of instructions follows, including: "You must still notify your Co-operating Teacher(s) of your absence(s). Your Field Supervisor will receive an automatic notice of your absence upon the submission of this form.", "Per the ISA's absence policy, all missed time in the field must be made up, with some exceptions. Your Placement Coordinator will keep track of your field-related absences and notify you towards the end of your field placement how much time must be made up and your new end date.", and "Course conflicts with a field placement will not be grounds for an excused absence from the field." A final note states: "Any absences lasting longer than 2 days will require a valid medical note which should be submitted to your Placement Coordinator via placements.education@mcgill.ca". On the left side, a sidebar menu lists various topics, with "1. Student Teaching Policies" selected. Under this section, the link "*NEW* Report a Field Placement Absence!" is circled in blue.

McGill Make Up day & EETC

FE1 students will be in their host school on Thursday, November 30th.

- Instructors do NOT have McGill classes scheduled for Thursday, November 30th.

Students completing the EETC exam do not have to make up the missed day but should inform their CT, Supervisor and ISA of the date of the exam.

Strike

- McGill teacher candidates are not members of the teachers' union, and as such, should not feel pressured to engage in any strike actions, including picketing or crossing a picket line.
- In the event a host school is closed due to strike action, teacher candidates may remain at home. In the unlikely event that a school is closed *for several days* during the duration of a field experience, teacher candidates will be informed by the ISA as to the protocols to be followed to make up days missed.
- In the event a host school remains open but is only accessible to a teacher candidate by crossing a picket line, teacher candidates may remain at home. In the unlikely event of a school being inaccessible for several days during the duration of a field experience, teacher candidates will be informed by the Internship and Student Affairs Office as to the protocols to be followed to make up days missed.
- We expect that McGill teacher candidates will exercise good judgment in these situations.

PED Days & Snow Days

- Student teachers are required to attend PED days at their host school, unless the CT/Admin informs the student teacher that he/she is not invited
 - In the case of a student teacher either attending a PED day or *not* being invited to attend a PED day, neither need to be made up at the end
- Snow days that cause a school to be closed need not be made up by the student teacher provided they are not in excess of 2 days
 - For closures in excess of 2 days, please refer the situation to your Placement Coordinator



Exams (incl. EETC) during FE1

- As per the ISA Office's [policy on exam conflicts during a Field Experience](#), if you have one or more exams scheduled during your FE1 and/or will be writing the EETC, please **notify your Placement Coordinator** with the names of the courses and the dates of their availability windows BEFORE your FE1 begins.
 - You will also be expected to notify your CT and Supervisor of this planned absence once you have their contact (email) information or on the first day of your FE1.
- Each exam will only result in the maximum of one (1) day's absence from the field, no matter the length of the exam's availability window, and may result in no permitted absences if the exam's availability window is mostly during the weekend.
- As noted in the aforementioned policy, "Students do **NOT** need to make up any day(s) missed due to McGill exams."

***NEW* La Loi visant à assurer la protection des stagiaires en milieu de travail**

- As of [August 24, 2022](#) this law gives student teachers rights equivalent to those provided for in the Act respecting labour standards with respect to short-term leave and psychological or sexual harassment.
- Amended policies can be viewed in the [Student Teaching e-Hanbook](#)
 - Amended policies have been marked *New* for one academic year

PLACEMENTS & FE1

Introduction to First Field Experience (FE1)

- 3 weeks (Mon-Thu)
 - FE starts Monday November 13!
 - Class attendance on Fridays is required! Check your PS schedule on Minerva!
- Orientation to school culture & community
- Participating in school activities and events
- Assisting with supervision duties within and outside the class
- Become familiar with classroom routines/activities and implement some of them
- **Anything beyond (e.g. solo or co-teaching) is up to you and CT, and not expected or required!**
- **Good time to reflect on the fit and suitability of the teaching profession for you individually**

FE Progression

PLACEMENT	FE1	FE2	FE3	FE4
DURATION	3 weeks (12 days)	3 weeks (15 days)	15 weeks (60 days)	7 weeks (35 days)
TIMING (TYPICALLY)	Late Fall (Nov-Dec)	Late Spring (Apr-May)	Fall (Aug-Dec)	Late Winter (Feb-Apr)
MODEL	In pairs or trios	In pairs	Solo	Solo
TASKS	Observation	Observation, with small group activities	Teaching (planning, implementation, and assessment)	Teaching (planning, implementation, and assessment)
TARGET WORKLOAD			60-75% of full teaching workload (by end of the Field Experience)	85-100% of full teaching workload (by end of the Field Experience)

What to bring on 1st Day

- **Completed Student Teacher Profile**
<https://mcgill.ca/isa/teaching/ehandbook/st-resources>
- **Judicial Record Form (IMPORTANT – may need to be handed in before!)**
- **Notebook**
 - Don't plan on taking notes on a laptop or phone!
(unless required and discussed through SAA accommodation)
 - Example observations/reflections: classroom management, activities, teacher presence, engagement...
 - May have specific directives from PS instructor
- **Lunch, snacks, water bottle...**
- **Enthusiasm!**

PROFESSIONAL COMPTENCIES

NEW Professional Competencies

- 2021 update of the *Reference Framework for Professional Competencies for Teachers* is now [available online!](#)
- Includes **13 “new” professional competencies**
- New Framework is being integrated into the B.Ed. programs, including Field Experience assessments, beginning in Fall 2021
- Introduces of **levels of competency acquisition** to ascertain the development of professional competencies throughout a teacher’s career, including during their teacher education



Table 1: Summary table of the 13 core professional competencies of teachers



TWO FUNDAMENTAL COMPETENCIES

Competency 1 Act as a cultural facilitator when carrying out duties

Competency 2 Master the language of instruction



AREA 1: Six specialized competencies central to working with and for students

Competency 3 Plan teaching and learning situations

Competency 4 Implement teaching and learning situations

Competency 5 Evaluate learning

Competency 6 Manage how the class operates

Competency 7 Take into account student diversity

Competency 8 Support students' love of learning



AREA 2: Two competencies underlying collaborative professionalism

Competency 9 Be actively involved as a member of the school team

Competency 10 Co-operate with the family and education partners in the community



AREA 3: One competency inherent in teachers' professionalism

Competency 11 Commit to own professional development and to the profession



TWO CROSS-CURRICULAR COMPETENCIES

Competency 12 Mobilize digital technologies

Competency 13 Act in accordance with the ethical principles of the profession

Table 2: Level of competency acquisition through ongoing professional development

The 13 competencies	INITIAL TEACHER EDUCATION AT UNIVERSITY		ONGOING EDUCATION	
	Before initial teacher education	By the end of initial teacher education	Upon entry into the profession	Over the course of a teaching career
FUNDAMENTAL COMPETENCIES				
C1	○	●	●	■
C2	◐	●	●	■
AREA 1: Competencies central to working with and for students				
C3		●	●	■
C4		●	●	■
C5		●	●	■
C6		●	●	■
C7	○	◐	●	■
C8		◐	●	■
AREA 2: Competencies underlying collaborative professionalism				
C9		◐	●	■
C10		○	●	■
AREA 3: Competency inherent in teachers' professionalism				
C11		○	●	■
CROSS-CURRICULAR COMPETENCIES				
C12	◐	●	●	■
C13	○	◐	●	■

Legend

○ Beginning of competency acquisition
◐ Competency partially mastered

● Competency mostly mastered
■ Competency fully mastered

ASSESSMENT & EVALUATION

Assessment Process

- Assessment starts as of **minute one**. Your professional demeanor and interactions with everyone at school will be assessed.
- Regarding the 13 **Professional Competencies (PCs)** for the teaching profession:
 - FE1 is mostly centred on your **initial understanding and (in some cases) application** of these PCs.
- Supervisor and CT report back to the ISA **using the assessment forms that ISA provides** , which are these PCs
 - FE1 Assessment = 1 **Summative Report**
- FEs do not have “final exams”
- FEs are graded Pass/Fail ([more info available on the ISA website](#))

Evaluation of PCs in Assessments & Reports

The goal is that the PCs be **mostly mastered by the end of teacher education** (C1-6, 12).

Definitions:

- **Deficient:** Not at all mastered; Consistently does not meet expectations
- **Emerging:** Mastery is developing; Demonstrates expectations with some needed improvements
- **Proficient:** Mostly mastered; demonstrates expectations
- **Exceeding:** Fully mastered; Exceeds expectations

FUNDAMENTAL COMPETENCIES <i>Compétences fondatrices</i>				
COMPETENCY <i>Compétence</i>	DEFICIENT <i>Déficiente</i>	EMERGING <i>Émergente</i>	PROFICIENT <i>Performante</i>	EXCEEDING <i>Approfondie</i>
C1 Act as a cultural facilitator when carrying out duties <i>Agir en tant que médiatrice ou médiateur d'éléments de culture</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2 Master the language of instruction <i>Maîtriser la langue d'enseignement</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FEEDBACK RELATED TO THE LEARNING/LESSON PLAN <i>Commentaires concernant le plan d'apprentissage</i>				
FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN <i>Commentaires concernant l'enseignement du plan d'apprentissage</i>				

Evaluation of PCs in Assessments & Reports

For PCs to **begin to acquire** (C10, 11) or **partially master** (C7-9, 13):

- **Yes or No**

COMPETENCY <i>Compétence</i>		Is the competency acquisition to an appropriate level, given the current stage of their professional development? <i>L'acquisition de la compétence est-elle à un niveau approprié, compte tenu de l'étape actuelle de leur développement professionnel ?</i>
COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS <i>Compétences au coeur du travail fait avec et pour les élèves</i>		
C7	Take into account student diversity <i>Tenir compte de l'hétérogénéité des élèves</i>	<input type="text"/>
C8	Support students' love of learning <i>Soutenir le plaisir d'apprendre</i>	<input type="text"/>
CROSS-CURRICULAR COMPETENCIES <i>Compétences transversales</i>		
C13	Act in accordance with the ethical principles of the profession <i>Agir en accord avec les principes éthiques de la profession</i>	<input type="text"/>
FEEDBACK RELATED TO THE LEARNING/LESSON PLAN <i>Commentaires concernant le plan d'apprentissage</i>		
FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN <i>Commentaires concernant l'enseignement du plan d'apprentissage</i>		

SUCCESS IN FE1

Tools for Success in FE1



Reflection

One of the most important tools for new and experienced teachers alike.

Consider a different perspective on your lessons and methods.



Ask Questions

Now is your time to learn and make mistakes.

Rely on your mentors for support.



Be open

Incorporate feedback and suggestions from mentors.

Feedback is integral to your continued improvement.

Will be expanded on in your Professional Seminar course!

Making the Most of FE1

- **Manage your expectations**
 - Lesson planning, creating a rapport with students, and interacting with other teachers are all skills that are developed over time
 - Be patient, make an honest effort, and those around you will recognize your desire to improve
- **Be flexible, adaptive, and resilient**
 - You will not have an identical experience to that of your peers; each student teacher, FE, school, and classroom/learning environment are different and may require some flexibility on your part
 - Take these differences in stride and see them as the opportunity to grow
- **Be open to new experiences**
 - Each school is full of opportunities, clubs, teams and activities
 - Don't be afraid to try something new or take initiative

Success in FE1...

- **Be punctual and responsible**; you arrive when the teacher arrives, not the students; submit documents on time; respond to emails ASAP
- **Leave your electronic devices safely stowed away**; do not text, do not check your e-mail nor use your cell phone in the classroom
- **Maintain an appropriate professional distance** with students, your CT and other school staff
- As a member of the school/class community, **be courteous, respectful and engaged**
- **Stay on good terms and in touch with your host school**; this is a great opportunity to start networking in your field or get leads on part-time/summer jobs! Education is a VERY small community in Montreal...

Avoiding & Handling Roadblocks

- **Don't allow small problems to turn into big ones**
- If you do encounter a problem/issue:
 - Refer to the e-Handbook
 - Communicate with your CT and clarify the problem/issue/miscommunication
 - Communicate with your Supervisor and ask for guidance about how to proceed
 - If you cannot resolve the issue through these methods, communicate with your Placement Coordinator

A FINAL WORD...

We rely on your engagement and feedback!

-
- We only know if/what/when you tell us!
 - Quality placements are important to ISA, the Faculty, and the overall profession
 - If attempts to resolve individually prove unsuccessful, notify ISA immediately of any placement issues in the field
 - With CT and/or Supervisor
 - The sooner, the better!
 - Share positive experiences too! 😊



Q&A Session



Please direct all questions
via chat to the moderators.



Thanks!

Other questions?
placements.education@mcgill.ca