VOL
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INITIAL TEACHER EDUCATION IN ONTARIO:

THE FIRST YEAR OF FOUR-SEMESTER TEACHER EDUCATION PROGRAMS

Editors:
Diana Petrarca
Julian Kitchen

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Edited by

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To meet the expectations they now face, teachers need a new kind of preparation—one that enables them to go beyond "covering the curriculum" to actually enable learning for students who learn in very different ways. Programs that prepare teachers need to consider the demands of today's schools in concert with the growing knowledge base about learning and teaching if they are to support teachers in meeting these expectations.

-John Bransford, Linda Darling-Hammond, and Pamela LePage,

Preparing Teachers for a Changing World:
What Teachers Should Learn and Be Able to Do, 2005, p.2

To teacher educators developing and implementing new programs--be brave,
be strong, be loud.

TABLE OF CONTENTS

FOREWORD

In this important collection, respected teacher educators and editors, Julian Kitchen and Diana Petrarca, provide a unique view into ongoing program change in initial teacher education in Ontario. With their contributors, they record the movement from policy intention to policy implementation through the lived experience of those engaged in the work. Their accounts of program change also reveal innovative and thoughtful responses to common, long-standing challenges and tensions in initial teacher education. This polygraph speaks directly and usefully to teacher educators, policy makers, field partners and stakeholders engaged in teacher development.

The opening chapters by the editors and the Ontario College of Teachers (OCT) outline the policy intentions and story of the development of the "enhanced initial teacher education program" in Ontario. Underpinning the policy work were consultations and studies centred around program content, structures, field experiences and partnerships. Unlike other jurisdictions around the world, there was no movement to alternative pathways to teacher certification. While academies, and apprenticeship models abound elsewhere, the legislative changes made by the province and the OCT reinforced the role of the university in teacher preparation while at the same time highlighting the importance of field experience. These policy aims are expressed not only in Regulation 347/02 but also in the OCT *Accreditation Resource Guide* (ARG) which delineates additional detail about the enhanced program requirements. The guide states that there is "an intention that all aspects of knowledge and skill will be connected to and reflected in both course work and the practicum" (ARG, p. 3). The critical importance of partnership between field and faculty seems inherent in this stipulation.

While emphasizing the inter-relationships of research, theory and practice, the policy developed to "enhance initial teacher education" focused primarily on the "what" of the programs. It specified core content and increased the duration of the program and practica. The goals expressed by the Ministry and the College were to identify important areas in teacher learning and encourage consistency across institutions. The "how" of implementing and shaping the enhanced program was left to faculties in order to recognize their distinctive specializations, research contributions, faculty expertise, local contexts and regional differences. The policy created a scaffold of requirements intended to allow flexibility and individualization in terms of program structures and designs.

Thus, the complex work of thinking though, creating and implementing program change to meet the new requirements was the domain of the faculties of education. The chapters authored by the faculties provide a fascinating illustration of the realities, wrinkles, challenges and surprises that occur when policies are brought to life. For example, despite policy intentions to maintain specialization, specialized programs such as technological education, Indigenous teacher education and French-language education programs have been reduced, suspended or cancelled. Such unintended consequences of policy amendments are important, cautionary elements of the implementation stories.

The authors have given readers a window into the early stages of implementation during the first year of the enhanced program. "Reflections-in-action" are not always documented and shared so constructively, thoughtfully and honestly as they are in this book. If educational change has been compared to renovating your home while living in it, the contributors have given a view of their blueprints and construction issues, along with their problem-solving and improvements. It is noteworthy that the Ontario faculties have been making these program alterations on a tight timeline and with tighter budgets. During this same period, post secondary funding to universities for teacher education has been reduced to align with other professional degree programs.

Constructive responses to the policy mandates are described by the faculties of education as each institution examined "structures" and identified the "scope of work". The new requirements underscored the importance of research, equity for all students, theory-practice connections, evidence-based pedagogy and field work. At many of the universities, new designs were created in terms of practica, courses and coherence-making. That meaningful "renovations" to these complex and intersecting elements were undertaken while continuing to serve the teacher candidates "living" in the existing programs is a testament to the flexibility and knowledgeable, evidence-based efforts of Ontario's faculties of education.

What is also clear and impressive in this polygraph is how the faculties confronted the thorniest issues in initial teacher education while addressing the enhanced program requirements. As the literature about initial teacher education shows, one of the challenges is the tremendous volume of knowledge to be addressed in ITE programs. What is needed in order to prepare teacher candidates for the complex and nuanced pedagogical decision-making they will do to serve their students? Competing interests for time and focus within programs may result in a curriculum that seems "over-stuffed" rather than robust, making thoughtful investigation, consideration and analysis very difficult. As the contributors to this collection show, Ontario faculties chose to take up the tensions in teacher education, to consult with stakeholders and forge stronger relationships, to strengthen existing program elements and to design and build some new and different structures. Their stories authentically and helpfully document the diversity of programmatic responses.

This polygraph offers a clear portrayal of the experience of creating programs designed to maximize the learning of teacher candidates; navigating the nexus of policy and program; strengthening the links of theory, research and practice; embedding equity and social justice; establishing new relationships and partnerships; making decisions about what to keep and what to let go; and managing reconstruction in times of fiscal restraint. The solutions and innovations designed to address the enhanced program requirements and the acknowledged challenges of learning to teach are highly instructive.

I deeply appreciate the work of all contributors to this rich resource for highlighting the depth, integration and partnership required to develop and implement policy change on this scale. The insights and innovations shared resonate with my work in initial teacher education over the past number of years at the Ministry of Education, collaborating with colleagues at the OCT, faculties of education, teacher federations and school districts.

Kitchen and Petrarca and the authors are to be thanked for capturing and sharing these lessons and raising important questions for teacher educators, policy makers and educational partners around the world. Congratulations are due to them for accomplishing all of this while simultaneously engaging in the challenging work of building their programs. I look forward to learning more from and with these colleagues as we enter the next phases of reconstruction and transformation of ITE in Ontario.

Kathryn Broad

Kathryn Broad is an Associate Professor at the Ontario Institute for Studies in Education University of Toronto. She formerly served as the Academic Director Initial Teacher Education at OISE and was seconded to the Ontario Ministry of Education (2013-2016) to support the implementation process of the enhanced B.Ed. program at the provincial level.

ACKNOWLEDGEMENTS

This book would not be possible without the support, hard work, and dedication of many individuals.

We wish to thank, first and foremost, all of the authors who contributed to this book. The education system is indebted to you for sharing your experiences and perspectives regarding the first-year of the enhanced Bachelor of Education Program in Ontario. Your tireless commitment to teacher education and scholarship is awe-inspiring and appreciated.

We would also like to thank our editorial team extraordinaire who toiled over APA guidelines, double or triple checked copy, and offered suggestions with professionalism and enthusiasm. Your astute attention to detail and dedication to this project is greatly appreciated. Thank you to members of the UOIT graduate student team: Delois Gittens Kemboi, Lynne Love, and Jill Harvey; and to Timothy Gadanidis and Sara Kyriakopoulos, who took lead roles in the editorial process.

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We thank Dr. Suzanne de Castell for initially sharing our proposal for this polygraph with the Ontario Association of Deans of Education; and to the Ontario Deans of Education for supporting the idea of a book devoted to Ontario initial teacher education programs.

Thank you also to Kathy Broad for providing her perspective and insight by authoring the foreword to this book.

We are grateful to the Canadian Association of Teacher Education (CATE) for supporting this work and allowing this book to become the ninth volume within a polygraph series devoted to Canadian research in teacher education. We are honoured that our volume sits alongside polygraphs of our esteemed colleagues across Canada, contributing to the Canadian teacher education scholarly landscape. The guidance of the executive members of CATE for making our volume come to life is truly appreciated.

Diana Petrarca and Julian Kitchen

CONTRIBUTORS

PETRARCA, DIANA

Dr. Diana Petrarca is an Associate Professor and a founding member of the Faculty of Education at the University of Ontario Institute of Technology. She helped redevelop and implement a new Bachelor of Education program by serving as Program Director for two years. Her research interests include web-based learning tools to support the practicum and mindfulness, and pre-service teacher education program enhancement. She is currently exploring the conceptions of teacher candidates as they progress through a pre-service program via a Social Sciences and Humanities Research Council of Canada (SSHRC)-funded research documentary film project entitled *The (Un)Making of the Teacher*.

KITCHEN, JULIAN

The focus of Dr. Julian Kitchen's teaching and scholarship is teacher education policy and practice. A professor in the Faculty of Education of Brock University, Dr. Kitchen is lead author/editor of *Professionalism, Law and the Ontario Educator, Self-Study and Diversity II, Narrative Inquiries into Curriculum-making in Teacher Education* and *Canadian Perspectives on the Self-Study of Teacher Education Practices*. Areas of research, funded by the Social Sciences and Humanities Research Council and the Ontario government include Aboriginal education, and and admissions policies. He is associate editor of *Studying Teacher Education*, chair of the S-STEP SIG of the American Educational Research Association, and former editor of *Brock Education*.

Many thanks to all of our contributors from across Ontario.

AL-HAQUE, RASHED

Rashed Al-Haque is a Ph.D. candidate in his 4th and final year of his doctoral degree. He is currently finishing his Ph.D. in Education – Critical Policy, Equity, and Leadership Studies at Western University's Faculty of Education. He is one of the inaugural instructors at the faculty's International Education cohort and has taught courses on framing international education in a globalizing world and on internationalizing the curricula. His research focuses on Canadian international education policy.

BECKFORD, CLINTON

Clinton Beckford is an Associate Professor and former Associate Dean of Pre-Service Education, and Dean of Education at the University of Windsor. Dr. Beckford has been involved in the design and implementation of service-learning experiences for teacher candidates in the faculty of Education since 2008 and initiated the Global Education and Research for Development Initiative (GERDI) through which pre-service and graduate students participated in an international service-learning project in Tanzania, East Africa. He currently leads the Global Community Engagement Program that will provide local and international community-service-learning experiences for pre-service and graduate students in developing countries including Jamaica, Tanzania, and Ghana.

BERGER, PAUL
Paul Berger is a climate change activist, an associate professor, and chair of Lakehead's Department of Graduate Studies and Research in Education. His research interests include Inuit sovereignty in schooling, climate change education in teacher education, and university responses to climate change.

BRUCE, CATHERINE D.
Catherine D Bruce, Ph.D. (University of Toronto) is a Professor and dean of education in the School of Education and Professional Learning at Trent University in Peterborough, Ontario (Canada). She has an active SSHRC funded research program through which she and her research team investigate teacher and student efficacy, the effectiveness of alternative models of professional learning for teachers, as well as mathematics teaching in the areas of fractions, algebra and spatial reasoning. Cathy was awarded the Ontario Confederation of University Faculty Associations teaching award in 2012-2013. Her work can be found at www.tmerc.ca

BUZZA, DAWN
Dr. Dawn Buzza is a Professor of Education at Wilfrid Laurier University. She holds a Ph.D. in Educational Psychology from Simon Fraser University. Her areas of research interest include adolescent development, social-cognitive perspectives on learning and motivation, and self-regulated learning (SRL). Her research involves working with secondary teachers to develop and test strategies for supporting students during the transition to high school. She is currently serving as Interim Dean of the Faculty of Social Work at Wilfrid Laurier University.

CHRISTOU, THEODORE M.
Theodore Michael Christou is an Associate Professor of Social Studies and History Education at Queen's University in the Faculty of Education with a cross-appointment to the Department of History. He has authored and edited four books on dimensions of Canadian history as well as two books of poetry. His teaching concentrates on Canadian history, citizenship, and civic engagement. As a curriculum scholar and former classroom teacher Theodore has expertise in curriculum content and question development. Theodore is Past President of the Canadian Association of the Foundations of Education and the co-Editor of the Canadian Journal of Education.

COBB, CAMERON
Cam Cobb is an Associate Professor at the University of Windsor. His research interests include social justice and special education. His work has been published in such journals as *Per La Filosofia*, the *International Journal of Inclusive Education*, the *British Journal of Special Education*, the *International Journal of Bilingual Education and Bilingualism*, *Journal of the Scholarship of Teaching and Learning*, and *Cinema: Philosophy and the Moving Image*.

CROWE, TRACY

Tracy Crowe is the Assistant Director of Teacher Education at the University of Ottawa and is committed to honouring the calls to action from the TRC within teacher education. In the past seventeen years with the Teacher Education Program, Tracy has taught curriculum and inclusive education courses in all three divisions as well as being a professional inquiry facilitator and practicum supervisor. She coordinates the Professional Inquiry in Practice courses, is a founding member and coordinates several projects with the "Developing a Global Perspective for Educators" Initiative, and coordinates professional learning opportunities for the Teacher Education program. Her academic areas of interest include indigenous education, inclusive education, human rights, mentoring, and teacher education specifically in the development of attitudes, knowledge and skills for inclusive classrooms.

CROWLEY, HEATHER

Heather N. Crowley is a Masters in Educational Studies (M.Ed.) student in the School of Education & Professional Learning at Trent University in Peterborough, Ontario (Canada). Her research interests include leadership and educational administration within post-secondary institutions.

CUCKOVIC, BILJANA

Biljana Cuckovic is Assistant to the Dean, Policy and Planning, at OISE. She holds an LL.B. from the University of Belgrade, and a Master of Philosophy in Comparative and International Education from the University of Oslo. With over 15 years of professional experience at universities in Southeast Europe, Scandinavia and North America, Biljana has developed expertise in undergraduate and curriculum structures, academic change and quality assurance. In her current role, Biljana is responsible for supporting and advancing OISE's strategic, academic and policy initiatives, and for the institutional governance process.

DANIEL, YVETTE

Yvette Daniel is an Associate Professor in Educational Leadership and Policy Studies at the Faculty of Education, University of Windsor, Canada. Dr. Daniel has extensive experience in teacher education as course instructor and faculty advisor. She has developed a new service-learning program for teacher candidates. She is PI on a three-year SSHRC and University of Windsor funded cross-cultural research and partnership development project that explores youth civic engagement for healing and reconciliation (Tikkun) in their communities.

DELUCA, CHRISTOPHER

Christopher DeLuca is an Associate Professor and Graduate Faculty member in Classroom Assessment and Curriculum Studies at the Faculty of Education, Queen's University. Dr. DeLuca's research examines the complex intersection of curriculum and pedagogy as operating within frameworks of educational assessment and educational inclusivity. In particular, Dr. DeLuca's research centres on how pre-service and in-service teachers learn to engage the complexities of assessing student learning in relation to the evolving accountability culture in today's classrooms. Dr. DeLuca's research has been recognized through several awards and has received continuous funding by the Social Sciences and Humanities Research Council of Canada.

Dr. DeLuca is currently the President of the Canadian Educational Researchers' Association and co-Editor of the Canadian Journal of Education.

DEMERS, SERGE

Serge Demers has taught Mathematics, Physics and Computer Science both at Laurentian University and in French language high schools in Ontario and Alberta. He is a member of l'École des sciences de l'éducation since 1997, where he has been a professor and the director. Over the years, he has taken on administrative roles as Vice-President, Associate Vice-President as well as Registrar, as well as being Chair of the Ontario Association of Deans of Education. Serge's research projects gravitate around the teaching and learning of mathematics, as well as the integration of technology in the classroom.

DIGIUSEPPE, MAURICE

Maurice DiGiuseppe is an Associate Professor in the Faculty of Education at the University of Ontario Institute of Technology (UOIT) in Oshawa, Ontario. His teaching and scholarly interests include teacher education, online learning, digital learning resources, environmental education, and history and philosophy of science. Maurice is a former secondary school teacher, school administrator, and course director in York University's integrated Science, Mathematics, Technology Program. Maurice has authored numerous elementary and secondary science and technology textbooks and has conducted research in teacher professional development, nature of science, scientific inquiry, and development and use of digital learning resources.

EASTHOM, CASSANDRA

Cassandra Eastholm is a graduate of the Master of Education Program at York University.

ELLIOTT-JOHNS, SUSAN E.

Dr. Susan E. Elliott-Johns is an Associate Professor in the Schulich School of Education at Nipissing University in North Bay, Ontario, and an Adjunct Professor at Trent University (Graduate Studies). Prior to joining the faculty at Nipissing in 2006, she enjoyed a successful career as teacher, consultant, and school administrator in both Canada and the U.K. Currently the Secretary of ISATT, she also sits on the 7th Council of the Ontario College of Teachers. Dr. Elliott-Johns' research and extensive record of publication focuses on self-study of teacher education practice (S-STEP), the development and enactment of pedagogy for teacher education in changing contexts and, specifically, effective approaches to literacy teacher education for contemporary classrooms.

FITZGERALD, CAROLYN

Dr. Carolyn FitzGerald is an Assistant Professor in the Faculty of Education at Wilfrid Laurier University. She holds a Ph.D. in Psychology from Western University. At the university level, she teaches undergraduate and graduate courses in educational psychology, mental health, equity and diversity and research methodology. She is the creator of Wilfrid Laurier's Mental Health Certificate, a unique program for all educators who wish to learn more about supporting the mental health needs of our students. Her research interests include mental health and equity and diversity in education.

GADANIDIS, GEORGE

Dr. George Gadanidis is a Professor at Western University's Faculty of Education. George spends 50-60 days each year in classrooms, collaborating with teachers to design experiences that offer young mathematicians the pleasure of mathematical surprise and insight. See his projects at researchideas.ca.

HEWITT, JIM

Dr. Jim Hewitt is an Associate Professor at the Ontario Institute for Study in Education and Associate Chair for Teacher Education in the Department of Curriculum, Teaching and Learning. His research focuses on the educational applications of computer-based technologies, with a particular emphasis on discursive processes in collaborative learning environments. He is the designer and developer of PeppeR, a second-generation knowledge building technology for online and face-to-face courses. PeppeR's supports community-building and empowers learners in their efforts to share information, identify key ideas, and collaborate. The software is currently in wide use at the University of Toronto.

HOLDEN, MICHAEL

Michael Holden is a researcher in the Department of Teacher Education at Brock University, and the Youth Leadership Facilitator for the Werklund School of Education at the University of Calgary. He has collaborated with teacher educators from across Ontario to investigate recent changes to teacher education admissions, including both structural admissions practices and their effects on underrepresented groups. His professional interests include enhancing how we prepare emerging teachers for the profession, and developing stronger collaborative networks between teacher educators in Canada.

HUGHES, JANETTE

Janette Hughes is a Canada Research Chair in Technology and Pedagogy and Professor in the Faculty of Education at the University of Ontario Institute of Technology. She is particularly interested in how digital media enable users to teach, learn, connect, collaborate, communicate, critique, create and promote social change. Hughes has disseminated her research widely at national and international venues. Her current research focuses on maker pedagogies and she is the director of the STEAM 3D Maker Lab at UOIT.

KARAGIOZIS, NECTARIA

Nectaria Karagiozis did both her MA and Ph.D. studies in Educational Administration and Foundations at the University of Ottawa. Her doctoral research focused on the process of socialization and subjectivization and how young women use private writing to symbolize and create themselves as occupants of gendered identity positions while also addressing mental illness and depression. Since 2008 she taught courses on Educational Psychology, Learning theories and Special Education, and has worked within the Faculty Working Team for the development of the new Teacher Education Program. She was the Research Evaluator on the Ontario Ministry of Education province-wide evaluation study EPCI (Early Primary Collaborative Initiative). Additionally, she was the Lead Administrator for the Accreditation Review of both the Teacher Education Program and the Aboriginal Teacher Education Program of the University of Ottawa.

KANE, RUTH

Full Professor at the Faculty of Education, University of Ottawa, Ruth Kane has worked in Teacher Education in New Zealand and Australia before moving to Canada in 2006 as Director of Teacher Education. Her research interests focus on Teacher Education, and beginning teacher induction, particularly as related to preparing teachers for urban schools. Ruth has lead a number of national (NZ) and provincial (Ontario) research studies and is currently part of the team evaluating New Zealand's postgraduate teacher education programs (2014-2017). She is principal investigator in a five-year study of how school boards, teachers, and students take up citizenship within urban schools that serve youth from indigenous and first-generation immigrant communities. This project funded through a SSHRC insight grant investigates the development of mobile media spaces for civic engagement in urban priority schools.

KEMBLE, LINDSAY

Lindsay Kemble is a graduate of the Master of Education Program at York University.

KERR, DONALD

Donald Kerr teaches philosophy of education at Lakehead University, is a former high school math teacher, and is currently Acting Chair of Aboriginal Education. His research is on the relationship between conceptions of autonomy, democracy and social justice, and the implications for teacher education. He has published internationally on topics in philosophy of education, and has presented on a wide variety of topics, including teaching philosophy of education, and teaching science.

KOSNIK, CLARE

Clare Kosnik is Director of the Dr. Eric Jackman Institute of Child Study at OISE. She has won awards for her teaching, research, and doctoral supervision. Professor Kosnik has been the Director of the Master of Teaching program, Director of the Elementary Preservice Program, and Director of Teachers for a New Era (at Stanford University). She has published over 10 books and dozens of refereed journal articles, books chapters, and conference papers on teacher education. She has conducted large-scale studies of literacy/English teacher educators in four countries and a longitudinal study of 40 teachers over 12 years.

KOTSOPOULOS, DONNA

Dr. Donna Kotsopoulos is one of the founding members of the Faculty of Education at Wilfrid Laurier University. Prior to joining Laurier in 2007, she was an Ontario Certified Teacher teaching in several school boards in Ontario. Currently, she is the Provost and Dean, Faculty of Arts and Social Science at Huron University College (Western University; 2017). Her research focuses on mathematical cognition across the lifespan and post-secondary governance.

LAFFIER, JENNIFER

Dr. Laffier is a Senior Lecturer with the Faculty of Education at the University of Ontario Institute of Technology. She teaches and researches in the area of mental health, child and adolescent development, teaching for inclusion and well-being in the digital age. In addition, Dr. Laffier works in private practice as a mental health therapist and consultant specializing in work with children and youth experiencing mental health problems.

LAPOINTE-MCEWAN, DANIELLE

Danielle LaPointe-McEwan is a Ph.D. candidate in the Faculty of Education at Queen's University. Danielle's background in teaching informs her research, which examines how teachers use data to inform their professional learning and practice. Specifically, Danielle's research explores the use of classroom video to support dialogic reflection and feedback among educators engaged in professional learning. Danielle has contributed to Queen's BEd program as a graduate teaching fellow, teaching assistant, and research assistant in various initiatives to develop and improve pre-service programming.

LARSEN, MARIANNE A.

Marianne A. Larsen is an Associate Professor and Program Chair of Critical Policy, Equity and Leadership Studies in the Faculty of Education at Western University in London, Ontario. Her research on the internationalization of higher education has focused on international service learning, teacher education and academic mobility. She is the author of *International Service Learning: Engaging Host Communities* (2015) and *Internationalization of Higher Education: An Analysis through Spatial, Mobility and Network Theories* (2016).

LESAGE, ANN

Dr. Ann LeSage is an Associate Professor in the Faculty of Education at University of Ontario Institute of Technology (UOIT). Ann teaches math content and pedagogy courses dedicated to engaging pre-service elementary teachers in the thinking and doing of mathematics. Through her research, Ann aims to better understand the principal elements that influence teaching and learning mathematics from preschool through teacher education. Her research interests include exploring the barriers and supports that hinder or cultivate the development of pre-service elementary teachers' mathematical knowledge and teaching efficacy.

LESLIE, LAURIE

Laurie Leslie is Professional Experiences Coordinator at Lakehead University, Faculty of Education. Before assuming the Coordinator role, she instructed Language Arts/Literacy at Lakehead and taught in the elementary panel for 16 years. Current research interests include literacy education for preservice teachers and teacher preparation.

MAMOLO, AMI

Ami Mamolo is Assistant Professor at University of Ontario Institute of Technology (UOIT). She works with learners of all ages to explore how creative instructional approaches can be networked to foster deep understanding and enjoyment with mathematics. Her research focuses on different ways of engaging with mathematics, such as through spatial visual explorations, computational and digital environments, social justice and political contexts, and puzzles and paradoxes. Dr. Mamolo works with prospective and practicing teachers, as well as students from grades 6 to university. You can see some of her work at www.amimamolo.com

MCDOUGALL, DOUG

Dr. Doug McDougall is a Professor of Mathematics Education at the Ontario Institute for Study in Education. He is also Associate Dean, Programs and was previously the Chair of the Department of Curriculum, Teaching and Learning; Coordinator of the Master of Teaching program and Director of the Centre for Science, Mathematics and Technology Education. His research is in the area of collaborative learning in mathematics, professional development of teachers, and the use of technology in mathematics education. He has supervised over 35 doctoral students to completion. He has over 120 publications and 140 presentations and professional workshops.

MELVILLE, WAYNE

Wayne Melville is currently Professor of Science Education and Assistant Dean in the Faculty of Education at Lakehead University. Before commencing his career at Lakehead in 2005, he taught high school Science and Mathematics in Australia for 17 years. His current research interests include the importance of school subject departments as a site of teacher professional learning, and the role of the department chair as an instructional leader. He has published over 70 scholarly articles, and his third book will be released in the second half of 2017.

MONTEMURRO, DAVID

David Montemurro is an Associate Professor, Teaching Stream who has worked in teacher education since joining OISE in 2007. During that time, he has taught foundation and methods courses, and held various leadership positions in both the B.Ed. Consecutive and Master of Teaching programs. He has initiated school-based cohorts with a thematic focus on both inner-city education and global citizenship. His current research interests include internationalization of teacher education, global citizenship education and service learning pedagogy.

MONTERO, KRISTIINA M.

Dr. Kristiina Montero, Associate Professor, in the Faculty of Education at Wilfrid Laurier University, received her Ph.D. in Reading Education at The University of Georgia. Prior to her academic career, Dr. Montero was an FSL and ESL teacher in Ontario and Québec. Dr. Montero's research and practice are framed in community-engaged scholarship that aims to use the space of research to engage with practical problems defined by community stakeholders whose solutions are of interest to a larger community. One of her overarching goals is to give voice to marginalized individuals and communities. Her most recent work examines the impact of early literacy instructional interventions on the English language and literacy development of low literacy adolescent refugees.

MUELLER, JULIE

Julie Mueller, Associate Professor in the Faculty of Education at Wilfrid Laurier University, received her Ph.D. in Developmental Psychology from Laurier in 2009 following a decade long career as an elementary teacher. She has taught both undergraduate and graduate courses in psychology and education in the areas of learning and child development; educational psychology; health and physical education teaching methods; integrating technology, pedagogy and content; and professional learning and development. She has conducted SSHRC-funded research for the past 15 years examining the impact of digital technology on teaching and learning. Her most recent research explores the assessment of problem-solving and its connection to computational thinking.

NAMUKASA, IMMACULATE

Immaculate Kizito Namukasa is an associate professor at Western University in Ontario, Canada. She researches mathematics teacher professional development, integration of computational thinking in mathematics education, and mathematics learning materials and tasks. She is a past journal editor for the *Ontario Mathematics Gazette* – a magazine for teachers and educators. Dr. Namukasa collaborates with teachers in three public school boards, in one private school system, and with researchers and teachers in Canada, China, and Africa. She completed her doctoral degree in education at the University of Alberta.

NG-A-FOOK, NICHOLAS

Dr. Ng-A-Fook, a Professor of Curriculum Studies, is Director of the Teacher Education Program at the University of Ottawa. He is the President of the Canadian Society for the Study of Education, the largest professional educational research association in Canada. In these administrative, educational, and research capacities, he is committed toward addressing the 94 Calls to Action put forth by the Truth and Reconciliation Commission in partnership with the local Indigenous and school board communities. He is collaborating with colleagues to create a state of the art teacher education program that promises to prepare teacher candidates for the social, economic, and cultural demands of the 21st century.

PETAHTEGOOSE, PAUL

Paul Petahtegoose is an Anishinaabe Elder and Ceremony Maker. He works with First Nations youth and adults at the CANAM Friendship Center in Windsor. Since its inception, Paul has been the facilitator of the Beginning Times Teaching program in the Faculty of Education, University of Windsor.

RAGUNATHAN, SARAN

Saran Ragunathan is a policy analyst at the Ontario College of Teachers. Saran monitors legislation and provides background research on issues relevant to the teaching profession and professional regulators. He has worked extensively on amendments to the Teachers' Qualifications and Accreditation regulations required to implement Ontario's enhanced teacher education program. Prior to joining the College, Saran worked as a restructuring/insolvency lawyer with Fraser Milner Casgrain LLP. He graduated from the Faculty of Law at the University of Western Ontario and received a Bachelor of Education and a Bachelor of Arts from the University of Toronto.

RICHARDSON, CAROLE

Dr. Carole Richardson is the Dean of the Schulich School of Education at Nipissing University in North Bay, Ontario. She has also served as Associate Dean and has been a faculty member at Nipissing since 2000 teaching Curriculum Studies in Music Education to pre-service teachers. Before coming to Nipissing, Dr. Richardson taught classroom music in middle schools in Ontario and in the Cayman Islands where she also assembled and conducted choirs, a practice she continues at Nipissing. Her narrative research focuses on the importance of Arts experiences in the lives of her students and their students, and she has also published in the fields of Special Education and International Teaching.

ROLAND, KAREN

As an Experiential Learning Specialist with the University of Windsor, Faculty of Education, Dr. Karen Roland consults and collaborates with teacher candidates, faculty, and school partners to assist in developing strategies to address social justice and equity issues in teacher education. Her research interests include: teacher education, experiential learning, social justice and equity, restorative justice, knowledge communities, and educational policy and administration.

SALINITRI, GERI

Dr. Geri Salinitri is an Associate Professor and Associate Dean of Pre-Service at the Faculty of Education, University of Windsor. She has over 33 years of teaching experience: the first 16 as a secondary school science teacher and guidance counsellor, and the last 17 as a professor in Science Education, Guidance and Career Education and Service Learning Education. She developed the LEAD program engaging teacher candidates with Student Success Teachers in their schools to learn from students in-risk for various reasons. She has won several teaching awards at the national and university level. Dr. Salinitri prides herself in her mentoring of undergraduate and graduate students in Education.

SALVATORI, MICHAEL

Dr. Michael Salvatori is the Chief Executive Officer and Registrar of the Ontario College of Teachers. He served as a teacher, vice-principal, principal and assistant professor, and held key leadership positions at the College prior to his appointment as CEO. Michael is fluent in English, French, German and Italian. He earned a Ph.D. in Curriculum, Teaching and Learning from the Ontario Institute for Studies in Education at the University of Toronto, Master of Education and Bachelor of Education degrees from Western University, and a BA from the University of Toronto. Michael has authored and co-authored numerous teacher resources and textbooks.

SCHIRA HAGERMAN, MICHELLE

Michelle Schira Hagerman is an Assistant Professor of Educational Technology at the University of Ottawa. She studies digital literacies learning in diverse contexts of schooling, and models of professional learning that empower pre-service and in-service teachers to strategically integrate technologies for learning. A former high-school FSL teacher, she is deeply committed to building teacher agency, leadership, and research on digital literacies pedagogies through the bilingual Canadian Institute for Digital Literacies Learning (www.digitalliteracies.ca | www.litteratiesnumeriques.ca).

SEARLE, MICHELLE

Michelle Searle, OCT, CE, Ph.D. focuses on enhancing the use and influence of program evaluation. Her research intertwines collaborative approaches to program evaluation, arts-informed inquiry, and innovative forms of knowledge dissemination. Her research involves using complementary methods to provide strong evidence that can speak to a range of audiences. In addition to being a nationally funded scholar, Dr. Searle's work has been recognized with awards from the Canadian Evaluation Society and the American Evaluation Association. She has experience working as a researcher and practitioner of evaluation at local, national and international levels.

SHARMA, MANU

Dr. Manu Sharma is a Teacher Educator and Faculty Advisor at Brock University, and has previously taught at University of Toronto and University of Windsor. She has taught a variety of undergraduate and graduate courses in teacher education programs. Dr. Sharma's research interests in the field of teacher education are equity initiatives, teacher development, social justice pedagogy, deficit thinking, and international teaching experiences. She has published articles in *Journal of the Scholarship of Teaching and Learning*, *Teaching Learning and Professional Development*, and *Literacy Information and Computer Education Journal*, as well as several book chapters.

SHEPPARD, GEORGE

George Sheppard has taught History at Nipissing, McMaster, and Laurentian universities and was also an International Baccalaureate instructor at Upper Canada College. Since 2004 George has been a member of the School of Education at Laurentian, where he has taught classes in History/Social Studies and the practicum preparation course. Dr. Sheppard's current research areas include the activities of the northern Ontario Algonquin regiment in World War II and corporal punishment in nineteenth century Canadian schools. Since 2010 he has been the Director of the School of Education, as well as Associate Dean for the faculties of Health and Education.

SIDER, STEVE

Dr. Steve Sider (Ph.D., 2006, Western University) is an Associate Professor in the Faculty of Education at Wilfrid Laurier University. He teaches courses in global education, school leadership, and special education. His research interest is in educational leadership in international contexts. Recent publications have included a co-edited book which provides comparative and international perspectives on education as well as articles in *International Studies in Educational Administration*, *Canadian Journal of Education*, and *Comparative and International Education*. He travels regularly to Haiti where he is involved in school leadership and special education training and research.

SMALE, WILLIAM T.

William T. Smale, Ph.D. (University of Alberta) is an Associate Professor in the School of Education and Professional Learning at Trent University in Peterborough, Ontario (Canada). He teaches and coordinates undergraduate courses in Educational Law, Ethics and Professional Conduct, and graduate courses in Research Methods and School Law. His research interests

include school law, educational administration, early school leaving, deviance, and early childhood interventions. His recent books include *Canadian Perspectives on Educational Law and Policy* (Wood & Deed Publishing, forthcoming) and *Twenty-five Issues in Educational and Administrative Law* (The Edwin Mellen Press, 2015).

SMITH, KARA

Kara Ghobhainn Smith, Ph.D., OCT, GTCS is the author of *The Artists of Crow County* (Black Moss Press, 2017), co-author of *Next to the Ice* (Mosaic Press, 2016), and *Teaching, Learning, Assessing* (Mosaic Press, 2007). Smith is the editor of the *Journal of Teaching and Learning* (JTL), as well as the books' editor for the *Canadian Journal of Education* (CTL) and the *National Reading Campaign*. A member of The Writers' Union of Canada, she leads curriculum and teaches out of the University of Windsor, and Stornoway, Scotland.

SOCHA, TERESA

Teresa Socha is Chair of Undergraduate Studies in the Faculty of Education, at Lakehead University. As a health and physical education teacher educator her research and teaching interests include fat studies, feminist and socio-cultural theory, and anti-oppressive education.

STORTO, VANESSA

Vanessa Storto is a graduate of the Master of Education, Honours BA, and B.Ed. Programs at York University. She is currently working in the field of Early Childhood.

TALLO, DAVID

David Tallo is a Project Management Lead at the Ontario College of Teachers, and provided project management for the College's work on Ontario's enhanced teacher education program. He has worked on a variety of program, policy and regulatory initiatives at the College since joining its staff in 1997, and has served in a variety of areas at the College, including membership services, policy and research, and accreditation and standards of practice departments. David holds a Bachelor of Administrative Studies from Trent University.

TARC, PAUL

Paul Tarc is Associate Professor in Critical Policy, Equity and Leadership Studies in the Faculty of Education at Western University in London, Ontario. He is coordinator of both the International Education Master of Professional Education program and the International Education specialization cohort of the teacher education program at Western. He is author of *Global Dreams, Enduring Tensions: International Baccalaureate (IB) in a Changing World* (2009) and *International Education in Global Times: Engaging the Pedagogic* (2013).

VAN NULAND, SHIRLEY

As an Associate Professor and Academic Lead in the Bachelor of Education program at the University of Ontario Institute of Technology, Shirley Van Nuland, Ph.D. (University of Toronto) teaches Foundations of Education and Education Law, Policy and Ethics which examine the foundational, legal, sociological, and administrative implications of teaching. To this program, she brings her practice in teaching and administration at elementary, secondary, and tertiary levels

of education and experience from Ontario's Ministry of Education. This background and involvement with the Ontario education system gives her an understanding of the legal issues and problems that teachers and school boards face. Her areas of research include application of law to education, ethics, standards of practice, teacher codes, and social media.

VETTER, DIANE
Dr. Diane Vetter is the Practicum Coordinator for the Faculty of Education York University. Her current research interests include teacher education and mentoring.

WETHERUP, ELAINE
Elaine Wetherup is currently a part-time instructor in the Faculty of Education at Wilfrid Laurier University following her tenure as the Faculty's Field Experience Officer from 2008- 2016. Elaine attained her Masters of Education in 1991 from the University of Toronto (Ontario Institute for Studies in Education). Prior to joining the Faculty of Education, Elaine was a school administrator from 1990-2006 with the Waterloo Region District School Board. Throughout her career, Elaine continues to develop, plan, and provide timely, relevant professional development opportunities specifically designed for both teachers and administrators within our public educational community.

WILLARD-HOLT, COLLEEN
Colleen Willard-Holt, Dean of the Faculty of Education at Wilfrid Laurier University, received her Ph.D. in Educational Psychology from Purdue University. Prior to earning her Ph.D., she taught special education, mathematics, and gifted education. At the university level, she has taught courses in general teaching methods, educational psychology, assessment, research, neuroscience, gifted education, and special education. Her areas of research include twice-exceptional children, neuroscience research for teachers, multiple intelligences, international experiences for teachers, and preservice teacher education. She has published and presented in the fields of gifted education, multiple intelligences, and general teacher education.

CHAPTER 1

A TIME OF CHANGE IN ONTARIO'S INITIAL TEACHER EDUCATION

Diana Petrarca and Julian Kitchen

University of Ontario Institute of Technology and Brock University

INTRODUCTION

"Change is ubiquitous and relentless, forcing itself on us at every turn," wrote Michael Fullan (1993, p. vii). While change is often resisted, "the secret to growth and development is learning how to contend with the forces of change—turning positive forces to our advantage, while blunting negative ones" (Fullan, 1993, p. vii). Later, Fullan (1999) emphasized the importance of maintaining moral purpose and embracing complexity in response to change forces.

Initial Teacher Education in Ontario: The First Year of Four-Semester Teacher Education Programs, the most recent volume of the polygraph series for the Canadian Association for Teacher Education centres on how faculties of education are responding to change forced upon them by the government's decision to extend initial teacher education (ITE) in Ontario from two semesters (one year) to four semesters (most often over two years). In 2011, as part of an election platform promise, the Liberal Party proposed that ITE in Ontario would double in length should the party be re-elected. In 2015, after extensive provincial consultation and intense effort on the part of each teacher education provider, the 'enhanced' programs commenced. This volume details the journey towards a four-semester model, with a particular focus on how each public university developed its programs.

This edited volume builds on Kitchen and Petrarca's (2015) "Initial Teacher Education in Ontario: On the Cusp of Change", a chapter in *Handbook of Canadian Research in Initial Teacher Education*. In that chapter, we explored the state of existing, long-established ITE programs on the cusp of the changes called for in 2015. We hoped to identify patterns across institutions, as little is actually known regarding how teacher education is implemented across the province. Ontario information proved difficult to obtain and more difficult to compare, as program elements tended to be articulated in terms particular to the institution. As a result, we often struggled to employ information in comparative and descriptive ways. This was not entirely surprising, based on both our experiences as teachers and teacher educators in Ontario. Also, in our review of teacher education programs around the world in "Approaches to Teacher Education" (Kitchen and Petrarca, 2016) in the *International Handbook of Teacher Education*,

we noted a similar lack of common language and an even greater variation in program organization, orientation, and quality. Our work on these handbook chapters, which highlighted the need for more descriptive information on ITE programs, inspired us to take advantage of the opportunity to document the inception of four-semester ITE in Ontario.

We began our exploration of the four-semester ITE by examining information about Ontario programs through publicly available documents and websites. We soon recognized how difficult it would be to compile and accurately interpret the data without insider understanding of how the programs fit together. As teacher educators, we have always been interested in accounts of other professors and institutions, so we seized the idea of asking teacher educators at each public faculty of education in Ontario write about their transition to four-semester programs. We envisioned these chapters as providing baseline data for a new phase of ITE in Ontario. Our hope, at the conclusion of this project, is that the individual descriptions and accounts will be of interest individually and collectively. We also hope that this baseline information and rich description of programs, along with unique characteristics of each, will assist in identifying patterns and offering points of comparison to inform and improve ITE programs, not for evaluation (Kitchen & Petrarca, 2015).

In this introductory chapter, we provide an overview of ITE in Ontario and the contributions to this volume. First, we outline the process to become an Ontario-certified teacher, summarize Ontario's ITE program offerings, and provide a brief history of initial teacher education in Ontario prior to the changes legislated in 2013. The subsequent section provides a description of the events that occurred following the Liberal election platform promise in 2011 that led to the legislative changes requiring ITE programs to implement the enhanced program beginning September 2015. An overview of the enhanced program accreditation requirements is also provided. We conclude with a description of the emergent process used to guide contributors to this CATE polygraph volume.

<div align="center">BACKGROUND</div>

BECOMING A TEACHER IN ONTARIO

In order to qualify to teach in a publicly funded school in Ontario, one must be certified by the Ontario College of Teachers, the regulatory body for the teaching profession. For many Ontario teachers, this process begins with initial teacher education in one of the thirteen faculties of education in public universities.

Professional Certification
In 1996, the government of Ontario passed the *Ontario College of Teachers Act*, which established the Ontario College of Teachers as the professional-self-regulatory body for the teaching profession (Kitchen & Bellini, 2016) in Ontario, after British Columbia, was the second province to establish a self-regulatory body for teachers. This was part of "a broader trend that resulted in provincial government legislation establishing self-regulatory colleges or councils for professions such as nurses, social workers, social service workers, and real estate agents" (Kitchen & Bellini, p. 60). Among 'objects' of the College according to the act are "to develop, establish and maintain qualifications for membership" (*Ontario College of Teachers Act*, 1996, 3(1) 2).

Thus, a teacher must be certified by the Ontario College of Teachers before s/he can practice in a publicly funded school. Generally, certification to teach in general education in Ontario's Kindergarten to Grade 12 publicly funded classrooms requires teachers to hold a postsecondary degree and a Bachelor of Education degree from an initial teacher education program accredited by the Ontario College of Teachers or "an equivalent program that is acceptable to the College" (Ontario College of Teachers, n.d., p.1). At the Ontario Institute for Studies in Education of the University of Toronto, teacher education is offered at the Masters level. Additional certification pathways are also available for teachers of: First Nation, Métis or Inuit ancestry; technological education; a Native language; academic subjects for the Deaf or Hard of Hearing; and teachers who are internationally and Canadian (outside of Ontario) educated (OCT, n.d.). Although there are accredited programs offered by small private universities and a few foreign universities with initial teacher education campuses in Ontario, this polygraph focuses on the 13 publicly funded ITE programs in Ontario that are accredited by the College.

The two most common types of ITE programs leading to a Bachelor of Education are the concurrent and consecutive education programs. A concurrent program refers to:

> (a) a program of professional education that is undertaken at the same time as a program leading to an undergraduate degree in a discipline other than education, or (b) a program of professional education that combines studies in education with studies in other disciplines and leads to a degree in education; (Accreditation of Teacher Education Programs, 2002, 1(1))

A consecutive program "means a program of professional education that is not a concurrent program; ("programme consécutif")" (Accreditation of Teacher Education Programs, 2002, 1(1)(b)), or, generally, a four-semester program leading to a Bachelor of Education after the completion of an undergraduate degree. It is important to note that the College does not determine the design of ITE programs on Ontario. While all ITE programs require accreditation, as is evident from the chapters in this volume, there is a wide range of structures, courses and foci across the province. Ontario universities take pride in the distinct ways in which they organize their programs in order to deliver meaningful teacher education that complies with the College's accreditation requirements.

The following section provides a brief and general overview of Ontario's ITE programs. The focus of this book is centred largely on the consecutive Bachelor of Education programs, and to a lesser degree, the concurrent programs in the province.

Ontario's Initial Teacher Education Programs
In Ontario, Initial Teacher Education programs prior to the four-semester reform were highly diverse, with some universities offering a range of programs. Since 2015, offerings continue to be highly diverse, although there have been a number of changes. This diversity is evident from Table 1, listing the 13 public universities in Ontario that offer ITE programs that lead to professional certification by the College. The table, for comparison purposes, includes the 2013 program offerings under the previous accreditation requirements in addition to the 2015 offerings that reflect the new accreditation requirements.

Table 1. *Pre-service teacher education program offerings* in Ontario (June 2013 and 2015)*
*offerings refers to program admissions; some programs may still be in progress because of grand-parented programs

University	Locations (parentheses denotes additional program locations) 2013	Locations 2015	Concurrent Program 2013	Concurrent Program 2015	Consecutive Program 2013	Consecutive Program 2015	Consecutive Primary Junior (K-6) 2013	Consecutive Primary Junior (K-6) 2015	Consecutive Junior Intermediate (4-10) 2013	Consecutive Junior Intermediate (4-10) 2015	Consecutive Intermediate Senior (7-12) 2013	Consecutive Intermediate Senior (7-12) 2015	Additional notes 2013	Additional notes 2015
Brock University	St. Catharines (Hamilton)	St. Catharines (Hamilton)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Technological Education	Technological Education on hold until 2017 Aboriginal B.Ed. cohort pending
Lakehead University	Thunder Bay (Orillia)	Thunder Bay (Orillia)	✓	✓	✓	✓ [1,2]	✓	✓ [1]	✓		✓	✓	Did not collect data for [1,2]	[1]P/J program offered at Orillia and TB locations [2]HBEd Aboriginal Degree Program
Nipissing University	North Bay, (Brantford)	North Bay (Brantford)+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Did not collect data for [++] in adjacent column	+Final cohort scheduled to graduate in 2019 ++Aboriginal Teacher Certification Program; ++Teachers of Anishinaabemwin as a Second Language Program
Queen's University	Kingston	Kingston	✓	✓	✓	✓	✓ [3]	✓ [3]			✓ [3]	✓ [3]	[3]Aboriginal Education, Artist in Community, Outdoor & Experiential Education options available — Technological Education	[3]Aboriginal Education, Artist in Community, Outdoor & Experiential Education options available — Technological Education

Table 1 (continued). *Pre-service teacher education program offerings* in Ontario (June 2013 and 2015)*
*offerings refers to program admissions; some programs may still be in progress because of grand-parented programs

University	Locations (parentheses denotes additional program locations)		Concurrent Program		Consecutive Program		Consecutive Primary Junior (K-6)		Consecutive Junior Intermediate (4-10)		Consecutive Intermediate Senior (7-12)		Additional notes	
	2013	2015	2013	2015	2013	2015	2013	2015	2013	2015	2013	2015	2013	2015
Trent University	Peterborough (Durham)	Peterborough (Durham)	✓	✓	✓ (FT and PT)	✓ **	✓	✓			✓	✓	**Teacher Education Stream	Indigenous B.Ed. implemented in 2016
Université Laurentienne / Laurentian University	Sudbury	Sudbury	✓ ENG[4]	✓ ENG[4]	✓ FR (FT & PT)	✓ FR	✓ FR	✓ FR	✓ FR	✓ FR	✓ FR	✓ FR	[4]Concurrent education offered in ENG only for P/J and J/I	[4]Concurrent education offered in ENG only for P/J and J/I
UOIT	Oshawa	Oshawa	✓	✓ [4]	✓	✓	✓	✓			✓	✓		[4]Restructured to an advanced acceptance to consecutive from secondary (Concurrent) or from 2nd $ 3rd year a UOIT (Connected)
University of Ottawa	Ottawa (Toronto, Windsor)	Ottawa (Toronto, Windsor)		✓ with lettres françaises	✓ FT & PT FR	✓ [5,6,7,8] PT in FR***	✓	✓ [5,6,7,8]	✓	✓ [5,] [6]	✓	✓ [5,] [6]	Did not collect data for ENG / FR program locations, online & concurrent	[5]ENG in Ottawa [6]FR in Ottawa [7]FR in Toronto [8]FR in Windsor ***Final intake of cohorts in Ottawa & Toronto is 2016 Online program in FR

Table 1 (continued). *Pre-service teacher education program offerings* in Ontario (June 2013 and 2015)*
*offerings refers to program admissions; some programs may still be in progress because of grand-parented programs

University	Locations (parentheses denotes additional program locations)		Concurrent Program		Consecutive Program		Consecutive Primary Junior (K-6)		Consecutive Junior Intermediate (4-10)		Consecutive Intermediate Senior (7-12)		Additional notes	
	2013	2015	2013	2015	2013	2015	2013	2015	2013	2015	2013	2015	2013	2015
University of Toronto	Toronto	Toronto	✓	✓	✓	✓	✓	Info not available via TEAS	✓	Info not available via TEAS	✓	Info not available via TEAS	BEd & Graduate program options leading to certification Technological Education	MT, MA options leading to certification
University of Windsor	Windsor	Windsor	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Technological Education pending 2017
Western University	London	London			✓	✓ [9]	✓	✓	✓	✓	✓	✓	Did not collect data for [9]	[9]ENG & FSL program options
Wilfrid Laurier University	Waterloo	Waterloo			✓	✓	✓	✓	✓	✓				
York University	Toronto (Barrie[10])	Toronto	✓	✓	✓ FT and PT	✓	✓	✓	✓	✓	✓	✓	Technological Education	Technological Education

[10]Discontinued at end of 2014-15 academic year

Table 1 provides an overview of the ITE program locations (including satellite campuses) as well as their consecutive, concurrent, and divisional offerings. In Ontario, ITE programs leading to certification are grouped into three divisions: Primary/Junior (Kindergarten to Grade 6), Junior/Intermediate (Grades 4-10), and Intermediate/Senior (Grades 7-12). Generally speaking, Primary/Junior (P/J) teacher candidates are not required to have a subject specialty, whereas Junior/Intermediate (J/I) teacher candidates must be qualified in one teachable subject (i.e., a minimum of three university credits in an approved teachable subject). Intermediate/Senior (I/S) teacher candidates typically require two teachable subjects with a minimum of five university credits in an approved teachable subject in the first subject area. Teachable subjects refer to common subject areas taught in universities and reflect the courses taught in Ontario schools. English, French, geography, history, mathematics, physical education, drama, visual arts and various sciences are among the most common teachable subjects within ITE programs. Other subject areas, such as business, computer science, philosophy, religion and music, are not as widely offered. Many of these subject areas, along with one's eligible for ITE inclusion, may be obtained later via *additional qualification courses* open to certified teachers with sufficient prerequisites.

As previously mentioned, some ITE programs also offer special programs leading to certification within technological and Indigenous education. As we noted in 2013, "[s]ome of the graduates of these programs possess undergraduate degrees, whereas others enter based on other experiences and are eligible to earn diplomas, not degrees" (Kitchen & Petrarca, 2015, p.66). A number of these programs were reduced, curtailed or postponed due to caps on enrolment, but many are being revived due to supplementary funding.

A Brief History of Initial Teacher Education in Ontario
As teacher education takes this dramatic turn, it is useful for educators, policy-makers and the general public to situate this change in the larger history of teacher preparation in the province. This history, beginning in the 19th century, tells the story of increasing professionalism over the years as Ontario adapted its system to meet a rising demand for elementary and secondary education. It is a story of authority over education, as teacher training under provincial direction became teacher education in universities, and as accreditation shifted to the Ontario College of Teachers. It is a story of reform, and the limits of reform, in the preparation of teachers for a diverse and changing world. By better understanding the history of teacher preparation, we may gain insight into the present situation and imagine a better future for teacher education in Ontario (Kitchen & Petrarca, 2013, p. 56).

Initial teacher education began in the 19th century with the implementation of the *Common School Act of 1846* by Egerton Ryerson, which gave rise to the Ontario Normal School, where "normal" meant according to rule or to the "norm". This initial model focused on training prospective teachers in subject areas and methods with a high degree of provincial control in training teachers (LaZerte, 1950).

In 1953, modest changes were implemented when the Teachers' College replaced the Normal School, and control was still centralized under the province. It was not until the 1960s when the province began to rethink teacher education, beginning with the Report of the Minister's Committee on the Training of Secondary School Teachers (1962), also known as the Patten

Report. The report suggested that the role of a teacher is not merely a knowledge transmitter but rather "a participating, creative responsible person who must be skilled in the complexities and subtleties of the educational process in a democratic society" (Kitchen & Petrarca, 2013, p. 17). The Report of the Minister's Committee on the Training of Elementary School Teachers [MCTEST] (1966), known as the McLeod Report, reconceptualised education to achieve the goal of a "well-articulated program of cumulative education from kindergarten through graduate school" (MCTEST, 1966, p. 15). Among its recommendations was one-year ITE programs housed in universities so that the focus would shift from the rigidity and uniformity of Teacher's College training to the flexibility and scholarship of university education.

The Hall-Dennis Report, *Living and learning* (Provincial Committee on Aims and Objectives of Education in the Schools of Ontario [PCAOESO], 1968) suggested that in Ontario schools, "The focus is more on how to learn and think, and less on what we know and remember. Education is becoming a process, rather than a thing" (p.123). Interestingly, the report also recommended: "As teacher education becomes a university program, the responsibility for certification should be shared by the university and teachers' professional organizations" (PCAOESO, p. 133) through a proposed College of Teachers of Ontario.

Most of the recommended changes to teacher education were endorsed and implemented by Minister of Education Bill Davis. In 1974, *Regulation 269* defined teacher qualifications, prescribed curriculum, and divided qualification into Primary/Junior, Junior/Intermediate, Intermediate/Senior, and Technological Studies. It also defined Additional Qualifications, specialist courses, and principalship courses. While the province still controlled teacher certification, in practice it simply accepted the graduates of universities that underwent cyclical programs reviews. The decentralization of teacher education was part of a broader pattern of decentralization that saw provincial examinations eliminated and curriculum guidelines replaced tightly-prescribed provincial courses of study.

As noted by Kitchen and Petrarca (2013), "Even after shifting teacher education to universities, the Ministry of Education has set regulations and monitored compliance" (p.69). Even though oversight and accreditation were shifted to the Ontario College of Teachers, the implementation of the four-semester program is a reminder that ultimate authority over teacher education rests with the provincial government. Universities continue to enjoy autonomy, however, in how they interpret and implement government directives and Ontario College of Teachers accreditation guidelines. As Gannon (2005) discovered in her interviews of deans and union leaders, government involvement in the regulation of the teaching profession has not been eliminated by the introduction of the College.

ENHANCED TEACHER EDUCATION

THE ANNOUNCEMENT

The governing Liberal party announced the extension of "teachers college" (para 1) as part of its 2011 election platform (Canadian Press, 2011). This proclamation caught many of Ontario's teacher educators by surprise, setting in motion a flurry of questions, possibilities, and uncertainty as people wanted to see what would happen.

The government had contemplated a two-year program in the late 1990s, when there was a surplus of teachers. If the timing had been right, the province could have met the demand for teachers with half the number of graduates. Overall, this would have been at no greater cost: half the students for twice as long. A sudden shortage of teachers led to the shelving of this plan until it was revived in 2011, during another period in which teacher candidates had little prospect of full-time employment. During the 2012 consultations, it had become evident that change was complex, especially given the diversity of programs. Concurrent programs, for example, would have to be 'grandfathered' as students enrolled with the expectation of a five-year degree. While there were multiple points of ambiguity, the greatest was whether programs would be three or four semesters in duration. Until the government determined this, the number of teacher candidates could not be determined and the curriculum could not be designed.

While forces of change brought uncertainty, as is evident from many of the chapters in this book, most universities embraced the challenge with moral purpose. Rather than tinker with their programs, they engaged in deep thinking about big ideas. They drew from the rich academic literature and intra-faculty research to consider how they might embrace this opportunity to enhance their programs. The lack of detailed information, however, made it difficult to plan. Julian recalls leading a planning retreat at Brock at which broad themes were examined, but then halting the next stage until it was determined whether the government had settled on a three or four semester model. We knew expansions of the program and practica were happening. We just didn't know the crucial details: how much, how, or when.

After consultations with various stakeholders, the province made the official announcement on June 5, 2013 (Government of Ontario, 2013) that the four-semester program was scheduled for implementation no later than September 2015. This official notice marked a historical change in Ontario's preservice teacher education programs, which *Initial Teacher Education in Ontario: The First Year of Four-Semester Teacher Education Programs* attempts to capture. It was a time of hope and imagination, as faculties of education reconceptualised their programs, but it was also a time of uncertainty as faculties grappled with the intended and unintended consequences of reducing the number of students by half, and time was slipping away as crucial decisions had to be made—and go through rigorous university governance processes—in time for students to apply in late 2014. The chapters from each university bring to life many of these challenges, along with how they made the best of the opportunity to enhance teacher education.

KEY CHANGES TO ITE ACCREDITATION REQUIREMENTS

The most notable change in the enhanced program is the move from a two-semester to four-semester program, including the doubling of minimum practicum experience in schools using the Ontario curriculum, supervised by qualified, experienced teachers: an increase from the 40 days minimum to minimum of 80 required days. In addition to the legislated structural changes, faculties of education also needed to address specific core content areas as stated in Schedule 1 of Ontario Regulation 347/02 made under the *Ontario College of Teachers Act*.. Schedule 1 specifies the knowledge and skills teacher candidates enrolled in ITE programs should acquire upon completion of the enhanced model. The required elements are categorized into three broad areas: curriculum knowledge, pedagogical and instructional strategies knowledge, and the teaching context knowledge. The *Accreditation Resource Guide*, a companion to the College's

Regulation 347/02, *Accreditation of Teacher Education Programs* (Ontario College of Teachers, 2014) also lists the following new core content requirements that Ontario programs must contain:

- Ontario curriculum;
- Use of educational research and data analysis;
- Inquiry-based research, data and assessment to address student learning;
- Use of technology as a teaching and learning tool;
- Theories of learning and teaching and differentiated instruction;
- Classroom management and organization;
- Child and adolescent development and student transitions;
- Student observation, assessment and evaluation;
- Supporting English language learners;
- Supporting French language learners;
- Pedagogy, assessment and evaluation for specific curriculum areas;
- Special education;
- Mental health, addictions and well-being;
- Education law and Standards of Practice;
- Professional relationships with colleagues;
- Knowledge of the Ontario context;
- First Nation, Métis and Inuit perspectives, cultures, histories and ways of knowing;
- Politique d'aménagement linguistique (PAL) de l'Ontario;
- Safe and accepting schools / creation of a positive school climate; and
- Parent engagement and communication.

This extensive list of core content emerged out of consultations with key stakeholders in education in 2012, including Ontario teacher education program providers with "expert guidance and direction" (Ontario College of Teachers, 2014, p. 2) of former dean of education Dr. Deborah Berrill. Since the province consulted with key education stakeholders including Ontario teacher education program providers, the topics and consultative process had the potential to soften the resistance and resentment from universities. We are unable to comment upon the extent to which input from teacher educators and researchers was considered by the province. However, based on the preface to the *Accreditation Resource Guide*, the broader teacher education literature appears to have been consulted in framing the changes. The majority of the topics within the new core content program requirements appear to reflect both concerns raised during the consultation process and insights from the broader literature regarding the learning-to-teach process, including how teacher candidates learn within the context of professional learning, and the culture of schools and communities.

The *Registration Guide Requirements for Becoming a Teacher of General Education in Ontario Including Multi-session Programs* (Ontario College of Teachers, 2013; n.d.) provides concise summaries of ITE program requirements for applicants seeking certification. We find these useful as reference points with which to broadly compare the enhanced ITE program, prior to, and after the expanded ITE certification standards. The 2013 version of the Registration Guide required applicants seeking certification, to have graduated from "academic, not employment-based" (2013b, p. 2), ITE programs, and the program must have included:

- 40 per cent of one year focused on teaching methods—how to teach students in particular grades or subjects;
- 20 per cent of one year focused on education foundations—history, philosophy, and psychology of education;
- 20 per cent in any other area of education; and
- a minimum of 40 days of practicum supervised by the program provider (Ontario College of Teachers, 2013, p. 2)

The current *Registration Guide Requirements for Becoming a Teacher of General Education in Ontario Including Multi-session Programs* (Ontario College of Teachers, n.d.) provides the following general description of initial teacher education programs for applicants seeking certification:

> The four-semester teacher education program generally consists of the following:
> - 10 per cent focused on education foundations (i.e. the history, philosophy and psychology of education);
> - 20 per cent focused on teaching methods suitable for two teaching qualifications in Ontario (i.e. how to teach students in particular grades or subjects);
> - 20 per cent in practice teaching – a minimum of 80 days of practice teaching supervised by the program provider; and
> - 50 per cent in any other areas of education to support methodology coursework, such as classroom management, how to use research data and new technology, supporting students with special learning needs and those from diverse communities. (p.1)

In addition, the ITE program must be an academic program (as opposed to employment-based), and completed at the postsecondary level.

METHODOLOGY/PROCESS

The impetus for this edited volume was our own work in teacher education. As dedicated teacher educators, we were interested in improving our practice by learning from peers in other universities. As leaders in our faculties during the transition, we knew that the stories of institutional reform needed to be told. As scholars researching teacher education at the provincial and international levels, we identified a need for rich, descriptive accounts of teacher education programs, particularly during times of profound change. As we had documented Ontario's teacher education programs on the cusp of change, it seemed natural to follow-up with a study of the enhanced programs. And who better to tell these stories than teacher educators—practitioners and researchers—engaged in the process?

GATHERING SUPPORT

We began by identifying the need for a publisher for this volume. As active members of the Canadian Association for Teacher Education (CATE), we were aware that it publishes *polygraphs* online about issues in teacher education. Julian had edited one such volume (Kitchen & Russell, 2012) and we had published the Ontario chapter (Kitchen & Petrarca, 2015) in CATE's handbook on teacher education in Canada. The executive of CATE supported the idea

of compiling a collection about teacher education programs and, in particular, at such a crucial time in Ontario's history of teacher education. Once they approved our proposal, we began to share our idea with colleagues in other universities.

As we were concerned that university administrations might be reluctant to share information with competitors or subject themselves to evaluation, we proactively made it clear that this volume would centre on documenting this historic change in Ontario's teacher education history, not on evaluation or critique. We were also hopeful that our previous work on supporting practice teaching in Ontario (Hughes, Laffier, Mamolo, Morrison, & Petrarca, 2015; Petrarca, 2013, 2014; Petrarca & Bullock, 2013), admissions processes (Holden, Kitchen, Petrarca & LeSage, 2016; Holden & Kitchen, 2016a; Holden & Kitchen, 2016b), and our handbook chapter (Kitchen & Petrarca, 2015) would inspire confidence.

After garnering the endorsement of the CATE executive, we reached out to the faculties of education across the province. We approached the members of the Ontario Association of Deans of Education (OADE) through letters to deans of education outlining our proposal and assuring them of our intentions. We stressed the need to gather more information about how we *do* teacher education in Canada (Crocker & Dibbon, 2008). We also emphasized that the book's purpose was to raise awareness about teacher education, not to evaluate programs. Finally, we stressed the value of these stories told by insiders about their own institutional journeys. In short order, the deans were convinced that there was value in celebrating the range and complexity of Ontario's programs in this way. Every public university agreed to participate, with some deans recommending authors; several deans and other administrators were involved in the writing of their universities' chapters.

Initially, the University of Ontario Institute of Technology chapter would have included a large section on the Science, Technology, Engineering, and Mathematics (STEM) initiatives specific to mathematics and coding for teacher candidates, however, after learning of Western University's focus on similar mathematical and coding initiatives, we invited colleagues from UOIT and Western to co-author a chapter with a focus on computational and mathematical thinking. We felt this would provide additional insight for teacher educators across the province, especially with Ontario's increased focus on supporting students in mathematics, coding, and computational skills (Government of Ontario, 2016, 2017). Given the drastic reduction of admissions to Ontario's ITE programs (50% reduction), we believed a chapter focused on admissions would round out this volume. We invited Michael Holden and Julian Kitchen who led a province-wide investigation of admissions practices for Brock University (Holden, Kitchen, Petrarca, & LeSage, 2016), to co-write the penultimate chapter to provide readers with an overview of ITE program admissions practices in Ontario during this time of change. Later, we approached the Ontario College of Teachers for a chapter on its role in the process that led to the implementation of the enhanced program. Chapter 3 provides their insight and perspectives as a backdrop to the chapters submitted by the universities.

This in-depth documentation of Ontario's enhanced Bachelor of Education programs should help faculties of education in Ontario understand how their programs are consistent with and distinct from other programs in the province. After reading the chapters submitted by our provincial colleagues, it is evident that while we share consistent challenges (e.g., reduced funding, time

constraints) and curricular content, the manner in which we organize the legislative changes varies depending on the faculty's vision and mission. We believe this diversity of programs should be shared and celebrated, not hoarded and protected by each institution.

CALL TO AUTHORS

Upon receiving support from the OADE, we reached out to teacher educators/researchers at each faculty of education in Ontario. We reiterated the overall need and purpose of the book and provided a brief overview of potential topics for the chapters. The chapters were to be essentially descriptive in nature, taking public domain information and explaining it with an insider's understanding. While we provided some suggestions for consideration, we wanted to encourage participation from all ITE programs and so we suggested the following topics to be considered by authors:

a) An overview of the programs in the university: concurrent, consecutive, alternative;
b) Divisional offerings, including enrolments in P/J, J/I and I/S;
c) Vision of teacher education articulated in key documents and processes;
d) Focus on a particular program, (e.g., secondary consecutive);
e) How the particular program curriculum is organized, including where lesson planning, reflection, assessment, law, social justice and special education are featured (possibly as a result of the College's new accreditation requirements);
f) Organization of field experiences, including nature, sequence, field support/supervision, mentors, and unique features;
g) Focus on a particular initiative, course, innovation: probably an aspect the author is involved in, such as how reflection is being handled in the practice-theory cohort course;
h) Insights, challenges, or processes experienced during this transition period.

INFORMATION COLLECTION AND ANALYSIS

We gathered teacher education program information from publicly available information on web-based resources including the Ontario Universities' Application Centre (OUAC) and its Teacher Education Application Service (TEAS), the Ontario College of Teachers, and university websites, as we did in 2013 for our chapter on Ontario's ITE programs. This data served to verify or fill in gaps from submitted chapters. We also gathered information from chapter authors about where important curriculum components were covered.

We reiterate that our desire to organize and note patterns in program curriculum is simply for descriptive purposes, not to make judgements regarding how the core content is addressed in our faculties of education. We assume that content is based on program visions and then explained in relation to the accreditation requirements of the College. We are curious, however, as to how the content is organized simply from an informational perspective. For example, are topics such as special education or assessment integrated into specific methods-types courses or are they stand-alone courses?

Chapter 2 provides our insights gleaned from reading the chapters from Ontario's 13 public ITE programs. The foci are centred largely on the key topics suggested to authors in the original call for chapters. We began organizing the chapter contents around the suggested topics of divisional

offerings, program curriculum organization, practicum organization, and others listed in a previous section above. We also examined the chapters by highlighting key words, phrases, and sentences within the suggested topic areas, and attaching loose in vivo and descriptive tags or codes using qualitative data analysis software. We then revisited the chapters and topics in an iterative manner using the emerging list of codes within the various topic areas as a guide. In some instances, we were able to collapse the codes into broader themes, however, due to the limitations (described below), this was not always possible.

When attempting to organize the information (for descriptive purposes), because of the extensive common core content faculties needed to address, we initially anticipated the analysis of program curriculum to be an easier task in comparison to our attempts in 2013. Surprisingly, much like we experienced in 2013, the task was extremely challenging given the diverse manner in which universities organized their ITE programs. As we concluded in 2013, we believe the diversity in which Ontario's ITE programs organize and implement the course work, practica and program in general is something then that should be celebrated. With the newly regulated core content, there existed the possibility of "cookie-cutter" courses and programs; however, as seen this volume, this was not the case. The variations in course names, how themes are described and how themes were clustered prevent neat and tidy comparisons and descriptions. Once again, much like we experienced prior to the implementation of the enhanced program, and much like Crocker and Dibbon (2008) noted, the language and level of detail varied considerably, making comparative descriptions challenging. To enhance the trustworthiness of our summaries, we conducted member-checks by sending our authors our work for accuracy. In the following chapter, we share some of the patterns and highlights of the authors' descriptions of how their respective faculties developed and implemented the first year of the enhanced program.

LIMITATIONS

Three key limitations potentially impact our summaries of common themes extracted from the chapters. The first is that we wanted our prospective authors to have autonomy regarding the areas they chose to focus upon in their respective chapters in more detail. This makes comparison challenging, as authors varied in the degree to which they attended to the guidelines. Secondly, we based our description of Ontario's ITE programs in 2013 on our own scouring of publicly available information on university websites, and where appropriate, in any comparisons we make between the 2013 and 2015 programs, we remind the readers of this limitation. To mitigate this limitation, we did check with authors regarding curricular and overall program components. Finally, we recognize that the simple act of sharing information about our respective ITE programs brings with it potential risks of exposure. We are aware of the political reality that institutions must exercise prudence in what they share with others. We are grateful and honoured that so many ITE scholars and universities were willing to share descriptions and experiences in this volume even in the midst of busy development and implementation.

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CHAPTER 2

ENHANCED INITIAL TEACHER EDUCATION IN ONTARIO: IDENTIFYING PATTERNS OF CONTINUITY AND CHANGE

Diana Petrarca and Julian Kitchen

University of Ontario Institute of Technology and Brock University

INTRODUCTION

While the Ontario government's decision to extend teacher education to four semesters prompted changes in Bachelor of Education degree programs, the chapters in this volume suggest a complex mix of continuity and change was at play within and across institutions.

Our one concern was that the increase in core content included in Schedule 1 within Regulation 347 (Accreditation of Teacher Education Programs, 2002) would diminish the diversity of programs in the province. After reading the chapters from across the province, it is clear that Ontario's Initial Teacher Education (ITE) programs continue to reflect the diverse curricular organization we previously noted in the one-year programs (Kitchen & Petrarca, 2015). As noted by Salvatori in the Ontario College of Teachers (OCT) chapter, the schedule and its accompanying Accreditation Resource Guide (2014) allowed for universities to innovate within the legislative framework. The diversity of the ITE programs, evident from reading the individual chapters, is discernible in the patterns noted in this chapter. While Ontario ITE programs face similar admissions issues, cover the same curriculum expectations, and offer similar number of practicum days, they are far from cookie-cutter programs. Each offer a unique approach to educating teachers, and most seem to maintain continuity with their one-year programs.

While each chapter in this volume tells one story, taken together these accounts constitute a broader collective narrative of institutions of higher learning. In this chapter, we explore this broader narrative by identifying themes that emerged from the chapters. We begin by providing a historical overview of admissions into ITE programs across the province, since ITE program admissions were significantly reduced by almost half to accommodate the extended programs. We then provide a summary of ITE curricular and practica components and identify patterns in program visions, and in challenges and opportunities experienced by programs during this massive period of transition.

ADMISSIONS INTO ITE PROGRAMS

To establish the context, we begin with an introduction to admissions processes, including a historical overview of admission and confirmation numbers for ITE programs. One discernible change across ITE programs was a significant drop in applications, admissions and confirmations, based on data from the Ontario University Application Centre (OUAC). In Ontario, OUAC, a not-for-profit division of the Council of Ontario Universities (COU), processes admission applications for undergraduate, law, medical, rehabilitation sciences, and teacher education programs offered by Ontario universities (OUAC, n.d.). While applications for concurrent education programs are processed alongside other undergraduate applications, consecutive ITE program (second undergraduate degree) applications are processed via the centralized application service, the Teacher Education Application Service (TEAS) arm of OUAC. In their chapter, Holden and Kitchen draw from their research and provide greater detail regarding admissions practices in Ontario ITE programs.

APPLICATION NUMBERS

Applications to ITE programs have fallen significantly in recent years. Figure 1 provides a snapshot of TEAS application data collected from 2007 through to 2016. The upper (red) line reflects the total number of applications for Ontario's initial teacher education programs for September during the past decade. The lower (blue) line reflects the total number of applicants in Ontario for the same time period. In 2007, the average number of applications per applicant was 3.5 and in 2014 (the final year of the former two-semester ITE program admissions) the average number of applications per applicant was roughly 3. In 2015, the average number of TEAS applications (for September) per applicant decreased slightly to 2.80, however, it is important to note that up until 2014, one of the larger ITE programs offering a consecutive Bachelor of Education degree in the province (Ontario Institute for Studies in Education [OISE], University of Toronto) was included in the TEAS application data. With the shift to only a graduate MA or MT degree-based ITE program, OISE's applications are no longer reflected in the TEAS application data beginning in 2015.

Figure 1 shows an overall 51% decline in the number of TEAS applications and a 43% decline in number of applicants from September 2007 to September 2014. The yearly September data demonstrates a steady decrease in applications and applicants each year, with the exception of 2014 where the number of TEAS applications increased by roughly 3%, even though the number of applicants continued to decrease (although slightly). We speculate that the increased number of TEAS applications in 2014 may reflect applicants' desires to seek admission to the two-semester B.Ed. program during its final year of offering acceptances. In addition, we make the assumption that although there is a general decrease in number of applicants and applications to Ontario ITE programs via TEAS, we realize that these numbers do not provide the full picture. Since applicants typically apply to more than one ITE program in the province, we hypothesize that some of the applicants in the 2015 and 2016 September application data also applied to the OISE program, although without additional data, we are unable to provide numbers to substantiate this assumption.

The 79% and 73% decline in September TEAS applications and applicants in 2015 from 2007 (respectively), could reflect the dismal job prospects for beginning teachers in the province. As noted in the College's (2015) *Transition to Teaching,* "with heightened awareness of the more

competitive teacher employment market in Ontario, the number of applicants to Ontario's consecutive teacher education programs declined" (p. 3).
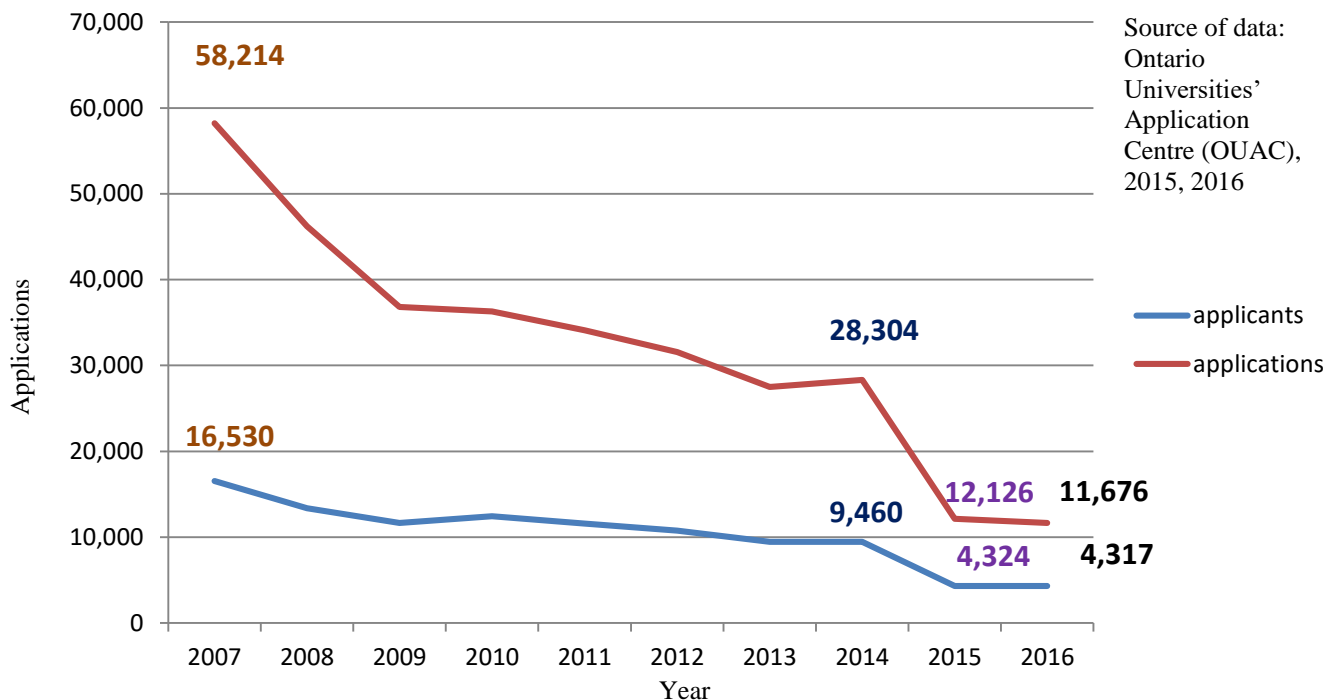
Figure 1. September TEAS Application Data from OUAC (2007 – 2016).

The 57% and 54% declines in September TEAS applications and applicants respectively in September 2015 (the first round of admissions to the enhanced ITE program) from 2014 (the final round of admissions to the former two-semester ITE program) reflects the provincially imposed 50% reduction of Bachelor of Education admissions. Once again, these numbers do not include the OISE application/applicant data.

CONFIRMATION NUMBERS

Figure 2 provides another snapshot of TEAS data specific to the number of confirmed acceptances to an Ontario ITE program in August from 2007 to 2016. The 8,000 confirmed attendees in August 2007 dropped 20% by August 2014. Once again, the 2014 data represents the final year of admission to the former two-semester program. As discussed earlier, the overall decrease in confirmed Consecutive Bachelor of Education program attendees could reflect the lack of job prospects for beginning teachers in the province. The 56% decrease in confirmations in August 2015 from August 2014 reflects the province's 50% reduction/restriction to admissions to all Bachelor of Education programs in Ontario, and perhaps to a much smaller degree, the exclusion of OISE confirmations which are no longer processed via the TEAS.
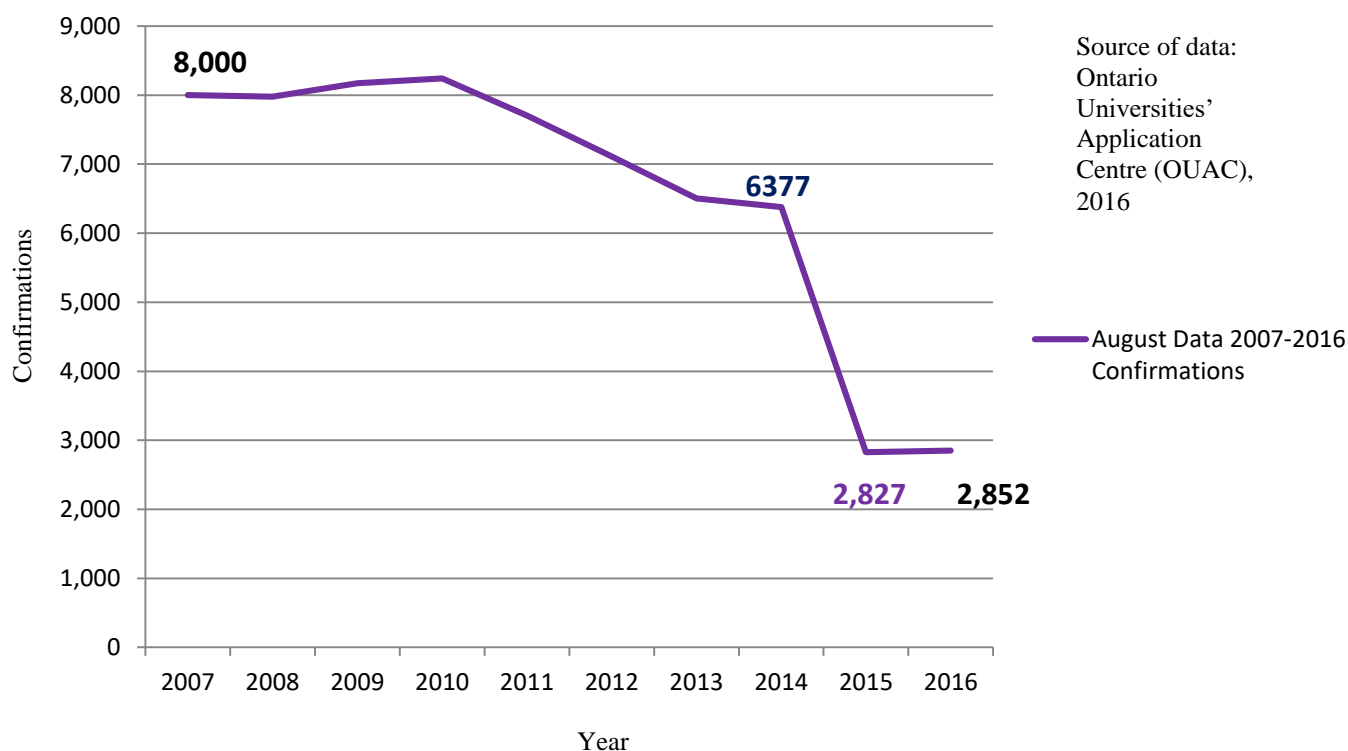
Figure 2. August TEAS Confirmation Data Totals in province from OUAC (2007 – 2016).

In the chapter on admissions practices, Holden and Kitchen identify issues for faculties to consider as they review their policies to more effectively identify prospective teachers and address the needs of Ontario in the 21st century.

PROGRAM OFFERINGS

In addition to the legislated program changes described in Chapter 1, there were also some substantial changes in program offerings in response to a reduced number of graduates. As seen in Figure 3, September TEAS confirmations reflect an approximate 50% reduction in some of the programs from 2014 to 2015, reflecting the 2015 provincial cuts in admissions. Confirmations for both the J/I and I/S divisions (from September TEAS confirmation data) reflect a 64% and 58% decrease respectively. The technological studies confirmation data for September 2015 compared to 2014 reveal a staggering 81% decline, due to universities cutting back technological studies programs in the first year of the enhanced program. This is particularly concerning as the Ontario Council of Technological Education, Ontario College of Teachers, as well as government and industry, many years ago identified a critical shortage of qualified technological studies teachers in schools (OCT, 2002).

Factors contributing to the reduced confirmation numbers include the omission of the OISE confirmation data provided by TEAS and decreased program offerings overall. For example, with the severe funding and admission cuts, as noted by some of the authors in this volume, rethinking what teachable subjects and/or divisional offerings could be offered was a necessary cost-saving

discussion. Depending on the teachable subject enrolments, some programs needed to implement creative scheduling such as UOIT's integrated teachable subject approach in the first semester of the program, where the focus was on the Intermediate division in preparation for the mandatory Grade 7 or 8 placement for I/S teacher candidates. Other examples of hard decisions resulting from the reduced student numbers include the reduction of teachable subjects in both the J/I and I/S divisions as described in the OISE chapter. The Wilfrid Laurier University (WLU) authors describe their efforts to maintain a low-enrolled Vocal or Instrumental Music teachable (via a grant from the former Ministry of Training, Colleges and Universities) by collaborating with UOIT to co-create and co-offer a pilot blended course.

We summarize some of these challenges in a subsequent section of this chapter but first we offer observations gleaned from the chapter submissions specific to program offerings, visions, practicum, as well as insights and opportunities that accompanied the change in Ontario's ITE programs.

As seen in Table 1 (in Chapter 1), several additions and deletions to programs occurred from 2013 to 2015. Of particular interest is the noted: 1) decrease of Technological Education programs, divisional offerings, satellite, and alternative programs; 2) addition of programs focused on Indigenous content; and 3) modification of concurrent education programs.

DISAPPEARING PROGRAMS

With higher enrolment in the one-year program, many universities were able to sustain a wide range of program offerings. In order to maintain sustainable programs with reduced funds and fewer graduates, these universities had to consider reducing their range program offerings.

One of the unintended consequences of the speedy transition to a four-semester program was a marked decline in technological education offerings and admissions. While four universities offered modest technological education programs in 2013, only Queen's continued with the technological education programs in 2015. OISE eliminated its program entirely as part of its shift to graduate teacher education. Brock placed its program on hold until January 2017 as it could not sustain multiple programs with a reduced number of students. Once the government agreed to fund additional technological studies teacher candidates beyond the cap, Brock (along with college and university partners) redesigned its program to attract trades people who needed to continue working while training for a new career.

Another casualty of reduced enrolments was the satellite campus. As noted in Table 1 (in Chapter 1), in 2013, several universities offered B.Ed. programs at additional satellite campuses, making programs more accessible to members within a particular geographical location. In 2015, Nipissing University and York University discontinued admissions to programs at their Brantford and Barrie campuses respectively. While the closure of these satellite campuses made practical sense, some prospective teacher candidates (e.g., second career individuals with family, lack of money, transportation, etc.) may no longer have access to B.Ed. programs. Similarly, individuals in need of part-time programs such as those offered prior to 2015 at Trent University, Laurentian University, University of Ottawa, and York University find these programs unavailable—either discontinued or *on hold*. An interesting anomaly noted in the University of Ottawa chapter is that

their Toronto satellite campus is the fastest growing campus among their Francophone campuses. This is not entirely surprising given the very low unemployment rates reported by French-language teacher groups in Ontario (OCT, 2015).

Similarly, for Lakehead, reduced enrolment meant that they lacked the numbers needed to maintain a viable Junior/Intermediate program; this is reflected in the 64% reduced number of J/I confirmations in Figure 3.
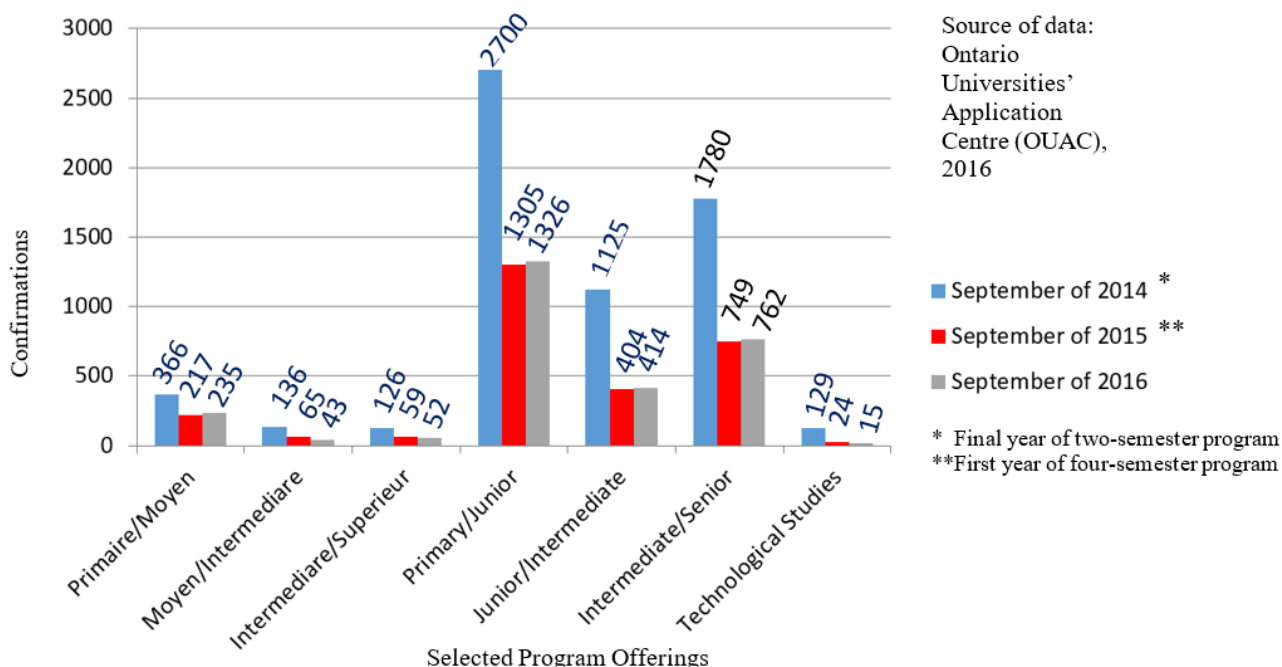
Figure 3. September TEAS confirmation data by program division (2014 – 2016).

INCREASED INDIGENOUS PROGRAMS

With the Truth and Reconciliation Commission's (TRC) Calls to Action, it is not surprising that the newly regulated core content now requires all ITE programs to include some Indigenous content in the enhanced program. As noted in the College's *Accreditation Resource Guide*,

> The intent is to ensure that candidates recognize their responsibility to educate all students in their classrooms about First Nation, Métis and Inuit histories, cultures, perspectives and ways of knowing as important within the Ontario context in which all students are living and learning (OCT, 2014, p. 28).

Further to this, programs specific to Indigenous education have increased in the province. While teacher education programs "specifically geared to Indigenous teacher candidates have long been established in the province of Ontario" (Deer, Preston, Favaro, L'Allier, Hovington, Lavoie, Nardozi, Gillies, & Aquash, 2015, p. 27), historically, most offered only certificates or diplomas.

In recent times, there has been an increase in B.Ed. offerings for Indigenous teacher candidates. Since 1991, Queen's University has offered an Aboriginal Initial Teacher Education program each year; it also continues to offer certificate and diploma programs. Lakehead University, which has offered certificates and diplomas since the 1970's (Deer et al, 2015), annually offers a Concurrent B.A/.B.Ed. in Indigenous Learning and programs in conjunction with other faculties. The second cohort of Brock University's Aboriginal B.Ed., which combines a fifteen credit undergraduate program with an OCT B.Ed., is nearing graduation; a College-approved enhanced version of the program will launch in the near future. Trent University also launched a new Indigenous Bachelor of Education program in 2016: this is a customized five-year concurrent model. Also, in many chapters, authors highlight new initiatives to increase Indigenous knowledge and awareness among non-Indigenous teacher candidates. For example, in their chapter, the University of Ottawa authors describe how three key commitments guided the reconceptualizing of their program; one of which included their responsibility in addressing the Calls to Action of the TRC as part of their "larger civic ethical commitment toward fostering and sustaining diverse, equitable, and inclusive education" (p. 219).

CONCURRENT EDUCATION PROGRAMS

The changes in enrolment have had an impact on concurrent programs in unexpected ways. First, adjustments had to be made in the number of students accepted from secondary school given the number of funded spaces in the professional certification portion of the programs. Second, applicants accepted prior to 2015 are grand-parented into the former teacher certification requirements, so they will graduate with less teacher education (two-semesters and 40 practicum days). Third, some universities, such as OISE, have cancelled their concurrent programs. Another interesting change we noted in the UOIT and Trent chapter submissions is the shift from concurrent education programs to a model whereby students can apply for a reserved spot (on the condition of meeting B.Ed. admission requirements) while completing their undergraduate degree requirements.

ITE PROGRAM VISIONS

A vision, a description of how an organization envisions "its ideal future goal" (Kopaneva & Sias, 2015, p. 359), plays a crucial role in guiding the actions of an organization towards its desired goal. Feiman-Nemser (2001) asserts that "a guiding vision of the kind of teacher the program is trying to prepare" p. 1023) is the foundation for coherent ITE programs. According to Darling-Hammond (2006), in her study of exemplary ITE programs, a characteristic of effective ITE programs is a "clear vision of good teaching [that] permeates all course-work and clinical experience" (Darling-Hammond, 2006, p. 46).

We asked authors to share their vision statements so that readers might gain a broad perspective of how the programs in Ontario envision themselves and/or their graduates. Much like we found in 2013 (Kitchen & Petrarca, 2015), the foundational statements within the chapters varied in format and name, and included vision statements, mission statements, goals, value statements, and conceptual frameworks. This serves as a limitation in our attempt to identify key ideas that guide ITE programs towards their ideal goals. While organizational theory literature makes clear distinctions between these organizational statements, we are more concerned with the key ideas

within the statements and what they reveal about the central interests of Ontario programs. We began examining the statements within the chapters by highlighting key words, phrases, and sentences within vision or vision-related statements, and attaching loose in vivo and descriptive tags or codes using qualitative data analysis software. Our analysis is informed by the work of Kosnik and Beck (2009), Feiman-Nemser (2001), and Darling-Hammond and Baratz-Snowden (2007), all of whom have effectively summarized the central tasks of learning to teach and the learning to teach process.

We then revisited the statements in an iterative manner, using the emerging list of codes. A lengthy list of initial codes emerged, which we then collapsed into broader themes. The following four themes surfaced in all (or almost all—i.e., all but one to three) statements included in the chapters:

- **Knowledge and learning** – subject matter, understanding of learners and learning, professional knowledge, social contexts (Darling-Hammond & Baratz-Snowden, 2007; Feiman-Nemser, 2001);
- **Collaboration** – collaborate, learning communities, partners, community;
- **Research-informed practice** – research, evidence-based, informed practice; theoretical underpinnings; and
- **Diversity and inclusivity** – all learners, equity, celebrating and respecting differences, social justice.

We also noted additional themes such as:

- **Dispositions** (e.g., habits of heart, integrity, respect, ethical, trust, dispositions, caring, passion) in 7 of the 13 statements within the chapters;
- **Global awareness** (e.g., international partnerships, global community, international dialogue, global) in 7 of the 13 statements within the chapters;
- **Environmental responsibility** (environmental sustainability, conservation, environmentally aware, ecological justice) in 4 of the 13 statements included in the chapters;
- **Digital technologies** (digital, educational technology) in 2 of the 13 statements included in the chapters;
- **Coherence** was explicitly named in 2 of the 13 statements; and
- **Aboriginal or Indigenous** foci explicitly named in 3 of the 13 of the statements included in the chapters.

As programs are accredited by the Ontario College of Teachers it is not surprising that many vision statements employ words and phrases similar to those in the Ethical Standards, Standards of Practice for the Teaching Profession and Professional Learning Framework (OCT, 2016). The ethical standards characterize the vision of the teaching profession (care, respect, trust, integrity), whereas the standards of practice describe the knowledge, skills and values of OCT members (commitment to students and student learning, professional knowledge, professional practice, leadership in learning communities, and ongoing professional learning). The professional learning framework describes ongoing learning opportunities for members of the College. The overlap, we suspect, is due both to shared commitment to core values in teaching and a need to serve the public interest as articulated by the College.

The review of statements contained in the chapters reveals that programs do have clearly articulated visions or missions or goals. Unfortunately, as we found in 2013, there is little consistency in how the statements are identified. Some chapters include mission statements, goals, conceptual frameworks, and other related bigger picture statements, which are also useful to examine. A strong conceptual framework provides "a guiding vision of the kind of teacher the program is trying to prepare" (Feimen-Nemser, 2001, p. 1023), and is the cornerstone of any coherent program, helping teacher educators "to be explicit about priorities and connections" (Kosnik & Beck, 2011, p. 3). The accounts by each university reinforce the validity of these insights. For example, the Nipissing authors provide examples of how their conceptual framework underpinned their work in developing the enhanced program. We are unable, of course, to know the extent to which the vision statements guide the ITE programs in achieving these desired goals.

WAYS IN WHICH CURRICULUM IS ORGANIZED

Although the content of all initial teacher education programs is guided by Regulation 347 (Accreditation of Teacher Education Programs, 2002) and the *Accreditation Resource Guide* (OCT, 2014), the manner in which the curriculum is organized varies greatly across the province. As there is no common means of reporting on curriculum components outside of accreditation reviews by the College, it is difficult to identify where and how components are addressed (Kitchen & Petrarca, 2015). Adding to the challenge, as we discovered when we searched for patterns in how curriculum was delivered across Ontario ITE programs in 2013, are differences in the nomenclature employed by each university (Kitchen & Petrarca, 2015). In response to this problem., we asked chapter authors to complete the curriculum tables presented in the *Appendix* at the end of this chapter.

The literature on teacher preparation emphasizes the need to move beyond coverage of foundational and curricular knowledge curriculum. More emphasis needs to be placed on exercising "trustworthy judgment based on a strong knowledge base" (Bransford, Darling-Hammond & LePage, 2005, p.2) through courses and experiences that cultivate *adaptive expertise* (Hatano & Inagaki, 1986) in applying theory to practice. Based on the chapters in this volume, it is evident that all programs are grappling with this challenge and doing so in a range of ways. As the chapters did not provide us with sufficient detail on the organization of the teacher education curriculum, we asked authors to report in more depth on program components. Drawing on the literature on critical components of teacher education (e.g., Darling-Hammond & Bransford, 2005; Feiman-Nemser, 2001; Kosnik & Beck, 2009) and priorities identified in the College's accreditation document, we identified categories for purposes of comparing how different faculties organized the critical components of teacher education. We were interested in identifying the degree to which each is the focus of a course, combined with one or two other components, or infused across the curriculum. We recognize that a mix of approaches is appropriate and that choices are made based on institutional visions, strengths of faculty members and pragmatic considerations. The tables in this chapter's *Appendix* focus on courses in the mainstream P/J, J/I and I/S programs; concurrent courses that do not lead to teacher certification are not included, nor are Aboriginal or Technological Education programs.

The tables, based on self-reporting, with all the strengths and limitations this entails, offer a basis for descriptive comparisons across programs and universities; distinctions are often made between

Primary/Junior, Junior/Intermediate and Intermediate/Senior programs. For purposes of this section, we identify 16 programs (with the two French programs listed separately, along with University of Toronto's two Masters programs).

One motivation for arranging the program content in tables was to convey the variety of ways universities organized topics within their ITE programs. We initially based the table headings on a *Learning to Teach* framework (Darling-Hammond & Baratz-Snowden, 2007) and Feiman-Nemser's (2001) central tasks of learning to teach for pre-service teachers; however, without in-depth knowledge of universities' courses, we were unable to limit the table headings to these frameworks. We realize that the new required content and conventional practice were undoubtedly factors contributing to how we organized the content; and we also realize its limitations. We also acknowledge that differences in the ways headings are interpreted is a limitation.

We identify a few themes that emerge from the data in the table, while leaving it to readers to delve more deeply to inform their understandings of the field. Most programs, in an effort to combine specialist knowledge with the integration of program components, offer a blend of extended, integrated courses (72 hours or more) with more specialized courses (18 to 38 hours).

The development of pedagogical skills primarily takes place in extended foundations/practicum courses and/or teaching subject courses. Over half offer a foundations course or course connected to the practicum in which a beginning repertoire, lesson planning classroom management and other pedagogical basics are introduced; the mix of items in such a course varies from institution to institution. Many of these components are also developed in teaching curriculum areas; at the I/S level in particular, where subject teachables integrate pedagogy with curriculum in longer duration courses. While planning (lesson and long-range) and classroom management are generally components of larger courses, about half offer assessment and/or educational technology in specialized courses; these are introduced by experts then infused into other courses.

Themes related to learners and learning tend to be examined in courses with specialized instructors. All programs offer psychology and special education in dedicated courses (often more than one). In many cases psychology and special education are combined in courses; it will be interesting to see how this works as the content overlaps significantly, yet instructors may not be equally comfortable in both disciplines. Curriculum and instruction in the subjects taught in schools tended to be taught in subject specific courses. This is most evident in language/literacy and mathematics in the elementary programs and in the two subject teachables each teacher candidate must take in I/S. Inclusive education has become an important theme in the vast majority of programs. Most universities offer dedicated courses (often more than one, including electives) on equity, diversity, inclusion and/or social justice. Half also offer separate courses (often electives) on Indigenous education, with all universities listing it as a theme. Several chapters identify incorporating Indigenous content as a priority in the development of enhanced programs. The increased focus on inclusive education seems to have come at the expense of the traditional foundations themes: philosophy, history, and sociology of education.

For themes related to professionalism, several interesting patterns were evident. Reflection on practice is an important theme in most programs. While reflection is infused across programs, it is most prominent in courses connected to practice in the field. Educational law is a theme identified as important in all programs. It tends to appear either in dedicated courses (sometimes tied to ethics, policy and social issues) or in the courses connected to field experiences. At Brock, law is

a separate 18-hour course in the P/J and J/I programs, and a major component of the cohort/practicum course at the I/S level. A surprising and welcome finding is that most programs have courses dedicated to educational inquiry and research, which was a minor theme in one-year programs: this may be a positive development towards the development of adaptive experts able to make pedagogical decisions and adaptations based on data and research.

Finally, as we were curious about the place of the philosophy, history, and sociology of education, we asked about these themes in both concurrent and consecutive programs. As expected, history, and philosophy have for the most part disappeared as distinct stand-alone elements of consecutive education, with sociology largely absorbed into inclusive education. However, dedicated foundations of education courses remain common in the early courses in concurrent programs (i.e., in the first four years of six year programs).

Overall, the diversity of approaches to these program components reflects the diversity of approaches at Ontario faculties of education. While there is much variation, there are also discernible patterns such as those noted above. It will be interesting to see how these patterns develop over the coming years.

PRACTICUM REQUIREMENTS

One of the major changes in the enhanced B.Ed. program requirements was a move from a minimum of 40 days of practicum to 80 days. A practicum must include periods of observation and teaching in schools or other "situations that use the Ontario curriculum or in situations approved by the College" (Accreditation of Teacher Education Programs, 2013, Section 1). Teacher candidates must participate in settings related to their divisions (i.e., Primary/Junior/Intermediate/Senior) and subject area(s) under the supervision of an experienced teacher, and have an appointed faculty member from the university to serve as an advisor while in the practicum.

STRUCTURE

We invited authors to describe any area of their respective programs in greater detail, and while some authors focussed on course-based initiatives, others focused on the practicum. This resulted in varying depths of descriptions regarding how the practicum is organized and implemented, and could serve as a potential limitation when comparing practica for descriptive purposes. We address this limitation by providing descriptive examples (and summaries) where possible, of the practica within Ontario's ITE programs.

Much like we discovered in 2013 (Kitchen & Petrarca, 2015), the manner in which ITE programs often organize and structure the required practicum component varies widely. We also noted the challenges in appreciating and understanding the practicum experiences due to the inconsistent language used to describe the practica across the province in 2013 (Kitchen & Petrarca, 2015) and again in this volume. In our 2013 description of ITE programs in Ontario, locating and providing accurate descriptions of practicum experiences was a challenge given the limited information on public websites and because of the varying ways in which practicum was described specific to each university. For example, the term "field experience" might have been used to describe

alternative experiences outside of the course work or in other instances it was used to describe any experience (including practicum) in the field.

As seen in the upcoming chapters, while the manner in which Ontario universities structure, name, and support practicum experiences is similar, each university's approach to practicum features unique details and nuances. This posed some challenges as we attempted to quantify number of official practicum days in classroom settings. Based on the chapter submissions (and by our count), the number of days devoted to practicum ranges from 89 to 181 days, averaging approximately 104 days. We remind readers that depending on how the program describes "practicum," however, some teacher candidates may spend considerable more time in schools (e.g., as part of coursework; some teacher candidates may return to schools in different capacities as part of an alternative placement), but that time may not necessarily be included within the "practicum" domain.

Days in practicum settings were arranged in a variety of formats, typically including either one/two days per week in practicum settings or one or more *blocks* (consecutive days/weeks in practicum) or a combination of both, depending on the semester of the program. In other instances, such as the OISE model, teacher candidates complete their practicum and coursework concurrently, by attending school placements for part of the day or week, followed by classes for part of the day or week depending on the year of the program.

The duration of blocks varied from two-week blocks to 12-week blocks, however, even within the blocks, there exists disparity amongst universities, whereby in some situations, teacher candidates are in the school setting for all or part of the week throughout the block of time.

The varied language used by ITE programs to describe their practicum components makes overall descriptions and comparisons challenging. For descriptive purposes in this chapter, we consider experiences in field-based settings (e.g., museums, zoo, outdoor education centres, out-of-province) as *alternative*; by our count eight ITE programs in Ontario offer alternative practicum experiences ranging from optional to mandatory experiences for successful program completion. For example, several ITE programs, including Trent University, WLU, and Queen's University require teacher candidates to complete a mandatory alternative practicum.

INFORMED RATIONALE FOR PRACTICUM COMPONENTS

Authors in this volume provided rationales for how practica were organized, implemented, and assessed. These reflect thoughtful reviews of teacher education literature and research, as well as consideration of institutional factors and experiences. Ontario's faculties of education overcame short timeframe and limited resources and rose to the challenge of designing enhanced programs responsive to the needs of 21st century teachers and students.

Thee *sink-or-swim* model of tossing teacher candidates into classrooms to assume full responsibility is not advocated by any ITE programs in Ontario. Instead, a gradual release of responsibility model (where teacher candidates have opportunities to gradually learn about their schools and students prior to jumping into the proverbial deep end) was the basis for supporting teacher candidate learning and practices. For example, Lakehead University adopted weekly

observation days prior to the first two practicum blocks to support the gradual release of teaching responsibilities from associate teachers to teacher candidates. Laurentian authors explain the scaffolded nature of Laurentian University's Francophone practicum where each of the four blocks have specific foci: *observation et co-enseignement, planification, gestion, évaluation*. Similarly, York University developed scaffolded themes for their practicum blocks beginning with *Orientation to the Profession in Community* for the first practicum, and culminating with *School, Society, and Research* for the fourth practicum block. Another example of scaffolding is Nipissing University's Practicum Handbooks, which explicitly make reference to opportunities for teacher candidates to connect theory to practice while in the field. Other programs such as Western University and Windsor cited bodies of literature in the field of teaching in international settings to contextualize international practicum decisions as well as contributing to the body of work by conducting research themselves on international themes.

CONNECTIONS

Collaborative relationships between school partners and ITE programs enhance the practicum experiences for all parties involved. Ontario's ITE programs realize the importance of establishing and maintaining collaborative partnerships with field partners, and have put forth deliberate efforts to do so. One key figure in establishing and maintaining connections with the field partners is the *faculty advisor*. The College requires ITE programs to assign a faculty member to serve as an advisor to teacher candidates during practicum, both to support teacher candidates and to serve as a direct link between schools and the ITE program.

While most programs used the term faculty advisor, additional labels exist. For example, Queen's also uses *faculty liaisons* and UOIT uses *university liaisons*. Regardless of the label, the role centres on supporting the teacher candidates during the practica and working with the school partners to enhance the practicum experiences for all parties. In some cases, the faculty advisor is responsible for some of the teacher candidate assessment but in other cases, the faculty advisor provides formative feedback during visits to the schools, but does not complete a formal summative assessment.

CHALLENGES AND OPPORTUNITIES

As the Windsor authors noted, the move to a two-year model was a "fundamentally seismic" change after decades of working within a one-year model. While facing great change, as you will read in the chapters, Ontario's faculty members responsible for ITE programs also took stock of their programs and made the most of this opportunity to transform teacher education.

CHALLENGES

As seen in the chapters, each ITE program experienced challenges unique to their institutions, however, commonalities exist. The challenges could be summarized in a variety of ways, however, we chose to focus on two broad themes of *reduction* and *human strain*.

Reductions

Perhaps the greatest challenge across the province was the drastic reduction in funding coupled with the 50% reduction of admissions. The province did provide transition funding to faculties, however, the manner in which the funding was used and distributed varied across the province, depending on how the funds were allocated (i.e., partially or fully, centralized, etc.). The reduction in funding coupled with the reduction of admissions created a ripple effect of issues within Ontario's ITE programs and universities. For example, the majority of the authors described the consequences related to the 50% reduction of students. With half of the number of students enrolled in the first year of the enhanced program, faculties did not need the usual number of sessional instructors. This could be problematic in that, as the Trent authors noted, ITE programs risk not being able to rehire sessional faculty (who may seek employment elsewhere) in the second intake of students when the need for sessional instructors will resume.

Another ripple effect of the reduced student enrolments, was the reduction of spaces needed for practicum placements. Although, it may have been easier to find practicum placements for fewer students for the first cohort of students, as several of our authors noted, ITE programs also risked losing these field partners in the subsequent years when the full number of associate teachers and schools is required. The practicum experiences rely on solid partnerships between schools and ITE programs, and reduced admission numbers may potentially result in losing valued partnerships.

The reduced admission numbers also created scheduling issues. As the authors from Trent mentioned, although the first year of the enhanced program resulted in fewer room requirements, from a responsibility-centred management budgeting perspective, the underuse of classrooms led to inefficiency in space use. The authors from UOIT remarked that with the decreased enrolment and funding, the typically smaller class size model doubled in size, creating larger class sizes and the burdens related to larger number of student per faculty ratio. With reduced admissions, our authors noted the challenges in maintaining sufficient numbers within some of the teachable subject areas. As Laurentian authors noted, quality discussions may be challenging in classrooms where there are only one or two students. The inequity of workload becomes another potential issue if one faculty member is assigned a course with a handful of students, and another faculty member of similar rank is assigned a course with very large numbers. With the reduced funding and admissions, faculties may not be able to offer a teachable subject with extremely low enrolment, which then leads to creative problem solving in order to offer the teachable subjects and be fiscally responsible. For example, Brock University no longer offers teachables in Business Studies.

As noted by the Lakehead authors, the scheduling of both the grand-parented concurrent education program (operating under the College's former accreditation guidelines) and the new ITE program also required creative problem-solving since the two programs are uniquely distinct. Combining courses where possible was preferred, but given the distinctness of the former and current ITE programs, this was not always possible, creating additional scheduling and staffing issues.

Human Strain

A common challenge that emanated from the chapters was the additional burden or strain on individuals. To compound the described challenges, ITE programs had approximately 15 months

from the official announcement of the changes to the implementation date of the start of the 2015-16 academic year. Although planning and development teams in Ontario's ITE programs began their discussions and general planning prior to the official release of the details of the enhanced program, progress was limited as critical information regarding number of semesters, core content, and practicum requirements was not available until the summer of 2013. Most authors describe the dedication and effort of faculty and staff as they planned and operationalized the enhanced ITE program within their institutions.

Although ITE programs had 15 months to organize and implement the enhanced program, operationalization planning required completion well before the implementation date due to the multiple levels of university governance, including academic approvals from university senates and councils. As described by the Nipissing University authors, moving through governance processes often necessitated beginning course and program development immediately upon release of the specific details ITE by the government. This placed considerable stress on individuals working on the enhanced program, particularly those working in smaller faculties. Also, as noted by the authors from WLU, all policies, procedures, and protocols also had to be revised to reflect the changes within programs. It is important to note that faculty members who were part of the planning teams, generally had to also maintain their ongoing teaching, research, and service responsibilities.

The human strain also includes the additional burden on students and their families, as noted by the Trent authors, due to the additional cost and time; this could have a negative effect on enrolment by minority students.

OPPORTUNITIES

Amidst the challenges, authors noted several insights and opportunities that accompanied the planning and implementation of the enhanced ITE program. We attempt to summarize these themes within the contexts of possibility, collaborations, and research.

Possibility
A theme that resonated throughout the chapters was the notion of *possibility*. With the additional two semesters, authors shared the "potential" that extra time could bring to their programs. For example, the Brock and Lakehead authors included "A Welcome Change" and "Embracing Change: Re-Envisioning" in their respective chapter titles, reflecting the possibilities of "reimagining teacher education". Ottawa authors include "reconceptualising" within their conceptual framework for discussing changes in their overview of the Anglophone ITE program, highlighting the need to move beyond restructuring.

Other possibilities to include once optional courses or field work into mandatory components of ITE programs were also observed. For example, UOIT's Mental Health in the Classroom course has been a popular and over-subscribed elective since 2008. With the increased focus on mental health initiatives (as seen in the College's required core content), the UOIT ITE program incorporated the course as part of the required course load for all teacher candidates. Similarly, the Western authors described the circumstances of how the popularity of an elective, International Education: Opportunities and Challenges, contributed to the eventual creation of additional

specialty area cohort in international education. Trent authors described the formalizing of the optional alternative field experience placements with the move to the enhanced program.

Collaborations

Collaboration and consultation resonated throughout the chapters in a variety of contexts. All authors noted some form of collaborative or consultative processes at various stages of development and implementation involving faculty and/or school partners. For example, Laurentian authors mentioned the consultations that occurred early in the process with members of the College. As part of the collective revisioning of their ITE program, the Ottawa authors describe collaboration with different colleagues and First Nations, Métis, and Inuit (FNMI) communities to address the Truth and Reconciliation Commission's 94 Calls to Action. WLU and Lakehead authors also noted the consultations they conducted with their school/board partners early in the planning stages, while the York and Queen authors described the implementation of formal feedback processes they implemented to further enhance their programs and teacher candidate learning.

Authors across the province also highlighted interfaculty collaboration at a variety of stages in the planning and implementation processes. UOIT authors referenced the refreshing big picture discussions amongst colleagues that occurred early in the planning phases, while the Trent and Western authors noted how faculty rose to the challenge and problem-solved collectively. Ultimately, the ideal is that through collaboration and consultation with our own faculty members and with our partners, we can work towards building a coherent program of initial teacher education in our respective institutions. Darling-Hammond's (2006) work on exemplary programs highlights program coherence as a component of strong teacher education programs. Queen's authors referenced this need for working towards a cohesive program of teacher education, and we believe that collaborative efforts to create and enhance ITE programs could potentially work towards this goal.

As implied by authors across the province, the "enhancement" of our ITE programs is an ongoing process of collaborative efforts by a variety of stakeholders. Several, like the Windsor authors, conclude their chapters noting the ongoing process of renewal within our ITE programs. This is also evident in the changes that have already occurred in programs since the inception of this volume that focuses on the initial stages of the planning and implementation of the first year of the new programs.

Research

Another commonality within the chapters is the reference to research in several capacities. As previously noted, the visions made reference to evidence-based, research-oriented types of knowledge, however, ITE programs also used relevant literature to inform course and practicum development. For example, Windsor authors describe the research that informed the development of their service-learning programs, and WLU authors described the literature regarding Professional Development School models to inform their decision-making. We also note that research is more prominently featured within the course/field work. For example, Nipissing's program now includes action research projects and relevant literature to inform the development of the inquiry-based course and assignment. The University of Ottawa chapter also lists courses that focus on inquiry in practice through action research, and collaborative inquiry within learning

communities. In their chapter, Gadanidis, LeSage, Mamolo, and Namukasa cite a wide body of research to support the need for ITE courses focused on computational and mathematical thinking within K-12 teacher education programs, and to inform course development.

Faculty members are also using this time as an opportunity to conduct research to gain insight into teacher candidate learning and their individual ITE programs not only for program improvement purposes but to also contribute to the broader knowledge about teacher education. The OISE authors describe their programs as research-based and research-driven, and give examples of how faculty members in their ITE programs not only bring researcher expertise in pedagogy to their courses, but also how faculty research regarding teacher learning informs the program development, echoing the remarks of other authors in this volume. The York authors provide an example of their focus group activities involving practicum facilitators and surveying of teacher candidates to learn more about the practicum experiences within the new two-year framework. UOIT authors describe a formalized research study where faculty are investigating teacher candidate learning from an overall teacher education program and course-based perspectives. The WLU authors describe an opportunity funded by the Ministry of Training, Colleges, and Universities to pilot and evaluate a blended course for teacher candidates specializing in vocal or instrumental music that could be open to Ontario university students. Western authors are also investigating the outcomes of their new international education cohort. Preliminary findings based on research with faculty members and teacher candidates within the new International Education cohort specialty at Western University is extensively detailed in their chapter, providing insight regarding the internationalization of teacher education. Queen's describes the importance of gathering feedback from teacher candidates and instructors, highlighting the importance of a data-based approach to program improvement and refinement purposes. Similarly, Laurentian authors provide admissions and confirmation data and speak to the issues of Francophone teacher supply not just in Ontario but also across Canada.

NEXT STEPS

We believe this volume is helpful. By offering insiders' perspectives into programs and reform efforts, it promotes the sharing of information and ideas across the province and beyond. By fostering deeper understanding, it encourages program innovation and improvement.

We also believe that this volume inspires hope. It is evident that teacher educators and administrators across the province have worked tirelessly, while facing common challenges, to provide future teachers with a solid program of initial teacher education upon which they will continue to build. Rather than implement the status quo, programs across the province took on the challenge to rethink teacher education, rebuild courses and practica, and renew teacher education in Ontario.

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Appendix
Curricular Organization

Pedagogy: Beginning Repertoire			
University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University		P/J/I: Major focus in Teaching in the Ontario Context; I/S: Major focus in subject teachables.	P/J/I: In teaching subjects
Lakehead University		P/J, I/S Planning, Evaluation and Classroom Management	P/J, I/S in teaching subjects
Laurentian University (FR)		P/J/I/S: Major focus in Planification et évaluation des apprentissages; I/S: Major focus in teachables	P/J/I/S: in teaching subjects
Laurentian University (EN) concurrent	Initial Practicum Preparation	Series of undergraduate workshops (e.g., Orientation to Teaching, Safe Classrooms, Safety and Discipline)	
Nipissing University	Legal & Social Foundations of Education; Assessment, Evaluation & Communication of Student Learning; Diversity & Inclusion	/I: Major focus in Teaching in the Ontario ntext	P/J/I/S: cross-divisional courses; P/J/I: curriculum courses (Music, HPE, etc.)
Queen's University	Self as Teacher; Self as Learner; Self as Professional		Infused into P/J and I/S curriculum courses
Trent University	P/J & I/S: Creating a Positive Learning Environment Through Theoretical and Practical Approaches to Classroom Management.	Practicum Year 1 & 2: Developing Teaching Identity, Knowledge, and Skill	P/J/I/S: In curriculum courses
University of Ontario Institute of Technology	Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment	P/J/I/S – focus in subject areas	
University of Ottawa (EN)	Enhancing Mathematics and Science; Teaching at the Intermediate Division; Teaching Across the Intermediate Senior Curriculum; The Context of Ontario Middle and Secondary Schools; Kindergarten and the Early Years (Elective); Teaching Writing Across the Curriculum (Elective).	Major focus on strategies and approaches to address inclusive teaching practices in: Curriculum Planning, Implementation and Assessment, Part I; Curriculum Planning, Implementation and Assessment, Part II; Transformative practices with learner focus.	P/J integrated teaching subjects: Teaching at the Primary Division, Part I; Teaching at the Junior Division, Part II I/S teaching subjects
University of Toronto, OISE (MA)	Education Seminar; Teaching Practicum; Education Seminar II; Advanced Teaching Practicum	Intro to Curriculum I: Core Areas	Child Study
University of Toronto, OISE (MT)	Fundamentals of Teaching and Learning (Y1); IS Subject Teachables	Curriculum subjects in primary, junior, and intermediate	Educational Professionalism, Ethics and the Law

University	Dedicated Course	Major Component (>10%)	Infused across Program
University of Windsor	P/J/I/S: Philosophical Orientation to Education; P/J/I/S: Classroom Practice; P/J/I/S: Law and Ethics-School Governance		P/J/I: In teaching subjects
Western University	Transition to Professional Practice; Social Foundations of Education	I/S teaching subjects	P/J/I: In teaching subjects
Wilfrid Laurier University	Curriculum Foundations; Integrated Curriculum 1; Integrated Curriculum 2; Assessment; Self-Regulated Learning	P/J/I—focus in subject areas; I—focus in teachable methods courses	
York University	Theory into Practice; Foundations of Education		

Pedagogy: Lesson and Unit Planning

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University		P/J/I: Major focus in Teaching in the Ontario Context; I/S: Major focus in subject teachables over two years.	P/J/I: In teaching subjects
Lakehead University	Years 1 and 2: Planning, Evaluation and Classroom Management (P/J, I/S)		P/J, I/S in teaching subjects
Laurentian University (FR)		P/J/I/S: Major focus in Planification et évaluation des apprentissages; I/S : Major focus in teachables	P/J/I/S: in teaching subjects
Laurentian University (EN) concurrent		Initial Practicum Preparation; P/J Instructional Strategies; J/I Instructional Strategies; P/J/I in all teaching subjects	
Nipissing University	Introduction to Curriculum Design and Teaching; Curriculum Design & Inquiry; Technology Enriched Teaching and Learning (TETL)	P/J/I: Major focus in Teaching in the Ontario Context	I/S: Across teaching subjects (curriculum courses); P/J/I: curriculum courses (Music, HPE, etc.)
Queen's University	P/J and I/S CURR courses		
Trent University	P/J & I/S: Practicum Year 1 & 2: Developing Teaching Identity, Knowledge, and Skill		P/J/I/S: In all foundational and curriculum courses

University			
University of Ontario Institute of Technology	Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment (provides an introduction and overview of process)		P/J/I/S: Teaching subjects (application and reinforcement of process to specific topics)
University of Ottawa (EN)		Major focus on unit planning, differentiation and student inquiry approaches in: Curriculum Planning, Implementation and Assessment, Part I; Curriculum Planning, Implementation and Assessment, Part II. Reinforcement of the use of assessment for, of and as learning to guide	Infused in Community Service Learning and practicum experiences.
University of Toronto, OISE (MA)	Education Seminar; Teaching Practicum; Education Seminar II; Advanced Teaching Practicum		Theory and Curriculum I: Language and Literacy; Intro to Curriculum II: Special Areas
University of Toronto, OISE (MT)	Fundamentals of Teaching and Learning (Y1) All subject curriculum areas in P/J/I/S	Anti-Discriminatory Education	
University of Windsor	P/J/I/S: Philosophical Orientation to Education; P/J/I/S: Classroom Practice		P/J/I: In teaching subjects
Western University	Teaching, Learning and Development	I/S teaching subjects	P/J/I: In teaching subjects
Wilfrid Laurier University	Curriculum Foundations; Integrated Curriculum 1; Integrated Curriculum 2; Teaching Kindergarten	P/J/I—focus in subject areas; I—focus in teachable methods courses	
York University		PJI – Courses including Language & Literacy, Mathematics, Science and Technology, Social Studies and Culture, Integration through Arts, and Physical Education. Teachable subject courses in the IS division. Content into Practice	

Pedagogy: Classroom Management

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University			P/J/I: Primarily in integrated courses on psychology/exceptionalities over two years. I/S: Primarily in subject teachables and integrated courses on psychology/exceptionalities over two years.

University	Courses	Description	Notes
Lakehead University	Years 1 and 2: Planning, Evaluation and Classroom Management (P/J, I/S)		P/J, I/S in teaching subjects, Educational Psychology and Inclusive Education, Part 1 (Years 1 and 2; P/J/I/S). and Inclusive Education, Part 2 (Year 2; I/S)
Laurentian University (FR)		P/J/I/S: Major focus in Approches pédagogiques et interactions en salle de classe	P/J/I/S: in teaching subjects
Laurentian University (EN) concurrent		Initial Practicum Preparation; P/J Instructional Strategies; J/I Instructional Strategies	
Nipissing University	Introduction to curriculum design & teaching; Curriculum design and inquiry		P/J/I/S: cross-divisional courses; P/J/I: curriculum courses (Music, HPE, etc.)
Queen's University		Theory and Professional Practice	Infused into P/J and I/S curriculum courses
Trent University	P/J & I/S: Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management.	Students examine current theories and practical approaches to classroom management and instructional design.	P/J/I/S: In all foundational and curriculum courses.
University of Ontario Institute of Technology	Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment		P/J/I/S: In teaching subjects and some electives
University of Ottawa (EN)	The Context of Ontario Middle and Secondary Schools; Electives: Equity in Education: Theory and Practice; Creating Healthy, Safe and Supportive Learning Environments; Holistic and Non-Traditional Approaches to Education	Focus on developing positive learning environments and strategies to promote student well-being across the curriculum.	
University of Toronto, OISE (MA)	Child Study; Education Seminar Teaching Practicum; Education Seminar II	Advanced Teaching Practicum; Intro to Special Education and Adaptive Instruction	Infused throughout the program in all courses and Community Service Learning and practicum experiences
University of Toronto, OISE (MT)		Fundamentals of Teaching and Learning (Y1); All subject curriculum areas in primary, junior, intermediate, and senior	Anti-Discriminatory education Educational Professionalism, Ethics and the Law; Child & Adolescent Development
University of Windsor	P/J/I/S: Classroom Practice; P/J/I/S: Law and Ethics-School Governance		P/J/I: In teaching subjects; I/S: In teachables and 7/8 methodology
Western University	Classroom Management		P/J/I: In teaching subject

University	Dedicated Course	Major Component (>10%)	Infused across Program
Wilfrid Laurier University		Principles and Applications of Learning and Development; Self-Regulated Learning; Teaching Kindergarten	P/J/I—focus in subject areas; I—focus in teachable methods courses; Professional Learning Seminar
York University			Infused across the program, framed in the context of student engagement.

Pedagogy: Assessment

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	Introduced in assessment course.		Reinforced in subject areas.
Lakehead University	Year 1: Planning, Evaluation and Classroom Management (P/J, I/S); Long Range Planning and Assessment (Year 2; I/S; tied to teachables) themes based course in Year 2 teachables.		P/J, I/S in teaching subjects and I/S teachables
Laurentian University (FR)		P/J/I/S: Major focus in Planification et évaluation des apprentissages; I/S : Major focus in teachables	P/J/I/S: in teaching subjects
Laurentian University (EN) concurrent		P/J Instructional Strategies; J/I Instructional Strategies; P/J/I in teaching subjects	
Nipissing University	Assessment, Evaluation & Communication of Student Learning		P/J/I/S: cross-divisional courses; P/J/I: curriculum courses (Music, HPE, etc.)
Queen's University	Foundations of Assessment Assessment and Evaluation Concentration (Elective)		Infused into P/J and I/S curriculum courses; Self as Learner
Trent University	P/J & I/S: Practicum Year 1 & 2: Developing Teaching Identity, Knowledge, and Skill		P/J/I/S: In curriculum courses and many foundational courses
University of Ontario Institute of Technology	Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment (provides an introduction and overview of process)		P/J/I/S: In teaching subjects (application and reinforcement of process to specific topics) as well as in some electives
University of Ottawa (EN)		Reinforcement of the use of assessment for, of and as learning to guide planning in: Curriculum Planning, Implementation and Assessment, Part I Curriculum Planning, Implementation and Assessment, Part II	Reinforced in P/J integrated teaching subjects: Teaching at the Primary Division, Part 1; Teaching at the Junior Division, Part II I/S teaching subjects

University	Dedicated Course	Major Component (>10%)	Infused across Program
University of Toronto, OISE (MA)	Child Study Education Seminar	Education Seminar II	Intro to Curriculum Theory; and Curriculum I: Language and Literacy; Theory and Curriculum II: Mathematics; Intro to Curriculum: Special Area
University of Toronto, OISE (MT)	Fundamentals of Teaching and Learning (Y1) All subject curriculum areas in primary, junior, intermediate, and senior Authentic Assessment (In the intermediate/senior division)		Anti-Discriminatory education; Child and Adolescent Development; Issues in Numeracy and Literacy (P/J and J/I only); Issues in Secondary Education (I/S only)
University of Windsor	P/J/I/S: Assessment and Evaluation		Reinforced in subject areas
Western University	Assessment		Reinforced across the curriculum
Wilfrid Laurier University	Assessment		P/J/I-Focus in subject areas/teachable methods courses
York University	Educational Assessment	Content into Practice. PJI – Courses including Language & Literacy, Mathematics, Science and Technology, Social Studies and Culture, Integration through Arts, and Physical Education. Teachable subject courses in the IS division.	

Pedagogy: Educational Technology

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	Introduced in ICT for Teaching and Learning		Then infused in subject areas.
Lakehead University		Weekly Mandatory Seminars: Workshop Focus (in 3 Seminars per Years 1 and 2 (approx. 10 hrs per year)	Infused across the program
Laurentian University (FR)	Éducation et nouvelles technologies		Infused across all courses
Laurentian University (EN)		P/J Instructional Strategies J/I Instructional Strategies P/J/I in teaching subjects	
Nipissing University	Technology Enriched Teaching & Learning (TEL)		P/J/I/S: cross-divisional courses

University	Dedicated Course	Major Component	Infused across Program
Queen's University	Educational Technology		Infused into P/J and I/S CURR courses
Trent University			Digital technologies infused across all P/J/I/S curriculum courses.
University of Ontario Institute of Technology	Digital Literacies courses in PJ and IS; Learning in Digital Context P/J and I/S: STEM courses		Infused across all courses
University of Ottawa (EN)	Integrating Technology in the Classroom (Elective)		Infused in all courses; Digital Hub Strategy
University of Toronto, OISE (MA)		Intro to Curriculum: Special Areas	Intro to Curriculum
University of Toronto, OISE (MT)	Integrating Technology into the classroom: Issues and activities		Fundamentals of Teaching and Learning (Y1) All subject curriculum areas in primary, junior, intermediate, and senior.
University of Windsor			Infused in all courses
Western University	Specialty and elective courses		Infused throughout program
Wilfrid Laurier University			Technology must be integrated into each course and described in syllabus
York University	Teaching and Learning with Digital Technology	Content into Practice	Infused across the program

Learners and Learning: Educational Psychology			
University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	Dedicated courses combining cognition, development and exceptionalities.		Infused across Program
Lakehead University	Educational Psychology and Inclusive Education, Part 1 (Year 1; P/J, I/S)		
Laurentian University (FR)	Développement humain et théories de l'apprentissage en éducation		
Laurentian (University (EN) concurrent	Educational Psychology / Special Education		
Nipissing University	Special Needs of Students		P/J/I/S: cross-divisional courses
Queen's University	Psychological Foundations of Education		
Trent University	P/J & I/S Sociocultural Perspectives on Human Development and Learning		

University			
University of Ontario Institute of Technology	Learning and Development; Mental Health Issues in Schools.		
University of Ottawa (EN)	Learning Theories and Practices in Inclusive Classrooms, Part I; Learning Theories and Practices in Inclusive Classrooms, Part II		Theory and Curriculum I: Language and Literacy
University of Toronto, OISE (MA)	Child Study; Intro to Curriculum I: Core Areas; Intro to Special Education and Adaptive Instruction		
University of Toronto, OISE (MT)	Child and Adolescent Development		Issues in Secondary Education
University of Windsor	P/J/I/S: Educational Psychology	P/J/I/S: Issues in Education	
Western University	Learning, Teaching and Development (Year 1); Mental Health Literacy; specialty and elective courses also available		
Wilfrid Laurier University	Principles and Applications of Learning and Development Self-Regulated Learning	P/J-Teaching Kindergarten	
York University	Inquiries into Learning; The Psychoanalysis of Teaching and Learning; Child/Adolescent Development & Health		

Learners and Learning: Exceptional Learners

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	Dedicated courses combining cognition, development and exceptionalities. 4th semester Programming for the Inclusive Classroom		Infused across Program
Lakehead University	Inclusive Education, Part 2 (Year 2; I/S) The Practice of Inclusive Education (P/J)	Educational Psychology and Inclusive Education, Part 1 (Year 1; P/J, I/S)	Infused in Language Arts and Literacy and other subject-specific areas
Laurentian University (FR)	Enfance en difficulté et santé mentale		
Laurentian University (EN) concurrent		Third Pre-Practicum Placement training by Learning Disabilities Association P/J Special Education/Mental Health J/I Special Education/Mental Health	

University	Dedicated Course	Major Component (>10%)	Infused across Program
Nipissing University	Diversity & Inclusion; Special Needs of Students		P/J/I/S: cross-divisional courses
Queen's University	Exceptional Learners Concentration (Elective)	Supporting Learning Skills	Infused into P/J and I/S curriculum courses; Psychological Foundations of Education; Self as Learner; English Language Learners
Trent University	P/J & I/S: Supporting Literacy and Learners with Special Needs		P/J/I/S: In curriculum courses and many foundational courses.
University of Ontario Institute of Technology	Teaching for Inclusion: Special Education and Individualized Education Equity and Diversity		Education Law, Policy and Ethics Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice;
University of Ottawa (EN)	Learning Theories and Practices in Inclusive Classrooms, Part I; Learning Theories and Practices in Inclusive Classrooms, Part II		
University of Toronto, OISE (MA)	Intro to Special Education and Adaptive Instruction	Theory and Curriculum I: Language and Literacy	Education Seminar
University of Toronto, OISE (MT)	Introduction to Special Education and Mental Health	Anti-Discriminatory Education Issues in Literacy and Numeracy Issues in Secondary Education	Supporting English Language Learners; Fundamentals of Teaching and Learning
University of Windsor	P/J/I/S: Differentiated Instruction	P/J/I/S: Issues in Education	
Western University	Special Education and Inclusion; specialty and elective courses also available		
Wilfrid Laurier University	Special Education I; Special Education II		School and Society; Infused in subject areas—lesson template includes considerations re differentiation
York University	Inclusive Education		

Curriculum and Instruction

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	P/J/I: Most subjects taught; Arts in integrated course (with subject specialists).; I/S: Subject teachables		Infused across Program
Lakehead University	P/J: Subject specific courses (e.g., math, health, music); I/S Subject teachables		Focus in all curriculum-based courses, both years
Laurentian University (FR)	P/J/I/S: Most subjects taught; more emphasis on literacy and numeracy courses; I/S: Subject teachables		

Laurentian University (EN) concurrent	P/J/I teaching subjects or teachables		
Nipissing University	P/J/I: Most subjects taught in division specific courses; I/S: Subject teachables; Electives		
Queen's University	P/J and I/S curriculum courses	Theory and Professional Practice	
Trent University	All P/J subjects taught; I/S: Subject teachables; I/S: Teaching Intermediate Learners, Parts 1 & 2; P/J/I/S: The Role of STEAM Education (elective); P/J/I/S: Teaching through Drama (elective); P/J/I/S: Literacy and Math in the Early Years; P/J/I/S: Experiential and Adventure Education (elective)		
University of Ontario Institute of Technology	Foundations I and Foundations II; All P/J and I/S subjects; Additional courses in STEM areas; I/S: Subject teachables; additional courses on STEM approaches		Curricular connections and instructional strategies infused throughout courses
University of Ottawa (EN)	Integrated Teaching at P/J; I/S Subject Teachables		
University of Toronto, OISE (MA)	Education Seminar; Introduction to Curriculum I: Core Areas; Theory and Curriculum I: Language and Literacy; Theory and Curriculum II: Mathematics; Introduction to Curriculum II: Special Areas		Teaching Practicum; Advanced Teaching Practicum
University of Toronto, OISE (MT)	Fundamentals of Teaching and Learning (Y1); All subject curriculum areas in P/J/I/S		Anti-Discriminatory Education; Supporting English Language Learners; Introduction to Special Education and Mental Health
University of Windsor	P/J/I/S: Most subjects taught		
Western University	Most elementary subjects taught by subject specialists; Secondary teachables		

Wilfrid Laurier University	P/J: Subject area courses; I: Teachable methods courses; Teaching Kindergarten	Curriculum Foundations; Integrated Curriculum 1; Integrated Curriculum 2; Assessment
York University	Content into Practice. PJI – Courses including Language & Literacy, Mathematics, Science and Technology, Social Studies and Culture, Integration through Arts, and Physical Education. Teachable subject courses in the IS division.	

Inclusive Education: Diversity and Social Justice

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	I/S: School and Society	P/J/I: Major focus in Teaching in the Ontario Context	I/S: Infused into subject teachables
Lakehead University	Social Difference in Education (Year 1: P/J; Year 2: I/S)	Aboriginal Education (P/J, I/S) Either Years 1 or 2; Environmental Education (Year 2; P/J, I/S)	Infused into all curriculum-based subjects (P/J/I/S) and teachable subjects (I/S)
Laurentian University (FR)		Series of workshops in Croissance professionnelle et éducation en contexte ontarien	
Laurentian University (EN) concurrent		Introduction to Teaching and Learning; Education and Schooling	
Nipissing University	Diversity & Inclusion; Legal & Social Foundations; Introduction to Curriculum Design & Teaching; Special Needs of Students		Infused across courses in all Divisions P/J/I/S
Queen's University	Supporting Learning Skills English Language Learners; Social Justice Concentration (Elective)		Infused into professional, foundations and curriculum courses
Trent University	P/J & I/S: Sociocultural Perspectives on Human Development and Learning; P/J/I/S: Cultural and Linguistic Diversity		P/J/I/S: In all foundational and curriculum courses.

University	Dedicated Course	Major Component (>10%)	Infused across Program
University of Ontario Institute of Technology	Equity and Diversity Diversity: Teaching in the Mosaic elective		Infused into Foundations 1: Planning and Preparation; Foundations 2: Curriculum Theory and Practice; Foundations 3: Long Range Planning and Assessment
University of Ottawa University of Ottawa (EN)	Schooling and Society Electives: Equity in Education: Theory and Practice; Second Language Perspectives in Education; Social Justice and Global Education) Elective		
University of Toronto, OISE (MA)	Education Seminar	Theory and Curriculum II: Mathematics	Intro to Curriculum: Special Areas
University of Toronto, OISE (MT)	Anti-Discriminatory Education; Supporting English Language Learners; Introduction to Special Education and Mental Health; Social Studies and Aboriginal Education (P/J & J/I)	Issues in Secondary Education Part 1 & 2	Issues in Literacy and Numeracy (PJ & JI only); Issues in Secondary Education; Issues in Secondary Education Part Two; Educational Research 1;Educational Research 2; Child and Adolescent Development; Educational Professionalism, Ethics and the Law Fundamentals of Teaching (P/J, J/I, I/S)
University of Windsor	P/J/I/S: Service Learning Requirement; P/J/I/S: Issues in Education		Infused in most courses and in the Professional Learning Series workshops (tied to Practice Teaching course)
Western University	Safe Schools Specialty and elective courses also available	Social Foundations	Infused across the curriculum and emphasized specifically within the Urban Schools specialization
Wilfrid Laurier University	Equity and Diversity in Schools; English Language Learners in the Classroom; Mental Health in the Classroom Context; First Nations, Métis, and Inuit Issues in Educational Contexts; Special Education I; Special Education II.		
York University	Teaching for Diverse and Equitable Classrooms in Ontario; Studies in Communities and their Schools		Infused across the program

Inclusive Education: Indigenous Education			
University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	I/S: Indigenous elective	P/J/I: Major focus in Teaching in the Ontario Context I/S: School and Society	Infused across Program

University			LU focus: Infused into all curriculum-based subjects (P/J, I/S) and teachable subjects (I/S)
Lakehead University	Either Years 1 or 2: Aboriginal Education (P/J, I/S)		
Laurentian University (FR)		Series of workshops in Croissance professionnelle et éducation en contexte ontarien	
Laurentian University (EN) concurrent			Infused across program
Nipissing University	Diversity & Inclusion		Infused into Legal & Social Foundations; Curriculum Design & Teaching/inquiry and other Subject/Methods courses
Queen's University	Introduction to Aboriginal Studies; Aboriginal Teacher Education Concentration (Elective)		
Trent University	P/J/I/S: Indigenous, Environmental, and Sustainability Education; P/J/I/S: Indigenous Education (elective)		P/J/I/S: In all foundational and curriculum courses.
University of Ontario Institute of Technology	Introduction to Indigenous Art elective; Pedagogy of the Land elective; Environmental Education elective	Foundations 2: Curriculum Theory and Practice	Infused into and other courses
University of Ottawa (EN)	First Nations, Inuit and Métis Education: Historical Experiences and Contemporary Perspectives		
University of Toronto, OISE (MA)		Education Seminar Theory and Curriculum II: Mathematics	
University of Toronto, OISE (MT)	Social Studies and Aboriginal Education	Anti-Discriminatory Education; Issues in Secondary Education; Issues in Secondary Education Part 2	
University of Windsor	P/J/I/S: Aboriginal Ways of Knowing; P/J/I Service Learning Elective (Beginning Times Teaching)		P/J/I/S: Issues in Education
Western University	Aboriginal Education: Toward a Decolonizing Pedagogy for Teachers (compulsory .25)		Social Foundations
Wilfrid Laurier University	First Nations, Métis, and Inuit Issues in Educational Contexts;		Aboriginal issues infused across program,
York University	Electives: Issues in Indigenous Education; Pedagogy of the Land		Infused across the program

Professionalism: Professional Identity and Reflection

University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University		P/J/I: Major focus in Teaching in the Ontario Context; I/S: Professionalism, Law and Principles of Teaching in Ontario	Infused into many courses.
Lakehead University		Years 1 and 2 (P/J, I/S) Planning, Evaluation and Classroom Management; Long Range Planning and Assessment (I/S theme-based in Year 2 teachables); Professional Practice (P/J, I/S, Year 2)	Infused across program; Weekly Seminar focus (9 sessions)
Laurentian University (FR)		Series of workshops in Croissance professionnelle et éducation en contexte ontarien	
Laurentian University (EN) concurrent	Undergraduate Pre-Practicum Placements (reflective assignments)		
Nipissing University		Major focus in Teaching in the Ontario Context; Professionalism, Law and Principles of Teaching in Ontario	Infused into many courses across the programme. Primary focus of all aspects of the Professional Learning Centre and associated activities
Queen's University	Building Professional Teacher Career; School and Classroom	Theory and Professional Practice	Infused into P/J and I/S curriculum courses; Self as Teacher; Self as Learner; Self as Professional
Trent University	P/J & I/S: Practicum Year 1 & 2: Developing Teaching Identity, Knowledge, and Skill	P/J & I/S: Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management	P/J/I/S: In all foundational and curriculum courses.
University of Ontario Institute of Technology		Education Law, Policy and Ethics Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment (provides an introduction and overview of process)	Infused across program
University of Ottawa (EN)		Becoming a Teacher through Inquiry in Practice; Enacting Collaborative Inquiry in Professional Practice	
University of Toronto, OISE	Education Seminar; Teaching Practicum;		

University	Dedicated Course	Major Component		Infused
(MA)	Education Seminar II; Advanced Teaching Practicum			
University of Toronto, OISE (MT)	Educational Professionalism, Ethics and the Law		Fundamentals of Teaching and Learning	
University of Windsor			P/J/I/S: Law and Ethics-School Governance; P/J/I/S: Course component of Practice Teaching & Portfolio	
Western University	Social Foundations			Infused throughout program
Wilfrid Laurier University	Professional Learning Seminar; School and Society			Infused into many courses
York University		Teaching for Diverse and Equitable Classrooms in Ontario		Infused across the program

Professionalism: Educational Ethics and Law

University	Dedicated Course	Major Component (>10%)		Infused
Brock University	P/J/I: Professionalism, Law and the Ontario Educator	I/S: Professionalism, Law and Principles of Teaching in Ontario		Infused across Program
Lakehead University	Professional Practice (P/J, I/S, Year 2)	Democracy & Education (P/J, I/S, Year 2)		Educational ethics infused into curriculum-based subjects.
Laurentian University (FR)	Lois scolaires, règlements et curriculum de l'Ontario au XXIe siècle			
Laurentian University (EN) concurrent	Social & Legal Issues			
Nipissing University	Legal and Social Foundations of Education			
Queen's University	School Law and Policy			Infused into School and Classroom
Trent University	P/J & I/S: Educational Law, Ethics and Professional Conduct	Ethical and Legal Responsibilities of Teachers in Ontario		In P/J & I/S: Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management.
University of Ontario Institute of Technology	Education Law, Policy and Ethics			Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment (provides an introduction and overview of process)
University of Ottawa (EN)		Becoming a Teacher through Inquiry in Practice; Enacting Collaborative Inquiry in Professional Practice		

University	Dedicated Course	Major Component (>10%)	Infused across Program
University of Toronto, OISE (MA)		Education Seminar	Education Seminar II
University of Toronto, OISE (MT)	Professionalism, Ethics and the Law; Issues in Secondary Education	Fundamentals of Teaching and Learning	Anti-Discriminatory Education
University of Windsor	P/J/I/S: Law and Ethics-School Governance		
Western University	Safe Schools; Social Foundations		
Wilfrid Laurier University	School and Society; Professional Learning Seminar		
York University	Ethics and Legal Studies in Education		

Professionalism: Tools for Studying/Researching Teaching			
University	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University	Teacher as Researcher		
Lakehead University	Research in Education (I/S Year 2)		Infused in Year 2 into curriculum-based subjects (P/J) and teachable subjects (I/S)
Laurentian University (FR)		Series of workshops in Croissance professionnelle et éducation en contexte ontarien	
Laurentian University (EN) concurrent	P/J/I Current Topics in Education		
Nipissing University	Community Leadership Experience	Curriculum Design and Inquiry	Reflective Practice is infused across cross-divisional courses
Queen's University	Theory and Professional Practice	Building Professional Teacher Career	Infused into courses;
Trent University	P/J/I/S: Teacher Stories—Narrative and Practice (elective)	\	P/J & I/S: Practicum Year 1 & 2: Developing Teaching Identity, Knowledge, and Skill
University of Ontario Institute of Technology	Reflective Practice/Action Research; Independent Inquiry/Internship		Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice; Foundations III: Long Range Planning and Assessment (provides an introduction and overview of process)
University of Ottawa (EN)		Enacting Collaborative Inquiry in Professional Practice	Digital Hub Strategy; Infused in Community Service Learning and practicum experiences

University		
University of Toronto, OISE (MA)	Inquiry Based Teaching (PBI stream) Major Research Paper (RIT stream)	Education Seminar; Education Seminar II
University of Toronto, OISE (MT)	Educational Research 1; Educational Research 2	Anti-Discriminatory Education Infused into every course
University of Windsor	P/J/I/S: Service Learning Requirement (all electives include research)	Infused in P/J/I/S: Classroom Practice
Western University	Use of Education Research and Data Analysis	
Wilfrid Laurier University	Professional Learning Seminar	
York University	Research into Practice	

Foundations of Education (Philosophy, History and Sociology of Education)

University	N/A	Dedicated Course	Major Component (>10%)	Infused across Program
Brock University, B.Ed.	x			
Brock University, Concurrent		Year 1 or 2: Introduction to Foundations of Education (Philosophy, History, Psychology and Sociology)		
Lakehead University		Democracy & Education (Year 2, P/J, I/S)		
Laurentian University (FR)	X			
Laurentian University (EN) concurrent		Education and Schooling		
Nipissing University, B.Ed. and Concurrent		Year 1: Legal and Social Foundations of Education; Year 5: Legal and Social Foundations of Education		
Queen's University		Historical and Philosophical Foundations of Education		Infused into Self as Teacher
Trent University		P/J & I/S: Philosophical, Historical, and Curricular Context of Ontario Catholic Education (elective)		P/J & I/S: Practicum Year 1 & 2: Developing Teaching Identity, Knowledge, and Skill; P/J & I/S: Sociocultural Perspectives on Human Development and Learning
University of Ontario Institute of Technology,				Education Law, Policy and Ethics Foundations I: Planning and Preparation;

B.Ed.				Foundations II: Curriculum Theory and Practice
University of Ontario Institute of Technology, Concurrent				Foundations I: Planning and Preparation; Foundations II: Curriculum Theory and Practice;
University of Ottawa (EN)				Schooling and Society; First Nations, Inuit and Métis Education: Historical Experiences and Contemporary Perspectives; The Context of Ontario Middle and Secondary Schools
University of Toronto, OISE (MA)			Teaching Practicum Education Seminar II Advanced Teaching Practicum	
University of Toronto, OISE (MT)			Educational Professionalism, Ethics and the Law; Issues in Secondary Education Anti-Discriminatory Education	Social Studies and Aboriginal Education (PJ and JI)
Windsor, B.Ed. and Concurrent		P/J/I/S: Philosophical Orientation to Education; P/J/I/S: Classroom Practice; P/J/I/S: Law and Ethics-School Governance		
Western University		Social Foundations (Year 1)		
Wilfrid Laurier University	x			
York University, B.Ed.and Concurrent		Foundations of Education		

CHAPTER 3

POLICY REFORM AND THE REGULATOR: THE ROLE OF THE ONTARIO COLLEGE OF TEACHERS IN TEACHER EDUCATION REFORM

Michael Salvatori, with Saran Ragunathan and David Tallo

Ontario College of Teachers

INTRODUCTION

Ontario's teacher education programs recently underwent considerable changes. The experiences of the conceptualization, development and implementation of Ontario's enhanced teacher education program illustrate different roles and intersections of major partners in Ontario education. The Ontario College of Teachers is one of those partners, and with its mandate to regulate the teaching profession in the public interest—as carried out through functions such as program accreditation, developing qualifications to teach in Ontario, and licensing individual teachers—it has a unique perspective on this major reform.

Looking inward, this chapter describes the College's experience with the enhanced program at all of its stages, and highlights various events that are unique to its role as a professional regulator. The chapter also looks externally at the various points where the College's roles intersect with the roles of other organizations and groups, and particularly, where this policy change brings together the College's program accreditation role with the education faculties that provide the new program itself, and where the College's function and interests as a professional regulator meet with specific government program initiatives carried out by the provincial Ministry of Education.

This chapter, in exploring the College's internal and external experiences in Ontario's enhanced teacher education program, considers different dimensions of the role of the regulator in this large-scale program reform, looks particularly at experiences of the relationship between the government and the College in this endeavour, and describes the various policy tools, instruments and approaches used by the College to carry out its mandate. The material invites reflection on the College's continuing regulatory role, and contemplates the role of the regulator in influencing, developing and leading public policy initiatives.

COLLEGE MANDATE

The College of Teachers regulates the teaching profession in Ontario. Its role in the province's enhanced teacher education program tells a compelling story that helps provide an alternative to the College being viewed as a "gatekeeper" or "watchdog," and illuminates how it fulfils a larger public interest mandate. By discussing the roles the College played in this reform in Ontario teacher education — and the reasons, motives and pressures for the change — a deeper and more nuanced view of a professional regulator emerges.

How did the College come to play the roles it had in the enhanced program? Where did the various stages in program design and implementation intersect with the College's mandate? How did the College support the overall strategic direction of the initiative, and how did it do so within a closely defined mandate, given the multiple drivers, stakeholders and partners, interests and the natural tensions that arose? This chapter elucidates the College's activities in the enhanced program, and in doing so, tries to answer these questions and reflect on leading system-wide initiatives within professional regulation.

WHY THE COLLEGE?

Mandate Areas and Function
The College of Teachers is relatively new in Ontario's education milieu. Many of its functions had been carried out by other bodies before its creation, but the 1997 establishment of the College, as a regulatory body with a cohesive mandate to serve the public interest, integrated them. The provincial government created the College through legislation and enshrined its functions and responsibilities in law — underpinned by self-regulation where the responsibility for the governance of the teaching profession is carried out by the profession itself.

In carrying out its functions, the College assumed a broad duty to regulate the teaching profession in the public interest. Responsibilities for establishing and enforcing professional standards, establishing requirements for professional certification, and developing programs for initial and continuing teacher education support this duty.

It's the latter of these areas that most directly highlights the College's interests in teacher education programs and programming initiatives.

The Regulator and Member Certification
Licensing and certifying members to practise a profession is at the centre of a regulator's day-to-day functions. From the perspective of a professional body, the licensing role is the first function a regulator performs: academic, professional, and character standards that the profession asks of its members are articulated in certification standards and criteria. These standards directly express the values of the profession as a whole — be they the type and duration of education required, the qualifications and credentials necessary, proof of character and conduct, and how the professional regulator conveys the goals and aspirations of the profession, and protects and serves the public interest. For example, a significant moment in the professionalization of the teaching profession in Ontario — predating the College — occurred in the 1970s with a policy change that required teachers to obtain a university degree to enter the profession. This initiative was seen, at the time,

as a means to improve the preparation of members through establishing a credentialed requirement for registration, but also represented a larger policy objective, by addressing the advancement of teaching from the role of occupation or vocation to a knowledge-based profession.

So, the certification role of the regulator is a way of carrying out larger objectives — and the administrative activity of prerequisites and documentation is how regulators generally (and the College in particular) represent and ensure that persons being licensed carry an established body of knowledge, are competent, and meet other established standards.

As is the case for most teacher-licensing agencies, Ontario's carries out its entry to practise functions largely through credential-based qualification assessment, along with assessment of language proficiency and professional suitability. The College prescribes certain academic and professional qualifications comprising types of studies to be completed at specified levels, and establishes the means for potential members to demonstrate their qualifications. As such, a considerable amount of time, interest, and energy is spent in developing and prescribing the standards required to enter and practice the profession.

The Regulator and Program Approval
Along with the role of ensuring members are appropriately educated and prepared to practice, professions often have the additional tool of approving preparatory programs. In Canada, the College is remarkable, since under its authority it is one of few regulators that have the privilege of both program approval through accreditation and member certification.

This program approval role dovetails with member certification by providing oversight of the content, elements, and quality of the various program inputs that lead to certification and qualification, and helps ensure that the academic requirements that an individual has to hold in order to obtain licensure has been evaluated and approved. As a result, the College is in a unique position in regulating the profession, as it can carry out a larger mandate area of certifying qualified, competent members through the related activities of overseeing the programs that are designed to prepare them to practise, and then ensuring that the members have indeed completed the programs assuring readiness.

In considering its role in implementing the enhanced program change, the College welcomed reflection on how the regulator carries out its mandate to govern the teaching profession. Not only does the regulation take place at the person level, where the individual practitioner is evaluated against a set standard; it takes place at a program and system level, where the program is assessed against established criteria. The regulator's role of governing moves beyond governing of persons to the governing of entities, courses, and educational experiences.

Within the larger framework of protection of the public interest, the explanation of the College's role in the enhanced program can be most directly seen in two of its major functions: the review and accreditation of programs leading to professional licensure, and the certification of individual teachers. However, although the functions are discrete areas in legislation or are often operational silos in the day-to-day work of the College, the experience with the enhanced program exercised

considerable integration and orchestration of different mandate areas. For example, although the enhanced program identifies the standards of the profession as one of multiple elements of the program, they are arguably at the centre of all parts of the program and the licensing of all new members. Similarly, external public policy drivers, such as international trends, practices, and developments, were major influences on elements such as certification practices and processes that emerged from the enhanced program and process.

Dual Levers of Professional Regulation
Although the enhanced program initiative would implicate a number of partners, the dual policy levers of person certification and program approval put the College in a unique position to lead program design and implementation. These two areas highlight the role of the regulator in being able to command multiple policy levers and respond to forces to accomplish a specific policy objective and outcome. The enhanced program was formally announced by the provincial government in June 2013, with an aggressive September 2015 implementation timeline. Having the College as the single entity responsible for the two policy areas permitted a degree of coordination for member certification and program change generally not available to other regulatory bodies.

In addition, the dual mandate areas let the College participate in this change with a high degree of control in regulating the profession to both carry out its duties to regulate and behave in a way that reflects best practices of a professional regulator. For example, although the enhanced program was Ontario-specific, it also enabled the College to consider international and national trends, and respond to national developments like teacher labour mobility (effectively bringing Ontario's programs and certification standards into line with other provinces' and territories' practices).

The change also let the College carry out how it regulates and governs *itself* by providing an opportunity for large-scale practice review. The College's commitment to continuous improvement has guided its use of a variety of quality improvement initiatives to achieve this in other areas of its mandate and operations. For example, early in its history, the College had conducted internal reviews of fairness in its registration and appeals practices. On another occasion, it reviewed its investigations and discipline practices to ensure currency. Being able to initiate and carry out these periodic reviews has been critical for the College as regulator, being able to maintain contemporary practices and effectively carry out its various functions.

Drivers for Regulator Engagement
Although these examples bear the common characteristic of the regulator changing its practices or the manner of how it carries out its functions, they also highlight how the College is driven to operate by various drivers or circumstances: in the case of refreshing or modernizing operations and practices, the College took a proactive approach, initiating these activities and developing actions in the absence of a single policy force. In contrast, when looking at content, trends, skills and knowledge that a teacher should have to practise effectively in the context of 21st-century schools, the College took a stance in regulating that was responsive, and reactive to the demands of current learning environments.

Risk, as a further driver, reflects a more continuous or fluid dimension of governing the profession. Although the enhanced program design and implementation sat in two mandate areas, the

discussions about how the College would carry out its work in these areas, the extent it would enshrine requirements in regulation or other policy vehicles, and the degree to which it would monitor and enforce regulation, were continuously calibrated. This presented lenses for the College to view how the regulator identifies and manages risk. Protecting the public interest is at the heart of the regulator's role, and required not only identifying where risks may lie, such as licensing members who may not be fully prepared to safely or effectively practise the profession, but provided a gauge of the degree to which the College would or should play a role in assuming, managing and/or mitigating that risk.

Moreover, the regulator is constantly calibrating risk and measuring this against the dimension of increasing, maintaining, lessening, or losing the public's confidence in its abilities to regulate the profession. So, reflecting on the College's degree of engagement in the program, its implementation, and its ongoing monitoring became something increasingly important to demonstrating its effectiveness and carrying out its larger public interest role. Many of the discussions about the program — whether something would appear in law or not, or whether the College would define certain program or course elements with precision and prescription, or with lighter-touch approaches — were directly influenced by risk, this important, but implicit driver.

Overnight Change, 25 Years in the Making
Calls to enhance and reform teacher education programs are not new. Although the enhanced program announcement, introduction, and implementation happened relatively quickly, there had been long-standing recommendations for an extended teacher preparation program in Ontario. Ontario's Royal Commission on Learning (whose recommendations were also a major impetus for the creation of a College of Teachers), included a recommendation for a longer and enhanced program in its 1994 *For the Love of Learning* report.

After the College's 1997 creation, and the assumption of responsibility for teacher certification and program approval, this consolidation of mandate areas naturally led to exploration of program reform. Beginning in 2003, the College began to formally review the province's system of teachers' qualifications, leading to a large-scale policy review of initial teacher education programs, specialized programs, and additional qualifications. The Teachers' Qualifications Review, which was the first of its scope in over 25 years, culminated in the Council of the College of Teachers making 66 recommendations across these three areas, detailed in the *Preparing Teachers for Tomorrow* (OCT, 2006) report.

The review and recommendations were expressed mainly in terms of teachers' qualifications, highlighting the essential qualifications or skills that should be necessary in order to license a new teacher, or for a teacher to obtain a certain qualification. The recommendations spoke much less directly to the role or obligations of faculty teacher education programs, despite the College having accreditation power at that time. Recommendations were instead concerned with academic or professional requirements, or the components of certain courses or programs that a teacher candidate or College member would be required to present. They did not address program reform directly, or provide specific direction concerning the accreditation of programs.

The majority of recommendations could be acted on immediately. The most consequential, however, recommended that the initial teacher education program be lengthened from its current one-year duration, the practicum duration be lengthened, and new core content in Special Education and 'education in Ontario' (concerning diversity) be required in order for a person to be certified to teach in Ontario.

The complexity, reach and implications of these recommendations precluded unilateral action by the College: program funding, deep stakeholder interest and impacts, and a politicized environment made coordination an imperative.   Chiefly, ensuring an alignment between the College and government priorities was critical, and from the College's perspective, it was prudent to await the results of the various activities that would eventually provide necessary feedback and direction.

EDUCATION AT THE HEART OF ONTARIO POLITICS

Education and the teaching profession hold privileged, yet highly scrutinized places in Ontario. An increasingly educated and engaged public familiar with the teaching and learning dynamic largely through their own experiences has a keen interest not only in student learning but in the preparation and ongoing learning of the practitioners charged with the responsibility of educating children in Ontario.

These practitioners, including elementary and secondary school classroom teachers, principals, vice-principals and district school board leaders, are held not only to high professional standards set by the profession through the College's Ethical Standards and Standards of Practice, as described in the College's Foundations of Professional Practice (Appendix 1), but also to rigorous public expectations related to their conduct and competence.

The public interest, which is at the core of the mandate of the College, focuses on student safety, welfare, and well-being. The education, knowledge, skill, and qualifications of teachers are instrumental in ensuring the welfare of students — protecting this vital element of the public interest. The public's confidence in the teaching profession and in the education system generally is inspired by the initial preparation of members of the profession and their commitment to ongoing learning.

Inspiring public confidence is also one of the Ontario government's key interests. Not surprisingly then, education and the teaching profession occupy a significant space within the province's political domain. Given the public's interest and generally solid understanding of education in Ontario, the provincial government frequently leverages this engagement to bolster public support through announcements and initiatives aimed at enhancing public confidence in public education.

Effective Government Relations
The College and the Ministry of Education's common interest and objective in inspiring public confidence provide a solid foundation for a highly collaborative working relationship. With due regard for the respective legislative mandates and discrete responsibilities, the two bodies work in a complementary manner to achieve broad public interest goals.

How then is this complementary relationship cultivated and maintained? How do these entities first recognize their common interests and then accept the shared responsibility for protecting and advancing these interests?

A professional regulator and its respective government ministry are inextricably linked due to the government's responsibility for first establishing and then amending the governing statute and regulations that give the regulator its authority. This foundation establishes from the start a common understanding of the regulator's mandate and a relationship of trust as this mandate is entrusted to the profession through the regulator.

The Governing Council of the College is an independent decision-making body charged with protecting and serving the public interest. As the Council makes high level policy decisions to carry out its mandate, it does so with awareness of government and Ministry initiatives and priorities.

The Council composition itself supports effective relations with government. For example, 23 members of Council are elected members of the profession, and 14 members, as a way to ensure public input and involvement, are appointed by the provincial government. The Council's governance model and constitution further reinforces the strong connection and shared responsibility between the government and the professional regulator.

Naturally, there is a merging of a government's political priorities and a professional regulator's initiatives and strategic priorities. The review of teacher qualifications offers an excellent example of this merger and shared responsibility.

Intersection of the Political Agenda and Teachers' Qualifications Review
During the 2011 provincial election campaign, the incumbent premier, the Honourable Dalton McGuinty, made a platform commitment to " … give every new teacher the best start possible to their profession by doubling the time spent in Bachelor of Education programs, with an emphasis on more practical, hands-on experience before entering the classroom" (Ontario Liberal Party, 2011, p. 19).

While the announcement and political agenda were not anticipated by the College, both the timing and the substance of the announcement were substantially aligned with the College's initial research and consultations. Drawing on the positive and well-established relationship between the College and the Ministry of Education, the College effectively merged its Teachers' Qualifications Review initiative with the government's intention, solidified after an election win, to advance the enhancements to teacher education.

Although the discussion on the topic of a longer program had occurred in depth some five years before, and a number of major recommendations were put in abeyance, discussion was quick to resume following the election, with Ministry of Education staff leading a working table, comprising a variety of education partners and key stakeholder groups, over five consultations in 2012, exploring program length, content, and practicum.

Expansion of Program and Reduction in Admission
Concomitant with the announcement of the expansion of teacher education to four full semesters was the government's declaration that the number of funded postsecondary seats in publicly funded universities for teacher education would be halved. This declaration effectively reduced the number of graduates from approximately 9,000 annually to 4,500. The expansion of the program from two academic semesters to four, however, maintained the same number of teacher candidates in the faculties of education through the two cohorts. The rationale for this reduction in enrolment can be directly linked to the accumulated surplus of teachers in Ontario as seen in the College's *Transition to Teaching* longitudinal study, started in 2001, which examines in part the employment prospects of newly certified teachers in Ontario, and the 2012 version of the study's report outlines the cumulative oversupply of teachers in 2011 and the consequential impact on employment opportunities for these new teachers. It noted:

> The spring 2012 survey of first-year teachers found that the unemployment rate rose sharply for the fourth year in a row. More than one in three of the teacher education graduates of 2011 who sought teaching jobs during the 2011–12 school year were unemployed. They were actively looking for teaching jobs but could not even find daily supply teaching during the year. And just one in three of those who did find some employment secured as much teaching work as they wanted. (OCT, 2013, p. 3)

The government's announcement to reduce funding of faculties of education, and the result of decreased admissions and annual enrolment, was understood, given the well-publicized surplus of teachers in Ontario and the acknowledged challenges in securing employment faced by new teachers.

Additional Challenges Posed by the Intervening Political Agenda
While the sitting government's campaign priority may be considered as a helpful impetus for the College's planned enhancements to the initial teacher education programs, it also brought with it challenges in terms of time and resources for both the College and the providers of the programs.

The province's fiscal situation in 2011 also prompted the Ministry of Training, Colleges and Universities (since renamed the Ministry of Advanced Education and Skills Development) to consider additional funding reductions. In addition to the reduced enrolment, funding for undergraduate enrolment in initial teacher education programs was decreased from approximately $78 million in 2012–13 to an anticipated $24 million beginning in 2015–16.

The challenges that this funding reduction brought were compounded by the announcement that the expansion of the program, reduction in admissions and overall funding would take effect in September 2015 – a short three years following the initial government announcement.

While these factors are not directly related to the reform to the content of the teacher education program, their announcement highlighted the association between the expansion of the program and these reductions among various stakeholders. Drawing on previously established positive working relationships with faculties of education, the College proceeded to collaborate on the framework for program modifications and implementation.

REGULATING THE ENHANCEMENTS

The College's Accreditation Regulation and Teachers' Qualifications Regulation work in tandem to establish the legislative foundation for the teaching profession in Ontario, and as such, both regulations required amendment to implement program enhancements. As mentioned, these regulations were originally developed to allow the College to fulfil its mandate of certifying teachers and accrediting teacher education programs in Ontario, and revisions were necessary to carry out the new program implementation.

As the source of teacher education program requirements in Ontario, amendments to the Accreditation Regulation were necessary to provide direction to faculties on the longer program, additional practice teaching, new core content, and other new elements. Parallel amendments to the Teachers' Qualifications Regulation were also needed to ensure that the education and experience of teaching professionals certified on or after September 1, 2015, reflected the enhanced standards of the new program.

Policy options from the *Preparing Teachers for Tomorrow* (2006) report, and related Council recommendations, were critical starting points in amending the regulations, but it was important to bridge these proposals with the contemporary realities of the regulatory and educational environment. Briefing notes developed by an internal College workgroup served as signposts in regulatory drafting as they explored past proposals alongside what was currently possible in regulation.

The College recognized the critical role of its relationship with the Ministry of Education in effectively drafting regulatory amendments. Early consensus was achieved by focusing drafting on key program components—the two-year program duration, 80-day practicum, and core program content—that were announced by the government, and had been reflected in Council recommendations.

A shared College and Ministry understanding supported regulation drafting, as the general direction of modernization had been settled and did not divert from the often technical nature of regulatory drafting. The focus could be placed on ensuring that the law maintained fidelity to the original intentions of the enhancements.

Dialogue was anchored by a joint College and Ministry working group – meeting frequently, in light of the aggressive implementation timelines - to advance the proposed amendments. The meetings served as a conduit for interests and concerns that could be relayed to the wider Ministry and College. Policy disagreements or challenges were often resolved at the working group level due to terms of reference that treated the table as a technical forum, and one that was set apart from the political or strategic considerations that could have otherwise dominated discussion instead of drafting.

A Delicate Balance — Enhancing Accreditation Requirements
The College and Ministry working group began drafting amendments to the Accreditation Regulation by first determining the appropriate vehicle to set out requirements for the programs, and whether, regulation, guideline, or other policy instruments were best suited to each purpose. As opposed to the entrenched nature of regulation, a guideline of program content could be readily adapted to the contemporary needs of the education system. In addition, this guideline was identified as being able to capture multiple, specific details or elements that may not have been explicit in regulation, but were seen as strongly advisable to include in programs.

The College sought to balance the need for prescription and accountability, guided by Right-touch regulation—ensuring that regulation was proportional and targeted, and regulating only where and when necessary in accordance with risk. This approach is described in the United Kingdom's Professional Standards Authority for Health and Social Care's *Right-Touch Regulation* (2015):

> The concept of Right-touch regulation emerges from the application of the principles of good regulation … (which) state that regulation should aim to be:
> - Proportionate: regulators should only intervene when necessary. Remedies should be appropriate to the risk posed, and costs identified and minimised
> - Consistent: rules and standards must be joined up and implemented fairly
> - Targeted: regulation should be focused on the problem, and minimise side effects
> - Transparent: regulators should be open, and keep regulations simple and user friendly
> - Accountable: regulators must be able to justify decisions, and be subject to public scrutiny
> - Agile: regulation must look forward and be able to adapt to anticipate change.
>
> These principles provide the foundation for thinking on regulatory policy in all sectors of society. We see the concept of Right-touch regulation emerging naturally from the application of these six principles: bringing together commonly agreed principles of good regulation with understanding of a sector, and a quantified and qualified assessment of risk of harm. It is intended for those making decisions about the design of an assurance framework.
>
> In practice this means we work to identify the regulatory force needed to achieve a desired effect. Our analogy is finding the right balance on a set of scales …When weighing something on balancing scales, nothing happens until you reach the desired weight, at which point the scales tip over. Once they have tipped any further weight added to the other side is ineffectual. So the right amount of regulation is exactly that which is needed for the desired effect. Too little is ineffective; too much is a waste of effort. (p.4)

The Right-touch approach relied on a long-standing partnership with faculties that reduced the need to regulate behaviour. Respecting the autonomy of faculties would allow the programs to be modernized in accordance with the unique needs of the system or population being served.

When the legal enforceability of guideline requirements was called into question, a consideration emerged: the regulator's authority to mandate compliance could be unintentionally sacrificed for

the sake of flexibility in program design. So, a dual approach was used. First, the core knowledge in curriculum, pedagogical and instructional strategies, and teaching context that teacher candidates would gain in the program were placed in a schedule within the regulation. Second, the components of the schedule were explored in greater depth in the *Accreditation Resource Guide* (2014), which was created with extensive input from the Ministry and all providers, and could be more readily modified when compared to a regulation. Rather than subverting regulation, the guide elevated the intention of the new program content by providing guidance and examples to the faculties on how to develop program content to meet program accreditation requirements. The guide and schedule were developed as complimentary to one another, and would ensure that faculties had the freedom to innovate within a legislatively defined framework.

The College, Ministry of Education and faculties of education had a shared responsibility in developing the guide. The role the faculties played in letting the College know their unique needs and concerns with program development, helped the College structure the guide so that it maintained its authority as regulator, but also supported faculties in meeting and understanding the accreditation requirements instead of setting them up for failure.

The final version of the guide was well received by faculties of education. The facilitator of the guide's development, Dr. Deborah Berrill, remarked on the content and approach:

> It makes a strong statement about evidence-based teaching, truly inclusive education — both regarding culture and also learning challenges, a child-focused asset-based approach to teaching and learning, using 21st c. technology to support learning, and an emphasis on higher order thinking skills. These, in turn, articulate Ontario ways of being as well as learning (personal communication, February 7, 2014).

A focus on the learning expectations of teacher candidates in the schedule respects the faculties' understanding of how best to develop their programs. The schedule uses "knowledge and skills" language to articulate how teachers are expected to be prepared to teach certain concepts and content and what they will gain from certain core content components listed in Ontario Regulation 347/02 (see Appendix 2). This language also supports the possibility of holistic delivery of content throughout the program instead of narrowly defined, course or hour –based prescriptions for content – interestingly, reflecting feedback originally received by the College, during the original Teachers' Qualifications Review, on how best to deliver key program content to teacher candidates.   Finally, the regulator's compliance function is better served by avoiding a checklist approach for elements present in the program, and instead reviewing what teacher candidates actually gain from the program.

Priorities and concerns of the regulator, stakeholders, members, or the public often drive what is deemed essential enough to be offered regulatory protection. Although duration had never been referenced in the Accreditation Regulation before, the Ministry felt that the two-year model merited protection by way of elevation to its placement in regulation. The Minister had made two-year program duration a cornerstone of the announcement of the enhancements, and this public

commitment warranted a change to the program status quo that had achieved compliance up to this point.

Enhancements were placed in regulation for the purposes of enforceability, but the College sought to maintain the integrity of accreditation requirements as minimum benchmarks. The previous minimum of a 40-day practicum was routinely exceeded by faculties, which spurred the modernization of the program by demonstrating the benefits of having a longer practicum. The new 80-day-minimum practicum requirement allowed for achieving a stated political goal of more in-school experience during teacher preparation programs, and the professional goal of better preparing new professionals for the demands of contemporary classrooms, and integrating theory and practice across a longer period.

Transition
Transitional provisions were added to the Accreditation Regulation to allow the Accreditation Committee to conduct verification reviews of reports submitted by faculties that demonstrated how programs were modified to meet the new requirements. These reviews focused solely on the enhancements, and by focussing only on the incremental changes to existing programs, could be streamlined in nature. For example, program reviews were carried out as "paper reviews," without comprehensive site visits or in-person interviews, and the faculties only had to provide evidence related to the enhancements coupled with attestations to prove that they had not changed unrelated parts of the program.

The regulation was amended to be responsive to the practical difficulties of the transition by providing relief from existing standards – as well as recognizing the political pressures to ensure full implementation. Programs that had their accreditation periods expiring after August 31, 2013, and before September 1, 2015, were provided with an up to three-year extension of their accreditation period. Without this extension, these faculties would have been subject to an onerous review under the old requirements followed soon after by a review under the new requirements, all while attempting to successfully transition their programs.

The College also provided a universal deadline date of March 1, 2016, for providers' verification report submissions, which allowed faculties time to assess how the new program operated in practice prior to reporting on the modifications. Although counterintuitive, the College's history of working with faculties instilled confidence that the public interest would be better served if the programs were assessed once, and not before, they were operational.

Multiple Roads, Same Destination — Certification Standards and Timing
The introduction of the new program also meant that member certification requirements had to correspond to the qualifications that would result from completing the enhanced program. The challenge lay in how different applicant and member types would be impacted once the new certification requirements were in place.

Despite the highlighting of a new program addressing contemporary requirements to teach, currency requirements were not imposed on existing teachers who were already certified: only new teachers would be affected.

To provide clear and fair implementation of the new certification requirements, the College decided that they would become effective as of September 1, 2015. After this effective date, all applicants had to meet the requirements of the new program in order to become certified. Fair implementation of the effective date meant that a new and universal "starting point" had to be adopted that would allow a clear distinction from previous certification requirements.

Paths to Certification
Applicants would have to meet a high bar to be exempted from the new requirements coming into place as of the effective date. The College was faced with the question of why a regulator would choose to disregard enhanced standards it had so recently deemed vital for the modernization of the profession.

A compelling case for exemption was the need to prevent the penalization of teacher candidates who were unable to apply for certification before the effective date. At the effective date, some teacher candidates had yet to complete their programs due to exceptional circumstances or the specialized nature of their programs (e.g., multi-session or concurrent programs).

Exceptions were provided in regulation for these individuals so that they could be subject to the rules under which they had originally entered their program. Concerns over the exemptions from the new standard were alleviated by the relatively low number of students affected and the inherent unfairness that would result in forcing new standards on unwitting students caught in the middle of a program transition.

Another deviation from the strict implementation of the effective date was a holdover from the previous regulatory framework. The College sought to keep routes to certification open in order to lessen adverse effects of new requirements on internationally educated teachers. This was influenced by the requirements of the Office of the Fairness Commissioner, the College's Fair Registration Practices Regulation, and the College's commitment to ensure that internationally educated teachers would not be unduly affected by changes, and with good reason: were certification requirements to be strictly implemented, the barriers would have been significant, with projections of approximately 90 per cent of internationally educated applicants being denied certification if faced with requirements for proof of a two-year program with certain core components, such as an 80-day practicum.

Ontario or internationally educated applicants who had met the previous one-year teacher education program requirement could become certified with conditions after the effective date. This certification practice embodies the Right-touch principles of proportional and targeted regulation as the implementation of new standards could coexist with the recognition of the benefit internationally educated teachers provided to Ontario's education system. The absence of a currency requirement for members who completed the old one-year program also helped to offset any concerns about continuing to certify applicants who had completed this program.

The existing regulation also provided a solution for how members certified with conditions could satisfy their conditions. The regulation was amended to allow conditions to be satisfied using

Teachers' Qualifications Regulation Schedule C Additional Qualification coursework. The implementation of the new certification standards was supported by the recognition that they were shaped by pre-existing regulatory structure and content, using College-approved programming. The identification of connections between Schedule C courses and the new certification standards made it easier to manage the connection between the old program and the new.

Offering choice in what coursework would satisfy conditions also reflected a philosophical stance, demonstrating the autonomy of the professional, and his/her commitment to continuous learning and professional knowledge. In this mode, the teacher became able to determine the professional learning that best suits his/her practise and meets the enhanced standards.

CONCLUSION

The introduction of Ontario's enhanced teacher education program provided the College with a variety of opportunities to carry out its regulatory role in meaningful ways. With its role as a lead partner across the lifecycle of the initiative to enhance Ontario teacher education, the College needed to exercise a variety of its existing regulatory functions, and rely on effective legal and administrative underpinnings.   Its role in the initiative highlights the importance of effective relationships, dialogue, support and collaboration to affect change.   The experience revealed activities in the context of reform, as this chapter explored, but also through internal reflection and practice reviews, such as earlier registration practices reviews and other self-initiated process improvement initiatives.

When applied to large-scale initiatives, the enhanced program experience affirms the privilege of self-regulation, and the promise of the profession's service of the public interest.

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APPENDIX 1

The Ethical Standards for the Teaching Profession

The *Ethical Standards for the Teaching Profession* represent a vision of professional practise. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, families, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of *Care* includes compassion, acceptance, interest and insight
for developing students' potential. Members express their commitment to students' wellbeing and learning through positive influence, professional judgment and empathy in practice.

Respect
Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians, families and the public are based on trust.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession
The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:
- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self directed learning are informed by experience, research, collaboration and knowledge.

APPENDIX 2

SCHEDULE 1, Regulation 347/02, Accreditation of Teacher Education Programs

Curriculum Knowledge
1. The program provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.
2. The program prepares the student of a program of professional education to use current research in teaching and learning.

Pedagogical and Instructional Strategies Knowledge
The program includes the following elements:
1. How to use educational research and data analysis.
2. How to use technology as a teaching tool.
3. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.
4. How to use learning and teaching theories and methods and differentiated instruction.
5. A focus on the development of classroom management and organization skills.
6. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.
7. How to use current strategies relating to student observation, assessment and evaluation.
8. How to teach students whose first language is not the language of instruction, whether English or French.
9. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.
10. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.

The Teaching Context Knowledge
The program includes the following elements:
1. Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.
2. The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession".
3. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.
4. Knowledge of the Ontario context in which elementary or secondary schools operate.
5. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.
6. How 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.

CHAPTER 4

A WELCOME CHANGE: BROCK UNIVERSITY EMBRACES TEACHER EDUCATION REFORM

Julian Kitchen and Manu Sharma

Brock University

INTRODUCTION

The initial teacher education programs at Brock University have long been regarded as effective in preparing teacher candidates for the practical realities of teaching in classrooms. While Brock teacher education has adapted to the times, its philosophy and core elements were conceptualized in the 1970s. Over the years, new faculty advocated for larger-scale change, but it was not until 2010 that the secondary program underwent a major reconceptualization, with the elementary program to follow. This process was halted when the government announced in 2012 that teacher education would be extended in length. These reforms, while not implemented, signalled that Brock's Department of Teacher Education was ready to dramatically reform its programs.

For Julian, as the Department of Teacher Education's program committee chair, this was an opportunity to re-imagine the program based on contemporary understandings of learning, teaching and teacher education. As the project lead, Julian facilitated the collaborative process of program redesign and shepherded the two-year consecutive Primary/Junior/Intermediate (P/J/I) and Intermediate/Senior (I/S) Bachelor of Education programs towards approval and implementation. As the Director of the Tecumseh Centre for Aboriginal Research and Education, he also implemented the subsequent redesign of the concurrent Bachelor of Education— Primary/Junior (Aboriginal).

Manu joined Brock University's teacher education program in 2015. She teaches Professionalism, Law, and Principles of Teaching (EDBE 8D01), which is coupled with the Practicum for Professionalism, Law and Principles of Teaching in Ontario Intermediate/Senior (EDBE 8P70). As she brings to this analysis insights from her experiences working in teacher education programs at University of Windsor and University of Toronto, Manu offers both an insider and an outsider perspective to this study of reform in teacher education.

OVERVIEW OF TEACHER EDUCATION AT BROCK

Brock University offers a myriad of teacher education programs with important differences surrounding a common core. When people at Brock refer to *teacher education*, they generally refer to the courses and field experiences in the Bachelor of Education programs in Primary/Junior (Kindergarten-Grade 6), Junior/Intermediate (Grades 4-10) and Intermediate/Senior (Grades 7-12). The five credits and 60 days of practice teaching in the one-year program have been replaced by ten credits and 96 days of practice teaching in the two-year program that began in 2015-2016.

The Bachelor of Education—Primary/Junior (Aboriginal), an alternative concurrent program delivered in Nishnawbe Aski communities in north-western Ontario, combines 15 undergraduate credits with teacher certification credits (formerly five, now ten) adapted from those in the mainstream program. Similarly, the B.Ed. and diploma programs in Technological Studies employed essentially the same courses as the one-year program. Technological Education was not offered in 2015-2016, but will return in 2016-2017 as a unique and an innovative partnership with other institutions. Both of these programs include over 90 days of practice teaching.

The concurrent teacher education programs, seven in total at elementary and secondary levels, generally begin with undergraduate courses in the first four years (with a sprinkling of education courses and a single Year 3 half-credit in teacher education). For past concurrent graduates—and those graduating up to 2019—teacher certification is largely based on five B.Ed. credits and 60 days of practice teaching. For students beginning the program in 2015-2016, the B.Ed. requirements have doubled.

The number of students in the teacher education programs at Brock has been reduced with two years of teacher certification, although it will take several years for the numbers to stabilize. From 2012 to 2014, Brock typically accepted on average 285 concurrent and 385 consecutive (including technological education) students a year; additionally, an Aboriginal cohort of 20-26 students was enrolled from 2013-2018. In 2015, 307 concurrent and 284 consecutive were enrolled. In 2016, 292 concurrent and 489 consecutive were enrolled. In January 2017, 29 consecutive technological education students were enrolled; the first cohort of the enhanced concurrent Aboriginal education students has not been scheduled.

The revisions to the teacher education program, which resulted in a two-year consecutive program and six-year concurrent program have been effective since September 2015. Both of these programs prepare teachers for the diverse and changing educational context of the 21st century and build on the Department of Teacher Education's core values and traditions.

The *Program Change Agreement* (Brock University, 2013a) sent to the government outlined the Department's efforts to create "a unique student experience" that has been:

> re-imagined to provide teacher candidates with both the time to think broadly about learning within schools and increased opportunities to understand curriculum, learning and teaching through course work and field experiences. The first semester offers teacher candidates a broader understanding of schools and student learning within school contexts, through foundational courses and a whole school practicum (internship). This is followed

by deeper explorations in the middle two semesters of courses and practica. The final semester is designed to broaden these understandings by thinking more broadly about research, diversity and topics of individual interest. The concurrent programs, which provide teacher candidates with opportunities to think about education prior to the accredited program, will be modified to ensure a smooth flow of courses and deepen learning.

In order to engage teacher candidates as adults preparing for careers leading into the 2nd half of the 21st century, the two-year teacher education program features stronger integration of theory, research and practice, the infusion of with technology, a deeper understanding of diversity and equity concerns, and differentiated delivery models.

The National Academy of Education, in *A Good Teacher in Every Classroom* (2005), identifies three general areas of knowledge that beginning teachers need to acquire: knowledge of learners, understanding of subject matter, and understanding of teaching. Although all three are crucial and interconnected, this report gives primacy to knowledge of learners within their social contexts. As the art of teaching begins with "anticipating and preparing for student understanding ahead of time" (National Academy of Education, 2005, p. 17), Brock's model places a strong emphasis during the first semester on understanding the learner by foregrounding learning and human development. This intentionally shifts focus of teacher candidates away from their own performance. Also, as pedagogical decisions must be guided by curricular considerations, core curriculum is introduced early, along with an understanding of how assessment and evaluation inform curricular decisions. These provide a foundation for a knowledge of teaching that places student learning, not teacher performance, at the centre.

Consistent with John Bransford, Linda Darling-Hammond and Pamela LePage in *Preparing Teachers for a Changing World* (2005), this approach recognizes that "teachers confront complex decisions" (p. 1) on a daily basis and that good decisions in a changing educational landscape will come when "teachers continually construct new knowledge and skills in practice throughout their careers" (p. 3). As effective teaching goes beyond covering the curriculum, the revised program attempts to balance subject rigour with integration across subjects and particular attention to diverse student learners.

Curriculum and instruction courses are given more prominence in subsequent terms, when teacher candidates can more effectively apply foundational knowledge to the delivery of subject curriculum. Also, teacher candidates are divided into cohort courses for the first year. Each of these courses is delivered by a pair of two teacher educators, known as *faculty advisors*, who serve as both instructors of the course content and as field experience supervisors. In the second year, smaller clusters of teacher candidates are supported and supervised in field experiences by a single teacher educator. Teacher educators facilitate and mentor teacher candidates in their professional and ethical development as beginning teachers. These field experience supports proved critical to helping teacher candidates integrate the priorities of the teacher education program with their practica.

In the I/S program, the concept of *cohort* highlights the importance of developing both a professional identity and a vision for teaching (Kosnik & Beck, 2009) through the inclusion of

reflective practice, program planning and professionalism/law. At the P/J/I level, this is evident in the inclusion of diversity issues, lesson planning and assessment in cohort. This approach to teacher candidate professional knowledge emphasizes the need to know oneself in order to better understand how diverse students learn (National Academy of Education, 2005). Through effective and sustained mentorships, teacher candidates are aided in linking personal professional knowledge to understanding curriculum and applying both to their practice with students in classrooms. The final semester helps widen the lens from practice to all the commonplaces of teaching—student, teacher, curriculum and milieu (Schwab, 1970). This is demonstrated through practica in which teacher candidates are expected to work independently under the supervision of an associate teacher.

The revised program is also consistent with the *Faculty of Education Mission Statement* (2005), which states that initial teacher education and other programs "support our students in realizing their potential as creative, critical, and ethical life-long learners." It is also consistent with the *Academic Impact Objectives, 2005-2010*, which states that graduates will be:

- critical and reflective thinkers and problem-solvers;
- independent and collaborative inquirers;
- informed, caring and ethical practitioners; and
- passionate life-long learners who respect differences, advocate social justice, and extend community and global awareness.

The revised program aligns well with the *Triple-C* Conceptual Model—cohort, coursework and community—articulated in the *Teacher Candidate Handbook* (Brock University, 2013). The concept of cohort has been central to the Brock professional learning model since 1971:

> Every teacher candidate is a member of a Cohort. One of the important roles of Cohort is to provide teacher candidates with peer and faculty advisor support throughout the program, both in terms of coursework at Brock and teaching experiences in schools.

Coursework continues to provide understanding of the "theoretical and practical foundations" of teaching in Ontario, while community continues to be respected through partnerships with boards, the Ministry, the College, federations and other stakeholders.

The principles of the revised programs reflect understandings that emerged from the Department's retreat in May 2012 (Brock University, 2013b):

> In developing an extended Teacher Education program, such a program might reflect:
> - A commitment to self-directed learning models (an adult learning model);
> - Learning that moves from a broad overview to more specialized areas of focus/interest;
> - An integrated approach to learning including research within courses, explicit connection of theory and practice, integration between courses, integration of practica with other courses, etc;
> - A design with explicit articulation of professional growth/meta-cognitive structure in mind (reflections); and

- A holistic program that integrates seamlessly cohort and other learning experiences (sequencing of courses and experiences, recognition of concurrent vs. consecutive experiences and needs).

These retreat themes challenged faculty to balance traditional strengths with renewed attention to a heightened commitment to integration and holistic principles of teaching in the teacher education programs.

The Department of Teacher Education, under the guidance of the Program Committee and with the support of staff, engaged for over two years in a process of self-study and study of extended programs in other jurisdictions. The Program Committee, in anticipation of an announcement on the length of the new program, developed a process for consultation and decision-making. Central to the model were (a) the conceptualization and mapping out of new programs through the creation of renewal committees at the P/J/I and I/S levels (including Technological Education) that met regularly to, and (b) the day-to-day management by a steering committee and a project manager.

Multiple committee meetings, information sessions and retreats were held at various phases of the process. Phase 1 of the collaborative decision-making process culminated in the Department's acceptance of a draft version of an enhanced teacher education program model in the Fall of 2013 and the submission of the Program Change Agreement to the Ministry of Training, Colleges and Universities. Phase 2 involved internal consultation, interrogation of the model, and the fleshing out of program elements by new committees. These committees of staff, instructors and faculty, through an intense deliberative process, prepared reports that elaborated on the vision in Phase 1 and offered alternative ways of addressing important issues, while maintaining a coherent program vision. The critical moment in Phase 2 was the approval of the recommendations for the enhanced program by the Departmental Committee in January 2014. In Phase 3, the 2014-2015 academic year, attention was directed to finalizing course descriptions, developing course outlines and curricula, budgeting, scheduling, admissions and registration, staffing, and preparing for the arrival of the first two-year teacher candidates studying alongside concurrent students in the one-year program.

Overall, the redesign of the program that emerged from this collaborative process reflects both continuity with Brock's commitment to quality teacher education and a greater focus on students as learners. The extended duration of the program allows for the development of foundational knowledge of learners, curriculum and context early in the program. These form a foundation for the development of pedagogical content knowledge through the teaching subjects. While lesson delivery and classroom management are addressed throughout, they are framed around engaging student learning of appropriate curriculum. While all teacher education courses contribute to the development of qualified teachers focused on student learning, the first-year cohort course (featured later in this chapter), along with the smaller *professional collaborative communities* in second-year, play a central role in integrating the many dimensions of learning and teaching in school contexts.

A SPOTLIGHT ON THE INTERMEDIATE/SENIOR PROGRAM

In order to exemplify some of the key components of Brock's teacher education reform, we focus on the Intermediate/Senior program. This program rests on three pillars: (1) course work, particularly curriculum and instruction courses in specific subjects as places where subject matter teaching integrated with other dimensions of teaching and learning; (2) field experiences; and (3) cohort and professional collaborative communities as places to bridge university with the field.

COURSE WORK

Curriculum and Instruction
In Ontario, I/S teacher candidates must be qualified to teach two secondary teachable subjects. At Brock, we currently accept I/S teacher candidates in English, French, History, Geography, Drama, Visual Arts, Biology, Chemistry, Physics, Science—General, Mathematics, and Health and Physical Education.

Perhaps the most significant change in the I/S program at Brock involves curriculum and instruction courses in the subject teachables. When Brock introduced a I/S program in 1973, it did not have enough teacher candidates to run full credits in each subject teachable. Instead teacher candidates took general courses in instructional strategies, assessment and other topics, then applied this learning to each subject in quarter-course *tutorials* with practicing teachers. In the 1990's, the tutorial was expanded to a half-course. The move to a two-year program created both time and opportunity to focus curriculum and instruction on the particulars of a subject discipline and integrate important educational themes into the classrooms in which they are taught. Now, in the full-credit courses in Year 1, teacher candidates learn lesson planning, instructional practices and subject management in their curriculum and instruction courses. These courses also integrate into the subject discipline understandings of assessment, educational psychology, inclusion, diversity, technology and reflection acquired in foundational courses. These dimensions are reinforced in the Year 2 curriculum and instruction half-courses, which focus on the application of pedagogy introduced in Year 1.

Other Courses
The two-year program has a smaller proportion of discrete specialty courses than the one-year program or than the P/J/I program (which has multiple quarter and half courses on teaching subjects). This reflects a movement towards incorporating many program elements within the teaching subject courses with a view to integrating them in their practice.

A half-course and two quarter courses are offered in human development and special education, with the two carefully integrated by faculty who are expert in both:

> *EDBE 8P72: Cognition, Development and the Exceptional Learner Intermediate/Senior*
> Integration of curriculum related to human development and exceptional learners. Topics include cognitive development, intellectual exceptionalities, memory, metacognition and learning strategies, behaviour, behavioural exceptionalities, and classroom management.

EDBE 8Y03: Socioemotional/Physical Processes and the Exceptional Learner Intermediate/Senior
Addressing and integrating developmental domains, human development, and the characteristics of exceptional learners. Topics include socio-emotional development, mental health, communication exceptionalities, sociocultural diversity, and physical and multiple exceptionalities.

EDBE 8Y05: Programming for the Inclusive Classroom Intermediate/Senior
Issues and perspectives in special education and educational psychology. Elements of the Individual Education Plan, Universal Design for Learning and Differentiated Instruction examined in relation to programming in inclusive environments.

Faculty members also decided that other themes would benefit from focused instruction by specialists. Assessment and evaluation is offered as a half-course in the first term to introduce basic concepts, skills, practices and policies; these are then applied in curriculum and instruction courses. Similarly, a half-course in Information and Communications Technology is introduced early by pedagogical and technological specialists so that learning can be applied over the two-years and in classrooms. In the final year, two half-courses are aimed at helping teacher candidates consolidate understanding: (a) School and Society on equity, diversity and social justice, and (b) Teacher as Researcher to help them engage research in making professional decisions. Year 2 also allows for two quarter-course electives.

FIELD EXPERIENCES

Field experiences, particularly practica with Ontario certified teachers, are critical to the teacher candidate experience at Brock. Given the extra time to prepare teachers, Brock chose to gradually introduce I/S teacher candidates to schools, by having 7 weekly observation days followed by a consecutive short 2-week internship (Practicum Block I). The seven observation days allow teacher candidates to learn about school community and culture on a macro level. Teacher candidates are encouraged to observe special education programs, extracurricular initiatives and activities, trips, and extra support resources in the school. The purpose of the observation days is to focus on understanding the nature of school community, what happens in schools, and the culture of the school. This helps teacher candidates to move beyond a narrow focus on the classroom to a more holistic understanding of the dynamics of the school community dynamic. The internship also offers opportunities to observe the school culture in addition to teaching in classrooms.

In the next practicum, at the end of Year 1 (Practicum Block II), teacher candidates acquire five weeks of teaching experience, typically in their preferred teaching subject. During this time, teacher candidates engage more fully in the delivery of lessons and other dimensions of teaching, including: classroom culture, peer interaction, pedagogical stances, student engagement strategies, and differentiated instruction and assessment. During this scaffolded experience, the teaching load gradually increases from one class to two (one-third to two-thirds of a full-time teaching load). This practicum is evaluated by one of the cohort leaders and the associate teacher.

These scaffolded approaches to field experiences in Year 1, set teacher candidates up for further success in Year 2, as they continue to deepen their teaching practices and pedagogies. The first practice teaching experience in Year 2 (Practicum Block III) occurs over six weeks in November-December, typically in the teacher candidate's second teachable subject. The teaching load increases over the placement from one class to two (from one-third to two-thirds of full-time teaching load) with a gradual release of responsibility to the teacher candidate. This practicum is also evaluated by both the faculty advisor and the associate teacher. The final practicum of six weeks (Practicum Block IV) is a more intensive practicum in the preferred subject area. As this is a culminating experience, it is assumed teacher candidates are ready to undertake at least two-thirds of a teaching load and no longer do not require faculty advisor support. The associate teacher is responsible for midpoint informal assessment and final written evaluation. Teacher candidates with solid practicum evaluations may elect to be placed outside the usual school boards. Faculty advisors monitor the placements and intervene if needed.

While Block IV marks the end of the practicum requirements, teacher candidates may select from a range of optional field experiences at the conclusion of the program. These include:
- out-of-region placements made by the field experience office;
- non-school placements (e.g., museum, outdoor education centres); and
- international field experience opportunities made by the field experience office.

It is important to note that the P/J/I field experiences are structured differently, but both have similar pre-practicum experiences and approximately the same number of practicum days.

COHORT AND PROFESSIONAL COLLABORATIVE COMMUNITIES

Central to the Triple-C model, reaffirmed in the enhanced teacher education program across divisions, was the grouping of teacher candidates into cohorts in Year 1. This was viewed as crucial to building community among teacher candidates, linking theory to practice, and connecting the university to community partners. It was also determined that the cohort model would be strengthened by incorporating substantive content into the first year cohort course. The two interrelated courses are:

EDBE 8D01: Professionalism, Law, and Principles of Teaching in Ontario Intermediate Senior
Connections between observation and experiences in field-based school placements to theory, practice and reflection. Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics and legal cases.

EDBE 8P70: Practicum for Professionalism, Law and Principles of Teaching in Ontario Intermediate/Senior
Connections between observation and experiences in field-based school placements to theory, practice and reflection. Foundational method components and strategies of classroom and curriculum as related to the Ontario Curriculum and the Ontario College of

Teachers Foundations of Professional Practice. Professional and legal responsibilities of Ontario educators and schools examined through the study of statutes, regulations, professional codes of ethics and legal cases. Sessions divided between instructional methods and field experiences.

During weekly three-hour classes, the two teacher educators for EDBE 8D01 educate teacher candidates about the nature of schools, make theory-practice connections and emphasize the importance of personal and professional reflection. They also teach a substantive core curriculum on professionalism and law. In addition, they oversee observation days, arrange school-based internships in EDBE 8D01, and provide support to teacher candidates and associate teachers in schools. In the second term, they supervise the practicum in EDBE 8P70.

In Year 2, smaller Professional Collaborative Communities (PCC) build on the work of cohorts. Whereas cohorts can range from 20-35 teacher candidates, a PCC would have one facilitator and no more than 18 teacher candidates. The PCC facilitators conduct intensive seminars on educational themes linking foundational methods and curriculum to practice in the field. They also observe and supervise during the first practicum and oversee the second. The three interrelated courses are:

> *EDBE 8P74: Professional Collaborative Communities Intermediate/Senior*
> Small supervised, practicum-based collaborative groups that combine goal setting, professional practice and learning situated within the classroom context.

> *EDBE 8P75: Practicum for Professional Learning Communities I Intermediate/Senior*
> Observation and practice teaching in field-based school placement. Practice teaching.

> *EDBE 8P76: Practicum for Professional Learning Communities II Intermediate/Senior*
> Observation and practice teaching in field-based school placement. Practice teaching.

These cohort and professional collaborative communities courses (which include practica) constitute three and a half credits in a 10-credit program.

FOCUS ON TEACHING PROFESSIONALISM, LAW, AND PRINCIPLES OF TEACHING (EDBE 8D01)

The launch of a two-year program provided an opportunity for Brock to re-think course design, enrich and foster a community of learners. In building the new program, faculty sought to maintain the strongest elements of the one-year program while addressing perceived limitations. One notable change is the increased focus on teaching subject courses as places where foundational knowledge could be integrated with teaching methods. A second change, and the focus of this section, is a renewed emphasis on cohort as a community environment that encourages the connections between theory to practice, promotes reflection on practice, and scaffolds field experiences

This change is evident in the design and delivery of the *Professionalism, Law, and Principles of Teaching (EDBE 8D01)*, delivered in conjunction with the *Practicum for Professionalism, Law*

and Principles of Teaching in Ontario Intermediate/Senior (EDBE 8P70), in Year 1 of the I/S program. EDBE 8D01 combines rigorous foundational course work in educational law and the organization of schools with reflection on teacher identity and practice, and the supervision of field experiences in school settings. Teacher educators, most of whom are experienced educators, work closely with teacher candidates throughout the year to integrate all elements of teacher education in order to prepare teachers for the realities of teaching in diverse and changing classrooms. This approach, which differs from conventional programs (which separate field experiences from courses), is guided by evidence from internationally recognized exemplary programs (Beck & Kosnik, 2006; Darling-Hammond, 2006; Kitchen & Petrarca, 2016).

In this section, we draw on Manu's experiences as one of the two teacher educators delivering a section of this new course. Through her experiences, we describe the course/cohort in action, while identifying benefits, challenges and possibilities. Four components are considered: (1) course design; (2) course delivery; (3) encouraging reflection on practice; and (4) practicum supervision.

(1) COURSE DESIGN

One foundational dimension of education is ethical decision-making by teachers. All too often, instruction on this dimension is de-contextualized from professional practice. In *Professionalism, Law, and Principles of Teaching,* Intermediate/Senior teacher candidates learn about professional guidelines, educational law and the organization of schools in the context of reflecting on their identities as educators, learning principles of professional practice, and applying pedagogy with students in school settings.

It is where the vision of teacher candidates learning in cohorts and community is lived out. This intense cohort space provides teacher candidates with peer and faculty advisor support throughout the program, both while at Brock and throughout their teaching in schools. As a result of being taught in conjunction with the practicum supervision course, it is a community-based support system for the cohort itself. Moreover, the cohort is the key link to the community outside: interactions and partnerships with boards, the Ministry, the College, federations and other stakeholders.

This sense of community is further supported by the work of the two faculty advisors who, in addition to sharing instructional responsibilities, supervise teacher candidates at a ratio of 12:1: this provides teacher candidates with meaningful professional guidance and in-depth feedback on field experiences. Moreover, co-instruction allowed for a team approach to addressing opportunities and challenges in class and in the field. This team approach had been a feature of the one-year program but the lack of agreed-upon core curricula sometimes impacted opportunities for integrating theory, practice and reflection.

There were only two sections of this course in 2015-2016, as Brock continues to offer a one-year concurrent program until 2019. One section was taught by a pair of experienced teacher educators who had taught and supervised in Brock's one-year program; they, along with Julian, had designed the course curriculum. The syllabus served as a guiding framework while allowing flexibility in delivery and the details of course assignments. Manu was paired with a former superintendent who a new teacher educator. Collectively, this team of four faculty advisors had a range of perspectives

and insights on how to teach the course. The experienced teacher educators were a valuable resource to Manu and her co-instructor as they navigated the course for the first time.

 (2) COURSE DELIVERY

During the classroom time, there were many opportunities to integrate theory with reflection and practice. A significant amount of the structured curriculum—as opposed to issues that emerged from teacher candidate concerns and their experiences in schools—focused on professionalism and law. *Professionalism, Law, and the Ontario Educator* (Kitchen & Dean, 2010; Kitchen & Bellini, 2016) was selected as the course text as it provided a teacher-friendly guide to educational law and made connections to the classroom responsibilities and dilemmas a teacher may encounter. The text demonstrated a balance between theory and practice as it provided summaries of and reference points for legal policies and documents in conjunction with case studies that were real and practical. Using this text allowed for the conversation in class to engage deeply with the law, the role of the teacher and school environment context. In turn, the text helped set the tone for the course assignments and field experiences.

The assignments, as stated in the syllabus, also demonstrated a variety of examples of theory and practice integration. In particular, the assignments focused on content knowledge of educational law through reading tests, analysis and ways of thinking in classroom ethical dilemmas in the case studies. For example, teacher candidates wrote blogs in which they related their practicum based experiences to educational principles and law. As a result, through this praxis-based process, teacher candidates learned to reflect on and apply ethical principles, professionalism and law to their authentic dilemmas of practice.

The course also prepared students for schools as it asked them to inquire and learn about different stakeholders in education (i.e. parents, teachers, principals, support staff, tax payers and so on), think about how school culture is created, and how to become more attuned to what schools do on a larger scale. A great deal of this preparation came from the observation day experiences, which were documented in an Observation/Internship booklet. During observation days and the internship, teacher candidates' understandings of schools and student learning experiences were facilitated and supported through open and constructive dialogue with faculty advisors.

However, there were some challenges with the assignments faced by Manu and her co-instructor which emerged from having different understandings of each assignment from what was stated in the syllabus. This challenge was embraced by all four faculty advisors as an opportunity for ongoing dialogue and professional growth. For example, the micro-teaching assignment required clarification as teacher candidates indicated that they had not yet been introduced elsewhere to the Brock lesson template prior to receiving this assignment. Manu and her co-instructor realized that the students needed to be guided through the lesson planning template, as they had varying understandings of key concepts such as *assessment for*, *assessment of*, *accommodations*, *differentiated instruction*, and *critical reflection*. Later the team of four discovered that the lesson plan was supposed to be part of the subject teachable classes, but many of these teacher educators had yet to turn their attention to formal lesson planning. They then brainstormed how to approach this challenge in the immediate term while working with other teacher educators to address such matters in the future. As a result, they were able to teach teacher candidates how to use a

standardized Brock lesson template and explain what each component in the lesson template meant before students went to practicum.

As a new teacher educator to Brock University, Manu brought a passion for equity discourses to the classes with respect to creating inclusive and equitable schooling experiences for all students. She challenged her students to think critically about the ethical implications of deficit attitudes, dispositions and practices towards marginalized students. She pushed students to discuss and break down stereotypical views of students who came from low socio-economic backgrounds. Manu encouraged teacher candidates to discuss the power that teachers hold with respect to providing opportunities or placing barriers around marginalized students' learning possibilities. She met teacher candidates' often empathetic approaches to dealing with marginalized students learning potentials with the added emphasis of maintaining high standards of excellence for all. Manu also facilitated dialogues around the impact of neoliberalism on schooling, and requested her students to think more deeply about standardized tests, how school systems are run, the pedagogical practices and limitations of the law. Manu often intentionally disrupted hegemonic discourses in class in order to direct teacher candidates to critically think about what was being said and then help develop equitable practices to address those concerns.

Secondly, through collaborative conversations, Manu offered teacher candidates who shared their field experiences—experiences which often involved ethical dilemmas within school structures, encounters with school cultures, and relational dynamics—a space in which to thoughtfully dialogue about the subtle nuances of power and how it operates and sustains itself within schools. It was enriching to have such deep conversation about how what they experienced sometimes in the public school setting needs to be critically reflected on to acknowledge how to navigate those spaces and to address them in the future when they become certified teachers. These moments of discussion and reflection seemed to empower teacher candidates. It is our hope that these experiences inspire teacher candidates to become change agents who strive to adapt practice and policy to better meet the needs of students in our public school boards.

(3) ENCOURAGING REFLECTION ON PRACTICE

Linking EDBE 8D01 to the supervision of field experiences (EDBE 8P70) helped teacher candidates connect learning in foundation and methods courses to experiences in the field. It also helped them make theory-practice connections when they engaged in professional development activities (e.g., the Ministry of Education's *Building Futures* day, visits by the Ontario College of Teachers and the Ontario Federation of Teachers, and employment preparation). Faculty advisors provided space for ongoing dialogue and helped teacher candidates draw connections.

The online blogs teacher candidates wrote were powerful tools for continual dialogue and systematic reflection during observation days, the internship and the second practicum. The teacher candidates completed 6 blog entries based on their reflections and observations made during their Observation Days in their assigned public school. Observation days happened once a week for 7 weeks at one school, during which students were given an opportunity to learn about school culture and what goes on in a school community beyond teaching in the classroom. With these insights, students were expected to write a blog of 400 to 500 words about an activity they observed or participated in while completing their Observation Days. The blogs gave the faculty advisors and teacher candidates an opportunity to exchange reflections on the blog content, how it

could be analyzed or what could be learned from it. The teacher candidates also had an opportunity to respond to one another's blogs online. Teacher candidates were expected to post two responses, providing constructive feedback or thoughts to their colleagues to enrich the dialogue in the blogs. Manu read and commented on some of the blogs to facilitate further learning for teacher candidates. She also learned a lot from the teacher candidates' experiences, especially when taking a step back and pulling out trends and main themes that were consistent across the blogs to discuss with them in an upcoming class. The blogs provided yet another space for continued critical reflection and a discourse for equity concerns in public schools, while providing a community of learning for teacher candidates and faculty advisors. One critique of the blogs was that teacher candidates were not being critical in pushing each other's thinking about what they observed in schools. To address this matter, faculty advisors revisited the notion of critical and constructive feedback. In addition, the students shared that there were too many observation days and suggested instead of having 7, to only have 3 or 4. This was interesting feedback as the purpose behind the multiple observation days was to ensure a scaffolded approach to field experiences. Perhaps this will be an area to revisit for next year's B.Ed. programme structure.

The next introduction to field experiences after observations days was the two-week internship, which occurred in the same school in which students had completed their observation days. The hope of this new 2-year program was to ensure that 4 to 5 teacher candidates were placed at the same school in order to have a rich dialogue about their learning experiences in that school community from which they could collectively construct a power-point presentation. Unfortunately, one of the problems experienced in the first year with this structural piece was having schools commit to hosting 4-5 teacher candidates, which was particularly difficult due to political unrest in schools in the fall of 2015. Hopefully, next year the partnerships and placements will be confirmed well in advance with no disruption.

One of the goals of the internship-based presentations is to foster a community of learning, as they require teacher candidates to bring together their reflections on experiences they had throughout their internship and observation days about their school. The teacher candidates worked through concepts of what school community, student engagement, student diversity and school policy mean with respect to their given school context. The presentations revealed a rich diversity of influential factors that teacher candidates attributed to school culture and how it has changed from the times they went to high school. Some of the presentations highlighted conversations around gender neutral bathrooms, incorporating students with special needs into mainstream classes, student disengagement, speciality programs that prepared students for post-secondary school, extra-curricular activities that went beyond sports and traditional art clubs, and dedication of staff to ensure academic achievement of all students through different academic programming.

Beyond the observation day blogs and internship presentations, faculty advisors made visits to schools. These visits allowed faculty advisors afforded opportunities for open, consistent communication was maintained between all three parties involved, namely the teacher candidate, associate teacher and the instructor/supervisor. In addition, these visits to schools during field placements helped shape the professional identity of teacher candidates.

Manu believes that professional identity goes beyond the technical identity of a teacher, which requires that the teacher know the curriculum and teach it. To be precise, the professional identity

of a teacher is one that draws upon the agency of a teacher to make ethically sound and reasonable judgments in daily classroom contexts. Moreover, it requires them to make these decisions collaboratively or autonomously based on the situation. In addition, the professional teacher is one who aspires to continuously learn and grow from early teaching experiences and professional development opportunities. Hence, on school visits, Manu sought to provide constructive feedback to teacher candidates, develop partnerships with the schools and associate teachers, and ensure that the field experiences progressed positively.

Having the practicum supervision course joined with the foundations course permitted an emphasis on developing the professional identity of the teacher. When teachers know that they are professionals and not simply technicians, they may hold themselves to higher standards of duty and ethics, as they will be respected, acknowledged and trusted to teach future generations of students. Accordingly, this innovative model of coupling the foundational course with supervision supports this vision of teachers as professionals.

Some suggestions and learnings that emerged from Manu's visits were a strong indication of what areas of theory and practice needed to be revisited or further exemplified. For example, reminders about professionalism in planning lessons, taking initiative and showing passion for teaching, having teacher presence, working with classroom management stemming from a lack of engaging students, differentiated teaching strategies, and being wary of professional boundaries as teacher candidates developed rapport with students were all revisited after a school site visit.

These visits allowed for conversation between associate teachers and faculty advisors and opportunities for faculty advisors to provide one-on-one feedback to teacher candidates. Being able to refer to what had learned in the course aided faculty advisors in helping teacher candidates reflect on their challenges during the internship. This faculty advisor model, also employed in the elementary program, facilitates a trust and growth model of learning for teacher candidates.

Overall, the Brock two-year program offers the possibility of innovative course design by co-instructors with varied experiences. It also encourages faculty advisors to regularly reflect on how to improve their practice, and regularly revise course design and field experiences. These opportunities can be seen in the *Professionalism, Law, and Principles of Teaching* (EDBE 8D01) course that is co-taught and is delivered in conjunction with the *Practicum for Professionalism, Law and Principles of Teaching in Ontario Intermediate/Senior* (EDBE 8P70) course.

(4) PRACTICUM SUPERVISION

Supervising teacher candidates in their practicum placements provided opportunities to analyze how they drew from their knowledge developed through their studies in *Professionalism, Law, and Principles of Teaching* and their experience during a two-week internship. As a course instructor and practicum supervisor for the same teacher candidates, Manu found it enriching to mentor them through their learning curve. Having this double role allowed for stronger cross connections between theory and practice, and a foundation for having more open and constructive dialogue about their teaching.

In particular, cohort leaders provided support to teacher candidates throughout the practicum through shared online resources (e.g. lesson plans shared in their area, different texts and online sites that students could use when developing lesson plans or unit plans, pedagogical strategies) that were built on the course content and the challenging areas of teaching pedagogy and teacher presence. When visiting teacher candidates in schools, Manu engaged them in pedagogical discussions and offered feedback for improving their pedagogy, teacher presence, and organization. Particular attention was given to collaboratively reviewing complete lesson and unit plans. Occasional email correspondences allowed for further inquiries and more frequent conversations. For example, after a meeting, a teacher candidate emailed Manu much-improved lesson plans with a three-part structure and accommodations for a spectrum of learners in the classroom. The teacher candidate and Manu exchanged comments and suggestions for their lesson plans to ensure that they were meeting the expectations of the associate teacher and maintaining the standards Brock University set out in its Teacher Education Handbook.

Due to her engagement with a teacher candidate who struggled during the initial internship experience, Manu was able to work with him in advance of the first practicum on strategies designed to promote greater success. Manu and the teacher candidate identified three areas as the main foci for improvement: organization of the teacher candidate lesson plans, careful delivery of lessons, and building rapport with students. Manu and the teacher candidate checked in via email during the latter's observations days and then Manu visited him during second and third weeks of his placement. During these visits they reflected upon the progress with respect to the three focus areas. In addition, Manu also connected with the associate teacher to gain insight on his perspective on this teacher candidate's performance. These insights given by the associate teacher were then relayed to the teacher candidate along with support on how to address them. Thus, intensified and proactive support throughout the placement helped the teacher candidates succeed in their placements.

Some areas for further exploration with respect to practicum supervision would be: (1) examining support systems for teacher candidates who are not successful in the practicum, (2) how associate teachers can be provided with more information about what is being taught and what is expected from teacher candidates in their teachable subjects, and (3) an opportunity to create long-term and meaningful relationships with associate teachers, schools, and school boards. Addressing these three areas will contribute to better support systems for students, consistency in lesson plan and delivery expectations, and for strong and meaningful school-university partnerships. However, it is important to acknowledge that this is the first year of the two-year B.Ed. program and, therefore, for teacher educators to modify practice to better serve teacher candidates. Recognizing the merits of practicum supervision in this new program and the areas in which improvement may be possible is part of this transition process in Ontario's teacher education programs. As a result, we view such experiences as an opportunity to strengthen and further enhance our new two-year teacher education program.

INSIGHTS AND CHALLENGES FROM THE EXPERIENCE.

The period of transition proved both rewarding and challenging. Teacher educators and staff were pleased with the flow and depth of the new program. Teacher candidates also indicated general satisfaction. The end of year survey submitted by the consecutive students demonstrated that the

flow and pacing of the program was less stressful on the students, provided consistent opportunities across the curriculum to engage in technology-enhanced learning which was modelled by teacher educators, and promoted a feeling of confidence and preparedness for their first teaching practicum experience. On the other hand, juggling two concurrent programs and two consecutive programs across two campuses stretched administrative resources. This became more challenging due to the replacement of experienced administrative staff during the year.

At the conclusion of the first year, a variety of administrative changes were made to improve the program flow. The second year of the enhanced program will be even more challenging, with the addition of a new second year while continuing to offer concurrent teacher education and Year 1 of the new program. Also, some changes have been made to courses; for example, the two quarter-courses in religion taken by teacher candidates interested in teaching in Catholic schools have been consolidated into a half-course taken by teacher candidates across P/J/I and I/S panels. Other changes are being considered for the future; for example, it might be beneficial to offer elementary teaching methods courses in more than one term so that specialized teacher educators can be used in both semesters. Also, a review of secondary curriculum in subject teachables will help determine the degree to which teacher educators are integrating themes such as special education, technology, equity based practices, and assessment into their courses.

The blending of professionalism and law into the co-taught cohort course, *Professionalism, Law, and Principles of Teaching (EDBE 8D01)* delivered in conjunction with the *Practicum for Professionalism, Law and Principles of Teaching in Ontario Intermediate/Senior (EDBE 8P70)*, also presented challenges. After a mid-term check-in meeting in February 2016, the four faculty advisors reviewed the transition from distinct courses to a new integrated model. This meeting provided an opportunity for the four instructors to discuss and understand the challenges that experienced teacher educators confronted when adapting the rich content of the law content and cases to the more facilitative and practice-oriented approach. While the content of both former courses was very helpful for understanding life in schools, integrating them proved challenging. After some discussion, the faculty advisors realized that the course content was similar, while delivery by each team differed. The meeting aided in framing content and strategies in ways that were aligned with the vision of the cohort course as a place for reflecting on and applying theory to practice. It also helped the team of two experienced cohort leaders and the new team to learn from each other ways in which to blend themes and adapt teaching strategies. In the following year, the focus would be on framing and facilitating teacher candidates' understandings of teaching and learning.

Another suggestion that emerged from the discussion was that there needed to be a conceptual framework for case analysis when teaching about law and ethics. The teacher educators also agreed that it would be beneficial to streamline assignments. The reason behind minimizing the assignments was to ensure that the focus was more on the facilitation of teacher candidates' learning through experiential narratives and discourses in classes rather than doing an analysis of the text. Moreover, the teacher educators proposed to centralize the Observation/Internship booklet for this integrated course, as that would be the thread that would be used to create and build continuity between year 1 and 2 of this course. Finally, the team offered that having teacher candidates in smaller groups contribute to online blogs would be more effective. The smaller groups would blog each week by having one of the teacher candidates in each group contribute a

reflection to which the rest of the group would constructively respond to in the spirit of critical reflection and collaboration.

The time and energy devoted to one-on-one observation and supervision of teacher candidates in schools reinforced Manu's holistic and inclusive pedagogical stance as this was more helpful to teacher candidates' needs during practica. As the course progressed, she increasingly appreciated the opportunities the course afforded for individual learning, critical reflection and conversations about equity and diversity. Manu reaffirmed her belief that the facilitating of individual learning and critical reflection during field experiences were crucial to helping develop teacher candidates' holistic and inclusive pedagogical approaches. These reflective insights will inform the design of the *Professionalism, Law, and Principles of Teaching* course in 2016-17 and Manu's approach to facilitating half of her current teacher candidates in the smaller *Professional Collaborative Communities* class in Year 2 and supervising them in their practica.

Overall, the first year provided many opportunities to re-conceptualize teacher education programs and practices. The second year of the program will present many additional opportunities to enhance teacher education reform and teacher preparation for the 21st century.

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CHAPTER 5

EMBRACING CHANGE: RE-ENVISIONING INITIAL TEACHER EDUCATION AT LAKEHEAD UNIVERSITY

Laurie Leslie, Teresa Socha, Paul Berger, Donald Kerr and Wayne Melville

Lakehead University

INTRODUCTION

The Ontario government's announcement of the "enhanced teacher education program," on June 5, 2013, spearheaded mass reform of teacher education programs across Ontario. Faculties of Education were required to expand from a two to a four-semester program, to double practice teaching from a minimum of 40 to 80 days, and to add program content to meet anticipated requirements, some more clearly delineated by the Ontario Ministry of Education than others. Faculty at Lakehead University embraced opportunities for change and re-envisioning of programs. The goal was ambitious in light of various constraints: (i) mandated implementation date of September 1, 2015 for extended programs; (ii) need to provide both extended and existing programs concurrently to allow students already enrolled in a program to complete their degree; and (iii) Senate approval process for new university programs. Ultimately, there was much potential for major reform and many exciting changes were made. At times, however, constraints interfered, sometimes resulting in minor revisions instead of substantive change.

In this chapter, we describe the processes undertaken by faculty at Lakehead University as well as some of the outcomes, both of which we think are important. We begin with an overview of the institutional documentation that influenced faculty development of the "enhanced teacher education program." We then highlight the processes through which programs were developed, and the resulting structure and contents of these programs with a key focus on the Primary/Junior (P/J) division. Additionally, we describe a unique initiative undertaken by the faculty, in partnership with local school boards, to further promote seamlessness across in-course and in-field experiences. We conclude by sharing insights on faculty experiences, and opportunities and challenges afforded during this transition period.

VISION OF TEACHER EDUCATION AT LAKEHEAD UNIVERSITY

Linda Darling-Hammond (2006) has argued that a core element of strong teacher education programs is a clearly articulated statement of beliefs, or guiding philosophy, for the program. The

initial teacher education program, as offered through the departments of Undergraduate Studies and Aboriginal Education, is guided by the priorities set by Lakehead University's (2012) *Academic Plan 2012-2017*, currently in its second cycle. One component of this plan has been to strengthen institutional commitment to educating students who will "...contribute to issues of social justice and environmental sustainability, locally, nationally, and globally" (p. 4). Further, the University is committed to "enhancing educational opportunities for First Nations, Métis, and Inuit (Aboriginal) populations" (p. 4). The overarching rhetoric of the Academic Plan is that Lakehead should, as an institution, foster educative "… conditions whereby all people can flourish and continue to actively combat all forms of oppression and discrimination" (p. 18). The initial teacher education program is grounded more specifically in the Faculty of Education's mission statement and guiding principles, which echo the commitments stated in the University's Academic Plan.

FACULTY OF EDUCATION MISSION STATEMENT

The Faculty offers innovative programs at the undergraduate, graduate and continuing education levels. Grounded in research, and distinguished by their relevance to the substantive issues in education, our programs have won us a reputation for excellence. As part of a learner-centered institution, the Faculty of Education honours diversity and values its students as partners in their own education. We have a commitment to social and environmental responsibilities, and to Aboriginal peoples. Together with our partners, we provide a supportive collegial environment, and contribute significantly to provincial, national, and international dialogues on education (Lakehead University, n.d.-a).

GUIDING PRINCIPLES

We believe
- that all interactions within the Faculty, University, and greater community must be ethical, and characterized by mutual dignity and respect.
- that meaningful partnerships with First Nations and provincial schools, school authorities, and school boards locally and elsewhere are integral to our success as an institution.
- the communities we serve should be encouraged to participate in helping us fulfill our mandate.
- that governance within the Faculty and the University must be open, transparent, and learner-centred.
- that all major decisions within the Faculty must support teaching, learning, research, and service.
- that advanced educational technology enhances teaching, learning, research, and service.
- that we should design programs that consistently capitalize on our unique strengths.
- that acknowledging change is integral to individual and collective development.
- that praxis should stem from the application of research to the classroom. (Faculty of Education, 2006, p. 3)

The mission statement and guiding principles are operationalized in the Faculty's conceptual framework (Socha, Berger, Hodson, Lawson, & Melville, 2011). The following six framework components represent values and competencies that we teach, support, and nurture in the program:

- Deep knowledge of the content of the provincial curriculum;
- Skills and attitudes of a reflective practitioner;
- Ability to integrate theory and practice;
- Professionalism and ethical action;
- Commitment to bringing Aboriginal perspectives into classrooms; and,
- Commitment to social justice, celebrating difference, and environmental responsibility.

Together, these foundational documents helped guide the process, and shaped the direction and initiatives of the Faculty's new two-year education programs.

PROCESS FOR PROGRAM CHANGE

The Ontario government released revised two-year program guidelines to faculties of education on October 25, 2013 (Accreditation of Teacher Education Programs, 2013), which amended *Ontario Regulation 347/02*, four months after their initial "enhanced teacher education program announcement" (June 5, 2013). Dedicated colleagues endeavoured to work harmoniously to quickly and efficiently reinvent initial teacher education as a two-year program, while satisfying university-mandated academic requirements, and initial Ministry guidelines regarding the framework of the program. The October release of the revised guidelines required incorporation of additional content into the program (Ontario College of Teachers, 2014), specifically, the use of current educational research and data analysis to inform practice, differentiated instruction, teaching of English language learners, mental health and well-being issues, and content on professional learning communities. Most, but not all of these requirements, were already in our revisions. As a result, the design of the program, including course offerings, course sequencing, and structuring of the practicum, was minimally influenced by Ministry guidelines and documents.

Early consultations for the two-year program began in 2011, fuelled by rumblings of impending changes to initial teacher education and by the looming re-accreditation requirements. Long before official word of the two-year program was released by the Ontario Ministry of Education, the Ontario Association of Deans of Education sought ideas regarding new visions for initial teacher education programs. Preliminary work seemed prudent. A number of colleagues believed it was time for Lakehead to renew its Bachelor of Education (B.Ed.) program, even if regulations remained unchanged. A survey requesting faculty to re-envision the program garnered 20 pages of responses from 35 colleagues. Open meetings at both campuses drew enthusiastic groups and confirmed a desire for renewal. Big ideas, including an express desire for teacher candidates to depart initial teacher education with enhanced subject knowledge and knowledge of our broad social and physical context, had proved challenging to attain in an already overcrowded one-year program. A two-year program offered opportunities for prioritizing new initiatives. Formal confirmation that the much-discussed change to a two-year program would take place drew excitement as well as concerns.

The first steering committee, B.Ed. Implementation Group (BIG), was struck by Dean John O'Meara in June, 2013, shortly after the Ministry announcement of the two-year program. Members included the acting dean, department chairs, the contract lecturer liaison, and an Orillia campus representative; most of the co-authors were on the committee. This committee was tasked with designing the two-year program, along with articulating all necessary calendar changes, by December, 2013, such that the new program could be published in the 2014/15 Calendar, ready for prospective students to consider for fall 2015.

BIG had two subcommittees: the Learning Outcomes Group (LOG) and the Practicum Implementation Group (PIG). Good humour, beginning with the acronyms, helped teams work through unrealistic deadlines. In this section, we describe highlights of the processes undertaken.

BIG initiated a consultation cycle that included soliciting written feedback from faculty regarding overarching priorities for the two-year program, presenting preliminary ideas, and making adjustments to reflect faculty feedback. LOG, working first on the constellation of courses that would comprise the program, asked faculty to suggest relevant courses, learning outcomes, and course weighting, along with justification. At several junctures, BIG received concerns about a lack of consultation and the perception of bias toward tenured over contract faculty. Although committee members were confident that various requests for feedback had been made to faculty, requests may have gone unnoticed as a result of the rushed process and busyness of heavy teaching in mid-semester.

BIG gave careful consideration to submissions, noting that faculty overwhelmingly supported a constructivist orientation toward classroom teaching and saw education as a powerful tool for social justice. Early concerns about teacher candidates' knowledge of the world, in general, prompted development of *Democracy and Education*, a course described in the Calendar as "advocating for change in schools and society." Instructors of curriculum and instruction courses competed for increased time allotments, with many courses receiving double hours in the new program. Other courses, including P/J Language Arts, remained steady at 72 hours. Generally speaking, 'foundations' courses received greater prioritization than 'methods' courses. Consequently, some subject areas, such as music, for example, may offer inadequate time (18 hours) to prepare teacher candidates who enter the program with no music background.

Tensions between foundations and methods courses were not the only ones requiring negotiation. Strong voices urged for increased time devoted to a stand-alone course in curriculum planning. Ultimately, BIG determined planning to be subject-specific and relegated extended coverage to methods courses. These same tensions existed with respect to digital technology. A similar conclusion was reached: a generic course would not be as powerful as introducing relevant technologies in subject-specific contexts. These decisions represent compromises. Not all faculty members are technologically savvy. Infusing subject-specific courses with technology punctuates a commitment for faculty to prioritize technological literacy and to align hiring processes with this decision. Coherence between the courses and experiences to which teacher candidates are exposed in their programs dictated a need for more detailed course descriptions. Initially, faculty provided input into relevant learning outcomes for all courses. Outcomes were slotted into all courses to visualize coverage. Eventually, the lengthy list of outcomes was significantly decreased. This part of the process was not without dissent, and required assurance that collective design of the B.Ed.

curriculum was not a move toward standardization, or against academic freedom. For example, it seemed entirely reasonable to expect instructors of the Language Arts to help teacher candidates learn to become effective teachers of the Language Arts to Indigenous students. While we received some interesting words such as "ideological axe-grinding," "academic turf-protection," and "intellectual capture-the flag gaming" (in these cases as things to be avoided), exchanges were always civil and generally intended to foster discussion.

In fact, the design process proceeded smoothly and enjoyed strong support from colleagues, who understood that the compressed timeframe was externally imposed. Even very difficult decisions, including suspension of the Junior/Intermediate (J/I) program, earned understanding from those most involved in J/I teaching. Faculty members demonstrated goodwill in agreeing to pass the new program with attendant learning outcomes, aware that the outcomes would be refined and finalized later. This spirit of compromise supported attainment of the December deadline.

Did we get everything right? Of course not. Minor flaws emerged even in the early stages of implementation. The Chair of Undergraduate Studies continues to revise components in response to these flaws. Regrettably, some opportunities were missed and continue to be enacted (for example, the opportunity to weave our concurrent education program more strongly into partner degrees, so that both could be completed in five years, instead of six). Asked to complete a similar task, in a similar timeframe, with the same people, and across both campuses, few would hesitate. The two-year program embodies many of the components faculty collectively hold dear.

TWO-YEAR BACHELOR OF EDUCATION PROFESSIONAL PROGRAM

As illustrated in the description of our processes, developing a new program for teacher education is not simply a case of rearranging the pedagogical and administrative furniture. To be sure, some pieces must be moved, some old pieces removed, new additions added, and old favourites restored. The final arrangement is not just a reflection of the desires and expertise of the education faculty making the changes; rather, the new arrangement must also be functional and meet the requirements of various institutional forces: the University, the Ontario Ministry of Education, and the Ontario College of Teachers (OCT). In this section, we explore how these forces, combined with the pressure to remodel teacher education in Ontario, impacted the initial teacher education programming, and in particular, the P/J division.

The revised initial teacher education programs reflect institutional commitments in three ways. First, the programs have a clear objective of developing socially responsible teachers who are aware of the potential role of education in achieving social justice, and the need for equity in meeting all students' educational needs. To this end, our existing 18-hour *Diversity in Education* elective was converted into a required 36-hour course for all students: *Social Difference in Education*. Social justice-related learning outcomes were also embedded in all courses. Second, the 'bi-epistemic' focus of the programs aim to foster an appreciation of both Indigenous and Western worldviews and an awareness of what is required to best meet the diverse needs of all Ontario students. A major commitment to this focus is the requirement that all students take a course in Aboriginal Education. Debuting in 2007 as an 18-hour mandatory course, instructional hours in Aboriginal Education were doubled to 36 hours in the new program. Third, all students

are required to take a course in Environmental Education, a commitment to building a knowledge base in support of the ideals of the Academic Plan.

In addition to these values-based institutional commitments, the Faculty was also obligated to align, as far as possible, the revised program with University-pressure for all courses to be based on a standard 36 hours of classroom instructional time. This instructional requirement, also known as a 0.5 Full Course Equivalent (FCE, where 1 FCE is equivalent to 6 credits), meant the end of the Faculty's capacity to provide a wider breadth of courses (although admittedly of limited depth), through the expedient offering of a large number of courses of only 18-hours instructional time. These 'quarter courses' (0.25 FCE) were largely eliminated from the revised program, a smattering being retained for educational and regulatory reasons. The rationale for retaining specific 0.25 FCE courses included the necessity to offer certain content for accreditation, and to accommodate where content did not justify a 0.5 FCE and could not be combined with other course content (for example, an introductory kindergarten course, a second classroom management course, practice in inclusive education, and visual arts).

The revised program also had to meet regulations enacted by The Ontario Ministry of Education. A special clause in the amended regulation allows students enrolled in concurrent teacher education programs on or before August 31, 2015 to complete their program and be certified before September 1, 2022 (OCT, 2015). As a result, faculties are required to make provisions for concurrent students to complete the one-year program and to offer the new four-semester program with their various course offerings, concurrently.

This Faculty's programming for initial teacher education was impacted by several factors, including: (i) division of resources, reduced enrolment and funding attributed to government decisions to cap enrolment on and reduce funding for "enhanced teacher education" programs, as well as (ii) changing student demographics in higher education. Most noteworthy of these impacts, is the deletion of the J/I division, along with its 13 teaching subjects. Additionally, given low-enrolment statistics, two teaching subjects, Business and Computer Studies, were deleted from the Intermediate/Senior (I/S) division. In this section, we provide an overview of the programs offered in the Faculty of Education, make comparisons between the former one-year and the current two-year B.Ed. consecutive programs, and illustrate the program structure for the P/J division.

Initial teacher education programming is offered at both the Thunder Bay and Orillia campuses of Lakehead's Faculty of Education, as shown in Figure 1. Omitted from Figure 1 and this chapter are the Native Language Instructors' Programs that lead to transitional certificates of qualification. The professional program, in the consecutive (post-degree) teacher education program at Lakehead University, is a two-year Bachelor of Education (B.Ed.) degree taken following completion of an initial undergraduate degree. It includes 18 weeks of classes in each year of the two-year program, delivered in two nine-week blocks. Each instructional block is followed by a practicum block, ranging from five to six weeks, for a total of 105 days of student teaching.
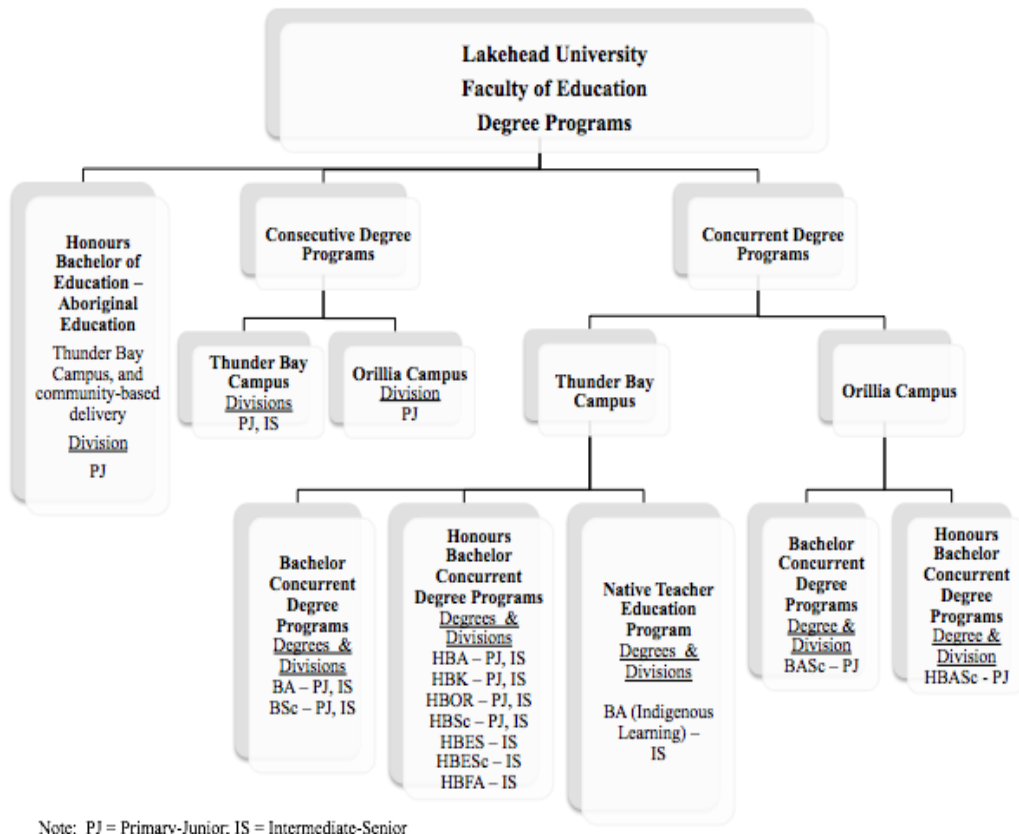
Figure 1. Faculty of Education Initial Teacher Education Programs.

Additionally, over 100 concurrent Bachelor and concurrent Honours Bachelor degree programs are offered at Lakehead University. Concurrent programs permit teacher candidates to work toward their initial degree while obtaining 1.5 Full Course Equivalents (9 credits) in Education (Introduction to Education; Introduction to Teaching; Education Elective) beyond those taken in the Professional Program. These credits do not replace any part of the Professional Program; rather, they prepare candidates for the Professional Program and for the teaching profession in general. Lakehead University offers initial teacher education programs in two divisions: P/J and I/S. The programs offer 18 teaching subjects at the I/S division (see Table 1).

Table 1
Intermediate/Senior Teaching Subjects Offered in the Professional Program

Biology	History
Chemistry	Mathematics
English	Music (Vocal or Instrumental)
Environmental Science	Native Languages (Second Language)
French as a Second Language	Native Studies
General Science	Physics
Geography	Social Sciences - General
Health & Physical Education	Visual Arts

Comparisons between the former one-year and current two-year B.Ed. degree programs are illustrated in Table 2. These show which courses were omitted, added and/or altered to meet changing faculty goals for the two-year program. Complete descriptions of the two-year B.Ed. consecutive programs are available at the Faculty of Education's website (Lakehead University, n.d.-b).

Table 2
Comparisons between the One-Year and Two-Year Bachelor of Education Consecutive Programs

PROGRAM COMPONENT	PROFESSIONAL YEAR ONE-YEAR	PROFESSIONAL PROGRAM TWO-YEAR
Divisions	• P/J, J/I, IS	• P/J, IS
Practicum	• 50 Days	• 105 Days
Foundation Courses (hrs of instruction):	• Mathematics Competency Exam • Educational Law (18 hrs) • Foundations & Issues in Education (18 hrs) • Aboriginal Education (18 hrs) • Educational Psychology & Teaching Exceptional Students (36 hrs) • Planning, Evaluation, & Classroom Management (36 hrs)	• Mathematics Competency Exam • Educational Law (18 hrs) • Democracy and Education (36 hrs) • Aboriginal Education (36 hrs) • Educational Psychology, & Inclusive Education (54 hrs) • Planning, Evaluation, & Classroom Management (54 hrs) • Professional Learning Communities and Research (18 hrs) • Social Difference in Education (36 hrs) • Environmental Education (36 hrs)
Curriculum & Instruction Courses (hours of instruction): Primary/Junior:	• Mathematics (36 hrs) • Language Arts (72 hrs) • Science & Technology (18 hrs) • Social Studies (18 hrs) • Health & Physical Education (18 hrs) • Music (18 hrs) • Drama & Dance (18 hrs) Visual Arts (18 hrs)	• Mathematics (72 hrs) • Language Arts (72 hrs) • Science & Technology (36 hrs) • Social Studies (36 hrs) • Health & Physical Education (36 hrs) • Music, Drama, & Dance (36 hrs) • Visual Arts (18 hrs) • Kindergarten (18 hrs)
Curriculum & Instruction Courses (hours of instruction): Intermediate/Senior:	• 1st Teaching Subject (72 hrs) • 2nd Teaching Subject (72 hrs) • Literacy & Learning in the I/S Curriculum (18 hrs) • Preparing for Gr 7-8 Teaching (18 hrs) • Guiding Student Choices (18 hrs)	• 1st Teaching Subject (108 hrs) • 2nd Teaching Subject (108 hrs) • Literacy & Learning in the I/S Curriculum (36 hrs) • Preparing for Gr 7-8 Teaching (36 hrs)
Primary/Junior Electives	18 hrs	36 hrs
Intermediate/Senior Electives	36 hrs	72 hrs

The Honours Bachelor of Education (Indigenous) degree program, in the Department of Aboriginal Education, prepares people of Indigenous ancestry to become teachers with particular expertise to meet the needs of Indigenous learners. This program uses a blended delivery model (on-campus and community-based). It is a five-year consecutive program, at the P/J division, and includes two years of relevant courses in the Faculties of Social Sciences and Humanities, and Science and Environmental Studies, including required Native language and culture courses, in addition to three years in teacher education. We have provided an overview of the programmatic changes made to the various B.Ed. programs offered at the Faculty of Education. The next section focuses on how these changes are operationalized in the P/J division.

THE PRIMARY/JUNIOR PROGRAM

In translating accreditation, university, and Ontario Ministry of Education requirements into practice, the following P/J program emerged. Methods courses were concentrated in the first year of the program to give students the instructional skills required for practicum. For this reason, they were also scheduled over the course of the entire year. Foundations courses feature more prominently in the second year. All courses are 0.5 Full Course Equivalents (FCE), except where noted. Additionally, square brackets correspond to elements of Schedule 1, Regulation 347/02 of the Ontario College of Teachers Act (1996), which are attended to in a given course. The use of technology as a teaching and learning tool is infused across the curriculum, and mental health and wellbeing are attended to during mandatory professional seminars and in noted courses.

> *Year 1*
> (a) Core:
> - Planning & Evaluation, and Classroom Management Part 1 [student observation, assessment and evaluation]
> - Educational Psychology, and Inclusive Education Part 1 [special education]
> - Social Difference in Education [social justice]
> - The Practice of Inclusive Education (P/J) FCE: 0.25 [special education; differentiated instruction, inclusive education]
> - Student Teaching, Part 1 (55 Days)
>
> (b) Curriculum and Instruction:
> - Mathematics Competency Exam FCE: 0.0
> - Language Arts Part 1 [student observation, assessment and evaluation]
> - Mathematics Part 1 [student observation, assessment and evaluation]
> - Science and Technology [student observation, assessment and evaluation; inquiry-based research, data and assessment to address student learning]
> - Social Studies (P/J) [student observation, assessment and evaluation]
> - Visual Arts (P/J) FCE: 0.25
>
> (c) Aboriginal Education (can be taken in either Year 1 or Year 2)

Year 2

(a) Core:
- Classroom Management, Part 2 FCE: 0.25
- Professional Practice [education law and Standards of Practice; use of educational research and data analysis; inquiry-based research, data and assessment to address student learning; professional relationships with colleagues]
- Environmental Education [social justice]
- Democracy and Education [knowledge of the Ontario context]
- Student Teaching, Part 2 (50 days)

(b) Curriculum and Instruction:
- Health and Physical Education [mental health, addictions and wellbeing]
- Language Arts Part 2 [supporting English language learners; student observation, assessment and evaluation]
- Mathematics Part 2 [student observation, assessment and evaluation]
- Music, Dance and Drama
- Teaching Kindergarten FCE: 0.25 [inquiry-based research, data and assessment to address student learning]

(c) Education elective (can be taken in either Year 1 or Year 2)

Primary/Junior Education Electives (0.5 FCE)
- Religious Education in Catholic District School Boards in Ontario
- Introduction to Teaching French as a Second Language (FSL)
- Literacy Specialization
- Teaching Internationally
- Teaching English Language Learners
- Teaching in First Nations, Métis and Inuit Communities
- Critical Digital Literacy
- Mathematics Curriculum for Primary/Junior Teaching
- Special Topics in Education

The Professional Program On-site Delivery (PPOD) schedule continues to be implemented in Year 1 of the two-year P/J program. This school-based program unites a "pod" of faculty, teachers, teacher candidates, and learners to combine portions of the teacher education program with practical teaching experiences, on site, in a cooperating school or schools, one day per week, during the course of the semester. The PPOD schedule is offered at the Thunder Bay campus, and currently has a math focus which includes the following courses: Planning & Evaluation, and Classroom Management Part 1; The Practice of Inclusive Education; Mathematics Part 1; and, Student Teaching, Part 1. The instructor for the PPOD is also the Faculty Advisor for the teacher candidates within the PPOD.

PRACTICUM EXPERIENCES

The practicum is a component of teaching education which provides students with real-time teaching experiences in diverse classroom settings. The practicum has the potential to cement or to further fragment the understandings teacher candidates carry into inservice teaching. Envisioning changes to the practicum is of equal importance to conceptualizing changes to course offerings, and program and course content. The two-year program supports more than twice the number of practicum days afforded by the one-year program. Teacher candidates enrolled in education programs at Lakehead University complete 105 practicum days in Ontario classrooms, Kindergarten to Grade 12, therein exceeding Ministry minimum requirements by 25 days. Practicum days in excess of the Ministry minimum provide an option for some teacher candidates to complete an alternative practicum in settings outside of Ontario including international opportunities. Practicum days span two years, with four practicum blocks unfolding across the first and second years of the program.

In Year 1, Thunder Bay students complete their placements in either the Thunder Bay Catholic or public school board; Orillia students complete their placements in either Simcoe County Catholic or public school board, or in an adjacent school board. Localization of the practicum affords easier access, for teacher candidates and associate teachers, to in-field support from faculty advisors. Each first-year practicum is a combination of five once-weekly observation days, beginning in October (Placement One)/February (Placement Two), followed by a four-week teaching block in November/December (Placement One) and a five-week block in March/April (Placement Two). Thunder Bay cohorts are grouped together in professional site schools to facilitate ongoing support for all stakeholders and professional development for associate teachers.

During the first practicum, beginning during the observation days, all teacher candidates complete a Mentorship and Active Participation (MAPs) Journal. This journal is divided into five modules, which, collectively, support (i) initial meetings between teacher candidate, associate teacher, and/or principal; (ii) interconnections between curriculum, lesson planning and delivery, and assessment; (iii) school and classroom climate; and (iv) roles, expectations, and ongoing assessment and evaluation of the teacher candidate by the associate teacher. The journal is intended to guide teacher candidate observations, understandings, and reflections regarding the interconnectivity between teaching and learning theories and practices.

In Year 2, assuming a teacher candidate has successfully completed his/her two first-year practicum experiences, s/he has opportunity to request two subsequent placement venues, for practicum three and four, from over 50 partner boards located across Ontario, in urban, rural and/or remote settings. Practicum three and four are each five weeks in duration. The design of the practicum, selected in close consultation with school board directors, superintendents, principals, and associate teachers, was further informed by research into the components of effective teacher education programs (Beck & Kosnik, 2012; Beck, Kosnik, & Rowsell, 2007; Darling Hammond, 2006).

Teacher candidates with three successful practicum experiences may apply for an alternative field experience in the final practicum block including international field experiences in China and in England. The University has plans to expand availability and variety of international and alternative placements.

Each teacher candidate and his/her associate teacher is well-supported during placement by a team of educators from the Faculty of Education. Locally-situated teacher candidates are visited regularly by their faculty advisor and faculty liaison. The faculty liaison is a new role at the Thunder Bay campus, developed to support the two-year program, and intended to strengthen relationships between faculty and school boards, school communities and associate teachers. Early in the practicum, the faculty liaison sets a flexible schedule of one morning/afternoon per week for each of his/her local school sites for the following purposes: visit classrooms; liaise, mentor and problem solve with associate teachers and teacher candidates; observe teacher candidate lessons; and, report teacher candidate progress to the assigned faculty advisor and professional experiences coordinator. The faculty advisor also visits, observes and mentors locally-situated teacher candidates and/or associate teachers, as needed.

A teacher candidate whose placement is terminated, or whose summative report reveals three or more 'at risk' areas, is placed 'on review' for the subsequent practicum. The candidate is automatically enrolled in a small group non-credit remedial course (18 hours) to support personal and professional growth. S/he must pass this course and be formally evaluated as 'developing as expected,' in the identified areas of need, on the subsequent practicum, in order to continue in the program.

Changes to the practicum format, processes, and evaluations for the two-year program reflect ongoing faculty prioritization of teacher candidate preparedness and support on placement. Adoption of weekly observation days, prior to the first two practicum blocks in Year 1, supports a gradual release of teaching responsibilities from associate teachers to teacher candidates, with increased teacher candidate independence and competence across all four practicum experiences. Strong relationships and communication between faculty, teacher candidates, associate teachers and other board partners, co-planning and co-teaching early in the program, and informed mentorship are at the heart of this practicum model. A major strength of the two-year teacher education program is renewed commitment to fostering coherence and integration among courses and between coursework and practicum.

In our next section, we describe an initiative undertaken between faculty and various board partners to further strengthen program seamlessness.

FACULTY INITIATIVES: PROFESSIONAL DEVELOPMENT FOR ASSOCIATE TEACHERS

Given that the overall effectiveness of teacher education programs can be heightened by tight coherence and integration among courses and between coursework and fieldwork (Beck, Kosnik & Rowsell, 2007), it makes sense to foster the development of a cohesive vision of teaching across faculty, teacher candidates and associate teachers. Initiated in 2011/12 as a partnership between the Faculty of Education at Lakehead University and two local boards, Lakehead Public Schools and Thunder Bay Catholic District School Board, the associate teacher professional development project has since expanded to include additional board partners in the Orillia and Thunder Bay Districts. This professional development initiative was designed to support associate teachers, and to strengthen relationships between faculty and board of education partners. It is one example of an initiative lead by Lakehead Faculty to support program seamlessness by informing university

and board processes, as well as relationships and skill sets. As noted by Associate Teacher Leader, Amelia:

> We really seem to be headed in the right direction with these sessions. So often we assume that associates [associate teachers] just know what to do. Sometimes they don't for a variety of reasons and I think that taking the time to do this PD attaches greater value to the role of associate teachers. When we take the time to step back and really think about what we're doing and to offer some strategies and some tools and things like we're doing in the workshops, I think it gives associates some time to really reflect on how they're doing in their role. They wouldn't be able to do that otherwise. Nobody has time to do that in their daily lives and jobs. I think it really attaches an importance to the role that it deserves and that would otherwise maybe go unnoticed.

The move to the two-year program adds further complexities to the roles expected of associate teachers. A more gradual release to the teaching implementation schedule, changes to the formative and summative teacher candidate evaluation forms, an additional faculty support role (faculty liaison), and new associate teacher role expectations around co-planning and co-teaching all add challenges to being an associate teacher in the two-year program.

Associate teachers deeply influence teacher candidates' adoption of teaching practices. Close alignment of faculty of education and school board/classroom practices fosters tighter coherence between coursework and practicum experiences, making it easier for teacher candidates to personalize an effective vision of teaching. Seamless learning is best fostered when universities work cooperatively with school boards and associate teachers to expose teacher candidates to cohesive theoretical and practical experiences (Nielsen, Triggs, Clarke, & Collins, 2010). Associate teachers introduce teacher candidates to the dynamics and diversities of the classroom while guiding their development.

Typically, associate teachers are selected to mentor teacher candidates based on availability as opposed to experience and efficacy with mentoring. Ambrosetti (2014) argues that effective classroom teachers are not necessarily effective associate teachers. She suggests that teachers need further support to clarify the roles and responsibilities they assume as associate teachers, and to develop strategies to best support teacher candidates in their learning and growth.

Clarke, Triggs and Nielsen (2014) identify multiple roles that associate teachers assume: providers of feedback, gatekeepers of the profession, modelers of practice, practitioners of reflection, purveyors of content, agents of socialization, advocates of practice, builders of knowledge, agents of change, and most importantly, teachers of children. The mentorship role is further compounded in that associate teachers are tasked with assessing teacher candidate progress and performance. What to do as an associate teacher and how to manage role complexities does not come naturally to most associate teachers. Targeted training of associate teachers has tremendous potential for enhancing the learning relationship between associate teachers and teacher candidates.

On the eve of the two-year program, Leslie, Potvin and Blanchard (2015), conducted research on this professional development initiative for associate teachers, examining associate teachers' perceptions of their role and exploring ways in which the professional development initiative

supported associate teachers' knowledge building and practice and influenced change in these areas. Associate teacher respondents embraced the professional development initiative as the only professional development specifically geared to their roles as associate teachers. The initiative validated the importance and complexity of their roles, provided much-needed inservice on mentorship, and strengthened communication around faculty/board expectations and practices. It also served as a forum for associate teachers to voice their successes, challenges and ongoing needs in relation to the practicum, therein strengthening faculty/school board relationships and informing practicum processes and next steps, and ongoing associate teacher initiatives.

A major strength of Lakehead University's professional development initiative for associate teachers is the co-design and co-delivery of a workshop by associate teachers, for associate teachers. The leadership committee for the 2015/16 Thunder Bay workshop was comprised of approximately twenty educators, including associate teachers from local and regional boards, principals, and superintendents/directors, as well as faculty advisors and professional experience coordinators from the Faculty of Education. Also on the team was one education officer from the Ministry of Education, with expertise in the area of mentorship. Membership is purposefully inclusive so as to provide voice to all partners and authenticity to the workshop. Although membership changes from year to year, a core group of members has remained with the initiative since its inception. The Faculty of Education assumes a leadership role in recruiting leadership team members, researching initiatives, and facilitating development of the workshop.

The workshop agenda varies yearly to reflect associate teacher needs, as well as changes to the education program. The workshop is interactive by design. Significant time is devoted to modeling and/or discussion of a range of topics. Take-home templates, video files, and written materials supplement modeling and discussion. Topics introduced in previous workshops have included the following:
- Faculty news and changes in practice associated with the new two-year education program;
- tools for capitalizing on the initial meeting between teacher candidates and associate teachers to explore teacher candidate strengths, interests and needs, and to build these into lesson design and delivery;
- discussion of mentorship roles and stances;
- distribution of power in the student/associate teacher relationship;
- building of relational trust;
- modeling of effective ongoing assessment, including writing of formative and summative reports and letters of concern, as well as hosting of goal-setting conversations;
- use of scaling questions to engage teacher candidates in the assessment process and in reflexive practice;
- modeling of courageous conversations; and,
- collaborative role playing with faculty advisors to explore support networks available to associate teachers and their teacher candidates.

The professional development initiative for associate teachers is presently being altered to incorporate a more site-based, longitudinal approach. This is just one example of how Lakehead

University's Faculty of Education partners with school boards and school communities to strengthen programming for teacher candidates.

INSIGHTS, OPPORTUNITIES AND CHALLENGES

The Faculty of Education acted quickly upon the government's call for reform and took advantage of the short time afforded to re-envision its programs, in consultation with faculty and school board partners. The process offered its own unique opportunities and challenges, and new insights were gained from this process.

First, Faculty developed a list of 89 learning outcomes for the new program, a task never completed before, and classified these into seven categories: depth of knowledge, application of knowledge, knowledge of educational research methodologies, awareness of the limits of knowledge, communication skills, self-knowledge, autonomy and professional capacity. With articulation of learning outcomes comes the need for their assessment—an unattainable task with 89 learning outcomes. A Faculty committee continued to review the research to inform the process of condensing learning outcomes and categories related to the initial teacher education programs. At the same time, the committee also began to define essential requirements for coursework and practicum. Efforts repeatedly led back to Deborah Ball's influential research in Mathematics Education and her emerging work with colleagues at the University of Michigan on high-leverage practices for beginning and early career teachers (TeachingWorks, n.d.).

Ball's research identifies 19 high-leverage practices fundamental to teaching. We are currently using these to inform further revisions to Faculty program learning outcomes as well as subsequent development of strategies for program delivery and assessment. The Faculty also continues to revise program requirements based on experiences and feedback acquired in the first year of implementation. Informed revision is likely to continue for the next few years in response to feedback solicited from students, faculty, associate teachers and principals.

Implementation of the new faculty liaison role, to strengthen communication between the Faculty and local board partners, as well as ongoing commitment to the professional development initiative for associate teachers, highlight the importance of fostering partnerships into the practicum to promote seamlessness across in-course and in-field experiences. These remind of the value of face-to-face (whether electronic or in- person), versus email interactions in all areas of programming. Each piece of the program is interconnected. Faculty need to play key roles in prioritizing coursework as well as practicum decisions and experiences.

Design of the two-year program reflects faculty commitment to ongoing improvements to our new programs. The move to the two-year program has come with its challenges, most significantly, a 91% reduction in consecutive enrolment (see Table 3), and the vast implications of this reduction to the Faculty of Education as a whole.

The greatest impact of the declining enrolment was a loss of employment for more than 20 contract lecturers, and the need for creative scheduling of the one- and two-year programs. As the two programs are remarkably distinct, there were not too many opportunities to combine courses; however, this was done where possible. For instance, curriculum and instruction courses in each

teaching subject at the J/I and I/S divisions were combined, so that J/I students attend the I/S course for half the number of weekly hours during the first semester of a year-long course. This created the added challenge of having to schedule 16 teaching subjects for students in three distinct programs (J/I concurrent-one-year, I/S concurrent-one-year, and I/S consecutive-two-year). The Faculty looks forward to May 2019, when it will discontinue the one-year program, at which time it can focus solely on the two-year initial teacher education programs.

Table 3
Initial Teacher Education Program Enrolment

Program Division	Concurrent		Consecutive		Total	
	2014-2015	**2015-2016**	**2014-2015**	**2015-2016**	**2014-2015**	**2015-2016**
P/J	77	44	76	9	**153**	**53**
J/I	19	20	75	n/a	**94**	**20**
I/S	73	70	70	11	**143**	**81**
Total	**169**	**134**	**221**	**20**	**390**	**154**

CONCLUSION

In looking across this chapter we see a description of how a Faculty of Education responded to a government mandate to develop an "enhanced teacher education program." This response must necessarily be contextualized in terms of the forces, at times complementary, at other times contradictory, that were in play as the Faculty revised its programs. From the Ministry of Education not releasing its guidelines until the 11th hour, to the accreditation demands of the OCT, to the institutional demands placed on the Faculty by the Academic Plan, to the desire of the Faculty to value and implement best practice in initial teacher education, these forces were (and remain) a constant companion. What is of value here, however, is the range of qualities that the Faculty was able to mobilize in developing its response to the pressure for reform.

The first quality was the willingness to question what the Faculty valued in terms of initial teacher education. This questioning was not restricted to those engaged in leading the reform – there was a deliberate engagement with the entire teaching faculty, both tenured faculty and contract lecturers, as to what is valued, and why it is valued. Such an engagement provided the foundations for developing the revised programs by conceiving and identifying potential strategies for enacting the common good.

Second, the Faculty was able to utilize the intellectual expertise both within, and without, the Faculty. The foundational values that had been identified could be examined from a range of practitioner and research-based perspectives as to their enactment and value to the ongoing

promotion of the standards of the teaching profession. For example, the redesign of the practicum melded research into mentorship with research-based provincial policies relating to teacher induction and professional learning to build a model that met the expectations of the Faculty, Boards and the OCT.

The third quality is closely linked to the second quality: the Faculty has strong links with a range of other participants engaged in teacher education. Throughout the process, critical lines of communication existed between the Faculty and the Ministry of Education and the OCT. Equally important, the Faculty could ask boards, principals and teachers their opinions on the proposals and use that feedback to improve the final program. The capacity to ask for critical feedback is not easily developed – it is based on a mutual level of respect and trust that is built over years. The value placed on these links should not be underestimated.

The final quality is the capacity to work within the regulatory structures of the Ministry of Education, the OCT and the University. Again, this depends on initiating, and then maintaining, strong personal and professional links with these authorities, who can shape, and be shaped, by constructive engagement with the Faculty.

In conclusion, the program reform work that the Faculty was asked to complete in 15 months would take two to three years under normal circumstances. The fact that it could be done in time to start the 2015 academic year is a testament to the engagement by the Faculty with the process.

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CHALLENGE AND CHANGE: INITIAL TEACHER EDUCATION AT LAURENTIAN UNIVERSITY

George Sheppard and Serge Demers

Laurentian University

INTRODUCTION

On June 5, 2013 the Ontario government issued a press release outlining its plans for expanded pre-service teacher programs in the province. The change had been prompted by a number of factors. Certainly a mounting oversupply of Ontario Bachelor of Education (B.Ed.) graduates, with roughly 9,000 emerging each spring when only about 6,000 teaching positions became available annually, played a part. The accumulating glut of newly qualified teachers meant that increasingly many young graduates simply could not find full-time employment in Ontario. As a result, starting in September 2015, the number of students permitted to enter B.Ed. degrees across the province would be halved (Ontario Ministry of Education, 2013).

But the change to an expanded four-semester program had long been desired from many quarters for other reasons. In 2003, for example, Jane Gaskell, Dean of the Faculty of Education University of Toronto, noted that the thirty-credit B.Ed. program was generally "crammed" in over eight months in Ontario, while hairdressers had to spend ten months in training (Rushoway, 2012). The new expanded program would do away with the two-semester B.Ed. all together. By September 2015 all faculties of education in Ontario would need to modernize their offerings, doubling the number of credits (from 30 to 60) and the days of practicum (from 40 to 80) required to earn an undergraduate degree in education.

At Laurentian University in Sudbury Ontario the announcement came as no shock, since representatives of the Ministry of Training, Colleges and Universities had been conferring about upcoming changes with the administration since the spring of 2011. Education faculty at Laurentian had already started consultations with the Ontario College of Teachers (OCT) about how to implement the expanded requirements, and plans were well underway to pass measures through the university's Senate to meet the new demands. Still, there were real concerns expressed about the associated funding cuts to B.Ed. programs that were also to be implemented in September 2015. At Laurentian the number of education students had been capped by provincial directive in May 2011 but now the much reduced cohort of expanded program students who arrived in 2015

would be bringing in roughly one-third less government funding as well.   This would occur while costs—especially those associated with a doubling of the practicum requirements for education students—would necessarily increase. It was small comfort that reduced funding would have less of an impact on Laurentian than some other universities in the province since, in Sudbury, education students amounted to only ten percent of the total undergraduate population.

HISTORY

The Faculty of Education at Laurentian University is Ontario's newest (stemming from a 18 March 2014 Senate resolution) but the history of teacher education in the Sudbury area dates back more than a half century. The rapid growth of French-language schools in the northeast of the province, coupled with a shortage of French-speaking instructors in remote and rural areas, led to the establishment of a Jesuit-run "*École normale*" for Francophones in Sudbury in September 1963. Just three years later the McLeod Report recommended the transfer of all "Teacher's Colleges" to universities and, as a result, *l'École des sciences de l'éducation* (ÉSÉ) at Laurentian eventually emerged in 1974 (Beauchemin-Lalier, 1980; Gaudreau, 2010; Kitchen & Petrarca, 2013/2014). Nearly three decades afterwards, in response to a perceived shortage of teachers across the province, in September 2003, Laurentian began offering an English B.Ed. at the School of Education (SOE) (Ontario College of Teachers, 2003). This resulted in two distinct schools of education at Laurentian University—one Francophone and one Anglophone— with a Director for each, under a Dean of Professional Schools. In addition, professional learning programs have also been operated independently by each school (with the ÉSÉ having a long history of offering mostly online additional qualification courses to teachers across the province, and the SOE restricted to face-to-face classes for new graduates and local teachers).

Starting in 2016 a newly created Dean of Education office has been situated in the recently-renovated Alphonse Raymond building located at the east end of the Laurentian campus. Furthermore, a joint ÉSÉ/SOE curriculum resource room and a single bilingual Academic Training Centre to organize all professional learning programs has also opened in the same building, The Alphonse Raymond building has housed the ÉSÉ since 1974. It is located across the road from the School of Education building that was completed in 2008 (Gibson, 2008). This geographic organization reflects the reality of teacher education at Laurentian. Some activities, personnel, and functions are part of the new collective faculty structure, while the schools retain a high degree of autonomy that stems from a past history of independence.

This chapter provides an overview of the various programs offered at Laurentian—explaining how the curriculum and placements are organized in both Schools—noting both the challenges and successes that have been associated with initial teacher education in Sudbury. A particular focus will be placed on the concurrent B.Ed. program with its embedded Indigenous component, and the French-language *B.Ed. en modes alternatifs*. Furthermore, the changes and complications that have arisen as a result of the provincial initiative to double the credit requirement for B.Ed. programs are also discussed.

PROGRAM OVERVIEW

L'ÉCOLE DES SCIENCES DE L'ÉDUCATION (ÉSÉ)

During its first twenty-five years, the ÉSÉ was only authorized to provide initial teacher training to candidates of primary/junior, and junior/intermediate levels. It was not until 1989 that students were allowed to attain senior level qualifications (École des sciences de l'éducation, 2015). The next major change occurred with the addition of the innovative *alternatif* stream. Due to the large number of Francophone instructors in Ontario operating under letters of permission, sometimes in remote areas of the province, the OCT authorized a mostly online, part-time, initial teacher education program in 2004. This initiative, however, is now being phased out after more than a decade of operation with no new enrolment permitted after January 2014. In a similar vein, in parallel with the consecutive B.Ed., ÉSÉ also had a preparatory education program at the undergraduate level which operated for fifty years. The *B.A.Éduc.* was a three-year program that included 36 credits of education-related courses. As opposed to a concurrent B.Ed., this *B.A.Éduc.* did not lead to teaching certification or even advanced standing in a professional program. Nonetheless, originally the program was a very popular pathway for those contemplating completing a consecutive B.Ed. in the future. Over time, however, enrolment declined precipitously (total graduates declined from 26 in 2009 to just 5 in 2015). As a result, the program ceased taking new admissions in December 2013.

With or without these recently suspended programs, the ÉSÉ has always remained small in size compared to the only other French-language teacher-training program which is located at the University of Ottawa. As Table 1 below illustrates, during the last ten years of the old thirty-credit program, Laurentian University attracted between one-fifth and one-third of Ontario's Francophone B.Ed. candidates in any given year.

Table 1
Ontario French-language B.Ed. Confirmation Data vs Laurentian

September Confirmation Data	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Laurentienne	123	178	219	157	205	165	158	126	126	162
Ontario	451	574	637	643	704	713	619	629	629	628
LU %	27%	31%	34%	24%	29%	23%	26%	20%	20%	26%

Note. September confirmation data compiled from Ontario Universities' Application Centre (2005-2014).

Whatever the divisional offerings, the French-language Laurentian consecutive B.Ed. program from September 1974 to May 2015 remained a thirty credit course of study; however, the addition of the intermediate/senior division in 1989 did bring a number of curriculum changes. One of the main characteristics of the program at that time was the introduction of a large number of partial-

credit courses that students needed to complete. For instance, the two-semester program after 1989 had roughly twenty-one courses for each division, with varying credit weights of 1.0, 1.5, 2.0, and 3.0 credits. This large number of courses was seen as advantageous since it provided students with exposure to a wide variety of topics. However, students were also left with a very significant number of assignments that had to be completed in a short amount of time, resulting in a constant end-of-term crunch of monumental proportions.

The consecutive Francophone program opted for the "standard model" for its expanded B.Ed. that started in September 2015. Both method courses and placements now take place from September to April over the course of two years. Admission to the program requires candidates to complete a linguistic competency test, with a pass set at 70%, and an overall 70% average on their ten best full-year undergraduate courses. It should be noted that the Faculty of Education Academic Council asked Senate in 2016 to amend the requirement to 70% on the best sixty credits (whether from 3 or 6-credit courses). This request came about since most other institutions in the province are moving away from year-long 6-credit courses and our applicants increasingly have transcripts made up of mostly 3-credit offerings.

Approved in May 2014 by the Laurentian Senate, the "*Formation intiale à l'enseignement*" is based on the concept of four fifteen-credit semesters of equal length. Whatever the division, students take four 3-credit courses each term, followed by a 3-credit five-week placement (amounting to around 100 days of practicum by the end of the program). Foundation courses for all candidates include classroom management, school law, special education, human development, and educational technology. Methods courses—on literacy, numeracy, mathematics/financial literacy, arts, social studies, French, English, health and physical education—are designed for each division (with all senior candidates taking two teachable courses in addition to the intermediate versions of the subjects listed above). These required courses are supplemented with optional offerings for Roman Catholic teachers, as well as for those interested in early learning or cultural diversity.

SCHOOL OF EDUCATION (SOE)

In September 2003, Laurentian University began offering an English-language Bachelor of Education. This concurrent B.Ed. was originally a four or five-year program (taken along with an undergraduate degree) and hundreds of candidates are still at different stages in this program. The last cohort will emerge in the spring of 2019. The following year (2019-20) will witness the first graduation of the enhanced program candidates.

In 2015, the four-year option was eliminated to accommodate the expanded sixty-credit B.Ed. mandated in Ontario. Under the old thirty-credit program, students were normally required to complete two workshops a year in their undergraduate program, undertake three 40-hour field placements, earn six credits in *Introduction to Psychology*, and then complete half courses in *Education and Schooling* and *Educational Psychology/Special Education*. In their final year before graduating from their first degree, all pre-service students enrolled in an 18-hour introductory classroom management course as preparation for a four-week Initial Practicum (IP) that took place right after their last set of undergraduate examinations. The IP is seen as a very useful placement. Candidates only have to teach approximately thirty minutes a day, and it has

often been during this practicum, which occurs in the month before their graduation from their undergraduate degree, that many decide that teaching is not really for them. As Figure 1 reveals, roughly 5 to 10% of concurrent students who complete the IP in May decide not to return for their Professional Year (generally shortened to "Pro Year" amongst the students) the following September.
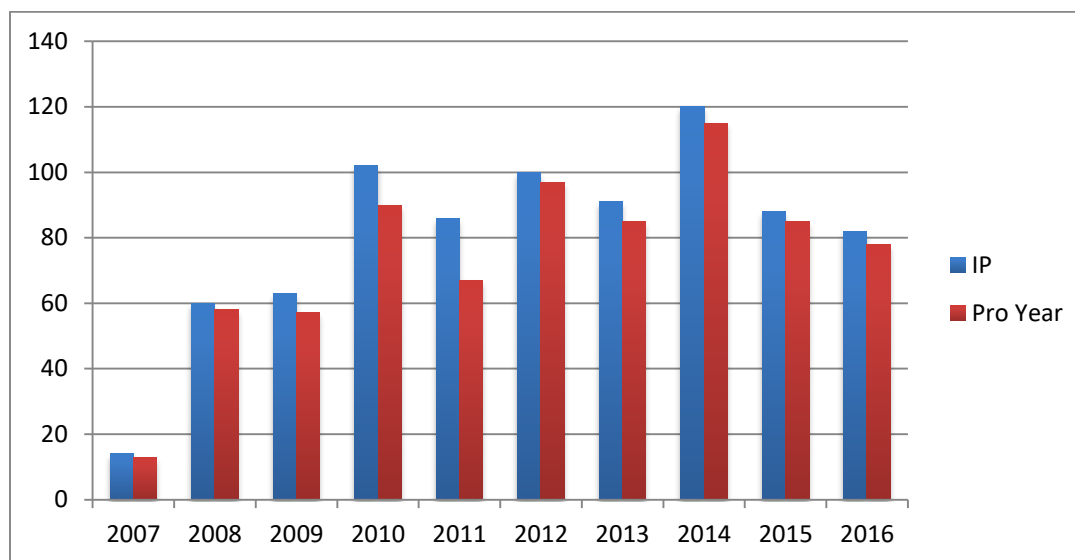

Figure 1. IP vs Pro Year Student Numbers Concurrent Enrolment.
Note. Adapted from Sheppard, G. & Danyluk, P. (2012); recent information from SOE practicum records.

Despite several innovative and appealing aspects to the Laurentian concurrent program, a number of faculty felt the undergraduate section of the B.Ed. was "light" on education elements, and the requirement to move to sixty credits was actually greeted with approval from them. The new enhanced B.Ed. has offered a chance to fix several issues (such as the lack of a mandatory mathematics-specific preparation class during the first degree, an infused-Indigenous curriculum that had not included a required course on Indigenous issues/languages, and the lack of a mandatory first year education course) that had bedeviled the program for years. As of 2015, the enhanced program requires successful completion of three undergraduate pre-practicum placements (PPP) (which are slightly longer than they were before), a successful 29-day Initial Practicum in May-June after graduation from the undergraduate degree, a 70% cumulative GPA in non-education courses in the undergraduate degree, and a cumulative GPA of 75% in undergraduate education courses. All students in the expanded program must now also complete an Indigenous-related course (such as *EDUC 1046 Indigenous Ways of Learning*, or others from a list of over 100 eligible courses).

In the past, students in the undergraduate portion of the concurrent degree could earn as few as six credits in education classes (prior to 2015, *Education and Schooling* and *Educational Psychology* were the only two mandatory education courses with credit value). That total is now twenty at a minimum for the expanded program, with all new candidates having to take an introductory education course as well as a school law class in first year, followed by *Math Content for Teachers,*

and a longer Initial Practicum course in their senior years (but there is the option to earn almost all those required twenty credits via distance or online offerings in the summer for students in the enhanced program). B.Ed. candidates in the previous program stream were required to take a first year *Introduction to Psychology* but that has now been replaced by a requirement to complete an Indigenous-related course sometime during their undergraduate degree, matching Laurentian's new requirement for Indigenous content in the BA (Academica, 2016). It should be noted that the old "30 credit" candidates are now earning at least forty credits in Professional Year – and as many as 43 with the Roman Catholic option. To permit a seamless transition between the two B.Ed. programs, it was decided to change the Professional Year immediately in 2015, although those students already at Laurentian have "grandfathered" fees and are charged what they always have been for the Professional Year. In effect, Laurentian's English-language program is currently graduating students classified as having completed a simple "30 credit" B.Ed., although those students have actually earned somewhere between 46 and 55 education credits, and have completed more than 90 days of education-related field placements/practica.

DIVISIONAL OFFERINGS (INCLUDING ENROLMENTS IN P/J, J/I AND I/S)

L'ÉCOLE DES SCIENCES DE L'ÉDUCATION (ÉSÉ)

L'École des sciences de l'éducation—although it has relatively few students at the moment—still offers a two-year consecutive B.Ed. at the primary/junior, junior/intermediate, and intermediate/senior levels. Teachable subjects for candidates in the intermediate and senior streams include English, computers, drama, Français, geography, history, mathematics, health and physical education, visual arts, vocal and instrumental music, religion and science (including general science, physics, chemistry, and biology). The collective agreement at Laurentian provides a payment for faculty members based on a per capita cost of just over $600, so even small teachable subjects can be maintained so long as an instructor is willing to accept what can be very low wages in less popular teachable areas. Over the years, the ratio of P/J to J/I to I/S has hovered around 2:1:1.5. In terms of teachable subjects, Français, geography and history are the three most popular both at the intermediate and at the senior levels.

SCHOOL OF EDUCATION (SOE)

The School of Education has never offered the I/S stream. About one-third of candidates have chosen to pursue a P/J B.Ed., with the other two-thirds opting for J/I certification. Intermediate teachable subjects include English, French, history, geography, science, Indigenous studies, mathematics, religious studies, music, and health and physical education.   The most popular teachables are history and health and physical education. In order to help students obtain supplementary qualifications, in the spring of each year, the SOE offers senior Additional Basic Qualifications (ABQ) in those two subjects (along with an ABQ primary basic, and Additional Qualifications (AQ) in special education and primary/junior mathematics). These topics are fairly popular, with dozens of graduates staying behind each spring for an additional three weeks of face-to-face classes to acquire these qualifications.   Since the expanded program—like its predecessor—remains a five-year endeavour, it is not expected that the expanded requirements will significantly affect either divisional or teachable choices.

VISION OF TEACHER EDUCATION ARTICULTED
IN KEY DOCUMENTS AND PROCESSES

Members of the new Faculty of Education have been working together to produce a joint mission statement that includes separate conceptual frameworks; however, the process remains incomplete as of early 2017. Certainly for the ÉSÉ, the emphasis will remain on the promotion of Francophone education across the province as articulated in its mission statement below:

> La mission générale de l'École des sciences de l'éducation de l'Université Laurentienne consiste à assurer la formation initiale des futurs membres du corps enseignant pour les écoles de langue française de l'Ontario aux cycles primaire, moyen, intermédiaire et supérieur. Il s'agit alors de former des professionnels de l'enseignement capables d'agir de manière critique et réflexive afin de s'assurer de l'épanouissement et la vitalité de la culture franco-ontarienne. (École des sciences de l'éducation, Université Laurentienne, 2011)

For its part, the School of Education will continue to include an embedded Indigenous focus as well as maintain active partnerships with other key players in Ontario's educational landscape. The SOE conceptual framework notes:

> Our Concurrent Education Program is conceptualized on the following components: an embedded Aboriginal focus with a concern for equity and sustainability; partnership with other key players in the teacher education continuum (EDU, OCT, OTF, superintendents); a rich, diverse practical engagement with teaching in multiple settings; conceptual underpinnings from both constructivism, and social reconstructionism with its emphasis on social and curricular equity, and engagement with the real world. (School of Education, Laurentian University, 2003)

A very active Teaching and Learning Committee, that sees faculty working with Ontario Teachers' Federation representatives to schedule mandatory workshops for concurrent candidates in each year, is one example of a partnership that has worked extremely well over time for the SOE.

FOCUS ON A PARTICULAR PROGRAM

As noted previously, the SOE began as a four or five-year concurrent-only option in 2003. However nearly all previous applicants embarked on a five-year path with just under 5% of students choosing to pursue a three-year undergraduate degree. As originally envisioned, 200 first-year students (almost all of them directly out of high school) would enter the program, with 200 or so graduating four or five years later—assuming a 100% retention rate. Yet this optimistic plan never materialized as large numbers of undergraduates left the program before completing their B.Ed. A typical entrance year would see around 200 "Con Ed" students arrive at Laurentian, but a year later roughly 150 would remain, many having fallen afoul of the strict 75% GPA requirement needed to stay in the program. As students progressed through the program, the 150 students would decrease to about 120 in third year and then drop to approximately 100 students in fourth year, resulting anywhere from 65 to 95 students entering the final Professional Year. Ironically, as the program only required students in their first year to attend a few workshops, for about one-quarter of the first-year students in the program, each spring the main information they

received about the education program was a notice that they had just been removed from it for earning low marks.

Gradually, a series of practices were implemented to reduce that high level of attrition. Retention practices included creating a weighting formula that better reflected the reality of university marks (essentially reducing the impact of normal lower marks in first and second year). It was noted that many students only gained their footing by third year and that punishing them for a normal drop off—which often hovered in the 10% range from inflated high school averages—was counter-productive. Essentially, the Laurentian concurrent program was initially turning away many good potential teachers (who had also become accomplished university students as they matured). Every June in the first years of the program we saw great candidates removed (mostly because of their low marks in physics, or history, or calculus). So many simply shrugged their shoulders and finished their undergraduate degree in Sudbury before hopping in a car to complete a consecutive B.Ed. 125 km down the road at Nipissing University.

After careful consideration of the factors involved, the School of Education Academic Council voted that starting in 2008—if it was needed to benefit the student's chance of entering Professional Year—the first two years of a student's transcript were to be multiplied by a factor of 25%, and the last two years would account for 75%. For example, if someone had a GPA of 70% in first year, and 71% in second, and 77% and 79% in third and fourth, the official GPA at the end of their transcript indicated 74.3%. That mark would not have allowed the student to proceed to Professional Year as 75% was required. Starting in 2008, however, those four marks, when weighted by the 25/75 formula, led to a SOE GPA of over 76% and resulted in entrance to the Professional Year. It should be noted that only about 20% of students ever needed the benefit of the formula to gain entry to Professional Year. By fourth year, most students who had little interest in maintaining high grades or becoming a teacher had self-selected out of the program, meaning the vast majority of those still in the program had unweighted grade averages in the low 80s.

Also, originally a student who earned, for example, a 65% average in year one was simply removed from the program by the Registrar's office and not heard from again.   This was particularly problematic because the original concurrent program had no first year mandatory course and the students were not all known to the faculty members. To remedy this, in October 2010, the SOE asked the Registrar to set the removal bar to 70% instead of 75%, and to send a list of students who had achieved lower than that and had been asked to leave the program. Those individuals would be invited to appeal the Registrar's decision. Students had the opportunity to provide a rationale for the low grades as well as a concrete plan for improvement. If the School's retention committee agreed with the appeal, the student was required to meet with the Initial Degree advisor on a regular basis in second year to show how they were working to improve their grades.

In 2012, another important program modification was to remove the statistics course as a requirement. That particular requirement had proved very problematic for many Arts students since it did not constitute a proper primer for those who had not taken mathematics in a long time and the resulting low grades were disastrous for those trying to reach the 75% matriculating goal. The original vision for the English-language program was that it would begin offering P/J and J/I programs in a concurrent-only form in 2003, but later expand to offer I/S qualifications by the addition of a consecutive element in 2012. The 200 concurrent students who would have entered

their final Professional Year that fall semester would then combine with a new cohort of approximately 200 consecutive students who had applied to be in the I/S stream. As noted above, however, the concurrent Pro Years – because of low grades or a simple decision not to continue in teacher education—regularly represented 75 to 90 individuals rather than 200. For the university, of course, the addition of a 200-strong cohort of consecutive intermediate/senior B.Ed. candidates would help with the annual structural shortfall.   There appeared to be a high demand for that particular B.Ed. credential. In 2007, for example, the Ontario Universities' Application Centre processed 5,479 applications for entrance to I/S B.Ed. in Ontario (2007). Work on planning for the accreditation took place throughout 2008 to 2010 with the decision from the OCT to provide initial accreditation occurring in the summer of 2010. This was, however, the precise time that the provincial government announced it was cutting the number of funded B.Ed. spaces in the province by about 850 over the next three years (Tamburri, 2013). Shortly thereafter, the concept of an expanded Ontario B.Ed. program—rumours of which had been floating about the province for decades—began to be considered seriously by officials at Queen's Park. Finally, in 2011, the province declared it was going to extend the length of time needed for a B.Ed. in order to better prepare teachers—who would then help improve Ontario student test scores—but a number of critics noted the real objective was simply "to solve the problem of unemployed teachers" (Taylor, 2011).

Based on previous graduation rates, the SOE was told it would have an FTE formula allowing only 87 funded spaces in the future. Although this was not something that could be retroactively controlled by the university (the students were actually admitted four years earlier and the Professional Year numbers fluctuated each fall for a host of reasons), it was clear that proceeding with a new consecutive I/S offering in this atmosphere was foolhardy. When the full details of how all B.Ed. programs across Ontario were to be both capped, and then later cut in terms of numbers, while the provincial funding for education students would be reduced by about a third (as requirements for expensive practicum placements were being doubled), a difficult institutional decision was made not to embark on an expansion into the I/S division for the SOE. For those reasons, during the summer of 2012, the university notified the OCT that it was no longer pursuing the option to provide I/S divisional offerings within the English program.

PROGRAM CURRICULUM

L'ÉCOLE DES SCIENCES DE L'ÉDUCATION (ÉSÉ)

The Francophone program is scaffolded to build on knowledge with some critical topics covered in the first year. For example, newcomers to the program take four courses in the fall semester (teaching of French, classroom management, technology for teaching, as well as mathematics and financial literacy). This is followed by a practicum in November/December that focuses on observation and practice teaching. Returning in the New Year, the candidates take four more courses (numeracy, literacy, human development, and school law) with a second long-term practicum that focuses on planning and practice teaching. The second year also follows that pattern. Required courses on special needs students are offered, as well as methods classes on science, technology, and arts. The fall practicum in second year focuses on classroom management as well as practice teaching. In the final semester candidates complete courses on teaching English, social studies, physical education and health, and a second optional course taken from the list of three noted above. Finally, before completing the B.Ed. program, students complete the final five-

week practicum, with the focus being on evaluation and practice teaching. The sequencing of those courses is being reviewed to ensure it equips the students with the right combination of theory and skills for practica that follow in associate schools. It should be noted there is some minor variability in the above based on students being in P/J, J/I and I/S.

SCHOOL OF EDUCATION (SOE)

As of September 2015, the School of Education offers English-speaking students a five-year enhanced concurrent B.Ed. program with a chance to complete either P/J or J/I qualifications. Students who enrolled in 2014 and earlier are still engaged in the old "30 credit program" and those individuals should all graduate by 2019. As noted above, the undergraduate portion of the expanded B.Ed. currently includes 20 credits of education courses, partly by making what used to be counted for zero credits now worth something, and also by making formerly optional courses required. Over time all students must complete more than a half-dozen workshops (now accounting to 1 credit) as well as a 3-credit *Introduction to Education* and a similarly weighted *Math Content for Teachers* course (both of which have existed for several years as optional offerings). In addition, the PPP structure now provides students credits for 150 hours of field experience (an expansion of 30 hours over the old 120 hour field experience system), and the fourth year Initial Practicum and its preparation course–where whole class lesson planning is addressed for the first time—have both been lengthened (from 18 hours to 24 hours for the class, and from 19 days to 29 days for the placement) and credit value added. Meanwhile a number of undergraduate offerings (such as the second year social foundations class and third year educational psychology class) remain unchanged.

The expanded Professional Year is already in operation, and all Laurentian students currently take individual 18-hour courses for visual arts, music, drama, and dance (previously there was a 24-hour visual arts course, and a 24-hour music class, with no dedicated courses for dance or drama). Other required topics, such as social studies, science, and mathematics have increased from 24 to 36 hours. These lengthened courses mean candidates have much more time to become familiar with Ontario's curriculum. For example, originally our graduates had only 18 hours of math preparation in the Professional Year but with the change to the 60-credit program, the undergraduate and Pro Year mathematics classes amount to 72 hours in total. To better meet changing OCT accreditation requirements, a 3-credit course in Special Education/Mental Health is also now offered in the Professional Year, while reflection, lesson planning, and classroom management are dealt with in Instructional Strategies classes offered over both fall and winter terms. For graduates starting in 2019, school law will have been completed in the undergraduate program and its place in the Pro Year is to be taken by a *Current Topics in Education* course that addresses newer concerns such as financial literacy.

THE PRACTICUM EXPERIENCE

L'ÉCOLE DES SCIENCES DE L'ÉDUCATION (ÉSÉ)

Under the old 30-credit program, and over the years, the practicum format has changed, going from four 2-week placements, to two placements of five weeks in length. That amounted to fifty days, or ten more days than required by legislation at the time. In one of its final formats that lasted for a number of years, the students were at the university for theoretical courses, and then left for

two weeks of observation in the classroom. The students then returned to the university for three or four weeks, and went back to the same classroom setting for the summative three weeks of placement. In recent years the formative and summative blocks have been fused into one 5-week block at the end of each academic term. Candidates were evaluated via four levels of accomplishment with level four being exceptional performance, level three being normal performance, level two approaching acceptable, and level one being unsatisfactory.

The enhanced program is a simple doubling of that requirement (there are now four 5-week placements over the course of two years that provide about 100 practicum days supervised by an OCT certified instructor). Also of note, is that each of the four practicum sessions now has its own focus (*observation et co-enseignement, planification, gestion, évaluation*). It should also be noted that students have been permitted to do their placement in any French-language school in Ontario. This was in response to two realities: 1) there were not enough places for the candidates in schools in the Sudbury, or even Greater Sudbury area; and 2) students came from many different areas of the province, and areas outside of Sudbury and Ottawa were experiencing a dearth of qualified candidates. Having students do a placement outside of Sudbury or Ottawa eased the load on Sudbury associate teachers, and also gave candidates better job opportunities.

In terms of supervision of practica, these have been rolled into the full-time faculty member's workload. That being said, the reality is that not all faculty members at the ÉSÉ have been doing classroom supervision because of teaching or research overloads. Students are visited at least once by someone assigned from the ÉSÉ. When students are farther away, the ÉSÉ hires retired principals or vice-principals to act as supervisors.

SCHOOL OF EDUCATION (SOE)

The practicum component of the concurrent program has also been modified over the years. Originally the developers of the program envisioned everything taking place in the Greater Sudbury area. So three minor 40-hour pre-practicum field experiences were to occur locally during the undergraduate portion of the program, and all were to be organized by the students themselves and supervised by unpaid host teachers (who might provide "informal feedback" on any reflection or other assignment done by the pre-service candidate). Four long-term whole class teaching placements amounting to about seventy days were planned (a three-week Initial Practicum in May after completion of undergraduate exams, and three professional year practica that occurred from late October to mid-November, then late January to mid-February, with the final one occurring from the end of March to the end of April) with paid associate teachers from the Rainbow and Sudbury Catholic boards (Danyluk, Buley, & van der Giessen, 2009).

The impracticality of the planned undergraduate field experiences as originally envisioned became obvious when Sudbury-area principals declared they no longer wished to see hundreds of students inundating their schools to ask for a host teacher to supervise them. Having students complete assignments that were not going to be systematically evaluated in any way was also found to be nonsensical. A solution was provided by the creation of a "Pre-Practicum Placement (PPP) Supervisor" position. This individual manages a thriving field experience program with most first placements occurring in local schools and the second occurring in conjunction with the Sudbury Learning Disabilities Association (seeing pre-service candidates partnered with an elementary

student for weekly meetings at a public library). The last PPP field experience is organized partially by the student (they often do it in their home town) but the arrangements are all confirmed by the PPP Supervisor.

Each undergraduate PPP field experience requires students to complete regular assignments compiled in a portfolio that are eventually graded by a consultant who also meets several times a year with the students (Danyluk, 2013). This system remains in place for the enhanced program but instead of three 40-hour placements the students in the enhanced B.Ed. embark on progressively longer PPP field experiences (40 hours, then 50, and finally 60 for the last PPP).

The formal whole class teaching practica also underwent revision as it quickly became apparent that the Sudbury region on its own could not accommodate the sudden influx of education students. The first cohort of 13 graduates in spring 2008 was followed by a class of 58 the next year, and with hundreds of pre-practicum field experiences already occurring in the region, local practice teaching opportunities were soon stretched to the limit. That was especially true since both boards in the area already had longstanding arrangements with faculties of education outside of Greater Sudbury (particularly Nipissing) to take former area students who wanted to do practice teaching in their hometown. Originally concurrent students were required to stay in Sudbury for the first two of three long-term practica, with the last being allowed elsewhere in their hometown if they wished. But it quickly became apparent that Laurentian's concurrent students – who increasingly came from regions well beyond Greater Sudbury - were mostly interested in doing their practice teaching back in their home communities. Essentially, as the program matured and the number of students increased, the system needed to be revised (see Figure 2 below which shows origins of SOE graduates from 2007-2015):

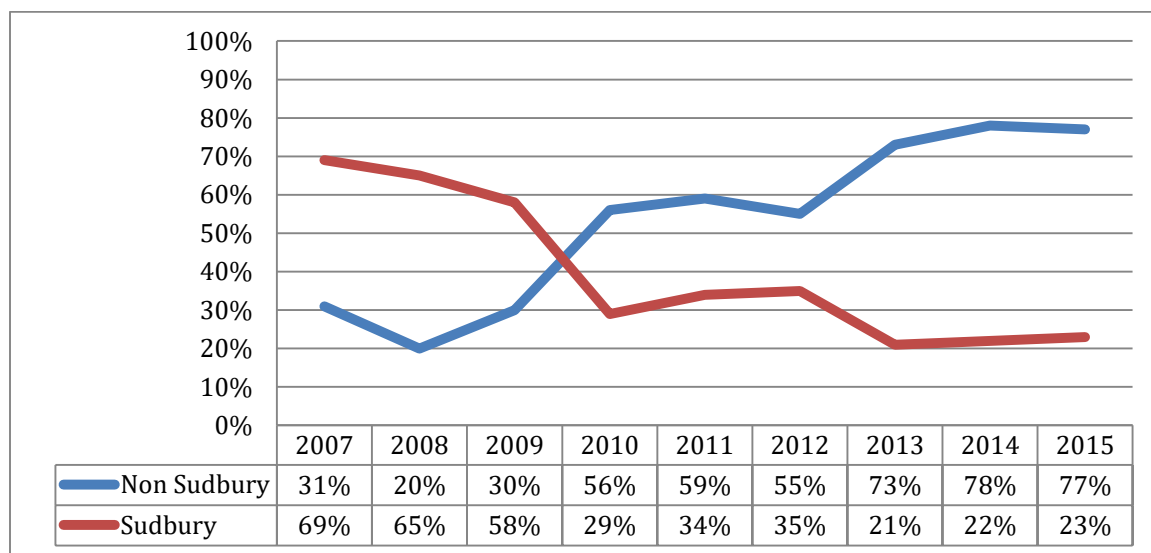|	2007	2008	2009	2010	2011	2012	2013	2014	2015
Non Sudbury	31%	20%	30%	56%	59%	55%	73%	78%	77%
Sudbury	69%	65%	58%	29%	34%	35%	21%	22%	23%

Figure 2. Origins of Concurrent Graduates 2007-15 – information from SOE records.

Of course, the solution was to permit future Professional Year students to choose a location anywhere in the province to practice teach. To make that possible, the practicum periods had to

be long enough to permit the student to observe and teach, and then have a visit by a Sudbury-based faculty advisor or part-time practicum consultant. In 2010, the May IP–which was embarked upon by a record 102 students—was extended to four weeks to allow faculty advisors enough time to travel and observe all of their candidates during the practicum. The three Professional Year practica were replaced by two longer six-week practica in November/December and March/April. Under the new extended program, the Initial Practicum has been further lengthened to six weeks so that Laurentian SOE candidates will have just under 90 days of whole class instruction supervised by an OCT certified instructor.

SPECIAL INITIATIVES

ÉSÉ – B.ED. EN MODES ALTERNATIFS

In the early 2000s, there were significant numbers of instructors working under letters of permission within the twelve French-language boards of education in Ontario. There was also a strong demand for teachers with FSL qualifications throughout the province. Even if the demand was throughout the province, the geographic reality was that the bulk of the demand originated from the Greater Toronto Area. It was also from that area that the bulk of future students would come from. This dearth of fully qualified teachers proved to be the impetus for both Laurentian University and the University of Ottawa to submit, in parallel but individually, a request to the Ontario College of Teachers to offer a part-time, hybrid, teacher education program. The ÉSÉ's model was based on the regular program at the time, in the sense that the same thirty credits were required of both groups. The major difference was that the *B.Ed. en modes alternatifs* was to be completed over two years, with a mixture of face-to-face and online courses.

The first cohort started in July 2004 with twenty-five students who came to the Sudbury campus for an intensive three-week period of course work. After that, students were to take online courses in the fall, winter, and spring sessions. Students were again expected to come to Sudbury for another intensive three weeks of face-to-face courses the second summer, and would then complete their coursework by taking a single class spread over the fall, winter, and spring sessions of the second year. Halfway through their program, students could apply to the OCT for a transitional qualification, and thus be eligible to obtain full-time employment in the province, while continuing their studies towards full certification. This initial cohort was comprised of individuals who were often in their second or third career, or people who had been out of the workforce for a number of years (including parents coming back to studies after their children had grown up), or newly arrived immigrants looking for a stable job in Canada.

In terms of placements, students were expected to complete the same fifty days that were required for the students in the regular ÉSÉ program. The placements were to be held in a regular classroom setting with an OCT certified associate teacher. This setup proved to be a challenge when the students had the transitional certification, since the teacher federations did not want one member evaluating another. In those circumstances, teacher candidates were usually completing practicum time in their own classrooms. Therefore, the regular process had to be amended in those circumstances to have another qualified teacher act as a coach for the candidate, with the school principal regularly going into the candidate's classroom, and signing off on both the formative and summative aspects of the placement. The practicum was also stretched out over a number of weeks in order for the principal to be able to give as much feedback as possible. When the candidate with

the transitional qualification could not do the practice teaching in his or her own classroom (because of the legislative requirement to have one practicum experience at each of the levels at which credentialing is sought), there was a different arrangement. In this case candidates would switch classes with a colleague in the school, and hence complete the requirement in that way. The program proved useful for its candidates and received a very positive review from Thierry Karsenti, holder of a Canada Research Chair in the use of technologies in the classroom.

The initial plan sought to admit a cohort in September and in January of every year. Initially, only candidates in the Primary/Junior levels were considered for admission. This was the simplest scenario as there was not the preoccupation of creating four or five teachable courses either online or face-to-face in the summer. However, as time went on, there was a strong enough demand to have a junior/intermediate cohort added. The first J/I cohort started in July 2008. Given the more restricted number of candidates for those divisions, and the attrition levels that were seen throughout the years, the enrolment cycles and goals were determined to be a new 28-strong P/J and J/I cohort every July, and a 28-strong P/J cohort in January.

As of January 2016, there have been 563 students who have graduated with a B.Ed. from the *alternatif* program, with 111 of them being in the J/I group, and the other 452 being in the P/J group. Admissions to the program were suspended in December 2013 in order for the ÉSÉ to develop a 60-credit version of this *alternatif* program. There are signs that this new venture will see the light of day, but it will take another few years for it to happen. In the meantime, the French-language school boards are reporting that they are having more and more difficulty in finding qualified teachers for their classrooms, which seems to indicate we are nearly back, as a province, to the early 2000 teacher shortage scenario.

SOE - EMBEDDED INDIGENOUS COMPONENT

In 2004, as the concurrent program was just beginning, a local newspaper announced "Historically, when the students studied First Nations culture, literature, and history, the material was treated as a separate subject.... But in the case of Laurentian's education program, First Nations stories are incorporated into the program" (Stradiotto, 2004, p. A5). Dean Anne-Marie Mawhiney, at the 2006 ground-breaking ceremony for the new School of Education building, offered the *Laurentian Gazette* a practical rationale for this embedding of Indigenous content: "It would be unusual for any teacher in the north to go through their career without ever teaching aboriginal students. We need a revolution in the way that aboriginal and other minority students are taught" (2006). By including information on First Nation, Metis and Inuit people in all its courses, the concurrent program was ahead of its time. In 2010, for example, the Association of Canadian Deans of Education issued an Accord on Indigenous Education. Part of that involved Faculties and Schools of Education agreeing "to promote the development of culturally responsive curricula and to infuse Indigenous content and ways of knowing into all curricula at all levels" while promising "to improve the quality of knowledge, understanding, and pedagogic skills that all educators gain about Indigenous education and Indigenous knowledge systems" (Association of Canadian Deans of Education, 2010).

Instead of opting for a compulsory set of courses, which might have provided a "baseline of knowledge," the developers instead went with infusion across the curriculum. Fearing that a

required course might become a "pro forma" step (not unlike mandatory safety training at work), the concept was to embed Indigenous information in every course (Quan, 2015). In practice, however, the embedding of Indigenous knowledge into all concurrent courses still left many students with little real knowledge in that regard until Professional Year. As the 30-credit program was originally structured, there was no first year course in which to embed knowledge, and just one 36-hour course in each of second and third year that could meet the need. Naturally, by fourth year most students had only had a few hours of "embedded" curriculum. It gradually became apparent that one could have both a required dedicated course to provide greater context during the undergraduate years, as well as infusion across all other Education classes.

The advent of the expanded program in 2015 has finally led to this innovation and now, of the twenty required education credits in the expanded undergraduate portion, there is a stipulation that all students take at least one 3-credit course that is devoted to Indigenous history, culture, or language. The School has also created its own 3-credit course on Indigenous Ways of Learning but students are free to take other classes offered by various departments at Laurentian, including several offerings on various Indigenous languages and more than a hundred that deal with history or culture.

The embedded Indigenous component, like much of the concurrent English language program, has undergone significant transition over time, with it now being supplemented by a required course and the opportunity to complete a practicum in a band-run school (Danyluk, & Sheppard, 2015a). But some elements have remained constant over the years. For example, the intensive Professional Year has always begun with a day dedicated to learning from Elders (either at the Killarney-Shebanoning Outdoor Environmental Education Centre or Camp Falcona) and a recent article has described the rest of the Pro Year under the old 30-credit system:

> All courses include sections on Aboriginal cultures, ways of knowing or history, and candidates must plan each lesson with consideration for FNMI learners, regardless of where they end up practice teaching. Perhaps most importantly, the program has also sought to establish partnerships with FNMI communities to share knowledge and allow pre-service teachers to experience Aboriginal culture by completing six-week teaching placements. The most successful partnership in terms of longevity and reciprocal learning has been one with the M'Chigeeng First Nation. In their final year, all teacher candidates travel to the band-run Lakeview School to visit with Anishinabek Elders and to learn how the school incorporates Ojibwe culture into the curriculum. Six to eight teacher candidates are selected annually from a larger pool of applicants to complete long-term placements at that school. (Danyluk & Sheppard, 2015b, p.9)

The Lakeview partnership seems to have been particularly effective in providing candidates with a chance to work in FNMI communities should they so choose ("Lakeview hosts," 2009). A study of 285 SOE graduates from 2008 to 2012 found just over 8% percent had chosen that option for employment, with many of them being former Lakeview participants (Higher Education Quality Council of Ontario, 2015). One school administrator familiar with the Lakeview program admitted that it was very useful for students to have teaching experience in one band-run school, though reserves even short distances away from each other could be very different. He argued that it allowed students from the majority population to experience being the "other," and while "culture,

language and landscape may be different" on each reserve, that experience would prove invaluable elsewhere (Danyluk & Sheppard, 2015b, p.27).

INSIGHTS AND CHALLENGES

L'ÉCOLE DES SCIENCES DE L'ÉDUCATION (ÉSÉ)

For the ÉSÉ, the demise of the two-semester program has proven problematic in terms of both the number of applicants and the rates of acceptance. In 2014-15, the last academic year of the 30-credit program, ÉSÉ had 619 applicants and 186 students registered for the B.Ed. degree (with 162 actually confirming attendance in the fall). A year later, as the 60-credit program began, only 66 acceptances were made from a pool of 254 Francophone applicants (and ultimately only 53 of those individuals confirmed and appeared in Sudbury in September 2015). In other words, the number of applicants was down by nearly 60% while the number of registrants declined by 65%. As shown in Table 2 below, based on records of confirmations as of September for 2014 and 2015, the stark impact of the shift to a two-year program is clear:

Table 2		
LU Enrolment vs Ontario Francophone B.Ed.		
September Confirmation	2014	2015
Laurentian	162	53
Ontario French-language	628	341
LU %	26%	16%

The issues associated with Francophone teacher supply will surely affect more than Ontario since there are only a half-dozen institutions outside Quebec with dedicated Francophone B.Ed. programs and there is significant demand across Canada, particularly for immersion teachers.

Although aware that the suspension of the *alternatif* stream would impact total numbers, the huge drop in ÉSÉ consecutive applicants was not wholly expected. And it has also led to unforeseen complications. For example, with the handful of I/S Francophone candidates, the teachable subjects usually have only one or two teacher candidates per class. As one person associated with the program recently observed during a private phone conversation, this makes it difficult to have "fruitful exchanges." As well, the current sequencing of courses, and the expectations of associate teachers under the new model, may lead to other complications over the next few months and years. Finally, the unit will also have to closely monitor the retention rate for this new enhanced program. Under the previous 30-credit model it was usually in the 95% range but the doubling of requirements might lead to more students leaving before completion. Only time will tell.

SCHOOL OF EDUCATION (SOE)

Across the street, in the English concurrent program, the decline in interest from high school students was less significant but still noticeable. Overall numbers decreased from 690 applicants in 2014 to 618 in 2015; and from 118 acceptances to 101. That 10% decline in both areas clearly indicates that not only length of program is an issue for prospective students since the concurrent B.Ed. at Laurentian remains, as it pretty much always has been for most of its students, a five-year

endeavour. Clearly the rather dismal job prospects for newly minted teachers across the province must play some role in dampening interest. For this program as well, what remains to be seen is the attrition rate of the new program. In theory, a declining rate could make up for fewer students entering first year.

That said, the Faculty of Education at Laurentian has always been a minor player in the production of undergraduate credentials in the province (see Table 3 below).

Table 3
Laurentian Graduates vs Ontario B.Ed. Totals

Year	ÉSÉ Consecutive	ÉSÉ *Alternatif*	SOE Concurrent	Total LU Faculty of Education	LU % of new Ontario B.Eds. licensed from all sources
2011	155	60	90	305	305/12,138 = 2.5%
2012	152	69	67	288	288/10,102 = 2.9%
2013	124	62	97	283	283/10,102 = 2.8%
2014	115	63	85	263	263/9600 = 2.7%
2015	176	75	115	366	366/9600 = 3.8%
2016	0	20	85	105	105/2800 = 3.8%

Note. Laurentian totals compiled from *Annual Report of the Faculty of Professional Schools*, 2011, 2012, 2013, and 2014. Information for 2015-16 involved anticipated graduation numbers. B.Ed. estimate of 2,800 for 2016 included graduates from concurrent programs at Brock, Lakehead, Laurentian, Nipissing, Queen's, Trent, UofT, Ottawa, York, and Windsor (although a number of those institutions have recently halted concurrent admissions) and sources outside Ontario, OCT, *Transition to Teaching*, (2015) p.4. Ontario B.Ed. 2011-15 data from *Transition to Teaching*, 2014 (p.4).

By itself the concurrent program never amounted to more than 0.8% of the provincial supply (Sheppard & Danyluk, 2014) and during the days of mass surplus that existed around 2010—when the province's faculties produced 9,000 or 10,000 candidates, and border colleges, consent-holders, and overseas universities added 2,000 to 3,000 more Ontario-registered teachers per year—the French and English programs at Laurentian constituted just under 3% of that total (Macdonald, 2011). The last few years have seen that percentage rise only slightly—with an estimated peak of about 3.8% in 2015 (with the ÉSÉ seeing a robust enrolment in its final year of the 8-month consecutive) and 2016 (mostly due to the complete absence of consecutive graduates at other faculties).

The Ontario Ministry of Education's 2014-15 teacher supply and demand forecasting model showed an excess of 35,834 qualified teachers, indicating that this oversupply would peak in 2015-16, but then begin to decline (Ontario Teachers' Federation, 2015). It should be noted, however, that the peak must have been reached prior to this date since 2015-16 saw relatively few graduates from Ontario universities. The OCT, in its *Transition to Teaching* reports for 2014 and 2015 has suggested 2013 was actually the peak year, with 2016 only expected to see some 2,000 to 2,800 new teachers licensed. That would represent, at most, about a quarter of the 12,000 new teachers being produced by concurrent, consecutive, consent-holders, border colleges, and overseas providers five years earlier.   In addition, based on 2015 and 2016 enrolment data, there will continue to be vastly reduced numbers of B.Ed. graduates (perhaps a third of the former norm) across Ontario in the immediate future. Because of this decline, the glut will likely turn to a shortage again and, at that point, the programs at Laurentian will surely face increased pressure to produce more B.Ed. graduates, particularly on the French side where shortages are already becoming evident.

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CHAPTER 7

THE FIRST YEAR OF IMPLEMENTATION: THE ENHANCED TEACHER EDUCATION PROGRAM AT THE SCHULICH SCHOOL OF EDUCATION (NIPISSING UNIVERSITY)

Susan E. Elliott-Johns and Carole Richardson

Nipissing University

OVERVIEW OF THE PROGRAM AT NIPISSING UNIVERSITY, SCHULICH SCHOOL OF EDUCATION

Teacher education at the Schulich School of Education is founded on a longstanding tradition of excellence whereby faculty and staff continuously strive to provide innovative education programs relevant to preparing teacher candidates for contemporary classrooms and other settings (e.g., to work as educators within the fields of healthcare, human resources, government relations, marketing, publishing, museum studies, etc.)

The history of teacher education in North Bay began in 1909 with the opening of the North Bay Normal School in the heart of the city. The Normal School was renamed North Bay Teachers' College in 1953. Since 1909, over 17,000 teachers have received their professional education in North Bay. In 1972, the College moved into new quarters at the College Education Centre. One wing of the College Education Centre was carefully designed for the integration of Nipissing University College and the Teachers' College, which took place September 1, 1973.

In 2010, the highly respected Faculty of Education at Nipissing University was renamed the Schulich School of Education in recognition of a generous benefaction from Seymour Schulich. Since that time, the Schulich School of Education has continued to build on Nipissing's strong reputation for teacher education.

The Faculty has a reputation for offering a rigorous teacher education programme that is demanding of the teacher candidate and provides well-prepared teachers for Ontario schools and beyond. To this end, the programme offers required cross-divisional courses (Primary/Junior and Intermediate/Senior) in which students from all divisions have the opportunity to examine issues from multiple perspectives. In addition, teacher candidates entering secondary education are required to take an elective focussing on the intermediate learner and have the opportunity to learn

and practice curriculum and teaching skills in Grades 7 and 8. I/S teacher candidates take their intermediate teachable in Year 1 of the enhanced program, and their senior teachable in Year 2.

Although many graduates obtain positions in southern Ontario and, increasingly, internationally, the Schulich School of Education at Nipissing University has a northern outlook. Northern Ontario's biculturalism is reflected in an elective course in the teaching of French immersion, and in addition, many students are attracted to the elective with an Aboriginal focus and to the recently introduced Community Leadership Placement that takes students to Fort Albany to teach in that community. This northern ambience maintains the loyalty of students from Northern Ontario and also attracts students from elsewhere who are attracted to the North.

Dean Richardson's message (Nipissing University, 2016b) reflects the conceptual framework as well as the scope and sequence of programmes offered at Nipissing that endeavour to anticipate learning about teaching for 21st century classroom settings. The Dean's message speaks to the essence of teacher education as a continuum, or journey, and the importance of critical thinking, humane values, lifelong learning, and appreciation for opportunities that take learning *beyond* the classroom:

> The Schulich School of Education continues to reinvent itself as it envisions and develops programs that anticipate the needs of the 21st century learner. Building upon its reputation for producing teachers who are technologically advanced and educationally aware, the School is expanding its focus to include on-going education for all professionals.

> The Schulich School of Education offers a doctoral degree that complements current offerings in undergraduate, in-service and master's education. The programs at the graduate level (both masters and doctoral) are open to professionals from all disciplines and enable candidates to pursue areas of research specific to their fields.

> As a student in the Schulich School of Education, you will work with faculty members who are known for their research expertise and practical teaching experience; in our Bachelor of Physical and Health Education, Bachelor of Education and graduate degree programs. Throughout your program, whether it be undergraduate or graduate, you will enjoy support and guidance from staff and faculty who care about your personal well-being and academic success.

> In the Schulich School, we take learning beyond the classroom and direct you to become actively involved in the world as participants whose knowledge and skills are valued. Here, we focus on the critical thinking, humane values and the practical skills necessary to become a lifelong learner.

> We look forward to sharing this part of your journey with you. (para 1-5)

Both Concurrent and Consecutive Education degree programs are offered at the North Bay campus and, at the time of writing, Concurrent Education is also offered at the Brantford campus, with the final cohort scheduled to graduate in 2019.

CONCURRENT EDUCATION PROGRAM

On the main campus (North Bay), Concurrent Education is offered with all undergraduate programs with the exception of the BScN and the BComm. Primary/Junior (P/J), Junior/Intermediate (J/I), and Intermediate/Senior (I/S) are available with the eligible undergraduate degrees with the exception of Child and Family Studies, which is only eligible with the P/J division. Furthermore, the Concurrent Education route includes a set of courses and a non-credit practical experience that, when taken as part of an Honours undergraduate degree, provide preparation for the Bachelor of Education program. Concurrent education allows Nipissing University students the opportunity to assess their suitability for and interest in a B.Ed. prior to completing their undergraduate degrees. Though they declare their division at the time of application, once accepted into Concurrent Education, students can change their divisional choice up until Year 4 of their Honours undergraduate degree, just prior to entering their professional B.Ed. years (i.e., Years 5 and 6).

CONSECUTIVE EDUCATION PROGRAM

On the main campus, the Schulich School of Education also offers a two-year consecutive program (after degree program) leading to a Bachelor of Education degree. The B.Ed. is a two-year (four semester) full-time professional programme (Fall-Winter, Fall-Winter) that meets the requirements of the Ontario College of Teachers for teacher certification (Certificate of Qualification). In order to be admissible to this degree, students must possess or be graduating with an undergraduate degree. Program requirements are as follows:

- Students in all divisions must complete the required 60 credits B.Ed. program over two years with some specific divisional differences.
- Regardless of division, all students must complete seven required cross-divisional courses (21 credits), and 9 credits of practicum (Practicums 1 and 2 and the Community Leadership Experience).
- P/J students must also complete eight curriculum courses (24 credits) and two electives (six credits). J/I students must also complete seven curriculum courses (21 credits), one teachable (three credits) and two electives (six credits), and I/S students must also complete six credits of curriculum courses, two teachables in each division (12 credits), and four electives (12 credits).
- For senior science teaching subjects Biology, Chemistry and Physics, the intermediate level teachable course is Science General. Those students who have two senior science teaching subjects, (Biology–Chemistry, Biology–Physics or Chemistry–Physics), take an additional Science course focussing on the intermediate learner.
- All B.Ed. programs, excepting TASL, include the following cross-divisional courses that provide students with strategies, perspectives, and critical examination of topics central to teacher education across the P/J/I/S spectrum:
  - *Legal and Social Foundations,*
  - *Diversity and Inclusion,*
  - *Introduction to Curriculum Design and Teaching,*
  - *Assessment, Evaluation and Communication of Student Learning,*
  - *Curriculum Design and Inquiry,*
  - *Technology Enriched Teaching and Learning,* and
  - *Special Needs of Students.*

- Students in the P/J division have ample opportunity to engage with subject-specific examination and application of the Ontario Curriculum through the following courses:
  - *Visual Arts,*
  - *Language and Literacies,*
  - *Mathematics,*
  - *Music,*
  - *Health and Physical Education,*
  - *Science,* and
  - *Social Studies.*
- Students in the J/I division take all of the above courses, but specific to the J/I division, with the exception of Language and Literacies.
- Students in the I/S division gain experience with curriculum specific issues for the Intermediate division through their Intermediate teachables and:
  - *Language and Literacies,* and
  - *Mathematics.*
- Students in P/J and J/I divisions have the opportunity to choose two elective courses and I/S students choose four elective courses from a variety of electives including:
  - *Aboriginal Education in Canada,*
  - *Environmental Education Across the Curriculum,*
  - *Mental Health in Schools,*
  - *International Teaching*, and
  - *Proactive and Inclusive Classroom Management.*

The elective courses offered will change over time based on students' expressed areas of interest and faculty availability and expertise.

Reflection is a key component of each course (required and elective), the practicums and the Community Leadership Experience. It is key to the cohesion of the program and the professional development of each teacher candidate that students are continually encouraged and supported as they work to locate themselves on the continuum of growth through critical theoretical understandings, practical application and experiential learning, both in and out of the university and school classrooms.

Students spend 612 credit hours in classes, 19 weeks of practicum in Ontario classrooms, and 60 hours of Community Leadership Experience (CLE) in the four semesters of teacher education. In addition, many choose to engage in their CLE internationally, under the supervision of faculty facilitators. While every course in the program is deemed to be vital, it was necessary to make decisions about which courses would be offered prior to the students' first practicum experience, i.e., in the first semester. Based on student feedback and faculty insights, we will continue to adjust timing of course offerings as we move forward. Table 1 presents a comprehensive overview of all courses offered over four semesters in the new B.Ed. program at Nipissing, and organized according to division (P/J, J/I and I/S).

Lesson planning and assessment are offered throughout all curriculum courses to some extent, but also are key to content in the cross-divisional courses that all students must take. The same is true for law, social justice, diversity, special education and child development, and technology.

Indigenous perspectives are specifically considered in two required courses but are also woven throughout many curriculum courses. All curriculum areas are taught as individual courses with the exceptions of Drama and Dance. Drama is taught within Social Studies and Dance is taught within Music. Ongoing curriculum mapping will enable us to review and revise courses offered so as to avoid unintentional overlap in the program and to ensure our ability to quickly address ever-changing issues in the world of public education.

Table 1. *List of Courses by Division in Years 1 and 2 at Nipissing*

YEAR 1

	Fall			Winter		
Cross-Divisional Courses	EDUC 4716 Legal and Social Foundations			EDUC 4746 Assessment, Evaluation and Communication of Student Learning		
	EDUC 4736 Introduction to Curriculum Design and Teaching			EDUC 4766 Technology Enriched Teaching and Learning		
	EDUC 4726 Diversity and Inclusion					
Division Specific Courses	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4717 Language and Literacies	EDUC 4897 Language and Literacies	Intermediate Teaching Subject 1	EDUC 4787 Visual Arts	EDUC 4837 Music	EDUC 4877 Language and Literacies
	EDUC 4737 Health & Physical Education	Intermediate Teaching Subject	Intermediate Teaching Subject 2	EDUC 4767 Science and Technology	EDUC 4857 Social Studies	EDUC 4887 Mathematics
				EDUC 4747 Mathematics	EDUC 4817 Health & Physical Education	Elective 1: The Intermediate Learner
Practicum (7 weeks total)	EDUC 4714 Practicum I 4 weeks			EDUC 4714 Practicum I 4 weeks		

YEAR 2
2018/2019

	Fall 2018			Winter 2019		
Cross-Divisional	EDUC 4756 Curriculum Design and Inquiry					
	EDUC 4776 Special Needs of Students					
Division Specific Courses (including I/S elective)	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4757 Music	EDUC 4827 Mathematics	Senior Teaching Subject 1	Elective 1	Elective 1	Elective 3
	EDUC 4777 Social Studies	EDUC 4847 Science and Technology	Senior Teaching Subject 2	Elective 2	Elective 2	Elective 4
	EDUC 4727 Early and Emergent Literacy	EDUC 4867 Visual Arts	Elective 2			
Practicum and Community Leadership Experience (14 weeks total)	EDUC 4855 Practicum II 6 weeks			EDUC 4858 Community Leadership Experience (60 hours over 2-3 weeks) EDUC 4855 Practicum II (6 weeks)		

*List of Intermediate Teaching Subjects – Fall 2015, Year 1

Course Code	Course Title	Course Code	Course Title
EDUC 4708	Business Studies General Intermediate	EDUC 4778	Mathematics Intermediate
EDUC 4728	English Intermediate	EDUC 4788	Music – Instrumental Intermediate
EDUC 4738	French as a Second Language Intermediate	EDUC 4798	Religious Education Intermediate
EDUC 4748	Geography Intermediate	EDUC 4808	Science General Intermediate
EDUC 4758	Health and Physical Education Intermediate	EDUC 4818	Visual Arts Intermediate
EDUC 4768	History Intermediate		

**List of Senior Teaching Subjects – Fall 2016, Year 2

Course Code	Course Title	Course Code	Course Title
EDUC 4709	Business Studies General Senior	EDUC 4779	Mathematics Senior
EDUC 4729	English Senior	EDUC 4789	Music – Instrumental Senior
EDUC 4739	French as a Second Language Senior	EDUC 4799	Religious Education Senior
EDUC 4749	Geography Senior	EDUC 4809	Science – Biology Senior
EDUC 4759	Health and Physical Education Senior	EDUC 4819	Science – Chemistry Senior
EDUC 4769	History Senior	EDUC 4829	Science – Physics Senior
		EDUC 4839	Visual Arts Senior

TEACHER EDUCATION DIPLOMA PROGRAMS

Teacher education diploma programs specifically designed for Aboriginal teacher candidates include most of the B.Ed. courses described above, but are structured differently. Inclusive of courses that support the Aboriginal worldview, values and culture, these programs are scheduled onsite through the summer months, and online throughout fall and winter terms to accommodate the needs of students and their families travelling from their communities to pursue their studies at Nipissing University.

ABORIGINAL TEACHER CERTIFICATION PROGRAM

The Aboriginal Teacher Certification Program (ATCP) is designed to prepare people of Aboriginal ancestry for teaching positions in Ontario, and this program is offered continuously over the summer, fall, winter, and spring semesters, beginning in the summer semester. In brief, the goal of the program is to educate and qualify Aboriginal teachers who will be able to deliver the Ontario elementary school curriculum in combination with traditional values, culture and worldview. The ATCP includes two internships, meets the academic requirements of the Schulich School of Education and leads to a diploma in Education. Successful students are reported to the Ontario College of Teachers for a Certificate of Qualification in the Primary/Junior Division (Junior Kindergarten to Grade 6) that qualifies students to accept fulltime positions in Ontario.

The ATCP program is comprised of two on-site summer sessions held at Nipissing University in North Bay, a number of online courses held during the fall, winter and spring sessions, and two in-school internships. As with the consecutive B.Ed. program, ATCP students must complete 60 credits, including 25 courses (45 credits) all focussing on the Primary/Junior divisions, two courses (6 credits) specifically focussing on Indigenous education and pedagogies, and nine credits of practicum (Practicums 1 and 2, and the Community Leadership Experience).

In Internship One, students enrol in Practicum I and are placed in a primary or junior division classroom. ATCP students are required to successfully complete one internship session in each of the primary and junior divisions. For example, if a student interns in the junior division during the first session, then an internship in the primary division must be completed during the second session.

At the end of the first session and Internship One, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows students to teach for up to six years. However, students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time.

In Internship Two, students enrol in Community Leadership Experience, and Practicum II and are placed in either a primary or junior division classroom (according to the division classroom re. the completion of Internship One. i.e., if a student interns in the junior division during the first session, then a student must intern in the primary division during the second session).

TEACHER OF ANISHNAABEMWIN AS A SECOND LANGUAGE (TASL)

The Teacher of Anishnaabemwin as a Second Language (TASL) program prepares fluent speakers of Anishnaabemwin to teach Anishnaabemwin as a subject to Aboriginal and non-Aboriginal students in the primary, junior, intermediate and senior grades in schools in Ontario. This program, which also leads to a Diploma in Education, consists of two onsite summer sessions held at Nipissing University in North Bay, online courses held during the fall, winter and spring sessions, and two in-school internships.

As with the consecutive B.Ed. program, TASL students must complete 60 credits, including seven cross-divisional courses (21 credits), eight courses (24 credits) specifically focussing on Anishnaabemwin Curriculum and Language and Ojibwe Team Teaching, two courses specifically exploring Indigenous education and pedagogies (six credits), and nine credits of practicum (Practicums 1 and 2, and the Community Leadership Experience). As is the case for the ACTP, practicum requirements in the TASL program are organized as 'Internship' experience.

In Internship One, students enrol in Practicum I. As TASL students are required to successfully complete an internship session in *all four divisions,* students are placed in a primary, junior, intermediate and/or senior division classroom. At the end of the first session and internship one, successful students can apply to the Ontario College of Teachers to be eligible to receive a Transitional Certificate of Qualification and Registration that allows one to teach for up to six years. However, students must complete the program within six years and must also maintain good standing with the Ontario College of Teachers during this time.

In Internship Two, students enrol in Community Leadership Experience and Practicum II. Students are placed in a primary, junior, intermediate and/or senior division classroom. Successful candidates will be reported to the Ontario College of Teachers for a Certificate of Qualification and Registration with the credential: Native Language Teacher Certification Program and will be qualified to teach Anishnaabemwin as a subject, to Native and Non -Native students, according to the Ontario curriculum, from Kindergarten to Grade 12.

DIVISIONAL OFFERINGS, INCLUDING ENROLMENTS IN P/J, J/I AND I/S

At Nipissing, enrolments in P/J, J/I and I/S divisions have been, as in all faculties of education across Ontario, significantly impacted by recent changes to graduation caps as mandated by the provincial government. Prior to the 2015/2016 academic year, it was not unusual to have 700+ candidates (P/J, J/I and I/S) enrolled in Consecutive Education at Nipissing in North Bay alone. With the advent of the Enhanced Teacher Education Program, enrolment numbers have been significantly impacted – beyond the government mandated initial intended reduction in graduates. Currently, in the second year after implementation of the new program, Nipissing's total enrolment numbers for the 4-semester B.Ed. degree (Consecutive) are 358, broken down as follows:

Year 1	Year 2
P/J – 60	P/J – 58
J/I – 56	J/I – 51
I/S – 69	I/S – 64

Despite challenges with low enrolments, some new and some recurring, Nipissing has maintained the teachables that were offered prior to the program changes. They are as follows:

<u>List of Intermediate Teaching Subjects</u>
Business Studies General Intermediate
English Intermediate
French as a Second Language Intermediate
Geography Intermediate
Health and Physical Education Intermediate
History Intermediate
Mathematics Intermediate
Music – Instrumental Intermediate
Religious Education Intermediate
Science General Intermediate
Visual Arts Intermediate

<u>List of Senior Teaching Subjects</u>
Business Studies General Senior
English Senior
French as a Second Language Senior
Geography Senior
Health and Physical Education Senior
History Senior
Visual Arts Senior
Mathematics Senior
Music – Instrumental Senior
Religious Education Senior
Science – Biology Senior
Science – Chemistry Senior
Science – Physics Senior

In Concurrent Education at North Bay, enrolment numbers have remained steady with approximately 150 enrolments into Concurrent Education over the past two years.

VISION OF TEACHER EDUCATION ARTICULATED IN KEY DOCUMENTS AND PROCESSES

The mission of the Faculty of Education is to promote the professional learning of teachers through pre-service, in-service and graduate programs, and to provide educational leadership and support through consultation and research. The programme has always aimed to provide beginning teachers with understandings of the basic philosophical, psychological and sociological foundations of education, to enable them to develop more coherent approaches to learning and teaching, while introducing an informed rationale for curriculum design through study of the various strands of the curriculum.

The revised and updated Conceptual Framework (2016) underpinning the programme of teacher education at Nipissing (Schulich School of Education) highlights the belief that teaching is much more than acquiring professional and practical knowledge, skills, and values: "It is art, science, intuition, interaction, moral and ethical craft, community property, performance, design, innovation, and ultimate transformation. It involves intense exploration of personal experience and self-knowledge within many different contexts: professional, practical, curricular, theoretical, cultural, and political." The conceptual framework is operationalized through a Model that focuses on six key areas of learning about teaching: Interdisciplinary Program; Diversity; Performance; Self-Knowledge; Reflective Practice and Professional Learning. This Model of Teacher Education at Nipissing is represented visually as shown in Appendix A.

In order to disseminate the Model and to promote more informed dialogue about the overall structure of the programme among faculty and teacher candidates, the image in Appendix A was reproduced as a large poster and placed in all teacher education classrooms on campus. A central

characteristic of the conceptual framework driving development of the 'enhanced' programme at Nipissing is our emphasis on the "multiple pathways that facilitate critical understandings of what it means to be a teacher in today's global community." For example, across course design (including approaches to teaching and learning, assessment and evaluation practices, and support for practicum experience), faculty intentionally strive to model professional and practical knowledge and demonstrate leadership and engagement in ongoing professional learning. Fostering and modelling relationships that are grounded in trust and integrity are cornerstones of the programme at this small university. As a faculty, we work collectively towards nurturing the development of teachers who will graduate with the knowledge, skills, and aptitudes to begin creating school and classroom environments conducive to learning and teaching. Many faculty members have career histories in teaching and leadership positions in school systems prior to joining the faculty and thus bring a range of related knowledge and experiences to the programme.

A sampling of research on teaching and teacher education conducted by members of the faculty (including Cho, 2010; Elliott-Johns, 2015; Elliott-Johns & Jarvis, 2013; Gosse, 2011; Richardson & Richardson, 2009; and Scheffel, 2016) reflects a lens of *'research informs practice and practice informs research'* which has informed programme design and implementation over time. Faculty members are also engaged in research and practice around developing and enacting pedagogy for teacher education (Loughran, 2006; Russell & Loughran, 2007) and in-depth examination of the (differing) processes experienced in 'being and becoming' a teacher educator in a faculty of education (Elliott-Johns, 2016; Elliott-Johns, 2014; Elliott-Johns & Tidwell, 2013; Elliott-Johns et al, 2012; Grierson et al, 2012).

THE NATURE AND ORGANIZATION OF FIELD EXPERIENCES

In the enhanced teacher education program at Nipissing, practicum is conducted over the two years for a total of twenty-one weeks of field experience. In the first year of the program, there are four weeks of practicum in the fall semester (late October) and four weeks in the winter semester (February-March). In the second year, there are five weeks in the fall semester (October-November) and eight weeks in the winter through spring (February-April).

> In Practicum I, teacher candidates engage in school-based field experiences as an introduction to the profession. Teacher candidates examine and demonstrate the functions, responsibilities and scope of practice of teachers through observation, teaching lessons and reflecting upon their experiences as a means to inform their personal and professional development. Teacher candidates also begin to connect theory to practice.
> (Practicum Handbook I, p. 1)

The integration of sequenced field experiences in the overall program is characterized by the recognition of a continuum of learning about teaching, the need for candidates to gradually develop professional and practical knowledge and, increasingly, a sense of teacher identity. For example,

> In Practicum II, teacher candidates further develop their professional practice through school-based field experiences. Teacher candidates refine their identities and development as educators through observation, planning and implementing short- and long-term plans,

assessing student progress, and reflecting on their experiences. Teacher candidates use theory as a means to inform practice. (Practicum Handbook II, p. 1)

PRACTICUM HANDBOOKS I AND II

Practicum Handbooks have been designed for both Practicum I (EDUC 4714) and Practicum II (EDUC 4855). The Conceptual Framework (Appendix 1) is presented on the second page of both Handbooks in order to ensure teacher candidates, associate teachers, and faculty advisors are all familiar with the Nipissing Model of Teacher Education (2016). These Practicum Handbooks provide both the course outlines for practicum and also serve as an informative reference for associate teachers, principals and faculty advisors. Expectations for each week of the various Practicum Blocks in years one and two are clearly delineated and also indicate a gradual shift from Active Observations to increased Instructional Responsibilities, over time.

In addition to relevant support materials for lesson planning (e.g., backward design/design down/understanding by design and lesson planning templates), sample practicum reports, and other useful resources (e.g., Teacher Candidate Profile, Practicum Goal Setting, and Teacher Candidate Growth Plan templates), the Practicum Handbooks provide extensive Practicum Report Growth Descriptors in a professional rubric format. These rubrics can be accessed to assist associate teachers and faculty advisors in providing ongoing constructive feedback to teacher candidates as well as in the preparation of Practicum Reports informed by clearly observable behaviour guidelines. Descriptors for achievement in each of the following critical areas are provided: Professional Responsibility; Commitment to Learners; Instructional Processes; and Management and Communication. Evaluators are thus encouraged to use the evidence gathered through this rubric and their professional judgment to determine the teacher candidate's overall level of achievement.

Considerable time, expertise, and commitment to excellence was invested in formulating these Practicum Growth Descriptors for Practicum I and Practicum II (Block 1 and Block 2) by members of the Practicum Committee in concert with Faculty Council. These three rubrics have all been included as Appendices 2, 3 and 4 in order to further illustrate the unwavering focus on professional growth and development over time for teacher candidates in the enhanced program at Nipissing.

FIELD SUPPORT/SUPERVISION

Both of the Practicum Handbooks I and II are consistently formatted as reference material available to all the key partners involved in field experiences, thus enabling teacher candidates, associate teachers and faculty advisors to have a very clear idea of the overall expectations for practicum (e.g., in the Fall and Winter blocks), the role of the teacher candidate, the role of the associate teacher, and the role of the faculty advisor. As previously mentioned, these Handbooks serve to underscore the dynamic and ongoing nature of learning about teaching for teacher candidates and their associate teachers.

ASSOCIATE TEACHERS

Associate teachers are encouraged to regard their role as a professional mentor and to consider the following steps in effectively mentoring the teacher candidate throughout their placement:

- Understand their own strengths and needs prior to and during the practicum;
- Introduce the teacher candidate to the school community;
- Understand the role of mentor (e.g., consulting, collaborating, coaching);
- Clarify the goals of the practicum with the teacher candidate;
- Use effective listening skills (e.g., ears, eyes, full attention, empathy); and
- Facilitate learning-focused conversations (e.g., paraphrasing, explore options, questioning, planning next steps, evaluation).

In addition to mentoring, suggestions are provided to associate teachers on welcoming teacher candidates, supervision, providing feedback, evaluation, and guidelines to follow should teacher candidates experience difficulty.

FACULTY ADVISORS

The role of faculty advisors is to, "consult with and provide ongoing and timely support to teacher candidates and associate teachers throughout the practicum experience." (Practicum Handbook I, p. 15). For example, in Practicum I, faculty advisors meet with teacher candidates on campus in the fall to outline expectations and to build rapport. They will then visit and observe teacher candidates in the classroom once during the winter practicum block. At this time, a Practicum Goal Setting form is generated, working with the teacher candidate, to help inform future practice.

In Practicum II, meetings are also held on campus in the fall to outline expectations and build rapport. With the central intent of fostering continuous professional learning, faculty advisors visit and observe teacher candidates in the classroom at least once during the fall practicum block and provide a formal written report of achievement; the teacher candidate's Practicum Binder (including lesson plans, observation notes, reflections etc.) is examined, normally prior to observing the lesson, and feedback is subsequently provided. Faculty advisors continue to communicate regularly with teacher candidates and associate teachers throughout the practicum in order to provide guidance, support, and to resolve any issues related to the practicum. Teacher candidates who experience difficulty in the practicum or who have a related question/concern are responsible for contacting their faculty advisor or the Placement Office for immediate support. As needed, visits are made to any teacher candidates at risk (of not meeting expectations) in the winter block. At that time, a second formal written report on the teacher candidate's achievement is provided.

Faculty advisors can also be contacted by email by teacher candidates and/or associate teachers for support at any time during the practicum. Furthermore, the Practicum Office is always available for additional support and information on practicum related issues.

TEACHER CANDIDATE GROWTH PLANS

In addition to meeting all other academic requirements, teacher candidates must be successful in both practicum courses in order to be awarded the Bachelor of Education degree. Therefore, in both Practicum I and Practicum II, a teacher candidate who receives an overall achievement level of 'Does Not Meet Expectations' on a practicum report from either an associate teacher or faculty advisor will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail). If time permits, these candidates may be required to meet with the Associate Dean to complete a *Teacher Candidate Growth Plan*. This approach provides individualized, focused support in identified areas of difficulty and documents recommendations for growth in consultation with the Associate Dean. Furthermore, the process was intentionally designed to reflect the kind of 'supervision for professional growth' teacher candidates might encounter in their future experiences of teacher performance appraisal and/or the development of growth plans.

A FOCUS ON INNOVATION: ACTION RESEARCH PROJECTS IN THE TEACHER PREPARATION PROGRAMME

The innovation we have elected to focus on here is the inclusion of action research projects in the four-semester programme and, particularly, the specific requirements of an associated assignment (an assignment completed individually, and one which carries a significant weighting in the course evaluation of 60%). The significance of this initiative appears not only in the clear (and intentional) nature of highlighting critical intersections of theory and practice, but also in the opportunities for participants to fully engage in Action Research as part of their coursework and practicum (Mills (2006), McNiff et al (2003), Sagor (2004). We contend instruction, and ongoing mentoring in critical reflection on teaching practice are rarely found alongside the systematic and careful use of research and inquiry techniques in the majority of teacher education courses: While numerous courses in teacher education programmes refer to reflection and reflective practice in course descriptions, *how* meaningful reflection is included as instruction across course content is often unclear (Elliott-Johns, 2014). That said, the course examined here, *Curriculum Design and Inquiry* (EDUC 4756), explicitly requires teacher candidates to, "explore the principles of curriculum design and inquiry and examine various orientations toward the curriculum and educative processes, including long-range forms of planning." (Nipissing University, 2016a). As the course progresses, candidates actively explore their role as teacher- researchers while examining the importance of meaningful reflection and educational research in practice. Close examination of the syllabus for this course clearly demonstrates the enactment of learning about processes of action research throughout course content, as well as authentic support for the development of a research question and completion of an actual research project as an aspect of the enhanced teacher education programme at Nipissing. For example, teacher candidate outputs described include "You are (sic) to conduct an action research project, whereby you will critically reflect on your teaching practice. In the development of your research project you will systematically use the techniques of research (& inquiry)."

Early in the course (Week 1) participants in this course are guided through the initial stages of completing an action research project, beginning with Ethics and the consideration of a research question. (Note: Completed projects/assignments are due in Week 8).

Select excerpts from the course syllabus below indicate how instruction begins with completion of the TCPS2: CORE (Tri-Council Policy Statement: Course on Research Ethics):

1. Follow the link to complete the tutorial: https://tcps2core.ca/login Print off the Certificate of Completion (save it to your files). You will need to bring the certificate to our first class (be ready to load onto a memory stick). AAs Instructor) I need to submit the certificates to the Nipissing Research Ethics Board.

2. Develop a research question. Write a rationale paragraph supporting your question. (See: *Action research: Guide for Alberta Teachers,* 2000, pp. 9-12 & Using action research to improve literacy instruction in classrooms around the world. pp. 21-27)

Required readings from the text cited above, *Action research: Guide for Alberta Teachers* (2000)*,* introduced in the first week of the course, are subsequently threaded throughout the course content and class discussions in direct support of various stages of the completion of the action research projects. Furthermore, the instructor conducts 'professional conferences' with teacher candidates throughout the course for support and guidance in the various areas outlined (e.g., Abstract):

> **Abstract:** (200 words)
> The abstract consists of a single, concise paragraph describing the purpose, procedure, and results of your study. Leave the writing of the abstract until you are finished, or nearly finished, writing up your project. (Writing this paragraph will also help with your oral presentation).

Clear guidelines for the projects and indicators of exactly how marks will be attributed to various areas of content/development, APA conventions/readability and style, and oral presentation of the action research project (in class) are presented in the graphic shared in Appendix 5. In this way, much of the mystery surrounding 'research' and its relationship to informing practice is reduced and the role of practice in informing educational research can also be made somewhat clearer for these beginning teachers.

The first class set of action research projects associated with this course were completed in November, 2016, and the instructor reports these were extremely well done. When presenting their projects orally in class, teacher candidates candidly expressed just how much they had learned about research processes and the impact completing this assignment had on their own appreciation for reflection on practice. Those that had struggled in the beginning with, for example, locating a question or not feeling sufficiently confident to conduct and write up the required research assignment, were now keen to pursue further research - and many reported also having a better grasp on what 'reflective practice' means for (ongoing) professional learning and the development of effective practice.

INSIGHTS, CHALLENGES, OR PROCESSES EXPERIENCED DURING THE TRANSITION PERIOD

In reality, the transition period began well in advance of the actual design phase of what is sometimes referred to as the Enhanced Teacher Education Program (ETEP), more commonly known at our institution as the two-year B.Ed. Cognizant of ongoing conversations about changes to the structure of teacher education across the province, and sensitive to the realities of imagining

and enacting change within the institution, our faculty had been considering renewal of our B.Ed. program for approximately two years prior to the various announcements made by the province. Without an actual deadline, however, these discussions had been far ranging and more exploratory and philosophical than action-oriented. Nevertheless, when the required changes were announced, the faculty did have the advantage of having already been moving toward program change for some time.

Change is, more often than not, challenging, both in the conceptualization and implementation stages. The work involved in responding to the requirements of two additional semesters and increased length of practicum, with anticipated but unconfirmed changes to the program content requirements in the legislation, was daunting; particularly so within a post-secondary institution with many and varied different levels of governance approvals required for changes.

It was necessary to engage in realistic backward planning to ensure that the necessary program changes would be made in time to feature in the required print materials and academic calendar for the 2015-16 incoming student cohort. This meant exhaustive planning to establish timelines to ensure that new courses, admission requirements, program completion requirements, and progression requirements would have the time to move through Faculty Council, the Academic Regulations and Curriculum Committee (ARCC), back to Faculty Council, to the Undergraduate Studies Committee, and then to Senate for final approval. The different governance requirements for our bicameral system demanded consideration of the potential for motions to be sent back, for cancelled meetings and to allow for the timely progression required to ensure that all committees had sufficient time and information to give due consideration to all program changes. In order to ensure that these timelines were met, planning for the program structure and the development of new courses had to begin almost immediately after the June 2013 announcement (OCT announcement, 2013) indicated that changes were coming when, in fact, the Teachers' Qualifications Regulation amendments to formalize certification requirements related to Ontario's Enhanced Teacher plans were not filed until March 11, 2014 (OCT announcement, 2014). This meant that we were working with a draft of the Ontario College of Teachers Accreditation Guide, which was completed in November of 2013, prior to the Regulation amendment being filed, and that formal changes to regulation were not filed until *after* the print materials were developed for the September, 2015 intake of our first two year B.Ed. students. As a result, the planning stages were complete by the time that changes to Regulation became law.

Parallel to the challenges of planning before the Regulation was formally amended, was the announcement that program enrolments would be capped at 50% of the previous intakes. This was followed by the announcement that Base Income Units (BIUs) would be reduced for teacher education seats. These profound changes to teacher education in the province of Ontario meant that, in addition to new two-year program planning, all multi-year B.Ed. programs, such as concurrent and Aboriginal education programs across all three campuses of Nipissing University, would have to be reconsidered in light of the funding changes and the teacher education institutional enrolment cap. As with other Ontario universities, faculties of education were not just being required to transition into a new program, but were forced to rethink the different ways in which teacher education was structured regardless of the program in question. At Nipissing University, the two-year program could not be reimagined in isolation, as the various faculty members and courses were intertwined across all B.Ed. programming, and the increased fiscal

pressures and an institutional enrolment cap would, ultimately, force changes, some unpopular, to other programming.

In addition to the universal changes described above, the process of redesigning the program and developing new courses within parameters set by administration (i.e. choice within the program, consistent course hours and credit values, and two fall/winter semester years), involved lengthy discussion and the understandable reluctance to dispense with much of what had been seen to be successful for a number of years. There was a definite willingness to engage in the necessary theoretical and practical conversations and a clear understanding of the need to move forward. However, different perspectives and concerns, both professional and personal, on the part of faculty and administration, combined with short timelines, made course and program planning an intense and highly charged process. Ultimately, compromises were reached, and program cohesion and students' needs were foregrounded as the faculty worked towards designing a program to meet the needs of students and teachers in contemporary schools and classrooms.

The two-year B.Ed. degree launched in 2015-16 is a carefully considered program that will see its first graduates at the end of this, the 2016-17 academic year. Filled with new experiences for administration, professors and students alike, it has been exciting and challenging to visualize and enact change, while recognizing that, inevitably, change will be ongoing as we strive to refine our collective vision of the program. As a faculty, we are committed to continuous program review through collaborative critical reflection on our questions, our students' questions and stakeholder feedback. The program will, undoubtedly, continue to evolve as the Schulich School of Education renews its commitment to innovation and relevance in teacher education.

ACKNOWLEDGEMENT

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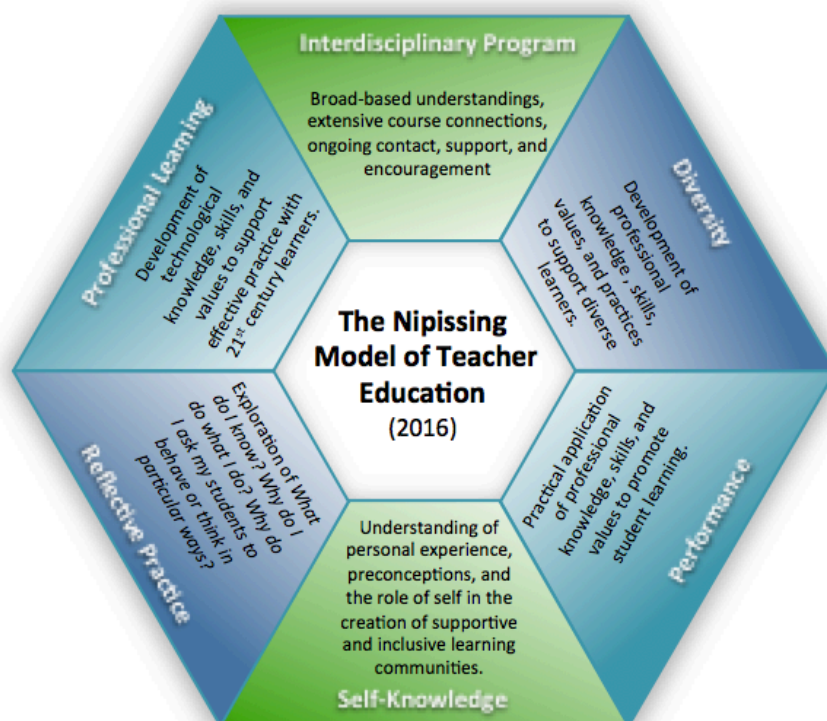Elliott-Johns, S. E. (2014). Re-visioning self as educator in and through critical reflection on

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In the Schulich School of Education…

We believe that teaching is more than acquiring professional and practical knowledge, skill, and values. It is art, science, intuition, interaction, moral and ethical craft, community property, performance, design, innovation, and ultimately transformation. It involves intense exploration of personal experience and self-knowledge within many different contexts: professional, practical, curricular, theoretical, cultural, and political.

We guide you on a journey as you become the very best you can be. Becoming a teacher occurs in different ways and at different rates; it requires opportunities to ask questions, collaborate, engage in research and inquiry, and diverse learning experiences. Our conceptual framework is characterized by multiple pathways that facilitate critical understandings of what it means to be a teacher in today's global community.

Interdisciplinary Program
Broad-based understandings, extensive course connections, ongoing contact, support, and encouragement

Professional Learning
Development of technological knowledge, skills, and values to support effective practice with 21st century learners.

Diversity
Development of professional knowledge, skills, and practices to support diverse learners.

Reflective Practice
Exploration of what do I know? Why do I do what I do? Why do I ask my students to behave or think in particular ways?

Performance
Practical application of professional knowledge, skills, and values to promote student learning.

Self-Knowledge
Understanding of personal experience, preconceptions, and the role of self in the creation of supportive and inclusive learning communities.

The Nipissing Model of Teacher Education (2016)

We model and invite you to engage as we explore the Ontario College of Teachers' *Foundations of Professional Practice.* We are committed to you and your learning. We are current in our professional knowledge and apply it throughout the program. We demonstrate leadership and engage in ongoing professional learning.

And most importantly, just as you will with your students,
we care and respect you as individuals,
and we seek to foster relationships that are
grounded in trust and integrity.

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APPENDIX 2

PRACTICUM REPORT GROWTH DESCRIPTORS – PRACTICUM I

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. They are meant to be used as observable behaviour guidelines so that anyone involved in the mentoring, supervisory or evaluation process has specific reference points that may be used to assist teacher candidates in their growth and development. The associate teacher may use the descriptors as a framework to provide feedback to the teacher candidate during practicum. This would allow both parties to have a common ground upon which to base their perceptions relative to specific areas of professional growth. They may use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the teacher candidate's overall level of achievement.

Level 4	Level 3	Level 2	Level 1
1. Professional Responsibility			
Communicates and collaborates with others to create a positive learning community	Engages in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Engages with assistance in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Has difficulty engaging in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community
Engages with ease in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community			
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	Fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	With prompting fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Has difficulty fulfilling responsibilities and commitments within the learning environment and engages in duties related to the teaching profession
Reliably fulfills responsibilities and commitments within the learning environment and actively engages in duties related to the teaching profession			
Completes assigned tasks according to agreed upon timelines	Usually meets deadlines for assigned tasks	Sometimes meets deadlines for assigned tasks	Infrequently meets deadlines for assigned tasks
Consistently meets deadlines for assigned tasks			
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Assumes professional responsibility for and manages own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Has difficulty assuming professional responsibility for and managing own behaviour
Confidently assumes professional responsibility for and manages own behaviour			
Takes responsibility for personal organization, including observation notes and Practicum Binder	Competently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Requires some direction to assume his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Has difficulty assuming his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom
Diligently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom			
Accepts constructive feedback and implements suggestions	Accepts constructive feedback and often implements suggestions	Occasionally accepts constructive feedback and sometimes implements suggestions	Has difficulty accepting constructive and rarely implements suggestions
Readily accepts constructive feedback and consistently implements suggestions			
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Usually takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Sometimes takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Rarely takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning
Consistently takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning			
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with some detail or analysis, occasionally informing practice	Rarely completes reflections
Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice			
Perseveres and makes an effort when responding to challenges	Usually perseveres and makes an effort when responding to challenges	Occasionally perseveres and makes an effort when responding to challenges	Rarely perseveres and makes an effort when responding to challenges
Consistently perseveres and makes an effort when responding to challenges			

2. Commitment to Learners

Criteria				
Interacts and engages with learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with learners to build rapport	With some understanding of diversity and equity, interacts and engages with learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Always upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Infrequently upholds the ethical standards for all learners

3. Instructional Process

Criteria				
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	Consistently identifies and refines lesson expectations that guide learning	Usually identifies and refines lesson expectations that guide learning	Sometimes identifies and refines lesson expectations that guide learning	Rarely identifies and refines lesson expectations that guide learning
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	Content is extensively detailed and concepts, facts, and skills are logically sequenced and clearly linked to the curriculum expectation(s)	Content is detailed and concepts, facts, and skills are sequenced and linked to the curriculum expectation(s)	Content lacks detail with little consideration given to the sequencing of concepts, facts, and skills; link(s) to the curriculum expectation(s) are unclear	Content is sparse and as a result no consideration is given to the sequencing of concepts, facts, and skills; links to the curriculum expectation(s) are missing
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	Independently assesses learners' prior learning experiences and needs	With minimal assistance assesses learners' prior learning experiences and needs	With some assistance assesses learners' prior learning experiences and needs	Even with assistance, has difficulty assessing learners' prior learning experiences and needs
Makes adjustments to meet the diverse needs of learners	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Plans for the learning environment and resources	Expertly sets up the classroom environment and selects appropriate resources	Sets up the classroom environment and selects appropriate resources	Some consideration given to the set-up of the classroom environment and the selection of resources	Little consideration given to the set-up of the classroom environment and the selection of resources
Plans and implements teaching/learning strategies to facilitate learning	Teaching/learning strategies clearly support the development of content; highly effective implementation	Teaching/learning strategies support the development of content; effective implementation	Teaching/learning strategies occasionally support the development of content; adequate implementation	Teaching/learning strategies fail to support the development of content; implementation unsuccessful
Plans a consolidation and/or application task	Creates a succinct consolidation that reviews the content developed in the lesson; provides an application task that allows learners to purposefully apply the content	Creates a consolidation that reviews the content developed in the lesson; provides an application task that allows learners to apply the content	Creates a consolidation with some review of the content developed in the lesson; provides an application task that allows learners to apply the content with some difficulty	Creates a consolidation with little or no review of the content developed in the lesson; application task is not provided or does not allow the learners to apply the content
Engages learners' interests	Motivates all learners through an introductory activity	Motivates most learners through an introductory activity	Motivates some learners through an introductory activity	Has difficulty motivating learners through an introductory activity

Criteria				
Uses some technologies and resources to facilitate learning	Where appropriate integrates technology seamlessly; strategic use of resources	Where appropriate integrates technology; effective use of resources	Minimal integration of technology; needs assistance with use of resources	Poor integration of technology; inappropriate use of resources
Uses questioning and inquiry to facilitate learning	Uses questioning techniques that encourage a wide range of levels of thinking; engages all learners	Uses questioning techniques that encourage a range of levels of thinking; engages most learners	Uses questioning techniques that encourage a limited range of levels of thinking; engages some learners	Does not effectively use questioning techniques
Provides learners with opportunities to apply their learning	Learners engage with considerable ease and/or understanding in an application task	Learners engage with moderate ease and/or understanding in an application task	Learners engage with some ease and/or understanding in an application task	Learners engage with difficulty and/or little understanding in an application task
Provides learners with opportunities to investigate, discover, and communicate their learning	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility	Usually promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Sometimes promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Rarely promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility
Checks for learners' understanding	Regularly checks for learners' understanding at several points during each lesson	Often checks for learners' understanding at one or two points during each lesson	Sometimes checks for learners' understanding	Rarely checks for learners' understanding
Aware of pacing and timing and the need for a contingency plan	Consistently paces and times the lesson to match learners' needs; effectively uses a contingency plan when appropriate	Typically paces and times the lesson to match learners' needs; uses a contingency plan when appropriate	Occasionally paces and times the lesson to match learners' needs; has some understanding of the need for a contingency plan	Has difficulty pacing and timing the lesson to match learners' needs; limited understanding of the need for a contingency plan
Uses grade appropriate assessment strategies that match expectations	Relates assessment directly to the expectation(s) with ease	Relates assessment directly to the expectation(s) with minimal assistance	Relates assessment directly to the expectation(s) with some assistance	Even with assistance, has difficulty relating assessment directly to the expectation(s)
4. Management and Communication				
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	Uses superior verbal communication practices	Uses effective verbal communication practices	Uses satisfactory verbal communication practices	Lacks effective verbal communication practices
Models appropriate written communication (i.e., spelling, grammar, vocabulary)	Uses superior written communication practices	Uses effective written communication practices	Uses satisfactory written communication practices	Lacks effective written communication practices
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	Uses superior non-verbal communication practices	Uses effective non-verbal communication practices	Uses satisfactory non-verbal communication practices	Lacks effective non-verbal communication practices
Demonstrates awareness of and responds proactively to off-task behaviours / Reinforces existing rules and routines and attempts new strategies	Demonstrates an excellent understanding of classroom management strategies and consistently applies these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Demonstrates an understanding of classroom management strategies and usually applies these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Demonstrates some understanding of classroom management strategies and sometimes applies these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Lacks an understanding of classroom management strategies and has difficulty applying these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings
Reinforces positive behaviour	Persistently recognizes and reinforces positive behaviour	Frequently recognizes and reinforces positive behaviour	Occasionally recognizes and reinforces positive behaviour	Rarely recognizes and reinforces positive behaviour

APPENDIX 3

PRACTICUM REPORT GROWTH DESCRIPTORS – PRACTICUM II BLOCK 1

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. They are meant to be used as observable behaviour guidelines so that anyone involved in the mentoring, supervisory or evaluation process has specific reference points that may be used to assist teacher candidates in their growth and development. The associate teacher may use the descriptors as a framework to provide feedback to the teacher candidate during practicum. This would allow both parties to have a common ground upon which to base their perceptions relative to specific areas of professional growth. They may use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the teacher candidate's overall level of achievement.

	Level 4	Level 3	Level 2	Level 1
1. Professional Responsibility				
Initiates communication and collaboration with others to create a positive learning community	Initiates and engages with ease in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Initiates and engages in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Initiates and engages with assistance in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Has difficulty initiating or engaging in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	Reliably fulfills responsibilities and commitments within the learning environment and actively engages in duties related to the teaching profession	Fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	With prompting, fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Has difficulty fulfilling responsibilities and commitments within the learning environment and engages in duties related to the teaching profession
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Confidently assumes professional responsibility for and manages own behaviour	Assumes professional responsibility for and manages own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Has difficulty assuming professional responsibility for and managing own behaviour
Takes responsibility for personal organization, including the Practicum Binder	Diligently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Competently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Requires some direction to assume his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Has difficulty assuming his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom
Accepts constructive feedback and implements suggestions	Readily accepts constructive feedback and consistently implements suggestions	Accepts constructive feedback and often implements suggestions	Occasionally accepts constructive feedback and sometimes implements suggestions	Has difficulty accepting constructive and rarely implements suggestions
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Consistently takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Usually takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Sometimes takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Rarely takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with some detail or analysis, occasionally informing practice	Rarely completes reflections
Responds purposefully to challenges	Consistently recognizes, accepts, and responds purposefully to challenges	Recognizes, accepts, and responds purposefully to challenges	With assistance is able to recognize, accept, and respond purposefully to challenges	Has difficulty recognizing, accepting, and responding purposefully to challenges
2. Commitment to Learners				

Criteria	Level 4	Level 3	Level 2	Level 1
Interacts and engages with all learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with all learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with all learners to build rapport	With some understanding of diversity and equity, interacts and engages with all learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with all learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Always upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Infrequently upholds the ethical standards for all learners
3. Instructional Process				
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	Consistently identifies and refines lesson expectations that guide learning	Usually identifies and refines lesson expectations that guide learning	Sometimes identifies and refines lesson expectations that guide learning	Rarely identifies and refines lesson expectations that guide learning
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	Content is extensively detailed and concepts, facts, and skills are logically sequenced and clearly linked to the curriculum expectation(s)	Content is detailed and concepts, facts, and skills are sequenced and linked to the curriculum expectation(s)	Content lacks detail with little consideration given to the sequencing of concepts, facts, and skills; link(s) to the curriculum expectation(s) are unclear	Content is sparse and as a result no consideration is given to the sequencing of concepts, facts, and skills; links to the curriculum expectation(s) are missing
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	Independently assesses learners' prior learning experiences and needs	With minimal assistance assesses learners' prior learning experiences and needs	With some assistance assesses learners' prior learning experiences and needs	Even with assistance, has difficulty assessing learners' prior learning experiences and needs
Makes adjustments to meet the diverse needs of learners	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Plans for the learning environment and resources	Expertly sets up the classroom environment and selects appropriate resources	Sets up the classroom environment and selects appropriate resources	Some consideration given to the set-up of the classroom environment and the selection of resources	Little consideration given to the set-up of the classroom environment and the selection of resources
Plans a consolidation and/or application task	Creates a succinct consolidation that reviews the content developed in the lesson; provides an application task that allows learners to purposefully apply the content	Creates a consolidation that reviews the content developed in the lesson; provides an application task that allows learners to apply the content	Creates a consolidation with some review of the content developed in the lesson; provides an application task that allows learners to apply the content with some difficulty	Creates a consolidation with little or no review of the content developed in the lesson; application task is not provided or does not allow the learners to apply the content
Engages learners' interests	Motivates all learners through an introductory activity	Motivates most learners through an introductory activity	Motivates some learners through an introductory activity	Has difficulty motivating learners through an introductory activity
Uses a variety of teaching/learning strategies to facilitate learning	Teaching/learning strategies are diverse and stimulate a high degree of learner involvement	Teaching/learning strategies are varied and stimulate learner involvement	Teaching/learning strategies are somewhat varied and sporadically stimulate learner involvement	Teaching/learning strategies are not varied and rarely stimulate learner involvement
Uses innovative technologies and resources to facilitate learning	Where appropriate integrates technology seamlessly; strategic use of resources	Where appropriate integrates technology; effective use of resources	Minimal integration of technology; needs assistance with use of resources	Poor integration of technology; inappropriate use of resources

Criterion			
Uses questioning and inquiry to facilitate learning	Uses questioning techniques that encourage a wide range of levels of thinking; engages all learners	Uses questioning techniques that encourage a range of levels of thinking; engages most learners	Uses questioning techniques that encourage a limited range of levels of thinking; engages some learners	Does not effectively use questioning techniques
Provides learners with opportunities to apply their learning	Learners engage with considerable ease and/or understanding in an application task	Learners engage with moderate ease and/or understanding in an application task	Learners engage with some ease and/or understanding in an application task	Learners engage with difficulty and/or little understanding in an application task
Provides learners with opportunities to investigate, discover, and communicate their learning	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility	Usually promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Sometimes promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Rarely promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility
Checks for learners' understanding	Regularly checks for learners' understanding at several points during each lesson	Often checks for learners' understanding at one or two points during each lesson	Sometimes checks for learners' understanding	Rarely checks for learners' understanding
Aware of pacing and timing and the need for a contingency plan	Consistently paces and times the lesson to match learners' needs; effectively uses a contingency plan when appropriate	Typically paces and times the lesson to match learners' needs; uses a contingency plan when appropriate	Occasionally paces and times the lesson to match learners' needs; has some understanding of the need for a contingency plan	Has difficulty pacing and timing the lesson to match learners' needs; limited understanding of the need for a contingency plan
Uses grade appropriate assessment strategies that match expectations	Relates assessment directly to the expectation(s) with ease	Relates assessment directly to the expectation(s) with minimal assistance	Relates assessment directly to the expectation(s) with some assistance	Even with assistance, has difficulty relating assessment directly to the expectation(s)

4. Management and Communication

Criterion			
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	Uses superior verbal communication practices	Uses effective verbal communication practices	Uses satisfactory verbal communication practices	Lacks effective verbal communication practices
Models appropriate written communication (i.e., spelling, grammar, vocabulary)	Uses superior written communication practices	Uses effective written communication practices	Uses satisfactory written communication practices	Lacks effective written communication practices
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	Uses superior non-verbal communication practices	Uses effective non-verbal communication practices	Uses satisfactory non-verbal communication practices	Lacks effective non-verbal communication practices
Responds proactively to off-task behaviours	Responds consistently and appropriately to off-task behaviours resulting in minimal disruption to the learning environment	Often responds to off-task behaviours resulting in limited disruption to the learning environment	Occasionally responds to off-task behaviours resulting in some disruption to the learning environment	Seldom responds to off-task behaviours resulting in significant disruption to the learning environment
Practices inclusive management strategies	Consistently and successfully applies existing and novel classroom management strategies that uphold the school's expectations for learner conduct	With considerable consistency and success applies existing classroom management strategies that uphold the school's expectations for learner conduct	With some consistency and success applies existing classroom management strategies that uphold the school's expectations for learner conduct	Has difficulty applying classroom management strategies that uphold the school's expectations for learner conduct
Encourages the development of learning skills and work habits	Consistently encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Often encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Occasionally links learning skills and work habits to lesson content and process	Rarely links learning skills and work habits to lesson content and process
Identifies available supports within and beyond the classroom to facilitate learning (e.g., education assistant, resource teacher)	Readily identifies and accesses available supports within and beyond the classroom to facilitate learning	Usually identifies and accesses available supports within and beyond the classroom to facilitate learning	Occasionally identifies and accesses available supports within and beyond the classroom to facilitate learning	Has difficulty identifying and accessing available supports within and beyond the classroom to facilitate learning

APPENDIX 4

PRACTICUM REPORT GROWTH DESCRIPTORS - PRACTICUM II BLOCK 2

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. They are meant to be used as observable behaviour guidelines so that anyone involved in the mentoring, supervisory or evaluation process has specific reference points that may be used to assist teacher candidates in their growth and development. The associate teacher may use the descriptors as a framework to provide feedback to the teacher candidate during practicum. This would allow both parties to have a common ground upon which to base their perceptions relative to specific areas of professional growth. They may use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the teacher candidate's overall level of achievement.

	Level 4	Level 3	Level 2	Level 1
1. Professional Responsibility				
Sustains communication and collaboration with others to create a positive learning community	Readily cultivates professional relationships to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Cultivates professional relationships to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Cultivates with assistance professional relationships to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Has difficulty cultivating professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	Reliably fulfills responsibilities and commitments within the learning environment and actively engages in duties related to the teaching profession	Fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	With prompting fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Has difficulty fulfilling responsibilities and commitments within the learning environment and engages in duties related to the teaching profession
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Confidently assumes professional responsibility for and manages own behaviour	Assumes professional responsibility for and manages own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Has difficulty assuming professional responsibility for and managing own behaviour
Takes responsibility for personal organization, including the Practicum Binder	Diligently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Competently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Requires some direction to assume his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Has difficulty assuming his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom
Accepts constructive feedback and implements suggestions	Readily accepts constructive feedback and successfully implements suggestions	Often accepts constructive feedback and implements suggestions with considerable success	Occasionally accepts constructive feedback and implements suggestions with some success	Has difficulty accepting constructive feedback and rarely implements suggestions
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Consistently takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Usually takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Sometimes takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Rarely takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with some detail or analysis, occasionally informing practice	Rarely completes reflections
Responds purposefully to challenges	Consistently recognizes, accepts, and responds purposefully to challenges	Recognizes, accepts, and responds purposefully to challenges	With assistance is able to recognize, accept, and respond purposefully to challenges	Has difficulty recognizing, accepting, and responding purposefully to challenges

2. Commitment to Learners

Criterion				
Interacts and engages with all learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with all learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with all learners to build rapport	With some understanding of diversity and equity, interacts and engages with all learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with all learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Always upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Infrequently upholds the ethical standards for all learners

3. A) Instructional Process – Series of Lesson Plans (i.e., Unit Planning)

Criterion				
Sequences specific expectations	Consistently selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Typically selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Sometimes selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Has difficulty selecting, sequencing, and refining appropriate expectations over a series of related lessons
Considers pacing and timing when unit planning	Uses pacing and timing accurately and consistently when planning	Uses pacing and timing with considerable accuracy and consistency when planning	Uses pacing and timing with some accuracy and consistency when planning	Minimal evidence of consideration given to pacing and timing when planning
Plans for and supports the improvement of learning skills	Consistently and seamlessly builds learning skills into lesson and unit planning and continually supports learners in developing such skills	Frequently builds learning skills into lesson and unit planning and usually supports learners in developing such skills	Occasionally builds learning skills into lesson and unit planning and sometimes supports learners in developing such skills	Has difficulty building learning skills into lesson and unit planning
Makes adjustments to meet the diverse needs of all learners	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative)	Uses a wide variety of assessment strategies to inform learning with a high degree of effectiveness	Uses varied assessment strategies to inform learning with considerable effectiveness	Uses assessment strategies to inform learning with some effectiveness	Rarely uses assessment strategies
Matches assessments with achievement chart categories	Always relates assessment(s) directly to the achievement chart categories	Usually relates assessment(s) directly to the achievement chart categories	Sometimes relates assessment(s) directly to the achievement chart categories	Has difficulty relating assessment(s) directly to the achievement chart categories

3. B) Instructional Process – Individual Lesson Plan and Delivery

Criterion				
Plans for individual lesson delivery	Plans for individual lesson delivery with thorough understanding	Plans for individual lesson delivery with considerable understanding	Plans for individual lesson delivery with some understanding	Plans for individual lesson delivery with limited understanding

Indicator				
Implements lessons using a variety of teaching/learning strategies to facilitate learning	Teaching/learning strategies are diverse and stimulate a high degree of learner involvement	Teaching/learning strategies are varied and stimulate learner involvement	Teaching/learning strategies are somewhat varied and sporadically stimulate learner involvement	Teaching/learning strategies are not varied and rarely stimulate learner involvement
Provides all learners with opportunities to investigate, discover, and communicate their learning	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility	Usually promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Sometimes promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Rarely promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility
Uses pacing and timing to enhance learning	Adjusts the pace of the lesson to enhance learning with a high degree of success	Adjusts the pace of the lesson to enhance learning with considerable success	Adjusts the pace of the lesson to enhance learning with some success	Has difficulty adjusting the pace of the lesson to enhance learning
Uses assessment to inform instruction and feedback	Uses assessment to inform instruction and feedback independently	Uses assessment to inform instruction and feedback with minimal assistance	Uses assessment to inform instruction and feedback with some assistance	Even with assistance, has difficulty using assessment to inform instruction and feedback

4. Management and Communication

Indicator				
Uses appropriate communication (i.e., verbal, written, non-verbal)	Uses superior communication practices	Uses effective communication practices	Uses satisfactory communication practices	Lacks effective communication practices
Practices inclusive management strategies	Consistently applies inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Frequently applies inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Sometimes applies inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Has difficulty applying inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings
Encourages the development of learning skills and work habits	Consistently encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Often encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Occasionally links learning skills and work habits to lesson content and process	Rarely links learning skills and work habits to lesson content and process
Identifies available supports within and beyond the classroom to facilitate learning (e.g., education assistant, resource teacher)	Readily identifies and accesses available supports within and beyond the classroom to facilitate learning	Usually identifies and accesses available supports within and beyond the classroom to facilitate learning	Occasionally identifies and accesses available supports within and beyond the classroom to facilitate learning	Has difficulty identifying and accessing available supports within and beyond the classroom to facilitate learning

Individual: Action Research Project (60% of final grade)

Conduct an *action research project*, whereby teacher candidates critically reflect on their teaching practice and develop, and systematically and carefully using the techniques of research *(& Inquiry)*

Marks Earned	Content / Development (80 Marks)
/5	The introduction provides sufficient background on the topic and previews major points - rationalizes necessity for global principles. The problem to be addressed is clearly stated and identifies and explains all issues involved.
/15	Context and Method (context description and work plan): Precisely and effectively applies appropriate research methods, techniques, models, frameworks, and/or theories. The plan is obviously appropriate and its effectiveness is specific and clearly described.
/15	Literature Review: The literature review is well written and clearly supports the identified problem. The articles/books used are peer reviewed and or recognized as high level.
/15	Discussion of Results: Results are appropriately and accurately described in extensive detail in relation to the research questions. Selects and prioritizes information appropriate to addressing the research problem, concept, or idea; accurately and appropriately analyzes and interprets relevant research information
/15	Implications and Next Steps: The reflections are thoughtful and clearly address the results of the intervention as well as next steps. Major points are stated clearly, are supported by specific details, examples, or analysis, and are organized logically.
/10	Organization: The information/content is presented in a logical, interesting, and effective sequence; topics flow smoothly and coherently from one to another are clearly linked; reader can easily follow the line of reasoning.
/5	The conclusion is logical, flows from the body of the paper, and conclusions are insightful, coherent, well supported, logically consistent, and complete

/10 APA Conventions & Readability and Style	/10 Oral Presentation of Action Research Project
• Citations of original works within the body of the paper follow APA guidelines. • The paper is laid out with effective use of headings, font styles, and white space. • Conventions of grammar and punctuation are followed. • Spelling is correct. • Sentence and paragraph transitions are logical and maintain the flow of thought throughout the paper. • The tone is appropriate to the content and assignment. • Sentences are complete, clear, and concise. • Sentences are well-constructed • Sentences are consistently strong and varied.	• The content presented orally is comprehensive, accurate, and/or persuasive. • Presents balanced, significant and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project; demonstrates in-depth knowledge of the content area.

(Assignment Courtesy of Glenda Black)

CHAPTER 8

GRADUATE TEACHER EDUCATION AT OISE: TRANSITION TO A FIVE-TERM PROGRAM

Doug McDougall, Jim Hewitt, David Montemurro, Clare Kosnik and Biljana Cuckovic

Ontario Institute for Studies in Education, University of Toronto

INTRODUCTION

In this chapter, we describe the two graduate teacher education programs at the University of Toronto. We think that this chapter will add to the conversation about teacher education as these two programs are offered at the graduate level. Our description of these two programs, which have existed at the University of Toronto for at least 15 years, will provide an insight into these two programs from a historical perspective. As well, we will describe some of the changes made to the programs based on the increase to two years for the bachelor of education programs.

Teacher education has been a central part of education at the University of Toronto since the implementation of the Degree of Pedagogy in 1894 and the establishment of the Faculty of Education in 1907. Since the merger of Ontario Institute for Studies in Education (OISE) and the University of Toronto's Faculty of Education in 1996, teacher education at OISE has continued to deepen and diversify.

In 2014, in response to the Government's decision to substantially reduce the enrolment of students in teacher education programs, decrease per-student funding, and shift towards a new four-term degree framework, OISE repositioned itself as an all-graduate faculty of education in line with the University of Toronto's differentiated role as Ontario's leading research-intensive university. This decision resulted in the discontinuation of OISE's undergraduate programs of professional education, and a major expansion of OISE's graduate teacher education programs including the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE).

OISE's two graduate teacher education pathways include additional research components that, over the course of five academic semesters, deepen links between research and practice and prepare teacher candidates to undertake informed leadership roles within their profession. As graduate programs, the MT and the MA-CSE are governed by the University of Toronto School

of Graduate Studies (SGS), which defines and administers university-wide policies and regulations for graduate education, ensuring consistency and high standards throughout the University.

THEORETICAL FRAMEWORK

The conceptual framework for OISE's teacher education evolved over a lengthy period of continuous program improvement and includes seven shared principles derived from research on best practices in teacher education:

1. Teaching Excellence,
2. Research-based and Research-driven,
3. Cohort-based Learning Communities,
4. Coherence,
5. Faculty Collaboration,
6. School/Field/University Partnerships, and
7. Equity, Diversity and Social Justice.

The figure below depicts OISE's conceptual framework for Teacher Education including the seven shared principles and how they inform the design of OISE's two graduate teacher education programs (see Darling-Hammond (2006) for a synthesis of the characteristics of a well-designed teacher education program).
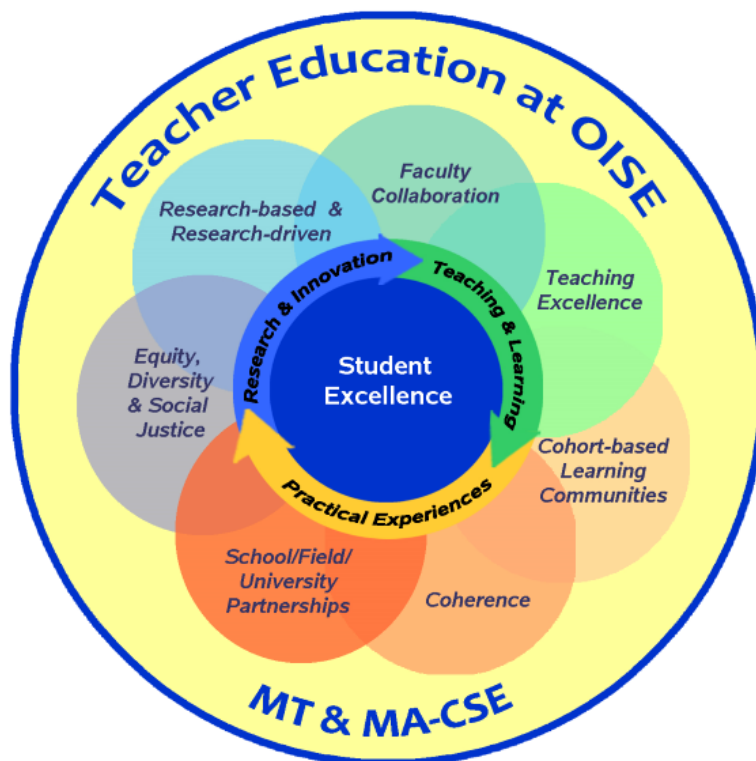

Figure 1. Teacher Education at OISE: The Conceptual Framework.

TEACHING EXCELLENCE

OISE's teacher educators model powerful instruction for our teacher candidates and strive to be recognized in the field—and within the University—for exemplary teaching, as well as for exemplary research. Teaching is at the heart of OISE's mission and our students expect and deserve the best. The University of Toronto President's Teaching Award and OISE's Teaching Awards are important ways of recognizing excellence in teaching. Both MT and MA-CSE faculty members have been recipients of these awards, including the Award for Distinguished Contributions to Teaching, the Award for Excellence in Initial Teacher Education and the Award for Excellence in Graduate Education. In addition, OISE faculty members involved in teacher education programs have been recipients of other prestigious awards such as the Distinguished Professor Award and Canada Research Chair.

RESEARCH-BASED AND RESEARCH-DRIVEN

One trend in teacher education programs is towards enhancing the development of teachers as researchers (Brown, Rowley & Smith, 2014; Burn & Mutton, 2015). At OISE, we generate research and provide leadership for inquiry in Canada and beyond. We have developed targeted strategies for sharing our research with practitioners to influence practice, with academics to increase the knowledge base, with policy makers to influence teacher education policy, and with the community for outreach and advocacy. Our faculty members in both programs bring researcher expertise and excellence in pedagogy to their courses. For example, the MA-CSE faculty research targets a wide range of issues that are relevant to the teacher education program, child development, and teaching more generally. For example, Professor Ganea and Professor Lee are noted developmental psychologists whose work helps teacher candidates understand children's moral development, symbolic development and the construction and comprehension of scientific concepts as well as children's learning from stories and picture books.

The MT faculty research answers critical questions regarding teacher learning that informs the program development. For example, Professor Kosnik and Professor Beck have been conducting a longitudinal study of teachers: 20 who are completing their tenth year of teaching and 22 who are completing their eighth year of teaching. In addition, an inquiry orientation provides our graduates of both programs with a base for their own professional learning throughout their careers as they integrate theory and research in their professional practice.

COHORT-BASED LEARNING COMMUNITIES

OISE's teacher education programs are delivered in cohorts where groups of teacher candidates learn together for much of their program, a design strongly supported in the teacher education research. Strong School-University partnerships support the quality of student experience, increase the sense of community, and allow us to be more responsive to student needs (Schulz, 2005). The cohort learning experience also models in action the kind of professional learning community found in "best practice" schools.

In their format and structure, both the MT and MA-CSE are deeply committed to the cohort model because of the many benefits for students. For example, the MT program uses cohort groups in a variety of ways with classes of 25 to 30 students led by accomplished educators—cohort

advisors—who use interactive, constructivist pedagogies. Each cohort represents a learning community and cohort students have all of their classes together, with the exception of the teaching subjects in Junior/Intermediate and Intermediate/Senior divisions, as well as the elective courses in Year 2 of the program.

In MA-CSE, 66 first- and 66 second-year teacher candidates are divided into two flexible cohorts in order to provide smaller class sizes and enable cohort students to form a community of learners. Cohorts in both programs come together and participate in extracurricular programing offered to all OISE's teacher candidates through the Office of the Registrar and Student Services.

COHERENCE

Building coherence and avoiding fragmentation is a particular challenge in institutions with multiple pathways that lead to the teaching profession, as well as within large programs (Hammerness, 2006). In both programs, courses are designed to interconnect in content and design providing teacher candidates with a coherent program of study. Kosnik and Beck (2011) suggest that instructional strategies should be taught so that students can see the connections. Aiming at greater coherence while also maintaining a commitment to innovation, we stress links between theory and practice, constantly making connections and identifying unifying themes and patterns. In core program components, faculty members and instructors strive for coherence across programs, while within cohorts there is an attempt to connect ideas and themes across the various courses. For example, in the MA-CSE program, the Curriculum course and the Practicum Course are tied to the Child Study and Childhood Education Seminar courses, as teacher candidates may be asked to "study" a child within a particular curriculum context or may be asked to plan a lesson in a specific curriculum area.

The MT program strives towards coherence in various ways. For example, each course taught in the program is assigned a course lead. The course lead is an experienced instructor and his/her main role involves mentoring and supporting fellow instructors of a specific course. Routine meetings of course leads contribute to cross-program coherence, with shared insights on how each course is intentionally promoting program priorities. Coherence is built through the sharing of effective practices and ensuring alignment in assessment and assignments for each course.

FACULTY COLLABORATION

It is through a high level of faculty collaboration that the other principles are made possible. In such a large institution, people have to work together to build coherence and ensure a solid high quality of academic programs. Practical examples of such collaboration include regular meetings of faculty members in both programs to discuss program related issues, as well as meetings of the Graduate Teacher Education Group led by the Associate Dean, Programs that engages members from both programs in cross-program discussions and collaboration. Other examples include team-teaching, mentoring, working collaboratively with graduate students, sharing of resources and expertise, and developing elective areas within the MT program including school leadership, social justice education, etc., which reflect OISE's research strengths and allows faculty from all departments to contribute to teacher education. Some of our faculty members teach in both programs promoting faculty collaboration and coherence.

SCHOOL/FIELD/UNIVERSITY PARTNERSHIPS

The wisdom of field practitioners and the knowledge of university researchers and faculty members can be combined to create more diverse and successful ways of impacting the learning of teacher candidates. OISE's teacher education programs work in close partnership with a number of schools in ten school boards in the Greater Toronto Area, as well as a number of independent schools. All OISE's partner schools, including independent schools, comply with the Ontario curriculum, and teacher candidates are placed with members of the Ontario College of Teachers members who are in good standing. Our field experiences are informed by research that advocates for strong links between schools and university-based instruction (Darling-Hammond, 2006; Darling-Hammond & Baratz-Snowden, 2007): both programs connect courses and field experiences by inviting guest lecturers from the field, and arranging joint professional development with schools and school districts. For example, the MT program has a Partnership Advisory Committee consisting of faculty, principals, and teacher liaisons. This group meets semi-annually to discuss practicum, as well as program issues including research, professional development, and feedback on school-university partnerships activities. This collaboration helps to bridge the theory and practice of teaching and learning.

The MA-CSE program relies heavily on its ongoing collaboration with the on-site Laboratory School that serves children from preschool to Grade Six. In addition, many field partnerships provide our teacher candidates with experience in the public, Catholic and independent school settings across a number of school boards.

EQUITY, DIVERSITY AND SOCIAL JUSTICE

OISE offers an intellectually rich and supportive environment guided by the highest standards of scholarship and a commitment to equity and social justice. Our commitment to these values provides evidence of our concern for equitable school environments for all, and an honouring of human rights principles. Principles of equity, diversity and social justice permeate all aspects of our programs and are both modelled and taught in classes so that teacher candidates can experience and consider social justice in their own practice. In addition, the Student Services unit offers series of workshops and a conference on Social Justice and Equity Leadership in Schools. These events provide a forum for teacher candidates in both programs to explore ideas, strategies and best practices related to actively building equitable classrooms, schools and communities. As part of our ongoing efforts to better address equity and diversity needs, the admissions process for both programs is particularly important.

The MT and MA-CSE programs are taking steps to inform their admissions processes that reflect OISE's commitment to improve equity and accessibility including increasing diversity among students. We created a Committee on Diversity in Admissions to focus on recruiting and retaining diverse students. In addition, we are collecting data on the diversity of our existing students through our Diversity in Recruitment and Admissions Working Group. In addition, as part of the Statement of Intent, MT program requires applicants to describe a specific life experience and explain how this demonstrates an openness and/or commitment to working towards equity in diverse classrooms, schools and communities. These practices reflect findings in scholarship on how to support inclusive-minded teacher candidates (DeLuca, 2012). Specifically, applicants are asked to describe what specific action(s) would they take as a teacher to develop positive

relationships with students, families, and communities including those traditionally underserved in the educational system.

PROGRAM DESCRIPTION AND GOALS

MASTER OF TEACHING

Established in 2000 and housed within the Department of Curriculum, Teaching and Learning, the Master of Teaching (MT) program is one of the largest teacher education programs in Canada, combining a master's degree with elementary or secondary teacher certification. The program offers specialization in the following three areas: (1) Primary/Junior, (2) Junior/Intermediate or (3) Intermediate/Senior. In 2013-2014, there were about 150 students in the program: 75 in each year. In 2016-2017, there will be 720 students in the program with about 360 students in each year (for comparison, OISE traditionally graduated between 1200 and 1400 teacher candidates per year over the past five years). This massive expansion of graduate teacher education candidates required us to think about the features of the two programs and the new teacher education requirements planned for September 2015 in unique ways.

The MT program is built around courses, research seminars, special events and practice teaching placements. In these courses and activities, teacher candidates engage in oral and written communication and an exploration and understanding of educational research through essays, collaborative learning activities and practical experiences, all of which help prepare candidates to be effective teachers. Strictly adhering to and incorporating OCT accreditation requirements, the MT program is research-infused and qualitatively strong. Every course in the program is reviewed, approved and governed in accordance with the policy and grading requirements set by the School of Graduate Studies. This is one mechanism that assures graduate level academic standards and the articulation of high expectations for students. The MT program has embraced the provincial enhanced learning outcomes including emphasis on new content areas such as supporting English language learners and Aboriginal Education. Studying in the program involves membership in a research and knowledge mobilization community that includes partner schools, graduate students and OISE faculty who collaborate in teaching, research and knowledge mobilization activities.

The Master of Teaching program's combination of teacher education and graduate degree reflects our commitment to excellence, and is intended to produce teacher-leaders who can utilize research and theory in their careers as educators, and who work to transform education through their passionate commitment to culturally relevant and research-informed teaching and a dedication to help each student reach their full potential. Specifically, aiming to enhance and extend the critical and theoretical experiences, the program provides teacher candidates with conceptual grounding in human development, educational technology, curriculum, teaching, and learning, coupled with strong professional skills.

In the MT program, teacher candidates complete four 4-week practicum placements throughout their five-term program. Prior to each practicum, MT candidates also have two observation days in their classrooms. The first practicum occurs after seven weeks of classes at OISE. For many of the courses (e.g., methods and foundations courses), the first seven weeks prepare the MT candidates for practicum in areas such as lesson planning, classroom management, professional conduct, curriculum documents, theory and practice, etc. The second practicum takes place from

mid-February to mid-March. In Year 2 of the program, candidates complete their third placement in the fall (November) and the final practicum placement in the winter (February/March). In each placement, faculty advisors support teacher candidates and associate teachers through field visits, classroom observations and ongoing school communications. All of the MT courses involve a theory and practice component. For many of the courses, candidates collect artifacts from their practicum or engage in reflection about their teaching and connect these experiences to current research and theory. Collectively, these myriad strategies promote a meaningful interplay between classroom practice, educational research and professional reflective inquiry.

The Master of Teaching program prepares the next generation of educational leaders to transform education through research-informed teaching. Key program components designed to facilitate this growth occur in two graduate-level research courses, which guide the production of the Master of Teaching Research Project. The MTRP has a vital two-fold role to play in this endeavour: 1) to engage students in intellectually challenging graduate-level studies of educational research, academic scholarship, and knowledge production, and 2) to enable students to develop educational expertise through research in a chosen field of study. Opportunities to further augment graduate level inquiry occur in two electives wherein MT candidates take graduate courses alongside other OISE M.Ed., M.A. and Ph.D. students who are educational practitioners and thought leaders working in a range of educational settings.

Each MT teacher candidate is a member of a cohort comprised of about 30 candidates. This means that candidates share almost all of their classes with the same group of people. OISE's MT decision to keep students together in cohorts developed out of efforts to foster a collaborative academic culture. Over the five-term program, each cohort transforms into a highly cohesive community of professional educators who are dedicated to excellence in teaching, learning and research. Each cohort is assigned a cohort advisor who is also one of the cohort instructors. The concept of a cohort advisor is similar to a "homeroom teacher". The main role for the cohort advisor is to connect with their teacher candidates, communicates program items and updates, listen to candidates' concerns, and liaise with the MT leadership team. The MT program values having a supportive cohort advisor as it ultimately improves the students 'experience in the program.

School-based Cohorts
The MT program offers a school-based cohort at the P/J and I/S levels. The school-based P/J cohort is housed at Ryerson Community School in the Toronto District School Board. This cohort strives to connect the theories of teaching and learning to practice in the real world—with a strong focus on social and eco-justice education. The I/S school-based cohort is located at the University of Toronto Schools (UTS) where teacher candidates observe classroom teaching practice, learn from presentations by UTS teachers and students, and engage in service-learning projects focused on promoting global citizenship. One of the many benefits of the MT school-site cohorts involves the direct engagement of teacher candidates and MT faculty in partnership schools. Teacher candidates contribute to the active partnership with the school via volunteering in co-curricular and classroom activities, leading summer camps and supporting teacher research projects.

MASTER OF ARTS IN CHILD STUDY AND EDUCATION

Established in 1997 and housed within the Department of Applied Psychology and Human Development, the Master of Arts in Child Study and Education (MA-CSE) is a full-time five-term, non-thesis MA that qualifies graduates to teach in elementary schools (Kindergarten to Grade 6) in Ontario. The program is intended to produce teacher-leaders who can apply research and theory in child study to their careers as educators. Child Study is an orientation that includes broad child development theories and methods, along with understanding children through experience and direct observation. Strictly adhering to and incorporating OCT accreditation requirements, the program offers two fields of study.

(1) Practice-Based Inquiry (PBI) in Psychology and Educational Practice is built on the use of collaborative inquiry and data-based decision-making to enhance teachers' practice and student learning and success. The PBI field provides students with a foundation in the use of a broad range of information sources to address questions of practice using an inquiry cycle. Students complete a Professional Practice Project in their second year that connects to their practicum experience.

(2) Research-Intensive Training (RIT) in Psychology and Education, the second field provides a unique opportunity for future scholars interested in psychology and education to pursue concurrent training in research and elementary teacher certification. Typically interested in further graduate studies at the doctoral level, in the second year of the program students complete a Major Research Paper in an area of interest supervised by a faculty member.

The MA-CSE is a unique teacher education program in Canada, combining a Master of Arts degree with Primary/Junior teacher certification. The program's historical roots at the University of Toronto began in 1925; the former 2-year Diploma in Child Study and Education was deemed of such high quality by the School of Graduate Studies that in 1997 it became a Master of Arts degree, the first of its kind in Canada. The program is intended to prepare teachers who have the necessary knowledge, skills, and dispositions to teach a diverse set of children, and to base their teaching on evidence-based research.

In the MA-CSE, candidates begin their practica at the same time they begin their coursework. They complete three 8-week practicum blocks with each block comprised of 4 mornings per week. In the second year of the program students complete a more intensive practicum experience within one of the two academic terms. This experience consists of 4 full days at the start of the elementary school year and then an additional 12 weeks (3.5 days per week) with their Associate Teacher. All MA-CSE teacher candidates are exposed to research on children's learning through their coursework and via their interactions and observations of teaching practice in the Laboratory School where mentor teachers themselves are active researchers. Teacher candidates often participate in classroom-based innovations that are based on collaborative research projects among faculty, mentor teachers, and, in some cases, children. In fact, both fields of study in the MA-CSE program involve the use of research and inquiry.

As the MA-CSE program has expanded in size in the last few years, two cohorts were created from the incoming group of Year 1 students (Fall 2017). Each cohort (33 candidates per cohort) completes its first year core courses together. Students in the PBI field of study are split into three sections for the required course in Year 1 (APD1227), and students in the RIT field take their

required course in first year together (APD1209). In the second year of the program teacher candidates are divided into two cohorts that are based on their desired term for the practicum placement. Students can decide to take their intensive 12-week practicum experience in the fall and as a result complete all their academic term courses in the winter together. In turn, students who complete their practicum experience in the winter are placed together in the fall term to complete their academic coursework.

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PROGRAM COURSES, FIELD EXPERIENCES AND SHIFTS
IN PROGRAM STRUCTURES

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COURSES

Both the MT and MA-CSE programs are offered on campus in a face-to-face delivery format; both programs have two elective half courses, which may be offered online. In both programs, the course content includes theory, method and foundation courses and appropriate provisions are made to integrate theory and practice to help teacher candidates gain the breadth and depth of knowledge in all program areas coupled with a deep understanding of the teaching-learning process and an extensive repertoire of teaching strategies. Additionally, in both programs, courses and field experiences are connected through many innovative and lively approaches, going well beyond practicum experiences to invite guest lecturers from the field and arrange for joint professional development with schools and school districts.

FIELD EXPERIENCES

Strong relations with our field partners are critical for an effective teacher education program. OISE's teacher education programs work in close partnership with a number of schools and school boards in the GTA, as well as a number of independent schools. All OISE's partner schools including independent schools comply with the Ontario curriculum and teacher candidates are placed with members of the Ontario College of Teachers members who are in good standing.

Each program takes responsibility for the practicum, with similar but independent organizational arrangements as outlined in the practicum handbook for each of the programs. Practicum courses are required in each program and represent condition for successful completion of the program and degree conferral.

Master of Teaching
The practicum is an integral component of the Master of Teaching program, with four one-month placements across four of the five terms (totalling 88 days). The practicum provides teacher candidates with an opportunity to integrate academic preparation and educational studies in workplace learning. Field partners are provided with descriptions of practicum expectations and supports that set distinctive performance targets for each practicum so that teacher candidates' growth is scaffolded across their program experience. Each candidate is assigned a faculty advisor who liaises with the host teacher and provides field visits, providing support for both teacher candidates and associate teachers, who compose the final descriptive evaluation of the candidate's growth. Framed as a "professional experience", the practicum also provides teacher candidates with an opportunity to demonstrate they are meeting the Standards of Practice for the Teaching

Profession and the Ethical Standards for the Teaching Profession (Ontario College of Teachers, 2006).

Master of Arts in Child Study and Education
The MA-CSE program includes practicum experiences in both years of the program. In Year 1 the students enrol in APD2220, which consists of three 8-week practicum blocks. The students complete these three blocks of placement concurrently with their coursework. They are required to attend their assigned placement four mornings per week (Monday to Thursday) and then attend their academic classes in the afternoons. The students are also required to complete placements in a Kindergarten setting, a primary classroom setting, and a junior classroom setting in their first year. As outlined in the program's practicum handbook, students are provided with clear expectations and guidelines for their practica with both formative and summative assessments in each placement to provide feedback and evaluation. Overall, this results in 32 half-days (16 days) of placement within each of the three blocks, which results in a total of 48 days of placement in Year 1.

In Year 2 of the MA-CSE program, teacher candidates complete a twelve-week intensive practicum experience in either the fall or winter term. The placement consists of two full days plus three half days (all day Monday and Tuesday, and Wednesday, Thursday, and Friday mornings) for a total of 3.5 days per week for 12 weeks. This results in a total of 46 days of placement in Year 2. All second year teacher candidates are also in their placements for the first week of school, all day every day for these four days. They are there to see how a classroom is set up and organized for a successful school year.

In total, MA-CSE students complete 94 days of placement over the course of the five-term program. All of the schools the MA-CSE candidates are placed in follow the Ontario curriculum and Associate Teachers who are members of the Ontario College of Teachers in good standing supervise the MA-CSE candidates in their placements. The independent schools used by the program are asked to sign a form confirming that the teachers are OCT members.

PROGRAM STRUCTURE

Master of Teaching
The format of the MT Program is designed to support teacher candidates' development of strong practical and theoretical skills related to teaching, as well as professional dispositions as life-long learners; and is closely aligned with course content to facilitate achievement of program objectives. The MT is structured in a strategic effort to build coherence and develop candidates' professional skill, knowledge, and understanding. Attention is given to horizontal and vertical coherence among and between course components to reduce fragmentation and overlap. For example, the field experiences days in the MT program (days in school beyond the practicum) represent a way to link theory and practice and to deepen links with partner schools their first year of the program.

The program's format provides opportunities for candidates to delve deeply into the subject matter and related research in their coursework, as would all graduate students in a Master's program, with the additional requirement of having to actively translate this knowledge into practice in their assignments or practicum activities. At the start of year one (in CTL7014, Fundamentals of

Teaching, as well as the intermediate/senior subject area classes), students are introduced to a variety of strategies and skills (included lesson planning) needed for a smooth transition to their fall practicum. As expectations within student practica increase (leading up to 100% teaching in practicum four) skills and strategies are scaffolded with course work. Concurrently, candidates engage in graduate research in education (see courses CTL7006 and CTL7015) over a 20-month period, beginning in the fall of their first year.

This process supports ongoing engagement, reflection, and refinement of ideas related to education theory and professional practice. Further, in year two, MT students take two elective graduate courses outside of the program at OISE, allowing for increased breadth and depth of theoretical and practical competencies in their areas of educational expertise. These concurrent elements of the program support the overall development of teacher ability and of an inquiry stance among teacher candidates.

- Terms 1 and 2: September to April
    - Seven half-courses, September to April
    - Practicum placement 1, November
    - Practicum placement 2, February to March

- Term 3: May to August
    - Four half-courses

- Terms 4 and 5: September to April
    - Seven half-courses, September to April
    - Practicum placement 3, November
    - Practicum placement 4, February to March

CHANGES MADE IN 2014-2015 TO SATISFY NEW TEACHER EDUCATION REQUIREMENTS

MASTER OF TEACHING

In 2014-2015, in view of Ontario's Enhanced Teacher Education Program coming to effect in September 2015, the Master of Teaching program made curricular changes in order to meet the requirement of the Enhanced Teacher Education Program and incorporate new areas of study. This was accomplished by an increase in program requirements from 18 half-courses to 20 half-courses. Although many of the new core content areas outlined in the revised accreditation regulation were already embedded in existing MT courses, the program was better positioned to fully meet new accreditation requirements with the addition of the two new half courses in each of its concentrations (i.e. P/J, J/I and I/S), as part of the program's required course offerings. This provided the MT program with the flexibility needed to offer a high quality, rigorous program, while simultaneously meeting the new teacher accreditation requirements and adapting to the broader needs of an increasingly diverse student body.

The following changes introduced an increased emphasis on supporting English Language Learners, and learning about Aboriginal cultures, histories, perspectives and ways of knowing:

a) *CTL7003H: Curriculum and Teaching in Social Studies and Science Education*, formerly offered in the P/J and J/I concentrations, was closed. A new course, CTL7072H: Curriculum and Teaching in Social Studies and Aboriginal Education was introduced in its place.
b) In the P/J and J/I concentrations, the following two new courses were added: *CTL7018H: Curriculum and Teaching in Science and Environmental Education* and *CTL7019H Supporting English Language Learners.*
c) In the I/S concentration, the following two new courses were added:
- *CTL7019H Supporting English Language Learners*, and *CTL7070H Issues in Secondary Education 2.* This resulted in two Issues in Secondary Education courses (Part 1 and 2) with dedicated learning about both indigenous and environmental educational issues.

In addition, two elective half-courses (1.0 FCE) were added in the program which allows candidates to build from the core curriculum by selecting elective courses offered in other graduate departments at OISE (e.g. MT teacher candidates can select elective courses in *Social Justice Education, Aboriginal Education*, *Arts Education*, *Second Language Learning*, etc.).

These course changes enable MT candidates to acquire additional knowledge and skills in the above-mentioned mandatory core content areas including, for example, an asset-based approach to supporting culturally and linguistically diverse students, classroom environments that reflect, engage and celebrate the cultural and linguistic diversity of all students. These course changes also allow the students to recognize, for example, the importance of histories, cultures, contributions, perspectives and treaties to contemporary First Nations, Métis and Inuit communities, and understand the colonial experiences of Aboriginal peoples, such as residential school experiences and the ongoing impact of these experiences on their communities.

The Master of Teaching Research Project remains as a comprehensive requirement in the program embedded within the following two courses:
- *CTL7006H Reflective Teaching and Inquiry into Research in Education*, and
- *CTL7015H From Student to Professional*

There was also an expansion in the number of teaching subjects at the Intermediate/Senior level: The MT program went from offering four teaching subjects to offering 13 teaching subjects.

MASTER OF ARTS IN CHILD STUDY AND EDUCATION

By having a concurrent practicum and academic experience in their first year of the program candidates are able to bring queries and comments from their practica to classes and complete tasks in their practica that leverage the knowledge learned in courses. For example, in the first year Language Arts section of APD2210, the MA-CSE candidates learned about the key elements of the reading and writing process in class and about informal tools that could be used to assess these various elements in children. They also learned how to understand the results in terms of the child's reading and writing development.

As their final assignment for this course, the candidates were required to work with an "average-performing" child in their placement and complete a set of informal assessments to better understand the child's reading and writing proficiency. The candidates worked in pairs for this assignment to enable collaborative learning and were required to then provide ideas for next steps in instruction given the child's performance. This type of assignment in which coursework connects to the practicum is common across many of the program's courses and particularly the two Child Education Seminars.

The program's format provides opportunities for candidates to delve deeply into the subject matter and related research in their coursework, as would all graduate students in a Master's program, with the additional requirement of having to actively translate this knowledge into practice in their assignments or practicum activities.

In the MA-CSE program, the first year seminar course—which always included an emphasis on social justice issues, equity and critical pedagogy—was changed from a half-course to a full course to provide more extensive coverage of key topics such as Education Law and First Nations, Métis, Inuit (FNMI) Perspectives and Cultures, Histories and Ways of Knowing.

One of the former elective courses, entitled *Introduction to Special Education* and *Adaptive Instruction (APD2280H)*, was changed to a Year 1 required course. The course content for this course has been reviewed and modified to provide greater emphasis on mental health and well-being as well as equity and diversity in terms of understanding the intersection between culture and special education and adaptive instruction.

- Terms 1 and 2: September to April
    - Eight half-courses, September to April
    - Teaching Practicum (equals two half-courses i.e. 1.0 FCE), September to April and includes three 8-week teaching blocks, 4 mornings per week = 48 days
- Term 3: May to August
    - Two elective half-courses
- Terms 4 and 5: September to April
    - Six half-courses, September to April
    - Advanced Teaching Practicum (equals two half-courses i.e. 1.0 FCE) and includes 4 full days for 1 week followed by 12 sequential weeks of 3.5 days per week (2 full days and 3 mornings) = 46 full days.

Special Program Feature – Practicum for the MA (CSE) Program
Practicum placements are designed to provide teacher candidates with diverse experience in different school communities. This experience is a crucial part of acquiring the knowledge and skills to become a successful classroom teacher, and it is the 'laboratory' for applying ideas and connecting research to practice. Practicum placements provide the opportunity to work across a variety of schools, neighbourhoods and settings, different grade levels, research classrooms, and early years (i.e. Kindergarten) programs.

As described earlier, MA (CSE) students attend their assigned placement four mornings per week (Monday to Thursday) and then attend their academic classes in the afternoons. The students are

also required to complete placements in a Kindergarten setting, a primary classroom setting, and a junior classroom setting in their first year. As outlined in the program's practicum handbook, candidates are provided with clear expectations and guidelines for their practica with both formative and summative assessments in each placement to provide feedback and evaluation. Overall, this results in 32 half-days (16 days) of placement within each of the three blocks, which results in a total of 48 days of placement in Year 1.

In Year 2 of the MA-CSE program, teacher candidates complete a twelve-week intensive practicum experience in either the fall or winter term. The placement consists of two full days plus three half days (all day Monday and Tuesday, and Wednesday, Thursday, and Friday mornings) for a total of 3.5 days per week for 12 weeks. This results in a total of 46 days of placement in Year 2. All Year 2 candidates are also in their placements for the first week of school, all day every day for these four days. They are there to see how a classroom is set up and organized for a successful school year.

OPPORTUNITIES, CHALLENGES AND PROCESSES EXPERIENCED DURING TRANSITIONS

OPPORTUNITIES

This period of change precipitated numerous review processes as programs endeavoured to adapt to the provincial changes. OISE was, perhaps, faced with a less radical change than was experienced at other faculties. As a community with strong graduate programs, the policy shifts created a welcome opportunity to build upon the strengths that were already evidenced in our two existing graduate level teacher education programs. The transition occurred at a time when both graduate teacher education programs were undergoing preparations for accreditation, which afforded an additional level of resonance and value for the kind of self-study and program review precipitated by the introduction of the enhanced regulations. As such, the move to graduate-only teacher education at OISE has served as an opportunity to foster closer connections between other graduate programs and faculty at OISE, leading to a maturation of the institutional merger that began in the mid-1990s.

CHALLENGES

As with any large-scale institutional change, this one came with its incumbent challenges, including:
   a) The shifts in teacher education contributed to reductions of long-serving staff and instructors. These events occurred alongside by other institutional changes (new departmental structures, decanal renewal, changes in department chairs) that collectively contributed to a period of uncertainty.
   b) The overall reduction in student numbers created hard choices about which aspects of the programs would change, including the reduction in the number of teachable subjects offered in both the J/I and I/S levels. OISE had a long history of providing a pathway for tradespeople to enter the teaching profession through technological education. A graduate only program made this no longer viable.
   c) Similar to other faculties, members of the OISE community expressed apprehensions about any impacts on the diversity of applicants arising from the extended program length and

costs. Significant success in increasing access to student funding and tracking of applicants' demographic backgrounds were generated to help minimize systemic barriers.

PROCESSES

Consultation Process
A very extensive consultation process was undertaken to provide guidance and direction for the changes. There was a Teacher Education implementation committee to oversee the changes. In addition, the MT program had an implementation committee and four subcommittees: practicum, research project, courses and recruitment. Each of the subcommittees consisted of members from the four graduate departments as well as staff, students and instructors. There were many meetings and consultations throughout 2013-2014. The MA (CSE) program held a large number of meetings, focusing on course changes and the two new fields: Practice-Based Inquiry and Research-Intensive Training.

i)   OISE Strategic Advisory Group
Formerly known as the Dean's Advisory Board, the OISE Strategic Advisory Group's mandate is to provide advice to the Dean and the OISE community regarding issues that have the most significant impact on the accomplishments of the Institute's mission and goals, including the advancement of research, teaching and academic programs. Specifically, the Group:
- o Provides feedback regarding OISE's current objectives and activities, and advises on future possibilities, including long term planning and special initiatives;
- o Acts as a sounding board for new ideas generated by the Dean and OISE colleagues;
- o Act in an advisory and liaison capacity in relation to OISE's teacher education programs— the Master of Teaching (MT), and the Master of Arts in Child Study and Education (MA-CSE);

The Strategic Advisory Group consists of approximately ten to fifteen members selected by the Dean in consultation with OISE's Senior Leadership. Members are drawn from diverse communities and chosen for their expertise and insight.

Reporting to, and chaired by the Dean, the Strategic Advisory Group meets approximately twice a year. Members may also be called upon on an individual basis to provide the Dean or designates with advice from time to time and as appropriate. The term of office for members will normally be three years and is renewable. Processes that are open, consultative and collaborative in nature guide the Strategic Advisory Group's discussions.

ii)   Program Specific Initiatives
In addition to the OISE Strategic Advisory Group, there are program-specific committees that serve as an important channel of communication between the programs and partner schools. The MT Partnership Advisory Committee meets three times per year and fosters collaborative exploration of emerging issues, concerns, opportunities or areas of mutual interest for the program and its partner schools. In addition to program faculty, membership includes Principals, Vice-Principals and teachers from a cross-section MT partner schools.

The Dean's Advisory Board for the Dr. Eric Jackman Institute of Child Study Laboratory School meets semi-annually and provides advice on the key role of the Lab School especially related to placement opportunities, professional development and research activities in the School. Membership includes representatives of OISE administration including the Director of Jackman ICS, the Lab School Principal and representatives of the Lab School teachers, alumni, parents and the MA-CSE students.

SUMMARY

In this chapter, we describe the two graduate teacher education programs at the University of Toronto. OISE's graduate programs in teacher education are infused with high quality, cutting edge research and scholarship aimed at preparing educator-leaders with the expertise to teach other educators, and the ability to direct change and improvement in the educational system.

Both the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs provide teacher candidates with premier teacher education coupled with an advanced degree and the eligibility to apply for certification as elementary or secondary teachers in Ontario. The expanded program strongly supports our teacher candidates' understanding of Aboriginal education, English Language Learners and Mental Health issues and initiatives. We focus on teacher knowledge, content knowledge and pedagogical content knowledge to help our students be successful in their careers.

Additionally, graduate teacher education at OISE provides graduates with a broad range of career options in Canada and internationally—not only in the school system but also in the public and private sectors including health care, governmental and non-governmental organizations, business and community. It also prepares graduates for the furtherance of their academic research in education through doctoral studies as MT and MA-CSE graduates are eligible to apply for admission to doctoral programs in education at OISE, other Ontario universities, as well as at leading universities in Canada and around the world.

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CHAPTER 9

FROM PAST TO PRESENT: TOWARD AN ENHANCED INITIAL TEACHER EDUCATION PROGRAM AT QUEEN'S UNIVERSITY

Theodore M. Christou, Christopher DeLuca and Danielle LaPointe-McEwan

Queen's University

A SYNOPTIC HISTORY

1907 marked the foundation of the Faculty of Education at Queen's University (Queen's University, 1907). Along with a newly established education Faculty at the University of Toronto, Queen's replaced the Ontario Normal College in Hamilton, which had been granting a degree in pedagogy since 1893. The purpose of the Faculty of Education was to provide "practical and theoretical training of teachers of the Public and High School work of Ontario" (Queen's University, 1907). The establishment of these two faculties can be understood within the broader context of Ontario's initiative to modernize and professionalize teacher education at the time, particularly at the secondary and graduate levels (Bruno-Jofré & Cole, 2014).

The Bachelor of Pedagogy degrees that Queen's University granted between 1907 and 1920 endeavoured to balance instruction in theory, practice, and content-area knowledge. Teacher education at the Faculty of Education was only at the secondary level. The General Course of studies for teacher candidates had three parts. Part I comprised the study of: *History of Education and Educational Systems, The Principles of Education, Elementary and Applied Psychology, School Administration and School Law, School Management, General Method,* and *Special Methods* (Queen's University, 1907). Part II of the General Course corresponded to content- or discipline-oriented study concentrating on curriculum. Part III of the course was the practicum, or *Practice Teaching*, which also involved formal observation of teaching contexts (Queen's University, 1907).

Part I of the General Course of study, as described in the academic calendar, was heavily weighted towards the academic study of disciplines that would ground teacher candidates in the philosophy and history of education. A look at the first section of the General Course, *History of Education and Educational Systems*, makes evident the emphasis on establishing a theoretical 'foundation' upon which practical knowledge could be constructed:

> Evolution of Education in Primitive Society. Oriental Education. Greek Life and Education. Roman Life and Education. Education in Middle Ages. Scholasticism and the Rise of the Universities. Renaissance and the Rise of Humanism. Reformation and Counter-Reformation. Realism and Science in Education. Education according to Nature. Psychological and Sociological Aspects of Education. Education in Germany, Great Britain, United States, and Ontario. (Queen's University, 1907)

The General Course of study thus sought to strike a balance between three concerns: a) theoretical or foundational knowledge that could ground future teachers' understanding of the educational practice in broad, contextual, and philosophical grounds (Part I); b) content knowledge relating to the disciplines that future teachers would instruct (Part II); and c) pedagogical methods training, which could be achieved through observation of expert teachers and formal practicum experiences (Part III).

The model established in 1907 remained intact until the 1917-1918 academic year, where Part I of the General Course was reduced in scope to include only *History of Education*, *Science of Education*, and *School Organization and Management* (Queen's University, 1917). Formal instruction of teaching methodology was accentuated in The Course, bringing methods in line with the content-area emphasis of Part II. Part II remained focused on practice and observation (Queen's University, 1917).

In 1919-1920, the first part of the General Course was reorganized. The academic calendar reflects a thrust to increase the rigour of the historical component of study, with an emphasis on primary sources. Previous calendars had suggested the use of textbooks, but in 1919 it was recommended that teacher candidates interact with primary texts in the history of education:

> Educational Classics. – The study in class of selected portions of the following: Plato, Republic, Books I-IV; Quintilian, De Oratore; Vergerius, De Ingenuis Moribus; Milton, Tractate on Education; Locke, Some Thoughts concerning Education; Rousseau, Emile; Pestalozzi, How Gertrude Teaches Her Children; Herbart, The Science of Education; Froebel, The Education of Man; Spencer, Education – Intellectual, Moral and Physical; Dewey, Democracy and Education (Queen's University, 1919).

While it is impossible to infer from the sources how instruction proceeded, it can be inferred that teacher education at Queen's University during this period was not directed towards the cultivation of critical inquiry and reflection. Records of the summative examinations demonstrate that the emphasis of instruction was on rote memorization. This is particularly apparent in the extant examinations for teacher candidates, which are preserved in the Queen's University archives (Queen's University, 1914).

In 1920, the Ontario Department of Education reorganized teacher education in the province and centralized the study of education to the Ontario College of Education in Toronto. The Faculty of Education in Kingston remained closed for nearly a half century. In 1965, the Ontario government re-established the Faculty of Education at Queen's, opening in 1968 as the McArthur College of Education. This, again, must be understood within a broader reorganization of teacher education— striving towards increased levels of professionalization, academic rigour, and collaboration with

universities, that fit within a reformulation of Ontario's post-war socio-economic aims (Bruno-Jofré & Cole, 2014). In 1968, acceptance to the teacher education program, which now granted a Bachelor of Education, required the completion of an undergraduate degree. The Faculty of Education now included professional education of teachers at all levels. Graduates would be prepared to teach students in two of the province's public school divisions: a) Primary (Grades 1-3); b) Junior (Grades 4-6); c) Intermediate (Grades 7-9); and Senior (Grades 10-13). Their certification would be at the Primary/Junior, Junior/Intermediate, or Intermediate/Senior divisions (P/J, J/I, or I/S, respectively).

History and philosophy of education, collectively referred to as the Foundations of Education, resumed their predominant position in the program of study, inclusive of educational sociology (Queen's University, 1968). A point system was put into place in order to "implement the double objectives of (1) providing individualized study plans for candidates, and (2) ensuring that their selections satisfy graduation and certification requirements" (Queen's University, 1968). According to this system, the Foundations were the first of five components listed in the curriculum, and the area of study assigned the most time in the schedule (8-10 hours weekly; valued at 40 points, as measured by the point system) (Queen's University, 1968). The other program components included content-area, or discipline-specific courses, as well as a formal practicum. While the program was not formally divided into three parts, as it had been in its first iteration, foundational, disciplinary, and methodological knowledge were evidently the three pillars of learning.

The structure of the program in the late 1960s clearly established the Foundations as a vital aspect of teacher education. The calendar at the time explained that the *Educational Foundations* course was the only course uniformly required of all teacher candidates, with the following justification provided:

> Properly regarded, the several studies comprising Education Foundations have an important place in the preparation of professional educators. It is not enough for the practitioner to master the skills related to his work; he must also develop a conceptual framework for proper understanding and criticism of both his work and its general educational setting. These options help to strengthen the professional competence of teacher candidates by providing them with the distinctive insights and analytical perspectives peculiar to each discipline. (Queen's University, 1968)

The model of teacher education that was established in 1968 at Queen's remained effectively unchanged at the school until 1974 (Queen's University, 1970; Queen's University, 1971; Queen's University, 1972; Queen's University, 1973). The period from 1974 to present has seen shifts in teacher education marked by the decline of the Foundations and the rise in emphasis on curricular knowledge and methodological training (Christou, 2010). The 1974-1975 academic calendar from the Faculty of Education describes important changes to teacher education at Queen's. The point system was replaced by course credits that would be counted on a credit hour basis. Each area of the teacher education curriculum carried a value of six credit hours, while options in the Foundations were weighted between four and eight credit hours (Queen's University, 1974). To satisfy program requirements, candidates needed to acquire thirty-four credit hours, twelve of

which were earned through Foundational Studies, with the remainder in area of Curriculum, Professional Studies, Practicum, and Special Studies (Queen's University, 1974).

Of particular importance was the favourable shift in credit value assigned to the study of Curriculum. It was the first time the academic calendar showed that content-area study had equal value to that of the Foundations. Teacher candidates were to choose two of *Contemporary Issues and Human Problems, History and Comparative Education, Philosophy, Psychology,* and *Sociology* and earn 1.5 credits for their study (Queen's University, 1974). Teacher candidates also chose two content area topics to study (e.g., *Language, Mathematics, Science*) for equal credit. The equal valuation of Foundational Studies and Curriculum lasted until 1979, when Curriculum was given greater weight than that assigned to any other component of the program (Queen's University, 1979).

PROGRAM COMPONENTS

Foundational Studies	1.5 course credits
Curriculum	2.0 course credits
Professional Skills	0.5 course credit
Practicum	0.5 course credit
Special Studies	0.5 course credit
TOTAL REQUIREMENT	5.0 course credits

This program model was unchanged until 1995 (Queen's University, 1980; Queen's University, 1981; Queen's University, 1983; Queen's University, 1985; Queen's University, 1991; Queen's University, 1993; Queen's University, 1994). The 1995-1996 academic calendar was notable because the term "Foundations" was entirely absent. Instead, the calendar showed that the Foundations had been split into two areas—Educational Studies and Learning and Development in Education (LERN), and Social and Contextual Studies in Education (SOCS) (Queen's University, 1995). LERN courses were "concerned with sociological, psychological, historical, philosophical, aesthetic, political, and institutional studies in education with a focus on the individual learner" (Queen's University, 1995). SOCS courses dealt with "sociological, psychological, historical, philosophical, aesthetic, political, and institutional studies in education with a focus on the broader contextual aspects of education and schooling" (Queen's University, 1995).

While the 1995-1996 academic calendar described no alterations to the program structure or the description of courses, there was an important change in the admission criteria required for applicants to prepare for Primary/Junior division work. Previously, it had been policy to inform teacher candidates that prerequisite academic study must include:

> At least one full-year university course (or two half-year courses) in each of 1) psychology, 2) language or linguistics, 3) arts (visual arts, performing arts, or music) or equivalent (equivalency may be granted for conservatory qualification in music, extensive production experience in drama, etc.), 4) social studies (history, geography, political science, sociology, or anthropology). In addition candidates must have completed Grade 12 advanced level or Ontario Academic Credit mathematics, or a university half credit or semester course from mathematics department. (Queen's University, 1995)

In the 1996-1997 calendar, academic prerequisites were a half-year university course in "psychology, sociology or anthropology" (Queen's University, 1996). It was more difficult to find the study of history and philosophy of education in the 1997-1998 Faculty of Education academic calendar. SOCS and LERN courses cease to be listed and the term "Foundations" did not resurface. A new course, *Educational Studies*, valued at 0.5 credits, was "concerned with sociological, psychological, historical, legal, philosophical, aesthetic, political, and institutional aspects of education and schooling" made its debut (Queen's University, 1997). A second course of equal value, *Critical Issues and Policies*, was introduced under the canopy of Professional Studies with a mandate of introducing:

> Issues and policies that are critical for beginning and experienced teachers. It invites candidates to build on their experiences in classrooms and associate schools, to begin to learn about their legal rights and responsibilities as teachers, to begin to learn about adapting instruction for exceptional learners, and to begin to learn about equity issues they will face in schools. (Queen's University, 1997)

The changes to the program described seem to represent a greater integration of practice and theory, but they mark a demonstrable shift in program priorities. The course descriptions made clear that practical knowledge is not constructed on theoretical, philosophical, historical, or psychological foundations. To the contrary, the *Critical Issues and Policies* course, a social engagement geared towards critical thinking, was explicitly based upon contemporary and personal classroom experience. In 1997, the academic calendar shows that the definition of a Foundation has been flipped on its head. History and philosophy of education only contributed to teacher education insofar as they were capable of assisting the process of "constructing and documenting professional knowledge acquired by experience" (Queen's University, 1997).

The restructuring of Queen's Faculty of Education's program in 1997 marks a shift from a program that employed a master-teacher model of initial teacher education to one that emphasized learning from and through field-based experiences across educational settings (Upitis, 2000). The program sought to integrate educational theory with practice through a structure that blended practicum experiences with Faculty-based courses over a nine-month period. Structurally, the teacher education program consisted of up to 15 weeks of practice teaching interspersed with on-campus coursework in Curriculum, Professional Practice, Educational Studies, and Program Focus. Teacher candidates enrolled in the Consecutive program remained within one of the three program options, Primary/Junior, Intermediate/Senior, or Technological Education. The Junior/Intermediate program was eliminated, as the program in Technology Education, which offered teacher candidates a Diploma in Education, was introduced. Further, Queen's Faculty of Education introduced three specialized program tracks: (a) Aboriginal Teacher Education program (ATEP); (b) Artist in the Community Education (ACE); and (c) Outdoor and Experiential Education (OEE). The program tracks included additional admission requirements for applicants and, as a consequence, have had significantly smaller enrolments than the general Primary/Junior and Intermediate/Senior cohorts.

The process of program reform at the Faculty of Education in 1995 went beyond simply expanding practicum periods and inserting new courses; it involved a foundational philosophical shift in how to educate teachers (Upitis, 2000). Thus, the restructuring of the program led to a revised mission

statement and description of program characteristics. This revised mission statement emerged from a Faculty-wide retreat in an effort to provide a "shared sense of vision for [the] Faculty as a whole, which would, in turn give purpose and energy for implementing the reformed program" (Upitis, 2000, p. 51). The mission statement for the teacher education program read:

> Our vision of the graduate of Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of children. (Queen's University, 2008)

Further, the statement identified the following specific characteristics of the Queen's teacher education program initiated in 1995:

- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, according to Queen's University principles.
- The program considers that all teacher candidates should possess the literacy and critical skills associated with an educated person.
- The program promotes caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- The program integrates the following domains: school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational ends, purposes and values and their philosophical and historical grounds.
- The following themes are embedded in the program: inclusivity and social justice; collaboration and leadership; the use of information and communication technologies in teaching and learning.
- The program promotes the preparation of future educators who will address issues of sustainability in their classrooms by becoming environmentally aware, practicing resource conservation, and exploring new ways to minimize the impact of human beings on the ecology. (Queen's University, 2008)

One means by which the Faculty of Education fostered its mission was by developing a culture of professional growth (Shulha & Munby, 2000) through the use and application of a professional learning framework (Grant, 2000). This framework embraced the image of "teacher learning as professional, as personal, and as collaborative" with a focus on "making sense of personal and professional activities, and reflecting on real concerns, issues, and the consequences of actions" (Grant, 2000, p. 253). The mandatory *Theory and Professional Practice* course (PROF 190/91) is one example that highlights the program's attempt to establish a professional learning culture. This course was designed to bridge teacher candidates' practicum and Faculty-based learning through several components including on-campus sessions, in-school practicum groups, extended family groups (EFG), an action-research project, and the development of a personal professional portfolio. Under the revised program, central issues in teaching and learning, such as inclusivity in education, were embedded within mandatory core courses for teacher candidates. Through the Critical Issues

in Equity and Adapting Teaching to Students with Exceptionalities course (PROF 100/01) and the Social Justice Module of the Concepts in Teaching and Learning course (PROF 150/55), all teacher candidates were intended to gain exposure to topics related to diversity and inclusivity. In addition to these core courses that focused specifically on equity, exceptionalities, and social justice, the notion of inclusive pedagogy was embedded within other required courses (e.g., Curriculum and Professional Studies courses) or included in elective courses (e.g., *Teaching At-Risk Adolescents and Young Adults, Teaching for Social Justice, and Teaching Exceptional Children and Adolescents*).

Upitis (2000), who served as Dean of the Faculty at the time of the 1997 program revision, stated that "we will never have a 'final program' or a 'definitive program' or an 'ideal' program" (p. 58). The intention, then, was to engage in an ongoing process of programmatic reforms, which would constitute a developmental project, rather than a fixed, final, and complete decision about how teacher education ought to proceed in the Faculty. The intention of the Faculty members was to continue to modify the program, primarily through systematic inquiry of program coherence, appropriateness, and effectiveness (Chin, 2000; Shulha & Munby, 2000).

There are few documented changes to the program structure until 2001, when a half course in Foundations was re-instituted into the curriculum of the Faculty of Education at Queen's (Queen's University 2001). Until the present reorganization of the program of studies, the half-course was present in academic calendars as an elective. The Professional Studies component of the program was worth 1.0 credit and has been expanded to include three parts: *Critical Issues and Policies, Concepts in Teaching and Learning,* and *Theory and Professional Practice.* Curriculum, or content-area, study was valued at 2.5 credits, or, half of the total requirement. This program structure largely remained in effect until the 2013 modernization reform agenda stimulated by the Ontario Ministry of Education.

THE MODERNIZATION OF TEACHER EDUCATION IN ONTARIO

In 2013, the Ontario Ministry of Education (OME) announced its intentions to "modernize teacher education in the province" OME (2013). The modernization effort was largely motivated by practical pressures, such as the oversupply of teachers in Ontario. Accordingly, it was not surprising that the modernization efforts were orchestrated largely between the OME and the Ontario College of Teachers (OCT), the governing body for educators in Ontario. Documents that explained the modernized teacher education agenda emphasized OME's "partnership with the Ontario College of Teachers" (OME, 2013a; OME, 2013b; OME, 2013c) and its address of perceived professional demands, defined as teacher surplus, the provision for additional expertise to respond to students' diverse learning needs, and increased professionalism in teaching practice. The Ontario modernization reform fundamentally included: (a) doubling the number of mandatory days on practicum, (b) increasing practically-oriented, disciplinary content in teacher education programs, (c) doubling the length of initial teacher preparation programs, and (d) decreasing enrolment in teacher education programs. Teacher education programs, with little time, were required to integrate these requirements for continued certification. To make matters more challenging, the province revised its funding formula towards a reduction in the Basic Income Unit (BIU) per teacher candidate, leaving the Faculty with the mandate to: do more with less.

QUEEN'S RESPONSE TO MODERNIZATION

Over a period of two years, the Queen's Faculty of Education explored ways to integrate the OME's requirements for a modernized teacher education program. The resulting program successfully satisfied these requirements while maintaining continued commitments to the Ontario College of Teachers' Standards of Practice. During the revision phase, Queen's faced several challenges in trying to integrate the new requirements. First, Queen's wanted to maintain its commitment to distinct curriculum content area courses (i.e., teachable subjects), despite trends in the province towards integrated curriculum courses (e.g., history and geography within one social studies course). Second, Queen's needed to maintain its Concurrent education program (i.e., B.Ed. program offering two Bachelor's degrees concurrently over five academic years) alongside the Consecutive stream (i.e., B.Ed. program offering a second Bachelor's degree), as students had previously entered the Concurrent program with the expectation of a two-term B.Ed. culmination year. Finally, there was concern that it would be difficult to attract and retain enough teacher candidates to fulfil enrolment targets once the program moved to a two-year model.

In order to address the identified challenges, Queen's developed an initial teacher education program that is implemented over 16-months (i.e., four successive terms: Summer 1-Fall-Winter-Summer 2; May of year 1 through August of year 2). This new structure allows students enrolled in undergraduate programs to begin the Consecutive program immediately upon completion of their first Bachelor's degree. In addition, this structure allows previously enrolled Concurrent students to continue in their dual degree programs. Moreover, the revised program structure provides all Queen's teachers candidates with the advantage of completing their B.Ed. degree program in August and entering the educational job market at the start of the subsequent academic year in September. This contrasts with the majority of education faculties in Ontario that have adopted a two-year program model, requiring teacher candidates to complete four terms of study over two consecutive years (i.e., Fall-Winter-Fall-Winter).

The Fall and Winter term program components of the current Consecutive program are similar to the previous two-term Consecutive program. New program components have been incorporated in Summers 1 and 2. Specifically, teacher candidates complete additional practicum placements (7 weeks total) and new courses developed to address the requirements of the Modernization of Teacher Education in Ontario directive. New courses include seven Professional Studies (PROF) courses: *Introduction to Aboriginal Studies for Teachers, Supporting Environmental Education in the Classroom, Technology as a Teaching and Learning Tool, Meeting the Needs of All Learners, English Language Learners* (I/S only), *Transitions* (I/S only) and *Teaching Grades 7/8* (I/S only). In addition, a new Curriculum (CURR) course has been developed for candidates in the Primary/Junior program— *Literacy and Numeracy*.

The following sections highlight the revised program aims and offerings, providing specific details about the current Consecutive program. Complete details for all initial teacher education program offerings at Queen's can be found in the 2015-2016 Faculty of Education course calendar (Queen's University, 2015).

REVISED PROGRAM AIMS

Queen's Faculty of Education has remained committed to its core aims while reflecting tenets of the modernization agenda. The revised program aims to prepare critically reflective professionals for teacher certification. According to the Faculty's mission statement:

Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of all learners (Queen's University, 2015).

The program is built on a foundation of academic excellence and learning how to learn—equally prioritizing the intellectual and practical aspects of the teaching profession. Program components explicitly target central domains: curriculum; teaching and learning; assessment, evaluation, and reporting; educational philosophy and history; and school contexts. Throughout courses in the program, core themes are explored in an integrated way, including: literacy and numeracy, environmental awareness, 21st century learning, use of information and communication technologies, inclusivity, collaboration, and leadership (Queen's University, 2015).

INITIAL TEACHER EDUCATION PROGRAMS

Queen's Faculty of Education continues to offer three distinct programs: (a) Consecutive; (b) Concurrent; and (c) Technology Education (see Table 1). The Consecutive program offers a second Bachelor's degree subsequent to teacher candidates' first undergraduate degree. As noted, this program has changed since its previous iteration to be a four successive term program (Summer 1-Fall-Winter-Summer 2; May of year 1 through August of year 2).

For newly-admitted students, the concurrent program offers two Bachelor's degrees concurrently over five academic years plus one Summer term. Year five of the Concurrent program is identical to the Consecutive program except that it does not require Summer 1, nor does it offer the Technological Education division option. During their first four years, Concurrent students complete their first Bachelor's degree while also completing education courses (one per year, except their fourth year) and associated in-school, teaching practica, which are not formally supervised by Faculty members. In year one, students experience in-school placements in both Primary/Junior (P/J; K-Grade 6) and Intermediate/Senior (I/S; Grades 7-12) classrooms. In years two through four, students select a divisional preference and complete their remaining in-school placements in either Primary/Junior or Intermediate/Senior classrooms. In year five, teacher candidates complete the remaining B.Ed. program components (i.e., courses and practicum placements) over three successive terms (Fall-Winter-Summer 2; September through August). (Note: Summer 2 is optional for teacher candidates who began the Concurrent program prior to the 2015-2016 academic year.)

The Diploma in Education program is designated for teacher candidates with a secondary school diploma and prepares them for certification in one of two concentrations: (a) Aboriginal Teacher

Table 1
Queen's Faculty of Education Bachelor of Education (B.Ed.)/Diploma in Education (Dip.Ed.) Program Overview

Programs		Intermediate/Senior Teachables (B.Ed.)	Technological Education BBTs (B.Ed./Dip.Ed.)	Special Program Tracks (B.Ed.)
B.Ed. (Concurrent)		Computer Studies	Communications Technology	Aboriginal Teacher Education Program (ATEP) Campus-based
B.Ed. (Consecutive)		Dramatic Arts English French as a Second	Computer Technology Construction Technology Green Industries	
Dip.Ed.		Language Geography History	Hairstyling and Aesthetics Health Care Hospitality	Aboriginal Teacher Education Program (ATEP) Community-based
		Mathematics Music-Instrumental Music-Vocal Native Studies	Manufacturing Technology Technological Design Transportation Technology	Artist in Community Education Program (ACE)
Program Divisions (B.Ed.)	**Program Concentrations (Dip.Ed.)**	Science-Biology Science-Chemistry Science-Physics Visual Arts		Outdoor and Experiential Education Program (OEE)
Primary/Junior	Aboriginal Teacher Education Program (ATEP)			
Intermediate/Senior	Community-based			
Technological Education	Technological Education			

Education program (ATEP), Community-based; or (b) Technological Education program. Graduates of this program continue to earn a Diploma in Education along with their professional teaching certification. The ATEP Community-based concentration is a part-time program that prepares teacher candidates of Aboriginal ancestry to teach in Kindergarten through Grade 6 (K-Grade 6). The Technological Education program concentration targets teacher candidates with at least five years of experience in a broad-based technology area (see Table 1 for complete list).

PROGRAM DIVISIONS

Teacher candidates in the Consecutive program must select from one of three divisions: (a) Primary/Junior; (b) Intermediate/Senior; or (c) Technological Education. Across all three divisions, teacher candidates complete common required coursework, division-specific practicum placements, and an alternative practicum in a non-classroom context. Each division differentiates itself through the curriculum courses and broad-based technology foci (for Technological Education).

The Primary/Junior division prepares teacher candidates to teach students in Junior Kindergarten through Grade 6. Candidates in the Primary/Junior program complete division-specific coursework and practicum placements in elementary schools along with an alternative practicum placement in a non-classroom setting. In particular, candidates in the Primary/Junior program must complete a full range of discrete curriculum courses that prepare them to teach the Ontario curriculum (K-Grade 6), including: *Language and Literacy, Elementary Mathematics, Literacy and Numeracy, Social Studies, Science and Technology, Health and Physical Education, Art, Dance, Drama,* and *Music*.

The Intermediate/Senior division of the Consecutive program prepares teacher candidates to teach students in Grades 7 through 12. Candidates in the Intermediate/Senior program complete division-specific coursework and practicum placements in secondary schools along with an alternative practicum placement in a non-classroom setting. Candidates in the Intermediate/Senior must choose two teaching subjects and complete the associated curriculum courses. These teaching subjects include: *Computer Studies, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music-Instrumental, Music-Vocal, Native Studies, Biology, Chemistry, Physics,* and *Visual Arts*.

Teacher candidates in the Technological Education division are prepared to teach technology to students in Grades 9 through 12. Technological Education teacher candidates must select one Broad-Based Technology (BBT) focus. BBT focal areas include: *Communications Technology, Computer Technology, Construction Technology, Green, Industries, Hairstyling and Aesthetics, Health Care, Hospitality, Manufacturing Technology, Technological Design,* and *Transportation Technology* (see Table 1). Teacher candidates in the Technological Education division complete division-specific courses, courses specific to teaching technology, BBT-focused courses, BBT-focus practicum placements in secondary classrooms, and an alternative placement in a technology-related context.

SPECIAL PROGRAM TRACKS

In addition to program divisions, teacher candidates may select from one of four special program tracks: (a) Aboriginal Teacher Education program (ATEP), Community-based; (b) Aboriginal Teacher Education program (ATEP), Campus-based; (c) Artist in the Community Education (ACE); and (d) Outdoor and Experiential Education (OEE). The ATEP program track provides teacher candidates with opportunities to understand and apply Aboriginal perspectives and worldview to educational theory and practice. Both the ATEP, Community-based and Campus-based program tracks are aimed at Primary/Junior or Intermediate/Senior teacher candidates who are Aboriginal and/or have an interest in Aboriginal education. Teacher candidates in the ATEP tracks must complete required coursework and practicum placements associated with their identified division, along with courses specific to Aboriginal education. In addition, teacher candidates in the ATEP tracks are encouraged to complete the alternative practicum placement in context related to Aboriginal education.

The Artist in the Community Education (ACE) program track provides teacher candidates with opportunities to explore the interface between artist, community, and education through arts-based theories, perspectives, and practices. Teacher candidates in the ACE program track may be enrolled in either the Primary/Junior or Intermediate/Senior divisions; candidates in the Intermediate/Senior must select at one teaching subject in *Dramatic Arts, English, Music-Instrumental, Music-Vocal,* or *Visual Arts*. ACE teacher candidates complete required coursework and practicum placements associated with their identified division (i.e., P/J or I/S), along with arts-focused courses. Teacher candidates in the ACE program track are encouraged to complete the alternative practicum placement in an arts-focused context.

The Outdoor and Experiential Education (OEE) program track provides teacher candidates with opportunities to explore theories and methodologies associated with experiential education in outdoor, nature-related environments. Teacher candidates in the OEE program track are in either the Primary/Junior or Intermediate/Senior division. OEE teacher candidates complete required coursework and practicum placements associated with their identified division, along with courses specific to environmental and outdoor education. Teacher candidates in the OEE program track are encouraged to complete the alternative practicum placement in a context related to environmental or outdoor education.

COURSEWORK AND PROGRAM COMPONENTS

The Consecutive program components are organized into six categories of courses: (a) Curriculum (CURR) courses; (b) Professional Studies (PROF) courses; (c) Foundation (FOUN) courses; (d) Educational Studies (EDST) courses; (e) Focus (FOCI) courses; and (f) Practicum (PRAC) courses (see Table 2). Collectively, the program components address the modernization reform agenda for teacher preparation programs in Ontario (OME, 2013a) and meet the required number of days of practicum experiences in schools. The subsequent sections describe program requirements for teacher candidates in the Primary/Junior and Intermediate/Senior divisions of the current Consecutive program. Additional information regarding program requirements for the Technological Education division is available in the current Faculty of Education course calendar (Queen's University, 2015).

Table 2

Queen's Faculty of Education Consecutive Program Concentrations for Primary/Junior and Intermediate/ Senior Teacher Candidates

Educational Studies (EDST) and Focus (FOCI) Courses

Aboriginal Teacher Education	Exceptional Learners
Artist in the Community Education	International Education
Arts in Education	Literacy in Elementary School
Assessment and Evaluation	Literacy in Secondary School
At-Risk Adolescents and Young Adults	Mathematics in the Elementary School
At-Risk Children	Outdoor and Experiential Education
Drama in Education*	Social Justice*
Early Primary Education	Teaching and Learning Outside of Schools
Educational Leadership	Teaching English as a Second Language
Educational Technology	Technological Education
Environmental Education	The Grade 7 & 8 Experience

Note. * denotes courses that were not offered during the 2015-2016 program year.

Curriculum (CURR) Courses

CURR courses focus on what and how we teach, emphasizing lesson planning and assessment in relation to Ontario curriculum documents for specific grades and subjects. As mentioned previously, teacher candidates in the Primary/Junior program take ten CURR courses: *Language and Literacy, Elementary Mathematics, Literacy and Numeracy, Social Studies, Science and Technology, Health and Physical Education, Art, Dance, Drama,* and *Music* (21.0 total CURR course credits; see Table 2). Candidates in the Intermediate/Senior program select CURR courses related to two teaching subjects: *Computer Studies, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music-Instrumental, Music-Vocal, Native Studies, Biology, Chemistry, Physics,* and *Visual Arts* (12.0 total CURR credits; see Table 2).

Professional Studies (PROF) Courses

PROF courses explore overarching topics in educational practice that inform all curriculum areas. All teacher candidates complete nine PROF courses falling into three broad categories: (a) development as a professional educator (i.e., understanding curriculum-based planning and assessment, reflective practice, inquiry-based professional learning, professional decision making); (b) knowledge of the teaching context (i.e., school effectiveness frameworks, leadership, law, and policy); and (c) special topics in education (e.g., Aboriginal studies, environmental education, technology, equity, inclusivity, and differentiation), for a total of 21.0 course credits. In addition to common PROF courses, each teacher candidate completes a division-specific PROF course (i.e., PROF 410-P/J and PROF 411-I/S) that provides the opportunity to connect on-campus learning with practicum experiences through professional processes such as dialogue, documentation, and reflection (1.5 course credits). Candidates in the Intermediate/Senior program also complete three PROF courses focused on meeting the needs of English Language Learners, supporting educational transitions, and teaching Grades 7/8 (6.0 course credits). In total,

Primary/Junior teacher candidates complete 22.5 PROF course credits; Intermediate/Senior teacher candidates complete 28.5 PROF course credits (see Table 2).

Foundation (FOUN) Courses
FOUN courses are broad overview courses that focus on why and who we teach. All teacher candidates complete three FOUN courses: (a) *Psychological Foundations of Education*, (b) *Foundations of Assessment*, and (c) *Historical and Philosophical Foundations of Education*, for a total of 3.0 course credits (see Table 2). *Psychological Foundations of Education* focuses on psychological theories in relation to classroom teaching and also explores the role of educators in supporting mental health issues. *Foundations of Assessment* focuses on contemporary assessment theory, policy, and practice in relation to classroom teaching and learning. In *Historical and Philosophical Foundations of Education*, teacher candidates explore the history and philosophy of education in relation to contemporary educational structures and challenges.

Concentrations: Educational Studies (EDST) and Focus (FOCI) Courses
Each teacher candidate completes one EDST and one FOCI course. Together, the EDST and FOCI courses provide a concentration (6.0 course credits; see Table 2). The concentration is a distinctive aspect of Queen's Consecutive program, allowing teacher candidates the opportunity to customize their program and pursue a personal area of professional interest. (See Table 3 for a list of program concentrations.) Teacher candidates enrolled in the Technological Education division and special program tracks (ATEP, Campus-based or Community-based; ACE; or OEE) must complete Concentrations related to their specified area of study (i.e., Technological Education, Aboriginal Teacher Education, Artist in the Community Education, and Outdoor and Experiential Education concentrations; respectively).

Within each concentration, the EDST course helps teacher candidates develop professional knowledge in a specific area of study, grounded in relevant theory and research. The associated FOCI enables teacher candidates to explore practice-based applications of professional knowledge developed in the EDST course. In addition, teacher candidates arrange an alternative practicum placement related to their program concentration. Alternative practicum placements provide teacher candidates with opportunities to experience education outside of traditional K-12 classroom setting.

Table 3
Queen's Faculty of Education Consecutive Program Components

Program Components	Primary/Junior (course credits)	Intermediate/Senior (course credits)
Curriculum Studies (CURR)	21.0	12.0
Professional Studies (PROF)	22.5	28.5
Foundational Studies (FOUN)	3.0	3.0
Concentration (EDST/FOCI)	6.0	6.0
Practicum (PRAC)	10.5	10.5
Total	63.0	60.0

Practicum (PRAC) Courses

Each teacher candidate completes nine PRAC courses which involve a total of 20 weeks of field experience (10.5 course credits; see Table 2). The first three-week PRAC course occurs at the start of the program allows teacher candidates to observe and support teaching and learning in classrooms, familiarizing themselves with teaching contexts prior to assuming any formal teaching responsibilities (2.0 course credits). This PRAC course may be completed as full- or half-days, distributed over time at the discretion of the teacher candidate and host school.

Throughout the remainder of the program, teacher candidates complete a series of PRAC courses, during which time they assume formal teaching responsibilities in division-specific classrooms: two PRAC courses in the second term (6 weeks total; 3.5 course credits), one PRAC course in the third term (4 weeks total; 2.5 course credits), and one PRAC course during the fourth term (4 weeks total; 2.5 course credits). These practicum placements in classrooms are supported by Faculty Liaisons, School Liaisons, and Associate Teachers. Faculty Liaisons are the PROF 410(P/J) and PROF 411(I/S) instructors at the Faculty of Education. Faculty Liaisons visit each teacher candidate during their practicum placements in schools and work with School Liaisons and Associate Teachers to ensure positive experiences for all stakeholders. The School Liaison is a school-based educator who orients and supports teacher candidates in schools and coordinates placements with Associate Teachers in the classroom. Associate Teachers are classroom teachers who host teacher candidates in their respective classrooms and provide guidance and teaching opportunities with students.

In addition to division-specific PRAC courses, each teacher candidate completes a PRAC course that requires an alternative practicum placement related to their program concentration (i.e., EDST/FOCI courses). This distinguishing aspect of Queen's Consecutive program enables teacher candidates to explore education-related contexts outside of the regular K-12 classroom setting. Alternative practicum placements are arranged by teacher candidates with the support of FOCI course instructors in various contexts such as: alternative education classrooms, school board offices, EQAO, private schools, international schools, adult education facilities, universities, museums, galleries, hospitals, business, and industry. Alternative practicum placements are credited within the teacher candidate's FOCI course requirements.

COURSE DISTRIBUTION

Table 4 illustrates the course distribution for candidates in the Primary/Junior and Intermediate/Senior streams in the current Consecutive program. In Summer 1, all teacher candidates complete a total of 13.5 course credits comprised of PROF (11.5 course credits) and division-specific PRAC courses (2.0 course credits). In the Fall and Winter terms, teacher candidates complete a majority of the required program components, including CURR, PROF, FOUN, Concentration (EDST/FOCI), and PRAC courses. During the Fall and Winter terms, candidates in the Primary/Junior program complete a total of 36 course credits, while candidates in the Intermediate/Senior program complete 33 course credits. The former group of candidates thus completes 3 more CURR course credits than their Intermediate/Senior counterparts. In Summer 2, all teacher candidates complete 5.0 PROF course credits and 2.5 PRAC course credits (i.e., 4 weeks of division-specific classroom placement). In addition, candidates in the Primary/Junior program complete 6.0 CURR course credits (i.e., *Literacy and Numeracy* and two

Arts-based courses), while Intermediate/Senior teacher candidates complete 6.0 PROF course credits (i.e., *English Language Learners, Transitions,* and *Teaching Grades 7/8*). In total, candidates in the Primary/Junior program complete 63 course credits and Intermediate/Senior teacher candidates complete 60 course credits in the current Consecutive program.

DISCUSSION

Upitis' words may be more true now than they were sixteen years ago: "we will never have a 'final program' or a 'definitive program' or an 'ideal' program" (2000, p. 58). In response to the modernization reform agenda (OME, 2013a; 2013b), Queen's has created an interim four-term program that meets new initial teacher education requirements while continuing to offer its previous program to Concurrent students. Neither 'final' nor 'ideal,' this program satisfies current needs, degree commitments, and certification requirements. Over the next several years, Queen's aims to continue to refine its program to fulfil its enduring aim to prepare critically reflective professionals who integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. Stemming from this aim, we assert that modernized initial teacher education programs at Queen's and elsewhere need to work towards strengthening program coherence and integrating professional knowledge domains.

In her landmark article, *Constructing 21st-Century Teacher Education,* Darling-Hammond (2006, p. 307) identified *program coherence* as a central facet of highly successful teacher education programs, stating:

In contrast to the many critiques that have highlighted the structural and conceptual fragmentation of traditional undergraduate teacher education programs (see, e.g., Goodlad, Soder, & Sirotnik, 1990; Howey & Zimpher, 1989; Zeichner & Gore, 1990), course work in highly successful programs is carefully sequenced based on a strong theory of learning to teach; courses are designed to intersect with each other, are aggregated into a well-understood landscape of learning, and are tightly interwoven with the advisement process and students' work in schools.

As Ontario universities continue to integrate modernized elements into their teacher education programs, it remains essential to purposefully sequence learning experiences for teacher candidates in meaningful ways. In relation to teacher education reform, Russell, McPherson, and Martin (2001) cautioned that "when change does occur, it can appear to be piecemeal and disconnected (p. 40." Adding in courses on emerging issues is important, however, the addition of new content will only support teacher candidate learning if it is designed to stimulate connections between existing curricular and practical experiences (Darling-Hammond, 2006). Activities of curriculum mapping, instructor collaboration, and open dialogues with those learning to teach are necessary to support and provoke program coherence, especially in this time of immense reform (Russell et al., 2001).

A steadfast commitment of the initial teacher education program at Queen's is the integration of theoretical, practical, and experiential knowledge in the cultivation of reflective and socially-responsive teachers. This commitment is marked, programmatically, through required coursework that includes Foundational and Educational Studies, in addition to practically-based experiences.

Table 4
Queen's Faculty of Education Consecutive Course Distribution for Primary/Junior and Intermediate/Senior Divisions

	Primary/Junior (P/J) only	**Common Courses**	**Intermediate/Senior (I/S) only**
Term 1: Summer 1	PRAC (3 weeks classroom-observational) (2.0 course credits)	PROF (11.5 course credits)	PRAC (3 weeks classroom-observational) (2.0 course credits)
Terms 2 & 3: Fall/Winter	CURR (15.0 course credits) PROF (1.5 course credits) PRAC (10 weeks classroom, 3 weeks alternative setting) (6.0 course credits)	FOUN (3.0 course credits) PROF (4.5 course credits) EDST/FOCI concentration (6.0 course credits)	CURR (12.0 course credits) PROF (1.5 course credits) PRAC (10 weeks classroom, 3 weeks alternative setting) (6.0 course credits)
Term 3: Summer 2	CURR courses (6.0 course credits) PRAC 460 (4 weeks classroom) (2.5 course credits)	PROF (5.0 course credits)	PROF (6.0 course credits) PRAC (4 weeks classroom) (2.5 course credits)
Total	33.0 course credits	30.0 course credits	30.0 course credits

While there have been increased requirements related to practicum experiences as part of the modernization efforts, Britzman (1991) makes clear in her foundational text, *Practice Makes Practice,* that additional experience in the field is just that. In order for teacher candidates to become reflective and thoughtful about their pedagogical practice and other professional issues, they must couple their practical learning with theoretical foundations. In our view, these foundations need to relate to the history, philosophy, and sociology of education as well as to theoretical learning in cross-curricular aspects of teaching—such as student psychology and development, assessment and evaluation, and inclusion of diverse learners. As one of the only faculties of Education in Ontario that require dedicated and discrete coursework in the history of education and assessment, it is evident that Queen's remains committed to its core value of an integrated approach to teacher education. However, what remains challenging for some of our teacher candidates is finding opportunities to integrate their learning across various experiences and coursework in the program—for example, establishing connections between the history of our educational system and the current standards-based approach to assessment in Ontario schools. Finding innovative 'bridging structures' that encourage active synthesis and application of content across courses and program learning experiences appears a necessary next step for enhancing coherence and supporting integrated learning within initial teacher education programs.

Clearly an important action during any period of program revision is to monitor responses to program changes. Listening to those most impacted by the program – teacher candidates – is a critical step in determining the effects of modernization efforts. To this end, Queen's is collecting feedback from teacher candidates and instructors on their teaching and learning experiences. Data collected from surveys and interviews will be used to continue to refine the program. Specifically, feedback will examine aspects of program coherence and integration of knowledge domains, in addition to teacher candidates' learning experiences in relation to professional standards and expectations. Through such a data-based approach to program refinement, we hope that the Queen's program can continue to meet the needs of the modernization agenda and prepare candidates who can successfully respond to diverse student needs and teaching contexts, in Ontario and beyond.

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CHAPTER 10

TRENT UNIVERSITY SCHOOL OF EDUCATION AND PROFESSIONAL LEARNING: A DETAILED OVERVIEW

Heather Crowley, William T. Smale and Catherine D. Bruce

Trent University

INTRODUCTION

This chapter presents a detailed overview of Trent University's School of Education and Professional Learning, describing its various programs. Focusing specifically on the Consecutive Bachelor of Education program, this chapter provides information on the application and admissions process and the program's overall learning and practice goals. This chapter also outlines the program's two-year structure, including its required and elective courses, formal practicum and placement components, and additional opportunities for teacher candidates to further develop their skills and professional knowledge related to teaching, learning, and education. The authors also discuss recent provincial changes to teacher education programming in Ontario, and the challenges and insights generated by these changes.

OVERVIEW

Recently celebrating its 50th anniversary, Trent University is a mainly undergraduate university with two campuses in Ontario, Canada. The larger campus is located in Peterborough, Ontario, a lively mid-sized community about 90 minutes east of Toronto. This campus is home to approximately 6,800 undergraduate students and 480 graduate students. A second campus is located in Durham, Ontario, Canada, a busy urban centre just 45 minutes east of Toronto. This campus is home to approximately 900 undergraduate students in a smaller range of academic disciplines.

The School of Education and Professional Learning, located at the Trent University campus in Peterborough, celebrated its 10th anniversary in 2013. Trent University has built a strong reputation within the field of teacher education, both within Ontario, and nationally. In a short time, the School has developed a wide range of program offerings aimed at students and professionals in differing stages of their academic and teaching careers. The faculty in the School of Education at Trent University value collaboration with other departments across the university and are often involved in partnership research opportunities with colleagues at both the

undergraduate and graduate levels. The faculty and staff in the School of Education at Trent have formed strong relationships with partner school boards and teacher federations, to ensure the best possible opportunities for Trent University students entering the teaching profession.

For students already interested in teaching upon entry to university, Trent offers undergraduate programs that include an Emphasis in Teacher Education, as well as a Teacher Education Stream program. This latter program is direct-entry from high school, allowing students to complete courses related to teaching, learning and education as electives throughout their undergraduate degree, while also giving them an opportunity to complete experiential learning opportunities in the field of education. This program provides a very competitive advantage for students who wish to later apply to a Consecutive Bachelor of Education program because the Teacher Education Stream program prepares these students with the types of experiences sought by applicants to teaching programs. The Bachelor of Education program at Trent University reserves selected spaces each year for the top graduates of the Teacher Education Stream program; these students are highly desirable candidates because of their academic courses and experiential knowledge. The Emphasis in Teacher Education option, which is not as intense as the Teacher Education Stream program, is open to any student studying at Trent University. This option offers elective courses related to education, providing a reasonably strong foundation and advantageous background to undergraduate students who may wish to apply to a Bachelor of Education program in the future.

A new program being introduced in 2016 is an Indigenous Bachelor of Education program. This concurrent five-year program is customized for students entering from high school or college who self-identify as having Indigenous ancestry. Within this program, students can complete a three-year general undergraduate degree program which emphasizes Indigenous education and two years of a Professional Learning program infused with Indigenous Knowledge and ways of knowing, which then leads to certification through the Ontario College of Teachers (OCT).

The School of Education and Professional Learning launched a Masters in Educational Studies program in 2015. This program, open to students who have completed either an Honours undergraduate degree or a Bachelor of Education program, is offered on a part-time basis, making it an ideal choice for professionals who wish to further explore educational research, theory and practice, while continuing to contribute to the field through their own work experiences. While this program is an obvious fit for teachers who wish to further their academic credentials and experience, it is also popular among educational administrators looking for professional development and advancement. This program can be completed on a part-time basis over a minimum of two years, offering three separate pathways to completion: a course-only option, a major project option, or the completion of a research thesis.

For teachers who are registered with the Ontario College of Teachers, the School of Education and Professional Learning offers online additional qualification courses, providing an opportunity for specialization or career development within the field of education. All courses are accredited by the Ontario College of Teachers and recognized by the Qualifications Evaluation Council of Ontario and the Ontario Secondary School Teachers' Federation.

The broad range of education programs at Trent provides a great deal to consider, but this chapter will focus primarily on the Consecutive Bachelor of Education program.

THE TWO-YEAR BACHELOR OF EDUCATION PROGRAM

The Consecutive Bachelor of Education program at Trent University leads to certification with the Ontario College of Teachers at both the Primary/Junior (JK to Grade 6) and Intermediate/Senior (Grades 7-12) levels. The School of Education and Professional Learning does not offer the Junior/Intermediate division. The program, as per new regulations in Ontario, is a two-year, full-time program with 272 spaces between the Primary/Junior and Intermediate/Senior divisions. The Intermediate/Senior program at Trent offers the following teachable subjects: Biology, Chemistry, Computer Studies, Dramatic Arts, English, French as a Second Language, Native Studies, Geography, Health and Physical Education, History, Mathematics, Physics and Visual Arts.

Recent provincial changes were made to all consecutive Bachelor of Education programs in Ontario, resulting in the length of the program being increased from one year to two years, with a reduced and capped intake of half the previous number of admitted students per year. Students within this program, referred to as teacher candidates, begin in the last week of August and end the following April during both years of the program.

As with all Ontario applicants to the Bachelor of Education program at Trent University, prospective students must apply online through the Ontario Universities' Application Centre website. Once the formal application is submitted, applicants must submit official transcripts from their undergraduate institution, as well as complete a self-authored "Profile of Experience" through the Trent University online student portal system. Applications are evaluated in several stages. First, all applications are evaluated for credit suitability and related grades by Education Admissions staff in the Office of the Registrar at Trent University and in consultation with the Dean of Education. In the second stage, scoring of the eligible Profile of Experience write-ups is completed during a Reading Day, when educators from the field and educators in the University read each file. The scoring system is based on a set of researched-effective criteria for teaching capacity that are then summarized in a holistic score on a scale of 1-10. Importantly, Trent University has designated a full-time Education Enrolment Advisor, who works collaboratively with the Admissions Office and the School of Education and Professional Learning. This individual is the primary contact for prospective applicants from the point of initial inquiry, through the application process, the offer of admission and admission processes, ending with registration in courses. This close personal contact, for all prospective students during the application process, reflects of Trent University's heightened attention to proactive communications and individualized contact with students.

The School of Education and Professional Learning at Trent University is guided by the following Mission Statement:

> The School of Education and Professional Learning is committed to sound pre-service and in-service teacher education, in close partnership with educators in the wider community and the Arts and Science faculty of Trent University. Course work offered

in the program incorporates theory and research that encourages teacher candidates to think creatively and critically about their own professional practice and attention to meeting individual learners' needs, valuing multiple modes of learning and diversity, and enacting practice that is committed to social and ecological justice. For the Trent University School of Education and Professional Learning, effective teacher education is a partnership activity that involves an entire community of learners committed to pre-service and in-service teacher education. The activities of the community are grounded in current theory and research. The community continually renews itself and its practices through critical reflection and creative community-based responses (Trent University School of Education and Professional Learning, 2015b, p. 5).

The School of Education and Professional Learning at Trent University views teacher education as a professional activity that engages a wide community of learners that includes not only the teacher candidates within our program, but also a range of partners in the field who are involved in the teaching and learning process. For this reason, the School of Education is grounded in a comprehensive conceptual framework which offers guiding principles and structure for how the program is organized and implemented in the context of a broad community of learners. The framework provides an overview of the program's principles and practices, which are guided by research, theory, practice and professional and ethical standards for the teaching profession. The principles are as follows: (i) Effective teachers develop critical pedagogies that foreground social and ecological justice; (ii) Effective teaching is based on sound education theory and research; (iii) Effective education involves partnership activities; (iv) Teaching and learning are interactive processes that involve meaningful engagement of both learners and teachers; (v) Communities of learners support identity formation, a sense of belonging, and engagement in lifelong learning; (vi) Effective teaching fosters creative thinking, critical reflection, in-depth subject knowledge and critical engagement; (vii) Effective learning and teaching are guided by on-going meaningful feedback; and (viii) Effective teachers engage in critically reflective practices (Trent University School of Education and Professional Learning 2015b).

SIGNATURE FEATURES OF THE TRENT BACHELOR OF EDUCATION PROGRAM

The School of Education and Professional Learning has a history of offering collaborative professional learning opportunities which include workshops not only for teacher candidates within the program, but also for and with associate teachers and school-based education coordinators. Trent University prides itself on its commitment to excellence in teaching, a recurrent theme for all teacher candidates within the program. We believe that students leave the School of Education and Professional Learning at Trent University very well equipped with the knowledge, experience and tools required to succeed in the field of education. Several key features of the program ensure this high level of preparation: (i) small classes that replicate classrooms in elementary and secondary schools both in size and in the use of dynamic innovative pedagogies; (ii) extensive and engaging placement opportunities in carefully curated partner schools and where Trent faculty advisors are partners who support the teacher candidates and associate teachers in these placements with visits and consultations; (iii) a required unique alternative education placement which is self-authored or designed in collaboration with faculty and community partners; and (iv) explicit attention to understanding learning through a social justice, environmental, and equity lens. We have observed through our graduates that these

signature features of the program prepare our teacher candidates to be flexible, responsive, creative, and ethical in their subsequent practice both in traditional classroom settings and in non-traditional educational contexts.

Partnerships, which are central to the learning and practice goals of the program, require a continual focus on fostering trusting relationships within the School of Education at Trent University, across the University, and with District School Broads and their schools, Teacher Federations, and Indigenous communities and advisors. The School of Education strives to develop teachers who see themselves as true professionals. Teacher candidates are expected to reflect the values and standards of the School of Education and Professional Learning in their work and practice, engage in creative and reflective thinking, and implement inclusive and engaging pedagogies. The School of Education also expects teacher candidates to have a strong background in professional knowledge and practice, including but not limited to subject content, professional responsibilities, the Ontario curriculum, and a range of influences on learning. All teacher candidates must complete mathematics and literacy proficiency assessments at the onset of the program, and if experiencing difficulty, are provided with additional face-to-face learning modules to bolster areas of content needs.

PRACTICUM PARTNERSHIPS AND PROFESSIONAL EXPECTATIONS

Our high expectations for teacher candidates in the Bachelor of Education program contribute to student strength and future success when they are in the broader education community. For this reason, Trent University Bachelor of Education students are held to a clear level of professional conduct within both their classes on the Trent University campus and at their school placement environments. All teacher candidates are presented with the *Practicum Handbook* detailing the expectations, and candidates must review these guidelines in meetings with their Faculty Advisor. This Trent University Faculty member maintains close supervisory contact with the teacher candidate, while also maintaining a close working relationship with the Associate Teacher and school to which the teacher candidate is assigned. Since this close working relationship requires nurturing and mentoring over time, the School of Education and Professional Learning at Trent University works with only a select five partner school districts. Partner schools with The School of Education and Professional Learning are located in the greater Peterborough, Northumberland, and Durham communities.

All teacher candidates are provided with our *Practicum Handbook* at the beginning of each academic school year. This handbook lists all practicum policies and procedures, including our expectations for conduct and our learning goals within the Bachelor of Education program. Each practicum and placement is listed, along with details about the responsibilities and expectations associated with each. These expectations include the number of hours of instruction that are expected each day and each week during practicum experiences (Trent University School of Education and Professional Learning, 2015b).

Through close collaboration with partner school boards, the School of Education and Professional Learning at Trent University has established practicum and placement experiences that help teacher candidates not only to prepare for classroom experiences, but also to personally grow and develop as individuals. Teacher candidates in the Bachelor of Education program at

Trent University experience a gradual release structure to their work with students. This gradual release begins with a Supporting Literacy Placement shortly after starting the Bachelor of Education program. For the literacy placement, teacher candidates are placed in a partner school board two mornings per week over a three-month period, to assist individual learners with literacy and knowledge development. Throughout this placement, teacher candidates provide individualized instruction to the same two students on every visit. This experience involves monitoring the students' learning and progress, implementing customized lessons and activities, and assessing further needs of the students. Teacher candidates also communicate with the teachers and parents of students in the literacy program regarding their progress and development.

The subsequent classroom placements build from the initial one-to-one teaching experiences toward small-group and eventually to whole-class teaching opportunities. During the fall term of each of the two years of the Bachelor of Education program, teacher candidates complete a three-week practicum with a partner school board, enabling them to become fully immersed in a classroom environment every day over a three-week period. This practicum allows teacher candidates to become familiarized with the school and board to which they are assigned, including policies, procedures and the broader school community. During the practicum, teacher candidates are expected to maintain a teacher plan book, which includes but is not limited to school information or context, community information, lesson plans, classroom and student information, assessment and evaluation documentation, resources and personal reflections. It is important to note that lesson planning and assessment practices are explicitly developed as skills and competencies through several courses, including the practicum courses and a literacy course (combined with tutoring opportunities) as well as through discipline specific courses both in the primary/junior and intermediate/senior programs. The initial practicum is the first opportunity for teacher candidates to directly implement teaching practices and classroom management strategies that are developed in the Bachelor of Education program. As critical reflection is a highly valued part of learning to teach, teacher candidates are not only encouraged to reflect on their own practices, but expected to develop the dispositions to do so as a habit of mind, through an infusion of reflection opportunities in classes, on placement and through assignments. While on placement, teacher candidates are formally evaluated by associate teachers, who provide feedback to the School of Education and Professional Learning about the progress of their teacher candidates using common descriptive criteria.

During the winter term of each year of the Bachelor of Education program, teacher candidates complete a six-week practicum in a classroom within a partner school board. While expectations of conduct, essential skills and reporting remain the same, teacher candidates are expected to have grown both professionally and personally since the first practicum opportunity and are given greater responsibilities in the classroom. This gradual release model supports continual improvement in teaching practices and growth in confidence over time. As the teacher candidate gains further experiences in classrooms, expectations are increased, including the expectations that the candidate will implement more lessons in more subject areas, teach more units of study, and prepare comprehensive assessment plans.

Between the first and second year of the Bachelor of Education program, teacher candidates are required to complete an Alternative Settings Placement. This placement allows teacher

candidates to further develop their identity and knowledge as educators, through immersion in a teaching, learning or leadership environment that is a new experience for them. The placement has a duration of fifteen days in a school setting, or seventy-five hours in a non-school environment. During this alternate placement, the teacher candidates have the responsibility to acquire new knowledge or experience that will prove beneficial and insightful for their future careers as educators. Teacher candidates report that this customized experience is one that truly expands their understanding of what it means to be an educator. Teacher candidates can choose a local opportunity that is of interest, or they may choose to pursue an opportunity either out-of-province or internationally. The self-directed plan must be approved by the School of Education and Professional Learning, with evaluation and feedback being sent from a supervisor back to the School of Education.

While teacher candidates in the Bachelor of Education program can self-author their Alternative Setting Placement experience, this program also offers a number of unique faculty-developed placements. One such opportunity is The Learning Garden, which is a partnership between Trent University, the Peterborough Garden Network, and the Ecology Park in Peterborough. Teacher candidates participate in workshops, hands-on learning, and garden-based activities during the duration of their 75-hour placement. Teacher candidates leave this opportunity with further enhanced eco-literacy and environmental leadership skills. Teacher candidates also learn about local food sustainability while developing ways in which environmental learning can be linked to the Ontario curriculum (Trent University: School of Education and Professional Learning, n.d.). An additional Alternate Placement opportunity is "Learning from the Land and Indigenous People." This alternate field placement allows teacher candidates to experience land-based activities on local Indigenous lands in order to develop a connection to the land and to the Indigenous population. Teacher candidates can then take this knowledge into their future classrooms, as a way of establishing both inclusive learning spaces for Indigenous students, and cross-cultural learning opportunities for students who are non-Indigenous (Trent University: School of Education and Professional Learning, n.d.).

Outside of formal placement and practicum opportunities, the School of Education and Professional Learning at Trent University also offers additional opportunities for teacher candidates to further develop their skills through specialized program enhancements. The Eco-mentorship Certificate Program is an example of one of these enhancements. Through this program, teacher candidates engage in a series of workshops and sessions at the nearby Camp Kawartha Environment Centre and develop educational practices and understandings through an environmental lens. This process involves the integration of outdoor activities into lesson planning in a safe and meaningful way, the development of strategies for infusing the curriculum with aspects of environmental sustainability education, and exploration of the many ways in which Indigenous perspectives can be incorporated into environmental education. In order to complete the certificate program, teacher candidates must demonstrate the integration of environmental education into their practicum experiences. The completion of this certificate program allows teacher candidates to broaden their own education, while also exhibiting a commitment to environmental education with school boards and principals.

The School of Education and Professional Learning is excited about a new partnership with Camp fYrefly, beginning in the summer of 2017. Camp fYrefly is a four-day leadership retreat

for lesbian, gay, bisexual, transgendered, intersexed queer, two-spirited or questioning youth. The camp provides a place of meaningful interaction and belonging for youth, while helping to develop leadership skills and confidence in creating positive and accepting spaces within their families, schools and larger communities. Some teacher candidates in the Bachelor of Education program will complete their alternate placement by attending the Camp.

The Consecutive Bachelor of Education program at Trent University is comprised of courses during the first and second year of the program that fulfill requirements for teacher certification through the Ontario College of Teachers, and prepare teacher candidates for success. Teacher candidates in the Primary/Junior program take a set of mandatory courses in first year, with the exception of teacher candidates in the Catholic stream, who take an additional course—*The Philosophical, Historical and Curricular Context of Ontario Catholic Education*.

These required courses in first year include:
- *Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management*;
- *Sociocultural Perspectives on Human Development and Learning*;
- *Language and Literacy*;
- *Movement-Health, Physical Education and Dance in the Elementary Classroom*;
- *Supporting Literacy and Learners with Special Needs*; and
- courses related to practicum and tutoring experiences.

In the second year of the Primary/Junior program, teacher candidates in the Primary/Junior division take courses in:
- *Educational Law, Ethics, and Professional Conduct*;
- *Science and Technology*;
- *Social Studies*;
- *Integrated Arts in the Elementary Classroom*;
- *Indigenous Environmental Sustainability Education*;
- *Cultural and Linguistic Diversity*;
- courses related to practicum experiences; and
- one elective course.

Teacher candidates in the Intermediate/Senior program take a similar series of courses with some variation including courses on Adolescent Learners.

The elective courses integrate Primary/Junior and Intermediate/Senior teacher candidates together. These electives include, but are not limited to, early childhood learning in literacy and mathematics, experiential learning, STEAM (science, technology, environmental education, engineering, the arts and mathematics) education, teaching through drama, creative writing, and community education. Like the Alternate Settings Placement, the choosing of an elective course allows teacher candidates to focus on self-selected areas of interest. We anticipate that these customized experiences that focus on a particular area of interest may lead to the candidates' future specialization as educators.

BENEFITS AND CHALLENGES OF THE FOUR-SEMESTER PROGRAM DESIGN AND
IMPLEMENTATION

Changes to teacher education programming in the province of Ontario saw the Consecutive
Bachelor of Education program at Trent reduced to 136 spaces per year (272 spaces in total) and
an increase in length from two semesters to four semesters. While these changes were
implemented across the province, thus placing all institutions on a level playing field, some
definite institutional and provincial challenges have resulted from these significant changes. The
change in program length required a reconceptualization of the program structure while
maintaining the foundational principles that guide our thinking about teacher education. For
example, the Trent Bachelor of Education program previously had more than the minimum
number of practicum days because we believe that practicum is at the heart of the Trent program
and provides essential opportunities for teacher candidates to practice theory and simultaneously
theorize about practice. Therefore, in the four-semester program, the faculty wanted to maintain
this high expectation regarding "more than the minimum" number of teaching days embedded in
the program. In terms of coursework, the faculty wanted to further align the program with
Trent's overall emphasis on Indigenous studies (and the calls to action on the Truth and
Reconciliation Report), and so developed a new mandatory half course entitled *Indigenous and
Environmental Sustainability Studies*. In total, 9 new courses were developed for the four-
semester program, and all other courses were revised. Our commitment to social justice and
learning from Indigenous perspectives and pedagogies has been coupled with a research and
professional learning partnership with Curve Lake First Nations School, in both mathematics and
literacy. Another exciting development in the program involves formalizing many alternate field
experience placements, which are unique to Trent University, including an English language
learning-teaching placement in Cambodia and a mathematics research placement.

Many challenges were faced in the move to a four-semester program. Of course, both financial
and time commitments were needed to make the web of required changes. These cannot be
underestimated as the funding changes have led to a permanent reduction in operating funds
while increasing the workload of faculty in implementing the new four-semester program.
Because enrolment was cut in half for entry of students in year one, we have had significant
staffing challenges. As only half the instructors are now needed for the first year of
implementation of the new program, we risk not being able to re-hire these sessional faculty for
year two (12 months later). We will be experiencing similar challenges with scheduling and
usage of classroom space. Although scheduling of courses was easier with a smaller overall
cohort in year one of the Bachelor of Education program, the change led to a serious inefficiency
in space use. While the education teaching spaces were sometimes used for courses in other
departments during this anomaly year, the rooms were underused—a significant challenge for
responsibility-centered management budgeting. These same rooms will be in high demand by the
education program in year two, given that we are scheduling two cohorts of classes
simultaneously with a doubling of the total number of education students.

The assignment of teacher candidates to placement and practicum opportunities must also be
considered as the reduction in number of spaces within the program is implemented. Although
the first year of the program now requires only half of the placement opportunities of the past,
close attention must be paid to maintaining connections and relations with partner schools,

school boards and Associate Teachers, as the second year of the program will once again require a full range of placement opportunities.

Moreover, students who were nearing the end of their undergraduate years strongly resisted the change to a four-semester Bachelor of Education program. These students had a planned timeline for completing their Bachelor of Education degree, and now that timeline was to be extended by one academic school year. This problem caused stress for both students and parents alike, particularly from a financial perspective. Although the province had increased the length of the Bachelor of Education program, and Trent University had planned enhanced academic programming and experiential opportunities for the extended Bachelor of Education program, some students could simply not afford to apply, given the increased length of the program and the size of their current student loans. In addition to the concern regarding the increased length and cost of the Bachelor of Education program, prospective students were also concerned that the reduced number of spaces in the program would make admission into the Bachelor of Education program more competitive. This concern caused emotional stress and anxiety for both parents and applicants during the application, selection, and admission processes. The applicants' financial concerns, which caused some individuals either to not apply or to withdraw their applications concerned the Trent School of Education and other education programs in Ontario. Indeed, application rates have declined across the province.

The implications of moving from a one-year two-semester program to an enhanced two-year four-semester program have been substantive. Faculty rose to the challenge of re-thinking Trent's unique program while maintaining its integrity and principles. Until the four-semester program has been implemented over several cycles, we cannot conclude either that the changes made to date will remain in place, or that no more changes will be needed as we move forward. Our faculty have chosen to see this profound program change as an opportunity to further improve the quality and uniqueness of the Trent University Bachelor of Education program and have worked collaboratively and collegially in order to conceive of, enhance, and implement a broad and deep educational experience for teacher candidates.

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CHAPTER 11

MAKING A VISION COME TO LIFE: CHANGING HOW WE "DO" PRE-SERVICE TEACHER EDUCATION AT UOIT

Diana Petrarca, Janette Hughes, Jennifer Laffier, Maurice DiGiuseppe and Shirley Van Nuland

University of Ontario Institute of Technology

INTRODUCTION

On September 8, 2015, the University of Ontario Institute of Technology (UOIT) Faculty of Education officially launched its *enhanced* four-semester initial teacher education (ITE) program (Ontario Ministry of Education, 2013). This occurred on the heels of a 33% reduction in provincial per-student funding, and a mandatory 50% reduction in overall admissions to Ontario faculties of education (Ontario Confederation of University Faculty Associations, 2013). Ontario's faculties of education were given 15 months to "modernize" their ITE programs, most notably by increasing the term of consecutive programs from two semesters to four. This chapter provides an overview of the new, four-semester consecutive ITE program instituted at UOIT, including the program's overarching vision, overall program structure, program offerings, courses, practicum, and related elements. We conclude the chapter by sharing some insights gained and challenges encountered in the transition.

VISION, MISSION, AND GOALS

Our guiding vision as articulated in our documentation and on our website is as follows: "Our faculty strives to educate thoughtful, well-informed and socially responsible educational leaders, making optimal uses of new and emerging digital technologies for learning" (UOIT, n.d., para 1).

To achieve our vision, we turned to our mission of "drawing from a research agenda focused on education and digital technology" so that we could provide "rich, engaging, and well-grounded understanding of curricular and pedagogical design, print and digital literacies, educational law, ethics and policy, educational research, and assessment to the next generation of educational professionals" (UOIT, n.d., para 2). The principles that guide the goals of our Bachelor of Education (B.Ed.) program (and other education programs) centre on our desire to:

- Equip teachers and researchers with the knowledge and experience, values and skills needed to become leaders not only in the Canadian Kindergarten to Grade 12 system, but as well in non-formal, community-based, professional and adult education;

- Offer outstanding undergraduate and graduate programs in education and digital technology that contribute to the development of highly qualified personnel able to work across a range of educational fields, and to offer these programs in a manner that is accessible to anyone from anywhere in the world;
- Conduct leading-edge research in education and digital technology that focuses on all aspects of how and why digital technologies are transforming learning; and
- Seek out and participate in local, national and international research partnerships with those who share our desire to develop the individual and collective intelligence, ability, and social consciousness of educators. (UOIT, n.d.)

PROGRAM OFFERINGS OVERVIEW

UOIT currently provides the following four ITE programs (summarized in Table 1) that eventually lead to a B.Ed. degree:
- Consecutive Education Program (Beginning September, 2015);
- Concurrent Education Program (Discontinued – Final intake in 2013 and concluding in 2018);
- Connected Education Program (Beginning September, 2015); and
- Concurrent Education Program (Beginning September, 2016).

Table 1. *UOIT B.Ed. Programs*

Program	Intake Year(s)	Educational Requirements	Divisional Offerings	Structure
Discontinued Concurrent Education Program	2003 – 2014	OSSGD*	I/S*	Students take some education courses throughout undergraduate science degree; students enter the consecutive education program upon meeting graduation and B.Ed. admission requirements
Concurrent Education Program	2016	Secondary school	P/J* and I/S	No education courses taken while completing undergraduate degrees; advanced entry into consecutive education program if students meet B.Ed. I/S or P/J admission requirements; students are invited to Faculty of Education events to help determine if they desire a career in education
Connected Education Program	2015	Year 2 or Year 3 of UOIT undergraduate program	P/J and I/S	No education course work while completing undergraduate degree; advanced entry into consecutive education program for current UOIT students if they meet P/J or I/S B.Ed. admission requirements; invited to Faculty of Education events to help determine if they desire a career in education
Consecutive B.Ed. Program	2015	Undergraduate degree	P/J and I/S	Four consecutive semesters over a 16-month period: Semester 1: September-December Semester 2: January-April Semester 3: May-July Semester 4: September-December
*OSSGD: Ontario Secondary School Graduation Diploma, P/J: Primary/Junior, I/S: Intermediate/Senior				

UOIT ENHANCED B.ED. PROGRAM

The following excerpt from the *UOIT 2015 – 2016 Undergraduate Academic Calendar and Course Catalogue* captures the essence of the B.Ed. program at UOIT:

> The Faculty of Education offers a 16-month consecutive program in the preparation of Primary/Junior (P/J) and Intermediate/Senior (I/S) teachers. The emphasis on technology in learning and teaching is a defining element of UOIT's Bachelor of Education program. Teacher Candidates (TCs) use technology in their own learning experiences so that they will understand how to integrate technology into classroom practice. Courses use inquiry and problem-solving approaches with a focus on the importance of subject matter as the catalyst for teacher-learner interaction, as well as individual learning and teaching in shaping learning conditions. The Faculty's Bachelor of Education programs are based on key educational principles including technology, diversity, reflection and praxis. The new program models key elements of education at the edge of innovation, such as a blend of face-to-face and online curriculum offerings, and encouraging the use of digital technologies and multiple forms of literacy so that TCs will be able to be leaders of technology in their schools and in their school boards, and in other workplace options, such as professional development, adult education, and training. (UOIT, 2015, p. 73)

B.ED. PROGRAM PLANNING

Soon after the Liberal party platform announcement of an extended B.Ed. program, a planning committee comprised of UOIT faculty, sessional instructors, and administrators began big picture planning. With very few details provided by the Ministry regarding program requirements, the small team approached the planning process with much enthusiasm and many questions. In these early meetings, we let our Faculty's vision guide our discussions, keeping in mind Darling-Hammond's (2006) assertion that in exemplary ITE programs, "a common, clear vision of good teaching that permeates all course work and clinical experiences" is essential in developing "a coherent set of learning experiences" (p. 6).

Following our early brainstorming sessions, we began the arduous task of composing the program's learning outcomes using this vision as a base, as well as frameworks drawn from the extant literature, and the Ontario College of Teachers (OCT) *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* (Ontario College of Teachers, n.d.). When the Ministry of Education finally released the details of the legislated changes, we incorporated the new requirements into our plans, though most already aligned well with the Ministry's directives. These directives did not require faculties to simply add time onto, and content into, existing courses, but "provided an opportunity for faculty to reimagine teacher education in this new context" (Hughes, Laffier, Mamolo, Morrison, & Petrarca, 2015, p. 436). Thus, we endeavoured to re-create our B.Ed. courses in the spirit of the Faculty's vision by integrating key elements of technology, diversity, reflection, and praxis. Table 2 lists the UOIT B.Ed. courses. Where both P/J and I/S divisions are listed, key concepts applicable to all divisions are addressed; however, the course differentiates assignments and content to the particular division(s).

CONSECUTIVE BED PROGRAM STRUCTURE

The UOIT Consecutive B.Ed. Program comprises four successive semesters. Semesters 1, 2, and 4 consist of 9 weeks of courses, offered face-to-face, followed by a practicum block. Semester 3 also consists of 9 weeks of courses; however, these courses are offered in a fully online fashion, involving a combination of synchronous, asynchronous, and webinar formats, with no practicum block. During Semesters 1, 2, and 4, TCs spend observation days throughout the 9-week course time in the Associate Teacher's (AT's) classroom/school prior to the practicum block. Upon completion of each practicum block, TCs return to campus for a mandatory one-day Debrief/Culminating Day to participate in guided reflective activities where they analyze their practicum experiences with colleagues using various theoretical constructs from their coursework as guides.

Depending on the calendar year, TCs have approximately seven to eight weeks between semesters 3 and 4, which they can devote to full-time employment. The semester dates for the first cohort of the program are as follows:
- Semester 1: Sept. 8 – December 16, 2015;
- Semester 2: Jan.11 – April 29, 2016;
- Semester 3: May 9 – July 8, 2016 (fully online semester), and
- Semester 4: Sept. 6 – December 16, 2016.

Consecutive B.Ed. Program Structure Rationale
Part of the decision to add a Spring/Summer semester to the program was to accommodate second career students who in the past may have taken leaves of absence from full time employment to pursue a teaching career. We did not want to prevent these students from accessing our program. We felt it would have been very challenging for this population to take a two-year leave from employment to enrol full time in a B.Ed. program, so we built the four semesters into a 16-month structure.

We also did not want to limit the large commuter population from accessing our program, since many of our B.Ed. students commute to UOIT from a variety of locations outside of Oshawa. The decision to offer the third semester online would provide some relief for those students. Given our university's overarching mission and focus on technology, our faculty decided to incorporate online courses within the B.Ed. program. In determining how to structure the third semester, we were guided by our Faculty's existing fully online graduate and Bachelor of Arts programs in which students participate in synchronous and asynchronous instructional experiences using Adobe Connect web conferencing software. Given the technology and expertise existing within the Faculty, adding one semester of online courses for the B.Ed. program seemed like a natural fit. We began with our e-learning infrastructure to develop the online B.Ed. courses, and modified the framework to suit the unique needs of our B.Ed. program.

CONSECUTIVE B.ED. PROGRAM COURSE DETAILS

As mentioned earlier, we did not *enhance* our B.Ed. program by merely adding additional courses to the existing roster. Instead, we augmented existing program elements by, for example, integrating an inquiry and problem-solving approach to learning with a focus on the importance of

subject matter as the catalyst for teacher-learner interaction. Furthermore, we wanted our courses to encourage the use of digital technologies and multiple forms of literacy so that TCs would become leaders in educational technology.

Hughes et al. (2015) summarized the key modifications to the UOIT B.Ed. courses as follows:
- Addition of new required courses in learning in digital contexts, mental health, mathematics, coding, reflection and action research, inquiry, and equity and diversity;
- Increased blended and online courses to introduce future teachers to learning within online learning communities;
- Inclusion of new literacies and technologies to move towards an individualized and personal education for all students;
- Extension of Foundations of Teaching course into the final semester of the program; and
- Integrated approaches in Science, Technology and Mathematics to form three STEM courses.

Our courses reflect a collaborative effort to merge teacher education, subject-specific research, accreditation requirements, faculty vision, university mission, and reduced resources to create a B.Ed. program for the 21st Century classroom.

CONSECUTIVE BED PROGRAM PRACTICUM

As noted in Table 2, UOIT's practica are organized within three Field Experiences. TCs complete their Field Experiences in three distinct classrooms and schools, although at times, depending on the school board's processes for organizing practicum placements, TCs may be placed within the same school. Field Experiences consist of a combination of observation days on select "Field Experience Fridays" throughout the semester, in a host classroom, followed by a block of days at the end of Semesters 1, 2, and 4.

Given that TCs require opportunities to observe and apply their knowledge within the field (Feiman-Nemser, 2001), our TCs are initially provided with a guided assignment in which they make specific observations and consider specific questions pertaining to the school and classroom community. To guide their learning, a Field Experience Handbook provides clear and explicit goals for TCs to achieve during their practica, as well as recommended strategies to gradually increase their responsibility within the practicum classroom (Darling-Hammond & Baratz-Snowden, 2007). For example, TCs are responsible for more classroom activities in Field Experience III (the final Field Experience) than in Field Experience I (the first Field Experience).

In an attempt to build a more cohesive program and stronger relationships between the university and its partner schools, each TC is supervised by a Foundations course instructor. TCs require regular opportunities to make theory/practice connections (Darling-Hammond, 2006), and to "test the theories, use the knowledge, see and try out the practices advocated by the academy" (Feiman-Nemser, 2001, p. 1024). Thus, we believe that having university-based instructors visit TCs in the field enhances opportunities for improved connections between university-based and field-based elements of the program. Furthermore, the Field Experience Handbook, which draws heavily from the field experience literature (e.g., Beck & Kosnik, 2002; Darling-Hammond & Baratz-Snowden,

2007; Feiman-Nemser, 2001), provides ATs with guidelines and suggestions regarding their role in the practicum.

EMERGING INITIATIVES

We now share several examples of key changes to our B.Ed. program that we feel improve TC learning. Some of these initiatives include: the new Foundations of Teaching series of courses, a view to curricular integration, a focus on digital literacies, a mandatory mental health course, and a focus on mathematical thinking, and coding. Furthermore, in this section we share how we met the challenge of addressing the needs of a small group of concurrent education students who began the program under the original two-semester structure.

FOUNDATIONS SERIES OF COURSES

The Foundations series of courses serve as a foundation to other courses in the program. The courses are listed below and are offered in Semesters 1, 2, and 4, respectively:
- *EDUC 1300U Foundations I: Planning and Preparation + Practicum*
- *EDUC 1305U Foundations II: Curriculum Theory and Practice + Practicum*
- *EDUC 2405U Foundations III: Long Range Planning and Assessment + Practicum*

These courses provide TCs with an overview of the teaching profession, and furthermore, address reflective practice, the role of school in student learning, planning, assessment, curriculum, instructional strategies, classroom management, and other related teaching and learning topics, depending upon the semester. Essentially, these courses serve as the backbone to the program, including the practica but do not address topics in the context of the various curricular subject areas. For example, the process of lesson planning is introduced in the Foundations course and then further developed and contextualized in the various curriculum methods courses.

In developing our courses, we turned to the features of exemplary ITE programs, including the provision of explicit opportunities for TCs to confront their notions of learning (Darling-Hammond, 2006). Thus, in our Foundation courses, we included opportunities for TCs to examine their deeply entrenched assumptions about teaching and learning in the foundations coursework. We also made concerted efforts to include case studies, performance assessments, and learning portfolios, which have also been features identified in exemplary ITE programs (Darling-Hammond, 2006). The Foundations series of courses represents our attempt at enhancing coherence between coursework and field experiences—another feature of exemplary programming documented in the literature (Darling-Hammond, 2006; Levine, 2006).

The Foundations course is structured so that the entire cohort (P/J and I/S) meets together for the first hour (depending on the topic) of a larger block of face-to-face class time in the schedule. This allows TCs to experience the broad applicability of the topics across all divisions, and it also provides alternative perspectives from classmates in different divisions. A larger block of time follows the full group session where smaller groups of TCs assemble in several classes organized by program division. The smaller class instructor also serves as the university liaison during the Field Experience component. To the extent possible, the smaller classes are organized according to TCs' geographical needs and preferences.

Foundation Fridays are also attached to the Foundations series of courses. On Foundation Fridays, TCs either spend time in their practicum schools as helpful guests and observers, or they are on campus participating in professional development activities directly related to the teaching profession and/or program content. These sessions currently include opportunities for TCs to learn more about the province's teaching federations, the Ontario College of Teachers, advanced technologies (e.g., makerspace and coding), Indigenous education, and Environmental Education.

Table 2. *Enhanced Consecutive B.Ed. Program Courses (2015)*		
Semester	P/J	I/S
1 (Fall I)	EDUC 1300U Foundations I: Planning and Preparation + Practicum (Foundation)	
	EDUC 1301U Learning and Development (Foundation)	
	EDUC 1302U P/J Digital Literacies I (Methods)	CURS – Curriculum Studies I* (Methods) (Teachable subject A)
	EDUC 1303U P/J STEM (Science-Technology and Mathematics) I (Methods)	CURS – Curriculum Studies I* (Methods) (Teachable subject B)
	EDUC 1304U P/J Arts/Health and Physical Education (Methods)	EDUC 1309U I/S Digital Literacies/ICT (Foundation)
2 (Winter)	EDUC 1305U Foundations II: Curriculum Theory and Practice + Practicum (Foundation)	
	Winter elective	
	EDUC 1306U P/J Digital Literacies/Social Studies II (Methods)	CURS – Curriculum Studies II* (Methods) (Teachable subject A)
	EDUC 1307U P/J STEM (Science-Technology and Mathematics) II (Methods)	CURS – Curriculum Studies II* (Methods) (Teachable subject B)
	EDUC 1308U P/J Mathematical Thinking and Doing (Foundation)	I/S Mathematical Thinking and Doing (Foundation)
3 (Spring/ Summer) Online	EDUC 2400U Equity and Diversity (Foundation)	
	EDUC 2401U Learning in Digital Contexts (Foundation)	
	EDUC 2402U Teaching for Inclusion: Special Needs and Individualized Education (Foundation)	
	EDUC 2403U Independent Inquiry/Internship (Foundation)	
	EDUC 2404U Education Law, Policy and Ethics (Foundation)	
4 (Fall II)	EDUC 2405U Foundations III: Long Range Planning and Assessment + Practicum (Foundation)	
	EDUC 2406U Reflective Practice/Action Research (Foundation)	
	EDUC 2407U Mental Health Issues in Schools (Foundation)	
	Fall Elective	
	EDUC 2408U P/J STEM (Science-Technology and Mathematics) III: Coding and Communication (Foundation)	EDUC 1311U I/S Science-Technology and Mathematics: Coding and Communication (Foundation)
Practicum for 2015 – 2016 program: Field Experience I Total Days (observation and practicum block) - 27 days Field Experience II Total Days (observation and practicum block) - 30 days Field Experience III Total Days (observation and practicum block) - 32 days		

Electives:

EDUC 3200U Pedagogy of the Land

EDUC 3201U Environmental Education

EDUC 3205U Visual Arts: An Introduction to Indigenous Art

EDUC 3206U Teaching the Catholic Religion in Schools

EDUC 3207U Teacher as Coach

EDUC 3208U Teaching Kindergarten

EDUC 3210U Teaching French in Schools

EDUC 3211U Outdoor Education: Winter

EDUC 3209U Outdoor Education Leadership: Fall

Curriculum Studies

Students will complete two curriculum studies courses in each of semesters 1 and 2. Students must take one course per term in each of the teachable subject areas under which they were admitted.

CURS 4100U and CURS 4101U I/S Biology

CURS 4110U and CURS 4111U I/S English

CURS 4120U and CURS 4121U I/S Chemistry

CURS 4130U and CURS 4131U I/S Physics

CURS 4140U and CURS 4141U I/S Mathematics

CURS 4180U and CURS 4181U I/S General Science

CURS 4501U and CURS 4502U I/S History

CURS 4503U and CURS 4504U I/S Health and Physical Education

DIGITAL LITERACIES INITIATIVES

An innovative element of the enhanced B.Ed. Program includes digital literacies initiatives. To be literate in the 21st century, students need to read critically and write functionally across a range of media forms and formats. Building from two diverse conceptual models that orient digital literacy research to date, we designed a rich and robust series of critical digital literacies courses, one that specifically includes computational as well as linguistic knowledge, skills, and understanding aimed at increasing the competence and confidence of students (and teachers) who may be persistently left out of the "digital native" demographic. This course, in particular, moves well beyond traditional literacy instruction, and investigates uses of emerging digital media and interactive tools that disrupt traditional curricular and teaching/learning assumptions and practices, which have hitherto been driven by print-based literacies in both formal and informal learning settings. This course, and other digital literacy initiatives in our faculty, are grounded in Critical Digital Literacies (CDL) pedagogy (Hughes & Morrison, 2014), which does not simply map existing definitions of digital literacy and critical literacy onto each other, but rather challenges our assumptions and practices when using digital technologies in the learning process. Critical literacy involves an analysis and critique of the epistemic relationships among texts, language, social groups, and social practices and aims to empower teachers and students to participate in a democratic society by moving literacy beyond textual reception and production to performatively engaged social action. Key features of a CDL approach which have been integrated into recent digital literacies initiatives include a focus on the cultivation of participatory and equitable spaces where students can engage with ideas and issues as joint seekers and co-creators of knowledge and producers, not just consumers, of digital media. Our CDL approach within the program is inquiry-based and focuses on the "meta-literacies" nurtured by learning in depth (Egan, 2011).

I/S CURRICULUM COURSE INTEGRATION

In the Spring of 2015, a group of faculty members considered the possibility of offering the B.Ed. program's eight I/S curriculum methods courses, namely, Biology, Chemistry, Physics, General Science, Mathematics, English, History, and Physical Education, in a more interdisciplinary, student-centred fashion. In this plan, the eight methods courses would be facilitated by four I/S instructors, including a Science specialist, a English/History specialist, a Mathematics specialist, and a General Science/Physical Education specialist, and enacted through a combination of (a) whole group, integrated seminars (involving all I/S TCs); (b) one-on-one consultation/mentoring with subject-specific instructors; (c) small group, subject-specific cohort seminars; and, (d) online subject-specific activities.

This approach, referred to as the *Integrated Program*, would not only help mitigate the effects of reduced enrolment in some methods courses, but would also offset some of the financial burdens caused by recent reductions in provincial funding to faculties of education. The Integrated Program was employed in Semester 1 of the program, a semester in which I/S methods courses typically focus on Intermediate division (Grades 7-10) curriculum. This approach was not employed in Semester 2, where the focus is primarily on Senior division (Grades 11 and 12) curriculum.

MENTAL HEALTH COURSE

In 2008, faculty developed and implemented a new mental health elective for TCs in the B.Ed. program, in light of the rising mental health issues affecting school-aged children and youth across Canada (Manion & Short, 2011). This elective focused on recognizing and supporting students with mental health conditions in the classroom, taking care of personal well-being as future teachers, understanding how mental health is addressed in the Ontario school system, and knowing various community-based supports for mental health. Although the elective was only 18 hours in length, formal and informal feedback from TCs indicated that they found the course invaluable as future teachers. A repeated recommendation was to make the course a requirement for all TCs. The need for a compulsory course on mental health became clearer each year as research continued to point to the rise in children and youth mental health problems and the effects on learning (Meldrum, Venn, & Kutcher, 2009). For example, depression in youth is related to learning difficulties, absenteeism, and dropping out of school (Canadian Council on Learning, 2010). Research continued to show that teachers lack needed knowledge in this area. For example, the Canadian Teachers Federation (2012) found that 7 out of 10 teachers did not receive professional development to address student mental illness in their schools. Thus, in 2015, a mandatory 36-hour course, aimed at providing all TCs with essential knowledge and skills related to mental health, was implemented. The course now includes certification in Mental Health First Aid, a 14-hour training program from the Mental Health Commission of Canada (2014). All TCs receive this certification upon successful completion of the *Mental Health Issues in Schools* course, which increases their skills in recognizing the signs and symptoms of mental health distress, and supporting individuals with mental health problems. Feedback from TCs suggests that this extra training increases their confidence in handling crisis situations and providing the best care possible for individuals in both their personal and professional life.

CONCURRENT EDUCATION COURSES

For many years, UOIT offered both Consecutive and Concurrent education programs. The Concurrent Program, situated in the Faculties of Science and Education, included four years of study toward a UOIT undergraduate degree (Bachelor of Science) followed by a one-year (i.e., eight-month) program of study concluding in the Bachelor of Education degree. In general, Concurrent Education students who successfully completed their undergraduate degrees and met the requirements for admission to the B.Ed. program would complete their B.Ed. requirements in their 5th year, together with that year's Consecutive program cohort. This arrangement worked very well since both groups were studying for the same length of time. When the 16-month program was instituted in September 2015, a significant number of undergraduate Education students were ready to begin their fifth year in the Bachelor of Education program. This created a logistical problem, since the original 8-month Consecutive program (and its courses) had been transformed into the new, 16-month enhanced program.

One problem, in particular, involved two important foundational courses: *EDUC 2402U, Teaching for Inclusion: Special Needs and Individualized Education*, and *EDUC 2404U, Education Law, Policy, and Ethics*, which in the new program, would be offered among the Semester 3 (Spring-Summer) online courses. This would extend the Concurrent TCs' program beyond the eight months for which they had originally registered.

To help resolve this issue, the B.Ed. program director, and the instructor of EDUC 2404U, decided that this course was broad enough to include the essential components of EDUC 2402U, and could be offered face-to-face in Semester 2 for the benefit of that year's Concurrent TCs. The TCs were expected to prepare more than one would expect for a typical 36-hour course. The TCs agreed to this format, knowing that this additional work would garner better results. Furthermore, the course assignments were structured to take advantage of their previous placement experiences, thus, better connecting theory and practice. An added feature of these assignments was choice and flexibility. The TCs selected two options from eight assignments to complete, and were assigned two compulsory tasks (one from the Education Law stream and the other from the Special Education stream). Each assignment included elements of the other stream. Further, these integrated assignments could be completed in a format of the TC's choosing. Given that this integrated course was given the course code and title, *EDUC 2404U Education Law, Policy, and Ethics*, and described as such in UOIT's Academic Calendar, a letter was prepared for this group of Concurrent Education students outlining which aspects of Special Education were included in the integrated course.

The response of Concurrent TCs to the combined coursework was positive. They believed that while they did not receive two 36-hour courses (EDUC 2404U and EDUC 2402U), they did receive some of the foundational information and understandings they required. Furthermore, they realized that more was needed, and many enrolled in the Special Education Additional Qualification course at their first opportunity to accompany the work they had completed during their teacher education program.

INSIGHTS AND CHALLENGES

The development and implementation of UOIT's enhanced Consecutive ITE program was an exciting and enlightening exercise, fraught with unique challenges and unanticipated outcomes. It was also a refreshing experience filled with blue-sky thinking and big-picture planning. The busyness of daily work often prevented us from engaging in such collaborative discussions about teaching, learning, and programming. In our deliberations, we also realized that when attempting to create evidence-based programs, administrative and organizational constraints might prevent us from implementing theory-informed practices. Nevertheless, an important outcome of this exercise was the opportunity to conduct formal research on the development and implementation process. Although in the past, we have collected feedback from our TCs about the B.Ed. program, in general, it was typically for program improvement purposes, not for program renewal and transformation.

Needless to say, the process we employed in developing the enhanced program involved some formidable challenges. For example, the tight timelines available for program development and implementation, along with drastic provincial decreases in ITE funding and admissions, were the two most obvious challenges. The extremely tight turn-around time for development and implementation, in particular, made our faculty feel extremely rushed to design and operationalize the program. Though we had been planning from a bigger picture perspective prior to the official announcement, many of our initial ideas were unable to be solidified until we had more details from the Ministry. For example, we needed to know the exact number of semesters and required practicum days the enhanced program would require from a legislative and accreditation perspective. We also required additional details regarding the new required content. Furthermore, several internal UOIT approval processes did not align well with the Ministry of Education's often equivocal announcements regarding the enhanced program's launch date. In addition, provincial funding shortfalls and, in particular, the mandated 50% reduction in B.Ed. admissions, resulted in a number of other challenges, including:

- A loss of many sessional instructors, and the elimination of the Faculty Advisor role (typically involving retired school administrators and practicing teachers);
- Low enrolments in some of the methods courses;
- Larger class sizes;
- Creative problem-solving to meet the requirements of our grand-parented concurrent education students; and
- Extra workload for some preservice program faculty.

Mid-way through Semester 1, we obtained feedback from our TCs regarding the program, and their views confirmed the faculty's concerns regarding courses with larger class sizes. The university quickly responded by restructuring and rescheduling those courses to reduce the class sizes from 90 to 45 students per class. Although we were still not able to return to the smaller class sizes of the past (often 36 students per class), the faculty and TCs appreciated the university's quick response and the restructuring that occurred in Semester 2.

MOVING FORWARD

At the time of this writing, we have completed Semester 4 of the new, enhanced, B.Ed. program, and we are beginning to gather and analyze feedback provided by the first cohort. In addition, the

second cohort of students has recently begun the program, which now poses additional issues such as scheduling and hiring instructors once again.

The past three years have brought with them a whirlwind of planning, implementation, stress, and hard work. In retrospect, like all faculties of education in the province, we truly have achieved a remarkable feat in spite of the challenges related to funding, admissions, and time. At UOIT, our technologically enhanced approach in educating socially responsible and well-informed educational leaders seeks to provide our TCs with a strong starting point as they enter the teaching profession. Continual reflection and refinement based on ongoing data collection from our TCs, faculty, school partners, and graduates, well after they have completed the program, will guide our decisions in make our ITE vision come to life.

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CHAPTER 12

RECONCEPTUALIZING TEACHER EDUCATION
AT THE UNIVERSITY OF OTTAWA

Nicholas Ng-A-Fook, Ruth Kane, Tracy Crowe, Nectaria Karagiozis and
Michelle Schira Hagerman

University of Ottawa

INTRODUCTION

> What these reformers are calling for is nothing less than a fundamental restructuring of the entire continuum of Teacher Education and teachers' professional work and status.
>
> (Fullan, Connelly, Watson, Heller, & Scane, 1990, p. 5)

> When policy has ably reflected or successfully enabled reconceptualization at the action level, changes seem to have occurred that have effectively addressed the criticisms plaguing Teacher Education for the last thirty years or so.
>
> (Grimmett, 1995, p. 204)

In 2012 the provincial government called on faculties of education across Ontario to reconceptualize their teacher education programs. In part, the proposed systemic reforms to Teacher Education sought to reduce the surplus of qualified teachers vying for jobs across Ontario while also enhancing their professional competencies. Our province was one of the last jurisdictions where pre-service teachers were able to complete the necessary qualification for accreditation in just eight months. The two-year (four semester) program now provides pre-service teachers with twice as much coursework while also doubling the required practicum experience from 40 to 80 days. Such calls for restructuring and reshaping Teacher Education have been in the works since the 1980s.

In 1990, the Ontario Ministry of Colleges and Universities and the Ministry of Education commissioned *Teacher Education in Ontario: Current Practice and Options for the Future*. Fullan, Connelly, Watson, Heller, and Scane (1990) told us then,

> In short, we believe that a major overhaul of the overloaded preservice curriculum is required. The extended Teacher Education program is just one component of the continuum of Teacher Education. We agree with the deans of education that the equivalent of an additional year is needed, but we think this should take place primarily in the context of schools through a program of induction. (p. 83)

Their position paper, outlined a brief history, and in turn, proposed the following six key areas of recommendations for *reshaping* the future of Teacher Education in Ontario: 1) *Schools for learning*; 2) *Administering the Schools Professionally*; 3) *Collaboration and the Governance of Teacher Education*; 4) *The Continuing Inservice Education of Teachers;* 5) *Preservice Teacher Education*; and 6) S*upervised Reflective Practice: A link between Preservice and Inservice Education*.

Fullan, et al. (1990) used the term *reshaping* to remind us "that it is the overall countenance of Teacher Education, rather than any one of its parts, that needs reform" (p. 65). They put forth five key assumptions for future teacher educators to consider as they work toward reconceptualizing their Teacher Education programs:

- *Theory and Practice*: We believe that everything done in the name of Teacher Education should consciously reflect attention to the interaction and balance of theory and practice.

- *Quality of Schooling and the Quality of Teacher Education*: We believe that the arguments on behalf of Teacher Education, and suggested changes in it, should be justified in terms of their consequences for the quality of schooling provided for the children of the province.

- *What Does it Mean to BE a Teacher?*: We believe that the personal and professional knowledge that define teacher constantly grow throughout a teacher's career through the examination of new ideas and through reflective practice, individually and with others.

- *The teacher as Professional and the Career-long Continuum*: We believe, accordingly, that learning to be a teacher is a career-long activity that occurs on a continuum formally beginning in preservice Teacher Education and continuing through phases of induction, apprenticeship, middle and later years of a career, including administrative and consulting roles. (p. 66)

Faculties of education across Ontario had less than five months to meet with different local and provincial educational stakeholders to reconceptualize their Teacher Education programs (due to the time required for university-based approvals, marketing and recruitment of students). At the University of Ottawa two working groups were formed (one in French, one in English). They were asked to create and implement 4-semester Teacher Education programs. The Anglophone Teacher Education Committee (ATEC), under the leadership of Professor Christine Surrtamm, then Director of Teacher Education, met weekly to develop the new program for Faculty and thereafter,

University senate approval (in the spring of 2013). Initial meetings considered the existing B.Ed. conceptual framework which situated our teacher candidates as members of multiple communities of practice within which they can develop and engage communities of inquiry at the university and within their practicum schools (see Table 2 in next section).

In *Reconceptualizing Teacher Education: Preparing Teachers for Revitalized Schools*, Peter Grimmett (1995) reminds us, "when policy is used solely to coerce people at the ground level into working in ostensibly different ways, much resistance and little purposeful reconceptualization of teacher preparation takes place" (p. 204). Moreover, he goes on to stress, "when restructuring precedes reconceptualization, it often provokes, survival-oriented reaction" (p. 207). Our reconceptualization of teacher education was informed by Grimmett's three approaches to restructuring: restructuring predominantly at a policy level without purposeful reconceptualization; restructuring in advance of reconceptualization at the level of teacher education programs; and the most favoured, where policy and teacher education practice are so well aligned that restructuring arises out of reconceptualization (p. 204). Consequently, rather than use the term *reshaping*, we put forth the terms *restructuring* and *reconceptualizing* as a conceptual framework for discussing the changes made to our Teacher Education program. In what follows, we limit our discussion primarily to an in-depth overview of the Anglophone Teacher Education program.

Reconceptualizing our program was guided by the following three key commitments: 1) learning to practice through the development of adaptive expertise (Bransford et al., 2005; Hatano & Oura, 2003; Timperley, 2012); 2) teacher inquiry and knowledge building (Timperley, Wilson, Barrar & Fung; 2007); and, 3) our responsibility in addressing the Truth and Reconciliation Commission's (TRC) 94 Calls to Action, as part of our larger civic ethical commitment toward fostering and sustaining diverse, equitable, and inclusive education (Battiste, 2013; Donald, 2012; Tupper, 2012, 2014a). Our work with teacher candidates seeks to support the development of an *inquiry habit of mind* that requires teacher candidates (and indeed teacher educators, teachers and administrators) to adopt a mindset that continually seeks and uses evidence informed decision-making (Earl & Katz, 2006). At that time, the committee drew on the findings of a *Best Evidence Synthesis* (see Figure 1).
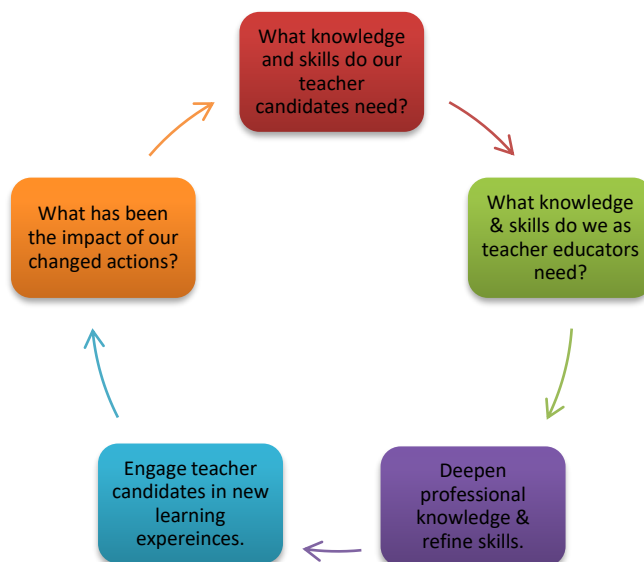

Figure 1. Teacher inquiry and knowledge building cycle to promote valued teacher candidate outcomes. (Adapted from Timperley et al., 2007)

Teacher Education researchers such Grossman, Hammerness and McDonald (2009) along with others (Britzman, 1991; Korthagen, Loughran, & Russell, 2006; Lampert, 2009; Zeichner, 2011; Darling-Hammond & Lieberman 2012), have been challenging the traditional *silos* of Teacher Education curriculum, questioning the historical divisions between foundations and methods courses and the separation between what is done in universities – *theory,* and what is done in schools – *practice.* Grossman et al. (2009) propose "that Teacher Education should move away from a curriculum focused on what teachers need to know to a curriculum organized around core practices, in which knowledge, skills and professional identity are developed in the process of learning to practice" (p. 274). And yet, such curricular and pedagogical challenges are not new. In fact, questions as to *what* should be included in Teacher Education have been asked since the establishment of initial Teacher Education at the Toronto Normal School in 1847 and later Ottawa Normal School in 1875 (see Ng-A-Fook, Ingham, Burrows, in press). The Committee further considered the work of Timperley (2012) to examine how we could create a program that would support teacher candidates to develop *adaptive expertise* (see next section). Like other programs, part of our mission sought to prepare teacher candidates who could in turn draw on innovative curricular and pedagogical professional competencies that would enable them to address the ethical, social and technological demands of 21st century communities within their future classrooms.

Dr. Ng-A-Fook commenced his responsibilities as Director of Teacher Education during the last year of the one-year program. The year prior to his directorship, Dr. Ng-A-Fook took advantage of his sabbatical to attend some of the working group's curriculum development and implementation meetings. Consequently, Dr. Ng-A-Fook, Tracy Crowe, and the cohort leads were responsible for ensuring the transition from the 8-month program to the existing 16-month program. The administrative team collaborated with different colleagues and First Nations, Métis, and Inuit (FNMI) communities to address the Truth and Reconciliation Commission's *94 Calls to Action* as part of the collective revisioning of the Teacher Education program (see Ng-A-Fook, et. al., in press; Butler, Ng-A-Fook, Vaudrin-Charette, McFadden, 2015; Tupper, 2014b). In 2015, the Teacher Education Program established a FNMI advisory committee which was comprised of different FMNI representatives, school board administrators, professors, graduate students, teachers, teacher candidates. The FNMI Advisory Committee collaborated with Charlene Bearhead and Morgan Ry at the *National Centre for Truth and Reconciliation* to propose a *Memorandum of Understanding* (*MOU*) between the Faculty of Education and the University of Ottawa. Eventually, that proposal was sent to the senior Indigenous Advisor Carolyn Laude at the University of Ottawa who worked to make it a university wide *MOU*. In March of 2017, the University of Ottawa signed the *MOU* with the *National Centre for Truth and Reconciliation*, housed at the University of Manitoba. As part of our commitment, our Teacher Education program now facilitates *Project of Heart* training for all Year 2 Primary/Junior teacher candidates. Moreover, we have been designated as the provincial centre for procuring *Project of Heart* professional learning opportunities for interested educational partners across the province. The Faculty of Education continues to have a strong partnership and mutually beneficial relations with the Kitigan Zibi First Nations Algonquin educational sector and the First Nations teachers and students who teach and learn within the Kikinamadinan school. And yet, there still remains enormous work to be done toward addressing the *94 Calls to Action* within Ontario Teacher Education. In what follows, we limit our discussion primarily to an in-depth overview of the Anglophone Teacher Education program.

AN OVERVIEW OF THE SCOPE AND SEQUENCING

> Here in lies a dilemma. What comes first, good schools or good Teacher Education programs? The answer is that both must come together. …The long-term solution—unfortunately, there is no quick one—is to renew the two together.
>
> (Goodlad, 1994, p. 1)

The Faculty of Education at the University of Ottawa is located on the traditional unceded territories of the Algonquin First Nations people and ex plicit acknowledgement of this has motivated a focus toward addressing the Calls to Action of the TRC across our Teacher Education Program. This year marks the 50th anniversary of our institutional incorporation as a Faculty of Education. In addition, the University of Ottawa is the largest bilingual English-French university in the world. The Faculty of Education has a commitment to protecting French as a minority language through the separate French language *programmes de formation à l'enseignement* to prepare teachers for Ontario's French-language school boards. The *programmes de formation à l'enseignement* are implemented separately to the Anglophone Teacher Education program with its own director and program staff. The Francophone programs are offered at campuses in Ottawa, Toronto, and Windsor. Between 250 and 325 teacher candidates are enrolled across these three campuses. Toronto is the fastest growing campus among our Francophone campuses. Our Anglophone Teacher Education program is only offered at the Ottawa campus. Each year between 285 and 325 teacher candidates are enrolled in the new Anglophone program with a total of 570-650 teacher candidates.

In addition, we offer an Aboriginal Teacher Education Program (ATEP) for students of Indigenous ancestry who are seeking accreditation as Ontario teachers. In the past we have offered ATEP over two-years part-time, both on our Ottawa campus and in First Nations community sites (e.g. Sioux Lookout; Akwesasne; Walpole Island). However, since the reconceptualization and restructuring of the extended program, we only offer the ATEP as a community-based program. The extended ATEP is comprised of a three-year part-time program, which commences in the summer with face-to-face classes in the community followed by online courses through the Fall and Winter terms. This scope and sequencing is repeated over three years. Professors travel to the First Nations communities to work with the ATEP student cohort through intensive summer courses. Potential ATEP teacher candidates may enter the program with the equivalent of Grade 12 or with an undergraduate degree. ATEP candidates who enter with the Grade 12 equivalence graduate with a Certificate of Teaching which can be converted to a B.Ed. subsequently after completing an undergraduate degree. The ATEP includes a mandatory course on an Indigenous language (identified by the community and typically taught by an elder from the community) and the course *PED 3123 Political and Professional Organization in Aboriginal Education*, which is also taught by a local Indigenous instructor who has knowledge of the ways in which FMNI communities and education operate. Since the design of the extended ATEP we have not offered the program. However, we are currently co-planning the offering of ATEP with the Constance Lake First Nations.

The Anglophone Teacher Education program is a consecutive program that is completed over two academic years (four semesters) and comprises 66 credits leading to a Baccalaureate in Education (B.Ed.). Teacher candidates complete a minimum of 80 days of practicum experience in Ontario classrooms that match their teaching division, supervised by an associate teacher who is in good

standing with the Ontario College of Teachers. Upon satisfactory completion of the program, graduates are awarded a Bachelor of Education degree and are recommended to the Ontario College of Teachers for certification. There are three divisions in the Teacher Education program at our university. The Primary/Junior (P/J) division prepares teacher candidates to teach students in classes from Kindergarten to Grade 6, the Junior/Intermediate (J/I) prepares them to teach in Grades 4–10 with a specialization in a subject at the Intermediate level, and the Intermediate/Senior (I/S) division prepares them for teaching in Grades 7–12 in two teachable disciplinary areas of study (e.g. Biology, English), for which they are qualified by taking a prerequisite number of undergraduate courses.

In each division, teacher candidates take several required foundations courses and methods courses. Candidates have limited opportunities to take elective courses (see Table 1 in this section). During the reconceptualization of the program, the Anglophone Teacher Education Committee (ATEC) leaned on evidence-informed *best practices*, such as but not limited to:

- Studying the curricular and pedagogical contributions that foundation studies have made to the larger project of democratic forms of education (Darling-Hammond, 2006; Christou, 2009; Christou & Bullock, 2013; Phelan, 2015; Pinto, 2012);

- Integrating different disciplinary subject areas within the courses offered at the PJ division. Provoking teacher candidates to model and enact the different ways in which elementary teachers take up interdisciplinary themes—environmental education, FNMI histories and perspectives, financial literacy, social justice, etc.—across the Ontario Ministry of Education curriculum policy documents (Bleicher, & Kirkwood-Tucker, 2004; Zhou & Kim, 2010);

- Engaging opportunities to articulate, reflect upon and reframe their previously (and often strongly) held preconceptions of what it means to teach and to be a teacher (Britzman, 1991, 2009; Lortie, 1975; Darling-Hammond, 2006; Popkewitz, 1987; Pinar, 2015);

- Welcoming youth to their future classrooms regardless of one's prior—class, cultural, gendered, racialized, sexual, etc.—life experiences (Bishop, 2007; Battiste, 2013; Montgomery, 2005; Ontario Ministry of Education, 1993; Sleeter, 2008; Sleeter & Owuor, 2011; Timperley & Alton-Lee, 2008; Villegas, 2008);

- Understanding our responsibilities as Indigenous and non-Indigenous Canadians in light of, and beyond, the *94 Calls to Action* and the Association of Canadian Deans of Education *Accord on Indigenous Education* (Tupper, 2012; 2014b; Donald 2012; Ng-A-Fook & Smith, 2017); and

- Understanding the curriculum-as-planned, -implemented, -assessed, and –lived are relationally interdependent and informed by situational contexts (Aoki, 1984/2005; 1993; 1986/2005; Ng-A-Fook & Rottmann, 2012).

Some courses were changed as part reconceptualizing the new program, while others remained the same. Schooling and Society and all of the I/S methods courses, for example, stayed the same.

However, several new foundations courses were created to address, in part, the revised professional competencies put forth in the *Accreditation Resource Guide* (Ontario College of Teachers, 2015). Some of the courses are divided into two parts, where the first introduce teachers candidates to theories, research, policies, and discourses that inform the different professional competences teachers must be aware of as part of their profession. In many ways the course in Year 1 introduce teacher candidates to the cultures, languages, processes, and knowledge that lead (educate) toward becoming a professional educator. Whereas, the second part, asks teacher candidates consider what it means to become teacher-as-social-action-researcher. Such reflective action calls on candidates to take a deeper look at existing research in different areas of culturally responsive curriculum development, critical pedagogy, creating an inclusive classroom, action research, and analyzing assessment data to make the necessary curricular and pedagogical adjustments that may in turn enhance the lived experiences of students. In what follows we provide the foundation and practicum courses, which are required across all three divisions (University of Ottawa, 2017):

PED3102 (Schooling and Society): *The application of the educational foundation disciplines to the study of schooling and its social contexts; the roles of teachers in reproducing and challenging social inequalities; personal exploration of the social influences on identity.*

PED3141 (Curriculum Planning, Implementation and Assessment Part I): *Introduction to the theory, issues and strategies for designing instruction and assessing student learning; examination of the Ontario Curriculum and other curriculum documents, development of lessons and units based on the Ontario Curriculum.*

PED4141 (Curriculum Planning, Implementation and Assessment Part II): *Theory, issues and strategies of assessment for learning; examination of the Ontario Curriculum grading and reporting policies; development of assessment and grading strategies based on the Ontario Curriculum; competence in the use of technology must be demonstrated.*

PED3142 (Learning Theories and Practices in Inclusive Classrooms Part I): *Examination of major theoretical principles upon which education for children and adolescents may be based; an overview of differentiated instruction; emphasis on strategies to assist teachers in addressing learning in diverse and inclusive classrooms.*

PED4142 (Learning Theories and Practices in Inclusive Classrooms Part II): *Application and evaluation of theoretical principles of learning in practice; understanding of learners with exceptionalities: behavioural, communication, intellectual, physical or multiple; emphasis on Ministry legislation and implications of learning and assessment in diverse and inclusive classrooms; current trends of differentiated instruction in classroom situations.*

PED3138 (First Nations, Inuit and Métis Education: Historical Experiences and Contemporary Perspectives): *Examination of the historical experiences and contemporary perspectives on education of First Nations, Inuit and Métis people, from their own points of view, including traditional approaches to education, experiences in government-controlled and residential schools, and the problems and possibilities of self-government in education.*

PED3150 (Becoming a Teacher through Inquiry in Practice): *Engagement in personal and collaborative reflection and enactment of the Ontario College of Teachers "Standards of Practice and Ethical Standards for the Teaching Profession"; preparation for, and ongoing monitoring of, practice teaching; synthesis of personal professional development of self as teacher through action research and inquiry.*

PED3151 (Enacting Collaborative Inquiry in Professional Practice): *Collaborative inquiry into and enactment of teaching practice through professional learning communities; preparation for, and ongoing monitoring of, practice teaching drawing on models from fields of action research, innovation, creativity, and critical thinking; synthesis of personal professional development of self as teacher.*

In recognition of the research demonstrating some teacher candidates' anxiety over teaching of mathematics and science (Hill, 2010; Ma, 2010), Primary/Junior and Junior/Intermediate teacher candidates are required to take ***PED3152 Enhancing Mathematics and Science***. This new course provides pedagogical and curricular opportunities for teacher candidates to address different educational research on mathematical thinking and science literacy concepts in more depth in relation to their future classroom practices.

One of the major changes to courses in the new extended B.Ed. is the Primary/Junior methods courses for individual subjects (mathematics, science, language, arts, health and physical education, etc.) which are no longer being taught independently but are instead offered as integrated courses at both the primary and junior levels. Although scholars have argued for the past 20 years that teachers need to be prepared to teach an integrated curriculum (Lauritzen & Jaeger, 1994), it is not common to engage teacher candidates in learning about and through curriculum integration (Zhou & Kim, 2010). Bleicher and Kirkwood-Tucker (2004) found that through integrating social studies and science in elementary teacher education courses they, as professors, experienced "a deep sense of accomplishment in risk-taking an innovative educational idea along with a deep feeling of collegiality" (p.122). Informed by the understanding that teaching in elementary schools is not necessarily separated into subject silos (Blanton & Pugach, 2007; Hardman, 2009). Instead, the extended teacher education program has adopted an integrated curriculum approach whereby our new courses include:

PED 3111 (Teaching at the Primary Division Part I): *Examination of instructional design and assessment strategies, models of inquiry and critical thinking, and approaches to curriculum integration relevant to the primary division (kindergarten to grade 3); special focus on Mathematics and the Arts Ontario Curriculum and other pedagogical resources.*

PED 3112 (Teaching at the Primary Division: Part II): *Examination of instructional design and assessment strategies, models of inquiry and critical thinking, and approaches to curriculum integration relevant to the primary division (kindergarten to grade 3); special focus on Language Arts and Social Studies Ontario Curriculum and other pedagogical resources.*

PED 3113 (Teaching at the Primary Division: Part III): *Examination of instructional design and assessment strategies, models of inquiry and critical thinking, and approaches to curriculum*

integration relevant to the primary division (kindergarten to grade 3); special focus on Physical and Health Education and Science Ontario Curriculum and other pedagogical resources.

PED 3114 (Teaching at the Junior Division Part I): *Examination of instructional and assessment strategies, models of inquiry and critical thinking, and approaches to curriculum integration relevant to the junior division (grade 4 to grade 6); special focus on the Arts and Language Arts Ontario Curriculum and other pedagogical resources.*

PED 3120 (Teaching at the Junior Division: Part II): *Examination of instructional and assessment strategies, models of inquiry and critical thinking, and approaches to curriculum integration relevant to the junior division (Grade 4 to Grade 6); special focus on Social Studies and Physical and Health Education Ontario Curriculum and other pedagogical resources.*

PED 3121 Teaching at the Junior Division: Part III: *Examination of instructional and assessment strategies, models of inquiry and critical thinking, and approaches to curriculum integration relevant to the junior division (Grade 4 to Grade 6); special focus on Science and Mathematics Ontario Curriculum and other pedagogical resources.*

The change to the course structure has been particularly difficult for regular professors who taught within one disciplinary area at the P/J division. Consequently, part-time or partial seconded instructors who have prior experience teaching across multiple disciplinary areas of study teach these courses. In future, our Faculty of Education will have to hire tenure track professors who are conducting research in this programmatic area of study.

NEW COURSES FOR J/I/S CANDIDATES

The new courses reflect the need for beginning teachers to understand the context of schooling beyond their subject specialization, the different pathways for high school students, and the wide range of supports and services available to ensure student success. With the introduction of high skills majors in many secondary schools in Ontario, the practice of inquiry-based learning and integration of curriculum at the intermediate and senior divisions, these courses provide the opportunity to examine and contribute to innovative and adaptive expert teaching practice (Grossman et al., 2009; Timperley, 2012; Zeichner, 2010). The courses are presented below followed by Table 1 illustrating the scope and sequence of the program undertaken by teacher candidates.

PED 3153 The Context of Ontario Middle and Secondary Schools: *Examination of the structures, programs and opportunities available to intermediate and senior students; consideration of climates to support adolescent well-being.*

PED 3154 Teaching at the Intermediate Division: *Examination of instructional and assessment strategies, models of inquiry and critical thinking, strategies for transitions and approaches to curriculum integration relevant to the intermediate division (Grade 7 to Grade 10); examination of relevant Ontario Curriculum and other resources; examination of current Ministry initiatives and policies.*

PED 3155 Teaching Across the Intermediate Senior Curriculum: *Integration of theory and practice of teaching at the middle and secondary school levels; examination of the range of subject taught at these levels in the Ontario Curriculum.*

Moreover they enable teacher candidates to critically take up and interpret several of the different Ontario Ministry of Education policy initiatives such as but not limited to: 1) *Achieving Excellence: A Renewed Vision for Education in Ontario*; 2) *Well Being in Our Schools, Strength in Our Society*; *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*; *Learning for All; Growing Success; Creating Pathways to Success*.

ELECTIVES

PED 3110 (Teaching in Roman Catholic Separate Schools): *Introduction to religious education in catholic schools in Ontario. Impact on the whole learner; theoretical framework and pedagogical implications; relevant curriculum guidelines, programs of studies, resources and teaching strategies. Evaluation procedures and techniques.*

PED 3119 (Integrating Technology in the Classroom): *Examination of the roles and applications of Information and Communications Technologies in the teaching and learning process; integration of current theories and available tools.*

PED 3124 (Equity in Education: Theory and Practice): *Examination of the theories and practices of educational equity in relation to sexism, racism, and other social inequalities; development of student's equity practices.*

PED 3129 (Second Language Perspectives in Education): *Current theoretical perspectives on second language teaching and learning and their relation to educational practice; examination of the relationship between second language acquisition and identity construction; exploration of multiple literacies in second language contexts.*

PED 3139 (Creating Healthy, Safe and Supportive Learning Environments): *Exploration of theories and practices associated with approaches that foster positive behaviour and build community; examines values and principles of different approaches and their application to individual students, classrooms, schools and the community in an effort to create healthy, safe and supportive learning environments.*

PED 3124 (Equity in Education: Theory and Practice): *Examination of the theories and practices of educational equity in relation to sexism, racism, and other social inequalities; development of student's equity practices.*

PED 3134 (Social Justice and Global Education): *Explores the research and classroom practice of themes within International Development including health and nutrition, basic education, HIV/AIDS, child protection, gender equality, infrastructure services, human rights, democracy and good governance, private sector development, and environment; considers the implications of integrating these themes into the mainstream curriculum.*

PED 3136 (Holistic and Non-Traditional Approaches to Education): *Exploration of theories and practices associated with interconnectedness within school experiences; examines models of curriculum design and teaching that respect holistic learning and multi-disciplinary approaches; promotion of self-directed and experiential learning including alternative settings.*

PED 3145 (Kindergarten and the Early Years): *Examination of theoretical understanding, practical applications and resources appropriate for the Junior kindergarten/Senior kindergarten classroom; topics will include developmentally appropriate practices, theories of play, the current Ontario curriculum, assessment and evaluation, and emergent/early literacy and numeracy.*

PED 3148 (Teaching Writing Across the Curriculum): *Exploration of theories and practices associated with the teaching of writing across the curriculum. Issues in writing assessment.*

Table 1. *Scope and sequencing of program*

| Program | Year 1 | | Year 2 | |
	Semester 1	Semester 2	Semester 3	Semester 4
PJ	PED 3141; 3152; 3111 or 3121; 3112 or 3120	PED 3142; 3102; 3113 or PED 3114	PED 4141; 3120 or 3112; 3121 or 3111	PED 4142; 3114 or 3113; 3138; 1 Elective
PJ (FSL)	PED 1788; 1599	PED 1599		PED 2788
JI	PED 3141, 3152, PED 3102 Intermediate Teaching Option	PED 3142; 3154; 1 Elective	PED 4141; 3114; 3120	PED 4142; 3121; 3153; 3138
IS	PED 3141, 3153, 3102, Intermediate Option 1 or Intermediate Option 2	PED 3142, PED 3138; Senior Option 1 or Senior Option 2	PED 4141; 3155; Intermediate Option 1 or Intermediate Option 2	PED 4142; Senior Option 1 or Senior Option 2; 2 Electives
Practicum Courses	PED 3150		PED 3151	
Field Studies	CSL (10 days); Practicum (3 weeks)	Practicum (9 days plus 6 weeks)	Practicum (9 days plus 5 weeks)	CSL (15 days); Practicum (3 weeks)

COHORTS AND PROFESSIONAL LEARNING

When applying to the Teacher Education program, prospective candidates are asked to indicate their allegiance to one of five themed cohorts (see Table 2). Certain cohorts are only offered in one Division. Once candidates are placed into a cohort within a specific Division (P/J, J/I, I/S), they remain in that cohort for the duration of the entire program. P/J candidates complete all their coursework together within a given cohort except for their elective course at the end of Year 2. In the J/I and I/S panels, teacher candidates complete their eight foundations courses as a cohort, but study with other cohort candidates in their teachable subject areas. The cohort leads organize

extracurricular activities for cohorts with more than one section at different division to get together. Teacher candidates from the different cohorts are able to contribute a range of curricular and pedagogical perspectives to the teachable classes, which can enrich their collective professional learning. At times, however, professors teaching these mixed cohort classes find it challenging to ensure all teacher candidates have the experiences that move them forward in terms of their pedagogical content knowledge while also providing them space to address the themes they have been taking up within their cohorts.

Table 2. *Overview of teacher education cohorts*

Cohort	Division/s	Brief description
Comprehensive School Health (CSH)	1 section of 45 at P/J	This cohort is for those teacher candidates who are interested in integrating concepts and practices pertaining to a healthy lifestyle; healthy living, healthy environment and healthy relationships across their teaching. (http://uottawa-comprehensive-school-health.ca/health-cohort/)
Developing Global Perspectives for Educators (DGPE)	1 section of 45 at P/J & 1 section of 45 at J/I	This cohort attracts teacher candidates who have an interest in exploring further how to integrate concepts and practices related to global citizenship education, social justice, human rights, international cooperative development, environmental sustainability, and peace education across the curriculum. (http://www.dgpe.ca)
French as a Second Language (FSL)	1 section of 45 at P/J	This cohort is offered to Primary/Junior teacher candidates who are interested in teaching French as a second language, and have an advanced level comprehension of it. (http://cohorteflsuottawa.ca/)
Imagination, Creativity and Innovation (ICI)	1 section of 45 at P/J, & 1 section of 45 at I/S	This cohort is for teacher candidates that are passionate about building and implementing innovative and creative learning approaches to the classroom. (http://www.iciuottawa.com)
Urban Education Community (UEC)	1 section of 45 I/S	This cohort is for teacher candidates who have an interest in working with diverse groups of students, including refugees and new immigrants who often attend urban schools and have limited access to resources. (https://urbancommunitiescohort.ca)

Each cohort (and indeed the different P/J, J/I, I/S sections within the cohorts), afford the teacher candidate membership to different communities of practice through which they can participate in communities of inquiry within university, school and community contexts (see Table 2). In the

case of DGPE and ICI, teacher candidates have membership to their specific cohort section (either P/J, J/I, or I/S), but also come together for professional learning activities and other cohort initiatives. Establishing communities of inquiry is recognized as one of the high-impact practices by the Association for American Colleges and Universities and associated with student persistence to degree completion and highly effective learning accomplishments (Kuh, 2009). Through engaging in cycles of inquiry teacher candidates are invited to consider and explore in-depth (Timperley et al., 2007), issues arising from practice beyond the scope of their on-campus courses. Thus, participating in cohort initiatives, assisting in the development and organization of workshops, and engaging in school-based cycles of inquiry, encourages a more nuanced understanding of teaching practices, supports the exploration of relationships between information and experiences, and enhances peer support (Zhao & Kuh, 2004). Now certain schools request to have a specific cohort teacher candidate within their community depending on their priority areas. For example, *Urban Community Education Cohort* candidates are placed within Urban Priority Schools.

Teacher candidates in the CSH cohort are encouraged to promote professional learning opportunities, develop health-oriented projects throughout their community service learning placements, organize extra-curricular engagements, and mobilize CSH knowledge through social media. Part of the *best practices* promoted by teacher candidates within the DGPE cohort is the development of workshops, documentary screenings and plenary sessions for educators at all levels. For example, the DGPE Fall Institute on *Civic Education and Democracy in Action*, *Seminar Series* and *Film Festivals*, *Collaborative Inquiry Sharing Days*, and meetings within the Global Education Research Network (GERN), offer spaces where developing ideas and research in the field of global education are being presented and discussed. Members of FSL cohort participate in extra-curricular opportunities and cultural activities and explore important developments in the field of FSL in Ontario and Canada. Candidates within the ICI cohort explore the interdisciplinary concepts of imagination, social innovations, and creativity and their integration across curriculum areas, such as arts, languages, mathematics, and the physical and social sciences. Such co-curricular projects include organizing a Faculty-wide symposium on creativity and the aesthetic experience and a mixed-media gallery/installation and a performing arts showcase, all of which highlight imagination and creativity in an interdisciplinary context. These communities provide multiple opportunities for professional learning beyond course work and school experience.

Teacher candidates enrolled in the UEC cohort are immersed in building sustainable community partnerships with schools with diverse student populations with respect to culture, language, ethnicity and Canadian residency status. Members of the UEC cohort participate in university and school-based activities that promote engagement of all students and challenge teacher candidates to consider the context and culture of students in planning and preparation of their educational experiences. *Developing Mobile Media Spaces for Civic Engagement in Urban Priority Schools* is a five-year SSHRC-funded project that focuses on fostering UEC teacher candidates and their practicum students' digital literacies and active digital citizenship.

The cohorts have established websites (see Table 2), which serve as repositories for lesson and unit plans, resources, articles and information related to their cohort activities. Teacher candidates are supported in Year One through professional learning activities largely facilitated by cohort

professors. However, in Year Two, teacher candidates are called on to develop and organize professional learning opportunities for their peers, which promote concepts and practices integral to the curricular and pedagogical goals of their cohort. Over the two years a wide range of professional learning sessions are organised by faculty, school board partners, community organisations, the teaching federations, the OCT and the Ministry of Education. Teacher candidates are encouraged to take responsibility for their professional learning through personal and collaborative inquiry and to share their learning in a variety of ways including through their digital hubs. This is exemplified by the *Teachers Teaching Teachers* conference, three days of professional learning organised by teacher candidates for teacher candidates.

COMMUNITY SERVICE LEARNING (CSL) AND PRACTICUM

With increasing diversity in our provinces schools, we are reminded that it is increasingly important that Teacher Education provide teacher candidates opportunities

> …to form relationships with students from backgrounds different from their own backgrounds, to bridge home and school cultures, to integrate multicultural content into the curriculum, to use pedagogy equitably in the classroom so they teach all students well, to reduce prejudice and build relationships among students, and to be change agents who can recognize and challenge injustice. (Sleeter & Owuor, 2011, p. 524)

Reconceptualizing the B.Ed. program acknowledges that the connections between campus courses and school-based practicum need to be rethought. Teacher candidates have more time to build relations with the wider school community, school administration, associated teachers, and students. Community Service Learning (CSL) provides a pedagogical framework for students to immerse themselves within their school community contexts (Desjardins & Benham Rennick, 2013). According to the University of Ottawa, CSL is a credited educational experience conducted as part of a course, during which students participate in a structured volunteer service placement. Such placement are designed to meet different educational needs, and provides a pedagogical opportunity for candidates to critically reflect on becoming teachers and/or teacher researchers within their school communities (Zygmunt et. al, 2016). With the introduction of the extended Teacher Education program at the University of Ottawa, CSL has become key curricular and pedagogical components of our field experiences.

Each Wednesday all Year 1 teacher candidates are required to do CSL at their practicum schools either under the supervision of the Lead Associate Teacher and/or their practicum associate teacher. Candidates are involved in a wide range of initiatives from literacy and numeracy support, to guided reading groups, to extra-curricular clubs and activities. These CSL inquiry-based initiatives are showcased at a poster fair. The last semester of Year Two culminates with a three-week CSL placement in an educational setting of the teacher candidates' choice. To date teacher candidates have used this placement to undertake international immersive social justice placements (Uganda), First Nations communities, alternative educational settings such as, but not limited to special education schools and classrooms, museums, Non Governmental Organizations (NGOs),, community programs, and outdoor education centers, as well as in different divisions from the one they were prepared for e.g. an IS teacher candidate undertaking a placement in a kindergarten

class. The CSL is additional to the teacher candidates required 80 days of evaluated practicum in a school classroom.

Teacher candidates in the enhanced B.Ed. undertake 40 days of evaluated practicum in two different schools (one each year) alongside an experienced associate teacher. Practicum placements are closely related to their CSL activities and overseen by the professor responsible for *PED 3150 Becoming a Teacher through Inquiry in Practice* in Year One and *PED 3151 Enacting Collaborative Inquiry in Professional Practice* in Year Two. Taken together, CSL and practicum placements provide teacher candidates with the opportunities to move beyond embracing the curricula and pedagogies they require to teach. Through PED 3150, PED 3151, CSL and the practicum teacher candidates are asked to consider what it means to call oneself a teacher (Lampert, 2009) which, in our B.Ed., is articulated as teachers as *adaptive experts* (Timperley, 2012). *Routine expertise* focuses on teacher candidates engaging in supported practice, learning how to apply a core set of skills and routines with greater and greater fluency (Dall'Alba & Sandberg, 2006) – adhering to the notion that *practice makes perfect*. *Adaptive expertise* on the other hand relies on the developing professional identity of the teacher candidate shifting from self as a student learning how to teach, to a "professional identity focused on promoting valued outcomes for all learners" (Timperley, 2012, p. 10). This is coupled with teacher agency being grounded in complex, reciprocal relationships with all students and a growing understanding of "how to identify and use the cultural and linguistic resources learners bring" (Timperley, 2012, p. 10)

In purposeful reconceptualizations of our program acknowledges that candidates enter Teacher Education with prior (mis)conceptions of what it means to teach and to be a teacher (Britzman 1991). Such strongly held (mis)conceptions of teaching and learning might be effective with the diverse groups of students we find in our schools today, but many (perhaps most) are not. In PED 3150, time is taken to make explicit teacher candidates' taken for granted conceptions of teaching and learning and to interrogate these in light of what we know about how our world views are shaped by one's life experiences (Villegas & Lucas, 2002), particularly in relation to cultural positioning, relationships with learners and the need for one to have agency in their learning (Bishop et al., 2009). Failing to challenge teacher candidates' preconceptions of teaching and learning risks reinforcing their own experiences as 'normal' and certain students as the 'other.'

The practicum is based on the teacher inquiry and knowledge building cycle and as such:

- Allows Teacher Candidates to test their own preconceptions about teaching and learning and entertain uncertainty through observing, participating and engaging in the on-going day-to-day realities of a classroom;

- Provides Teacher Candidates with periods of observation, co-planning and collaborative classroom interaction through which they can consider the cultural positioning of self and students and the need for both students and the teacher to have agency in their learning;

- Allows the Teacher Candidates to appreciate and gain insights regarding school culture and the professional community in which they work and to care for learners in their classroom as culturally located human beings;

- Provides opportunities for Teacher Candidates to grow as adaptive experts who start with student engagement and individual needs at the core of their professional learning as beginning teachers; and

- Asks teacher candidates to reflect, in evidence-informed ways, on what has worked and what has not worked for the diversity of students they are teaching. (Timperley, 2012)

Each teacher candidate is matched with an *Associate Teacher* who has the necessary teaching experience and important leadership, interpersonal and communication competencies needed to provide mentorship and are able to provide timely feedback and regular evaluations on the professional learning of their teacher candidates.

Associate Schools is an initiative that has been promoted since the beginning of the extended Teacher Education program. Associate schools work in partnership with the Teacher Education cohorts and provide support to the professional learning of our teacher candidates. Within each Associate School there are designated *Lead Associate Teachers* who welcome teacher candidates into the school community, and facilitate the CSL experience within the school, supporting collaboration between the Faculty and the school. *Lead Associate Teachers* are provided a day of release time for professional learning and collaborative planning. They are also invited to participate in *Lead Associate Teacher Days* held within the Faculty to engage in dialogue and workshops that focus on a particular school board priority area. Over the past two years we have hosted two such educator conferences with the support of the local school boards "Honouring the TRC's Calls to Action" and "Minds on Learning for a Digital Age." In October 2017 we are planning a conference on supporting the needs of Second Language Learners.

CHANGES TO OUR ADMISSION AND DEMOGRAPHICS

One of the changes in the 2-year Teacher Education program is in the admission criteria for teacher candidates. The minimum average was increased from 68% in the best 20 courses to 70% in the best 20 courses. In addition, prospective elementary applicants in the P/J division are required to have at least one or more 3-credit undergraduate courses in each of the five subject groupings:

1. English/Linguistics/Languages;
2. Mathematics/Statistics;
3. Physical sciences/Life sciences;
4. Social Sciences/Humanities;
5. Visual Arts/ Music/Drama

Such changes in the admission requirements were implemented as a result of a comprehensive review of the admission criteria of Faculties of Education throughout Canada. This decision also considered that elementary teachers have responsibility for teaching a range of subjects across this division. Prospective teacher candidates who apply in the Intermediate/Senior division need to have an additional full year course in the second teachable, a change that aligns well with other Bachelor of Education programs in Ontario. Primary/Junior FSL applicants need to have 6 half-year university courses in French to be admitted to the FSL program. In addition to meeting the prerequisites in French language and literature for the targeted division, applicants must receive at

least 72% on a French Language Proficiency test. Candidates who do not receive at least 87% on their written proficiency test, must take an additional full-year *cours d'appoint* in Year One.

RESPONDING TO CHALLENGING TIMES IN TEACHER EDUCATION

> Currently, in an era of economic rationalism, education is regarded as a tool for micro-economic reform of society. Over the past several decades, teacher education has been the subject of a myriad of reviews and inquiries, and increased regulation and compliance and accreditation processes.
>
> (Ling, 2014, p. 30)

While Faculties of Education were all called to extend their programs to four semesters and to double the length of practicum, the actual work done by each institutions was undertaken in relative isolation from each other. There was an active resistance to sharing intentions and ideas across institutions and even in meetings of the Council of Ontario Deans (CODE) internal Teacher Education plans were closely guarded, as institutions sought to develop an extended program that would presumably attract the best applicants. This was the reality of the market at work. It was an example of how teacher educators, who often call for collaboration and shared discussion on matters important to advancing Teacher Education and education in general, were secretive about their intentions and closed institutional ranks. We have concerns that the lack of discussion across institutions may have served to limit potentially innovative reconceptualization emerging from this teacher education reform.

There were also structural challenges within each institution and the University of Ottawa was no exception. The new degree program was developed under significant time constraints. It was quickly shepherded through the approval committees and signed off by Senate to allow time for marketing and recruitment. Moreover, the overall funding that supported our Teacher Education program budget was drastically cut by the Ontario government. Institutions were informed that the funding for the new extended programs would be reduced per Basic Income Unit (BIU) by 25%. However, this information did not filter down to the Anglophone Teacher Education Committee (ATEC). Nor was the ATEC privy to any discussions with the Faculty of Education executive about the budgetary implications of the proposed program in relation to the government cuts to teacher education and/or the transition funding. Consequently, recent reconceptualization and restructuring of our program has occurred in response to an existing structural deficit within our Faculty of Education. In response to the serious fiscal issues, we have had to make significant changes to the structure of our programs for the 2017-2018 academic Year. Part of such restructuring, as survival-oriented reaction, includes increasing class sizes from 40 to 45 candidates and offering certain foundations courses in very large (160 teacher candidates) classes.

During the first cycle of the new program, several areas of concern arose from surveying our teacher candidates, who reported:

- Experiencing challenges in balancing workload- academic and practicum;

- That finding part-time employment to support their two years of study was difficult; and,

- A lack of congruency across components of the program and a lack of clarity as to how components fit together to build teacher knowledge and skills, leading teacher candidates to ask whether or not professors actually speak to one another.

The challenge of being able to address cohort themes across the program is further complicated by the nature of the tenure track, part-time, and partial-seconded professors who will have different assigned workloads each year. Moreover, the collective agreements sometimes limit who is hired to teach within the different cohorts programs. Sessional and partial seconded instructors currently teach just over 70% of the courses offered within the Teacher Education Program. The extended B.Ed. requires enhanced collaboration among professors, a willingness to question our own taken for granted assumptions about how one becomes a teacher and to question what additional competencies are needed to support teacher candidates' development as *adaptive experts*. We are learning that such collaboration needs to be revisited each year because of the substantial turnover within the ranks of partial seconded and part-time professors who often seek out other teaching opportunities.

An initial analysis of the teacher candidates' experiences of the first two-years of the extended B.Ed. identified the follow key priorities as we contemplate our next steps:

- Educate partners, faculty and teacher candidates about the program as a whole in order to ensure a shared understanding of its underlying conceptual framework, scope, and sequencing;

- Ensure that the *TRC 94 Calls to Action* are embedded within the very institutional structure of our program (financing, content, and professors). Consequently, more work needs to be done by Faculty of Education Executives. For example, the Faculty of Education at the University of Ottawa does not have any Indigenous professors or support staff. As a short-term measure, we hired a part-time First Nations Algonquin Cultural Advisor. First Nations graduate students taught some sections of our PED 3138 course. Several sections were taught by non-Indigenous graduate students or part-time professors who do collaborative educational research with Indigenous communities, teachers, and youth;

- Analyze and synthesize the programmatic impacts of the changing demographic make-up of our teacher candidates in relation to access, diversity, equity, and inclusive education;

- Assess the scope and sequencing of the program. We had compressed teaching terms in order to ensure that candidates could complete their CSL and 80 days of Practicum. Candidates attended 3-hour courses twice a week during these terms, which proved to be too much for both professors and candidates. Consequently, these courses are now spread over 9 or 10 weeks, along with two or three 3 online modules. All courses offered to Year 1 and Year 2 candidates during the Winter Term will now be offered as blended courses; and

- Facilitate opportunities for collaboration and innovation while developing, implementing, and living Teacher Education curricula and pedagogies in terms of an integrated model of teacher education (Blanton and Pugach, 2007).

As the first cycle of the extended B.Ed. is complete and the teacher candidates of the second cycle are poised to enter Year Two, now is an opportune time to review the degree to which we (both in university and school-based experiences) are enacting curricula and pedagogies that support teacher candidates' capacities to develop an '*inquiry habit of mind*,' to work towards *adaptive expertise* and to enact a commitment toward fostering a praxis of *reconcilia(c)tion*. In an effort to model reflexive praxis ourselves, we continue to engage with current teacher education research and actively seek feedback from teacher candidates, teachers and school administrators. Moreover, we acknowledge that our teacher education program remains a critical and recursive work in progress.

RECONCEPTUALIZING TEACHER EDUCATION BEYOND RESTRUCTURING

> Change is difficult, research dollars are scarce, work in schools and with teachers takes time (for both teachers and faculty) and there is little agreement on what will make a difference. However to not attempt change in unacceptable. At issue is not only the viability of teacher education but the long term health of our teachers and schools.
>
> (Sheehan & Fullan, 1995, p. 100)

Teacher Education is a complex and messy endeavour. In this sense, our extended Teacher Education program continues to evolve as we near the graduation ceremony of our first cohort from the two-year program. Darling-Hammond (2006) in a study of seven exemplary programs in the United States emphasized the importance of having a common, clear vision of good teaching that permeates both formal coursework and practice experiences; an underpinning vision of professionalism as adaptive expertise; together with the graduating standards that provide coherence and a base for integrating courses across sites.

Timperley's (2012) call for teachers as adaptive experts, the Teacher inquiry and knowledge building cycle (Timperley et al., 2007), and the TRC calls to action (2015) all require us to take a different perspective on Teacher Education programs than we have done to date. Our initial reconceptualization of the extended Anglophone B.Ed. builds on the international work of Darling-Hammond (2006), Grossman et al. (2009) and Korthagen, Loughran, and Russell, (2006). Ensuring our candidates are able to develop and live the professional competencies expected of Ontario accredited teachers will require continued attention to reconceptualizing the relationships, roles, responsibilities and expertise of Faculties of Education, school, and community-based teacher educators. Stronger relationships have to be established where teachers, administrators and community members can contribute to restructuring that is informed by a purposeful reconceptualization of Teacher Education curricula and pedagogies (Timperley, 2010; Zeichner, 2011).

We are also mindful that our teacher candidates must adopt professional dispositions of adaptive expertise, inquiry, and reconcilia(c)tion as globally networked (digital) citizens. As designers of their own social futures our candidates must grapple with the tensions of pedagogy in open digital spaces where they must act, participate and communicate using multiple modes of meaning, and multiple cultural and linguistic discourses (The New London Group, 1996). For this reason, in 2017, all B.Ed. candidates will be invited to create a domain of their own – a work-in-progress website where they can share critical reflections, curate examples of their work, and develop these

foundational academic and professional digital literacies skills, mindsets and dispositions. More than simply an e-portfolio filled with course assignments, the Digital Hub is a complex and multimodal identity text curated entirely by the student as a radically open space for gathering and sharing evidence of who they are becoming as a teacher researcher, as an adaptive expert, and as a socially and culturally engaged citizen working to address the 94 calls to action (Groom, 2012; O'Byrne, 2013; Stommel, 2017).

Since 2015, we have been asking students in select courses, and in the Urban Cohort to develop Digital Hubs. A recent survey of graduates who created digital hubs (n = 74) suggests that at scale, a digital hub strategy may allow us to meet a broad set of programmatic objectives:

- Courses currently function as silos, and students have asked for more integration across courses; One student recognized that their blog, used in two of their classes, allowed them to integrate their coursework into their practicum experience. A digital hub can be a place for sharing work across courses, among professors, and with peers.

- For some students, the website became a space that allowed for navigation of self-at-university and self-at-practicum. Via their Hubs, which often include social media feeds, students could maintain their connection to the program, and bring their practicum experiences to their university professors and peers;

- Students' blogs can become authentic spaces for reflection and negotiation of the emergent professional self;

- Students' websites, social media feeds and blogs converge as an integrate space for public pedagogy. The creation of public content forces students to grapple with themselves as public professionals. Professionalism can be defined in many ways, but the digital hub can bring about necessary conceptual shifts toward openness and participation (e.g., Chung, Gill & O'Byrne, n.d.) in a world where teachers, students and the communities they serve are connected through many networks; and

- The website becomes a platform for engagement with professional communities. Via their hubs, students can contribute to communities of practice (Wenger, 1998) and benefit from the knowledge and resources shared by others.

Initial feedback indicates that this kind of radical openness is difficult for both teacher educators and candidates. Most teacher candidates have never created a website before, have never been a teacher before, and have never written about their intellectual work publicly. Many candidates expressed that sharing their professional identities publicly made them feel vulnerable. Nevertheless, we see the potential for this vulnerability to enable growth (e.g., Niiya, Crocker & Bartmess, 2004) and for open reflection and participation to equip our candidates for work in a globally social-networked digital age. Ongoing data collection and collaborative analyses of students' websites will inform the next iteration of our program. For now, the Digital Hub will be a space for teacher candidates to emerge as thoughtful (digital) professionals, attuned to the complexities of teaching as public, intellectual service.

The calls by the Ministry of Education for extended teacher education in 2012 reflect restructuring without reconceptualization, which, Grimmett (1995) argues, "does not lead to genuine change in teacher education" (p. 202). As we stated in our introduction, our reconceptualization of teacher education was informed by Grimmett's three approaches to restructuring; namely restructuring that arises out of reconceptualization. In Ontario, with the severely restrictive time allowed to reconceptualize and restructure new programs for 2015, we continue to question if we have been able to engage in a rich reconceptualization of teacher education alongside of the externally imposed restructuring to the degree that we would wish. To meet the goals articulated by Grimmett (1995), Korthagen (2001), Kincheloe (2004), Loughran (2006), and Russell and Loughran (2007) to name but a few who call for reconceptualization of teacher education, we need to break free of the old ways of thinking about teacher education. Here, Thomas and Kane (2016) suggest that this would require significant shifts in the ways we as university-based teacher educators view our roles in the preparation of teachers, our commitment to partnerships with school-based teacher educators and how we understand one becomes a teacher. It will also most importantly require authentic and sustained collaboration with teachers and schools and key partners within the wider community. This is one of the directions we are heading as we continue to work toward developing, implementing, and living a teacher education program that reflects a reconceptualization grounded in innovative practices and partnerships. The promises of such reconceptualization take time. Only now are we seeing some of the recommendations of the 1990s come to fruition. Time will tell, if our program lives up to its future promises.

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CHAPTER 13

STRENGTHENING EXPERIENTIAL EDUCATION AND SOCIAL JUSTICE, THROUGH GLOBAL EDUCATION, INTERNATIONALIZATION, AND COMMUNITY SERVICE-LEARNING AT THE UNIVERSITY OF WINDSOR

Clinton Beckford
with Cameron Cobb, Yvette Daniel, Paul Petahtegoose, Karen Roland, Geri Salinitri, and Kara Smith

University of Windsor

INTRODUCTION

The University of Windsor's Faculty of Education has a long and distinguished record of excellence in teacher education. From its beginning as Windsor Teachers' College through its years in the university, the faculty has provided quality pre-service and in-service education. The program has naturally evolved and matured over the years reflecting a commitment to modernization and contemporary international trends in teacher education.

While change has been a constant in the faculty, grappling with a transition from a one-year consecutive professional Bachelor of Education (B.Ed.) program to a two-year B.Ed. program is a particular challenge. In addition to the challenges inherent in any process of curriculum reform, the faculty also strives to we differentiate itself. While dealing with the teething pains that are inevitable in such a fundamentally seismic and sudden change, University of Windsor Education looks to seize opportunities presented to provide exceptional learning experiences for teacher candidates manifested in transferrable and transformative competencies required for teaching and living in diverse contexts.

This chapter discusses a diverse suite of courses designed to enhance experiential learning, internationalization and global education, and community service-learning. This reinforces our commitment to preparing holistic teachers who understand the multiple roles of teachers and the social, political and moral imperatives of teaching. Every teacher candidate is required to register for one of the following service-learning or international education courses:
- Global Education and Research for Development Initiative (GERDI);
- Teacher Education Reciprocal Learning Program (TERLP);

- Global Community Engagement Program;
- Ecology and Wellness;
- MILE Urban Education;
- Leadership Experience for Academic Direction (LEAD);
- Global Learning: Cultural Engagement;
- Scotland Teaching Practice; or
- Beginning Time Teachings.

We start with a general overview of our program before turning to a rationale for our evolving service-learning, internationalization, and experiential education focus and concluding by discussing specific programming through which teacher candidates acquire these experiences.

BACKGROUND

FACULTY OF EDUCATION PROGRAM OUTCOMES

According to Darling-Hammond (2005) successful teacher education programs have a clear view of what effective teacher education is, and a well-defined strategy for implementing this vision. Our vision of teaching as a transformative vehicle, informs our commitment to social justice, equity and diversity, which is reflected in our curriculum and clinical experiences. This vision is built around five major goals:

1. To ground our practices in social justice and equity;
2. To ground our curriculum in the diverse lived experiences of our students;
3. To develop programs at all levels that meet the needs of the university and broader communities;
4. To increase our support for the research of our faculty, students, and partner communities; and
5. To develop and maintain a range of connections with local, national, and global learning communities.

The initiatives discussed in this chapter, embody our mission, vision and goals.

PRE-SERVICE PROGRAM STRUCTURE

There are three programs offered in the Faculty:

1. Consecutive Bachelor of Education;
2. Concurrent Bachelor of Education; and
3. Technological Studies Bachelor of Education (B.Ed) or Diploma in Technological Education.

Our undergraduate programs serve teacher candidates in the following B.Ed. programs:

- Consecutive Bachelor of Education Degree (Primary/Junior, Junior/Intermediate, and Intermediate/Senior);
- Concurrent B.A. Psychology (General)/Bachelor of Education/Early Childhood Education Diploma;
- Concurrent Bachelor of Arts French (General)/Bachelor of Education;

- Concurrent Bachelor of Math (General)/Bachelor of Education;
- Concurrent Bachelor of Science General Science (General)/Bachelor of Education;
- Concurrent Bachelor of Arts Drama (General)/Bachelor of Education;
- Concurrent Bachelor of Arts English, Language & Literature (General)/Bachelor of Education;
- Concurrent Bachelor of Arts History (General)/Bachelor of Education; and
- Concurrent Bachelor of Art (General)/Bachelor of Education.

In addition, the Faculty is the first Ontario university to be recognized by the International Baccalaureate World Organization as a provider of the teaching and learning certificate for pre-service and in-service teachers.

Our teacher candidates in the Junior/Intermediate (J/I) and Intermediate/Senior (I/S) levels of the consecutive program can pursue teachable subjects in the following areas: English; Mathematics; Physics (I/S only); Chemistry (I/S only); Biology (I/S only); History; French as a Second Language; Geography; Music (Vocal and Instrumental); Health and Physical Education; Business (I/S only); Visual Art; Drama; Social Sciences-General (I/S only); and, General Science. These programs, offered alone and in conjunction with other university faculties and partnerships, include specializations in technological education and early childhood education, the latter offered in partnership with St. Clair College.

COURSE STRUCTURE

Our courses are structured as Foundation Courses, Teachable Courses, Methodology Courses, Service-learning Electives and Teaching Practice. Fundamental issues such as educational law, ethics, assessment, and special education are the focus of our foundation courses. Teacher candidates in J/I and I/S receive subject specific instruction in their areas of specialization through the teachable courses. Practical issues related to teaching and learning such as planning and preparation, classroom management, and reflection are addressed in methodology classes and reinforced through the teaching practice course, faculty advisory group meetings, and teaching practice. Social justice is infused throughout all courses and activities but, is the main focus of our service-learning courses. Experiential learning in our program is applied predominantly through practice teaching and service-learning but, also micro-teaching and professional learning workshops.

FIELD EXPERIENCE

Our model for clinical experiences, a critical component of the program, integrates practice teaching throughout the academic year with teacher candidates cycling between periods of in-class instruction and blocks of in-school experiences lasting from two to five weeks. In the new two-year program, teacher candidates spend a total of 47 days during the first year and 52 days in the second. In addition, they spend another 21 days minimum in professional practice workshops and transition to teaching activities, as well as time in schools for other school and teaching related activities through their service-learning programs.

A key feature of the practicum is that all teacher candidates are assigned a faculty advisor who guides and mentors them throughout the program and liaises with their placement schools and

associate teachers. Teacher candidates are further supported by our Experiential Learning Specialist who works with teacher candidates, faculty advisors and associate teachers to strengthen cohesiveness and problem-solve.

ENHANCING SOCIAL JUSTICE AND EXPERIENTIAL EDUCATION THROUGH COMMUNITY SERVICE LEARNING AND INTERNATIONALIZATION

CONCEPTIONS OF SERVICE-LEARNING

Service-learning is an experiential instructional strategy, which actively engages learners in structured service activities designed to advance their learning goals while addressing community needs (Beckford and Lekule, 2017 forthcoming). As a project-based approach, it involves participants in problem-solving activities. At its core is the principle of reciprocity as students' learning goals are advanced, while specific community needs are met. Critical reflection by learners is considered to be an essential component of effective service-learning (Abedini, Gruppen, Kolars & Kumagai, 2012; Crump, DeCamp, Barry & Sugarman, 2013).

Chambers (2009) writes, that service-learning forges university and community partnerships with communities identifying their needs and the institutions determining students' learning goals and experiences. This will increase as more and more university faculty adopt Ernest Boyer's scholarship of engagement (Boyer, 1990). Many students are also demonstrating a desire for more active learning experiences which service-learning can facilitate. The marriage between academic study and community service is thus mutually beneficial (Butin, 2003; Bringle & Hatcher, 2004).

There is a growing body of research, which indicates that service-learning can enhance civic values and social skills, increase students' self-efficacy, and develop commitment to community service (Pascarelli & Terenzini 2005; Toews & Cerny, 2006). Also, service-learning participants are more likely to engage in future community service and work in service careers (Chambers, 2009). Service-learning engagement may also help to reduce racial stereotyping and promote racial understanding (Chambers, 2009; Chambers & Lavery, 2012), enrich teaching and learning, bridge the gap between theory and practice (Boyer, 1990) and may also be transformative (Hullender, Hinck, Wood-Nartker, Burton & Bowlby, 2015; Jeandron & Robinson, 2010).

It is important to make a distinction between service-learning and volunteering. Volunteering is simply giving of one's time in the service of a community. It does not involve reciprocity or any structured learning goals and does not require reflection. Community service-learning on the other hand is built on the principle of reciprocity as espoused by Robert Sigmon, who is widely seen as the father of service learning (Sigmon, 1979). There is a deliberate link between students' academic goals and the needs of the community. In essence, students are learning through their engagement with some community action and interaction. Their learning goals are met and identified community needs are met. More importantly, critical reflection by the learners is a core element of service-learning (Bender & Rene Jordaan, 2007; National Commission on Service-Learning (NCSL), 2002). Through reflection participants link their experiences to their learning goals and community needs.

SERVICE-LEARNING IN TEACHER EDUCATION

In addition to emphasizing the socio-political and moral aspects of teaching, service-learning could also be effective in enhancing teacher candidates' appreciation of the relationship between students' out of school lives and how they experience schooling. In our programs, pre-service teachers engage with marginalized/disadvantaged and vulnerable communities and populations, and learn about social and cultural responsiveness as desirable qualities in teachers (Beckford and Lekule, 2017 forthcoming). They learn about and better understand the places their students come from and thus develop a greater appreciation for the issues that could impact their learning. It has been suggested that teacher education focus more on preparing teachers to effectively respond to the diversity in their students (Kayaan & Gathercoal, 2005; Mahan & Stachowski, 2002). To this end, service-learning is being more widely accepted as a valuable strategy in the preparation of teachers for multicultural contexts.

Service-learning in teacher education has been viewed through different lenses. For example, as an experiential learning approach, it balances the learning needs of student teachers with those of the communities they engage (King, 2004; Shultz, 2011). It may also broaden pre-service teachers' pedagogical perspectives (Barkhuizen, & Feryok, 2006; Pharr, 2007). Service-learning can also be an effective means of raising pre-service teachers' awareness of the needs of vulnerable people (Dharamsi et al., 2010, p. 978). Beginning teachers also benefit by developing characteristics of effective citizenship learned and nurtured through service (Bender & Rene Jordaan, 2007, p. 650).

INTERNATIONAL COMMUNITY SERVICE-LEARNING (ICSL) AND INTERNATIONALIZATION

While domestic community service-learning remains popular, there is a growing trend towards international service-learning and other international educational experiences, more generally. ICSL applies the core principles of service–learning in international contexts. ICSL initiatives provide opportunities for participants to engage with unfamiliar socio-cultural, economic and political environments (Garcia & Longo, 2013; McClintic, 2015; Prout, Lin, Natttabi & Green, 2014; Rubin & Mathews, 2013). Immersing students in unfamiliar- often uncomfortable-economic, cultural and social contexts, and planned international experiences, can potentially enhance intercultural learning and global education by promoting socially and culturally inclusive and responsive attitudes. Research shows that when students are immersed in unfamiliar socio-cultural and economic contexts, the occurrence of 'disorienting dilemmas' characterized by discomfort, disequilibria and dissonance, may lead to changes in perspectives that may be transformative (Kiely, 2011, 2005; Mezirow, 1978b, 1991, 2003).

INTERNATIONAL SERVICE-LEARNING EXPERIENCE FOR TEACHER EDUCATION

There is a growing number of professional schools adopting international community service-learning as "a key competency for students" (Riner & Becklenberg, 2001, p. 234). This is now a global phenomenon and in the context of teacher preparation is fueled by the belief that global perspectives can be incorporated through ICSL (Kızılaslan, 2010). Walters, Garii & Walters (2009) write that international service-learning has many potential benefits for student teachers. Hadis (2005) provides quantitative evidence of the effect of ICSL on US student teachers, which showed that 90% of the participants improved open-mindedness.

Kambutu & Nganga, (2008) argue that to create a healthy society and to educate all children, colleges and universities have been forced to create opportunities for students to examine the pre-existing human tensions in the global village. Teachers need to develop skills and dispositions needed to understand the diverse cultural characteristics, abilities and interests of their students (Mahan & Stachowiski, 2002). In addition, international service-learning can empower teachers to integrate global perspectives in their teaching (Kızılaslan, 2010).

BENEFITS OF INTERNATIONAL SERVICE-LEARNING

International service-learning experiences often elicit emotional reaction in the participants, which trigger introspection and lead to reflection on their strengths and critique their weaknesses (Kiely, 2005). Well-designed ICSL complete with appropriate follow-up activities in the form of guided introspection and critical reflection can bring life-changing benefits (Hartman & Kiely, 2014; Knutson Miller, & Gonzalez, 2009), including the ability of teachers to work in economically, racially and socio-culturally diverse schools (Crowder, 2014). Prospective teachers step outside their comfort zone and reflect on their community service-learning experiences and the meanings they make of them, thereby becoming more flexible and reflective practitioners and mobilizing them to function in international and intercultural contexts (Hamza, 2010). International community service-learning acts as an energizer and a means of improving personal and professional development of teachers and is also a source of enhancement of community life (Kızılaslan, 2010).

Service-learning has been effective in enhancing the learning climate (Levesque-Bristol, Knapp & Fisher, 2010) and ICSL can enhance pre-service teachers' academic knowledge, intercultural knowledge and skills, and sense of social responsibility (Kambutu & Nganga, 2008). As their cultural awareness increases, candidates are more capable of deconstructing previously held assumptions and apprehension, often driven by unconsciously held stereotypical notions (Kambutu & Nganga, 2008). Teacher candidates' self-efficacy may also improve through ICSL experiences (Dharamsi, et al., 2010).

ICSL AND PERSPECTIVE TRANSFORMATION

In the words of Kiely (2005) transformational learning theory:
…focuses on how people make meaning of their experiences and in particular, how significant learning and behavioral change often result from the ways people make sense of ill-structured problems, critical incidents and/or ambiguous life events (p. 6).

Kiely (2005) argues that transformational theory is specifically relevant as it "describes how different modes of reflection combined with meaningful dialogue lead people to engage in more justifiable and socially-responsible action" (p.6). Transformational theory thus offers a useful theoretical lens for analysis of the potential impacts of community service-learning. Research suggests that service-learning activities can have transformative impacts on student development in the intellectual, social, moral, personal, cultural and political realms (Kiely, 2005).

Jack Mezirow postulated what may be described as a process-oriented theory of how transformational learning occurs (Mezirow, 1978b). Mezirow (1991) used the phrase 'perspective

transformation' (p.14) to describe the learning that might occur. In his view, perspective transformation was triggered by, or is the result of what he called a 'disorienting dilemma' (Mezirow, 2000 p.22). Succinctly put, a disorienting dilemma is a significant experience that stimulates reflection, dialogue and reassessment of one's viewpoint, and results in transformational learning through the deconstruction of previously held beliefs, assumptions, or values (Mezirow, 2000; Mezirow & Taylor, 2009). Disorienting dilemmas, or 'forked-road situations' (Dewey, 1933)- ambiguous situations that present a dilemma- produce disequilibria and are potent in ICSL experiences where certain experiences cause considerable discomfort or dissonance. Kiely (2005) identifies the essence of transformational learning, arguing that fundamentally, the outcomes should be enhanced social responsibility, self-direction and reduced dependence on false assumptions.

The link between first hand experiences and transformational learning should be emphasized. Kolb and Kolb (2005) suggested that experiential education is a valuable component in transformational learning. They argued that a greater understanding of the importance of experiential learning will help educators to better appreciate its value in transformative learning. According to Crowder (2014 p.4):

> Experiential learning empowers students to actualize their knowledge, gain practical experience, and further apply knowledge in the field. This type of learning enhances global citizenship, civic engagement, and can provide valuable insight for future academic and professional decisions made by the student.

SERVICE–LEARNING, INTERNATIONALIZATION AND GLOBAL EDUCATION PROGRAMS

GLOBAL EDUCATION AND RESEARCH FOR DEVELOPMENT INITIATIVE (GERDI)

The GERDI is a service-learning project, which provides international engagement opportunities for teacher candidates and graduate students in the Faculty of Education. The general goals of the program are to advance service learning as a strategy for student engagement, while providing intercultural knowledge, international exposure, and comparative international education and research opportunities for teacher candidates and graduate students. Through this program, teacher candidates travel annually to the Republic of Tanzania, East Africa for an alternative international practicum experience that combines educational activities with community service. The participants plan and prepare service activities during their program in the Faculty of Education and implement them on their visit to Tanzania.

The course connects teacher candidates with orphaned and vulnerable children and low-income students in schools in marginalized communities in Tanzania. Through teaching in rural schools, working with orphaned and vulnerable children, and working and engaging educationally and culturally with a local Massai school and community, the program provides participants with rich value-added experiences that push social, cultural, political barriers which, through the creation of disorienting dilemmas (Mezirow, 1991), cause dissonance and disruptions (Keily, 2005, 2004) and leads to perspective transformation (Mezirow, 1991). Participants worked in circumstances characterized by very small resource base and significant economic constraints. Many were confronting the impact of poverty on student experiences and outcomes in real time for the first

time. The course helps to develop more empathetic and compassionate teachers who understand that their role is teaching children, not subjects.

The program also provides opportunities for graduate students to participate in international community service and research. Doctoral and master of education students have completed graduate research through the program. Feedback from participants of the program indicates that it is the centre-piece of their teacher education experience and has life-changing impacts professionally and personally.

TEACHER EDUCATION RECIPROCAL LEARNING PROGRAM (TERLP)

The Teacher Education Reciprocal Learning Program is a partnership between the University of Windsor (UW) and Southwest University (SWU) in China. It is implemented in partnership with the Greater Essex County District School Board (GECDSB) through funding by a Social Sciences and Humanities Research Council Grant, the University of Windsor Strategic Priority Fund, and SWU Teacher Education Fund. It is also supported through Mitacs Canada, Globalink grants for student participants, and through our Canada Research Chair in Intercultural and International Reciprocal Learning.

In the context of the Faculty of Education's mission and goals, the TERLP seeks to provide an exceptional experiential education experience for teacher candidates. Through international engagement, the program enhances the preparation of teacher candidates for living and working in an increasingly diverse society, and fosters international collaboration among faculty members interested in cross-cultural studies and multi-cultural education. Teacher candidates experience a great lesson in diversity, global cross-cultural learning, and the implications for a future of world of harmony and peace.

Structure of the TERLP
The centerpiece of the TERLP is a yearly exchange of pre-service teachers between UW and SWU. In the Fall term of each year, teacher candidates from SWU come to the University of Windsor and engage in a variety of academic, professional and socio-cultural activities. These include participating in Faculty of Education methodology courses, observing in GECDSB schools and classrooms, and participating in fieldtrips and social and cultural activities. In return, UW teacher candidates visit SWU for three months each Spring semester and engage in a series of lectures, workshops, observation, practice teaching, fieldtrips, and cultural activities.

GLOBAL COMMUNITY ENGAGEMENT PROGRAM

The Global Community Engagement Program (GCEP) provides teacher candidates with opportunities to actively participate in service-learning projects through community engagement at a variety of spatial scales- locally, nationally, and internationally. As part of their pre-service teacher education program, the GCEP provides authentic educational experiences for teacher candidates while enhancing their confidence and competence in using service-learning as an instructional strategy in their own classrooms. It also advocates and emphasizes the political and moral imperatives of teaching and the need for socially and culturally sensitive characteristics in

teachers. The GCEP is designed to enhance teacher candidates' personal and professional development, while engaging them in international and inter-cultural experiences.

The rationale for the course is found in the advantages of service learning and international service learning that were discussed in the preceding sections. It helps to enhance teacher candidates' appreciation of the diverse and complex relationships between students out of school lives and how they experience education, schools and schooling. It facilitates beginning teachers' social engagement with marginalized/disadvantaged and vulnerable communities and populations and advances social and cultural responsiveness as desirable qualities in teachers.

Features of the Course
The course seeks to provide opportunities for teacher candidates to enjoy uncommon learning experiences and make connections with community organizations that work to further student welfare and academic outcomes. The goal is to provide authentic experiential education outside the conventional setting of a school or classroom including inter-cultural learning in an international setting. The course also seeks to engage teacher candidates in unconventional activities to promote a culture of research and scholarship, and recognition of teachers' role as researchers.

The course provides participants with domestic and international service project opportunities in both years of their two-year program. Locally, students are able to work with organizations like the United Way, while internationally they may participate in an optional service project in Jamaica where they work in several Primary schools. Authentic assessment tasks facilitate teacher candidates enhancing vital academic and applied skills including critical thinking, research, writing, organization, curriculum development, project planning, implementation and management, and leadership.

ECOLOGY AND WELLNESS

Ecology and Wellness is an environmental education course, which provides opportunities for learners to investigate, explore, and apply environmental concepts and issues through hands-on experiential activities and community engagement. Learners develop ideas for raising environmental awareness and taking environmental action by planning and implementing environmental activities that add value to local environments and human wellbeing. A fundamental focus of the course is exploration of the symbiosis between environments and human wellbeing. The course advocates service learning as an important experiential teaching approach to teaching ecological education (EE) that enhances learning. A key focus of the course is using the environment as an integrative framework for teaching and learning. A center piece of the course is using outdoor environmental and experiential activities to for student engagement.

The course reflects our view of the need to better prepare teacher candidates to teach and integrate environmental education into their teaching practices. Aspects of environmental education are addressed in our science education curriculum and in some social science courses, especially geography. For the most part, however, this follows an infusion model where isolated issues are covered to varying degrees as small bits of a course. The increased emphasis on environmental

education and enhancing environmental literacy in Ontario public schools is a rationale for the inclusion of more environmental education in our pre-service programming.

Schools have a vital role to play in preparing our young people to take their place as informed, engaged and empowered citizens who will be pivotal in shaping the future of our communities, our province, our country, and our global environment. (Working Group on Environmental Education, 2007, p.1). The Working Group on Environmental Education made a number of recommendations about enhancing environmental education in Ontario's schools to the Ontario Ministry of Education (OME). Among other things, they suggested that inadequate preparation of teachers to deliver EE curriculum was a problem, which teacher education programs should address. While the OME accepted all the recommendations, which were used to develop *Acting Today, Shaping Tomorrow* (Ontario Ministry of Education, 2009a), there are no discrete EE courses in Ontario public schools, and EE in Ontario teacher education programs lags behind other provinces such as Saskatchewan and British Columbia (Inwood & Jagger, 2014). There is now a more robust effort to deepen environmental education in Ontario's pre-service education programs and this course contributes to that effort. Locally, students work with the Ontario Student Nutrition Program to create educational resources. Internationally, teacher candidates participate in schoolyard greening projects and development of learning resources in Jamaican schools.

MILE URBAN EDUCATION SERVICE LEARNING OPTION

In our in-service teacher education program, the MILE service option began as a pilot project and initially it was an acronym for *Meadowbrook Initiative in Learning and Engagement* in which we partnered with the Multicultural Council of Windsor and Essex County (MCC) to provide much-needed support to the Meadowbrook area in the city of Windsor. Since then, this project has widened to encompass a larger urban swath of the city as demands for service increased. Therefore, the term MILE is no longer an acronym, but denotes professional disposition in teacher candidates who go the 'extra mile' in service and learning. In 2015, we merged the Urban Education Program (UEP), which had been in existence for 8 years, with the MILE initiative to eliminate duplicity. The program is now offered as the MILE Urban Education Service Learning option.   The essence of this program is demonstrated in the Figure 1.
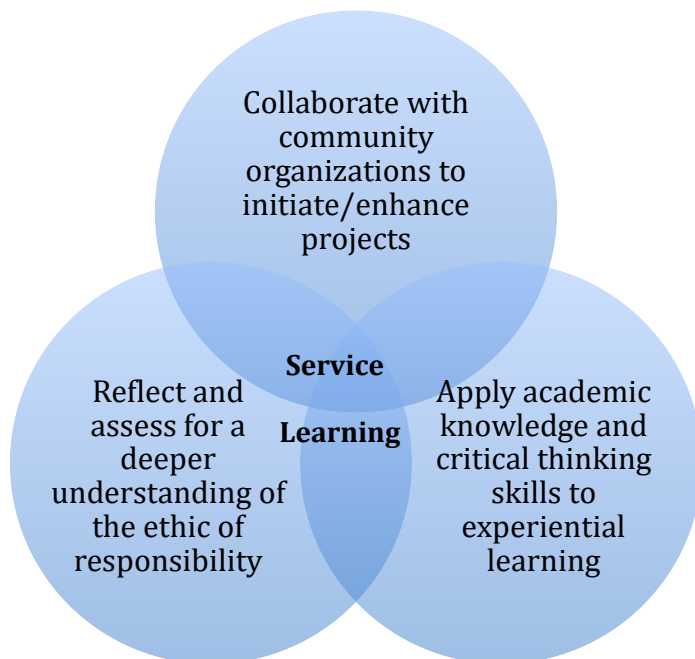
Figure 1. MILE Urban Education Service Learning Option

The MILE Urban Education Service Learning course option is designed to prepare teacher candidates who understand the needs of local urban communities as they prepare to teach for equity, diversity and social justice. It is a partnership among local schools, community-based organizations, and the Faculty of Education at the University of Windsor. This partnership in service and learning, aims to connect teacher candidates with various urban working-class communities in Windsor. Given the uniqueness of the Windsor-Essex county area, this option is intended to be responsive to the needs of a small highly diverse, industrialized urban environment that is quite different from typically large major urban centres in Canada.

The core principles of the program are, an ethic of social responsibility, reflection, and reciprocity. The course provides participants with opportunities for social entrepreneurship and leadership development in service to local communities. Purposeful and critical reflection is at the core of enhancing the learning experience. Reciprocity is important because it encourages those providing service and those being served to learn with and from each other. Further, this course allows teacher candidates to network with community organization to explore teaching and leadership opportunities that exist beyond the traditional K-12 educational career trajectories.

Intended Learning Outcomes
The MILE Urban Education program engages in ways that address multiple dimensions of the personal and teaching selves. They:
1. initiate new projects or enhance existing programs to service children and youth in urban schools;
2. gain broader perspectives through interrogation of previously held assumptions and biases;
3. gain insights into the lived reality of children and youth beyond the classroom;
4. enhance critical thinking and problem solving skills through service learning experiences;

5. engage in reflective inquiry through journal keeping and sharing;
6. make valuable connections between inquiry and practice;
7. develop transferable skills such as team work, communication, project-management and networking;
8. reflect on personal growth as a result of these experiences

LEADERSHIP EXPERIENCE FOR ACADEMIC DIRECTION (LEAD)

The LEAD program aligns with the Ontario Ministry of Education's Student Success Strategy and Guidance and Career Education Curriculum. Focused on preparing teacher candidates to work alongside the Student Success Teachers (SST) in secondary schools, LEAD helps these future teachers build multicultural capacities, equity-oriented knowledge, critical thinking skills, and skills of empathy in working with in-risk youth at the elementary and secondary level. Students acquire the knowledge and skills that help these youth in building the skills they need to meet with academic success and, overall, where they are able to be responsible, productive and contributing members of families, peer groups, communities and work places.

The Course
LEAD provides the pre-service teacher candidates with a theoretical (course-based) and a practical (field experience) component; it links the two together through an established relationship between the pre-service teacher candidates, the Faculty of Education and the local school boards and a culminating service-learning project. The course is based on the theoretical framework of critical literacy, social learning theory and self-efficacy, positive psychology, theory of resilience, communities of practice, and teaching personal and social responsibility (Holloway & Salinitri, 2010; Salinitri & Essery, 2014). Prior to completing field placements, teacher candidates gain foundational understanding of "at-risk", "in-risk", or "high-risk" (terms are used interchangeably), (Faculty of Education, 2014-2015; Ferguson, Tilleczek, Boydell & Rummen, 2005; Pfaff & Sirianni, 2014; Salinitri & Essery, 2014; Vickers, Harris, & McCarthy, 2004).

At the Secondary level, the LEAD program provides a unique field experience where participating teacher candidates are mentored by both the SST and an associate teacher from their teachable areas with the purpose of examining alternate forms of education (Holloway & Salinitri, 2010). At the Elementary school level, teacher candidates are encouraged to work alongside the principal, vice principal, learning support teacher (LST), and/or child and youth worker(s). The practical foundation of the course provides teacher candidates with teaching strategies, meta-cognitive and mentoring skills, resources, professional development opportunities, and leadership skills to prepare them to learn with and from students deemed "at risk" (Salinitri & Essery, 2014).

An important element of the LEAD course is the planning and implementation of a Service-Learning Project (SLP) based on the needs within their placement schools. This school leadership initiative is a means of re-engaging students, promoting social and civic development, and establishing linkages among universities, and community agencies (Vickers, Harris, & McCarthy, 2004). They develop their service-learning project with the goals of engaging at-risk youth in community service. Within their final project, they are required to develop a name, a target audience, a rationale for their projects, detailed instructions on how to properly organize and run the project, an informational handout, a promotional poster, and a self and peer assessment (Pfaff

& Sirianni, 2014). Teacher candidates then complete a final presentation, where they reflect on their own projects, as well as those created by their peers.

The LEAD program enjoys tremendous support among local schools and teacher candidates who have participated in it have enjoyed an impressive success rate in employment in Canada and internationally.

GLOBAL LEARNING: CULTURAL ENGAGEMENT – SOCIAL JUSTICE IN EDUCATION CONFERENCE

The Global Learning: Cultural Engagement (Social Justice in Education Conference) service learning course has been designed to provide teacher candidates with the opportunity to explore social justice and equity issues relevant to the scholarship of teaching from a diverse range of lived experiences. The course lessons are grounded in a paradigm of culturally responsive and relevant teaching whereby methods of educating across social and cultural differences are developed and applied. As Butin (2007) suggests, the aim of the linkage between service-learning and social justice education is to connect the "personal to the social and the classroom to the community" (p. 177). Therefore, utilizing a constructivist pedagogical approach, teacher candidates in this course, design and construct a personal philosophy of teaching grounded in the tenets of social justice education, and furthermore, they do so by constructing a personal pedagogy of inclusion, contextualizing the tenets of inclusive education: equity, respect for difference, and social justice. The goals of this course include the development of teacher candidates' ability to experience working as a team to collaboratively design, organize, facilitate and evaluate a social justice educational event – the Faculty of Education Annual Social Justice in Education Conference.

The service-learning project associated with this course is the Faculty of Education's Annual Social Justice in Education conference. Each year, teacher candidates with the guidance of the Experiential Learning Specialist, design, organization, and facilitate this event. The conference format has varied each year, but a mainstay has been outreach to organizations and groups involved in social justice activism and advocacy in the community. Given that lived experience involves the interaction with the world in our racialized and sexualized bodies, this course adopts an embodied pedagogical strategy to allow teacher candidates to embrace alternative ways of knowing and of being an educator, and ultimately to become social justice educators (Wilcox, 2009).

Teacher candidates take many lessons away from the course, significant among them being the importance of inclusive and equitable teaching practice, fostering culturally responsive learning environments, and the role of inter-cultural communication in effective teaching. They also develop invaluable project planning and organization skills.

ALTERNATIVE PLACEMENTS IN SCOTLAND, UNITED KINGDOM

In 2012, there was an increasing demand for teachers in the United Kingdom (UK). Companies such as 'Impact Teachers', 'eteach', and 'Teach Abroad' were formed to recruit Canadian teachers for UK councils. Concurrently, there was a shortage of local Ontario teaching jobs. The seniority contracts in collective agreements across the province limited employment opportunities for new

teachers. For example, to be hired, most new education graduates would need to compete for places on a school board's occasional list ('supply list'); then the long-term occasional list (LTO); then LTO postings in their subject area. As a result, most new graduates would wait 6-8 years before finding full-time employment in their profession (Falkenberg, 2015; Kosnik & Beck, 2009, 2014). Immediate full-time employment contracts in the UK offered new Ontario B.Ed. graduates full-time salaries. In response to the demand for new teachers in the UK, and the need for employment for new graduates from the University of Windsor, Dr. Kara Smith, developed three-week alternative practice teaching placements in Scotland for teacher candidates.

Scotland was chosen as a destination for an alternative international (UK) placement due to the industry demands and the parallel systems of education. Scotland's curriculum content and inquiry-based learning approaches are similar to Ontario. In addition, candidates completing practice teaching in Scotland could qualify for certification to teach there as international applicants, thereby providing new teachers with the opportunity for certification in two districts, rather than one. Teacher candidates interested in completing an additional, alternative practice teaching experience in Scotland, register for the Scotland advisory group and are required to pay for their own travel and accommodation fees. They are also required to have successfully completed all of their Ontario practice teaching within their B.Ed. program, under Ontario Regulation 347/02 (s1v2 Reg.8). Preparation for the experience is done through weekly advisory group meetings before travel. Since the UK demand for teachers is in the areas of secondary English, mathematics, and science, candidates enrolling for the placement must have these subject backgrounds. In two past cases in Scotland, candidates were hired into full-time positions directly from their practicum experiences there. The candidates travel together with their Faculty of Education advisor, who act as a *liaison* between the host councils and schools, and the teacher candidates. In addition, for peer learning reflection and support, the participating B.Ed. candidates share accommodation, and teach in the same school board (council) in Scotland.

Despite similar educational and cultural backgrounds, a great deal of reciprocal learning occurs between the University of Windsor teacher candidates and the host schools and students. Students and teachers at the host schools have found the variations in English accents, curriculum content, and approaches of the University of Windsor candidates fascinating and invigorating, whereas the University of Windsor teacher candidates, in general, found the more focused social cohesiveness of the host school, conducive to learning. For example, each school provided the candidates with the school's regular hot meal, eaten at long tables each day for one hour. This was distinct from the short 'nutrition breaks' experienced by the candidates in Ontario. Candidates were also surprised to learn that teachers completing practice teaching in the UK are paid an 'apprentice' wage during their practice teaching. (The Ontario candidates were not paid this wage, as they were not approved to work in the UK at that time.).

BEGINNING TIME TEACHINGS

Every year, teacher candidates take part in the Beginning Time Teachings Program at the University of Windsor. It is a program that focuses on Anishinaabe ways of knowing and learning. The program was originally conceived and designed by Dr. Lara Doan with assistance from Paul Petahtegoose, an Anishinaabe ceremony maker. The program is supported and funded by a Post-secondary Education Fund for Aboriginal Learners (PEFAL) grant. Over the past four years, Paul

Petahtegoose has been teaching the course. Teacher candidates sign up for a variety of reasons. Some have studied about history in variously titled undergraduate programs and courses (i.e., Native Studies, Indigenous Knowledge, First Nations Studies, etc.). Some have lived in communities with a sizeable Anishinaabe population. Some are curious about the Original People of this land. Some are intrigued by the title – and/or course calendar description – of the program. Some are Anishinaabe themselves. Every year, a group of teacher candidates spend time with Mr. Petahtegoose to learn about Anishinaabe ways of being.

The program is never what students expect and the first lesson begins with a surprise (the first of many), as teacher candidates enter the classroom with a mixture of excitement and trepidation. A man with long grey hair tied back into a ponytail and a long mustache steps into the room. He looks around and grins. "You have all of your notebooks and pens out?" he asks. Some students nod. Some smile. Others murmur a quiet, "Yes." "Okay, now put them away," the man says jovially. "And let's put the chairs in a circle in the open area at the front of the class." Feeling a bit confused and slightly reticent, I pack up my materials and help reconfigure the room. (Dr. Cam Cobb)

In the traditional Western approach to teaching and learning, the teacher provides information and students take notes. A paper-based approach to teaching and learning pervades public education systems. Canada, was not always a land grounded in paper-based learning and agreements. There was a time when teaching and learning was rooted in conversation—and ceremonies. People would work on chores together and talk about what they were doing while they were doing it. And they would talk about the way they were doing the things they were doing. People would work together to prepare for ceremonies, talking about the routines and symbols while they worked together. It was a type of learning rooted in dialogue, and activity. Through these practices, people learned about traditions, and a way to live. It was a way of being and learning that was passed from generation to generation, from Beginning Times.

The Beginning Time Teachings Program is not just a course about Anishinaabe ways of knowing and being. It is an experience. Every lesson is a conversation. Some lessons are led solely by Mr. Petahtegoose, while others involve guests, such as chiefs, residential school survivors, and other members of the Anishinaabe community. Early in the autumn, the class goes on a weekend field trip camp to build a sweat lodge and facilitate a sweat ceremony. This is a collaborative participatory class activity is a highlight of the course. In the late winter, the class designs and facilitates an interactive display at the Faculty's undergraduate social justice conference. At various points during the school year, students have additional opportunities to go on field trips, such as other ceremonies.

The *Beginning Time Teachings Program* began nearly a decade ago seeking to provide an enrichment opportunity for teacher candidates at the University of Windsor's Faculty of Education. Over the past year, the program has undergone some slight changes as it has transformed from a one-year to two-year program. While the number of classes has grown, and the number of hours has increased, and class schedule has been adjusted—the essentials remain the same. Whether the program unfolds in one or two school years, it stays true to its core aims. Students learn about Anishinaabe ways through dialogue and practice. It is an experience rooted in oral learning—and ceremony.

Yet some things will change. Spending time in a teaching and learning community is a time to visit. When people talk about their lives in a safe space they feel more relaxed and less afraid to ask difficult questions and share ideas. With a two-year arc, the Beginning Time Education Program will have more time to take a group of teacher candidates and nurture a community—a family of learners.

CONCLUSION

University of Windsor Education, has embraced the challenges posed by changes in the education landscape in Ontario, especially the new two-year consecutive education program. The Faculty has gained valuable insights from the first two years of the program and continues to respond to the feedback from students and other stakeholders. In 2016-17 the Faculty went through the Ontario College of Teachers accreditation process, and is poised to respond to recommendations for change. In the meantime, the process of internal reflection and evaluation, drives the process of renewal and continuity as we prepare the next generation of teachers.

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CHAPTER 14

WESTERN FACULTY OF EDUCATION TWO-YEAR B.ED. PROGRAM: FOCUS ON INTERNATIONAL EDUCATION COHORT SPECIALIZATION

Rashed Al-Haque, Marianne A. Larsen, Michelle Searle and Paul Tarc

Western University

INTRODUCTION

This chapter provides an overview of the new, two-year consecutive Bachelor of Education (B.Ed.) program at Western University's Faculty of Education, which began in the fall of 2015. The first part of this chapter provides an overview of the new B.Ed. program, outlining first the goals, mission, and vision for the program. We outline the structure of the new four-term program and provide some basic information about the three separate streams (Primary/Junior, Junior/Intermediate, and Intermediate/Senior) that student teachers choose to enrol in, as well as information about the coursework and practicum. In addition to choosing a stream, all student teachers have the opportunity to customize their learning to suit their own individual interests by selecting one of seven distinct specialty areas in which to study: International Education; Early Years Education; Elementary School French; Secondary School French; Urban Schools; Science, Technology, Engineering and Math (STEM); and Advanced Studies in the Psychology of Achievement, Inclusion, and Mental Health.

While each of the cohorts offers a unique student experience, the authors will focus specifically on the International Education cohort, given that we have been involved in teaching in this area and program development. First, we provide a rationale for the development of this particular cohort, contextualizing this development within broader literature on the internationalization of higher education. We describe the background development of the program, and how the cohort curriculum is organized (e.g. title, length and foci of each of the four core courses). We also note that courses in this cohort can later be applied towards advanced standing in the Faculty of Education's Masters of Professional Education (M.PEd.) International Education program.

The third section of the chapter draws upon survey data from the 50 students in the first (2015-2017) cohort, including personal background information, motivations for participating in the International Education cohort; as well as goals and expectations for the cohort program. We will also report on students' perceptions of challenges and difficulties within this cohort and include

their suggestions on how instructors can help overcome these challenges. The final part of the chapter will be comprised of insights gained from teaching the first two courses (fall 2015 and winter 2016) by the course instructors and how these may be used in guiding the development of the subsequent terms of the cohort program.

METHODOLOGY

This chapter is primarily a descriptive account of the new, two-year B.Ed. program at Western's Faculty of Education. The data for our chapter comes from the following sources:

1. Online Western University website and documentary data about the B.Ed. program and the development of the International Education cohort specialization;
2. Interview with the Associate Dean of Education about the B.Ed. program's goals and vision;
3. Online survey data with 50 students in the 2015-2017 International Education cohort; and
4. Written reflections by the 2 first-year course instructors.

We, the authors, are well-positioned to research and write this chapter. Dr. Paul Tarc was pivotal in the development of the program, which, as he writes in this chapter, was largely built upon the foundation of the earlier course, International Education: Opportunities and Challenges, which he developed and taught in the first couple years. Dr. Michelle Searle also taught that course in our B.Ed. Program and, like Dr. Tarc, has had experience teaching overseas and promoting international education in different university contexts. Dr. Marianne Larsen and Rashed Al-Haque, a doctoral candidate at Western, taught the first two courses in the new International Education cohort specialty during the 2015-2016 academic year and therefore were well-positioned to write about the first cohort of students, as well as reflect upon the first year of the program. Finally, all four of us have active research agendas focusing on various aspects of international education, especially within higher education contexts.

WESTERN FACULTY OF EDUCATION 2-YEAR B.ED. PROGRAM: OVERVIEW

Western University is located in London, Ontario, two hours southwest of Toronto. There are currently 23,500 undergraduate and over 5,300 graduate students at the university. Education is one of 11 faculties at the university. In 1919, Western University became one of the first universities in the province to become recognized as a degree granting institution for future teachers. However, it was not until 1965 when Althouse College, the precursor to the current Faculty of Education, was opened to train Ontario teachers. Every year for the past 25 years or so, we have had about 650 students complete the one-year B.Ed. program at our Faculty of Education and become certified to teach in the province of Ontario.

In this section of the chapter, we provide an overview of the B.Ed. program at Western's Faculty of Education. We then focus on divisional offerings and the vision for teacher education. This chapter establishes a broad picture for teacher education at Western University's Faculty of Education. The university prides itself on offering a transformative student experience and being a leader in research and teaching. Within the broader university, Western's Faculty of Education prides itself on high quality academic and professionally motivated students in education. The Faculty of Education has established that "[g]raduates must be able to take responsibility for the

physical safety, psychological health, and educational well being of students, whether children, adolescents, or adults, in schools" (Western Faculty of Education, 2015). Undertaking such a responsibility requires abilities in a range of areas. Western's Dean, Dr. Vicki Schwean describes how the Faculty of Education aims to strengthen a more just society and schools specifically by "seek[ing] truth, justice, equity, and peace" (Message from Dean, n.d., para. 1).

The Faculty of Education has a range of program offerings, including the B.Ed., research-intensive graduate programs (M.A. and Ph.D.) and professional graduate programs (M.PEd. and Ed.D). The B.Ed. program prides itself on attracting candidates who desire a vocation to make meaningful contributions through teaching. The Associate Dean, Dr. Margaret McNay, describes how the Faculty of Education is looking for candidates who are called to make a difference in the world. While she acknowledges that this is an ambitious goal, it is one that she feels the faculty is committed to continue undertaking by preparing students with a reformed program (McNay, 2015b).

Both the previous and the current models of the B.Ed. program were designed to promote professional learning by emphasizing the knowledge, skills, and qualities that are hallmarks of outstanding educators. The reformed program attends to all 137 learning outcomes required by the Ontario College of Teachers. Beyond the pragmatics of attending to these outcomes for accreditation, Western's Faculty of Education has a mission to articulate their anticipated programmatic outcome. Program documents identify the mission as:

> Western's Teacher Education program takes as its **mission** the preparation of new teachers who possess the habits of mind, hand, and heart required to exercise wise judgment in the interests of their students, and who have the potential to become leaders in their fields. Habits of **mind** include knowledge, understanding, thinking, and reasoning; habits of **hand** include the ability to act and to engage in competent and ethical practice; and habits of **heart** include a commitment to care, respect, integrity, and ethical action [bold in original] (McNay, 2015a).

This mission is crafted by drawing from Shulman's (2005, 2007) *signature pedagogy* as "the characteristic forms of teaching and learning… to organize the fundamental ways in which future practitioners are educated for their new professions" (p. 52). Signature pedagogy applied in Western's B.Ed. program combines deep theoretical understanding with opportunities for immersive field experiences. The result of this pedagogy in the practice of teacher education is aimed at developing students who can think critically about education in broad contexts, perform as an educator in a range of situations, and act as professionals with integrity.

The vision for education at Western is centred on candidates who can serve particular needs in education in Canada and beyond. Candidates need to demonstrate previous academic success as well as qualities that will allow them to be successful in the teaching. To serve a range of needs, candidates are expected to possess the personal attributes required of good teachers – enthusiasm, fairness, compassion, honest, courage, and humility (Western Faculty of Education, 2015). During the reformed two-year B.Ed. program, candidates can learn the specialized knowledge and skills required to become leaders in the field of education. This specialized knowledge is developed from instruction about students, schools, curriculum, theories of learning, pedagogy, the education

system and the skills required to make professional judgments in complex contexts within and outside of the traditional classroom. Professional knowledge is realized as candidates engage in deliberate, thoughtful and ongoing reflection about who they are and what they are doing. Graduates are able to look "beyond individual schools and classrooms and beyond the here and now, to take a ***critical view*** of the larger social and political contexts in which education is situated, and to pursue justice and the common good [bold in original]" (McNay, 2015a).

The B.Ed. program is delivered as a full time, four-term program. The majority of the program is delivered on-site in face-to-face formats, with some courses containing online components. Very few courses are offered fully online. Classes are offered from 8:30am until 6:30 p.m. Monday through Thursdays, with a common block for all students to attend professional learning sessions one afternoon per week. During the common block, presentations, workshops and other events that support professional practice are scheduled. Graduates of this program have grounding in distinct areas as responsive to the increasing complexity and diversity of education. Students also have the opportunity for more time in the field, which better allows them to mature into the profession (McNay, 2015b).

The previous B.Ed. programs required a minimum of 40 practicum days, but Western has always invested in additional days, previously offering students 60 days of field experience. With the reformed program, Western Faculty of Education now has 100 days of practicum plus an additional 35 days of fieldwork related to the program streams discussed below. Practicum experiences are offered through block placements in each of the four terms so that students can have a variety of experiences and see what teaching looks like across different contexts. In addition to diverse contexts, the enhanced days of fieldwork provide a range of opportunities for candidates to gain important experiences related to their course of study. Practicum placements are viewed as essential experiences for candidates to observe and experience the dynamic classroom contexts that make up the world of teaching. Candidates are assigned to a school and work with an associate teacher for each practicum block. In addition, Western offers two alternative field experience blocks during the second year of the program.

The required knowledge and skills are taught through three program streams that lead to certification by the Ontario College of Teachers. Each candidate is enrolled in one of the following streams: Primary/Junior (P/J), Junior/Intermediate (J/I), or Intermediate/Senior (I/S). Candidates in all of these streams share common courses that focus on developing the knowledge, skills, qualities and habits of mind. Although the streams focus on education of different age groups of learners, there are courses that are common to all learners. These courses include content focusing on mental health literacy, Aboriginal education, and safe schools which are part of the reformed program to address fundamental issues in education.

One of the challenges of the reformed program is staffing. As the government moved towards the elongated program and reduced funding, there was less money to spend on instructors. The university has had to make difficult decisions about how to staff courses; McNay credits her administrative team and talented program faculty with creative and innovative solutions that maintain high quality student experiences (McNay, 2015b). This problem solving oriented group is called T.E.A.M., to symbolize the Teacher Education Administration and Management group who play an instrumental role in decision-making about the B.Ed. program (McNay, 2015a).

In addition to selecting a program stream, each candidate selects a specialty area consistent with his or her interests and goals. McNay has explained that we want them to have particular skills in areas of need in education (McNay, 2015b). The specialty areas include:

- Advanced Studies in the Psychology of Achievement, Inclusion & Mental Health;
- Early Years Education;
- Elementary School French;
- Secondary School French;
- International Education;
- Science, Technology, Engineering and Math; and
- Urban Education.

The specialty area is considered a cohort, which provides 1.5 full courses in electives (or course equivalents) so that students get at least one quarter (18 hour) course in their specialty area each term. In addition, McNay has identified that the current job market in Ontario is helping to propel newly certified teachers to go beyond what the may have known as a student themselves so that they can enrich their lives and understanding in new ways (McNay, 2015b). The reformed program is positioned as a forward-thinking program that prepares teachers in areas of need and supports future educators' capacities to work with all kinds of diversity. Ultimately, Western's Faculty of Education is preparing teachers with habits of mind, hand and heart so that they may exercise wise judgment in the interests of their students and education more broadly. In the remaining sections of the chapter, we turn our attention to the International Education cohort specialty area, providing first some background information about this innovative program before discussing the data provided by the first cohort of students and instructor reflections.

INTERNATIONAL EDUCATION B.ED. COHORT: BACKGROUND

This section outlines the development of the international education cohort specialization from the decision to offer it to a description of its current elements in this first year of its implementation. A number of related factors propelled the decision to offer this specialization: 1) a growing awareness of the increasing opportunities to teach abroad amidst a lack of employment opportunities for newly certified teachers in local school boards, 2) the increasing interest in internationalization of the university as a whole and of the Education faculty in particular, 3) the presence of faculty with research and or teaching experience in international schools and international and global education and 4) the existence and popularity of an elective course in international education that ran for the last four years in the period before the two year program commenced.

In many ways, the elective course *International Education: Opportunities and Challenges*, created in 2009 by Dr. Paul Tarc represented the main programmatic and curricular starting point for the expansion of a one-semester 18-hour (0.25 credit) elective course to a 1.5 credit specialization. This new specialization includes four 18-hour courses as well as the introduction of an intercultural teaching practicum and an intercultural field experience component spanning across the new 2-year program. However, it is important to acknowledge here that other factors and new developments were in play, such as the need to align the program with our International Education M.PEd. course-based program so our B.Ed. graduates could have advanced standing in this

program; the recognition that our students should have the opportunity for international/intercultural experience and that the new program structure provided additional weeks of time to do so; our initial development plans to become a teacher education partner institution with the International Baccalaureate (IB); as well as a more generic need for structural alignment with the other cohort specializations and the program as a whole. Thus, from the existing elective, combined with new initiatives and shaped by wider programmatic constraints, an 'international education' specialization was developed. At the time of writing (winter 2016), the first half of this specialization program has been running with the very first cohort of students.

Accordingly, it is worth outlining the basic rationale and features of the original elective course. Its generic course calendar description is documented as follows:

> In this course pre-service students will explore opportunities for working in educational contexts internationally in the private, public and NGO sectors. The practical, personal, and ethical challenges of living abroad and teaching/learning across cultures will be examined. Topics will include: current international teaching opportunities, practical and ethical challenges, comparisons of schooling across countries/regions, and pedagogies to support inter-cultural learning. (Western Faculty of Education, 2016a)

In a sense there were three basic pillars to the course content: 1) the shifting meanings and uses of international education under processes of globalization, 2) the opportunities for teaching internationally and the attendant practical and ethical challenges that arise in so doing, and 3) teaching with a global perspective at home or abroad.

In the new program we have four component courses that extend the topics taken up in the original elective course. Attention has also been given to a design that allows our B.Ed. graduates for advanced entry into the third course of the M.PEd., as mentioned above. Students take the following sequence of courses across the four semesters of the program:

> *Framing International Education in a Globalizing World*
> A study of the larger visions and historical conditions of international education and of how these visions and conditions shape local practices in an interdependent and deeply asymmetric world. Student teachers develop understandings of their socio-cultural positions as students and as prospective international educators.
>
> *Internationalizing Curricula: Teaching for a Global Perspective*
> An examination of varied approaches to the internationalization of curricula, in local and international contexts. Particular focus is placed on the aims and approaches of the International Baccalaureate (IB) and international service learning as models for fostering international mindedness and global citizenship.
>
> *Teaching Abroad: Opportunities and Challenges*
> An exploration of opportunities for working in educational contexts internationally in private, public, and NGO sectors, with particular focus on the international schools sector. Student teachers examine the benefits and risks as well as the practical, personal, and ethical challenges of living and teaching in a foreign culture.

> *Research in Intercultural Contexts*
> An exploration of ways to conduct small-scale exploratory research in intercultural contexts with particular sensitivity to cross-cultural dynamics. Student teachers develop and carry out a small-scale, collaborative field study project over their final 3-4 week field placement, collaborating electronically and sharing their findings and emergent learnings in weekly seminars. (Western Faculty of Education, 2016b)

In simple terms, the three pillars of the original course—framing international education in a context of globalization, exploring how to teach with a global perspective and examining the opportunities and challenges of teaching internationally—correspond to the first three courses. The third 'teaching abroad' course will be supported by an international or intercultural teaching placement. One textbook used in the original course, *International Education in Global Times: Engaging the Pedagogic* (Tarc, 2013) engages dimensions of these 'pillars' and will be a resource employed across the first three new courses. The fourth course was included, in part, to align with the M.PEd. in International Education; it introduces student teachers to conducting teacher inquiry in cross-cultural contexts and is to be supported with an intercultural field experience placement. This section represents a description of the bare-bone structure of the International Education specialization, but the subsequent section will provide some qualitative explication on how the first two courses were enacted and received in this initial year of the new program.

SUMMARY OF THE FIRST YEAR (2015-2016) OF THE INTERNATIONAL EDUCATION COHORT SPECIALTY

During the fall of 2015, we offered the first course in the International Education cohort speciality, *Framing International Education in a Globalizing World*. Course topics included:
- globalization and education;
- identity, positionality and privilege;
- comparative perspectives on education;
- globalization and youth (Third Culture Kids);
- intercultural communication; and
- critical pedagogy in a globalized world.

The instructors used a variety of teaching tools to model engaging student-centred teaching including videos such as Adichie's (2009) *The Danger of a Single Story*, the Lost People's film *Schooling the World: The White Man's Last Burden* (Black, 2010), group work, guest speakers (e.g. intercultural communication), and student teaching strategy presentations. The latter was one of the ways in which students were assessed in the course. Other forms of assessment included the development of an international education teaching philosophy. The culminating activity involved an International Education teaching activity/resource written report comprising a background rationale; explanation of how the activity/resources aligns with the student teacher's teaching philosophy; description of the teaching activity/resource and most suitable context for using it; and discussion of potential challenges and the opportunities to gain in using this educational strategy/resource in the international/intercultural classroom. The second course, *Internationalizing Curricula: Teaching for a Global Perspective*, was offered in the Winter 2016 term. In focusing on the practical ways in which the curriculum can be internationalized, the course included content on culturally-responsive education, global citizenship education, multiliteracies,

information and communications technology in the global classroom, the International Baccalaureate program, study abroad and international service learning. In this second course, students had the opportunity to map out a short international/intercultural unit plan based on their program level (e.g. P/J, I/S) and subject area, and develop and teach one full lesson plan to their peers. Next we provide some information about the students who comprised the first full cohort of this new specialty program.

INTERNATIONAL EDUCATION COHORT SPECIALTY: WHO ARE THE STUDENTS?

In this section of the chapter, we provide information about the first cohort (2015-2016) of the International Education specialty, including demographic data and their motivations and goals for enrolling in this specialty area, as well as anticipated challenges and obstacles. This data is derived from an online personal information form that students completed to assist the instructors to better understand the student body and how to shape the program as responsive to their needs. Ethical approval was gained to use this data in this chapter, although all identifying information was stripped from the data before analysis took place.

In total, there were 50 student teachers enrolled in the international education cohort, of which 25 were males and 25 were females. (For teaching, the cohort was divided into two sections of 25 students each.) Approximately half were enrolled in the P/J stream; and half in the I/S stream. Half (52%) were between the ages of 21-23; 20% between 24-26 and the rest over the age of 26. In terms of ethnic background, approximately three-quarters identified as being White and/or having European ancestry and the rest as other ethic backgrounds such as Asian/Pacific Islander (8%); South Asian (4%); multiple ethnicities (4%) and Middle Eastern, Hispanic, and First Nations (6%). However, even though the majority of student teachers are from the dominant Anglo-European background, our percentages suggest that this program draws in a more culturally diverse student body compared to the general teaching population in the province (Ryan et al, 2009).

Although 90% of the student teachers in the international education cohort reported having travelled abroad, only 45% have actually lived overseas for a month or more. Arguably, our student teachers have been exposed to a variety of countries and cultures from around the world. When asked if they had taught overseas, one in five (20%) answered in the affirmative. Of those who taught abroad, the majority taught English overseas in countries such as South Korea, Taiwan, and Thailand. A small minority taught in Germany, Sri Lanka, Kenya, and Brazil. As seen in Figure 1, of those surveyed, the majority were either open to or strongly considering teaching abroad after the B.Ed. program. 44% of surveyed student teachers identified that they "definitely want to teach abroad" with another 12% citing that they are "strongly leaning towards teaching abroad." 37% of the student teachers are open to teaching overseas but indicated that they will "see how things unfold."

We were curious how their experiences abroad (travelling, living, and/or teaching) had shaped their identities and interests in teaching internationally. A vast majority expressed their passion for travelling and highlighted how previous travelling experiences shaped their interest in learning about and interacting with cultures from around the world. They viewed teaching internationally as a means to travel the world through their work. Respondents shared that "travelling and working abroad has allowed [them] to experience life through the perspective of different societies," and

that teaching overseas is a "great way to immerse [oneself] in these cultures and expose [oneself] to these experiences." Student teachers' international travel experiences left many of them "interested in international education because [they are] interested in learning more about different cultures but also experiencing them." Largely, the student teachers highlighted their enthusiasm for "exploring different cultures," "meeting new people," and an "increased... appreciation of having diversity of perspectives," as a result of their travel experiences.
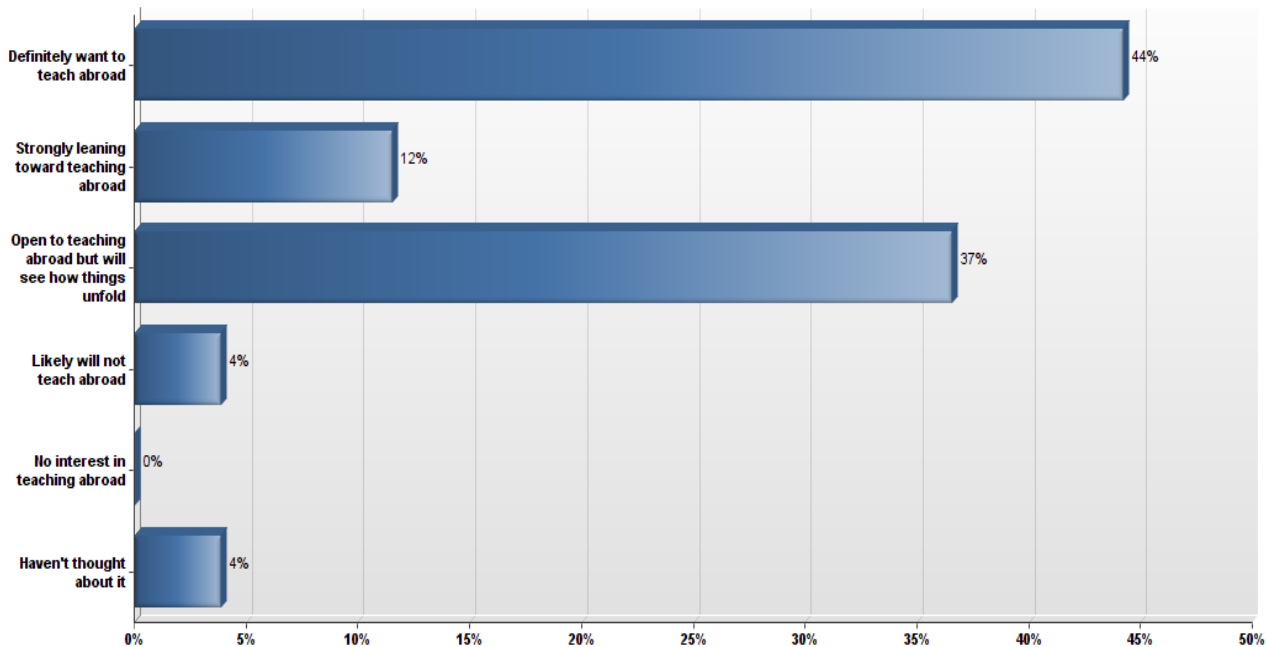

Figure 1. Student teachers' motivations for teaching abroad after B.Ed program.

The International Education student teachers who worked and taught abroad had more nuanced interests in teaching internationally. Student teachers with prior teaching experience reflected both on their prior teaching practice, hoped to learn new teaching strategies, and aspired to apply them in the future in an international setting. Student teachers shared that "teaching abroad has made [them] realize how culture impacts and shapes all aspects of society, learning included." One student teacher even highlighted the challenges and opportunities of teaching aboard and shared his enthusiasm for having future opportunities to teach internationally. He explained:

> I caught the travel bug when I was in my late teens, and spent about five years in my twenties living in Asia. Most of that time was spent teaching. I realized that there are unique challenges and rewards to teaching abroad. I also realized that education is different everywhere you go, country by country and even school by school. There are a huge number of different learning styles, influenced by culture as well as personality. I like this, because it gives variety to day-to-day teaching. I never stopped learning about teaching while I was abroad, and I value the opportunity to learn more about teaching international students in this class.

While many student teachers shared how their overseas experiences shaped their interest in teaching internationally, a few drew upon their multicultural Canadian experiences to connect with their interests in teaching abroad. One student teacher's "experience working with immigrant children and adults who had moved recently to Canada," and their "unique and significant interactions with culturally diverse groups… intrigued… and sparked [their] interest in teaching internationally." Moreover, a few student teachers emphasized the importance of international education for the Canadian classroom. These student teachers value international and globally-oriented education in the local contexts and often draw from their own backgrounds in Canada as a motivation for being an international educator. Seeing that Canada has a diverse population, one student teacher said, "being an international student who was raised by an immigrant family, the possibility of influencing international education is something that I am very passionate about." Another student teacher elaborated by stating, "I believe that, even in local schools, a similar appreciation and understanding of the world can be conveyed through a teacher who is passionate, excited and engaging. If a teacher lends their global mindset to their class, then the world can be brought into the classroom." Even though our student teachers come with a variety of backgrounds, travel experiences, and teaching histories, most of our student teachers considered international education as an integral part of learning about the world.

MOTIVATIONS AND GOALS FOR PARTICIPATING IN THE INTERNATIONAL EDUCATION SPECIALITY

As part of our survey, we were interested in understanding why student teachers chose to enrol in the international education cohort, their goals, what they were looking forward to and what they valued most about international education. For the majority (69%), the Faculty of Education at Western University was their first choice with 27% indicating that Western was their second choice. Using a Likert scale question, we asked them to rank why international education was important for them. While the rankings varied, by and large, it is clear that student teachers saw value in seeking an internationally-oriented focus in their B.Ed. The most common reason to enrol in the cohort was to "broaden [their] mind and horizons by learning about different people and places." This correlates largely with the values student teachers bring into the program as a result of their travel, lived, and professional experiences inside and outside of Canada. Student teachers were also enthusiastic about developing their cross-cultural learning skills, were eager to grow personally and professionally as an educator, learn culturally-informed pedagogy, and endeavour to motivate students to learn regardless of students' national contexts. Figure 2 illustrates what student teachers valued as their rationales for enrolling in the international education cohort.

Student teachers' goals for enrolling in the program were much more diverse. We asked them to list two to three key goals they have for themselves with respect to the program to better allow the instructors to gear the courses to student teachers' needs. We also asked them to share what they were looking forward to at the start of the program. Overall, student teachers were keen on learning about teaching practices from around the world, engaging with culturally-sensitive and culturally-appropriate classroom pedagogy, learning to be competent in teaching within a diverse classroom with students from various backgrounds, and developing their own teaching philosophy and practice. Student teachers who want to teach within a multicultural Canadian setting also noted that they wanted to use these culturally-sensitive and culturally-appropriate pedagogies in the Canadian classroom, underscoring the need to bring global education into local settings. A small

minority of student teachers also were keen on leveraging their international education background to position them strongly in the competitive job market to get their "foot in the door."
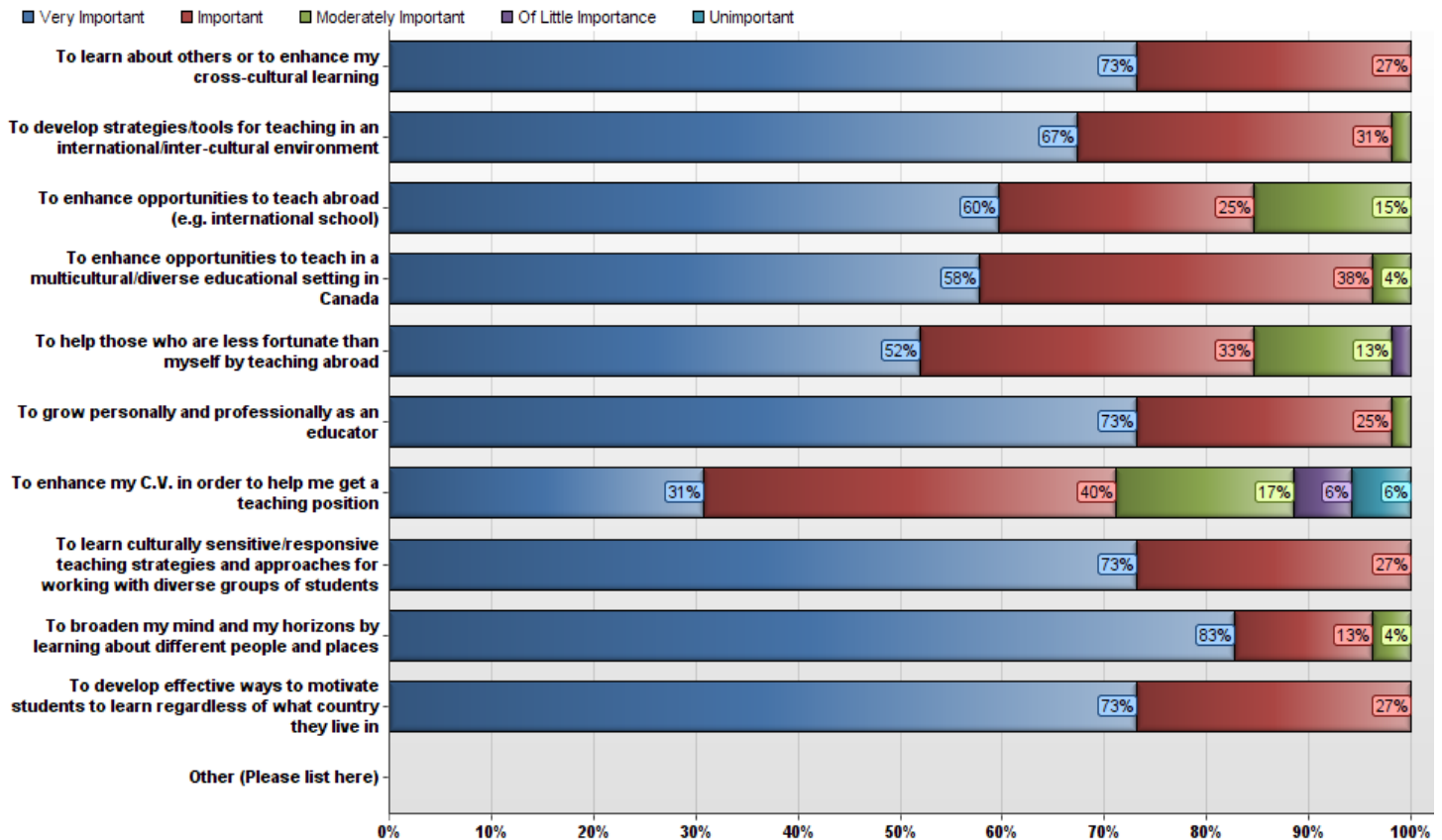

Figure 2. Student teachers' ranking of values and motivations for enrolling in the international education cohort.

Our survey indicates that most student teachers are excited about their emerging teaching careers and are enthusiastic to start the program. One student teacher summed up these aspirations by claiming that she was:

> really looking forward to learning how to effectively teach abroad and how to immerse yourself in a different system of education. I want to learn as much as possible on how I as a teaching candidate can be useful in helping those whose access to education is limited. I really want to be involved in making a difference and helping those who need it most.

Whether teaching for a multicultural context, learning from and about the world, or having a more global mindset, student teachers were overwhelmingly excited about the international education cohort specialty program and saw it as an opportunity to bring positive change into the world. They were also eager to meet other peers in the program and share in the learning process.

It is important to remember that not all our student teachers come from diverse communities. For some, international education is a means to engage with the global and broaden their own horizons.

While we did not ask student teachers if they came from rural, urban, mono-cultural and/or multicultural backgrounds, we allowed student teachers to share any other final thoughts at the end of the survey. One student teacher wrote:

> I am from a small town where growing up, not many people took the opportunity to learn about the international community nor was it a prevalent figure in my elementary or secondary education. My experiences abroad have fostered my interest in all things different from what I have experienced in my small town community.

For student teachers who come from rural backgrounds, the international education cohort coupled with the experiences they had overseas cements their interest in understanding the diversity that exists within and outside the classroom. Other student teachers who shared that they were newcomers to Canada at some point in time highlighted the support their teachers gave them. One student teacher who came to Canada as a child explained:

> I am very excited to be in this course. I was new to Canada when I was 10 years old, and I had a lot of support from my teachers. I hope to be that teacher for my students one day, who may be going through difficulties as they come to Canada from a different country.

Embedded within this student teacher's experiences is a desire to emulate the support a teacher can provide a newcomer student in Canada and students transition across cultures.

ANTICIPATED CHALLENGES AND DIFFICULTIES

Despite the enthusiasm shared in embarking in the international education cohort, student teachers also shared challenges and difficulties that they may expect to face. While the anticipated challenges ranged from student teacher to student teacher, three overall themes emerge. Based on the written responses, student teachers were concerned with their ability to interact with culturally-relative content in a culturally-sensitive manner, inability to speak multiple languages in the context of someday teaching internationally in a country where English is not the first language, and not having much travel experience to supplement their learning in the program. A small minority of the student teacher respondents shared their concerns about the course content. Seeing that they will be required to do readings and understand concepts that may be theoretical, a few student teachers shared that the readings may be a difficult to understand and were concerned about how the theoretical elements of the courses connected to practice. It is also important to note that several student teachers did not anticipate any challenges or obstacles in the program. Regardless of the anticipated challenges, most student teachers were excited to engage with the course. One student teacher who considered her lack of an international experience as an obstacle subsequently shared that she viewed the program "as an opportunity to challenge [herself] to gain a better understanding of the world rather than a difficulty or a challenge in that context."

In addition to concerns, student teachers had a few questions starting the program. These largely included logistical questions about grades and assessments that were addressed in the course syllabus. A few had very specific questions about the practicum, particularly if they would be able to teach internationally as a part of their practicum while others asked how they could get hired by overseas international schools. (We discuss these issues below in the instructor reflection section.)

As mentioned earlier, a minority of student teachers asked if they could distinguish themselves from others when applying for teaching positions. In the context of getting a job in Canada, one student teacher asked, "With Canada being a multi-cultural country and with more people coming every day, will this International Education course help us as future teachers have a 'step up' when applying for teaching positions?" This concern over how to position themselves strategically in the job market demonstrates that part of their motivations for participating in the program are economic.

We also asked them to share how the course instructors could help alleviate their concerns. Even though some recognized that challenges are an integral part of the learning process, the suggestions for support ranged from effective and frequent communication between instructor and student teacher, using learner-centred pedagogies in the classroom, and helping student teachers address the cultural barriers student teachers may encounter if and when they teach overseas. In spite of the anticipated challenges and concerns, the student teachers were overwhelmingly excited to begin the program. A student teacher shares, "I am looking forward to taking this course because it is unlike anything I have ever done before. I'm so interested in teaching abroad, and I'm hoping this course will help me make up my mind about it!" Arguably, even though many indicated that they want to teach overseas someday, others are enrolling the program to assess if they ultimately want to take on an international assignment.

INSTRUCTOR REFLECTIONS

As instructors, we are very keen to ensure that our student teachers' concerns are addressed and that the learning outcomes we outline at the start of each course will provide students with the knowledge, attitudes and skills to become international educators. At the core of our teaching practice is a commitment to link theory and practice. We do that by providing class content that respects the diverse ways of knowing, critical thinking, intercultural competence and communication, awareness of privilege and positionality as Western educators, and ways to engage with globalized youth. The assessments we use to track student teachers' thinking and progress are also linked to positioning our student teachers for employment, but also to enable to them to think deeply and critically about the potentials and challenges of international education in a globalized world.

Through writing an international education teaching philosophy, creating a lesson plan for a multicultural/international classroom, teaching their peers to model best teaching practices, and being reflective about the process of creating class content that is both culturally relevant and engaging, our student teachers are incorporating the theoretical elements of the course content and applying them to their practice. As such, the assessments are not stand-alone measures to track student teacher learning but artefacts that student teachers can take with them to the job interview to position themselves competitively against other student teachers.

Finally, we are committed to integrating ICTs in our classroom in a meaningful way in order to enhance learning for our students. This included the use of Voicethread (www.voicethread.com) through our online learning platform, OWL, and Plickers in the classroom (www.plickers.com). It is too early to tell whether or not our use of these technologies has supported student learning, but early evidence suggests that students have been receptive to the use of these ICTs in the program.

As noted above, students expressed concerns about opportunities to teach abroad. While we would very much like for all students to be provided with opportunities to teach abroad during their second year practicum placements, Western's Faculty of Education International Education office is still working out the logistics of planning these international practicum placements. Funding is one limitation; but another is the need to ensure that proper supports are put in place for our students while teaching abroad. We hope that these will be firmly in place by the time the second year of the program unfolds.

CONCLUSION

In this chapter we have provided an overview of Western Faculty of Education's new two-year B.Ed. program. We outlined the vision, mission and goals for our new program and how it is organized. We then focused primarily on one of the seven new specialty cohort areas, International Education. We reviewed the background in developing this specialty area, provided an overview of the structure of the program and details about the first cohort of students.

The establishment of the International Education B.Ed. cohort is timely given the push to internationalize higher education institutions over the past decade or so. Indeed, a majority of universities and colleges now view internationalisation as a significant policy strategy and include internationalisation as a key goal in their institutional mission statements and strategic plans (Altbach & Knight, 2007; de Wit, 2002). Teacher education programs, departments, and faculties are no exception to this global trend and there is evidence of the internationalization of teacher education across the globe (e.g. Acedo, 2012; Low & Lee, 2012; Lugovtsova, Krawnova & Torhova, 2012; Madhavi & Pushpanadham, 2011; Olmedo & Harbon, 2010). Internationalization of teacher education has been motivated by different rationales including the need to prepare teachers with the knowledge, skills, and dispositions to teach in an increasingly inter-cultural and global world, and we can see these general motivations reflected amongst the students in our first cohort.

Moreover, the development of this particular cohort program is significant given the Ontario Ministry of Education's (2015) recent release of their Strategy for K-12 International Education, which aims to "provide Ontario students with increased opportunities to develop global competencies both in Ontario and abroad, including an understanding and appreciation of the international dimensions of their studies and exposure to different cultures and languages." Preparing teachers to facilitate this goal is an important aspect of our new International Education cohort program at Western; we aim to make a unique contribution to education globally given UNESCO's (2014a, 2014b) commitment to fostering global citizenship in school and projection that millions of teachers will be needed to fulfil the goal of education for all. This view of educators as citizens of the global world aligns with our faculty vision and mission and is reflected in the international education cohort program that we have developed for our students.

Finally, this chapter represents an overview with a focus more on programmatic and curricular intentions and student expectations more than outcomes. At this early stage, partway through the inaugural cohort experience, we can elaborate little on the pedagogical possibilities, challenges and effects of this cohort program. Acknowledging some of the inherent tensions and risks of

international education (ACDE, 2014; Tarc, 2013), we are mindful of the necessity of further developing and refining this program through ongoing consultations with the instructors and students and through praxes bridging the relevant academic literatures to the day-to-day pedagogical engagements. Learning to teach and learn from international education, under the contemporary conditions to which teacher education must attend, is challenging and exciting work that motivates our continuing involvement.

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CHAPTER 15

INNOVATIONS IN WILFRID LAURIER'S PROFESSIONAL DEVELOPMENT SCHOOL MODEL OF TEACHER EDUCATION: DEVELOPING INTEGRATED CURRICULUM KNOWLEDGE AND AN IN-DEPTH UNDERSTANDING OF DIVERSE LEARNERS

Dawn Buzza, Carolyn Fitzgerald, Donna Kotsopoulos, M. Kristiina Montero, Julie Mueller, Steve Sider, Elaine Wetherup and Colleen Willard-Holt

Wilfrid Laurier University

INTRODUCTION

HISTORY AND PROGRAM OVERVIEW

In April 2005, Wilfred Laurier University (WLU) submitted a proposal to create a Faculty of Education to the then Ministry of Training, Colleges and Universities (now Ministry of Advanced Education and Skills Development). The impetus for this proposal was the lack of a Faculty of Education in the Kitchener/Waterloo/Cambridge/Guelph geographical area. For a number of years, the community had been requesting easier access to such a Faculty, especially given the population growth in the area. Laurier, with its emphasis on community involvement, chose to inaugurate the Faculty of Education in response to this need. The Faculty of Education was approved and received its first Primary/Junior cohort in 2007. Since then, the Junior/Intermediate division, a Master of Education, a Minor in Education, and a certificate in Mental Health in the Classroom have been added.

Wilfrid Laurier University's Faculty of Education offers a two-year, consecutive teacher education program in which graduates will earn a Bachelor of Education (B.Ed.) degree. The program qualifies candidates in the Primary and Junior divisions (grades kindergarten to 6) or the Junior and Intermediate divisions (grades 4 to 10) in one of the following subject specialties: English, French as a second language, geography, health and physical education, history, instrumental music, vocal music, mathematics, and general science. We currently enrol up to 125 Teacher Education Candidates (TECs), half in the Primary/Junior division and half in the Junior/Intermediate division.

The excellent reputation of Laurier's program is demonstrated through continued high application numbers and strong post-graduate employment rates, despite the currently declining trends in these metrics across Ontario.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Laurier's B.Ed. program is based on a Professional Development School (PDS) model that is unique in Canada. This model involves meaningful and ongoing partnerships between the university teacher education program and the schools in which their student teachers are placed for practicum experiences (Darling-Hammond, 2005). It also means that Teacher Education Candidates (TECs) are placed in one school for the entire school year. As noted by Buzza, Kotsopoulos, Mueller and Johnston (2010):

> Key goals of the PDS model, as initially conceived, were: (a) increased student learning; (b) preparation of future teachers; (c) on-going professional development of in-service teachers in collaborative communities of practice (i.e., teacher education candidates (TECs), university faculty, school faculty); (d) reflective inquiry or research-based learning that potentially contributes to school-wide improvement; and, (e) sustained involvement in one school setting for all field-based experiences. These key goals continue to be evident today in the many interpretations of the PDS model that exist. (p. 46)

The PDS model of teacher education has been implemented for about 30 years in the U.S. and has been researched extensively. Research support has been mixed for this model in comparison to more traditional teacher education in which teacher candidates engage in practicum experiences in a variety of different schools and where school-university partnerships are less strong (Buzza et al., 2010). In spite of these mixed findings, the demonstrated advantage of PDS models in promoting positive and meaningful relationships with the K-12 community was important to the university, since the Faculty of Education was established in response to a demonstrated need from and strong support by our community school partners. The PDS model also aligns well with our conceptual framework. This framework stresses the importance of teacher candidates developing an inquiry stance through intentional application of theoretical knowledge and through examining their developing teaching practices through action research, reflection and discussion in the context of a community of practice.

Research does appear to support PDS models in which there are effective relationships between the university faculty and staff and the associate teachers and other staff at partner schools (Buzza et al., 2010; Harris, & van Tassell, 2005). In our study, the rich and sustained school-based experiences and collaborative relationships TECs were able to develop were rated as highly important to their perceived readiness for taking on the role of a professional teacher (Buzza et al., 2010). Although the school experience component of student teachers' preparation has been found to be important in traditional (non-PDS model) programs as well (e.g., Guyton & McIntyre, 1990), it is a central feature to the Laurier program and, for this reason, is seen as foundational to our success.

We have partnered with four area school boards to provide extensive, in-depth, and sustained field experiences for the candidates. TECs spend two days per week in their host schools throughout the entire school year, in addition to scheduled block practica, and a ten-week Professional Placement in Year Two. Being situated in the same school for the entire first year and then at another school for the entire second year affords TECs the opportunity to establish collaborative, personal, and professional relationships with school staff and communities. Their engagement in all aspects of their host school's activity during the year enables them to become part of the fabric and culture of the school. For example, they are able to experience the start of the school year by helping to prepare classrooms and then welcome new students on the first day of school. They observe and participate in full learning cycles, the preparation of report cards, parent interviews, transitions around school holidays, and staff meetings. The choice of the PDS model has also been affirmed by our four partnering school boards, who applaud the design and the quality of our graduates.

MISSION STATEMENT

The Faculty of Education at Laurier fosters excellence in teacher education and scholarship through inquiry, reflection and collaborative and sustained partnerships in learning.

KEY PROGRAM FEATURES

Concurrent School Improvement and Teacher Education
As the foundation of Laurier's teacher education program, the PDS model assists TECs in becoming teachers through more extensive, in-depth and sustained field experiences while simultaneously contributing to school improvement. Having TECs associated with staff and students at one school for eight months of the school year grounds their understanding in the work of schools and enables them to become active members of their school community. TECs can assist associate teachers in exploring challenges of teaching in their classrooms, thereby fostering heightened levels of student learning. In some PDS sites they are asked to contribute actively to goals of the school, including learning and achievement goals for students. As they integrate into the culture of their school over the course of the school year, TECs' activities, questions, and ideas also contribute to school improvement by stimulating professional curiosity, reflection and discussion among associate teachers and other school staff. The sustained relationship with individual schools also supports the development of strong and open relationships among field supervisors, school staff, and university faculty. These strong connections assist in understanding of specific needs and nature of each school. This informed approach to teacher education in practice emphasises and supports the reciprocal benefits of professional learning of both pre-service and in-service teachers.

Reflection and Inquiry
Another distinguishing aspect of Laurier's program is a weekly *Professional Learning Seminar (PLS).* In this course, TECs meet weekly in seminar groups to raise questions and issues related to teaching practice that they are experiencing in schools and the courses they are taking at the university. The seminars provide an opportunity for TECs to also interact with peers and a faculty member about aspects of professional learning. For example, TECs reflect on dispositions that are addressed in the Ontario New Teacher Induction Program to see how they

are developing these dispositions as emerging teachers. Professional seminars such as these have been shown to increase the self-efficacy and preparedness of teacher candidates (Polly, Frazier, Hopper, Chapman & Wells, 2012). Ongoing reflection is promoted in our program as supportive of teachers' developing self-regulated learning skills and dispositions (Buzza, Kotsopoulos, Mueller & Johnston, 2013). In this way, TECs begin to develop a lifelong disposition to intentionally examine their practice in light of student outcomes and other evidence of teaching excellence.

The PLS also supports inquiry and action research. TECs identify a problem of practice that is specific to their own learning and growth as a teacher or to that which they observe in the classroom. They consult with scholarly literature, peers, associate teachers, and others to come up with ideas of how they might address the problem. They then put an action plan into place and proceed to collect evidence and artifacts related to the issue. Reflecting on the evidence, TECs then develop plans for further ways in which they might address the issue or question. This opportunity to engage in action research provides a model and experience upon which to draw as they engage in inquiry related to their practice throughout their teaching careers (Kotsopoulos, Mueller, & Buzza, 2012). Some students have disseminated their inquiry and action research more broadly at conferences (professional and academic), Ministry-led events, and academic journals.

Technology-Intensive Program
Laurier's Faculty of Education recognizes the impact and importance of digital literacy in education at all levels. Digital technology is integrated into both the pedagogy and content of the program in the context of 21st century, active learning. Collaborating with local technology start-ups (e.g., Sesame and Chalk.com) and more pervasive technology providers (e.g., Desire2Learn and Google) enables us to provide TECs with opportunities to create, collaborate, and communicate with one another using those technologies. We acknowledge the current direction of education in today's K-12 classrooms, where Bring Your Own Device (BYOD) is becoming the norm. As such, we use technologies in university courses to support TECs as students with critical thinking and presentation of ideas, as well as to model use of hardware, software, and social media in elementary classrooms as teachers. TECs are provided with opportunities to become familiar with a variety of digital learning and teaching tools such as SmartBoards, Mimios, digital cameras and projectors, document cameras, iPads, Chromebooks, and laptops. TECs may borrow these devices from the Faculty to practice using them, design lesson plans around them, or use them with children and youth during practica. They are encouraged to develop skills related to the integration of technology in planning, instruction and assessment. Technology integration is a required component within all B.Ed. courses and a brief description of how it is embedded in each course is included in the syllabus.

Aboriginal Education
First and foremost, Laurier's Faculty of Education has a responsibility to decolonize our programming to respect and honour the fact that our Faculty and campus is housed on the traditional territories of the Neutral, Anishinaabe, and Haudenosaunee Peoples. Additionally, we must be committed to raising preservice teachers' awareness about the myriad issues impacting Aboriginal people in our local educational contexts as well as across Ontario and Canada because it is the morally right thing to do. Additionally, from a practical stance, teachers must be

better prepared to work with Aboriginal students as they are the fastest growing demographic in Canadian public schools today (Avison, 2004; Statistics Canada, 2015). Gaps about Aboriginal topics in dominant culture people, as fostered by inadequate presentation of such topics in schools, serves only to perpetuate and promote the social and intellectual ways of the dominant culture. These colonial ways of education are wrought with systematic discrimination toward Aboriginal Peoples, as well as other marginalized people (Battiste, 2008).

Godlewska, Massey, and Moore (2013) posited that Canadians are generally unaware about Aboriginal People in Canada, and preservice teachers in Laurier's program generally reflect this trend. Denomme-Welch and Montero (2014) examined Laurier's preservice teachers' knowledge of Aboriginal[1] topics at the beginning of one cohort in the preservice teacher program and found that more than 50 per cent of incoming preservice teachers had little to no knowledge of topics related to First Nations, Métis, and Inuit People. When asked whether or not preservice teachers had any previous learning experience about Aboriginal topics, 36 per cent responded that they did not; among the 44 per cent who noted they had "a little bit" of previous experience, most noted that they included the learning that occurred during the program's opening professional orientation. Close to 90 per cent indicated that they did not have any previous training on Aboriginal topics, and only 6 per cent of respondents indicated that they felt comfortable teaching about Aboriginal topics in the classroom. As such, we strive to rethink the delivery and content of preservice teacher education that is more inclusive of Aboriginal Peoples.

To meet such goals, our programming aims to replace intolerance (e.g., racism, stereotypes) with acceptance of First Nations, Métis, and Inuit Peoples of Canada by adhering to three overarching goals:
1. To support the development of preservice teachers' foundational knowledge base of First Nations, Métis, and Inuit worldviews and teachings so that they may know how to respectfully integrate First Nations, Métis, and Inuit topics and perspectives of education into their curricula and course designs;
2. To encourage reciprocity, mutual understanding, acceptance, sharing, and transformation across cultures and;
3. To create a welcoming environment for Aboriginal students, staff, and faculty at the Faculty of Education.

Furthermore, we aim to promote greater awareness and knowledge among TECs about Aboriginal cultures and concerns as a way to critically evaluate how schools can better

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[1] We note that, in Canada, the term "Aboriginal" refers to all Indigenous people. The Canadian Constitution recognizes three groups of Aboriginal people: (a) First Nation, or Indian, as defined by The Canadian Constitution Act, 1982, section 35. First Nation people are either status (registered with an Indian band or community) or non-status (not registered by are members of an Indian band or community); (b) The Métis, who, in the first instance, are descendants of European fur traders and First Nations women and; (c) Inuit are the Indigenous people of the North. These are three distinct peoples with unique histories, languages, cultural practices, and spiritual beliefs. There are more than one million people who identify themselves as Aboriginal persons and they live in urban, suburban, rural and remote locations across Canada.

incorporate culturally sensitive curricula and teaching methods, while building stronger relationships with First Nations, Métis and Inuit students, families and communities. Our official commitment to Aboriginal Education, (adopted in 2010), initially responded to the call communicated in the Accord of Indigenous Education (Association of Canadian Deans of Education, 2010) to expand teachers' knowledge about and understanding of Aboriginal topics and issues in education. Our formal commitment positions us to be able to respond to the recommendations related to teacher education as presented in the Truth and Reconciliation Commission: Calls to Action (Truth and Reconciliation Commission of Canada, 2015). Collectively, we position our Faculty as a committed ally to help achieve educational excellence through equity for Aboriginal Peoples in Waterloo Region, Ontario, and Canada.

While insufficient in the grand scheme of things, we begin to address the lacunae of knowledge among preservice teachers as related to Aboriginal Peoples by requiring them to take a quarter-credit course on First Nations, Inuit and Métis issues in education as part of our "Diversity Series" (as described later in this chapter). Furthermore, each instructor is required to explicitly infuse Aboriginal topics into curriculum and/or methods courses. To hold instructors accountable to meet these goals, all instructors are required to explicitly state on the syllabus how the course addresses Aboriginal topics. The goal of the quarter-credit course on First Nations, Métis, and Inuit issues in education, and our attempt to broadly indigenize our programming, is to make preservice students more aware of Aboriginal histories, the impact of colonization, racism, and systemic and institutional discrimination, and knowledge of contemporary Aboriginal ways. Until all Canadians have a deeper consciousness of Aboriginal knowledges and worldviews and institutionalized modes of discrimination are dismantled, the work of educators and teacher educators will only need to get stronger and more sophisticated.

KEY CHANGES IN THE NEW, TWO-YEAR PROGRAM

Ontario Regulation 283/13 (amending Regulation 347/02) required all teacher education programs to be increased from two to four semesters by 2015-16. Because the Laurier program ensures thatTECs spend time in schools during every week of the program and schools are closed for much of the spring/summer semester, we addressed this requirement by offering a two-year program (Fall/Winter, Fall/Winter). Practical experience also was increased in the extended program, to provide TECs with a total of 181 days in schools. TECs are evaluated on the two Field Days per week, which account for 79 of these days. The 102 days in evaluated teaching blocks well exceeds the mandatory 80 days required by Regulation 283/13. In addition, TECs spend 15 days in a mandatory alternative placement. This emphasis on classroom experiences, including those provided during on-campus coursework, reflects the value placed on integration of theory and practice within the PDS model we have adopted.

PROGRAM STRUCTURE

TECs continue to begin their participation in their PDS sites during the last week in August when teachers are preparing their classrooms. They are in the school when pupils arrive for their first day of school in September. During their two Field Days each week, they have the opportunity to work with their associate teachers and in specialized areas of instruction and support available within the school: Programs for English Language Learners, special education, behavioural

support, music, physical education, art, and so forth. They may also work with the principal on selected school-wide projects, such as food bank drives, healthy living campaigns, or character education programs.

In the previous one-year program the first block practicum was a nine-day block in October. In the two-year program, this placement was changed to a Field Days block, in order to allow a more gradual introduction to teaching practice. During this block TECs are required to complete structured observations which support them in identifying and reflecting on high-impact teaching practices that demonstrate the principles being learned in on-campus coursework. There are two, three-week teaching practica in the first year (one in Nov-Dec, and one in March-April). At the end of Year One TECs complete a required three-week Alternative Placement. In this newly-added component to the program, TECs work in a volunteer capacity in various contexts where learning takes place (e.g. Section 23 programs, KidsAbility[2], museums, outdoor education centres) or take advantage of international teaching opportunities. The Alternative Placement provides TECs with valuable practical experience that may not be available at their PDS sites. International placements are also encouraged and the Faculty is developing ongoing relationships with schools around the world to facilitate these opportunities. Also, because this placement occurs at the end of Year One, TECs may take advantage of any opportunities that may be offered to continue in their placements over the summer. The international placements made possible through the Alternative Placement component of the program are seen as opportunities to enhance the intercultural competencies of TECs. Teaching in international settings can play a significant role in helping TECs to develop heightened awareness of the diverse needs of their students and their backgrounds and to develop culturally responsive pedagogical practices (DeVillar & Jiang, 2012).

An on-going international aspect of Laurier's program has been the opportunity for TECs to participate in educational professional learning in Haiti where one faculty member has worked for many years. In the new two-year B.Ed., if they choose Haiti as their Alternative Placement, TECs will join a team of Canadian educators in the Laurier-Haiti Educator and Leadership Institute, an annual week of professional development workshops completed in conjunction with partners in northern Haiti. TECs are involved in supporting workshops in mathematics, special education, critical literacy, early childhood education, science, and school leadership. As well, they support specialized camps that include robotics and entrepreneurship for girls. Finally, the TECs are involved in a conversational English program that partners Laurier students with Haitian high school and university students. TECs are integrated into the Laurier-Haiti Educator and Leadership Institute so as to provide an opportunity to practice their emerging teaching skills and to develop a global perspective on teaching and learning.

In Year Two, there are two Practicum placements in the Fall term (a two-week block in October and a three-week block in Nov-Dec). Year Two TECs finish their course work in early February in order to complete a 10-week *Laurier Professional Placement* (LPP) at their PDS site. The LPP supports TECs in transitioning from student teacher to practicing professional, as they work

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[2] KidsAbility™ is the recognized leader in Waterloo Region and Guelph-Wellington (Ontario) for empowering children and youth with a wide range of complex special needs to realize their full potential (see http://www.kidsability.ca/aboutus).

hand-in-hand with a mentor teacher, assigned to them at their PDS site for the year. The LPP involves two or more teaching blocks, some of which may include co-planning and co-teaching with an associate teacher. It also can involve "mock occasional teaching," during which the TEC acts in an Occasional Teacher (OT) role with no prior knowledge of class composition or planned lessons, while a certified teacher is present in the classroom. This also provides opportunity for associate teachers to work intensively with lower-achieving students in preparation for EQAO testing. The LPP offers opportunities for TECs to contribute to divisional or curriculum teams at their schools, which offers further preparation for post-graduation professional practice. While engaged in the LPP, TECs meet in a small seminar group on a regular basis to reflect on their practice, and construct professional knowledge as a community of learners. The extensive opportunities for varied classroom and school experiences that the LPP provides can deepen TECs' knowledge of current Ontario curriculum and related policy documents, and knowledge of pedagogical and instructional strategies. It also allows TECs rich experiences in which they can operationalize required knowledge of the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* (Ontario College of Teachers [OCT]). A recent review of research identified involvement in reflective activities and involvement in learning communities as important for teacher candidates' identity development (Izadinia, 2013). These kinds of experiences are central to the conceptual framework and structure of our program and to the design of the LPP in particular.

MENTORSHIP, FIELD SUPPORT AND SUPERVISION

Each TEC is assigned a field supervisor who visits TECs at their PDS sites. The field supervisor is a Faculty instructor who provides front-line contact with PDS staff (e.g., principals and teachers) and TECs at the schools to which he or she is assigned. This role includes mentoring, support, communication, problem solving, assessment of teaching practice, and providing feedback and instruction related to specific lessons or teaching activities of the TECs. Before and after each block placement, field supervisors meet with the TECs from their assigned PDS sites (normally five to six sites) as a group. They also visit each PDS site before the first block placement, to meet associate teachers and establish communication protocols for the year. Understanding and rapport is thus developed, which provides a foundation for effective support of both the TECs and the associate teachers going forward. Field supervisors also visit and observe TECs at least once during each three-week placement and at least twice during the LPP. Additional visits are made to the PDS sites to meet with associate teachers and TECs as needed for support when difficulties arise. Thus, the role of field supervisor is key, both in the development of TECs' professional teaching skills and the effective coordination of school support and mentorship.

During Year Two of the program, TECs also are assigned a mentor at their PDS site. The mentor, who is typically an associate teacher at the site, plans and coordinates the practice and school-level participation experiences of the TEC, in preparation for and during the LPP. In certain cases, the principal may serve as a mentor, but in all cases he or she provides consultation to the mentor in assigning classroom teaching placements and other experiences during the 10-week LPP.

PROGRAM CURRICULUM

Courses are organized by theme in sequential semesters to intentionally build foundational knowledge related to teaching and learning in Year One to more complex understandings and applications in Year Two. The themes addressed over the four semesters are: 1) Building Foundations in Teaching; 2) Building Content Knowledge; 3) Reaching Every Learner; and 4) Connecting Foundations & Content to Reach Every Learner. These carefully-sequenced learning experiences are aimed at developing TECs' pedagogical content knowledge and a deep understanding and appreciation for learners' differentiated strengths and needs, in order to connect their growing conceptions of curriculum, teaching, learning, and learner differences (Darling-Hammond, 2016). The end goal of this coursework sequence, along with the theory-practice connections made possible through continual opportunity for practice and reflection, is for TECs to develop the *adaptive expertise* that expert teachers demonstrate (Darling-Hammond & Bransford, 2005).

In alignment with OCT priorities (Ontario College of Teachers, n.d.; 2014a), additional time and course weights were incorporated into the curriculum methods courses in Mathematics and Language and Literacy Education. These courses also were redesigned to focus on Primary, Junior, and Intermediate pedagogical content sequentially. Thus, Primary/Junior (P/J) TECs take a Primary division course prior to taking the Junior division course in in each curriculum area. Similarly, Junior/Intermediate (J/I) TECs take a Junior division course prior to taking the Intermediate division course in in each curriculum area. Content in the mathematics courses include a greater emphasis on technology and teaching (e.g., coding, using personal devices or "BYOD"), Aboriginal ways of knowing, and parent engagement.

While ensuring that we met mandatory core content requirements of Regulation 283/13, we took the opportunity to enhance our program curriculum so that it better aligns with priorities and emerging directions of OCT and our partnering school boards. In particular, while we recognized that strength in, and deep understanding of each discipline/curriculum area are important, there is an increased emphasis on integration across curriculum areas as a way to meet the demands of learning in 21st Century classrooms (Drake, Reid & Kolohon, 2014; Ontario College of Teachers 2014a). Integrating across curriculum areas has been shown to enhance student learning and engagement, in spite of practical and policy constraints often encountered in using this approach to instruction and assessment (Brand & Triplett, 2012).

Specific courses were developed to support TECs in learning to plan, teach, and assess both within and across curriculum areas. In addition to the curriculum methods courses in each core subject that all TECs complete, over the two-year program they gradually build curriculum knowledge that enables them to plan and implement instruction across multiple subject areas. Beginning with a new Curriculum Foundations course, they develop knowledge of the current Ontario curriculum and provincial policy documents, and emphasize interdisciplinary connections between and among the various curricula. Building on the Curriculum Foundations course, they address curriculum, instruction and assessment across disciplines in three subsequent courses – two focused on integrating curriculum and one focused on assessment. The inclusion of these integrated curriculum and assessment courses, combined with discipline-specific curriculum methods courses, allows us to address the existing J/I accreditation requirement to prepare J/I candidates in a teachable subject area specialization. In addition to the

stand-alone additional teaching methods courses TECs completed in their respective "teachable" subject specializations in the one-year program, they now develop unit plans and assessment strategies for their "teachable" specializations in their integrated curriculum courses as well as in subject area curriculum methods courses. Within those courses they also have opportunities to take on leadership roles in providing ideas and guidance to their peers, from the perspective of their teachable subject expertise. These opportunities require TECs to demonstrate this subject-specific leadership by challenging them to apply their subject area content knowledge to specific Ontario Curriculum requirements, thus enhancing and operationalizing their specialized pedagogical content knowledge.

Diversity Series
Schools and classrooms have long been challenged to create inclusive environments where all students can learn and have access to upward mobilizing opportunities (e.g., Banks, 1993, 2005; Dei, 1999; Gay, 1986, 2002; Gay, 2010; Ghosh, 1996; Ghosh & Galczynski, 2014; hooks, 1994; Ladson-Billings, 1994; Nieto, 1999). Addressing the plurality of people from various religious/cultural/ethnic groups and people who are different because of gender, sexual orientation, and/or (dis)ability, Ghosh and Galczynski (2014) emphasized that educators must "recognize that diversity is a defining feature of excellence" (p. ix). In order for educators to achieve excellence in schools and classrooms, instructional practices should be founded in the principles of equity and diversity, and teacher education must lead by example.

Consecutive teacher education programming in Ontario has historically been time constrained to explicitly address issues related to equity and diversity as stand-alone topics or add-on workshops. Many teachers, largely representative of the dominant culture, may lack the requisite skills and knowledge to address contentious issues in education (e.g., equity vs. equality in education; bullying and cyberbullying; mental health and illness) (Ghosh & Galczynski, 2014). In the Laurier one-year consecutive preservice education model there was curricular space for TECs to take one quarter-credit course on general topics related to equity and diversity in the classroom and another quarter-credit course related to topics on special education. Additionally, a quarter-credit course on English language learners in the classroom was offered as an elective and did not reach all students in our program. While program instructors generally infused curriculum and methods courses with topics related to equity and diversity, we recognized the need for more sustained and focused attention to preparing teachers to bring equitable education to all students. With Ontario's move to a two-year (four semester) Bachelor of Education program, we took the opportunity to address explicitly how educators can respond to the increasing diversification of the general student population (Ryan, Pollock, & Antonelli, 2009).

To this end, we designed a set of six required quarter-credit courses, coined the "Diversity Series: Knowing the learner," to include the following courses: *Equity and Diversity in Schools, English Language Learners in the Classroom, First Nations, Métis, and Inuit Topics in Educational Contexts, Mental Health in the Classroom Context*, and two quarter-credit courses on topics related to learners with exceptionalities in the educational context. All of the courses in the series were either newly created or reconfigured and implemented in the two-year program. Five of the "diversity series" courses are offered in the Fall semester of the second year after students have had sustained classroom experience through Field Days and teaching practica. (One of the two courses on learners with exceptionalities is offered in the Winter of Year One.)

Furthermore, to consolidate learning within and across the diversity series courses, we designed the *Year 2 Professional Learning Seminar*, offered in the same term, to facilitate cross-curricular connections through the examination of essential questions. Potential essential questions were identified in part from the guidelines for implementing Ontario's Regulation 283/13 (Accreditation of Teacher Education Programs, 2013) (now incorporated in Regulation 347/02) (Ontario College of Teachers, n.d.; 2014a; 2014b) and include the following:

- What are the barriers/challenges to equitable education for students who are not part of the dominant culture?
- What role do teachers have in identifying and eliminating barriers and creating social change?
- How will you, as a teacher, create a healthy, inclusive classroom and school community for all students, including but not limited to Aboriginal students, students with specific learning, social emotional and psychosocial needs, English language learners and other marginalized students?
- What culturally relevant and responsive content, instruction, and assessment will you, as a teacher, use to engage all students to support positive identity development and address individual students' strengths, interests, and needs, particularly for members of under-served communities or groups?

Through examining these kinds of questions, and through dedicated time to grapple with these complex issues, consideration of equity and diversity in education is infused through the teacher preparation program. In these ways, we aim to transform our B.Ed. curriculum so that our students will experience ways to transform their own pedagogical knowledge and practice.

The course on mental health developed in response to a growing national concern about the prevalence of childhood mental health issues and the extent to which these issues interfere with learning. Concurrently, there is growing recognition that teachers are often involved in classroom interventions and supports for students with mental health needs that interfere with academic learning and school participation (Franklin, Kim, Ryan, Kelly, & Montgomery, 2012). Not surprisingly, there has been a subsequent call to improve the mental health literacy of professionals working within the formal system of education, especially that of the classroom teacher (Whitley, Smith & Vaillancourt, 2013). However, educators express significant concerns regarding their sense of preparedness, especially in terms of knowledge, skills, and confidence, to address the issue of mental health in the classroom (Rothi, Leavey & Best, 2008; Walter, Gouze & Lim, 2006). Field experts agree that perceived and actual preparedness for effectively managing mental health issues in the classroom requires that educators have appropriate knowledge, skills, attitudes and beliefs regarding mental illness and positive mental health in children and adolescents (e.g. Canadian Alliance on Mental Illness and Mental Health, 2007; Jorm, 2012; Meldrum, 2009).

As a means to address the issues noted above, the purpose of Laurier's mental health course is to ensure TECs have a strong understanding of mental health issues affecting children and youth in the classroom, the necessary skills to offer appropriate and effective support to students experiencing mental distress, and clear direction regarding ways in which teachers can promote good mental health in the classroom as part of their everyday practice. At Laurier, we consider all three components of this course to be critical to our goals to improve the mental health

literacy of TECs, and thereby better support the individual learning needs of each student. Situating this course within the Diversity Series is also important to our overall goal of helping TECs to understand the extent to which social factors related to stigma and marginalization can negatively impact the mental health of young people.

The Diversity Series addresses the many and diverse types of student needs in contemporary classrooms and provides TECs with strategies to meet these needs. Equally important, TECs are made aware of the array of community, research, school board and Ministry resources available to help teachers in this overwhelming responsibility. We connect this to the Ethical Standard of Care and the primacy of using individual assessment data to meet needs that vary widely from grade-level expectations.

Electives
New electives in the areas of restorative justice, social entrepreneurship, global education, mathematical cognition and exceptionalities, and environmental education have been added to the program curriculum, in addition to those previously offered.

Courses in the final semester of the program bring together theoretical and practical knowledge at an advanced level, in order to prepare TECs for professional practices they will engage in during their upcoming LPP. One of these courses is focused on Self-Regulated Learning. This course follows, and in many ways consolidates understandings about learners' diversity and about instructional planning, gained through the curriculum courses (both subject-specific and integrated). This course is intended to enhance TECs' knowledge and skills for developing successful, self-aware 21st century learners who are "engaged, thinking, proactive, responsive, and reflective" (SRL Canada: Canadian Consortium for Self-Regulated Learning, 2012, para 1). The second level Integrated Curriculum course and the Assessment course also take place during this final term. It should be noted that assessment principles are addressed in all curriculum and pedagogical content courses throughout the program; the culminating stand-alone Assessment course will focus on synthesizing assessment data, evaluation, and reporting.

All of the theoretical and practical learning experiences come together for TECs in the Professional Learning Seminar (PLS), which was described earlier. Here, candidates confront problems of practice and reflect on their learning, connect practice back to theory, use technology to share with each other the uniqueness of their school sites, and discuss day-to-day aspects of being a teacher. In addition, during Year Two, this course provides a context in which the understandings being developed in the Diversity Series of courses can be examined and discussed together, in order to consider the wide range of learner needs in 21st Century classrooms. The PLS is a required course which is held throughout both years.

PROCESSES, INSIGHTS, AND CHALLENGES IN THE TRANSITION TO A TWO-YEAR PROGRAM

PROCESSES

While our faculty and staff were collaborating on the design and development of the new program, we conducted extensive consultation with our school and board partners and other

stakeholders. Two rounds of external consultations involved presentations, meetings, and discussions with senior school board administrators, principals and teachers in partner schools, teachers' federation representatives (through our Teacher Education Liaison Committee), and representatives of OCT. We also held meetings with internal stakeholders across the university community, including our current and former TECs. Advice from these groups ensured that our revised program would reflect current practices and new directions within our partnering school boards and align with Ministry of Education priorities.

Prior to and during the first year of implementation, we worked closely with a team of principals from each of our partnering school boards, to flesh out and refine the model and plans for field experiences, mentorship and supervision, evaluation, and PDS site partnerships. This group, called the Laurier Extended Program Advisory Committee (LEPAC), has been instrumental in developing systems, policies and procedures to ensure high quality experiences and effective communications related to field-based aspects of the program. A significant outcome of the LEPAC work was the development, accreditation and implementation of a new Mentoring Additional Qualifications (AQ) course. The impetus for this course came through discussions about the critical role to be played by mentors during the LPP in Year Two of the new program. Funding through our partnering school boards from the Ministry of Education made possible the development of this AQ course and also tuition-free delivery for its first offering.

As part of the transition funding envelope for development of two-year initial teacher education programs, we received a grant from the then Ministry of Training, Colleges and Universities, to collaboratively develop and pilot a blended course for TECs specializing in Vocal or Instrumental Music. As a low-enrolled teachable, many Faculties are challenged to maintain this course. Therefore, in cooperation with University of Ontario Institute of Technology, we engaged a group of content and distance-learning experts to design a course that could be open to students in any Ontario university that chooses to participate. The course is 85% online, with one face-to-face session at each location, linked across locations by video. The evaluation of this initiative is currently underway.

INSIGHTS AND CHALLENGES

Relationships and the commitment of individual people drove the innovations we were able to achieve. People who were working at the Faculty of Education and our stakeholder organizations went well above and beyond expectations in giving of their time, expertise, and creativity toward developing the program. For example, in spite of ongoing labour disputes and job action during 2014-15, principals' monthly attendance at LEPAC meetings reflected their willingness to give up time in busy schedules to engage with us in refining the field-based components of the program. The good will of our own faculty members and Faculty of Education staff was unrelenting in the face of many challenges and extensive time commitments involved. At no point in the process did the progress of our work slow or stall as a result of indecision or disagreements; we always worked toward achieving consensus.

Time was a factor in the development of the new and enhanced program model and curriculum. Bi-weekly meetings were held over the course of six months; faculty members made it a priority to attend these meetings in order to provide their informed perspectives on the developing

curriculum and structural changes. The mandate to change to a four-semester program came with significant challenges, both financial and practical, as outlined below. However, it also brought about opportunities for reconsidering our program's design, structure, and curriculum. While we maintained our original conceptual model and basic approaches to teacher education, we took advantage of these opportunities to reconceptualise and enhance our curriculum and practicum components to maximise the professional experiences for our TECs. Having two years in which to provide more gradual development of both theoretical and practice knowledge enabled us to provide TECs opportunities for deeper learning, richer reflection on theory-practice connections, and more thoughtful and grounded consideration of curriculum, diverse learner needs, and instructional methodologies.

Along with the mandate to extend teacher education programs from two to four semesters in length came 25% budget reductions and limited enrolments equating to half of our previous annual intake. Reductions in our faculty complement and our PDS site requirements for the first year of implementation were necessitated by these limitations. Full-time faculty were required to teach courses in areas with which they were less familiar or current, in order to fulfil their required teaching loads. For the first year of the program we could not employ many of our part-time faculty members, including field supervisors, and we were able to partner with only half the usual number of PDS sites. At the same time, we did not want to lose these partners or instructors, especially knowing that we would need the full complement in the second year and beyond. Transition funding was crucial to maintaining our staff complement and providing resources for course development, but was not intended to address these challenges. We relied upon continuous communication and the professional relationships we had built over the years to surmount these obstacles.

The Alternative Placement component presented us with the need for an entirely new set of policies, procedures, and protocols, including those related to communication and documentation. The documentation and procedural requirements of the various sites, both local and abroad, vary significantly. Until we experienced the initiation and evaluation of these placements for the first time, it was not possible to anticipate all of the requirements for information and documentation to ensure their sustainability.

The first time through the program's implementation requires continual monitoring, reflection, and revision in order to ensure that it meets our overall objectives and remains coherent and cohesive. The high standards of our Faculty for our TECs' experience and learning remains of paramount importance as we continue the implementation process.

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CHAPTER 16

INTIAL TEACHER EDUCATION AT YORK UNIVERSITY: THE FIRST YEAR OF FOUR SEMESTER TEACHER EDUCATION PROGRAMS

Diane Vetter, Cassandra Easthom, Lindsay Kemble and Vanessa Storto

York University

AN OVERVIEW OF THE PROGRAMS IN THE FACULTY OF EDUCATION

The Bachelor of Education at York University builds on the Faculty of Education's belief that where there is education, there is also powerful transformation. We strive to provide passionate, creative people with an inspiring environment in which they can cultivate their interests, gain the tools they need to motivate students and engage communities, actively contribute to the evolution of education, and become powerful catalysts for change. The Bachelor of Education is infused with strong principles including equity, diversity, collaboration, interdisciplinarity, sustainability and social justice.

York University offers two teacher education program models—Concurrent and Consecutive—leading to a Bachelor of Education (B.Ed.) degree and a recommendation to the Ontario College of Teachers for a Certificate of Qualification and Registration.

Our programs provide teacher candidates with the knowledge and skills necessary to enter the teaching profession as confident and effective teachers. Highlights of our programs include:
- Commitment to diversity, equity and social justice;
- Engagement in local and global classrooms and communities;
- Development of teaching practices that are responsive to the needs of diverse learners; and
- Engagement in professional discourse within the teaching profession.

The Concurrent Bachelor of Education, to which students apply from high school for select Faculties, allows candidates to work toward an Education degree while completing most other York undergraduate degrees. As Concurrent Bachelor of Education students, candidates work to complete both an undergraduate degree and the Bachelor of Education professional teaching program. Applicants from secondary school may be considered for the Pre-Education Concurrent Bachelor of Education if they have been admitted to one of seven faculties at York:
- Environmental Studies;
- Glendon;

- Health;
- Liberal Arts & Professional Studies;
- Science;
- Lassonde School of Engineering; and
- School of the Arts, Media, Performance & Design.
  (York University Faculty of Education [YUFE], n.d.-a).

Candidates may begin their first year in the Faculty of Education upon completion of a minimum of 60 credits (when enrolled in a 3-year undergraduate degree), or 90 credits (when enrolled in a 4-year undergraduate degree) of their York program. At that time, concurrent candidates join their consecutive colleagues for one academic year (two semesters) of dedicated education studies. In the subsequent year at York, concurrent candidates return to their home faculty to complete their undergraduate degree with an education lens, which supports them in reflecting on their learning with a view to becoming a teacher. A sixth or capstone year provides teacher candidates with advanced pedagogical understandings and extensive practicum and research experiences. This program organization creates space for teacher candidates to focus solely on education, to form cohesive cohorts, and to have successfully completed the required undergraduate courses to ensure their subject knowledge is sufficiently developed to support positive practicum placement experiences in local schools (YUFE, n.d.-a).

Ongoing *#connect2edu* workshops, speakers and events invite all education students to participate in conversations and learning focused on current issues, research and initiatives in education while undertaking their undergraduate studies.

In partnership with Ryerson University, the Faculty of Education offers a concurrent education program to students enrolled in Ryerson's Early Childhood Education program. In addition, collaboration with local community colleges facilitates the offering of a Technical Education program to candidates who are undertaking or have graduated from an applied Bachelor's degree (Martin, 2014).

Concurrent Bachelor of Education students can also specialize in French, Jewish, Indigenous, International, and Technological teacher education. Our inclusive approach honours diversity and the rich cultural mix of our school communities.

As a full-time Consecutive student, candidates study two years consecutively following completion of an undergraduate degree in another Faculty or at another university. The 4-semester program includes 60 credits with academic coursework and practicum experience in both school and community settings.

The practicum experience for all candidates in Semester One facilitates a broadening of teacher candidates' understandings of the roles of the profession, the community, teachers, learners and schools in creating and sustaining an engaging, inclusive, safe and equitable learning environment.

Building on Semester One, the practicum experience in Semester Two facilitates teacher candidates' introduction to the complex dimensions of learning, and the interrelationship between learner, teacher and curriculum.

In practice, this means that the first year of the 2-year program focuses on the development of professional understandings and relationships within the school community. Teacher candidates attend placement at the host school for one day per week during the fall and winter academic terms. Teacher candidates have a responsibility to participate actively for the whole school day, undertaking a range of experiences such as working with small groups and/or individual students, deconstructing their understandings of teaching and learning with a focus on links between theory and practice, facilitating classroom transitions, co-planning and co-teaching with the mentor teacher, and engaging in lesson study (YUFE, n.d.-b).

Schools are encouraged to welcome a cohort of teacher candidates who will have the opportunity to experience different school settings (divisions, non-classroom, rotary, ELL, special education, etc.) throughout the year. There is no teaching block in the first year, nor is there a requirement to *independently* teach and plan during the one-day-per-week placement.

At the end of Year One, having immersed themselves in the work of the school each week, and having developed strong professional relationships and understandings, teacher candidates are well prepared to take on independent planning and teaching in the fall semester of Year Two.

In Year Two, teacher candidates continue to attend placement throughout the fall and winter semesters. They also complete a 2-week block in the fall semester and a 6-week block in the winter semester.

The Bachelor of Education program provides teacher candidates with the knowledge and skills necessary to enter the teaching profession as confident and effective teachers who respect a commitment to diversity, equity and social justice, engage in local and global classroom communities and develop teaching practice that is responsive to the needs of diverse learners.

DIVSIONAL OFFERINGS

The Faculty of Education at York University offers certification in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions. Graduates of York's Bachelor of Education program are in high demand due to their awareness of social justice issues, knowledge of current theory and research, and extensive classroom experience.

Candidates in the Primary/Junior division do not choose teaching subjects. Applicants are given preference if they have completed six credits (one full university course or equivalent) in English, as well as six credits (one full university course or equivalent) in a curriculum subject (YUFE, n.d.-a).

Candidates in the Junior/Intermediate division must choose one teaching subject and must have completed 24 credits (equivalent to four full-year university course) in the selected subject. Applicants are given preference if they have completed six credits (one full-year university course or equivalent) in English and have a B average on the selected teaching subject courses. The teaching subjects available are:
- Dance;
- Dramatic Arts;

- English;
- French as a Second Language;
- Geography;
- Health and Physical Education;
- History;
- Mathematics;
- Music – Instrumental;
- Science – General; and
- Visual Arts.
  (YUFE, n.d.-a)

Candidates in the Intermediate/Senior division must choose two teaching subjects and must have completed, or be in the process of completing, an Honours program with at least 36 credits (equivalent to six full-year university courses) in the first teaching subject and 18 credits (equivalent to three full-year university courses) in the second teaching subject. The teaching subjects available are:

- Business Studies (Accounting, Entrepreneurship, Information & Communication Technology);
- Computer Studies;
- Dance;
- Dramatic Arts;
- Economics;
- English;
- Environmental Science;
- Family Studies,
- French as a Second Language;
- Geography;
- Health and Physical Education;
- History;
- Law;
- Mathematics;
- Music – Instrumental;
- Native Studies;
- Philosophy;
- Politics,
- Religious Education;
- Science (Biology, Chemistry, General, Physics);
- Social Sciences – General, and
- Visual Arts.
  (YUFE, n.d.-a)

Candidates in the Consecutive Technological Education program must have a degree in a related technology field that aligns with the technological education curriculum and have 2 years of work-related experience, or 5 years of work-related experience if the degree is not aligned with one of the ten areas of technological education. Teaching subjects available are:

- Communication Technology,
- Computer Technology,
- Construction Technology,
- Green Industries,
- Hairstyling & Aesthetics,
- Health Care,
- Hospitality Services,
- Manufacturing Technology,
- Technological Design and
- Transportation Technology.
  (YUFE, n.d.-a)

While teacher candidates may work toward specific divisional requirements, many courses include teacher candidates from all divisions to facilitate understandings of education across a Kindergarten to Grade 12 landscape. This cross-panel experience builds holistic understandings of schooling in an Ontario context, which helps teacher candidates to gain insights beyond the divisions for which they will be certified to teach.

All teacher candidates complete a community-based placement and three school-based practicum placements under the mentorship of an Ontario Certified Teacher. The first practicum consists of one day per week in a school in both the first and second semesters. The second practicum consists of two days per week followed by a two-week final block placement. The third practicum consists of one day per week followed by a six-week final block placement. The community placement extends over semesters one and two.

VISION OF TEACHER EDUCATION

The 2-year Bachelor of Education is based upon the following mission, vision and values of York University (York University, 2015):

MISSION

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition. *Tentanda Via*—The way must be tried.

VISION

As one of Canada's leading universities, York University fosters creativity, innovation and global citizenship through its open-minded and engaged approach to teaching, scholarship and research, and community outreach.

VALUES

Excellence
York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

Progressive
York is open-minded, forward-looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

Inclusivity and Diversity
York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.

Social Justice and Equity
York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

Sustainability
York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.
(York University, 2015, pp. 3 – 4).

The foundational beliefs of our faculty are clearly articulated through a video presentation, *Welcome to York University's Faculty of Education, Our Story* (YorkUEducation, 2012). The transcript of the video states:

> We believe that education is a powerful transformation. It shapes and is shaped by the world. And given that the world is steadily becoming more and more diverse and complex, the education experience must be continually reinvented.

> We reinvent the education experience by researching and applying innovative solutions to traditional problems and emerging issues. We focus on the importance of human relationships. They are at the heart of everything we do. We immerse ourselves in relationships with our communities and reshape our methods to reflect their realities.

> We develop responsive educational programs that fulfil our communities' needs. We focus on the new perspectives we can share with one another in order to push the learning far beyond the classroom walls.

We welcome all people from all backgrounds, with different opinions and points of view, in order to broaden our outlook on teaching and learning. Our spirit of reinvention is fuelled by relationships with education and students across the globe and the meaningful insight they bring.

We engage and collaborate with each other and follow our faculties in order to transform our approach. We enlist diverse faculty who inspire students with invaluable real-world experience. We re-imagine our research in order to address age-old challenges with fresh and exciting solutions.

All our programs are infused with strong principles such as:
- Equity;
- Diversity;
- Interdisciplinarity;
- Social Justice; and
- Sustainability.

Ultimately, we strive to provide passionate, creative people with an inspiring environment where they can cultivate their interests, gain the tools they need to motivate students and engage communities, actively contribute to and lead the evolution of education, and become powerful catalysts for change. Because when teachers learn and learners teach, the experience leads to public good on *all* levels. It can change lives. With York's Faculty of Education, teachers from all backgrounds can become not only the teachers they always wanted to be, but also the kind of educators they'd never imagined they could be.

The development of the new 2-year Bachelor of Education respected the Faculty of Education's process of collegial self-governance. A working group, led by the Associate Dean of Education, included extensive consultation within and beyond the Faculty of Education, prior to the presentation of a formal proposal to Faculty Council for approval in March 2014, and subsequently to York University Senate.
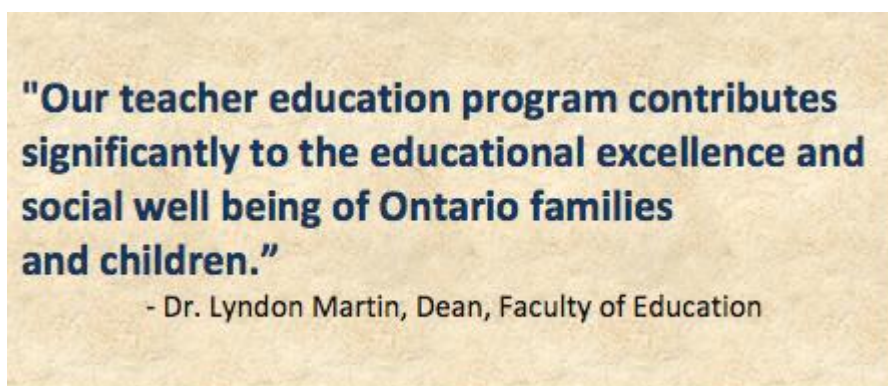
Within the Faculty a larger consultative group met to review ongoing proposal development, followed by open meetings throughout the year to ensure that all faculty and student voices had the opportunity to be heard (Martin, 2014).

Within the University, information about the 2-year Bachelor of Education program was provided to partner faculties at York University. Consultation with Deans of these partner faculties was carefully integrated into the planning process, which resulted in formal letters of support from Glendon College and our York University Faculty partners (Martin, 2014).

Externally, the Faculty drew on an environmental scan that was completed in 2012, which captured the views of a large number of our stakeholders. The Faculty also consulted with our Teacher Education Advisory Committee (TEAC) whose members include the Directors of School Boards and representatives from the Ontario Ministry of Education and the Ontario Ministry of Training, Colleges and Universities. Ongoing discussion occurred with the Ontario Federations and the

Faculty of Education Student Association through regular Teacher Education Liaison Committee (TELC) meetings (Martin, 2014).

Through its programs in teacher education, graduate work, professional development, research and international education, the Faculty of Education at York University seeks to engage students, stimulate their interests, and raise their awareness of their environment and communities. In a world of difference, it encourages graduates to make a difference in the world (YUFE, n.d.-a).

> "Our teacher education program contributes significantly to the educational excellence and social well being of Ontario families and children."
>
> — Dr. Lyndon Martin, Dean, Faculty of Education

FOCUS ON CURRICULUM

The curriculum is divided into four semesters. All courses in the new 4-semester Bachelor of Education program are structured around the following broad themes:

Semester One: Orientation to the Profession in Community
Semester Two: Learners
Semester Three: Classroom and Curriculum
Semester Four: Schooling, Society and Research

Each semester includes foundational and methodological courses designed to closely link school and community practicum placements to the work in the university classroom. All teacher candidates will undertake a one-day-per-week community placement and a one-day-per-week school-based practicum placement in the first and second semesters.

In the first semester, the theme of *Orientation to the Profession in Community* links course work with practicum learning outcomes that focus on the development of understandings of how multiple stakeholders in and beyond the school, and school structure, impact student learning. They also consider how the school and community speak to one another. Through a holistic academic and practical approach that values critical analysis, engagement, collaborative conversations, focused participant observation, advancement of skills and knowledge, and immersion in an environment that respects a shared process of growth and development, teacher candidates will develop their professional demeanour and gain insights into the importance of strong professional relationships that support student learning.

In the second semester, the theme of *Learners* urges teacher candidates to reflect critically on how policy, teaching and learning strategies, and school and community resources impact learners and the school environment. They also investigate learning at the micro-level with individual or small groups of students.

A new Semester Two course, *Theory into Practice*, specifically connects educational theory to professional practice. Through readings, teaching narratives and casework, teacher candidates adopt critically informed approaches to current, multidisciplinary and professional practices of teaching.

In the third semester, the theme of *Classroom and Curriculum* focuses teacher candidate attention on the Ontario context. Teacher candidates are placed for 2 days per week in a local school and undertake a 2-week teaching block. Course work includes a new course, *Teaching for Diverse and Equitable Classrooms in Ontario*, which examines issues of curriculum, learning and teaching in relation to culturally and linguistically diverse learners. Issues relating to First Nation, Métis ad Inuit perspectives and cultures, English language learners, identity, socio-economics, class, social justice and immigration in the Ontario context. Another new Semester Three course, *Content into Practice*, specifically asks teacher candidates to examine the nature of curricular content as outlined by the Ontario Ministry of Education. Focusing on the engagement of diverse students in meaningful, educational experiences, topics include policy expectations, lesson planning, curriculum development and delivery, and classroom management.

In the fourth semester, the theme of *Schooling, Society and Research* supports teacher candidate transition to the role of teacher and lifelong learner with a focus on research and inquiry. Research into Practice completes the "into Practice" triad. Research into Practice connects evidence-based and innovative teacher research to their practice. To cultivate a life-long curiosity and critical inquiry into their professional practice, students will consider, explore, and implement a range of approaches for the study of teaching and learning.

Additional courses in each theme focus on the teaching of the required content knowledge at the appropriate levels. Primary/Junior and Junior/Intermediate teacher candidates will cover a range of subjects taught in the elementary school. Intermediate/Senior teacher candidates focus on preparation for two 'teachable' subjects across all semesters. Progression is designed into the structure and all courses are linked to the practicum experiences.

Elective options are available to candidates, with some provisos. In response to recognized student needs, and Ontario Ministry of Education priorities, Primary/Junior and Junior/Intermediate teacher candidates take elective courses (chosen from a wide and diverse range) broadly related to mathematics and language/literacy. Primary/Junior candidates take one mathematics-related elective course, one language/literacy-related elective course and one free choice elective. Intermediate/Senior candidates have three free choice electives and a required course in new media literacies, which focuses on teaching in the twenty-first century high school classroom beyond a particular subject area (Martin, 2014).

Each of the content courses, including the teaching subject courses taken by Junior/Intermediate and Intermediate/Senior candidates, provide candidates with insights into lesson planning and

assessment. Ongoing reflection on learning and links to authentic experience extends across all coursework. According to York University's Vice-President, Teaching and Learning, William Gage (2015), "Experiential education bridges learning theory and practice by providing students with concrete, applied practical experiences and then helping them reflect on these experiences using the theoretical knowledge they have learned."

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge of the Ontario context in which elementary and secondary schools operate (Ontario College of Teachers, 2014). At York University's Faculty of Education, all candidates are enrolled in *Teaching for Diverse and Equitable Classrooms in Ontario*. This course examines issues of curriculum, learning and teaching in relation to culturally and linguistically diverse learners, including issues relating to First Nation, Métis and Inuit perspectives and cultures, English language learners, identity, socio-economic class, social justice and immigration.

Child Development and Health or *Adolescent Development and Health* courses address topics including mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race, while *Inclusive Education* examines the inclusion of children with exceptionalities in the general education classroom, with a focus on inclusion, relevant legislation, differentiation, collaborative practice, instructional technologies, and equity issues related to identification, placement, and achievement.

To expand upon the learning in these required courses, teacher candidates have the opportunity to intensify their learning in specific areas with a wide range of elective courses including:

- Issues in Indigenous Education;
- Pedagogies of the Land;
- Education as Communication;
- Teaching Internationally and Interculturally;
- Educational Assessment;
- Teaching and Learning with Digital Technology;
- Teaching English Language to Learners in Mainstream Classrooms;
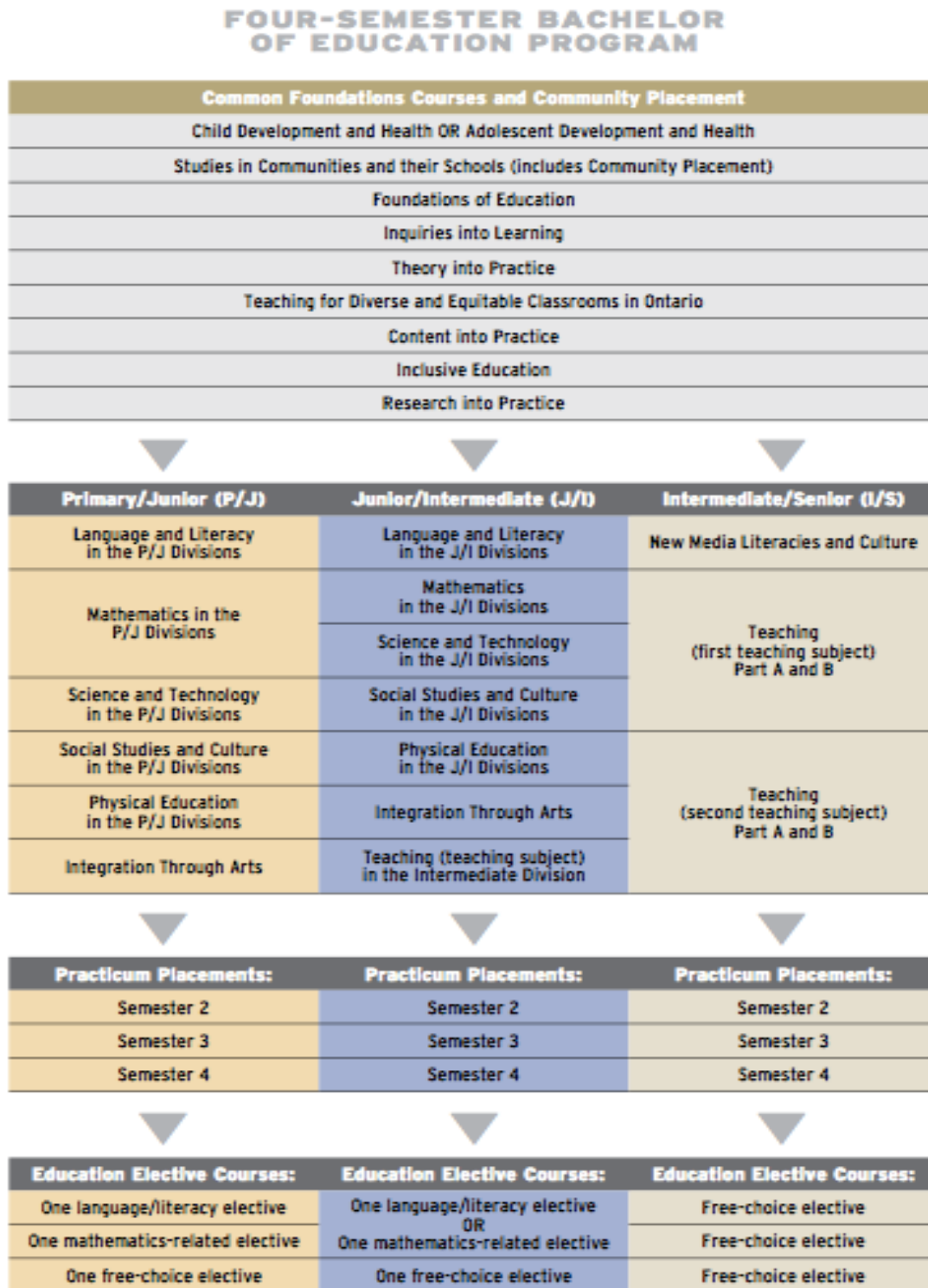- Arts and Ideas, and many more.
  (YUFE, n.d.-a)

FOUR-SEMESTER BACHELOR OF EDUCATION PROGRAM

Common Foundations Courses and Community Placement
Child Development and Health OR Adolescent Development and Health
Studies in Communities and their Schools (includes Community Placement)
Foundations of Education
Inquiries into Learning
Theory into Practice
Teaching for Diverse and Equitable Classrooms in Ontario
Content into Practice
Inclusive Education
Research into Practice

Primary/Junior (P/J)	Junior/Intermediate (J/I)	Intermediate/Senior (I/S)
Language and Literacy in the P/J Divisions	Language and Literacy in the J/I Divisions	New Media Literacies and Culture
Mathematics in the P/J Divisions	Mathematics in the J/I Divisions	Teaching (first teaching subject) Part A and B
	Science and Technology in the J/I Divisions	
Science and Technology in the P/J Divisions	Social Studies and Culture in the J/I Divisions	
Social Studies and Culture in the P/J Divisions	Physical Education in the J/I Divisions	Teaching (second teaching subject) Part A and B
Physical Education in the P/J Divisions	Integration Through Arts	
Integration Through Arts	Teaching (teaching subject) in the Intermediate Division	

Practicum Placements:	Practicum Placements:	Practicum Placements:
Semester 2	Semester 2	Semester 2
Semester 3	Semester 3	Semester 3
Semester 4	Semester 4	Semester 4

Education Elective Courses:	Education Elective Courses:	Education Elective Courses:
One language/literacy elective	One language/literacy elective OR One mathematics-related elective	Free-choice elective
One mathematics-related elective		Free-choice elective
One free-choice elective	One free-choice elective	Free-choice elective

Figure 2. Four-semester bachelor of education model (YUFE, n.d.-a).

ORGANIZATION OF FIELD EXPERIENCES

The B.Ed. is designed to be a place where theory and practice are deeply linked. Coursework, school placements and community practica speak to one another through practicum experiences that value critical analysis, engagement, collaborative conversations, focused participant observation, advancement of skills and knowledge, and immersion in an environment that respects a shared process of growth and development. The practicum experiences create spaces where teacher candidates enact education in pursuit of a more humane and equitable world (YUFE, n.d.-b).

The practicum experience in schools facilitates a broadening of teacher candidates' understandings of the role of the profession, the community, teachers, learners and schools in creating and sustaining an engaging, inclusive, safe and equitable learning environment. In addition, the community and school practicum experiences facilitate teacher candidates' introduction to the complex dimensions of learning, and the interrelationship between learner, teacher and curriculum.

In the first year of the Bachelor of Education program, teacher candidates attend placement at the host school for one day per week during the fall and winter academic semesters. They also attend placement in a community setting one day per week. In community placement, teacher candidates will be responsible for participating actively and undertaking a range of experiences offered by local community organizations. Community placement organizations include hospitals, community centres, libraries, after-school programs, outdoor education centres, parenting centres and more.

The first year of the new 2-year program will focus on the development of professional understandings and relationships within the school community. Teacher candidates will be responsible for participating actively for the whole school day, undertaking a range of experiences such as working with small groups and/or individual students, deconstructing their understandings of teaching and learning with a focus on links between theory and practice, facilitating classroom transitions, co-planning and co-teaching with the mentor teacher, and engaging in lesson study. Schools are encouraged to welcome a cohort of Teacher candidates who will also have the opportunity to experience different school settings (divisions, non-classroom, rotary, ELL, special education, etc.) throughout the year.

There will not be a teaching block in the first year, nor will there be a requirement to independently teach and plan during the one-day-per-week placement. The focus will be on inquiry, active engagement, co-planning and co-teaching.

In the fall semester, teacher candidates will focus their attention on *Orientation to the Profession in Community* as they:
- Engage in participant observation[1] to understand the role of all stakeholders in creating and sustaining an engaging, inclusive, safe and equitable learning environment;

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[1]   Bogdan & Biklen (2003) define participant observation as acting "simultaneously (as) a participant and an observer (p. 261).

- Demonstrate a professional manner in keeping with the *Ontario College of Teachers Standards of Practice and Ethical Standards of Practice* (Ontario College of Teachers, n.d.);
- Develop professional relationships with students, teachers, other teacher candidates, school staff, parents and others;
- Actively engage 100% of the day in the work of the school to support student learning; and
- Reflect on how the school structure (physical environment, committees, extra-curricular activities, etc.) impacts student learning.

In the winter semester, teacher candidates focus their attention on *Learners* as they
- Reflect critically on the links between theory and practice in Ontario schools;
- Investigate learning from a micro-level perspective in support of small group and/or individual student learning;
- Observe the impact of Ontario Ministry of Education policy and/or documentation on learners and on the school's learning environment (e.g. *Safe Schools Act* (2000), *First Nation, Métis and Inuit Education Framework* (2007), *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010), *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013), and others); and
- Observe and reflect on the impact of strategies and resources on learners (teacher talk, text books, technology, manipulatives, transitions, success criteria, timing, planning, assessment, etc.).

A Year One teacher candidate will be responsible for conferencing with the mentor teacher to present a portfolio of documented evidence to demonstrate his/her achievement of the learning objectives for the fall and winter semesters. At the end of each semester, the mentor teacher will submit to the Faculty a brief written comment on the documentation presented by the teacher candidate. Additional evaluation of the candidate's *Orientation to the Profession in Community* and understanding of *Learners* will be embedded in coursework that is closely linked to the practicum experience.

In the first year of the Bachelor of Education program, teacher candidates have the opportunity to engage with learning in multiple ways, which leads the learner to inquire, deconstruct, analyse, implement, reflect upon, revise and wrestle with new understandings in meaningful ways. Active engagement and co-planning/co-teaching allow the TC to make sense of the foundational theories of learning in a collaborative mentoring environment. Today's teacher candidates are the teachers of tomorrow. They will be responsible for self-assessing their professional practice and their learning needs for professional growth and development. It is important that teacher candidates begin this process of self-assessment from the first day of practicum.

The Ontario Ministry of Education's (2010) *Growing Success* document lists guiding principles that apply equally well to teacher education. The *Portfolio of Documented Evidence* supported by ongoing conferencing with the mentor teacher respects these principles of assessment by ensuring that the process leads to enhanced and expanded understandings and achievement of the learning outcomes in a manner that meets the "interests, learning styles and preferences, needs, and experiences" (p. 6) of all TCs. To this end, mentor teachers are asked to "provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning

and achievement" (p. 6) throughout the semester and to encourage teacher candidates to develop "self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning" (p. 6).

As learners who are developing their self-assessment skills, teacher candidates require ongoing support and guidance from mentor teachers whose experience and mentorship instils confidence in the learner, affirms the teacher candidates' growing understandings, provides support to address challenges, and guides next steps for continued development. This process of inquiry, analysis and reflection emulates the learning experience that teacher candidates will be responsible for continuing during their careers. This first year experience allows teacher candidates to immerse themselves in the work of the school each week. Having developed strong professional relationships and understandings, teacher candidates will be well prepared to take on independent planning and teaching in the fall semester of Year Two.

In Year Two, teacher candidates will attend placement two days a week in the fall semester followed by a 2-week block. In the winter semester they will attend for one day per week for 6 weeks followed by a 6-week block. The exit requirements are detailed in the Practicum Evaluation Protocol, which is divided into five areas for evaluation:
- Creating the environment for learning engagements,
- Classroom discourse,
- Individual learning engagements,
- Learning engagements within units, and
- Professionalism.

Teacher candidates may select a preferred geographic zone within the Greater Toronto Area for school placement. They may also indicate a preference for a public or Catholic school setting. For community placements, candidates may choose from a range of offerings with our partner organizations. Teacher candidates may not arrange placements independently. The placement preference process is completed online through our Practicum Information Management System (PIMS). Only currently enrolled candidates can access PIMS.

A York Practicum Facilitator supports teacher candidates and their mentor teachers in local schools. The Practicum Facilitator's role is to collaborate with mentor teachers (MT – an individual teacher who will work one-on-one with the teacher candidate throughout the placement), site coordinators (SC—school staff member who is appointed to support the placements of all assigned candidates at the school) and Administrators to facilitate the success of teacher candidates (TC) in the practicum placement by:
- Developing and enhancing positive relationships and open lines of communication between the Faculty of Education and local school communities;
- Developing and enhancing York Faculty of Education cohorts in schools to support strong professional mentoring relationships between teacher candidates and their Mentor Teachers;
- Supporting school-based professional learning communities that include teacher candidate and Mentor Teacher collaboration;

- Hosting regular practicum meetings for teacher candidates as a collaborative project between School and Faculty, allowing teacher candidates and interested school staff to engage in professional learning conversations;
- Introducing or expanding upon understandings about the Faculty of Education's Bachelor of Education to clarify the learning outcomes and exit requirements for teacher candidates relating to practicum activities such as active engagement, co-teaching, independent teaching and participation in the school community;
- Supporting TCs, MTs and SCs to address issues or concerns, facilitate early resolution and, if required, develop a detailed action plan;
- Sharing the learning that is happening in the Faculty with site coordinators and mentor teachers; and
- Updating the School on Faculty research, opportunities, events and projects that might support School objectives.

Based on the recommendations of the mentor teacher and the results of practicum-related portfolio documentation, it is the responsibility of the practicum facilitator to assign a passing or failing grade to the teacher candidate.

To ensure ongoing communication and consistent understandings for teacher candidates, mentor teachers and site coordinators, the Faculty of Education has developed a *Mentoring and Teaching Resource Room* (YUFE, n.d.-b) to provide updated program information, mentoring support and tips, upcoming professional development events, and links to Faculty and Ontario Ministry of Education documentation.

Partner Boards of Education generally recruit mentor teachers through a central process. We seek mentors who are creative and inspiring teachers with a commitment to the value of community, equity, diversity and social justice in the classroom. We look for teachers who initiate engaging and dynamic practice, and are eager to share in the exploration of new ideas and emerging practices in education. We highly value mentors who believe in the importance of supportive mentoring and strong professional relationships.

The role of the mentor teacher is to invite teacher candidates into a learning environment that facilitates shared experiences of teaching and learning in an Ontario school. Mentor teachers provide authentic opportunities to integrate theory and practice while offering candidates a window into the analysis of student needs and the planning required to facilitate student learning. Working closely with a teacher candidate requires an open and trusting professional relationship that invites questioning, solidifies understandings and encourages ongoing reflection on daily successes and challenges. Mentor teachers support this process by:
- Modelling a collaborative and inclusive learning environment and a commitment to innovative, inclusive and equitable teaching practices;
- Creating a positive learning climate conducive to support risk taking;
- Co-planning and co-teaching with a gradual release of responsibility differentiated to meet the learning needs of the TC;
- Making clear the daily learning objectives, rationale for planning and assessment, reflection on student learning, and educational research used to inform practice;

- Collaborating with a York Practicum Facilitator to support TCs, address issues or concerns, facilitate early resolution and, if required, develop a detailed action plan;
- Providing timely, constructive feedback to encourage ongoing learning;
- Supporting achievement of the learning objectives required to develop the Year One portfolio of documented evidence and to meet the Year Two Practicum Evaluation Protocol Exit Requirements; and
- Working collaboratively with the TC to ensure engagement for 100% of the day in the work of teaching and learning, which may include actively observing teaching practices, working with small groups or individual students, taking on daily transitions and routines, co-planning and co-teaching lessons, and independent planning and teaching beginning in Year Two.

Teacher candidates are just beginning their teaching careers. They may soon be colleagues down the hall. The leadership, support and guidance provided by mentor teachers allow candidates to become exemplary teachers with whom Ontario Certified Teachers will look forward to working.

FOCUS ON A NEW WAY OF THINKING ABOUT PRACTICUM

The Faculty of Education at York University supports a holistic model of teacher education with a strong base in inquiry learning and experiential education. Our goal is to ensure that teacher candidates are actively engaged in the work of the host classroom during the first year of the program without the requirement to independently plan and teach lessons. Rather, teacher candidates and mentor teachers are encouraged to collaborate in the planning and delivery of student learning. Mentor teachers are encouraged to think aloud in their planning and assessment processes to support teacher candidates in reflecting upon, deconstructing and analyzing practice while immersing themselves in the school community.

A practicum in the Faculty of Education is the experience of working collaboratively with a mentor in field settings or in-school placements that are supported by coursework and school/community partnerships. Much of the curriculum for all pre-service programs of the Faculty of Education is linked to practicum experiences. In addition to providing direct experience and an opportunity to apply newly acquired skills and knowledge, the practicum placements are a major source of curriculum in the sense that they bring candidates face to face with concrete situations. The underlying assumptions of this approach are that teaching can be considered as a form of problem solving and that teacher candidates learn best within cohesive academic and practical situations that facilitate the opportunity to engage with learning in multiple ways, which lead the learner to inquire, deconstruct, analyse, implement, reflect upon, revise and wrestle with new understandings in meaningful ways (YUFE, n.d.-a). Active engagement, co-planning and co-teaching, lesson study and independent teaching (in Year Two), allow the teacher candidate to make sense of foundational theories of learning in a collaborative mentoring environment.

Host schools and mentor teachers are essential partners in this process who support our practicum program by:
- Demonstrating a commitment to equity, social justice, and environmental sustainability;
- Focusing on learning and growth for all participants;
- Modelling collaborative and inclusive learning environments;

- Creating a positive climate conducive to risk-taking and support;
- Developing and supporting innovative teaching practices;
- Integrating teacher education with the daily life of the school; and
- Recognizing the value of shared inquiry and research.

The success of a practicum is not measured quantitatively by the percentage of the day taught; it is measured qualitatively against Year One learning outcomes and Year Two exiting requirements for teacher candidates in the Practicum Evaluation Protocol (YUFE, n.d.-c).

In Year One the assessment process is done through conferencing between teacher candidate and mentor teacher using the teacher candidate's portfolio of documented evidence as the basis for discussion of the teacher candidate's learning relative to the learning outcomes of the program.

INSIGHTS AND CHALLENGES

To understand the challenges and successes of the new 2-year practicum program, the authors undertook a study of the practicum program at the end of the first semester. Recognizing the challenges of implementing new ways of thinking about practicum, the authors conducted a focus group of practicum facilitators and a survey of teacher candidate opinion.

Discussion highlighted the need to restructure understandings about the relationship between mentor teacher and teacher candidate to create a collaborative partnership in learning. A practicum facilitator referred to this as "disrupting the status quo" (Participant 5). Restructuring relationships raised questions about the traditional power dynamic in the classroom and how conversations might be facilitated between teacher candidate and mentor teacher to create a partnership in the classroom. While disruption of embedded past practice presented challenges, a practicum facilitator remarked, "I actually think we have a great opportunity because it's a new program and… any time there is something new, opportunities open up for us to think about things in different ways and to think about how we can explore things differently" (Participant 4). It is with this understanding of the tension between disruption and opportunity that the findings are analysed.

The practicum facilitators also shed some light on a few lessons clearly learned in the first year through their experiences in the first year of the new 2-year practicum program. Building in time for teacher candidates to create a community with each other, where they can have space to come and meet together on campus could positively benefit the teacher candidate experience (Participant 1). In these meetings teacher candidates could unpack some of the things they experienced, support one another and also share and celebrate all of the outstanding things they have seen or done (Participant 1). These meetings could also provide a space for teacher candidates to discuss personal issues that come up in their practicum experiences, rather than technical issues (Participant 4). Fostering this kind of community with teacher candidates and practicum facilitators could form a strong network for sharing resources, ideas and experiences.

Practicum facilitators suggested the use of concrete theories or teaching practices to anchor conversations between teacher candidates and mentor teachers (Participant 2). The practicum facilitators noted that to bridge the gap between theory and practice, readings or *OCT Standards of Professional Practice* could help teacher candidates initiate conversations with their mentor

teachers in a different way (Participant 2). This would allow teacher candidates and mentor teachers to become action researchers together in the classroom, and move the focus away from the teacher candidate's own personal philosophies or teaching practices. Leading conversations in this way moves away from a "me versus you" mentality, towards "what best practice in this particular area looks like", and brings it back to what is best for the students as a bottom line (Participant 4). Having a theory-based dialogue would aid in the mentor teacher's professional growth, and "allows the mentoring of the mentor to happen" as well (Participant 2).

Apprehension of teacher candidates and mentor teachers around the Year One assessment process was an area of concern. While the learning outcomes were clearly stated, the conferencing process was open-ended to allow teacher candidates to create a portfolio of evidence to document their ability to meet the outcomes. Therefore, there were no prescriptive guidelines for what a portfolio should look like.

A practicum facilitator stated,

> I noticed was how much apprehension the teacher candidates had around the portfolio assignment. They had a lot of questions and… they felt uncomfortable about the fact that it could look different for different people. I think they found that they wanted something uniform and there was a lot of conversation about the fact that it's, it's you know, a creative document. It's going to look different for everyone and what constitutes an artefact is going to be different. Some people are very technologically inclined so they might decide to make a portfolio as a website. Other people want to have physical collections of pamphlets from interesting workshops and so on. So we had a lot of conversations around that… at the beginning. (Participant 3)

It was further noted that once the novelty of the program abated, teacher candidates and mentor teachers began to appreciate the "openness" (Participant 4) of the new program. Initial anxieties about conferencing between mentor teachers and teacher candidates subsided as they process began.

At the end of the first semester, a teacher candidate wrote,

> I was somewhat nervous to show my MT my portfolio today (as I do not do well presenting), but I found this presentation was much more of a conversation than anything. My MT highlighted all the things I did well over the semester, and the things I can work on improving in the new-year. She was very thorough and I have learned a lot about myself through her feedback. With that said, I truly liked how the "evaluation" component of this semester was structured…it allowed us to find our strengths and weaknesses, and work to build on them in order to become the best teachers we can be (Teacher Candidate 1).

The greatest challenge identified in the end of term research was the ability to effectively deliver the message about the new way of thinking about practicum to the hundreds of mentor teachers that welcome our teacher candidates. As one teacher candidate noted,

> In talking to other TCs, I've discovered that there is quite a range of experience that people are having at their practicums. I think there has been some confusion on the part of MTs and TCs about the expectations that York has for the practicum. … there is a new conception of what TCs are doing in practicum in their first year, and—for whatever reason—the concept is being interpreted in different ways. (Teacher Candidate, 1)

Having begun this new practicum program during a period of labour unrest in Ontario education, the reality was that communication was strictly by email. Face-to-face meetings and orientation sessions were not possible beyond the teaching day. In times of fiscal restraint and reduced funding, release time for teachers is not an option. While electronic communication was sent to mentor teachers, the research indicated that the volume of incoming emails to teachers and time constraints in the teaching day often prevented a thorough reading of faculty information. Communicating change did not necessarily equate to implementation.

In the December 2015 focus group with practicum facilitators, communication issues were repeatedly raised. Although our practicum facilitators are onsite regularly in schools, the logistics of finding time to have the extended conversations about the new practicum presented a problem. Several practicum facilitators noted that the terms "active engagement" and "participant observation" were particularly problematic. Another rationalized that this was "because there was this misconception that it (meant) sitting in the classroom. … once I was able to have conversations around possible activities that people could do … it started to make sense" (Participant 1).

As the term wound down, focus group participants indicated that teacher candidates began to find their voices. Posts to practicum online modules increased and content moved from sharing tips to critically analyzing their practice. The links between theory and practice became clear and teacher candidates became discerning learners who evaluated carefully prior to internalizing new concepts and practices.

The last word goes to a teacher candidate, who said,

> I have evolved in one semester from someone who had never heard of an IEP, to someone who embraced it as the be-all-end-all of inclusive practice, to someone who now critically engages with it as a tool. A tool just like the myriad of other tools available to us teachers: they are only as good as the accuracy of the data that goes into them, the intent of the people that create them, and the interpretation and creative implementation of the educator who wields them. (Teacher Candidate 2)

CONCLUSIONS

At the end of the first semester of the new 2-year Bachelor of Education program, the commitment to the ideals of the new way of thinking about practicum remain strong. This does not mean that there is no work done.

Priorities for future planning that have been drawn from the research are the:
1. Development of a communication plan to facilitate understandings of how the practicum program has changed and the rationale for the changes;

2. Development of a mentoring program to support mentor teachers in working with teacher candidates as they undertake a holistic inquiry-based practicum model that respects the principles of collaborative professional learning; and
3. Development of a professional learning module for teacher candidates to support them in articulating and implementing their theoretical learning in a manner that invites ongoing professional conversations within the host school setting.

Our teacher candidates, mentor teachers, site coordinators and practicum facilitators bring their best to the practicum experience. As a Faculty of Education, we must continue to foster strong professional relationships, open communication, and an environment that facilitates critical conversation into the complexities of theory and practice.

While York University Faculty of Education has always provided teacher candidates with more than 80 practicum days in a school setting, the advent of the new 2-year program has provided additional time and additional credits in the program. For those entering the program, the challenge becomes making the most of that time to immerse oneself in the experience. As one candidate notes,

> It has been a pleasure to connect with myself, connect with others, try to remain open (listen first) and recognize that i (sic) am part of a number of communities including these cool life-long learners that I have had the joy of spending some time with. I just wish I had had more time to do it all it justice, but that's the way it goes. (Teacher Candidate 4)

When it comes to learning about teaching and learning, it seems that no amount of time is ever enough.

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CHAPTER 17

REDESIGNING K-12 TEACHER EDUCATION: A FOCUS ON COMPUTATIONAL AND MATHEMATICAL THINKING

George Gadanidis, Ann LeSage, Ami Mamolo and Immaculate Namukasa

Western University and University of Ontario Institute of Technology

INTRODUCTION

The recent change in teacher education in Ontario, moving from a single year to a two-year program, has offered us an opportunity to rethink and redesign our Kindergarten – Grade 12 (K-12) teacher education programs. A major shift has been happening within and outside of education due to a renewed focus on different mathematical ways of thinking, including computational thinking (CT) (Grover & Pea, 2013; Wing, 2006, 2008, 2011; Yadav, Mayfield, Zhou, Hambrusch & Korb, 2014). In this chapter we discuss how CT has been integrated into teacher education programs at two Ontario universities and its connection to mathematics education.

Mathematical thinking in/for teaching has been widely discussed (e.g., Ball, Thames & Phelps, 2008; Gadanidis & Namukasa, 2009; Mason, 1989) with attention toward how ways of thinking and being mathematical can inform teachers' responses to students (e.g., Mason & Davis, 2013; Zazkis & Mamolo, 2011). Through its publications, the Ontario Ministry of Education has emphasized an importance in teachers' understanding of students' potentially disparate mathematical thinking. What CT is and what it looks like in K-12 education is less emphasized and not well-defined, as it has not yet been integrated in K-12 curricula (National Research Council [NRC], 2010). Nevertheless, "computational thinking" is not a new focus, having been previously proposed by Perlis—in the 1960's, as noted by (Guzdial, 2008)—by Seymour Papert (1980), and by diSessa (2000). An important stimulus for current discussions of CT in K-12 education has been Jeanette Wing's (2006; 2008; 2011) advocacy for the inclusion of CT in K-12 education. Wing (2006) stated, "To reading, writing, and arithmetic, we should add CT to every child's analytical ability" (p. 33).

There are a variety of ways of defining mathematical and CT. For the purposes of this chapter, we focus on (i) articulating our understanding of each within the context of teacher education, and (ii) analysing connections and complements between mathematical and CT for teaching. Yadav et al. (2014) note that "prominent features of computational thinking revolve around abstraction and automation, indicating the ability to dissect problems, abstract the high-level rules, and use

technology to automate the problem-solving process" (p. 5:1). Similarly, Wing (2006) and Aho (2012) point to formulating and solving problems, designing systems and algorithms as key. Abstracting, formulating and solving problems, generalizing, and applying as well as objectifying imagined objects are also recognized as key practices in mathematical thinking (e.g., Mason, et al., 1981/2010; Mason, 1989; Radford 2003; Sfard, 1991). Grover and Pea (2013) note examples of "children successfully designing LOGO software to teach fractions (Harel & Papert, 1990) and science (Kafai, Ching, & Marshall, 1997) (p.42).

Notwithstanding the similarities, CT is not mathematical thinking and vice versa. The distinctions are in many ways as important as the connections – while CT may offer powerful ways of mathematical modelling (NRC, 2012) and common patterns in student conceptions have been noted (Perkins & Simmons, 1998), "the approach to problem solving generally described as CT is a recognizable and crucial omission from the expertise that children are expected to develop through routine K-12 Science and Math education" (Grover & Pea, 2013, p. 40).

CASE 1: CT IN MATHEMATICS EDUCATION FOR ELEMENTARY PRESERVICE TEACHERS

In this section we present the case of developing a mandatory 18-hour CT in mathematics education course for elementary school teacher candidates at Western University.

OVERVIEW

The course covers these themes:
1. A critical look at the role of computer coding and digital making in teaching mathematics concepts and relationships to elementary school children.

2. The past, present and future possibilities of CT in elementary school mathematics education are situated within the context of mathematics education.

The course has two assignments:
1. A reflection on a journal article or a personal experience; or a short paper to be submitted to a mathematics education journal.

2. Design a CT + math task; or teach and reflect on a CT + math task.

Teacher candidates are also offered the option to propose their own assignments related on the theme of the course, to be negotiated with and approved by the instructor. From past experience using this option in other courses, although most teacher candidates tend to select to complete the assignments in the course outline, the flexibility we offer is an opportunity for exercising agency and allowing students to pursue personal and professional course goals, typically results in greater effort and attention and a more immersive experience.

The course is offered over nine weeks as nine two-hour classes, in the winter term of the first year of our two-year program. It was offered for the first time in January-March of 2016. It is a blended course, with the five odd numbered classes (e.g., Week1, Week 3) being in a regular classroom and the four even numbered classes online. The online component serves a number of purposes: It is a forum for discussing assigned course readings, such as: excerpts from Papert's (1980) *Mindstorms*; Wing's (2008) paper on *Computational Thinking and Thinking about Computing*; a video of a keynote address by Hoyles & Noss (2015) on *The New Coding Curriculum in England – The Maths Scratch Project* (available at http://researchideas.ca/coding/proceedings.html); and teacher interviews on math + CT (such as the one available at http://researchideas.ca/wmt/c6b1b.html). The online component is sometimes used to offer a flipped classroom experience, where students complete online modules while the face-to-face class offers opportunities to consolidate, reflect and extend. At other times, it is used as a place to extend classroom activities through related readings, classroom documentaries and teacher interviews, along with online discussion.

The face-to-face component is a place to explore hands-on, in small groups, math related coding: in Scratch or in Python (see example in Figure 1), using programmable robots to model mathematical relationships (see example in Figure 2), and sticker-based circuits to perform mathematical relationships (see example in Figure 3).

```
counter = 1
sum = 0
while counter <= 10:
    number = 2 * counter - 1
    print (number)
    sum = sum + number
    counter = counter + 1
print("sum = ", sum)
```

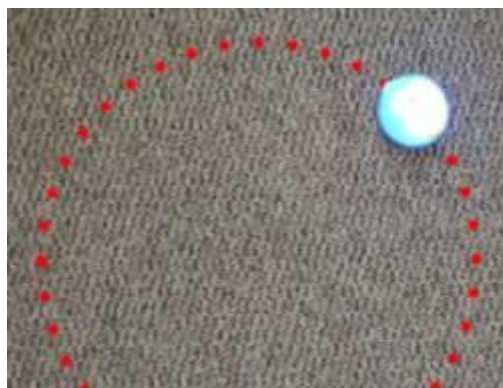*Figure 1.* Python Code for printing odd numbers and their sums.

The face-to-face component also serves to reflect on and discuss the affordances of CT in mathematics teaching and learning and for the instructor to model pedagogy that teacher candidates can use in their own classrooms.

WHY FOCUS ON CT IN MATHEMATICS TEACHER EDUCATION?

A coding focus in mathematics education is not new: it was an integral component of Papert's (1980) work with Logo. "One key difference, compared to Logo's history, has been the serious consideration given by those in education policy and decision-making positions to include coding skills in mandated curriculum documents" (Gadanidis, 2014, p. 313). For example, starting in the Fall of 2014, the new national curriculum of England mandates that children at all grades will

Figure 2. Sphero the robot is coded to walk a circle.

Figure 3. Sticker-based circuits used to "perform" that the first 3 odd numbers fit in a 3x3 square.

learn to code. Another key difference is that unlike Logo's coupling of CT and mathematics, the current focus appears to be as an end in itself. The historical pairing of CT and mathematics is not accidental or arbitrary: there are important conceptual links between the two fields of study. Integrating CT with one or more curriculum areas also makes it easier to implement in an already crowded school curriculum. In addition, as elaborated in greater detail in Gadanidis, Hughes, Minniti and White (2016), there are important affordances of CT, which can be beneficial to mathematics education.

Low Floor, High Ceiling

Following Papert's (1980) lead with Logo, there exist today several CT environments that offer a low floor and a high ceiling experience. That is, they allow even the youngest children to engage with minimal prerequisite knowledge, while providing opportunities to explore more complex concepts and representations. Some examples of CT environments include: programmable robots (Figure 2); sticker-based electronic circuits (Figure 3); and block-based programming languages such

Figure 4. Scratch block-based code for drawing a square.

as Scratch from MIT (Figure 4). The low floor, high ceiling affordance of CT complements the focus of our mathematics teacher education program on offering teacher candidates models and hands-on experiences with tasks that help them see how mathematical ideas in the early grades connect with more complex concepts in higher grades. Sample tasks will be shared in the "CT resources" section below.

Abstraction

The process of abstraction, which is at the heart of mathematics, is a prominent feature of CT (Yadav et al., 2014). Wing (2008, p. 3717) states that "In computing, we abstract notions beyond the physical dimensions of time and space. Our abstractions are extremely general because they are symbolic, where numeric abstractions are just a special case." In Figures 1 and 4 we see how code is used to abstract the processes of finding sums of odd numbers and drawing a square, respectively. What is interesting about these abstractions is that they have a *tangible* feel. For example, the code in Figures 1 and 4 makes the abstractions of "sum of odd numbers" and "draw a square" feel *tangible* by turning them into code or algorithmic objects that can be manipulated, listed, printed, drawn, graphed, and so forth (Gadanidis, 2015a). A physical aspect to this tangible feel is added when using programmable robots and sticker-based circuits (Figures 2-3). This objectification of abstractions (Hazzan, 1999) may help students experience a reduced level of abstraction of mathematical concepts and relationships.

Dynamic Modelling

Wing (2008) notes that "Computing is the automation of our abstractions" (p. 3718). This automation of abstractions makes dynamic modelling possible, offering opportunities to question the roles and impacts of the various parameters, to make changes in the computer code and to see

the mathematical reaction immediately. For example, changing the values of parameters in Figures 1 and 4 can instantly model variations, such as finding sums of even numbers or drawing a triangle, respectively. Such "play" with mathematics relationships offers students opportunities to experience the pleasure of mathematical surprise, such as "Odd numbers hide in squares!" (Figures 1 and 3). Surprise is an important part of mathematics learning (Movshovitz-Hadar, 1994; Watson & Mason, 2007) and the related uncertainty and excitement is part of mathematicians' "world of knowing" (Burton, 1999, p. 138). These are important mathematics teaching and learning experiences that we seek to offer to our teacher candidates. Play is associated with student agency, offering opportunities to pursue personally meaningful experiences. Burton (1999) suggests that agentic control makes a substantial difference in achievement and attitude towards mathematics. Papert (1993) adds, "I am convinced that the best learning takes place when the learner takes charge" (p. 25).

Mathematics for Teachers
The CT in mathematics education course is connected to the mathematics-for-teacher component of our mathematics teacher education program. Computational thinking in its various forms is in part used to revisit the mathematics-for-teachers experiences, to investigate them more deeply, and see them in a fresh light through the new representations available with CT. The low floor, high ceiling of CT is also an integral component of the mathematics-for-teachers experiences we design. Unlike Ball, Thames & Phelps (2008) (for example) we do not distinguish between mathematics-for-teachers and mathematics-for-students (Gadanidis & Namukasa, 2007, 2009). Rather, we see the mathematics-for-teachers experiences we create as opportunities to experience how math ideas can be stretched across grades, and to model mathematical connections as well as innovative teaching strategies (e.g., tool-based and hands-on strategies) for their own teaching practice. Hsieh (2013) argues that from different curricular perspectives much of what has been identified as mathematics-for-teachers is also knowledge required of students, such as in the Taiwanese context.

Research Informed Practice
Many of the activities we use in our mathematics teacher education courses come from our research classrooms, where we work collaboratively with teachers to design experiences that engage young mathematicians. Over the past five years, through funding by SSHRC, KNAER and Western's Teaching Support Centre, some of these research classroom activities have been documented and shared in the online resource, *What will you do in math today?* (WMT), freely available at www.researchideas.ca/wmt. The mathematics content in WMT is organized in four chapters: (1) number; (2) pattern & algebra; (3) measurement & geometry; and (4) data & probability. These chapters contain activities, videos, animations, classroom documentaries, interviews with mathematicians, as well as extensions to coding.

WMT also contains a chapter specifically focusing on CT and its connections to mathematics teaching and learning. The introduction to the CT chapter includes an animation showing the connection between math and coding, which can be shared as an eCard (Figure 5). The CT chapter contains a variety of content that we use in the CT in mathematics education course at Western University. The first section offers an overview of the history and current state of CT and its connection to mathematics education, as well as keynote addresses on this theme by Celia Hoyle, Richard Noss and Yasmin Kafai, from a June 2015 Symposium on Math + Coding at Western University. The second section shares classroom-tested activities along with teacher interviews. We will be adding activities to this section as we develop them. The third section offers math and coding animations and games, where parameters in the code can be changed to model different situations. Figure 6 shows a simulation of rolling a die to get the first number in __ + __ = 8, calculating the second number, and then plotting the pair of numbers on a grid to notice that the points line up. The simulations are also coded in Scratch and the code is available to use and edit to create variations. Figure 7 shows the Scratch code version for the simulation in Figure 6. The fourth section contains a list of resources for CT and mathematics.

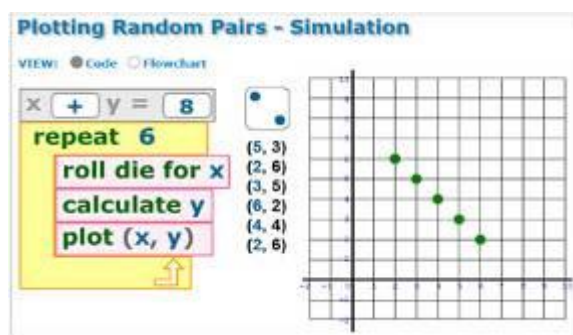

Figure 5. Animation and math eCard on math and coding.

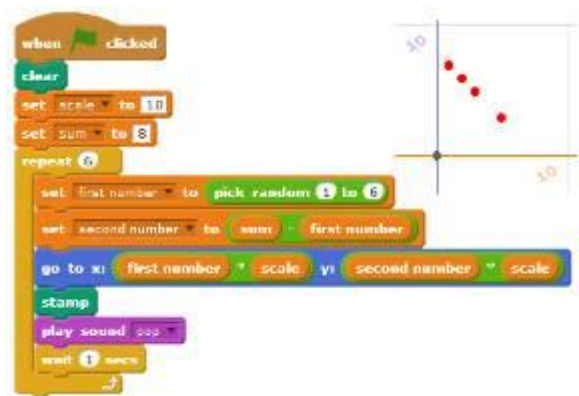

Figure 6. Math & coding animation.

Figure 7. Scratch code version of simulation.

CASE 2: CT IN MATHEMATICS AND SCIENCE EDUCATION FOR SECONDARY SCHOOL PRESERVICE TEACHERS

In our secondary mathematics teacher education program at Western University, we have a mandatory 36-hour CT in mathematics and science education course.

OVERVIEW

The course description is similar to the elementary CT course described above, except for the focus on secondary school and the inclusion of science education.

The course has three assignments:
1. A reflection on a journal article or a personal experience; or a short paper to be submitted to a mathematics education journal.
2. Design and present an assessment instrument for a CT tool.
3. Design a CT + math task; or teach and reflect on a CT + math task.

The course is offered over nine weeks as 18 two-hour classes, in the winter term of the first year of our two-year program. It was offered for the first time in January-March of 2016. Similar to our CT in mathematics education course for elementary teachers, the secondary course is also a blended course, with the five odd numbered weeks (e.g., Week 1, Week 3) being in a regular classroom and the four even numbered classes online. The secondary course is different from its elementary counterpart in two ways: (1) it makes CT connections across both mathematics and science education; and (2) it ladders to our Masters of Professional Teacher Education Program in Mathematics Education (Mathematics MPED) as a similar course exists in that program (to "ladder" means that students get graduate credit for this course if they are accepted to our Mathematics MPED program). Otherwise the elementary and secondary CT counterparts are quite similar in approach and focus, so we won't repeat what we have written above.

CASE 3: A CERTIFICATE COURSE IN CT AND MATHEMATICS EDUCATION

Over the last five years, Western Education has partnered with the Fields Institute for Research in Mathematical Sciences to offer Certificate Courses for Mathematics Teachers (available at http://researchideas.ca/wmt/courses.html). These are publicly available, self-serve online courses which teacher candidates at Western University have the option to complete based on the program's course completion criteria, and receive a Certificate of Completion for their resume. The five courses currently offered are listed below:
1. Number
2. Pattern & Algebra
3. Measurement & Geometry
4. Data & Probability
5. Computational Thinking & Math

The first four Certificate Courses have a cost-recovery fee of $30/course. These courses can also be completed without cost if a Certificate of Completion is not needed. The *Computational Thinking & Math Certificate* course is the latest addition and is currently offered at no cost, as a service to our students and to the wider mathematics education community.

As mentioned above, CT is not mathematical thinking and vice versa. Through the first three cases, we have highlighted how, at their intersection, the respective disciplines can offer support for one another. Through coding, learners can uncover mathematical structure, connections, and new understandings. Through thinking mathematically, learners can appreciate structures, techniques, and disciplinary values associated with CT. We now turn our attention toward two cases that have de-coupled mathematical thinking from CT, addressing them separately in courses that promote interdisciplinary approaches in STEAM (science, technology, engineering, arts, and mathematics) education.

CASE 4: MATHEMATICAL THINKING FOR ELEMENTARY AND SECONDARY PRESERVICE TEACHERS

In this section we present the case of developing two mandatory 36-hour courses in mathematical thinking at the University of Ontario Institute of Technology (UOIT). The courses were designed for teacher candidates preparing to teach mathematics at the (i) elementary and intermediate school levels, and (ii) secondary and senior school levels. Although a similar 18-hour elective course was previously offered to elementary teacher candidates in the 1 year program, moving to a two year program provided an opportunity to redesign and extend courses aimed at enriching teacher candidates' understanding of K-12 mathematics education as it connects to STEAM (science, technology, engineering, arts, mathematics) contexts and applications.

OVERVIEW

While the design is the same for both courses, the topics covered vary, as do the assignments. Notwithstanding the differences, the courses were developed to be congruent in the themes and values that are emphasized and explored, and as such, we focus on the commonalities in our discussion.

The course themes include:
1. Developing conceptual understanding, procedural skills, and confidence in the mathematical knowledge required for teaching.
2. Challenging current perspectives of mathematics and mathematics pedagogy.
3. Exploring diverse ways of reasoning with and about mathematics, including mathematical communication and connections to other subject areas.
4. Making connections amongst mathematical ideas, physical and virtual representations.

The assignments for both courses can be clustered around three main themes:
1. Reflective activities--include unpacking personal histories and experiences with mathematics, de-contextualizing and then re-contextualizing mathematics, and exploring how these experiences influence understanding of, and confidence with, mathematics;
2. Problem-solving teacher candidates' content knowledge, as well as how it can be mobilized in designing tasks, responding to student inquiries, conceptualizing and organizing the curriculum;
3. Mathematical trajectories--include addressing a surprising mathematical result, common misconceptions or errors, with attention to related prior and future knowledge, ways of resolving the surprise or error, and modes of communicating with students.

The actual assessment items include weekly learning modules, cumulative group projects and presentations, independent mathematical investigations, as well as peer-to-peer teaching and learning opportunities via mini-lessons and role-playing activities. Based on our experiences, these activities help foster teachers' personal mathematical knowledge as well as pedagogical awareness of how to mobilize such knowledge in teaching, particularly when interacting during, and responding to, unplannable teaching moments.

The *Mathematical Thinking and Doing* course is offered in the second term of a 16-month, four term program, with the first offering from January-March, 2016. This nine-week blended delivery course includes three face-to-face hours and one asynchronous (online) hour per week. The instructional design of the course adheres to research rooted in effective professional development in mathematics education. For example, the course provides opportunities for teacher candidates to develop their mathematical knowledge for teaching by actively engaging in mathematical thinking and learning (Hill, 2004; Manouchehri & Goodman, 2000; Ross, 1999; Spillane, 2000). The course explores various math concepts including connections between them, with an emphasis on analyzing multiple representations and abstracting, formulating and solving problems (e.g., Mason, et al., 1981/2010). Consequently, embedded in the course design are multiple opportunities for teacher candidates to explore similar problem solving tasks as their students (Saxe, Gearhart, & Nasir, 2001; Siegler et al., 2010), to reconceptualise mathematical representations, to discuss the nature of the mathematics and mathematics pedagogy, and to reflect on their learning experiences (Li & Kulm, 2008; Saxe et al., 2001; Tirosh, 2000).

WHY FOCUS ON MATHEMATICAL THINKING IN TEACHER EDUCATION?

While it is not uncommon (although we might argue it is nevertheless not common enough!) to have mathematics content courses as part of pre-service teacher education, one distinction that we make with these courses is that they are mandatory for all teacher candidates – elementary, intermediate, secondary mathematics teachers, and secondary teachers in areas other than mathematics. There are three important motivations behind this design: (1) every K-8 classroom teacher is required to teach mathematics – including (for example) secondary school English teachers, who will be accredited to teach grades 7-12, which includes mathematical content such as integers, rational number arithmetic, and early algebra concepts; (2) secondary mathematics teacher knowledge of mathematics tends to be mainly procedural with limited understanding of the conceptual or structural facets (e.g., Mamolo & Pali, 2014); and (3) mathematical understanding is necessary for "non-STEM related" areas, such as socio-political community engagement and policy enactment, yet leaders in these areas struggle to interpret data trends and their consequences (e.g., Hughes Hallett, 2015).

Mathematics for Teaching

Although a direct correlation between student achievement in mathematics and their teacher's understanding of mathematics has been well documented (Burton, Daane, & Giesen, 2008; Hill, Rowan, & Ball, 2005; Ma, 1999); researchers have yet to reach a consensus on the nature, breadth and depth of the mathematical knowledge required for teaching. Central to this discussion is the complex dimension of teacher knowledge known as *mathematical knowledge for teaching* (Ball, Hill, & Bass, 2005; Hill et al., 2008; Hill & Ball, 2009; Hill, Schilling, & Ball, 2004). At the core of *mathematical knowledge for teaching* is a deep understanding of *common content* knowledge,

that is "the basic skills that a mathematically literate adult" possess combined with the "specialized knowledge for teaching mathematics" (Ball et al., 2005, p. 45). Unfortunately, many elementary and secondary teacher candidates lack common mathematical knowledge and, therefore struggle to develop a foundation to build their specialized mathematical knowledge for teaching. In an effort to address this challenge, we modified the structure and content of our program and math courses to provide all teacher candidates with more opportunities to re-learn mathematics and build their capacity for mathematical thinking.

Broadening Horizons

In addition to the common and specialized mathematical knowledge for teaching, research has pointed to the relevance of what has been called "horizon" knowledge (e.g., Ball & Bass, 2009; Zazkis & Mamolo, 2011), and which includes understanding of mathematical structure, disciplinary norms and values, and the interconnectedness of mathematical ideas and concepts. Metaphorically speaking, a teacher's horizon depends on his/her "location" in the landscape. The "higher up" one climbs, the broader the view – that is, the more personal mathematical knowledge acquired by teachers, the broader their view of student learning and future/past trajectories is. Ball et al. (2008) point out that teachers "who do not themselves know a subject well are not likely to have the [pedagogical content] knowledge they need to help students learn this content" (p.404). Potari et al. (2007) observed that robust mathematical knowledge allowed teachers to interact with students and their ideas more easily and effectively, and they suggested that awareness of the connections amongst different mathematical areas contributed to teachers' ability to create rich mathematical learning environments. Similarly, Chinnappan and Lawson (2005) andBaturo & Nason (1996) noted the importance of teachers' understanding of the interconnectedness of mathematical concepts and procedures, linking this understanding to opportunities fostered or missed in supporting student learning.

Research Informed Practice

Similar to Western University, UOIT strives to create opportunities for teacher candidates that encourage them to make mathematical connections across subjects and grade levels, to model mathematical ideas, and to change their location in the landscape by broadening their personal mathematical knowledge. One instructional strategy we use to foster content knowledge and engage elementary teacher candidates in problem-solving and problem-posing is through integrating mathematics and children's literature.

Throughout the term, children's books are introduced as a means for exploring the mathematics content at hand. By providing a problem-solving context which integrates math and language, we create a venue for teacher candidates to re-experience learning math from a new perspective or a new "location" in the landscape. By the end of the term, teacher candidates in the elementary division are required to create, solve and analyze rich problem solving tasks inspired by children's literature.

The resources used to support teacher candidates' integration of mathematics and literature are products of current and previous research projects.   These resources include:

1. A database of approximately 1000 books that could be used to teach K-8 mathematics, organized by grade level, strand and math concepts.

2. A subset of my top recommended children's books organized by grade level, strand and math concept.
3. A low inference checklist for assessing the quality of early counting picture books.

CASE 5: COMPUTATIONAL THINKING FOR ELEMENTARY AND SECONDARY PRESERVICE TEACHERS

As mentioned, at UOIT we offer a separate mandatory course dedicated to fostering CT across disciplines and grades, from K-12. The course, *Coding and Communication*, has two sections – one for elementary and one for secondary teacher candidates. The first course offering was from September to November 2016, in the final term of the four term program. It will include two hours per week of face-to-face teaching and two hours per week of asynchronous (online) activities.

OVERVIEW

The description for the two sections of this course is the same, and appears below. As with the *Mathematical Thinking and Doing* course, specific topics, foci, and assessments will vary.

Today's youth are born into a technology rich environment vastly different from that experienced by even quite recent generations. Students will increasingly need skills in coding and communication to be active participants in a digital world and for the future workplace. This course will introduce teacher candidates to leading-edge pedagogies and skills for learning and teaching the foundations and fundamentals of programming. By exploring and analyzing an array of child-friendly software geared at developing the basics of coding and digital communication for (PJ/IS) students, teacher candidates will develop innovative pedagogies for STEM learning in the 21st century. Topics may include: coding educational games, developing mobile apps, LEGO robotics, and digital storytelling.

In resonance with UOIT's approach to the *Mathematical Thinking and Doing* course, *Coding and Computation* will include content and assessment items that vary, respectively, across PJ and IS sections, yet will offer congruent experiences, themes, and values for teacher candidates. The assignments for both courses will be:

1. Project-based – with a focus on developing 'computational thinking for teaching', which includes a "functional literacy" or "performative competency" in coding, familiarity with multiple coding platforms, including block coding (e.g., Scratch, Alice) and coding languages (e.g., Python), communicational possibilities and constraints for coding, and related pedagogical knowledge for K-12.
2. Collaborative and hands-on – with an emphasis on peer-to-peer mentorship through engagement in communities of practice in a "maker-space" environment.
3. Interdisciplinary – highlighting different practical purposes and applications for computational thinking, coding, and communication in (e.g.) online participation and production, digital story-telling, social justice and equity, and scientific exploration.

The course was offered in the final semester of a four-semester program, and teacher candidates will have taken prerequisite courses in mathematics (PJ and IS), two STEM-focused 36-hour

methods courses (PJ), at least one integrated 36-hour STEAM methods course (IS), and one 36-hour digital literacies course (PJ and IS).

Implementation of the course faces non-negligible challenges, including institutional constraints regarding student-instructor ratios, physical lab space, and the timing of the semester (it is a condensed 9-week semester). Pedagogical challenges include addressing affective and content-knowledge issues similar to those experienced in mathematics courses – we expected high levels of anxiety, related in particular to the high level of abstraction and precision required in coding, as well as to the 'newness' of integrating coding into teaching practice (for example, it is unlikely that teacher candidates will experience such initiatives during their practicum unless they have opportunity to implement them). One approach we are taking to address and pre-empt some of these issues is to involve teacher candidates in extracurricular opportunities to work with peers and school children in coding environments. For instance, we offer summer and March Break camps to which teacher candidates volunteer to work with K-12 students on activities with Lego robotics and coding, as well as UOIT houses the STEAM-3D Maker Space Lab, which is a collaborative, learner-entered and constructionist-pedagogy-focused environment for interested learners and researchers (Hughes & Morrison, 2014).

WHY CODING IN TEACHER EDUCATION?

We will not repeat the arguments made earlier with respect to low-floor / high-ceiling learning opportunities, abstraction and dynamic modeling except to say that we agree and see them as broadly beneficial for the development of 21st century literacy needs.

To be literate in the 21st century, students need to both read critically and to write functionally across a range of media forms and formats. In personal, civic, and professional discourse, multiple modes of expression facilitated by the multimodal, multimedia nature of digital media are not luxuries but essential components of knowing and communicating. (Hughes, Laffier, Mamolo, Morrison, & Petrarca, 2015).

Critical Digital Literacies (CDL).
At its heart, CDL pedagogy emphasizes critical and equitable participation in democratic society via the co-creation of knowledge, practices, skills and values. The approach is inquiry-based, fostering analytic and performative skill in the uses of digital technologies for learning, communication, and societal participation (Hughes & Morrison, 2014). An important goal is the promotion of linguistic (including coding languages) knowledge, skills, and understanding that may increase the competence and confidence of students persistently left out of the 'digital native' demographic. In thinking about coding as an element of CDL, with relevance beyond its applications to mathematics and computing sciences, we note that fluency with digital technologies requires competency in both literacy and (abstract) mathematical/deductive reasoning. This is evidenced in the characterization of 21st century literacies provided for by the National Council for the Teachers of English: to "pose and solve problems collaboratively and strengthen independent thought" as well as "manage, analyze and synthesize multiple streams of simultaneous information, create, critique, analyze, and evaluate multimedia texts" (NCTE, 2013).

Reading and Writing the World.
Informed by Freire (1970/1993), we extend his notions of reading and writing the world to a context of digitally-enhanced learning. Understanding the socio-political, cultural-historical conditions of one's life, community, and world (reading the world), and taking action to transform one's life, community, and world (writing the world) take on new meaning when contextualized within the complexities of modern digitally-enhanced societies. These complexities relate to both the scope of information required to read the world (e.g., an emphasis on highly condensed, numeracy-embedded, dynamic images and information), as well as to how it is accessed, distributed, vetted, and developed or refuted (e.g., via social media, special-interest online publications, blackout censorship). As indicated above, there is a strong correlation between CT and mathematical activity, and we see coding as one of the vehicles through which to enhance access to important pillars of mathematics education. Inequitable access to mathematics education has been acknowledged both to restrict student opportunities for broader academic success, and to limit civic participation which depends on critical interpretation of statistics, numerical trends, and their societal implications (e.g., Anderson & Tate, 2008; Skovsmose & Valero, 2008). In the context of computer programming or coding, inequities exist with respect to both opportunities with which to engage in CT or digital making (such as app design, robotics, or digital storytelling), as well as access to current and affordable hardware which can serve as a sufficiently sophisticated platform for programming in various languages. With respect to this latter point, we are piloting a project that incorporates Raspberry Pi's © (https://www.raspberrypi.org/), a fully functioning computer that costs under $40USD (plus accessories). Figure 8 shows a Raspberry Pi next to more traditional "educational tools". The Pis offer an easy-access coding platform with Scratch and Python pre-installed and ready to go, which avoids some of the complications associated with navigating disparate shells, environments, and libraries available for Python, particularly as the Faculty of Education offers a BYOD environment. The Pis can also be connected to different sensors (e.g., temperature, humidity, cameras) that allow for scientific data collection, experimentation, and inquiry.

Figure 8. Raspberry Pi

NEXT STEPS: RESEARCHING CASES

The shift to a two year teacher education program in Ontario created the opportunity to introduce and experiment with new ideas in teacher education. In particular, our focus on CT in teacher education is one innovation that is both unique and timely. In all five cases discussed in this chapter, we are embarking on new territory, and as such, we are conducting respective, but related, research studies.

Research
We will be conducting research studies on the (i) CT in mathematics education, (ii) mathematical thinking and doing, and (iii) coding and communication courses. The analyses will be qualitative, seeking to identify themes that answer the following questions:
   a) What do teacher candidates learn about both computational thinking and mathematics and pedagogy?
   b) What attitudes and identities do teacher candidates develop towards computational (coding) thinking and mathematics?
   c) What role do the online resources and experiences play in (a) and (b)?

d) What role do the face-to-face experiences play in (a) and (b)?

Data will be collected in the following ways:
- pre and post questionnaires
- online postings
- assignments
- observations of face-to-face classes
- individual and focus group interviews with 3-4 teacher candidates from each of the sections of the course

We will be using a case study approach, which is suitable for collecting in-depth stories of teaching and learning and studying a 'bounded system' (that is, the thoughts and actions of participants of a particular education setting) so as to understand it as it functions under natural conditions (Stake, 2000a, 2000b; Yin, 1994). Each of the sections of teacher candidates will be treated as an individual case and we will use content analysis (Berg, 2004) to identify themes related to our research questions. We will use cross-case analysis to compare/contrast the 5 cases.

The research will be repeated annually for three years, to study three cohorts of teacher candidates. Research data will help inform how we design the course in subsequent years.

Resources
The research will also inform what additional resources we develop to support future course offerings. At present, we plan to: (1) develop additional classroom case studies to serve as teaching ideas, teaching models, and objects for reflection and discussion; and (2) maintain a list of links to external resources.

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CHAPTER 18

ONTARIO ADMISSIONS PRACTICES IN A TIME OF CHANGE

Michael Holden and Julian Kitchen

Brock University

INTRODUCTION

The implementation of four-semester teacher education programs in Ontario marks a significant change in teacher preparation in the province. Ontario's universities recognize that they must now consider the implications of the increased duration and reduced number of teacher candidates on the nature of their programs and graduates. While admission processes were largely unchanged during the first year after the shift to four semesters, universities recognize that "admission policy plays a dominant role in the systematic selection of teacher candidates and serves as the primary gatekeeping structure for entry into the teaching profession" (DeLuca, 2012, p. 8). Beyond this gatekeeping function, admissions standards are also seen as a measure of quality for the profession (Crocker & Dibbon, 2008), particularly as graduation rates have traditionally been very high (Kosnik, Brown, & Beck, 2005). Teacher educators must consider how their admissions practices will support underrepresented groups, as the diversity of the student population is not reflected in Ontario's teaching force (Childs & Ferguson, 2015). In addition, as Hirschkorn and Sears (2015) have suggested, admissions practices could also be used to inform the way teacher candidates experience their entire program, by adjusting program curriculum and instruction based on an assessment of the candidates' responses to elements of the admissions process.

It should come as no surprise, given the research on admissions processes, that Ontario's universities are now looking for ways to enhance or adjust how they admit teacher candidates into their programs. At least three universities have commissioned studies of admissions practices in recent years. Faculty at OISE and UOIT have both examined their use of admissions tools (Childs, Ferguson, Herbert, Broad, & Zhang, 2016; Petrarca & LeSage, 2014), and 12 of Ontario's universities recently participated in a province-wide investigation of admissions practices led by Brock University (Holden, Kitchen, Petrarca, & LeSage, 2016). A number of universities are also investigating specific admissions tools – such as those provided by Altus Assessments and Kira Academic – in an effort to design admissions systems that are more reliable, less time-consuming, and more cost-effective. Holden and Kitchen (2016) offer a detailed overview of existing admissions tools that may be of interest to teacher educators concerned about the use of specific tools.

This is a timely conversation. While the number of applications to Ontario teacher education programs are at their lowest level in at least 13 years (Ontario Universities' Application Centre [OUAC], 2016c), at least five universities have already received more confirmations from teacher candidates than they did in the previous year (OUAC, 2016a, 2016b). Thus, the cycle of decreasing applications will likely shift in the future, such that applications once again outpace the number of possible admissions. Indeed, an increased demand for teachers could dramatically increase applications. Before an increase in applications occurs, Ontario's universities would do well to consider possible changes to their admissions practices. Considering enhancements while admissions are manageable would help to ensure that robust systems are in place as the field continues to change.

In this chapter, we draw on our earlier research on Ontario's admissions practices in the former one-year programs and our current research on admissions practices in the four-semester programs to explore several important questions related to admissions. First, we consider how teacher education admissions are currently structured, drawing on data derived from institutions' websites, the Ontario Universities' Application Centre (OUAC), the Teacher Education Application Service (TEAS), and a series of collaborative conversations with stakeholders across Ontario. Second, we identify a number of alternative approaches that exist for teacher education admissions. These alternatives were drawn from a review of admissions literature, particularly in a Canadian education context, as well as continued conversations with admissions stakeholders. The chapter concludes by considering how we might move forward given these findings, and what Ontario's faculties of education could do to further align their admissions practices with the programs that they serve.

CURRENT APPROACHES TO ONTARIO TEACHER EDUCATION ADMISSIONS

There are 15 institutions currently offering teacher education programs across Ontario, including 13 publicly-funded universities and two privately funded university colleges. Each of these institutions offer teacher education programs at two or three of the province's three certification levels (Primary/Junior, K-6; Junior/Intermediate, 4-10; & Intermediate/Senior, 7-12). Seven of these Ontario institutions also offer integrated (or concurrent) education programs. In addition, several universities offer alternative teacher education programs: seven universities offer programs in Aboriginal education, four offer French education programs, and three offer technological education programs. Additionally, OISE now offers a graduate degree in teacher education. Details of these programs, as well as a list of programs which are no longer offered as a result of Regulation 283/13, are available in the full report which this chapter is based on (Holden et al., 2016).

Every conventional teacher education program in Ontario assesses applicants based on their academic averages. Minimum requirements for consecutive applicants range from 67% to a mid-B, while requirements for concurrent applicants vary between 65% and the high 80s. Six universities also require consecutive applicants to meet at least a 70% minimum average in their teachable subject areas. The weighting for these averages varies from institution to institution: a number of universities weight academic averages at 50% (with the other 50% allocated to various non-cognitive tools), while two universities assess only academic averages and so weight them at 100%. The lowest weighting for academic averages, at Redeemer University College, is 20%. Few

other cognitive requirements are used in Ontario admissions, and most of these are subject-specific competency exams. Thus, in Ontario teacher education, the use of cognitive tools tends to refer predominantly to academic averages.

Non-cognitive tools are used by 13 of Ontario's institutions, including all but two consecutive programs as well as four of the province's seven concurrent programs. Written statements are both the most common and the most heavily weighted: every program that assesses non-cognitive skills does so using some variation of a written statement. These written statements assess a variety of factors, including candidates' teaching-related experiences, leadership, working with children, candidates' growth as an educator, the profession's standards of practice, and candidates' views on teaching and learning. References and letters of reference are also common. Ten consecutive programs and three concurrent programs require candidates to provide references in their applications (though not every university contacts these references). Few other non-cognitive tools are used in Ontario, although OISE and Tyndale University College require applicants to submit a resume to their traditional programs, Redeemer and Tyndale conduct individual interviews, and Brock University and Redeemer require evidence attesting to experience working with children. As a result, the types of tools being used in Ontario admissions are fairly consistent.

Despite these similarities, there are a number of key differences in Ontario's admissions practices. Non-cognitive tools both assess different traits and are assessed in different ways across the province. Several universities evaluate applicants' written statements using rubrics and specific criteria. Some universities provide focused training for their assessors or use multiple raters for individual applications, but others do not. Some programs assess non-cognitive tools using a holistic approach, and at least one program's assessments are reviewed informally rather than fully assessed. Ontario's universities also vary in their use of equity admissions practices. Three institutions do not have equity admissions policies, and instead address equity issues through their curriculum, program content, or student services. Four institutions require equity applicants to meet minimum academic averages and do not review those applicants in a separate process, while five others will review equity applicants separately so long as they have met minimum requirements. Four other universities reserve a number of admissions spots for individuals from various underrepresented groups. Only one university, Trent, does not require equity applicants to meet minimum academic averages. These variations are not surprising – each university values different aspects of teacher education – but the extent of these differences reinforces Caskey, Peterson, and Temple's (2001) argument that "there is a need to continue the search for [the] most effective admission selection procedures" (p. 7). The following section examines this issue in further detail.

ALTERNATIVE APPROACHES FOR TEACHER EDUCATION ADMISSIONS

Finding inconsistencies in admissions practices does not mean that Ontario's teacher education programs should use identical admissions tools. Each program should cater its admissions process to the type of teacher education program it offers, as well as the unique goals of that program (Casey & Childs, 2007; Falkenberg, 2010). These differences should be shared and highlighted (see Kitchen & Petrarca, 2015), and form the foundation of an ongoing conversation between teacher educators seeking to enhance their admissions processes.

The most basic alternatives to admissions practices relate to the selection and use of different admissions tools. However, admissions will not improve simply by changing tools. While new tools may offer new opportunities, stakeholders are often resistant to changing how candidates are selected (Marrin, McIntosh, Keane, & Schmuck, 2004). This resistance is understandable. As Kreiter, Yin, Solow, and Brennan (2004) point out, the information offered by a new assessment tool must "provide something of value beyond what was available before the new measures were added" (p. 318). One such area of improvement lies in the reliability and validity of the tools being used. As Ackley, Fallow, and Brouwer (2007) note, the tools being used by universities may not be valid, and may not actually select candidates who are most likely to succeed in the profession. Criticisms of common admissions tools include inconsistent inter-rater reliability (Thomson et al., 2011), an inability to objectively assess non-cognitive traits (Albanese, Snow, Skochelak, Huggett, & Farrell, 2003; DeLuca, 2012; Thomas, Young, Mazer, Lubarsky, & Razack, 2015), and relying on individual assessment tools to provide all of the information about an applicants' abilities (Ackley et al., 2007).

To address these issues, teacher educators can adjust how their current admissions tools are assessed. Ackley and colleagues (2007), for example, suggest that teacher educators provide rater training to identify what criteria applicants are being evaluated on, and how those criteria should be measured. Caskey, Peterson, and Temple (2001) similarly suggest that programs use a rigorous third-rater system, where application components are read and scored by a third rater whenever raters' scores of the same application vary beyond an acceptable threshold. Finally, Denner, Salzman, and Newsome (2001) argue that "the ethical requirements of high-stakes assessment demand multiple sources of evidence" (p. 168), and that admissions processes would therefore benefit from using more than one tool to assess applicants' abilities.

What alternative tools, then, might teacher educators consider? Two alternatives that are not yet used in Ontario teacher education have been adopted by a number of universities for other undergraduate programs. The first, the multiple mini interview (or MMI) comes from the medical education context. Originating in southern Ontario, the MMI functions as a series of short simulations/interviews. Applicants rotate individually through a series of stations while other applicants complete those same stations in a different rotation (Petrarca & LeSage, 2014). Since individual applicants are assessed many times by different raters, educators are able to assess a variety of applicant qualities and create stations that are flexible to the program's specific needs (Eva, Rosenfeld, Reiter, & Norman, 2004; Thomas et al., 2015). MMIs offer a number of benefits. They include structured rating systems and interviewer training (Thomas et al., 2015), which may contribute to Eva and colleagues' finding that the MMI has a reliability of 0.65. Further, applicants and instructors perceive the MMI to be a fair an enjoyable process (Thomas et al., 2015), and MMIs are significantly less expensive than traditional interviews (Eva et al., 2004). As the University of Saskatchewan is now using the MMI in their teacher education admissions process, this tool may be of interest to stakeholders in Ontario and other contexts (Cottrell, Prytula, & Orlowski, 2015).

A second, more recent alternative can be found in the use of digital assessment tools. Digital assessment tools are referred to in the literature as a computer-based multiple sample evaluation of non-cognitive skills, or CMSENS. As with the MMI, CMSENS participants experience a series of short stations designed to assess their response to specific situations (Dore et al., 2009). As a

digital tool, however, a CMSENS allows applicants to view and respond to short video scenarios rather than travelling to a host university. This increases the number of applicants who can be assessed using the tool, and removes the risk of rater bias by not revealing applicants' demographic details (Dore et al., 2009). Dore and colleagues found, in two studies examining the reliability and validity of CMSENS, that the digital assessments correlated with applicants' MMI scores and featured strong inter-rater reliability (ranging 0.81-0.95). Tiller and colleagues (2013) similarly found that there was no significant difference between MMI scores for face-to-face applicants as compared to applicants who participated in an internet-based MMI process. Further, such digital assessments reduced costs by an estimated 84% as compared to a fully face-to-face admissions process (Tiller et al., 2013). These advantages may be of particular interest to teacher educators who are concerned with both the cost and validity of their current assessment tools. However, Dore and colleagues do caution that their findings are preliminary and have not yet established predictive validity for candidate performance.

New tools are not the only alternative when seeking to enhance admissions practices. In addition to changing how applicants' skills are measured, programs may also change how their admissions process is structured. Two such examples are presented in the literature. The first is designed to address admissions equity, as "universities have a moral and political obligation to work in ways to ensure that traditionally excluded groups have opportunities to contribute to the development of knowledge and understanding" as it occurs in Ontario teacher education (Kotzee & Martin, 2013, p. 638). Guinier (2003) advocates that individual institutions determine how their programs can meet local needs, and work with stakeholders to determine what admissions practices would best meet those needs. For example, Guinier cites sweeping changes to how Texas universities structure their admissions processes. Historically, , "ten percent of the state's high schools – particularly those in affluent, predominantly white areas . . . had been providing fifty percent to seventy-five percent of the freshman class" (Gunier, 2003, p. 19). That is, the state's traditional admissions process resulted in mostly rich, white students: an unrepresentative group. To address this issue, stakeholders from Texas' universities decided to instead admit "students in the top ten percent of every graduating high school class" (p. 19), reaching high-performing students in schools that would otherwise see limited representation at the university level (Guinier, 2003). What this structural shift might look like at other institutions will depend on individual community needs. Brock University, for example, applies a unique admissions structure to select students for its Aboriginal education program. Applicants are recruited directly by a local Aboriginal education council. Stakeholders explained that the program is targeted to "mature students who may have struggled in school," as well as "Aboriginal students who may have experienced a disconnect between the mainstream school system and their culture." By reframing the structure of this program's admissions process, Brock University has been able to cater the program to the needs of the First Nations communities that it serves. Similar alternatives could be developed to meet the needs of other communities.

Another alternative frame for admissions has already been adopted by some Canadian universities. Writing from a medical education context, Albanese and colleagues (2003) contend that rather than isolating admissions from other aspects of program refinement, educators should consider admissions as part of a professional continuum. They suggest that this holistic view would allow educators to determine which professional competencies are necessary to assess in the admissions process itself. By extension, Hirschkorn and Sears (2015) suggest that how applicants perform

during admission should be used to adjust how they are taught in the program itself. They argue that programs should "begin where students are conceptually and help them to both construct new knowledge on that foundation and, where necessary, tear apart and reconstruct prior knowledge" (Hirschkorn & Sears, 2015, p. 447). This constructivist approach affects admissions practices in that it allows admissions committees to be flexible when applicants score highly on some criteria but poorly on others (Falkenberg, 2010; Hirschkorn & Sears, 2015). If a cohort scores poorly on perspectives of teaching and learning, for example, that information may be used to refine how teaching and learning is introduced in the program. Applying admissions data to program development is a possibility regardless of which tools a program chooses to use.

WHERE TO FROM HERE: FUTURE DIRECTIONS FOR ONTARIO ADMISSIONS

As we have suggested, there are many ways to interpret the purposes of admissions practices (see DeLuca, 2012). Indeed, as Casey & Childs (2007) note, "although there is wide agreement that schools need good teachers, there is little agreement about what it means to be a good teacher" (p. 2). Selecting a path for teacher education admissions is therefore a challenging task. Take, for example, the proposed alternative tools. Multiple mini interviews are drawn from the medical education context, and were designed to reflect the use of "multiple, focused encounters" in clinical exams and professional practice (Eva et al., 2004, p. 316). While similar in some respects, teachers face different professional contexts, and so a teacher education MMI may need to be adjusted to reflect both the relevant traits and the nature of the profession. The University of Saskatchewan's work in this regard may therefore be relevant to similar institutions (Cottrell, Prytula, & Orlowski, 2015). Digital assessments face similar challenges. While a number of companies offer these computer-based samples, research related to these tools is still emerging, and not all of the advantages attributed to digital assessments have been validated by peer-reviewed literature. At least two companies offer their own variations of these digital tools. Altus Assessments, for example, provides CASPer – the Computer-based Assessment for Sampling Personal characteristics (Rich Emrich, personal communication, May 15, 2015). Using this tool, applicants watch a series of video scenarios, each of which is followed by a series of open-ended questions that must be answered in a limited time period. Kira Academic (2016b) offers a similar tool: applicants respond to a series of timed questions in writing and through video recordings. Applicants' responses are then evaluated by the company based on a series of competencies (Kira Academic, 2016a). As noted earlier, however, findings related to such tools are preliminary and have not been assessed for the teacher education context (Dore et al., 2009).

Teacher educators should consider these emerging alternatives alongside their own institutions' contexts as well as the existing literature related to program admissions. In particular, universities may be interested in shaping how these tools develop for teacher education programs: they may wish to collaborate with other institutions and a digital assessment provider to construct a tool that reflects the needs of their programs. Early implementers would be well-positioned to construct the tool and gather data on its use, particularly if these digital tools are used alongside existing admissions tools. Data related to the tool's reliability and validity, including its ability to predict applicant success in different parts of the program, would provide program-specific insights to better inform each university's decisions.

Looking beyond specific admissions tools, equity practices are a promising area of further investigation. Since which applicants are (or are not) admitted to a program will directly affect the representation of our teaching force (Childs & Ferguson, 2015), admissions practices represent a specific opportunity to shape education and postsecondary access for future generations (Guinier, 2003). The Ministry of Advanced Education and Skills Development (MAESD) supports addressing equity issues in teacher education, particularly as it relates to meeting the needs of "diverse groups of learners, including . . . Aboriginal Peoples, first-generation students, persons with disabilities, and students with special needs" (Wynne, 2014, para. 9). Ontario's universities also seem supportive of enhancing program equity, as thirteen Ontario teacher education programs recently participated in a study examining the changes in application, admission, and acceptance rates of underrepresented groups in the new four-semester teacher education programs. This study also examines how teacher candidates who self-identify as members of underrepresented groups perceive the access and access supports for their programs, particularly since program applicants sometimes doubt institutions' claims about how underrepresented groups will be treated during the admissions process (Thomson et al., 2011), or do not believe that programs emphasize diversity in admissions (Brown & Scott, 2014). These findings will be useful in identifying how these new programs have affected the representation of Ontario's teacher candidates.

Some initial data from the study may be particularly relevant: while some programs have seen an increase in rates of representation, other universities have reported less diverse representation since the switch to a two-year program model. Queen's University, for example, reported that 2.93% of students who accepted an offer of admission in 2016 self-identified as Aboriginal, up from 0.90% in 2013. Perhaps as a result of their reinstated Aboriginal Teacher Education Program (Holden, Kitchen, Petrarca, & LeSage, 2016), the University of Ottawa similarly reported that students of Aboriginal descent represented 1.14% of acceptances in 2016, compared to 0.08% in 2012 and 2014. Yet, at the time this chapter was written, Lakehead University was the only participating institution to consistently report that Aboriginal participation rates exceeded Aboriginal Peoples' share of the overall population in Ontario (Minister's National Working Group on Education, 2002). Further, most of the participating programs report lower rates of Aboriginal representation than the 2.3% average found in Ontario postsecondary education (PSE) (Finnie, Childs, & Wismer, 2011). If, as Finnie (2012) suggests, stakeholders should attempt to "level the PSE access playing field for underrepresented groups" (p. 1163), teacher educators would do well to consider these changing rates of representation and how they might approach equity issues in line with the needs of their programs and their students.

No matter what decisions Ontario's universities make, teacher educators should have clear rationales for their admissions practices (see Casey & Childs, 2011). As Thomson and colleagues (2011) suggest, teacher educators should critically examine their admissions process as well as the assumptions these processes are based on. Universities may wish to conduct cost-benefit analyses of current practices as compared to possible alternatives. This analysis should consider the time and finances required for particular tools, as well as the indirect costs associated with particular practices, such as shifting costs from the university to the applicant (Caskey et al., 2001). Such reflective exercises allow faculties of education to build shared understandings of why the admissions process is structured in a particular way (Falkenberg, 2010; Kotzee & Martin, 2013). This shared understanding should also include the students applying to the program. As Caskey and colleagues argue, applicants should be told explicitly what the admissions process involves

and why certain practices are important to the program in question. Kosnik and colleagues (2005) suggest that this clarity should continue throughout the teacher education program, so that candidates have a fuller understanding of what a teacher education program values in its participants. These adjustments support the notion that admissions practices are most effective when they are aligned with the programs that they serve.

Just as teacher educators should consider their own practices, they should continue to share their practices with stakeholders at other teacher education programs. As Holden and colleagues (2016) wrote, "in order for teacher educators to make meaningful changes to their teacher education programs, we believe that multiple stakeholders must be engaged and committed to a process of sharing with and learning from one another" (p. 105). By sharing current practices as well as which processes are and are not working, Ontario's teacher educators will be better positioned to enhance the province's programs over time. For example, when considering the role of cognitive tools, stakeholders would do well to note that using a combination of cognitive and non-cognitive tools is the most common practice in Canada (Crocker & Dibbon, 2008), and that most consecutive and concurrent programs in Ontario include at least one non-cognitive tool in their admissions process. Similarly, if considering digital assessment tools like CMSENS, faculties of education may wish to collaborate on adapting these tools for use in their teacher education programs.

FINAL WORDS

As noted throughout this chapter, teacher educators must consider a wide range of factors when revising their programs' admissions practices. The purpose of this discussion was to provide teacher educators with a snapshot of how program admissions are currently structured, the alternative tools and structures that exist, and how faculties of education might approach these alternatives moving forward. This information may be useful to teacher educators as they consider possible enhancements and revisions to their admissions practices, and may enable stakeholders in Ontario and across Canada to continue engaging with one another in this process. Such partnerships seem central to any comprehensive change in our teacher education programs.

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CHAPTER 19

MOVING FORWARD: THE FUTURE OF TEACHER EDUCATION IN ONTARIO

Julian Kitchen and Diana Petrarca

Brock University and University of Ontario Institute of Technology

INTRODUCTION

Teacher education has doubled in length, as has the practicum. Universities have largely responded to the Government of Ontario's mandated change as an opportunity to engage in broader reforms to their programs. This edited volume provides an overview of the enhanced teacher education programs during the first year of the four-semester (two-year) era.

The introductory chapters, along with the one by the Ontario College of Teachers, provide context for this significant change to the teacher education landscape in Ontario. They also identify patterns in the teacher education programs developed by faculties of education in response to the opportunity and challenge of extending program duration. The chapters from each of Ontario's public universities with a teacher education program offer rich program descriptions, explanations of changes, and examples of innovation. The other two chapters examine two specific themes, admissions processes and STEM education with a focus on computational and mathematical thinking.

A DRAMATIC CHANGE

It is important to keep in mind that this the most dramatic change to initial teacher education in Ontario since the late 1960s. As noted in our introductory chapters, there has been both continuity and change during the current process. The changes, while profound, are less dramatic than those at the end of the 1960s (Kitchen & Petrarca, 2013, 2015). Then there was a marked shift from teacher training under the direct supervision of the Department of Education to teacher education within universities. Since then, there were some changes to the relationship between universities and the field, most notably accreditation by the Ontario College of Teachers, over the past two decades. There have also been reforms to teacher education based on trends regarding best practice in teacher education. Most notably, reports by the Holmes Group (1986), Howey and Zimpher (1989) and Goodlad (1990) prompted many Ontario programs to adapt their practice to become

more rigorous, reflective, professional and responsive to school needs (Fullan, Galluzzo, Morris & Watson, 1998). For example, in 1999 the University of Toronto's program shifted from short specialized courses to more integrated ones and cohort groups were introduced in an attempt to better connect theory and practice. Similarly, the 1990s witnessed many universities move towards increased reflective practice and praxis.

It is also worth noting that the extension of teacher education to two years (four semesters) was not entirely surprising. The province was moving in this direction in the late 1990s, when a surge in demand for teachers led the government to abandon plans for a two-year program and, instead, increase enrolments in one-year programs (Kitchen & Petrarca, 2013). Given the oversupply of teachers after 2005, a case could be made that the government should have extended teacher preparation a decade earlier.

Also, teacher educators were aware that most jurisdictions nationally and in the Western world were of longer duration, often four semesters or more. In Canada, undergraduate programs are markedly different in duration, structure and curriculum (Van Nuland, 2011). Crocker and Dibbon (2008) found the length of B.Ed. consecutive programs differed within Canada, ranging from two semesters (in Ontario) to three or four semesters in other jurisdictions. In places, notably some American universities (Imig, Wiseman & Imig, 2011), and universities in Finland (Sahlberg, 2011) have moved towards graduate-level teacher education and certification; the masters of teaching and M.Ed. programs at the University of Toronto were small scale examples of this model. For these reasons, the changes were largely welcome, even though time timelines and reduced funding were not.

Indeed, the extension in the length of programs permitted teacher education to deepen understandings among teacher candidates. If, as Kosnik and Beck (2011) contend teacher educators "often try to do too much" by "covering the waterfront in almost every subject" (p. 2), twice as much time offers the possibility of expanding knowledge, consolidating understanding, deepening praxis and extending preparation in schools. As the individual chapters illustrate, there is both continuity with previous programs and change in the form of greater development and practical application.

The speed at which decisions had to be made in the universities—due to government delays in determining the exact length of the new program and the timelines needed to move through university program review and have programs ready to be introduced to perspective teacher candidates—diminished opportunities for genuine innovation. With more time, more universities would have been able to start from scratch, rather than expand their existing programs. Despite this limitation, it is evident from the chapters, most teacher education faculties chose to seize the opportunity for significant reform.

The reduction in funding also limited opportunities for reform. Most notably, this may have limited reforms to field experiences, particularly structured practica. The gradual release of responsibility, in a better funded environment, might have led to more faculty advisor time in the field to support teacher candidates in the early stages. In our own faculties, we had to constrain our field support in order to make the program sustainable with reduced funding.

When we last surveyed teacher education in Ontario, we were on the cusp of change (Kitchen & Petrarca, 2015). Now we are barely past that cusp. We do not yet know the longer term impact of the changes. It is evident through these chapters that our teacher education researchers are making concerted efforts to examine their programs, both for program improvement purposes and to contribute to the body of teacher education literature. We expect enhanced teacher education leading better outcomes for teacher candidates, but we do not know for sure what the impact will be and it is very difficult to measure impacts successfully. It is still unclear how the reduction or elimination of smaller programs (such as technological education) and reduced subject teachables offerings (e.g., Business Studies) at some universities will impact the field over time. Nor do we know how government and universities will respond to the impending teacher shortage caused by projected retirements and a reduced number of graduates. Will government fund sufficient additional spots in a timely manner? Also what will be the long-term impact of reduced funding on teacher education: ratio of sessional appointments to full-time faculty class size, and field experience support? Finally, in the event of a change in government, how might a new government respond to more costly teacher preparation? As we have seen in other countries, notably the United States and Great Britain, conservatives often have favoured market-driven alternatives to university-based teacher education (Kitchen & Petrarca, 2016).

MOVING FORWARD WITH TEACHER EDUCATION RESEARCH

In preparing this volume, we sought to tell the story of teacher education in Ontario at an important moment of change. We hoped to provide teacher educators and stakeholders with useful information so they could understand enhanced new teacher education in Ontario. We sought to create a level of baseline information for people seeking to understand the evolution of teacher education Ontario in the coming years. We respected the knowledge and expertise of teacher educators by recognizing them as the people best able to tell their institutions' stories. We respected the autonomy of universities in designing and ensuring quality in their programs and sought to convey the diversity of teacher education in this province. While there are many similarities across programs – such as courses designed to link theory to practice and specialized courses in psychology and special education – each university adopted its own approach adapted to local circumstances, needs and capacities. Each program, while exhibiting familial traits, is a unique response to the challenge of initial teacher education.

Many people, including significant stakeholders such as the Government of Ontario, will be wondering how well we are performing. In particular, it is likely that provincial policymakers will be looking for evidence that its increased per teacher candidate spending (over four semesters) is justified, particularly if the numbers must expand in response to a shortage of teachers. Based on the chapter submissions focused on the first year of the new four-semester ITE programs in Ontario, we believe that in spite of the drastic cuts in admissions and BIUs, relatively tight timelines to operationalize programs within institutions, and the challenges resulting from the legislative changes, ITE program faculty and staff came together to create robust programs to effectively serve their students, communities, and K-12 students.

This volume, a first-of-its-kind account of teacher education programs in the province, partly satisfies the interest and demand for more information. Our volume's strengths are its descriptive nature and the perspectives of university-based practitioners with deep understandings of their

programs and of teacher education more generally. It serves as a guide to programs at the inception of the four-semester program and a record of the intentions of the creators of the enhanced programs.

It is our expectation that there is a need for more information in the coming years, perhaps a similar volume in two or three years with new chapters from each from every public university with a teacher education program. It might also include separate chapters for French language teacher education, as we have learned that Laurentian and Ottawa's French programs differ greatly from their English counterparts. Perhaps there would be a place for contributions from Tyndale College and Redeemer College, private Christian colleges offering initial teacher education programs leading to certification, as well as any foreign universities with initial teacher education campuses in Ontario. There also may be a need for separate chapters on teacher education programs specializing in the preparation of certified Indigenous and technological studies teachers.   In these chapters, it seems to us that some important common themes need to be incorporated: possible themes for common consideration might be admissions processes, course adjustments to improve programs (e.g., Brock University moved its I/S School and Society from second year to first year to balance workload), and field experiences (e.g., monitoring the gradual release of responsibility). There may also be a need for deeper study involving stakeholders. Such involvement might include surveys and interviews of teacher candidates as they graduate and two years later as they enter the profession as certified teachers. As seen in these chapters, such research is already being conducted by individual universities in an effort to improve their programs. There might also be value in a more comprehensive survey and interview process conducted across universities. For example, Holden and Kitchen (2017) received an Ontario Human Capital Research and Innovation Fund grant funding for an admissions study across universities. This innovative program allows university and college professors maintain intellectual property rights while contributing useful information to policy-makers concerning employment training and labour markets. There may also be a place for reporting from stakeholders, such as teachers and principals on their perceptions.

While this book is a timely response to major change, our main motivation was a desire to learn more about how teacher education is organized and implemented in Ontario. Our chapter for the *Handbook of Canadian Research in Initial Teacher Education* (Falkenberg, 2015), reinforced how little we knew about teacher education our own province. It motivated us to collect more information and led us to identify the best way to understand how programs actually worked: tapping into the scholarly and practical expertise of teacher educators. Our research, and chapters from other provinces in the handbook, also made us aware that little information was readily available on how programs across the country are organized for teacher education. We hope that this volume will inspire teacher educators to prepare similar volumes on teacher education in their regions for the Canadian Association for Teacher Education. Furthermore, our efforts to review exemplary programs internationally (Kitchen & Petrarca, 2016) identified a dearth of such material on teacher education worldwide. Only a few exemplary programs have really been reviewed and published about in adequate detail, most notably exemplary programs described by Darling-Hammond (2006) and the Canadian team of Beck and Kosnik (2006).

In closing, we thank the Canadian Association for Teacher Education for embracing our vision for this volume and making it available electronically free of charge. It is our hope that it will be read by many teacher educators provincially, nationally and internationally. We also hope that other

stakeholders—e.g., teachers, parents and school boards—will read chapters to better understand the initial education of teachers.

We acknowledge the support of colleagues in our universities, as well as the University of Ontario Institute of Technology graduate students who volunteered their editorial support. We also appreciate the quiet support of Ontario's deans of education who welcomed our volume and, in many cases, helped us recruit chapter authors. Most of all, we are indebted to the many teacher educators who contributed chapters containing rich detail and insights concerning their programs. For many of them, both helping design their ITE programs and then writing about their respective programs were labours of love. It is our hope that this timely volume, with all its limitations, will honour the efforts of so many and validate the trust they placed in us.

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