

FACULTY OF EDUCATION ORILLIA CAMPUS

Faculty of Education

Lakehead University
Orillia Campus

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LAKEHEAD UNIVERSITY B.Ed Program Professional Year Calendar
2013-2014 Academic Year
(Orillia Campus)

2013/2014 Professional Year Placement Schedule

September						
S	M	T	W	T	F	S
1	Labour Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	CTASK	Travel	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	LU CLOSED			28
29	LU CLOSED					

REQUIRED Make Up Days: For Thanksgiving on Oct 14 - Nov 5 follows a MON class schedule and For PD Event(Oct 16) - Nov 6 follows a WED schedule

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	Reading Week Feb 17-21					22
23	24	25	26	27	28	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	CTASK	19	Travel		22
23	24	25	26	27	28	29
30	31	Mar 19- P/J Math Content Exam				

April						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

REQUIRED Make Up Days: For Building Futures on Jan 15, 2014 - Mar 17 will follow a WED class schedule

	FALL Academic Session
Classes [9 weeks]	Tues, Sept 3 - Wed, Nov 6, 2013
1st Math Content Exam	Sept 7th, 2013
Travel Day	Nov 8th, 2013
Fall Placement	Nov 11 - Dec 13, 2013 [25 days]
Statutory Holidays	Mon, Sept 2, 2013 (Labour Day)
	Mon, Oct 14, 2013 (Thanksgiving)
Cumulative Task Day	Nov 7th, 2013
PD Event (OCT, QECO)	October 16th, 2013

	WINTER Academic Session
Classes [9 weeks]	Thurs, Jan 6 - Tues, Mar 18, 2014
2nd Math Content Exam	March 19th, 2014
Travel Day	March 20th and 21st, 2014
Winter Placement	Mar 24 - Apr 29, 2014 [25 days]
Statutory Holidays	Feb 17, 2014 Family Day
	Fri Apr 18, and Mon April 21, 2014 (Good Friday/Easter Monday)
Cumulative Task Day	Tues Mar 18, 2014
Building Futures	Jan 15/14 [no classes - make up on Mar 17/14]

***Undergraduate Studies Education Office will be Closed for the Christmas Holiday Season. December 25, 2013 through January 2, 2014

****Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ****

PROGRAM OVERVIEW

The Faculty of Education, Lakehead University is dedicated to the preparation of teachers who are independent, competent, reflective professionals.

All Bachelor of Education programs at Lakehead University culminate in a common Professional Year. The Professional Year courses, including EDUC 4499: Student Teaching in the Professional Year, are interrelated components of the program. Course work provides preparation for the placement and an opportunity to reflect on placement experiences. Teacher candidates are encouraged to use course assignments as preparation for student teaching whenever possible. Teacher candidates must have completed all required academic courses prior to entering the second student teaching placement.

Candidates are responsible for meeting the Professional Year requirements for graduation and certification as outlined in the Lakehead University Calendar 2012/2013, (http://mycoursecalendar.lakeheadu.ca/pg_19.html).

Academic Regulations

3. Professional Year Requirements

a) The Professional Year is an integrated program of foundational and methodological studies enhanced through periods of intense practical application, and requires full-time attendance. Students are expected to maintain a professional, responsible approach to both classes and student teaching placements. A student whose attendance is deemed to be unsatisfactory may have his or her registration cancelled at any time. (See University Regulations, VIII Deficiency clause (d))

b) A student in the Professional Year, whether in the Consecutive or Concurrent program, who has failed to maintain a 65% cumulative average and/or has more than one FCE below 60% will not have met graduation requirements. To address the academic deficiencies, students may repeat up to two FCEs of Professional Year courses in order to raise averages, restore academic standing, and be eligible for graduation and certification.

c) Primary-Junior students are required to demonstrate mathematics proficiency in conjunction with the Mathematics methods courses, Education 4050 (Curriculum and Instruction in Mathematics, Primary-Junior), taken in the Professional Year. PJ students must pass, to a 75% level of competence, an examination set at the Ontario Gr. 617 level. Students who do not pass the initial sitting in the fall may retake the test the following March. Students who do not pass the Mathematics Content examination in March will not be recommended for teacher certification in the Province of Ontario. The PJ course, Education 4050, may only be repeated once. For more information contact the Department of Undergraduate Studies in Education. Junior-Intermediate students must pass the three components of the mathematics methods course, Education 4151 (Curriculum and Instruction in Mathematics, Junior-Intermediate), taken during the Professional Year, namely the term work, the culminating project, and the final "mathematics for teaching examination" written in March. To demonstrate sufficient mathematical competence and thereby pass the course, students must score a minimum of 60% on that final examination. Students who are not successful on the initial writing of the examination may rewrite an additional examination to be arranged by the instructor.

The failure of even a single course compromises passing the Professional Year. Successful completion of the Professional Year requires regular reflection and interaction. If teacher candidates become ill or experience unexpected personal hardships, they should defer until such time as they are ready to go on. Illness or emergency do not negate the necessity for completing all work associated with the courses. Accommodations can be made to allow more time or additional opportunity for students in an emergency circumstance, just as accommodations (not modifications) for disabilities enable students to find alternate ways of meeting course requirements. Modest accommodation (not modification) may be provided upon a candidate's specific request by the receiving school, but under the school act the

principal must always regard the safety of students and the viability of their educational program as being of paramount importance. Accordingly under the terms of the act, the principal may at any time terminate a placement.

In the event that the candidate wishes to defer, he or she should provide appropriate medical or professional documentation of the condition or situation, such documentation to indicate a date at which the candidate will be able to resume full student teaching responsibilities. This documentation is to accompany a formal letter of application for deferral, and is to be forwarded to the Professional Experiences Coordinator as soon as possible. Candidates should be aware that placements cannot be served in part-days. All candidates are expected to teach in regular classrooms in continuous days of placements as scheduled by the faculty. When the reason for deferral was medical, the candidate will not be permitted to proceed to the next placement without supporting medical documentation attesting to the fact that he or she is physically/mentally/emotionally fit to undertake professional duties.

The instructional format has three components: (A) common core for all students, (B) specific programming for the specific level, and (C) a variety of electives. All courses, with the exception of the practicum component, are assessed using the assessment criteria found in the Education Program Rubric.

A. Common Core

The common core for all teacher candidates is integrated with the practice teaching component to address each of five program orientations: i) comprehensive professional content knowledge, ii) curriculum and teaching, iii) integration of theory and practice, iv) ethical foundations of social justice, and v) appreciation of the profession.

All teacher candidates in all programs (P/J, J/I, and I/S) must successfully complete the common core courses listed below.

Course Number	Course Name	FCE
4412	Educational Law	0.25
4413	Foundations and Issues in Education	0.25
4416	Aboriginal Education	0.25
4417	Educational Psychology	0.25
4418	Teaching Exceptional Students	0.25
4490	Essentials of Plan, Eval & Classroom Mngmt	0.50
4499	Students Teaching in the Professional Year	0.50
Total	Full course equivalent (72 hours of	2.5

***NOTE:** EDUC 4490 & 4499 are linked; therefore, a student must register in the same section for these courses (E.g., 4490YAO, and 4499YAO).

a) Integrated Theory with Practice (EDUC 4490, 4499)

Courses in the common core have been linked to the practicum component to integrate theory with practice. Programming is designed to capitalize on linking theory and practice by having the faculty advisor for the practicum component, Student Teaching in the Professional Year (EDUC 4499), also teach the corresponding sections of Plan, Eval & Classroom Management (EDUC 4490) Most faculty advisors are experienced teachers; many have also had administrative experience.

These courses in combination prepare candidates for the practicum placements and assist candidates in acquiring the skills and knowledge needed to deconstruct the placement experience. The faculty advisor is in constant communication with the candidates during their placement using Desire2Learn technology. Visits to local schools may be requested by the faculty advisor, the associate teacher, the school principal, or the teacher candidate.

b) EDUC 4416: Aboriginal Education

All teacher candidates must take EDUC 4416, Aboriginal Education, to ensure that they are exposed to issues of equity and cultural differences as a part of their professional preparation.

c) EDUC 4417: Educational Psychology

This course provides teacher candidates with the fundamentals of human development and learning. This course may be taken simultaneously with EDUC 4418, before or after EDUC 4418.

d) EDUC 4418: Teaching Exceptional Students

This course provides the background for teaching exceptional students, surveying the common exceptionalities that candidates will encounter in regular classrooms.

e) The Professional Development Seminars

The Professional Year is intended to ground teacher candidates in basic understanding of the teaching profession. All candidates are expected to attend weekly "Professional Seminars," which provide current information on the workings of the teaching profession. Essential information associated with Ontario College of Teachers (OCT), Ministry initiatives, salary scales, job fairs, and teaching opportunities is communicated through the various elements of the seminar schedule. All seminars contribute equally to candidates' professional knowledge and play a significant role in professional enculturation.

f) EDUC 4412: Educational Law / EDUC 4413: Foundations and Issues in Education

(see "g" below)

g) Programming for Students Intending to Teach in a Roman Catholic School

The circumstances of teaching in publicly-funded Catholic schools are similar to, although not identical to, those of the public school system. The Faculty of Education prepares teachers for the publicly funded Roman Catholic Separate School Boards in the following ways:

- EDUC 3236: Curriculum and Instruction in Religious Education in Roman Catholic Separate Schools in Ontario (.25 Education elective). This elective course is recommended for all teacher candidates whose goal is to be eligible for employment in a Roman Catholic Separate School system. This course may be taken as overload in the Professional Year.
- EDUC 4412: Educational Law and EDUC 4413: Foundations and Issues in Education (designated sections). The content of these courses is similar to that provided for all professional year teacher candidates, but it has been adapted to include information about the basic rights and responsibilities associated with the Catholic separate schools.
- Practica in the Roman Catholic Separate School System. Teacher candidates indicate their preference to be placed with a Catholic separate school board for one or more placements. Catholic boards expect that students doing a placement with them will be eligible for employment as teachers by a Catholic school board, and will therefore expect teacher candidates to teach religion and integrate Catholicity throughout the curriculum.
- Pastoral Letters. Teacher candidates seeking future employment in a Catholic school system are often required to provide a pastoral letter from a priest.

Visit Practicum Guide: <http://education.lakeheadu.ca/?display=page&pageid=116#Guides>)

B. Specific Division Requirements

There are specific program requirements and special offerings for each of the divisions.

a) Primary (K - 3) / Junior (4 - 6) Division

The Primary/Junior instructional format includes preparation for teaching the broad spectrum of subject matter included in the Ontario elementary curriculum. All teacher candidates at the P/J level are required to take, in addition to the core courses, the primary-junior curriculum and instruction courses listed below:

Course Number	Course Name	FCE
3013	Early Reading	0.25
4012	C&I – Language Arts	0.50
4013	Teaching Early Literature	0.25
4050	C&I – Mathematics	0.50
4014	C&I – Science and Technology	0.25
4015	C&I – Social Studies	0.25
4016	C&I – Visual Arts	0.25
4017	C&I – Music	0.25
4018	C&I – Health and Physical Education	0.25
4019	C&I – Drama & Dance	0.25
PLUS	Education Elective	0.25
Total P/J Courses		3.25 FCE

Primary/Junior Special Offerings and Requirements

1. Primary/Junior Mathematics Content Exam (*passing to 75% standard is mandatory*)

Primary/Junior (PJ) candidates are required to demonstrate mathematics proficiency as part of the Mathematics methods course taken in the Professional Year. PJ candidates must pass, to a 75% level of competence, an examination set at the Ontario Gr. 6/7 level. Candidates who do not pass the initial sitting of the Mathematics Content examination in the fall may re-take the test in the following March. Candidates who do not pass in March will not be recommended for teacher certification in the Province of Ontario. Further, candidates who do not pass the content examination in either of the two sittings in the academic year (September and March), or a supplemental sitting in the September following their Professional Year,

i) and wish to write at the Orillia campus for the third sitting (i. e., at the beginning of September after the Professional Year) must notify the instructor at least one month in advance of that early September sitting via Lakehead University e-mail.

For more information about the P/J Mathematics Content Examination visit: http://flash.lakeheadu.ca/-ed4050/Content_Exam/content_exam.him.

Professional Development in Education Workshops:

In partnership with the Department of Professional Development in Education, our Faculty of Education department offers a variety of educator development workshops throughout the year on a wide range of topics of interest and relevance to teachers and educators. These workshops have no pre-requisites, and most of the workshops are available to students and the general public. Certificates of completion are issued at the end of each workshop as recognition of a participant's learning, and a mark (pass/fail) will appear on their non-credit transcript. These planned workshops serve to be of value to a newly certified teacher, in their job search once they have graduated, traditionally include:

- Tribes
- Math Skill Development
- Standard First Aid
- Coaching Part A
- Coaching Part B

Workshop offerings vary from one academic session to another, so it is best to consult the Lakehead website for details.

Education's Professional Year Evaluation

The Professional Year at the Faculty of Education is the qualifying year associated with professional teacher certification. The ability to learn, understand, and retain knowledge has been demonstrated throughout the Undergraduate Degree required for entry, so the focus of the Professional Year is on building understanding of the issues and complexities of the teaching and learning process and on gaining the skills necessary for becoming a successful teacher. Assessment is done in terms of professional competence as well as academic ability. Success in the program will require demonstration of a high level of independence, competence, professionalism, and critical thinking necessary for the integration of theory with practice.

Performance in the program is assessed using the following rubric scale (next page) translated into the numbers normally associated with percentages to illustrate parallels among the various approaches to assessment used at the university and in other educational systems. The final mark is assigned holistically to the assignment or performance as a whole, not as a sum of its parts. The final mark reflects the calibre of the candidate's engagement and the quality of his or her work throughout the course.

Most candidates consistently score at level 2 or 3 on assignments, resulting in an overall assessment in that range. If scores range from level 1 to level 4, for example, the final mark will depend on the weighting of individual assignments. Consistent 4s throughout the year will result in a level 4 final standing, but an occasional level 4 will probably result in a final assessment of a high Level 3.

1. Attendance is an expectation. Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason; consequently, candidates who do not attend regularly will be removed from the program.

2. Requirements on the course outline will be used for assessment. The course outline and rubric scale make expectations and deadlines explicit. Late assignments are accepted only under rare circumstances that can be documented. Candidates cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a summative assessment has taken place. The specific exceptions here are EDUC 4050 and 4151, whose competency exams may be re-written (see PJ and JI competency and content exams).

3. Assessment is a reflection of academic rigour. Only in instances in which there is unusual disparity among marks or abnormal inconsistency in outcomes will an externally convened and constituted assessment review committee re-examine a final mark in a given course. Such a formal review will examine all assignments and tests that the candidate has completed for that course, and will involve curriculum content area specialists from outside the Faculty of Education (fee required, apply through the Office of the Registrar).

LAKEHEAD UNIVERSITY ASSESSMENT RUBRIC

Faculty of Education

	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete -- although not consistent in thoroughness and comprehensiveness, it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is incomplete and, therefore, unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a comprehensive understanding of content, literature, and research - shows a regular application of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a satisfactory understanding of content, literature and research - shows occasional critical scrutiny re subject matter, texts, and discussions.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.
Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable written and/or oral mastery of language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that work goes well beyond expectations.	Is good or very good - of a high standard met by many Education students.	Is satisfactory of a standard met by many Education students.	Is barely acceptable- attained by a few Education students whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.

LAKEHEAD UNIVERSITY ASSESSMENT RUBRIC CONTINUED

Faculty of Education

Letter Grade	Level	Percent	Report Card
A+	4+	90-100%	95%
A	4	84-89%	88%
A-	4-	80-83%	82%
B+	3+	77-79%	78%
B	3	74-76%	75%
B-	3-	70-73%	72%
C+	2+	67-69%	68%
C	2	64-66%	65%
C-	2-	60-63%	62%
D+	1+	57-59%	58%
D	1	54-56%	55%
D-	1-	50-53%	52%
I	I	49% and below	40%

The above conversion chart is commonly used by secondary teachers in dealing with the four-step Ontario "Achievement Chart: Grades 9-12." Under the new Ministry of Education report card protocols "Growing Success," the "I" stands for "insufficient," or "incomplete": not enough evidence has been collected to assign a mark, or key assignments were not submitted.

The following chart can be used in Education courses at Lakehead University to convert levels to percentages for Marks Management. Since Marks Management cannot accommodate modal marks, Faculty of Education instructors should consider converting any "level" marks to percentages or score out of 10 for entering scores. On student papers and other assignments, instructors will find that reporting both a level and a percentage enhances the clarity of their assessment procedures for teacher candidates. NB: 0% is a final grade reserved for instances of academic dishonesty, e. g., plagiarism.

Letter Grade	Level	Percent	Report Card
A+	4+	90-100%	95%
A	4	84-89%	88%
A-	4-	80-83%	82%
B+	3+	77-79%	78%
B	3	74-76%	75%
B-	3-	70-73%	72%
C+	2+	67-69%	68%
C	2	64-66%	65%
C-	2-	60-63%	62%
D+	1+	57-59%	58%
D	1	54-56%	55%
D-	1-	50-53%	52%
I	I	49% and below	40%

Faculty of Education

Lakehead University - Orillia Campus

Useful Program Resource Links

Lakehead University Calendar:

<http://mycoursecalendar.lakeheadu.ca/>

Education Program Resource Guides:

<http://education.lakeheadu.ca/?display=page&pageid=116#Guides>

Academic Program & General Policies Guide:

<http://education.lakeheadu.ca/undergraduate/uploads/kathy/ReferenceGuides/Academic%20Program%20and%20General%20Policies%20Guide.pdf>

Practicum Guide:

<http://education.lakeheadu.ca/undergraduate/uploads/kathy/ReferenceGuides/Practicum%20Guide.pdf>

B.Ed Professional Year Placement Information 2013-14:

<http://education.lakeheadu.ca/undergraduate/uploads/kathy/Orillia/Placement%20Presentation%20Orillia%202012-2013.pdf>

Math Content Exam in Professional Year for Primary/Junior Students:

<http://education.lakeheadu.ca/?display=page&pageid=221>

COURSE TITLE (Insert Here From University Calendar)

INSTRUCTOR:

TEL:

EMAIL:

COURSE DESCRIPTION (from current LU Calendar)

FOUNDATIONS OF PROFESSIONAL PRACTICE

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism and is the foundation for this course. The principles of the Ontario College of Teachers' (OCT) *Foundations of Professional Practice* have been embedded in the learning expectations for this course.

COURSE OBJECTIVES

TEXTS/READINGS

ASSIGNMENTS AND EVALUATION

COURSE SCHEDULE (TOPICS) [Optional]

RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES

INCOMPLETE STANDING

<http://mycoursecalendar.lakeheadu.ca/pg35.html> [V Standing]

The Faculty of Education **Assessment Rubric**.

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

Advisement: CELL PHONES, PDAs etc.

The Faculty of Education cautions Professional Year Candidates that the use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instruction. The Faculty of Education requests that students power off or mute their PDAs during classes, presentations, tests and exams, and that, while on practicum, teacher candidates not use them in a way that contravenes the school's or board's protocols.