

# Initial Teacher Education

## Four Program Pathways

### Newsletter #8

#### Thanks for a Strong Beginning!

As we move into November, we would like to thank everyone for their contributions to the start-up events and the ongoing activities that have taken place to support our teacher candidates' learning. We are very fortunate to have exceptional instructors from a range of backgrounds and locations, as well as highly skilled staff in all of our program and support units including SUPO/Student Services, the Registrar's Office, Education Commons and Finance and HR. We also would like to acknowledge the support of our colleagues in departments and centres whose contributions are very much valued. We also extend a warm welcome to instructors new to the ITE program.

#### Introducing Jeanne Watson, Associate Dean Programs



Jeanne Watson, our new Associate Dean Programs, was appointed at OISE in 1996. She is an accomplished scholar and an outstanding graduate and undergraduate instructor. Her SSHRC-supported research interests include the process and outcome of psychotherapy and the theory and practice of person-centered and experiential psychotherapy. She is a registered psychologist and a leading researcher and exponent of emotion-focused psychotherapy. Jeanne has served as a Program Coordinator, Chair of Adult Education and Counselling Psychology and now brings her exemplary leadership to Initial Teacher Education. Welcome, Jeanne!

#### Introducing John Portelli, Academic Director, Graduate Education



John P. Portelli is a professor in the department of Theory and Policy Studies in Education (TPS) and Co-director of the OISE Centre for Leadership and Diversity. He also represents OISE on the Advisory Board of the Jackman Humanities Institute. In addition to his other teaching duties, John has also been an instructor in both School and Society and Related Studies courses in the Consecutive program. After being a Killam Post-Doctoral fellow at Dalhousie University, he taught at Mount Saint Vincent University in Halifax, Nova Scotia, and then joined OISE in 1999. John has a distinguished teaching record at the undergraduate and graduate levels, and brings scholarship, teaching and highly effective leadership skills to his new role. Welcome, John!

#### Guiding Principles

- Teaching Excellence
- Equity, Diversity & Social Justice
- Research Informed
- Cohort-based Learning Communities
- School/Field/University Partnerships
- Faculty Collaboration
- Coherence



## The Bachelor of Education/ Diploma in Technological Education Consecutive Program

Leslie Stewart-Rose and David Montemurro

### Site Based Programs

As one of nine school-based ITE cohorts located across three partner boards, the SP7 - Emily Carr/York Region cohort is a long-term partnership that has deepened and enriched the learning of both teacher candidates and practicing teachers in a dynamic field-based learning community. Teacher candidates attend their foundation courses at Emily Carr SS in an OISE dedicated room where instruction is enhanced by technology (dedicated LCD projector, SMARTboard, computers provided by OISE and wireless internet access provided by the board). Teacher candidates regularly interact with and learn from and with high school students and teachers through observing classes, debriefing instructional decisions, attending staff-led professional learning, and working alongside the in-school liaison as well as Special Education and Guidance teachers to explore the nuances of daily school-based issues. School leadership sees the OISE cohort as an essential part of the learning community and teachers open their doors to be observed and engage in conversations about their practice while nurturing our candidates. A truly dynamic partnership at work!

### Infusing Aboriginal Knowledge

The Elementary *Central Option* teaching team has focused on including Aboriginal histories, perspectives and issues in the initial teacher education curriculum. Strategies include choosing Aboriginal art in visual arts, selecting Aboriginal picture books and novels, studying restorative justice and circle pedagogies, making connections to Aboriginal perspectives in environmental science class, and incorporating Aboriginal histories in all grade levels of social studies. Teacher candidates say that the more they learn about Aboriginal history and pedagogies, the more questions arise for them about best practice. They will explore these questions in their action research projects during practicum. The Option would also like to thank Elder Cat Criger for his teachings on the retreat day at the Toronto Islands. While learning about and participating in a smudge ceremony and hearing about the Teachings of the Seven Grandfathers, teacher candidates and instructors made important connections with nature and discussed ways of accessing the natural world for our students in classrooms.

## The University of Toronto Concurrent Teacher Education Program

Antoinette Gagné

### Enrolment

The first cohort of candidates in the Concurrent Teacher Education Program has now reached Year 5 and we are working to ensure the smooth implementation of the final year program components. The 2011-12 total enrolment in all years of the program is approximately 1,060 candidates.



### Jump Start Events in Partner Units

Throughout September, the Concurrent program's partner units held welcome events for their teacher candidates. St. Michael's College brought together its candidates for a community-building ice cream social, the University of Toronto Scarborough held an all-day event that included physical education classes such as hip hop dancing and yoga, and candidates in the Faculty of Music met at lunchtime for an event focused on how music teachers can give back to the community. All new candidates at the University of Toronto Mississauga spent an afternoon getting to know one another and the UTM Concurrent program staff and faculty, Victoria College candidates who completed their Internship by September presented their learning experiences at an event for candidates in all years of the program, and the Faculty of Physical Education and Health welcomed its new candidates in a series of small-group tutorials.



## The Master of Arts in Child Study and Education Program

(Department of Human Development and Applied Psychology)

Dale Willows

### Teaching Literacy Interactive Website to Launch in December 2011

Professor Dale Willows has spearheaded a research initiative funded by the U.S. Melissa Institute for Violence Prevention and Treatment entitled *Helping teachers help children: Improving literacy education through web-based professional development*. The research involves the development of a large-scale, interactive website that will be a powerful tool for teachers everywhere. Based on Dr. Willows' "Balanced Literacy Diet," the website will offer teachers the necessary ingredients for children to become successful readers.

### Institute for Human Development

The Connaught Global Challenge Program is slated to launch the Institute of Human Development (IHD) at the University of Toronto. Professor Carl Carter has been instrumental in setting up this collaborative centre of excellence. Aiming to support life-long healthy development from the earliest points of life with a focus on prevention, the IHD will partner across multiple sectors: academics at the university and in hospitals, provincial ministries and school boards, national and international agencies such as the World Health Organization, UNICEF and the UNDP and technology companies. More information about the IHD can be found in the U of T Magazine at:

<http://www.magazine.utoronto.ca/feature/early-childhood-institute-for-human-development-stephen-lye/>

## The Master of Teaching Program

(Department of Curriculum, Teaching and Learning)

Jim Hewitt

### Observation Week in Schools

This year the Master of Teaching Program enjoyed 'Observation Week'. MT students had a chance to observe their host teacher during the first week of classes in September in their Field Experience schools. It was a great opportunity to get acquainted with their host teacher as well as the students they will be working with during their fall placements.



### CTL Program Fair

The Curriculum, Teaching and Learning Department hosted its annual program fair on Tuesday, October 25th. All participants had the opportunity to meet our amazing faculty and students in the library where an overview of the program was offered, followed by break-out sessions in various locations to address each of the programs. The event was a success.





## From the School-University Partnerships & Student Services Offices

Eleanor Gower

### SUPO Advisory Committees

The SUPO External Advisory committee is made up of superintendents from our Partner School Boards, representatives from the Ontario College of Teachers, the Ministry of Education, and the Unions and partners from University of Toronto with whom we work closely. This advisory meets four times a year and is focused on discussion of issues of common interest. This past meeting there was an energetic discussion about effective reactions to newspaper articles about education.

The Associate Teacher Advisory committee also meets four times a year and is chaired by Anne Marie Chudleigh. This group of associate teachers from across our partner boards discusses what associate teachers would like supervising faculty visits to look like and also provides input to new policies and directions undertaken by the SUPO unit.



Teacher candidates in the Opening Plenary at the Educating for Peace and Justice conference.

### Faculty Professional Development

Student Services/SUPO has arranged a series of PD sessions for all faculty who wish to attend. The theme this year is “**Working toward Mental Wellness in the Classroom.**” The first session is to be held Monday October 31.

### Educating for Peace and Justice: Action for Safe and Equitable Classrooms, Schools and Communities

The Educating for Peace and Justice: Action for Safe and Equitable Classrooms, Schools and Communities conference was held at OISE on Saturday, September 24. About 500 teacher candidates and associate teachers participated in over 60 workshop offerings. Congratulations to Jill Goodreau, Jenny Chen and Dr. Kathy Bickmore for the array of choices and the excellent organization of the conference. Very special thanks to Amy Lobo and the work study students for the physical organization of the conference.



Teacher candidates share insights at the Educating for Peace and Justice conference.

From the

## Academic Director's Office

Kathy Broad

2011- 12 promises to be an exciting year. This year will see the first class of graduates of the University of Toronto Concurrent Teacher Education Program and in some Curriculum and Instruction classes Concurrent, Consecutive and Master of Teaching candidates are learning together. The Learner Document is being used as a working document with candidates, instructors and faculty developers. As an institute, we are also engaged in departmental reorganization and have a focus on working toward greater alignment of graduate and initial teacher education programs. Initial Teacher Education faculty and staff are engaged in the Transitional Councils that are discussing the four new departments and considering the inter-relationships and connections of initial teacher and graduate education.

### Learner Document

"The *Learner Document*, collaboratively constructed through broad consultation, input and feedback from instructors across ITE, attempts to articulate the complexity, multidimensionality, interconnectedness, contextuality, and deepening nature of knowledge that informs the process of learning to teach. This year, all program components are considering and experimenting with ways that the *Learner Document* might assist teacher candidates and instructors to be more metacognitive about enduring understandings and promising practices that are acquired during the program.

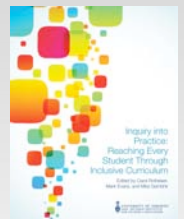
The document is being introduced as a framework in Teacher Education Seminar courses to all candidates in the Consecutive program. Curriculum and Instruction, Psychological Foundation and School and Society instructors are collaboratively considering how to make explicit the connections between course assessments and activities and the capacities outlined in the document. In the Concurrent program, instructors are considering the intersectionality of the Learner Document, the OCT's Standards of Practice and the Knowledge Bases that form the foundation of candidates' growth portfolios. The Master of Teaching program has also endorsed the Learner Document. It is hoped that *The Learner Document* will encourage coherence and provide a framework to be used by teacher candidates and instructors to think explicitly and metacognitively about their learning and teaching and to assess their personal knowledge creation throughout the program.

### International Connections

Throughout the fall, the Initial Teacher Education programs are welcoming many international delegations and visitors. Groups from Chile, Denmark, Sweden, Holland, India, Australia and Brazil will be coming to classrooms in our teacher education programs as well as in our partner schools. Frequently discussions focus upon program design, school-university and field connections, foregrounding equity and social justice work in teacher education, the use of research in and on the programs, and ways to strengthen theory and practice connections. We appreciate that many instructors and associate teachers welcome visitors to their cohorts and classes and willingly share their knowledge, practice and work.

### Inquiry into Practice

In June 2011, the publication "Reaching Every Student Through Inclusive Curricula" was released. This Inquiry into Practice Project, developed between 2008 – 2011 can be found online at [www.oise.utoronto.ca/oise/About\\_OISE/Inquiry\\_into\\_Practice\\_2011.html](http://www.oise.utoronto.ca/oise/About_OISE/Inquiry_into_Practice_2011.html).



Congratulations to editors Carol Rolheiser, Mark Evans and Mira Gambhir and the many researchers and contributors involved!

The 2011- 2014 Inquiry into Practice project is entitled "Learning Global Matters in Local Classrooms." It will focus on illuminating ways in which educators are infusing international and global understandings and perspectives across elementary and secondary curricula to support learning for all students in Toronto and Greater Toronto Area. The call for proposals outlining the project parameters will be sent out in November. We look forward to the involvement of researchers, instructors, teacher candidates and field partners in exploring promising classroom and institutional practices.



## New ITE BEd Directors' 'Professional Conversations' Series in 2011-12

Sessions for new instructors include:

- Introduction/orientation to the ITE Program
- Working with adult learners in the ITE classroom
- Practicum Orientation

Sessions for ALL instructors include:

- Facilitating challenging conversations about equity and inclusive practice
- Inquiry into Practice: how research informs our practice
- Enhancing learning with technology
- Incorporating field experiences into classroom practice
- Becoming a teacher educator: looking back and looking ahead

## Collaborating to Learn Mathematics for Teaching

For a second year, the Elementary B.Ed. Consecutive program and the TDSB Math department continue to develop the Collaborating to Learn Mathematics for Teaching (CLMT) series.

The project builds on Cochran, Smith and Lytle's (1999) third conceptualization of teacher education which, by challenging the hierarchical power differential, envisions associate teachers and teacher candidates learning and teaching together and builds on TDSB's commitment to job-embedded professional development. An associate teacher explains "I like that the model dispels the myth that the teacher candidate is there to learn and that the associate teacher is there to teach. It encourages a more collaborative environment, and allows the two adults in the room to treat each other as such, and not as mentor and pupil."

Engaging in data driven dialogue, associate teachers and teacher candidates from the Midtown and Crosstown Options come together for two days before the practicum period to learn more deeply about math teaching and learning. Facilitated by OISE and TDSB math instructors, the associate teachers and teacher candidates engage in collegial discussions, planning and reflection as they work together to prepare for the math lessons in the upcoming practicum. An OISE teacher candidate suggests that "practicum should really emphasize co-teaching. I believe it is the best way to ease a teacher candidate into the profession, while learning on the go."

Program Facilitators: Caroline Rosenbloom and Mini Dindayal, OISE math instructors; Anna Jupp, TDSB Elementary Mathematics/Numeracy Program Coordinator, and a team of Instructional Leaders; and Jung Choi-Perkins, Susan Pitre, Steve Steers, Jane Silva, Bonnie Macdonald, Tara Cook, Pat Delgaty. Funded by TDSB, OISE Elementary Office and SUPO.



ATs and TCs co-teaching at Jesse Ketchum PS

