

PARTNERSHIP MATTERS

OISE MASTER OF TEACHING SCHOOL-UNIVERSITY PARTNERSHIP NEWS

Winter 2020 Practicum

Observation Days:

February 7 and 13

4-Week Block

(inclusive):

February 18 to March 13

Optional AT Workshop

Any interested Associate Teachers are invited to attend a workshop on February 4, 2020, from 5-7pm. Email mtpracticum@utoronto.ca if you plan to attend.

Next PAC Meeting

The next meeting of the MT Partnership Advisory Committee (PAC) is in Rm. 11-164 at OISE from 5-7pm on February 25, 2020. If you would like to be involved, please contact la.chudleigh@utoronto.ca.

2020 Practicum Team

TDSB (Secondary)

Christina Phillips

TDSB (Elementary West)

Susan London McNab

TDSB (Elementary East)

Lily Sarno

TCDSB, DPCDSB, HDSB

Ken McNeilly

Independent Schools

Susan London McNab, Lily Sarno

PDSB, YRDSB, YCDSB, DDSB, DCDSB

Anne Marie Chudleigh

Practicum Coach

Alan Silverman

You're invited!

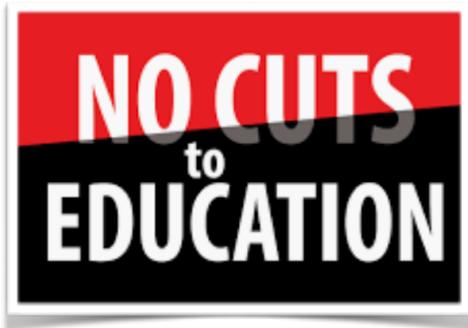
Associate Teachers, Principals, Vice Principals and Liaisons:

You are invited to OISE's 2019-2020 Partnership Event! Featuring a performance of



OUT AT SCHOOL

Out at School highlights the shortcomings of the Ontario education system in supporting LGBTQ+ students and families in a meaningful way. In preparing for this research-informed piece, Dr. Tara Goldstein noted, "We heard a lot of parents talk about making strategic decisions of when to come out or not. To be out means you can talk very directly with the school system about how to support your family." Please join us at 5pm on April 6, 2020, as we consider how to make schools more welcome and inclusive!



Fall 2019 TCs' reactions to being coached by ATs

*"Did **your** AT provide coaching?"*

- *"My AT gave me the tools and resources to become a more confident educator, by providing me with every opportunity to take ownership of the classroom. At the same time, she was always present to guide me when I was stuck or had questions." (Lubna, JI, Year 2)*
- *"My AT demonstrated a coaching mindset by providing me with 'pep talks' whenever I expressed doubt or anxiety. These talks increased my confidence in my abilities and motivated me to try things that were out of my comfort level. After every lesson I taught, he would also take the time to not only tell me what I was doing well, but also ways I could improve." (Karen, IS, Year 1)*
- *"My AT was willing to share his knowledge, office space, and lesson plan binder. This made me comfortable and gave me the opportunity to quickly get my lessons up and running. He also demonstrated a coaching mindset by modelling what I needed to do but also giving me the opportunity to incorporate my own style and way of doing things." (Eddia, IS, Year 1)*
- *"My AT coached me by sharing her wealth of content knowledge and experience, to improve my confidence in understanding and teaching the material, rather than making me feel comparably unintelligent. She clarified concepts for me one on one as to not undermine the students' trust in my abilities. She demonstrated a coaching mindset by treating me as an individual, not 'just another teacher candidate'". (Sara, IS, Year 2)*

Spotlight on Education Research

AT as "coach" — nudging each TC to be the best they can be

Time after time, studies indicate that far too often there are "one-directional" conferences (e.g., Ben-Peretz & Rumney, 1991) wherein ATs dominate the conversation talking about their own priorities, experiences, and ideas (Haggarty, 1995), in fact dictating the topic of conversation almost three quarters of the time (Crasborn et al., 2011). Perhaps that imbalance reflects the reality that there is indeed a power differential present in the AT-TC relationship, knowing that the AT is directly responsible for the performance evaluation of the TC. In order to move towards best practice, that powerful differential should be acknowledged and addressed.

Stanulis and Russell (2000) cite the importance of building a trusting relationship from the very outset of practicum. Nguyen (2009) suggests that for the relationship to work, parties need to be "explicit in their expectations of selves and of one another" (p. 659). When trust is established, there is less room for fear – on both sides of the relationship. Often, TCs fear acknowledging their weaknesses or taking risks in their planning and implementation of lessons. On the flip side, ATs worry that giving frank, honest feedback might jeopardize an otherwise positive relationship. A true coach, though, cannot allow such concerns to block the ultimate goal of nudging the TC towards their potential. "The relationship between mentor teacher and preservice teacher is an important component of mentoring," concede Hoffman et al., "but it can also be a space for tension" (2015, p. 108).

As is true in sports, being an effective coach is a demanding job. It's certainly a role, though, that we must recognize is a crucial element of getting the best out of TCs for the benefit of all stakeholders.

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