

MOVING TOWARDS A TWO-YEAR TEP

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SOME BACKGROUND

- *In 2005, in our letter to the OCT Review of Teacher Qualifications, members of the Fields MathEd Forum urged that:*
 - *elementary teachers need additional mathematics preparation that focuses on inquiry learning and the development of conceptual understanding;*
 - *university mathematics courses for future secondary mathematics teachers need to provide extensive opportunities to experience inquiry-based learning;*
 - *special education teachers should be required to satisfy mathematics requirements; and*
 - *practicing teachers need to have opportunities to extend their knowledge of both mathematics content and pedagogy.*

MORE BACKGROUND

- In 2012, we have requested to participate in the consultations regarding changes in the BEd Programs and were advised by the Ministry to provide a written contribution.
- In our **Consultation Brief Regarding the Extended Pre-Service Program**, we urged that:
 - Future models of pre-service teacher education in Ontario ensure that candidates receive adequate instruction.
 - Teachers admitted to P/J/I teacher education must have at least one undergraduate course in mathematics, but preferably two.
 - Mathematics teaching in the secondary panel should be designated as a “protected subject.”

TODAY WE MEET

- To discuss how to move towards a two-year Teacher Education Program in Ontario.
 - Starting in 2015, the 4-semester program will have an increased practicum of 80 days (must be in Ontario classroom) and a mandatory core content: content, pedagogical and contextual knowledge
 - It will include a sharper focus on diversity, meeting the needs of students with special needs, children's mental health and the integration of technology.

OUR PANELISTS

- Christine Suurtamm (University of Ottawa)
- Ann Kajander (Lakehead University)
- Donna Kotsopoulos (Wilfrid Laurier University)
- George Gadanidis (Western University)
- Walter Whiteley (York University)
- Daniel Jarvis (Nipissing University).
- Dragana Martinovic (University of Windsor)

UNIVERSITY OF WINDSOR

- Windsor is still debating which direction to take, given that little time is given to develop courses around the proposed criteria.
- A lot of discussion is carried around practicum placements, cost-efficiency, and work load, but little about course content.
- We may have a course on Mathematics Foundations for elementary teachers (conceptual foundations for all PJ and for only those without a Math or Science teachable in JI).
- The instructional piece could be less hours and offered after the foundations program.
- We are put in front of dilemma if we are going to carry on with our concurrent program. It seems that there is not enough will to have a concurrent BA/BEd with minor in educational foundations.

HIGHLIGHTS FROM OUR PRESENT ACTIVITIES AT U. OF WINDSOR

- We have partnered with the GECDSB on the Collaborative Inquiry projects that also involve mathematics teachers;
- Each year, we organize the Windsor-Essex Mathematics Olympiad (WEMO) for Grades 6-7;
- Our regional South Western Ontario Association for Mathematics Education (SWOAME) is very active in providing additional PD activities for math teachers;
- Through the Centre for Executive and Professionals Education (CEPE), teachers can take AQ math courses at different levels.