



Where are we now?



Where are we going?



TEL C Symposium

Teacher Education Canadian Perspectives

Kathryn Broad, PhD
Teaching Learning Coordinator
Associate Professor,
CTL OISE

Land Acknowledgement

- We begin by acknowledging the traditional territory upon which we gather today Territory of the Huron-Wendat & Petun First Nations, the Seneca, & most recently, the Mississaugas of the Credit River.
- The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy & the Ojibwe & allied nations to peaceably share & care for the resources around the Great Lakes.
- We acknowledge the enduring presence of all First Nations, Métis and the Inuit peoples
- In moving toward reconciliation we seek to polish the Silver Covenant Chain and a restoration of the relationship between the Original and settler peoples of this land, one based in honour and deep respect



Artist: Sofi Rostampour

Agenda

Where are we?

- The Case of Ontario
- Canadian Teacher Education

What
are we
learning?

Where we
might go?

Your
Ideas &
Questions

Beginning with Questions

- **What is one thing that you would do to change teacher education?**
- **What is one strong or innovative component of teacher education that is successful in your context?**

The Complexity of Teaching

**Asset-based
Approach**

**Commitment
to Equity**

**Pedagogy &
Assessment**

**Knowledge
of Learners &
Learning Theories**

Learners

**Learning
Tools**

Identities

**Inquiry &
Learning
Stance**

**Contextual
awareness**

**Ethical & Legal
Considerations**

**Disciplinary
Knowledge**

**Judgement
& Decision-
making**

Relationships

Communication

**Intercultural
Understandings**

The Story of Ontario

Context: Labour Mobility & Political Platform Announcement

Result: Legislated changes in length and mandatory core content

Design and Implementation by faculties



ACDE Accord on Teacher Education 2017

- **ACDE asserts that effective teacher education programs demonstrate the transformative power of learning for individuals and communities.**
- **ACDE's principles for teacher education are, by design, broad. The way these principles are articulated within education programs depends on the nature and context of the member institution; ACDE continues to advocate for institutional autonomy in the development, design, and operation of its teacher education programs.**

3 Foundational Principles



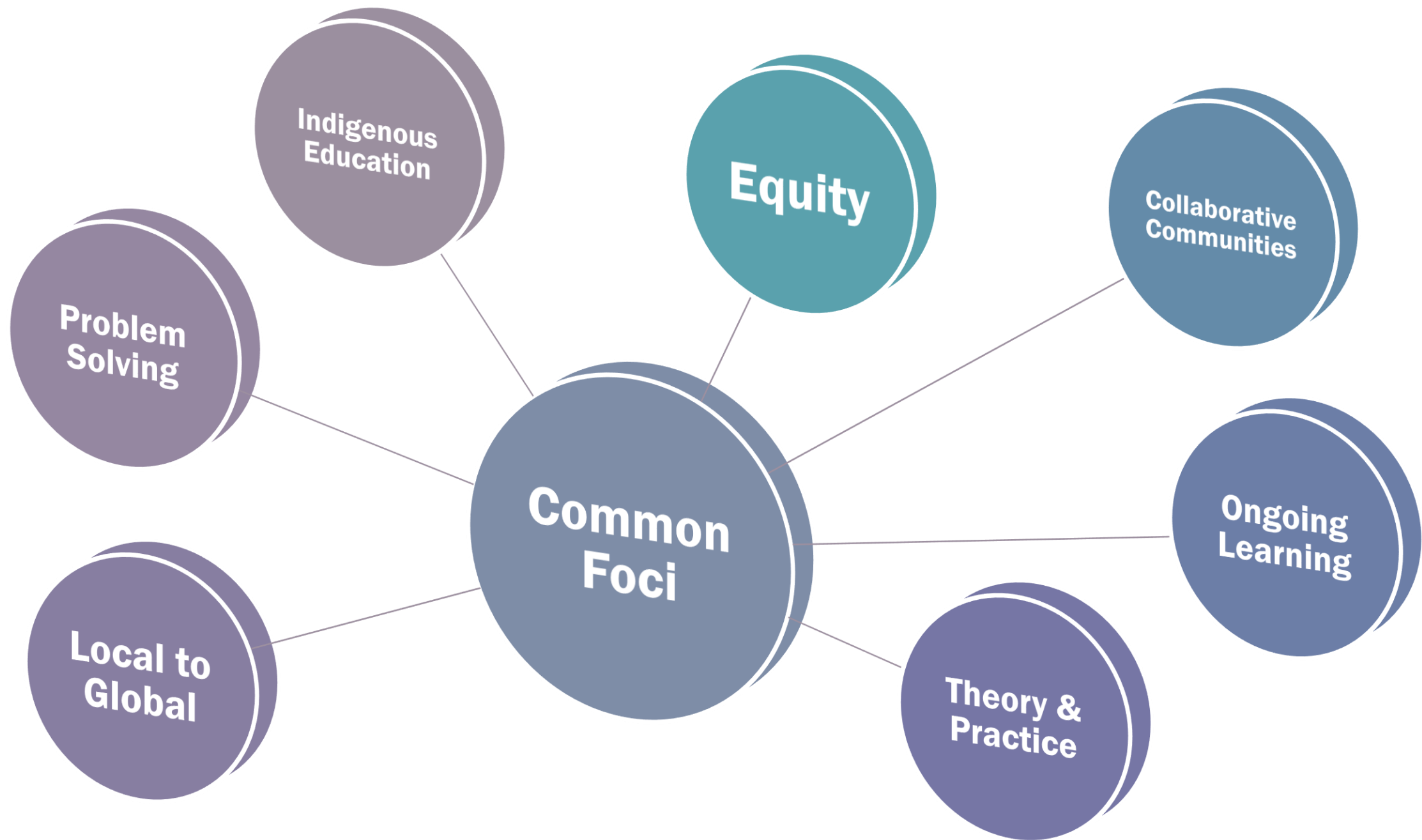
Teacher education programs prepare professional educators who effectively and skillfully foster learning

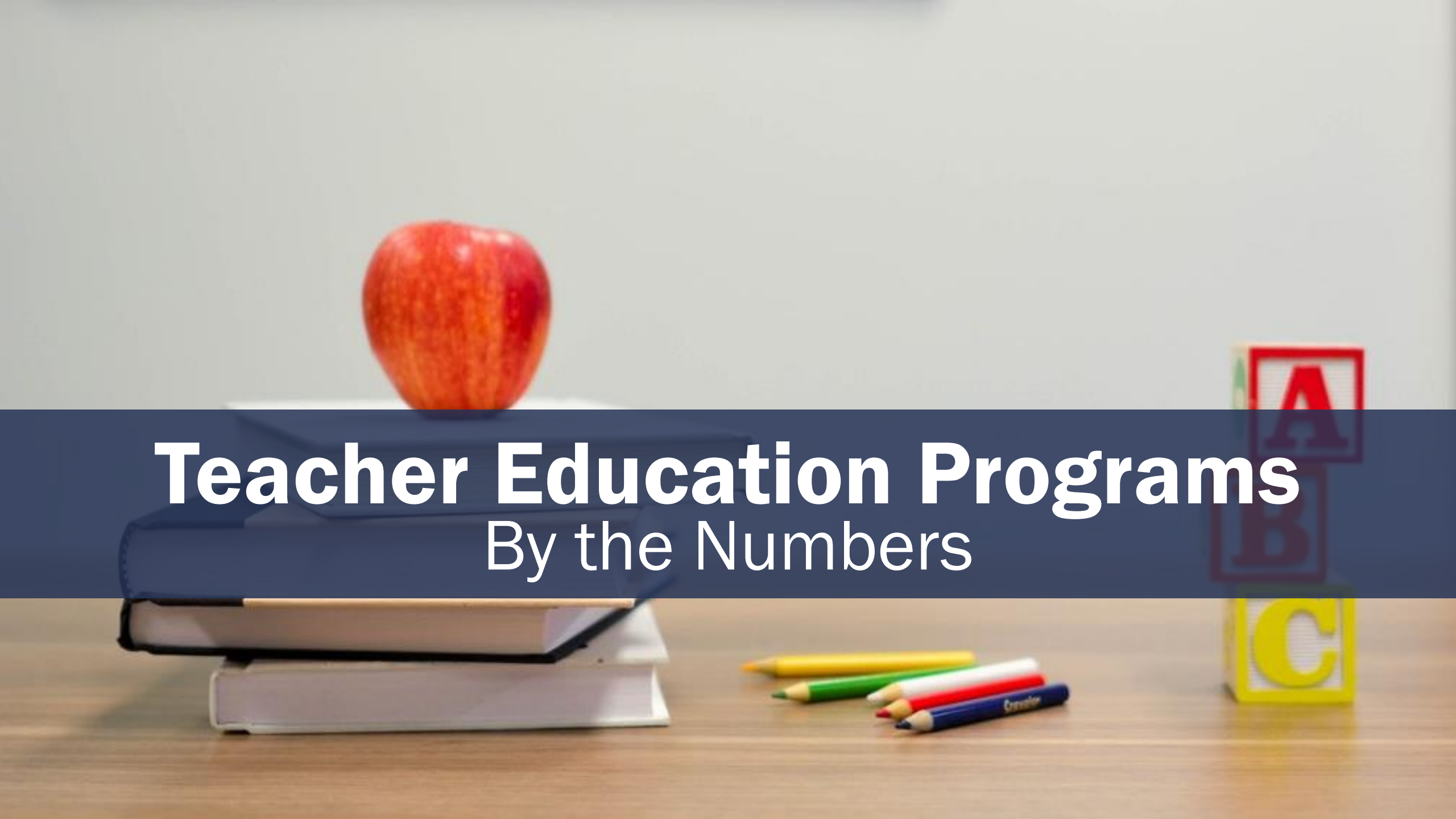


Teacher education programs prepare professional educators who engage in responsive and responsible collaboration



Teacher education programs prepare professional educators who foster social responsibility

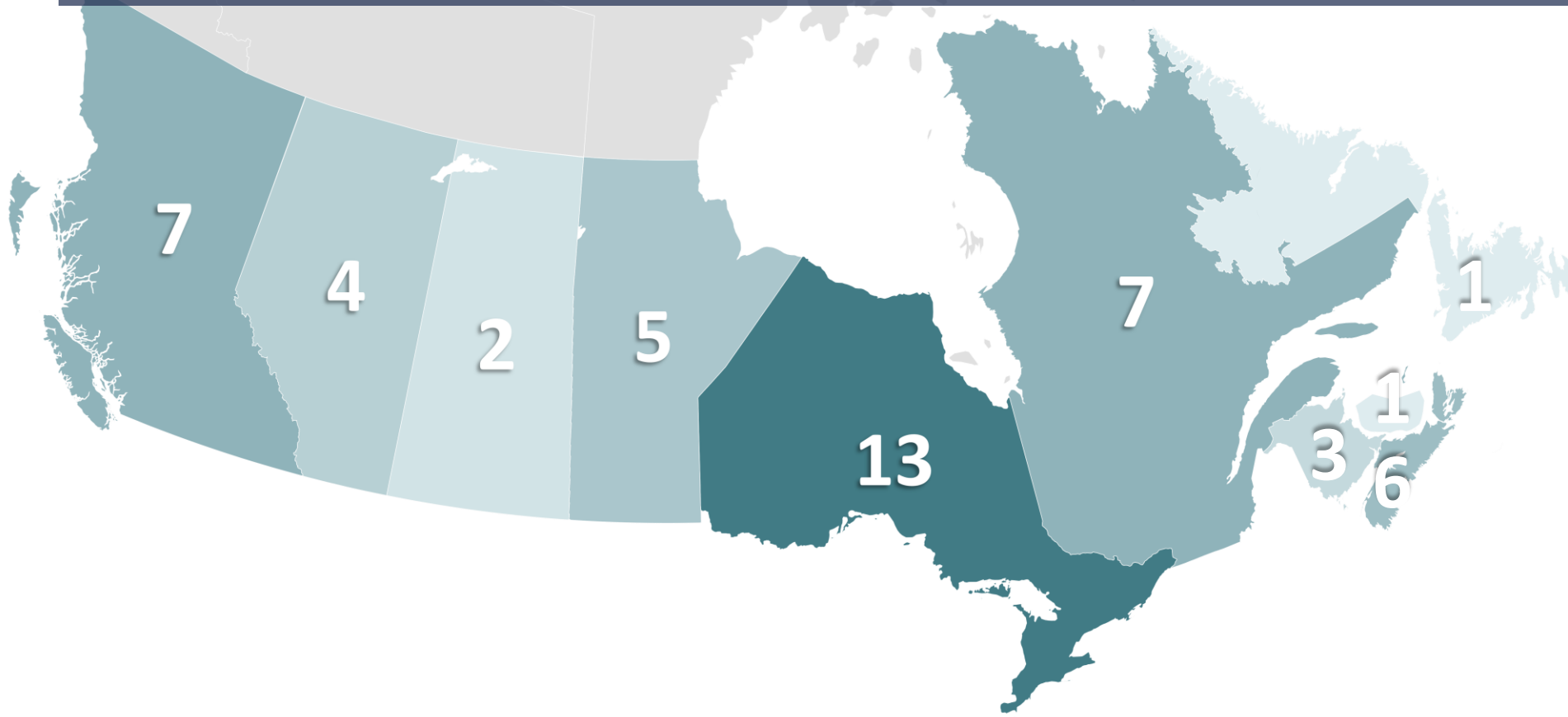


A still life composition featuring a red apple on a stack of books, with alphabet blocks and colored pencils in the background. The apple is positioned on top of a stack of three books. To the right, there are three alphabet blocks stacked vertically, showing the letters A, B, and C. In the foreground, there are several colored pencils (yellow, green, red, blue) lying on a wooden surface. The background is a plain, light-colored wall.

Teacher Education Programs

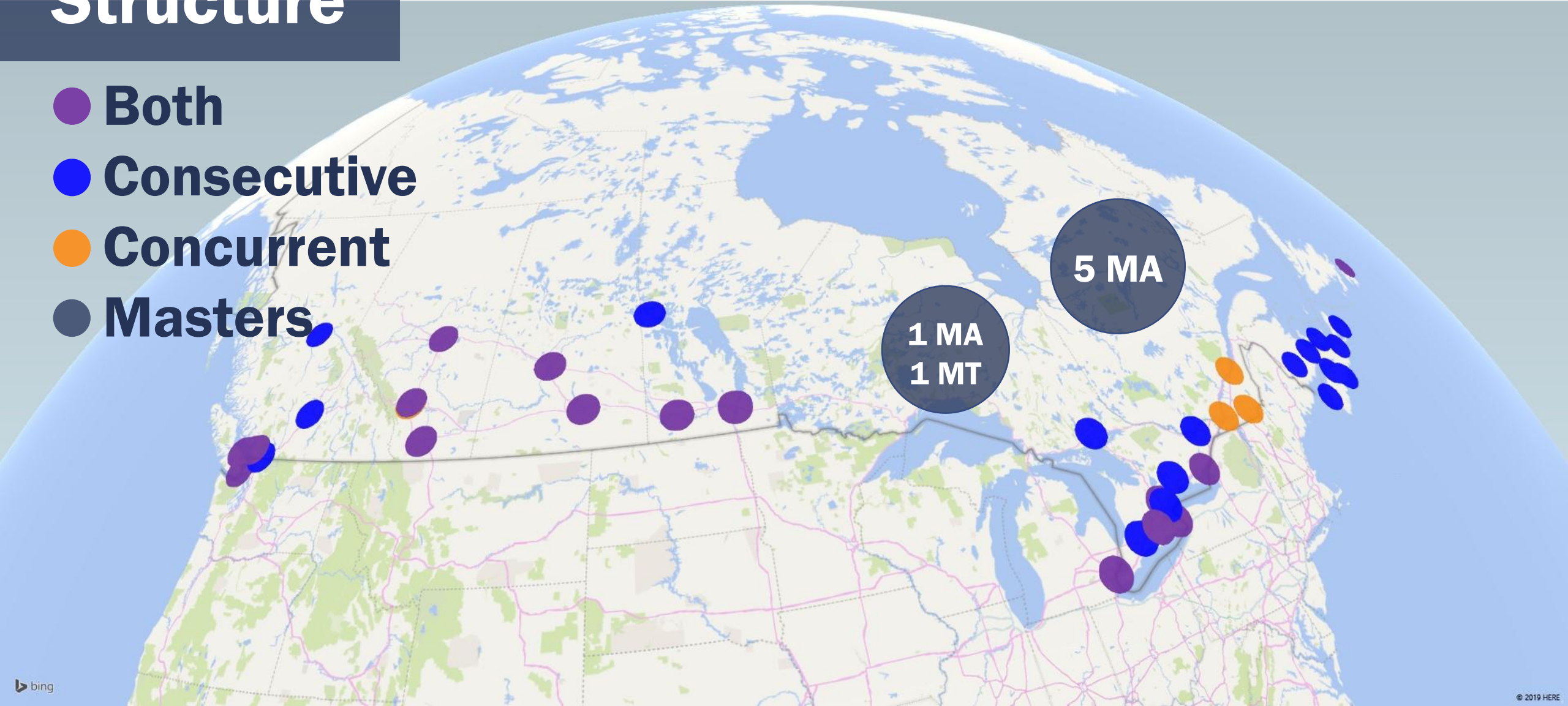
By the Numbers

49 faculties across Canada's provinces

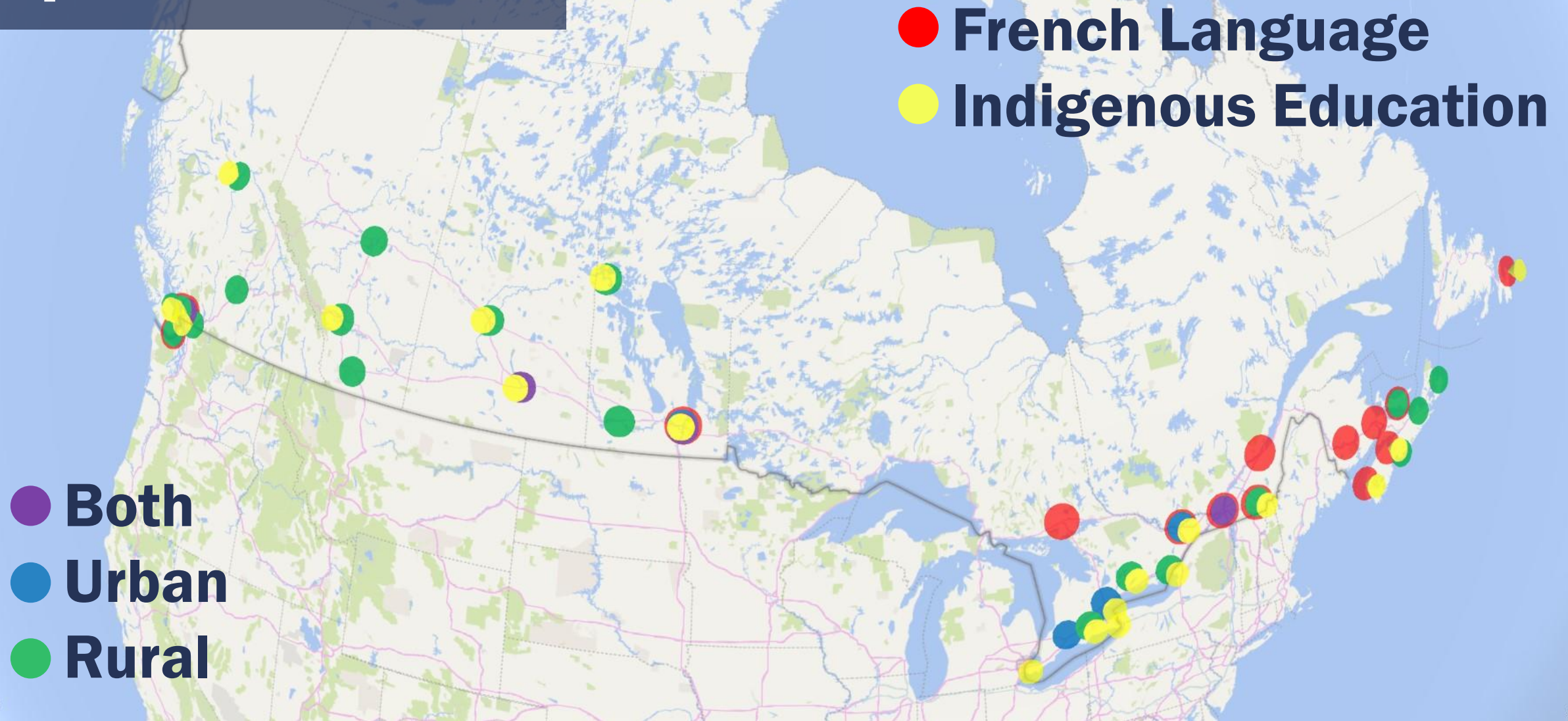


Structure

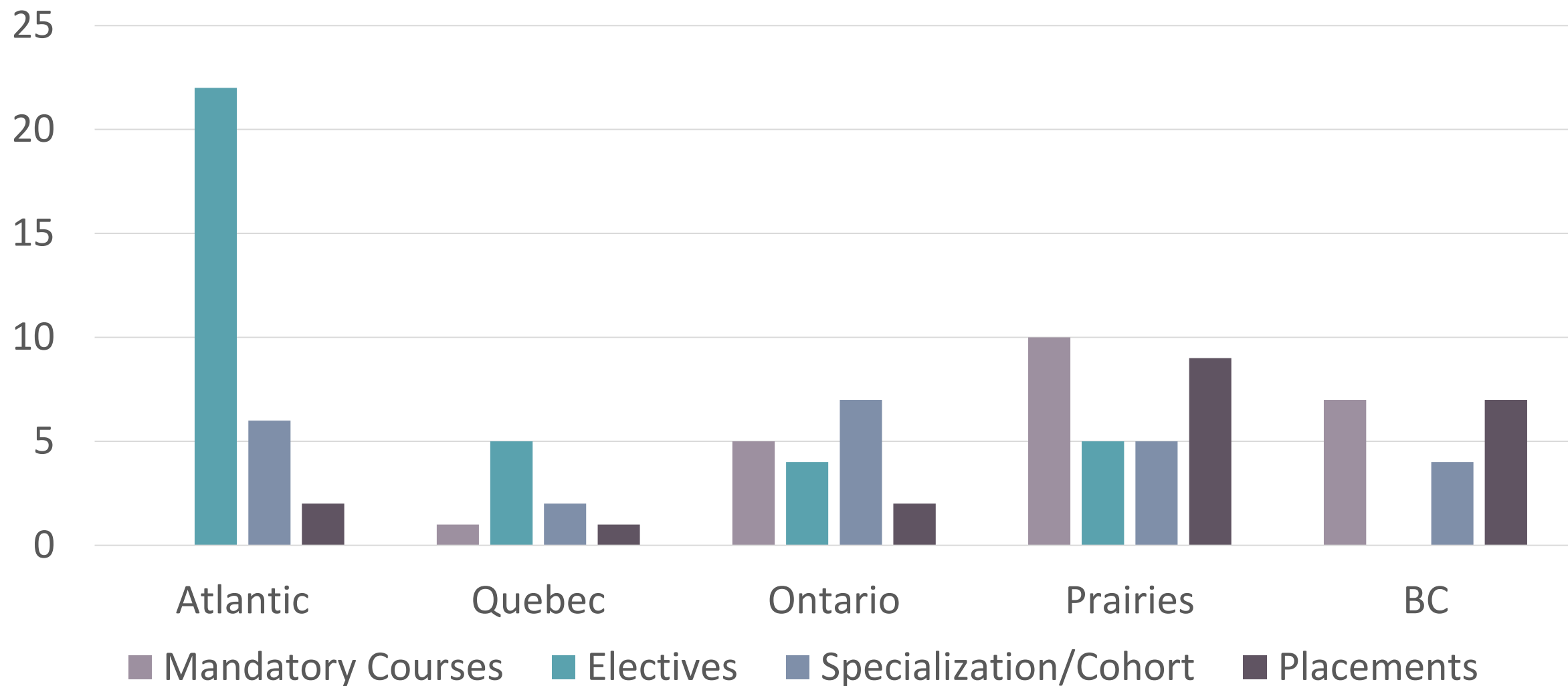
- Both
- Consecutive
- Concurrent
- Masters



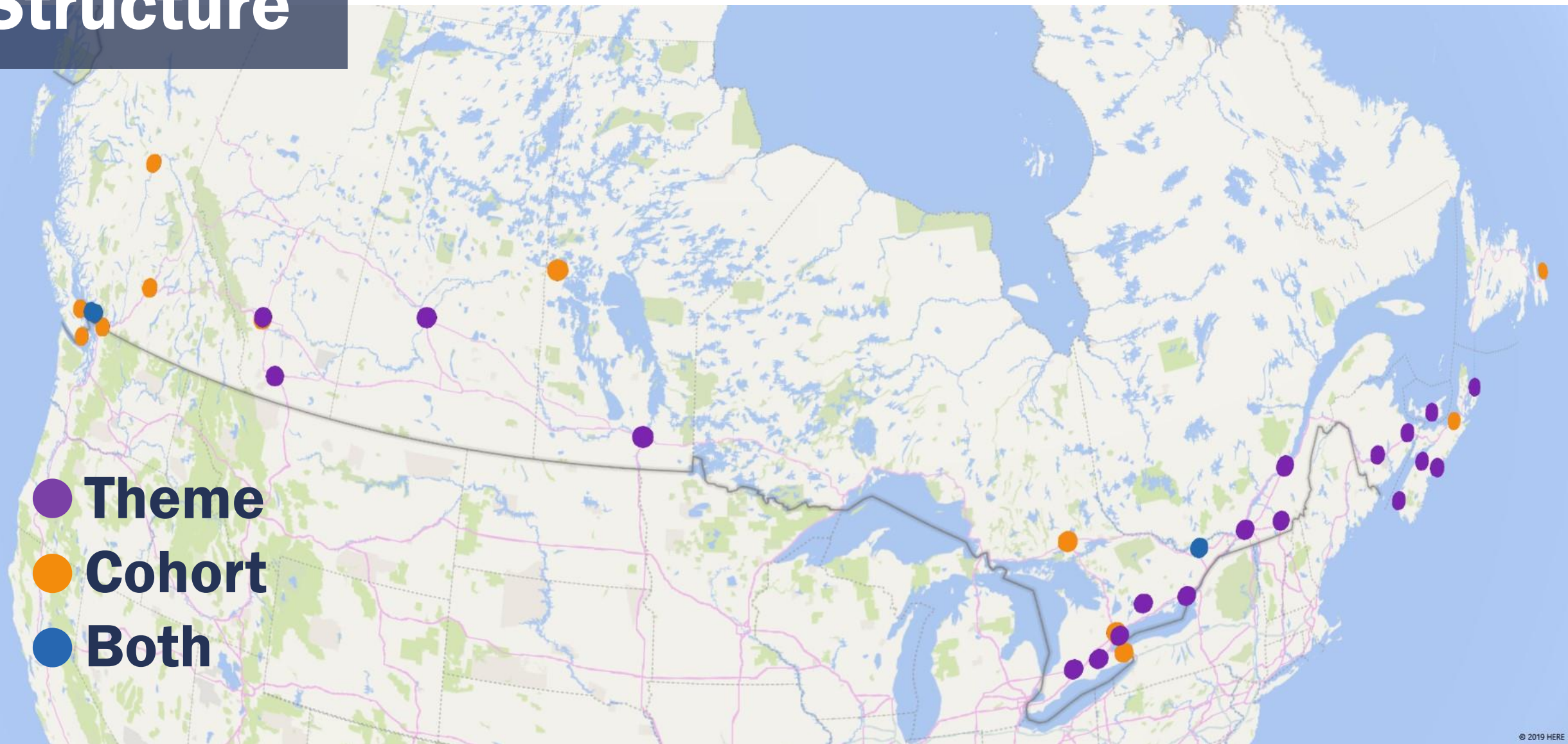
Specializations



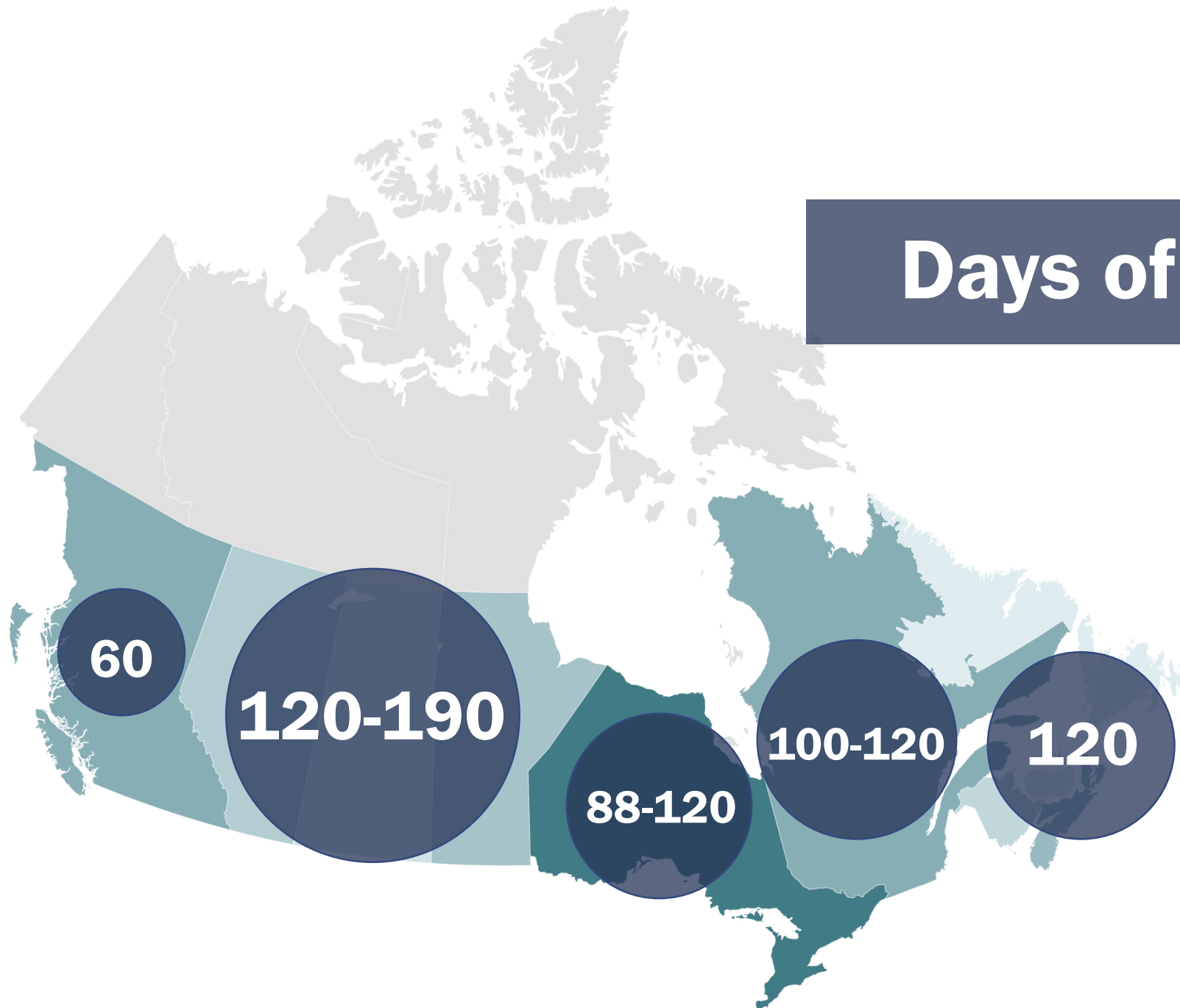
Attention to Indigenous Knowledges & Perspectives



Structure



Days of Fieldwork

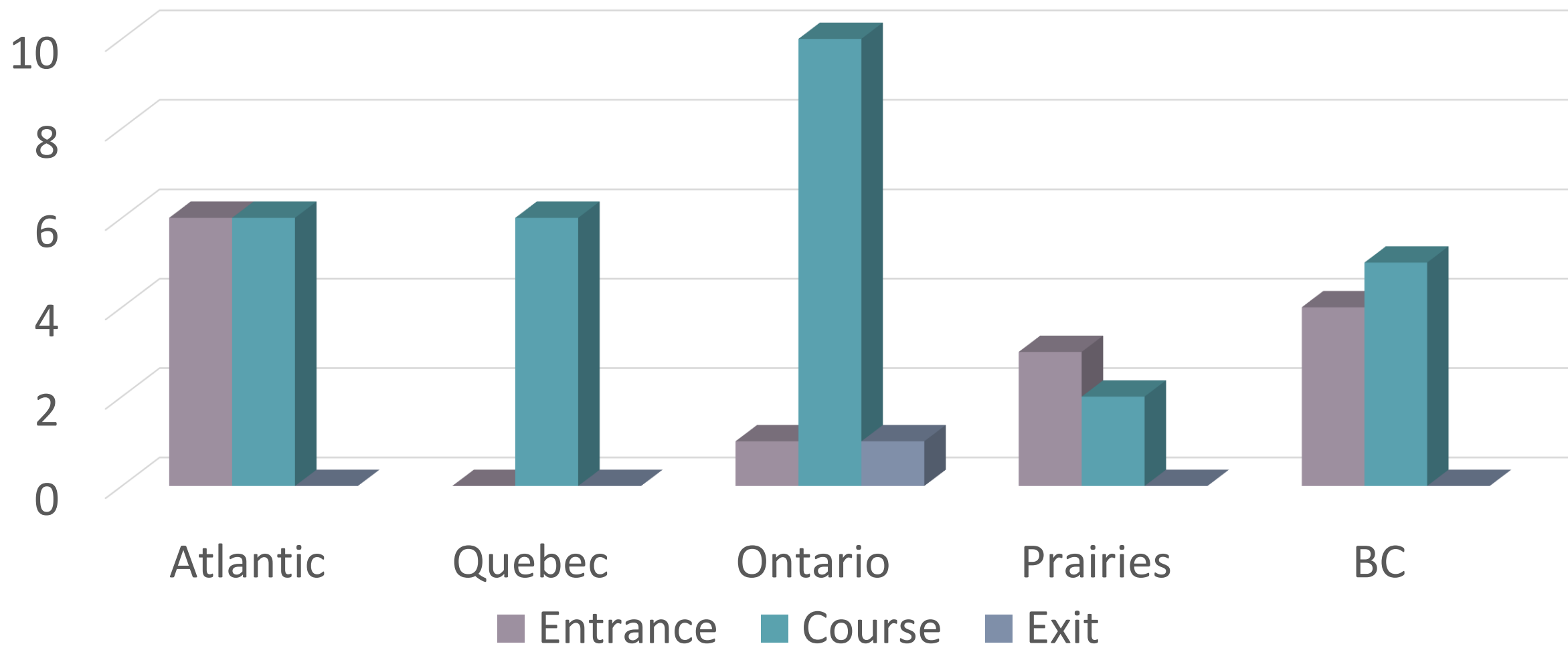


The Case of Math



The Case of Math

Responses Vary!



What are we learning?



Coherence & Dissonance

- Be explicit about the process of learning to teach



Deepening Field - Faculty Relationships

- Key role of the Associate Teacher
- ATs as Field Teacher Educators



Teacher Educator Learning



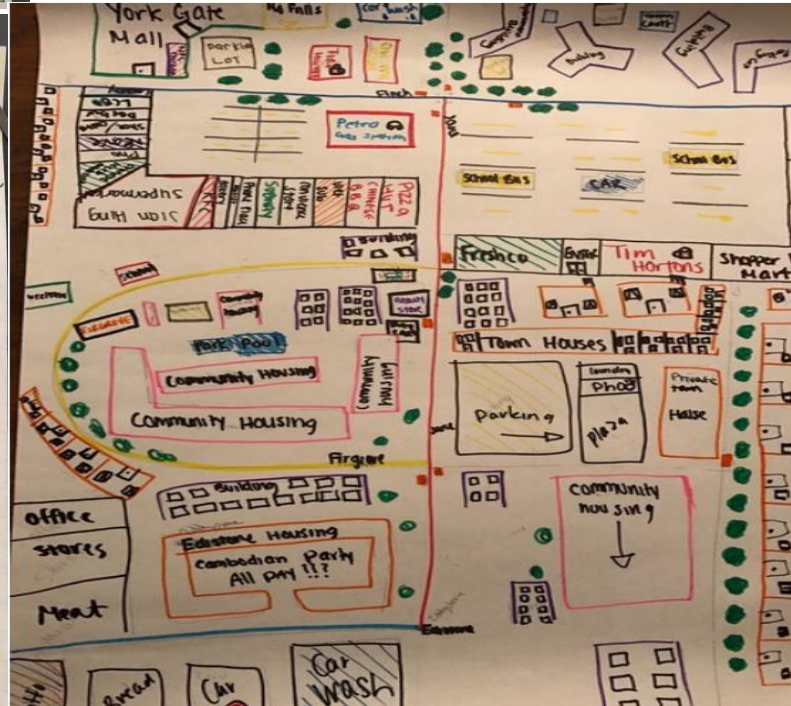
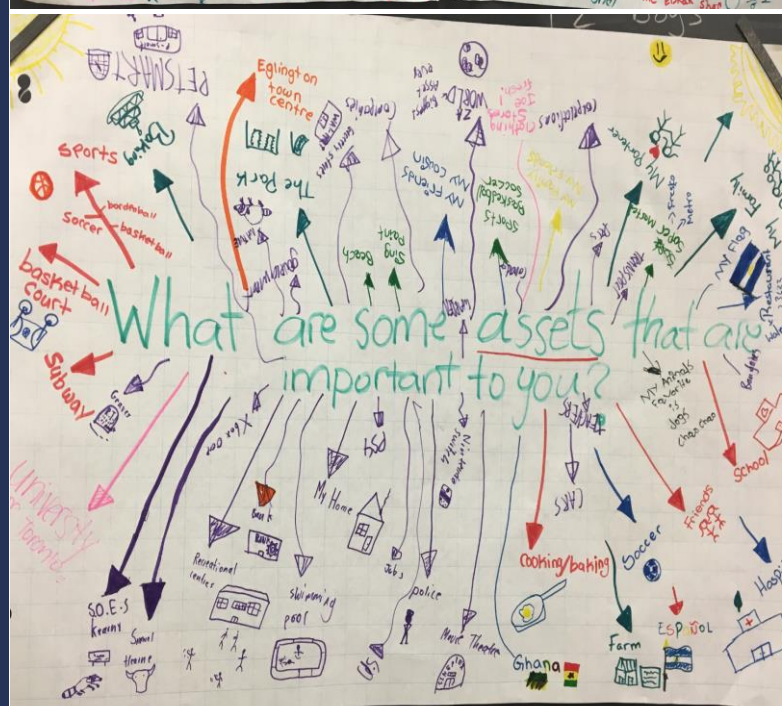
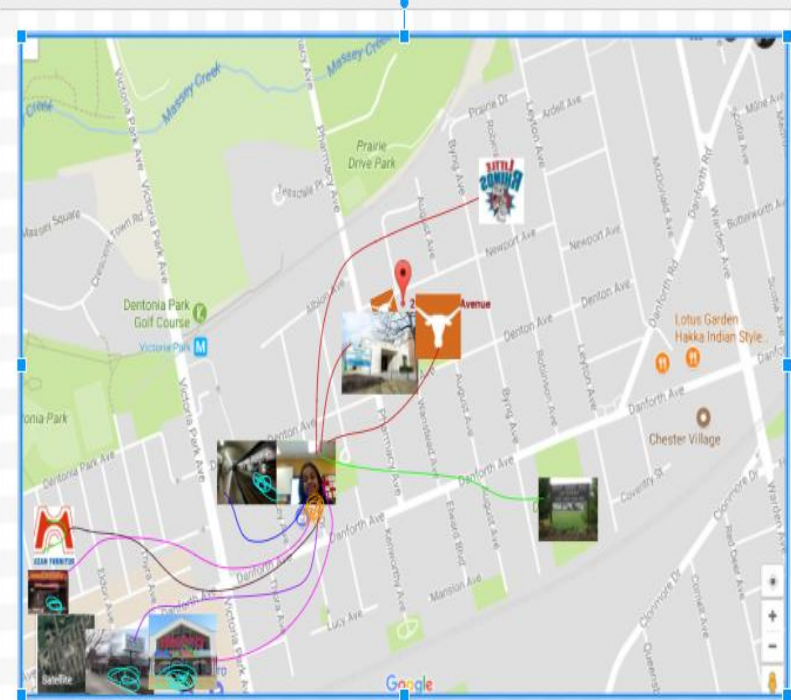
Ongoing Learning & Induction



Local and Global Community & School Learning Sites

Community Asset Mapping

Arlo Kempf, PhD (2014-) Asset-Based Community Mapping as Praxis



What are we learning?



Critical role of research, data collection & sharing of findings



Affordances & considerations of technology



Ongoing areas for further study: sustainability & eco-justice, pursuing equity and deepening our efforts in inclusion, diversifying our teaching population...

Where we might go?

How do we work authentically and respectfully with our communities?

How do we think about our work within a time of scarcity?

Questions as we learn our way forward

How do we navigate and communicate in a political context which ignores and rejects research?

Where we might go?

How do we understand diverse expressions of professionalism?

**Questions as we learn
our way forward**

**How do we support our
candidates to develop agency?**





To Support the Journey...

- **Evidence**
- **Centering Learning**
- **Collaboration**
- **Teacher Candidates as sources of knowledge**

A Beacon

- Teachers are experts in learning. As experts in learning, students in initial teacher education programs need to know how to create the conditions within which rich powerful learning emerges, flourishes, strengthens, and deepens. They need to know how to adapt their teaching in response to learning. They need to understand that learning occurs in formal and informal environments and settings. Teachers who know how to learn, are inspired to continue learning, and collaborate with each other, know that learning individually and collectively is essential in today's world. To meet this challenge and seize this opportunity, teacher education programs need to go about the work of creating highly connected, collaborative, and intellectually robust contemporary programs that are sharply focused on learning for teacher candidates.

Sharon Friesen. (2018) A Future Wanting To Emerge. *Education Canada*.