



Accreditation Committee Decision

Université de l'Ontario français

**Pôle d'études et de recherche en enseignement et
apprentissage**

Regarding initial accreditation of:

Multi-session Consecutive Program of Professional Education,
with Areas of Study in the Primary/Junior divisions, Leading to a
Bachelor of Education Degree

**Accreditation Committee
Ontario College of Teachers
November 24, 2022**

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Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français

Introduction

On May 30, 2022, the Pôle d'études et de recherche en enseignement et apprentissage (PEA) of the Université de l'Ontario français (UOF) submitted an application for initial accreditation of the following program:

- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree.

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

1. to review the above-mentioned program of professional education;
2. to act in an advisory role to the Accreditation Committee by reporting to the committee on its findings and by making recommendations to the committee with respect to the accreditation of the program reviewed by the panel.

The accreditation panel was made up of four members, as follows:

- a member of the College on the Accreditation Committee roster who was an educator in an accredited teacher education program
- a member of the public on the Accreditation Committee roster
- a member of the College on the Accreditation Committee roster
- a nominee of the Université de l'Ontario français

In carrying out its duties, the panel reviewed the Application for Initial Accreditation and the supplementary materials submitted by PEA. The following sources of evidence were also reviewed: interviews conducted by the panel, supplementary information provided by PEA and supplementary information provided at the panel's request by the Head of the program and the management team.

The accreditation panel conducted an on-site visit on August 15, 2022 and a virtual site visit on August 16 and 17, 2022 during which it conducted interviews with the librarian, the practicum coordination team, teacher candidates, members of IT and education technology support services, faculty members, advisory committee members and partner school boards. The panel concluded the site visit by meeting with the management team, including the Rector of UOF; the Vice-Rector, Academic; the Vice-Rector, Partnerships, Community and International Relations; the Director of Strategic Communications and Marketing; the Registrar; the Head of PEA; and the Interim Practicum Coordinator.

Following its review, the accreditation panel compiled a draft report of its findings and recommendations for review by the PEA. The Head of the program and Interim Practicum Coordinator submitted additional information in response to the draft panel report. The panel reviewed this information to finalize its final report dated October 31, 2022.

In making its decision, the Accreditation Committee considered the final report of the accreditation panel dated October 31, 2022, the Chair's presentation to the accreditation panel and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirements

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

Requirement 1

The provider of the program is a permitted institution.

Findings

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

On April 28, 2022, the Ontario Minister of Colleges and Universities announced that pursuant to the *Post-secondary Education Choice and Excellence Act, 2000*, she granted consent to the Université de l'Ontario français to advertise and offer the Bachelor of Education program.

The most recent letter from the Postsecondary Accountability Branch of the Ontario Ministry of Colleges and Universities, dated May 5, 2022, grants consent to the Université de l'Ontario français to offer a Bachelor of Education for a period of seven years, i.e., until May 2029.

Conclusions

Based on the information provided, Requirement 1 is fully satisfied for the program.

Requirement 1.1

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

Findings

The evidence indicates that the multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree, offered by the Université de l'Ontario français consists of four academic semesters, including the 80 days of practical experience required.

The multi-session program is offered on both a part-time and a full-time basis. The full-time model consists of four academic semesters and the part-time model is delivered over 10 semesters. The program consists of 60 credits and the practical experience of the teacher candidates in both models [is divided into] four practicum blocks lasting 10 days, 22 days, 22 days and 26 days respectively.

The format and structure of the models for the first two cohorts in the program are unique. The cohort in the first unique model starts in Winter 2023 and finishes in Fall 2025. The cohort in the second unique model also starts in Winter 2023 but finishes in Spring/Summer 2026.

The first session of the multi-session program consists of six method course credits, six foundation course credits, the portfolio and 10 practicum days. Teacher candidates enrolled in the full-time model complete the first session in the first Fall semester. The second session of the model is completed over the next three semesters. Teacher candidates enrolled in the part-time model complete the first session in three semesters; i.e., in June of Year 1. The second session is completed over the next seven semesters.

After successful completion of the first session, consisting of the coursework and one 10-day practicum block, teacher candidates are eligible for a transitional certificate of qualification and registration.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the program offered by Pôle d'études et de recherche en enseignement et apprentissage (PEA) at the Université de l'Ontario français has a clearly delineated conceptual framework.

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

PEA advocates an approach informed by connections between theory and practice, which take shape in the courses based on the competencies explored in the classroom and pursued in experiential, reflective tasks such as case studies, action research, data analysis and reflective activities recorded in the portfolio. The practicums are integral to this reflective practice.

Throughout the program, teacher candidates build on four competency domains: commitment to students and student learning, professional knowledge, professional practice and complementary competencies. Practicums, mentoring, descriptive feedback and professional collaboration are core aspects of the program design that support teacher candidates' development of these competencies.

The portfolio engages teacher candidates in critically reflective pedagogy through reflection questions and self-assessment relating to the four competency domains.

New members of the teaching team have an orientation session intended to familiarize them with the foundations of the conceptual framework. The team then has weekly meetings to keep them aligned with the PEA vision.

Conclusion

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

Requirement 3

The reasons for the decision and the facts on which it is based are as follows:

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

Findings

The evidence indicates that the program offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français is consistent with and reflects the College's Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession, current research in teacher education and the integration of theory and practice in teacher education.

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

The conceptual framework of the program at Université de l'Ontario français (UOF) promotes the foundations of the professional learning community, which Pôle d'études et de recherche en enseignement et apprentissage (PEA) considers a model for professional practice in its contribution to collegiality, accountability and improved student achievement.

The program encourages reflection on content and practice as they relate to the professional standards and is intended to facilitate the development of Standards-based competencies. It closely tracks teacher candidates' professional development through the themes discussed in the practicum framework topics and a process of ongoing reflection throughout the program. Teacher candidates are assessed based on the Standards.

Current Research in Teacher Education

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

The pedagogical core reflects approaches based on inductive pedagogies (Bilash, 2018; Guillemette and Luckerhoff, 2016; and Hiemstra and Brockett, 1994) and experiential learning (Dewey, 1938; Kolb, 1984; Lewin, 1961; and Piaget, 1971), and are implemented collaboratively (Leclerc, 2012).

The inductive approach is expressed through the repeated distribution of the practicum themes and the cyclical approach of certain method and foundation courses. The cyclical approach adopted in the courses on literacy, the education system, numeracy and learning in the digital age, as well as in the portfolio, allows teacher candidates to make inductive discoveries and consolidate their learning through experience and ongoing feedback related to their professional practice.

Integration of Theory and Practice in Teacher Education

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

The courses during practicums are used to consolidate learning and foster competency development. Reflection, action research, case studies and analysis of the four types of data in correlation with theory and strategies detail accompaniment during the nine or ten practicum weeks.

The meetings of the professional learning community throughout the program consolidate the link between theory and practice.

PEA integrates this theory into teacher candidates' practice by proposing these themes as guidelines in the four practicums and topics for reflection in the portfolio.

Conclusion

Based on the information provided, Requirement 3 is fully satisfied for the program.

Requirement 3.1

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

Findings

The evidence indicates that the program offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

The reader is notified that certain elements in Schedule 1 of Requirement 3.1 overlap with other requirements in the Accreditation Regulation. To avoid repetition, they appear in the specific Findings for those requirements. Specifically, Element 6 in *Pedagogical and Instructional Strategies Knowledge*, which concerns child and adolescent development, and Element 5 in *The Teaching Context Knowledge* concerning Ontario legislation are covered in Requirement 11. Requirement 10, which requires that teaching method courses in the program be appropriate in relation to the divisions to which they relate, includes Element 9 in *Pedagogical and Instructional Strategies Knowledge*, that is, pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects. Element 2 in *The Teaching Context Knowledge*, which concerns the "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession," is covered in Requirement 3i.

With the exception of the above-mentioned information, the Findings for the Schedule 1 elements appear below.

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

The teacher education program provides teacher candidates with knowledge and understanding of all curriculum and provincial policy documents that are relevant to the teacher candidates' areas of study and curriculum, particularly the *Actualisation linguistique en français* curriculum and the *Programme d'appui aux nouveaux arrivants*. The program provides teacher candidates with knowledge and understanding of planning and design, special education, equity and diversity, and learning assessment and evaluation.

Areas of Study and Curriculum

The method courses enable teacher candidates to understand the structure of all components of the Ontario curriculum and provide links to the various Ministry policies.

For example, the course outline for *Planification de l'apprentissage et évaluation : Éducation physique et santé* states that teacher candidates explore planning considerations for the Health and Physical Education curriculum. The themes and activities set out in the course outlines for the three *Numératie : Planification de l'enseignement et de l'apprentissage* (Numeracy: planning teaching and learning) courses indicate that teacher candidates' topics of study include mathematical processes and the integration of mathematics and financial literacy. Based on the course outlines for the three *Littératie : Planification de l'apprentissage et évaluation : Français et anglais* (Literacy: planning teaching and learning: French and English) courses, teacher candidates plan an integrated literacy unit that takes into account the profile of a student with special needs and the reporting of student achievement to parents.

Teacher candidates cover the *Actualisation linguistique en français* curriculum and the *Programme d'appui aux nouveaux arrivants* in several courses, such as in the themes and activities and the assessments and evaluations in *Littératie : Planification de l'apprentissage et évaluation : Français et anglais, parties I, II et III* and *Sciences et technologies* (French and English, parts I, II and III and Science and technology).

They explore the various provincial policy documents in their courses. For example, the *Growing Success* policy document, including the *Kindergarten Addendum* (2016), is explored in several courses, including *Planification et apprentissage : théories et pratiques* (Planning and learning: theory and practice). In the course outlines for the *Portfolio de compétences en enseignement* (Teaching competencies portfolio), teacher candidates critically assess their ability to demonstrate their knowledge of Ontario's education policy.

Planning and Design

The courses in the program require the use of several provincial policy documents relating to the Primary/Junior divisions and their curriculum, including planning and design.

Design and planning are taught explicitly in *Planification de l'enseignement et évaluation des apprentissages*, which is mandatory for all teacher candidates in the program. For example, the course outline indicates that teacher candidates explore backward design in multigrade classrooms, including instructional strategies that promote active learning. In the Professional Knowledge domain in the *Portfolio des compétences en enseignement*, teacher candidates critically assess their ability to demonstrate their knowledge of teaching subjects and the Ontario curriculum.

Teacher candidates have an opportunity to learn how to use Ontario curriculum and Ministry policy in their course work. They design and plan lessons for Primary/Junior students and share them with their class during the classes and professional learning communities (PLC) organized with their colleagues.

Special Education

The courses in the program enable the use of provincial policy documents relating to the Primary/Junior divisions and their curriculum, including special education.

One course that is mandatory for all teacher candidates covers the characteristics of students with special needs, methods for supporting their learning and the students' rights and needs. The special education regulations, assessment standards and requirements for the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC) are explicitly covered.

Equity and Diversity

The courses in the program require the use of several provincial policy documents relating to the Primary/Junior divisions and their curriculum, including equity and diversity.

In one course on cross-cultural competencies and approaches to teaching and learning in a minority environment, teacher candidates explore the teacher's role in promoting equity, diversity and inclusion. One course on planning, assessment and evaluation refers teacher candidates to Ontario's Equity and Inclusive Education Strategy, and a course on learning management refers to Ontario's Equity Education Action Plan, developed by the Ministry of Education, and looks at Policy/Program Memorandum (PPM) 128 concerning the Code of Conduct and its goal to create a positive school climate.

Learning Assessment and Evaluation

The program requires the use of provincial policy documents that are relevant to the teacher candidate's areas of study and curriculum, including learning assessment and evaluation.

The observation and evaluation of students are included in several course outlines, the practicum evaluation rubrics and the reflections in the portfolios. The courses emphasize the relationship between evaluation and assessment and the creation of learning goals, the development of criteria for assessment and evaluation and the establishment of feedback mechanisms. The use of evaluation tools and strategies supports teacher candidates' learning throughout the program.

The purpose of courses dealing with the theory and practice of planning learning, assessment and evaluation is the acquisition of knowledge and the development of assessment and evaluation skills both *for* and *as* learning. Targeted evaluation of subject-specific skills, such as in communication, reading, writing and mathematics, is studied in several courses.

The program familiarizes teacher candidates with policy documents such as *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) and *Growing Success* (2010), which are explored in several planning courses.

Element 2 – Current Research

The program of professional education offers opportunities for teacher candidates to use current research in teaching and learning.

Through courses on the Ontario education system, teacher candidates explore Bernhardt's research (2018) on the four types of data (demographic, perception, performance and process) relevant in planning teaching and learning.

Teacher candidates study the theories of Piaget, Kohlberg, Erikson, Vygotsky and Gardner to understand emotional, physical, social, moral and cognitive development from early childhood to adolescence. They explore the research of Battiste, Cajete, Restoule and Toulouse on Indigenous approaches to human development and research in line with the taxonomy models of Bloom and Maslow.

Pedagogical and Instructional Strategies Knowledge

Element 1 – Educational Research and Data Analysis

The program prepares teacher candidates to use education research and data analysis.

Content pertaining to education research and data analysis is embedded in all courses. Teacher candidates learn to interpret and use research to support learning and make teaching and learning decisions. In the many numeracy and literacy courses with a focus on planning, assessment and evaluation, teacher candidates learn to identify relevant teaching and learning strategies by analyzing EQAO data. Similarly, they analyze early screening results and the social-emotional profiles of kindergarten students as a basis for their teaching and learning interventions.

Element 2 – Technology as a Teaching Tool

The program enables teacher candidates to use technology as a teaching tool.

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

The program offers courses that focus on the integration of technology in teaching, learning and assessment situations. Teacher candidates develop skills in technology for teaching and assessment purposes in every subject, e-collaboration and digital citizenship. In the portfolios, teacher candidates respond to reflection questions on their professional practice. They reflect on how education technology approaches facilitate teaching, learning and student assessment and evaluation, and identify ways of combining these practices with other teaching and evaluation strategies. Teacher candidates further explore technologies for learning through recommended practice themes in *Stages I, II and III*.

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

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

The program prepares teacher candidates to become collaborators in the professional learning community (PLC). The PLC is integrated into the various components of the program, showing teacher candidates how to improve student achievement through the ongoing professional learning of the team members whose discussions, analysis and planning are informed by student data. Teacher candidates analyze student data to practise the implementation of the cycle of continuous improvement and the professional learning community. They use class profiles to plan teaching and assessment and target strategies in the *Guides to Effective Instruction* that address student needs.

Teacher candidates also develop an environmental profile for the physical classroom that considers the needs of different students. They conduct an applied behaviour analysis for an elementary school class and plan explicit instruction in a skill that addresses identified needs relating to self-regulation.

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

The program prepares teacher candidates to use learning and teaching theories and methods and differentiated instruction. It covers project-based teaching and inquiry-based, experiential and problem-based learning; rich, authentic and all-encompassing tasks; dialogue; curriculum integration; and high-performing, high-impact strategies. Case studies enable contextualized learning in which teacher candidates use learning and teaching theories and methods in authentic contexts.

In addition, a number of courses concern differentiated instruction. Their goals include familiarizing teacher candidates with technology for differentiation relating to production, accommodation and summative evaluation.

Teacher candidates use the portfolio to critically assess their understanding and use of a variety of approaches and strategies to promote learning and student achievement. They explain and use examples to illustrate how education theories and methods enabled them to identify and understand their students' needs and differentiate their instruction to encourage each student's learning.

In the practicums, teacher candidates further explore high-performing strategies, the student profile, differentiation and response to intervention in a continuous improvement context as practice themes.

Element 5 – Classroom Management and Organization Skills

The program enables teacher candidates to acquire knowledge and skills in classroom management and organization skills.

Reflective practice during the practicums, as well as the content of some courses, enable teacher candidates to observe, analyze and assess the implementation of theory in order to develop a range of strategies. The courses aim to ensure that teacher candidates incorporate relevant and stimulating content in the planning of teaching and learning to create a positive learning environment.

Teacher candidates discuss such topics as the management of learning environments, organizational management in schools, the management of learning areas and the classroom as a third teacher in kindergarten. They also explore the continuum of progressive discipline and strategies for preventing exclusion.

Teacher candidates use the portfolio to critically assess their own ability to apply classroom management strategies that foster the learning and achievement of all students.

Element 6 – Student Transitions

The program enables teacher candidates to acquire knowledge and skills in child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.

Child and adolescent development is addressed in Requirement 11.

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

Courses covering child development, student transitions, learning management, and planning, assessment and evaluation provide examples of the use of practices to promote student success and the achievement of their goals. They discuss student transitions from education to citizenship and career and life planning from kindergarten onwards.

In addition, the practicum allows teacher candidates to take part in year-end planning, develop transition plans for students with an IEP and record their reflections in their journals.

Element 7 – Student Observation, Assessment and Evaluation

The program prepares teacher candidates to use current strategies relating to student observation, assessment and evaluation.

Student observation, assessment and evaluation are included in all course outlines, practicum evaluation rubrics and reflection. Numerous examples of the use of strategies and assessment and evaluation tools emphasize the relationship between assessment and the creation of learning goals and the development of assessment and evaluation criteria and feedback mechanisms.

In the courses on the theory and practice of planning, assessment and evaluation, teacher candidates deal with the various components of assessment and evaluation such as diagnostic, formative and summative assessment as well as feedback. Teacher candidates explore the advantages of the various forms of assessment and evaluation in planning next steps. They learn how to formulate closed and open-ended questions to develop metacognition skills. They discuss differentiation and the various types of summative evaluation, accommodations and multigrade classrooms in an assessment and evaluation context.

In the portfolio, teacher candidates share examples of authentic assessments they are preparing as part of their practicum and critically assess their own ability to plan such tasks.

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

Element 8 – Supporting French Language Learners

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

The overall expectations of the curriculum are covered in every course when the curriculum is being studied and through examples of integration.

Teacher candidates reference the *Actualisation linguistique en français* (ALF) curriculum and the *Programme d'appui aux nouveaux arrivants* (PANA) in a number of courses. For example, the literacy, social studies and science courses offer teacher candidates opportunities to deepen their knowledge of the programs. They explore the relevant teaching and learning approaches and strategies, reflect on the students and their needs in terms of ALF and PANA and draw up a chart of differentiation strategies to address these needs.

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

Information pertaining to this element is addressed in Requirement 10.

Element 10 – Supporting Students with Special Needs

The program enables teacher candidates to acquire knowledge and skills in the policies, assessments and practices involved in addressing the needs and strengths of all students, including students who have been identified as requiring special education supports.

Student and class profiles are the tools recommended in all course offerings to make teacher candidates aware of the need to include student needs in all teaching, learning, assessment and evaluation decisions.

The program inculcates in teacher candidates ways of supporting the learning of students with special needs. It covers the characteristics of the students, universal design for learning, executive functions, applied behaviour analysis, assistive technology, communication and parental engagement. Teacher candidates explore the special education regulations including the requirements for the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC). Teacher candidates examine case studies pertaining to mental health and equity, neurodiversity and motor and cognitive disability. They analyze screening and intervention methods as well as students' cognitive, emotional, social and physical wellbeing.

In the course on technology, teacher candidates discuss digital technology to assist with numeracy and literacy challenges.

The Teaching Context Knowledge

Element 1 – Mental Health and Wellbeing

The program raises teacher candidates' awareness of child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

Teacher candidates discuss issues relating to wellbeing, inclusion and mental health in every component of the program. The program points to the importance of the four elements—cognitive, physical, emotional and social—in a student profile, and explores them on an ongoing basis in the courses and practicums.

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

Element 2 – Standards of Practice and Ethical Standards

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

Element 3 – Learning Transitions and Postsecondary Pathways

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

Element 4 – Ontario Context

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

Teacher candidates discuss such topics as education and globalization, immigrant education in Canada and learning and assessment in a multicultural and multi-ethnic context and are asked to reflect on the teaching profession in a minority environment.

In the portfolio, teacher candidates are asked to reflect on ways of appreciating the knowledge of newcomer students.

The practice themes during the practicums help teacher candidates to further explore teaching in a minority language environment.

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

All courses strive towards Truth and Reconciliation. Their aim is to show teacher candidates how to integrate the cultural and linguistic heritage transmitted by Indigenous families and communities to encourage the positive development of each student's identity, learning and wellbeing.

As part of their mandatory reflection journal, teacher candidates study the Truth and Reconciliation report and the Education Calls to Action. Teacher candidates identify a list of actions and possible content for lessons, units and subject areas and apply them during the practicums.

The program includes the education of Canada's Indigenous peoples (Inuit, Métis, First Nations), nature-based pedagogy and Indigenous technologies. Teacher candidates learn how to integrate these elements into First Nations education. The program also enables teacher candidates to integrate Indigenous perspectives into different subject areas.

Ontario's Aménagement Linguistique Policy (PAL)

The courses and practicums focus on the vision, value and interrelationship of language and culture to foster student learning, identity and wellbeing. These components of the program seek to emphasize to teacher candidates the value of PAL and the position of teachers as Francophone role models.

In the program, teacher candidates explore the topics of education, globalization and the Francophonie; learning and assessment in a Francophone minority context; and the sociocultural and linguistic mandate of Ontario's French-language schools.

Through integrated, cross-disciplinary learning, teacher candidates examine teaching, heritage, identity and traditions from a cultural perspective.

Teacher candidates explore ways of incorporating and appreciating the Franco-Ontarian culture in the curriculum, and suggesting music activities to familiarize students with the Franco-Ontarian culture, based on content in the Arts Education curriculum.

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

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

Teacher candidates discuss culture and the school environment, and support for positive behaviour, the continuum of progressive discipline and strategies for preventing exclusion. They identify the teacher's role in fostering equity, diversity and inclusion and preventing bullying.

Through the practicums and the portfolio, teacher candidates critically assess their ability to understand social justice issues and treat students fairly. They further explore the concepts of equity and inclusion in practice themes.

Element 5 – Education Law and Legislation

Information pertaining to this element is addressed in Requirement 11.

Element 6 – Professional Relationships

The program enables teacher candidates to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

Teacher candidates are assessed after completing a collaborative assignment. During their practicums, they join and participate in the professional learning community. Through the portfolio, they are asked to make connections between their learning and their experience in the learning community.

Topics such as the various stakeholders and their roles, and family-school-community partnerships are discussed in the courses. In addition, teacher candidates explore digital technology and communication with parents. They are evaluated summatively after planning an integrated literacy unit that also includes reporting performance to parents.

Teacher candidates further explore professional collaboration through the practice themes recommended during the practicums.

Conclusion

Based on the information provided, Requirement 3.1 is fully satisfied for the program.

Requirement 4

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

Findings

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

The findings pertaining to this requirement are described in Requirement 3.1.

Conclusion

Based on the information provided, Requirement 4 is fully satisfied for the program.

Requirement 5

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

Findings

The evidence indicates that the course content of the program offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

Theory, Method and Foundation Courses

Theory is embedded in both the method and foundation courses that are mandatory for all teacher candidates at UOF.

Based on the most recent information provided to the Committee relating to format and structure, the program consists of 15 foundation courses for a total of 25 credits, and 10 method courses for a total of 24 credits.

The multi-session consecutive program includes the following foundation courses: *Portfolio des compétences en enseignement* (I, II and IIIA and B) (Teaching skills portfolio); *Gestion des contextes d'apprentissage et apprentissage socio-affectif* (Managing learning and social-emotional learning); *Apprendre et enseigner à l'ère numérique* (I, II and III) (Learning and teaching in the digital age); *Système scolaire de l'Ontario* (I, II and III) (The Ontario education system); *Développement de l'enfant et transitions vécues* (Child development and student transitions); *Planification de l'enseignement et de l'évaluation : théories et pratiques* (Planning for instruction and evaluation: theory and practice); *Développement de compétences interculturelles et approches pédagogiques en milieu minoritaire* (Developing cross-cultural competencies and approaches to teaching and learning in a minority environment); and *Apprentissage pour tous* (Learning for All).

The program includes the following method courses: three numeracy courses; three literacy courses (*Français* and English); *Sciences* (Science); *Éducation physique et santé* (Health and physical education); *Études sociales* (Social studies); *Éducation artistique* (Arts education).

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

Application of Theory in Practice

The link between theory and practice is central to the teacher education program. The program consistently emphasizes practical experience in a context of ongoing reflection. This connection is reflected in the theory, teaching method and foundation courses based on competencies explored in the classroom and pursued in experiential, reflective tasks such as case studies, action research, data analysis and reflection activities recorded in the portfolio. The practicums, too, are integral to this reflective practice.

Some courses are intended to develop competencies such as planning a class profile, differentiating instruction, fostering inclusion and understanding the acquisition of language in a minority environment. These learnings recur in the reflection and practice themes and the weekly seminars during the practicums, to encourage their consolidation.

Conclusion

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

Requirement 6

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

Findings

The evidence indicates that the format and structure of the program offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français are appropriate for the course content.

The teacher education program is a multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions. The program consists of 60 credits of teaching and learning activities in education foundations, teaching methodology and practicum placements in a school. The program includes four blocks of practical experience in a school for a total of 11 credits. The method and foundation courses total 24 and 25 credits respectively. Each credit is equal to 30 hours of classes.

The sequence of the program is designed to enable teacher candidates to progress in their learning and its practical application. All course offerings are mandatory for the teacher candidates enrolled in the program.

All courses are comodul; in other words, offered in three delivery modes. Teacher candidates may choose to take a course in face-to-face or virtual mode, mainly in virtual synchronous mode. In exceptional situations, teacher candidates may take the courses in asynchronous mode.

The multi-session program is offered in two models: one full-time and one part-time. These models commence in September every year and include four practicums lasting 10 days, 22 days, 22 days and 26 days respectively.

The full-time model is delivered over four consecutive academic semesters in a Fall, Winter, Spring/Summer, Fall sequence. No courses are offered in August. The first version of this model begins in September 2023 and finishes in December 2024.

The part-time model is delivered over 10 semesters in the following sequence: Fall, Winter, Spring/Summer 1; Fall, Winter, Spring/Summer 2; Fall, Winter, Spring/Summer 3; and Fall 4. The first version of this model begins in September 2023 and finishes in December 2026. The courses and course sequence in the first session, which may lead to a transitional certificate of qualification and registration, are the same for both models. They consist of six method course credits, six foundation course credits, one 10-day practicum, and one credit for the portfolio.

The courses and practicums that make up the first session are as follows:

Foundation courses:

- *Planification de l'enseignement et de l'évaluation : théories et pratiques* (3 credits)
- *Gestion des contextes d'apprentissage et apprentissage socio-affectif* (3 credits)

Method courses:

- *Numératie I : Planification de l'enseignement et de l'apprentissage* (1 credit)
- *Littératie I : Planification de l'apprentissage et l'évaluation : Français et anglais* (2 credits)
- *Planification de l'apprentissage et évaluation : Sciences* (3 credits)

Ten-day practicum:

- *Stage d'observation, d'encadrement et de planification I* (2 credits)

Portfolio:

- *Portfolio de compétences en enseignement 1* (1 credit)

For the full-time model, the first session is the first semester of the program. For the part-time model, the first three semesters constitute the first session.

Unusually, the first two part-time cohorts are adopting two different models:

Cohort 1 - A small number of teacher candidates took 12 credits of method and foundation courses that Pôle d'études et de recherche en enseignement et apprentissage (PEA) recognizes as equivalent to the courses in the first session of the program. No practicums had been completed prior to this accreditation decision.

The model is delivered over eight semesters.

For the teacher candidates in this cohort, the method courses in the first session are Mathematics and *Français* and the foundation courses are *Développement de l'enfant et des transitions vécues* and *Gestion des contextes d'apprentissage et apprentissage socioaffectif*. These teacher candidates must complete 10 practicum days and the portfolio before they are eligible for a transitional certificate of qualification and registration.

Cohort 2 - The program for this cohort commences in January 2023. It will be delivered over 11 semesters and finish in June 2026.

For these teacher candidates, the first session is basically the same as the one in the regular part-time model except that the *Développement de l'enfant et transitions vécues* foundation course will replace *Planification de l'enseignement et de l'évaluation : théories et pratiques*.

Conclusion

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

Requirement 7

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

Findings

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

Teacher advisors are available to ensure the success and progression of teacher candidates. Formative feedback is offered between sessions and at the end of a course to build teacher candidates' capacity throughout their professional education. The teaching team, including practicum supervisors, meets at the end of each semester in the program and during the final semester to evaluate the progress of each teacher candidate from the perspective of courses, practicum, portfolio and language development. Teacher candidates may also have one hour of one-on-one accompaniment for each hour of class taught.

The language proficiency of teacher candidates is evaluated formatively prior to beginning each practicum in a French-language school environment. Follow-up is provided through the *Portfolio des compétences en enseignement* and teacher candidates are informed that challenges encountered with these skills may prevent completion of the mandatory practicums.

Courses

The evidence indicates that most courses include three or four summative evaluations which consist of a group assignment, a reflective synthesis and a project.

Teacher candidates are informed of the assessment and evaluation criteria at the beginning of the course. Requirements for course work and evaluation rubrics are posted on the learning platform for access by teacher candidates throughout the course. Feedback is offered between sessions until the day before the course work submission deadline. Although the Pass grade is 70%, teacher candidates can re-submit one assignment per course in which a grade below the Pass grade was received.

Practicum

The evidence indicates that the practicum assessment tool is the reflection journal, which is used as a formative and summative tool with suggested approaches for university staff and the teacher candidate. An experienced teacher provides formative and summative assessment using the reflection journal and rubrics that identify the weekly evaluation and assessment criteria. All stakeholders use the feedback recorded in the reflection journal to communicate on a daily basis with the teacher candidate and determine whether the teacher candidate possesses the competencies to achieve the Pass grade. Because the journal is in electronic format, evidence, examples and any other artifact that supports ongoing feedback can be downloaded.

PEA states that teacher candidates who have a transitional certificate and are completing a practicum in their workplace must be supervised by the school principal, who takes responsibility for the daily accompaniment and assessment cycle.

In addition, the program provides for biweekly meetings to ensure ongoing feedback between the teacher candidate and the faculty advisor and track teacher candidates' progression. Teacher candidates participate in five mentoring sessions as part of their first practicum. In subsequent practicums, they continue to record their reflection notes each day. The associate teacher or principal records their feedback at least once a week.

The second and third practicums include a mid-practicum assessment to support teacher candidates, provide feedback and/or draw up an adjustment plan, if needed.

Conclusion

Based on the information provided, Requirement 7 is fully satisfied for the program.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection 9(2).

Subparagraph 2v of subsection 1(2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9(2):

1. *The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
2. *Revoked.*
3. *The practicum enables every student to participate in settings related to,*
 - i. *for students enrolled in a program of professional education described in subparagraph 1v of subsection 1(2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and*
 - ii. *for all other students, each division and at least one of the subject areas of the program that are relevant to the student.*
4. *An experienced teacher supervises the students and assesses their practicum.*
5. *A faculty member is appointed as an advisor for each student.*

Findings

The evidence indicates that the teacher education program offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français includes a practicum that substantially but not fully satisfies all the requirements set out in subparagraph 2v of subsection 1(2) and subsection 9(2).

Days of Practical Experience Appropriate to the Format and Structure of the Program

Teacher candidates in the program are required to successfully complete four classroom practicums totalling 80 practicum days.

The practicums of full-time teacher candidates are spread over the four semesters of the program and last 10 days, 22 days, 22 days and 26 days respectively.

The practicums of part-time teacher candidates are also spread over four semesters as follows: 10 days in the third semester, 22 days in the fourth semester, 22 days in the seventh semester and 26 days that include at least 15 consecutive days in the tenth semester.

The evidence indicates that Pôle d'études et de recherche en enseignement et apprentissage (PEA) provides for the number of practicum days per week to increase gradually between the first and last practicums. In the first practicum, teacher candidates start with a schedule of one day a week for eight weeks, increasing to two days in the final week. In the second practicum, the number of days increases gradually from two to three days a week, finishing with four days in the ninth week. In the third practicum, teacher candidates spend four days a week in the schools. The only block takes place in the final practicum when the frequency increases from four to five days for three consecutive weeks.

If a teacher candidate is absent during a practicum, the missed days are made up before starting the next practicum.

Observation and Practice Teaching in Ontario

The practicums take place in a French-language school in Ontario. PEA has an agreement with the province's French-language school boards to guarantee practicums.

The evidence indicates that the program provides for the gradual assumption of teaching responsibility by teacher candidates. The first practicum introduces the teacher candidate to the school and classroom. These 10 practicum days which may lead to a transitional certificate are primarily used to observe teachers from Kindergarten to Grade 6, as well as support staff. At this stage, teacher candidates facilitate daily activities in both the Primary and Junior divisions. In the second practicum, teacher candidates co-plan and teach up to 50% of the time, and in the third practicum, up to 75% of the time. In the final practicum, teacher candidates assume full responsibility for the class for at least 15 consecutive days.

Divisions and Subject Areas

The evidence indicates that PEA plans to offer placements that give each teacher candidate an opportunity to take part in settings in both the Primary and Junior divisions, in classrooms from Kindergarten to Grade 6.

In the first 10-day practicum, teacher candidates spend a half-day in each division to ensure a balance of teaching experience in both the Primary and Junior divisions.

An Experienced Teacher

The evidence indicates that PEA plans to ensure that experienced host teachers are selected.

UOF partners with the French-language school boards to ensure ongoing recruitment of experienced teachers as host teachers. Members of the College who wish to host a teacher candidate submit an application accompanied by a recommendation from their principal.

According to PEA's policies and procedures, the host teachers must model the Professional Standards. They must provide teacher candidates with immediate feedback and clearly communicate strengths and next steps. UOF expects the host teacher to provide accompaniment and be familiar with new pedagogical practices, essential learning, strategies for teaching in a minority environment, transferable skills, curriculum and learner development at all stages.

The experienced teacher provides formative and summative assessment using the reflection journal. The journal is integral to the portfolio that a teacher candidate must submit to their associate teacher at the start of the practicum. It is a mandatory tool that is used to determine whether a teacher candidate has the competencies to obtain a Pass grade for the practical component of their pre-service teacher education.

Teacher candidates are assessed using rubrics that identify the weekly evaluation and assessment criteria. The criteria are grouped by target skills and knowledge, such as planning, classroom management, communication, Ontario culture and the professional standards.

Teacher candidates who have a transitional certificate may complete a practicum in their workplace. PEA states that such practicums are to be supervised by the school principal, who takes responsibility for the daily accompaniment and assessment cycle.

Faculty Advisor

PEA plans for a faculty member to be assigned to each teacher candidate as faculty advisor.

The policies and procedures in place indicate that a faculty member is assigned to each teacher candidate as a mentor. The supervisory structure of the practicum recommends bimonthly meetings of UOF staff, the experienced teacher and the teacher candidate. The meetings, either face to face or in virtual mode, are a good opportunity for all stakeholders to answer specific questions, set professional objectives, target learning and offer personalized feedback to support the professional progression of the teacher candidate and student achievement. Each teacher candidate takes part in five mentoring sessions during the first practicum.

Mentors are expected to provide weekly feedback in the reflection journal and evaluation rubrics that pertains to the target skills and knowledge. They also add comments in the summative evaluation rubric.

Conclusion

Based on the information provided, Requirement 8 is substantially but not fully satisfied for the program.

Reasons for Conclusion

The Committee recognizes that PEA stipulates that each teacher candidate must complete 80 practicum days and that the practicum must give them an opportunity to take part in instructional settings in each division in the program. To satisfy this requirement, PEA plans for an experienced teacher to supervise the teacher candidates and assess their practicum and for a faculty advisor to be assigned to teacher candidates.

Because the program has not started, the Committee was unable to consult evidence of the implementation of the practicums. The information provided and the Head of the program indicate that all conditions of Requirement 8 will be implemented for all teacher candidates in the program. Given the lack of evidence to confirm appropriate practical experience, the Committee is unable to confirm that the program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection 9(2).

To ensure that Requirement 8 is fully satisfied, the Head of the program must present evidence deemed acceptable by the Accreditation Committee. Once the program is available, the Head of the program may prove that the Requirement has been satisfied in the following ways:

- an updated *Guide d'encadrement des stages pratiques* (Practicum supervision handbook); **and**
- a table outlining the practicums of each teacher candidate who is taking or has taken the program and including the following:
 - the length of the practicum;
 - the divisions in which each teacher candidate has participated in observation and teaching periods;
 - the name of the school where the placement took place;
 - the name of the faculty advisor;
 - the name and registration number of the member of the College responsible for supervising and assessing the practicum; **and**
- a sampling of portfolios showing teacher-candidate assessments conducted by the host teachers for each practicum.

The Head of the program must submit this evidence to the Accreditation Committee once the first cohort has completed the program; in other words, no later than January 2025.

Requirement 9

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

Findings

The evidence indicates that successful completion of the practicum is a requirement for successful completion of the program.

Successful completion of the practicums is a requirement for successful completion of the program. Teacher candidates must successfully complete all practicums to continue in the program and obtain a Bachelor of Education degree.

Teacher candidates who do not meet the requirements of one of the four practicums or part of a practicum repeat the unsuccessful practicum. They may repeat only one of the four practicums. A teacher candidate who has a second unsuccessful practicum, or attempted practicum, must withdraw from the program.

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

Conclusion

Based on the information provided, Requirement 9 is fully satisfied for the program.

Requirement 10

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

Findings

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

Teacher candidates in the Primary/Junior divisions take method courses that are appropriate in relation to each division and reflect the seven key subjects in the Ontario curriculum—*Français*, Mathematics, Science and Technology, Health and Physical Education, Social Studies, English and Arts Education—as well as the relevant resources, including the Kindergarten program, the *Actualisation linguistique en français* curriculum and the *Programme d'appui aux nouveaux arrivants*.

Specifically, the program includes three numeracy courses (Mathematics); three literacy courses (*Français* and English) and all strands of arts education are covered in the Arts Education course. All method courses are mandatory for teacher candidates enrolled in Pôle d'études et de recherche en enseignement et apprentissage (PEA)'s teacher education program.

The course outlines indicate that the content and course work of the method courses concern theories, philosophies, knowledge, policies and practices appropriate to teaching and learning in the divisions to which they relate.

The courses discuss a number of documents from the Ontario Ministry of Education, such as *Growing Success* (2010), *The Kindergarten Program* (2016), the Ontario Report Card and the *Guides to Effective Instruction in Mathematics* and *Guides to Effective Literacy Instruction*, Primary/Junior divisions.

Various courses integrate lesson planning, integrated units and technology integration activities in a variety of tasks. Templates and procedures also help teacher candidates to consider student needs, transferable skills and curriculum when integrating subjects. The procedures also advocate digital technology, differentiated instruction, universal design for learning and response to intervention. Teacher candidates practise unit planning based on authentic content such as wellbeing, mental health, truth and reconciliation, the environment, engaged and responsible citizenship, growth mindset and communication, while adhering to the curriculum expectations.

The courses include the various subject-appropriate processes; for example, related to the arts, research and inquiry, reading, writing and mathematics. The scientific approach, problem-based learning, environmental education and truth and reconciliation are other topics discussed in the courses.

Schedule 1 – Pedagogy, Assessment and Evaluation for Specific Subject Areas

All the method courses address Element 9, “Pedagogy and the assessment and evaluation of learning in relation to specific curriculum subjects,” in the *Pedagogical and Instructional*

Strategies Knowledge section of Schedule 1 of Requirement 3.1. All the method courses in the pre-service teacher education program for the Primary/Junior divisions include components on pedagogy and the assessment and evaluation of learning. Overall, teacher candidates acquire knowledge and skills in specific curriculum areas.

Conclusion

Based on the information provided, Requirement 10 is fully satisfied for the program.

Requirement 11

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

Findings

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

Human Development and Learning

The program covers human development and learning. Specifically, teacher candidates study emotional, physical, social, moral and cognitive development from early childhood to adolescence (for example, Piaget, Kohlberg, Erikson, Vygotsky and Gardner). One course refers to the study of the different perspectives on development including Indigenous approaches to human development (for example, Battiste, Cajete, Restoule and Toulouse). The program enables teacher candidates to improve their understanding of the usefulness and limitations of learning theory when planning learning and the pedagogical application of theoretical approaches to support student learning.

The practicum structure enables teacher candidates to observe students' progression and development, especially in the first practicum, in which teacher candidates alternate between the Primary and Junior divisions.

In the portfolio, teacher candidates critically assess their ability to understand and identify the nature of their students' wellbeing and development needs.

Legislation and Government Policies

One three-part course is designed to instill knowledge of education legislation in order to understand teachers' professional role, duties and legal and ethical responsibilities, and the laws, regulations and policies that govern teachers' conduct, professional relationships and obligations.

Part I of the course covers occupational health and safety, legal obligations, student safety, personnel obligations, bullying, safe schools and legislation, rights and equity relating to academic achievement and wellbeing in the schools. Legislation and rights relating to instruction in the minority language are discussed in Part II of the course. Part III includes discussion of the *Education Act*, Policy/Program Memoranda and related legislation pertaining to teachers' roles, responsibilities and duties in special education, as well as the *Anti-Racism Act*.

One course on learning for all focuses on the special education regulations and assessment and requirements pertaining to the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC). In addition, teacher candidates improve their knowledge of students' rights and needs with regard to the responsibility to support their progress from an inclusive perspective and work with the family and other professionals.

Conclusion

Based on the information provided, Requirement 11 is fully satisfied for the program.

Requirement 12

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

Findings

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

Université de l'Ontario français (UOF) is a new university that is gradually assembling its team to reflect its principles and values and its mission and vision. The Pôle d'études et de recherche en enseignement et apprentissage (PEA) has a gradual hiring plan over five years. The plan is designed to respond to changing needs in the teaching of courses and the supervision of the portfolio and practicums of an increasing number of teacher candidates.

PEA plans to hire six tenured professors including at least one full professor, two associate professors and three assistant professors by 2025. The full professor who is the Head of the program has been hired, and one assistant professor has joined the tenured faculty.

Persons with Appropriate Academic Qualifications

The teaching team is made up of seven members including one full professor, one assistant professor, one visiting professor, four course instructors and one potential course instructor. Five faculty members hold a doctorate, two hold a master's degree in education and one holds a Bachelor of Education degree as their highest academic credential.

Practitioners with Appropriate Experience in the Field of Education

The teaching team members' experience in the field of education includes three course instructors and one potential course instructor who have up to 27 years of experience in Ontario schools, including nearly 14 years as principal, superintendent and director of education.

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

All members of the teaching team have teaching experience in the Primary/Junior divisions in Ontario or elsewhere. The current faculty members have teaching experience in the components of the program.

Training in Ontario curriculum is planned for professors who are unfamiliar with the Ontario curriculum, Ministry policies and new additions to Ontario's education sector. PEA is working to hire professors and lead teachers who have experience teaching the Ontario curriculum.

Conclusion

Based on the information provided, Requirement 12 is fully satisfied for the program.

Requirement 13

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

Findings

The evidence indicates that the Université de l'Ontario français maintains adequate internal controls to preserve the integrity of student records relating to the program.

UOF's *Policy on Freedom of Information and Protection of Privacy* outlines Pôle d'études et de recherche en enseignement et apprentissage (PEA)'s internal controls.

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

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

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

Conclusion

Based on the information provided, Requirement 13 is fully satisfied for the program.

Requirement 14

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

Findings

The evidence indicates that the permitted institution is committed to continuous improvement and quality assurance of the program.

UOF's policy on quality assurance for its study programs is intended to describe the quality assurance procedures for the University's programs of study, guarantee them and support their continuous improvement. It also describes the evaluation activities that contribute to such continuous improvement.

Frequent impromptu evaluations are planned for the quality assurance program to ensure its continuous improvement. The evaluations are conducted through surveys, comments and document review. Numerous education stakeholders are intended to participate in the periodic evaluation of the program to measure both its qualitative and quantitative success.

UOF indicates that it plans for an annual internal evaluation for the first three years to ensure the target competencies are met.

Feedback on the delivery of the courses is obtained at the end of each semester in surveys of teacher candidates. The results of the surveys are recorded in a course report that is shared with the instructor and the Head of the program. Professors are also intended to participate in the quality assurance process by completing a survey on the conduct of the session. In the final session of their academic career, the results of the evaluations completed by the teacher candidates in the program are shared with the program's faculty members and the leadership team. Pôle d'études et de recherche en enseignement et apprentissage (PEA) plans to collect feedback from graduates to gauge whether the program is good preparation for successful teacher induction through surveys and discussion groups of former teacher candidates. All the evaluation data is compiled and shared so stakeholders can decide on necessary improvements to the program.

Conclusion

Based on the information provided, Requirement 14 is fully satisfied for the program.

Requirement 15

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

Findings

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

The mandate of the advisory committee includes participating in the approval and evaluation process for the UOF program of study, informing UOF of any changes in the employment market or the needs of the program's target communities, advising UOF on the nature of the professional competencies required for the target employment types, and recording its reflections in minutes of its meetings for the Vice-Rector, Academic.

The advisory committee is expected to have at least eight arm's-length members from the various institutional, community-based, professional and socioeconomic sectors targeted by the program. Once the program has started, the committee will include at least one teacher candidate in each area targeted by the program of study.

Pôle d'études et de recherche en enseignement et apprentissage (PEA)'s goal is for the members of the advisory committee to come from the following organizations: the Métis Nation of Ontario Council, the University of Sudbury, the Association des enseignantes et des enseignants francophones de l'Ontario (AEFO), the Association franco-ontarienne des conseils scolaires catholiques (AFOCSC), the Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) and a number of French-language school boards.

At the time of review, however, PEA was unable to confirm that the advisory committee had met more than once. The participants at that meeting were mainly directors of education of the French-language school boards, for a presentation on a preliminary draft of the teacher education program and an updated possible application for accreditation.

The advisory committee is still evolving and PEA plans to include more diverse groups of education stakeholders and members in various roles on the advisory committee.

Conclusion

Based on the information provided, Requirement 15 is substantially satisfied for the program.

Reasons for Conclusion

The Accreditation Committee recognizes that Pôle d'études et de recherche en enseignement et apprentissage (PEA) plans for a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Because the program is not being offered at the time of review, no evidence of consultation has been provided and PEA is currently changing the composition of the advisory committee, the Accreditation Committee is unable to confirm that any committee functions in an advisory or liaison capacity in relation to the program.

For Requirement 15 to be fully satisfied, the Head of the program must present evidence deemed acceptable by the Accreditation Committee indicating that a Teacher Education Advisory Committee or similar body functions in an advisory or liaison capacity in relation to the program.

The Head of the program may prove that the Requirement has been satisfied in the following ways:

- the composition of the advisory committee representing the diversity of the stakeholders in the sector, including, for example, one representative from the Ministry of Education and at least one teacher candidate; and
- agendas and reports of advisory committee meetings demonstrating an advisory or liaison capacity in relation to the program.

The Head of the program must submit this evidence to the Accreditation Committee once the first cohort has completed the program; in other words, no later than January 2025.

Accreditation Committee Decision

For the reasons set out above, the Accreditation Committee finds that the program of professional education offered by the Pôle d'études et de recherche en enseignement et apprentissage of the Université de l'Ontario français fully satisfies Accreditation Requirements 1, 1.1, 2, 3, 3.1, 4, 5, 6, 7, 9, 10, 11, 12, 13 and 14 and substantially but not fully satisfies Accreditation Requirements 8 and 15 of Regulation 347/02, Accreditation of Teacher Education Programs, for the accreditation of the following program:

- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree.

The Accreditation Committee grants initial accreditation with conditions to this program:

Requirement 8

The Head of the Pôle d'enseignement et apprentissage of the Université de l'Ontario français must submit evidence deemed acceptable by the Accreditation Committee, once the first cohort has completed the program; in other words, no later than January 2025, indicating that the program includes a practicum that satisfies all the requirements set out in subparagraph 2v of subsection 1(2) and subsection 9(2).

Requirement 15

The Head of the program must submit this evidence to the Accreditation Committee once the first cohort has completed the program; in other words, no later than January 2025.

Summary

The Head of the Pôle d'enseignement et apprentissage of the Université de l'Ontario français must submit this evidence to the Accreditation Committee no later than January 2025. Once the Head of the program has provided information that the Accreditation Committee deems acceptable evidence, Requirements 8 and 15 will be fully satisfied.

The Accreditation Committee recognizes that the Pôle d'enseignement et apprentissage of the Université de l'Ontario français intends to fully satisfy the requirements within the deadline. The Head of the program has stated that plans are already under way to complete the work needed to satisfy the requirements.

Initial Plan

As stipulated in subsection 16(1) of Regulation 347/02, Accreditation of Teacher Education Programs, the Head of the Pôle d'enseignement et apprentissage of the Université de l'Ontario français must "submit a plan to the Accreditation Committee within six months after receiving the decision, outlining the proposed method and estimated time for satisfying the [above-mentioned accreditation] conditions; and report annually to the [College] on the progress in satisfying the conditions."

The Accreditation Committee grants initial accreditation with conditions to the program until November 24, 2025. In accordance with section 15 of Regulation 347/02, Accreditation of Teacher Education Programs, the initial accreditation period of a consecutive program is two years or the period of time ending on the graduation of the second class of students enrolled in the program, whichever is the longer period of time but must not exceed three years from the date of this decision.

Accreditation Committee
Ontario College of Teachers
November 24, 2022