

## Questions and Answers from A to Z

Here are some of the answers to questions students in Year One of the program often ask. We will also answer all your questions at Orientation, in our Practicum Chats during Friday seminars, and throughout the year as they arise.

### **A**re there a variety of Practicum Placements?

*There are 3 eight-week placements in your first year: one in early years, one in primary (grades 1 – 3), and one in junior (grades 4-6). You are in your placements 4 mornings a week, Monday – Thursday.*

**Block 1:** September 14 – November 5

**Block 2:** November 16 – December 10 *and continuing* January 4 – January 28

**Block 3:** February 8 – April 7. If you are in an independent school, your placement will begin on February 1 and you will have a two-week March break.

### **B**lock 4

When is Block 4?

*Block 4 is 32 half days or 16 full days in April/May. You may want to do it in year 2 when you are getting to know a principal or when you are closer to looking for a job. You can do two Block 4's – one in each year.*

*Block 4 is optional if you have successfully passed your three first year practicum placements. Block 4 is mandatory if you require additional support. Most people who do an optional block, are looking for an experience outside Toronto, or experience in a board they may want to work in, in the future, or they want an experience beyond what they were offered in their placements (e.g. special ed, music, phys ed). The Block 4 placement should be finished by the beginning of June.*

*If your Block 4 placement is optional, it can be done in any classroom setting. Once you have the information, regarding teacher, grade and principal, please send to the Practicum Coordinator and she will contact the principal to formalize the placement. If your Block 4 placement is mandatory, it will be selected by the Practicum Coordinator.*

## **Catholic**

*If you are Catholic and want to teach in a Catholic school board, you need one placement in a Catholic school in Year 1. You also need to take the Religious Education Course (additional fee applies). You can have more than 1 placement in a Catholic school. For more information, please see [http://conted.oise.utoronto.ca/Religious\\_Education.html](http://conted.oise.utoronto.ca/Religious_Education.html)*

## **Changing Placement from Morning to Afternoon**

Can I change my placement from morning to afternoon or from 4 mornings to two mornings and one full day?

*The placements are scheduled 4 mornings a week for eight weeks. The reason for this is so that you become part of the class 4 days a week to see the continuity of the program and support it. In your second year of the program, you will be in your internship almost full time so you will have many opportunities to see the whole day.*

## **Early Childhood Education**

I am an ECE grad. Do I have to do an Early Years placement?

Yes

## **Field Trips**

What is the practice when full day field trips are planned in classrooms with 1st year placements?

*Teacher candidates cannot miss their academic classes. If a trip is somewhere that the teacher candidate can attend for half a day and get back to JICS in the afternoon by TTC, we encourage you to do that. If you do not have a class in the afternoon, you could attend for the whole day. If you cannot go on the trip because you cannot get back for classes, then perhaps the Associate Teacher could make arrangements for you to spend a morning with another teacher or do a full day at another time.*

*When your class goes on an overnight trip, the teaching days can be made up at another time or you can be placed with another teacher.*

## **F**rench Immersion

I was just wondering for my next placement if it would be possible to do a French immersion placement. I have a strong background in French, as I went to a French immersion school from grades 1-12 and I continued with it during my undergrad at university.

*Yes, you may have a French placement. There are two things you must do first. You need to take the French proficiency test at OISE. Go to this site for information and dates:*

[http://www.oise.utoronto.ca/aq/French\\_Testing.html](http://www.oise.utoronto.ca/aq/French_Testing.html)

*Some students **may** be granted an exemption from the proficiency test if their undergraduate degree is in French. Requests for exemption should be sent to: [aq@oise.utoronto.ca](mailto:aq@oise.utoronto.ca) for review. If an exemption is granted, the OISE office will provide a written notification. A bilingual certificate or first language in French is not enough to allow for exemption.*

*Once you have successfully completed the test, you may enrol in a French AQ (Additional Qualification), FSL Part 1 course. At that point, you may request a placement in a classroom where you have the opportunity to teach in French.*

## **G**oals Plan/ Midpoint Review

*The Goals Plan needs to be completed and submitted by Week 4 of each block. It serves as a mid-point evaluation. Please note that if you receive "Meeting expectations with significant support" or "At risk of failure", you will meet with a practicum coordinator to discuss strategies for success.*

## **I**nterested in a Specialty Placement

I would be interested in a placement with a visual arts program if that is possible. As a hobby, I have always been involved in art related activities. This past year I ran an arts and crafts program.

*You may request a placement with a teacher who focuses on integrating the arts into his/her program. You can also do an optional Block 4 with a specialty teacher (music, phys ed, library).*

## **I**nsurance

Insurance information will be communicated through the program liaison. It is the responsibility of students to ensure they fill out and return the appropriate insurance forms to the MA CSE program liaison.

Complete insurance procedures can be found at the following OISE website:

[http://supo.oise.utoronto.ca/Forms\\_Resources/index.html](http://supo.oise.utoronto.ca/Forms_Resources/index.html).

## **I**ntersession Courses

How many courses can you take in intersession? And summer?

*Since the program is now 5 semesters, you are required to do courses in the intersession which is comprised of two sessions (one from May to June and one from July to August). Each intersession is 6 weeks in length and courses typically require students to attend two classes per week for 3 hours per class. We are recommending that you do 1 course per intersession (spring, summer) to not get overwhelmed. If you take 2 courses in one session, it means 4 classes per week for 6 weeks. Please note that your course load in second year is full and no electives should be taken at this time.*

## **I**nternships

I was wondering how much choice we have in where we are placed for our internships (as far as schools, grade and semester go)

*All internship placements are located in Toronto. You will be asked to fill out a form in block 3 to determine your priorities regarding division (early years, primary, junior), term (fall or winter), and type of setting (public, independent, etc.) The Practicum Coordinators make the arrangements and final decisions regarding the placements.*

## **L**earning Morning

You mentioned that each morning we finish at the school when the 'learning morning' ends for the students. I just want to clarify, that this means that we leave after the last class before lunch.

*Yes. It is expected that you arrive at least 15 minutes before students arrive, and stay at least 15 minutes after the children are dismissed for lunch.*

## **M**issing Classes

I can't attend my placement. What should I do?

*You need to let your Associate Teacher know by 7:30 a.m. (discuss with your Associate teacher how he/she would like to be notified) and also email the Practicum Coordinator. Teacher candidates also need to make up any time missed. This can be done by spending afternoons or days between blocks. Additionally, you need to submit your lesson plan(s) to your teacher for any lesson(s) you are responsible for that day.*

*If you are absent three consecutive practicum days (or more) due to illness, you need to submit a medical certificate to the Practicum Coordinator.*

## Special Education

Can I do a block 1, 2, or 3 placement in a special education setting?

*There is a special education focus in all placements. If you would like the opportunity to work in a specialized setting, you may do this in the optional block 4.*

## Student Success Centre at OISE

Where can I get support?

Here is an overview of some of the services offered at the Student Success Centre.

[http://www.oise.utoronto.ca/ss/OISE\\_Student\\_Success\\_Centre\\_%28OSSC%29/index.html](http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29/index.html)

1. **Academic writing**- OSSC advisors offer one-on-one support with the writing process through working with students to understand their needs and develop strategies that students can use to improve their own writing throughout their academic journey, including:

- Planning
- Organizing
- Writing, and
- Revising

Sessions will focus on students' current academic papers such as essays, MRPs, theses, dissertations, manuscripts for publication, funding applications, lesson plans, portfolios, personal journal entries, etc.

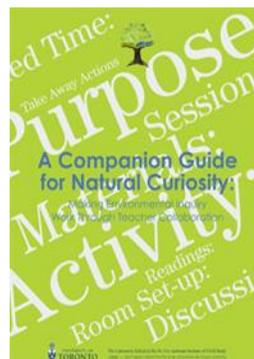
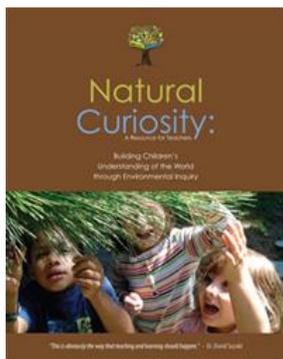
1. **Presentation skills**- in-class presentations, conference presentations, lesson delivery, etc.
2. **Resume and Cover letter Support**- individualized support with resumes/CVs, cover letters and interviewing skills. Consult the [Teacher Employment Handbook](#) before your appointment.
3. **Math support**- Students may book one-on-one appointments with the math advisor to further develop their skills. There are also ongoing workshops for teacher candidates that provide new teachers with the tools to create a learning environment where children can develop and master mathematical concepts. [Register](#) for math workshops.
4. **English language development**- Students may book one-on-one appointments with advisors trained in second language instruction. Advisors will provide instructional support to enhance students' grammar, oral communication, listening, reading and pronunciation skills.
5. **French language support**- One-on-one and group appointments are available to teacher candidates to support their development of French language skills.
6. **Teacher Skill Development Support**- One-on-one appointments with an experienced teacher to understand discuss and develop skills related to the lesson planning process. Teacher candidates may also book appointments to deliver a mock lesson and receive feedback from an experienced advisor.

7. **Graduate Student Writing Groups**- The OSSC offers bi-weekly workshops alternating with thesis writing groups addressing "best practices" related to thesis/dissertation completion. Workshops will be moderated by a senior doctoral student and will include a guest speaker related to emerging topics surrounding the thesis/dissertation-writing genre. Workshops will include presentations, Q&A periods, individual reflection, and designated group writing time. This workshop series aims to concurrently address graduate student thesis/dissertation writing needs in a structured manner while providing a platform for emerging peer support thesis/dissertation writing groups. A list of bi-weekly topics can be found [here](#).

## Websites and Other Resources

Websites that have been developed at the Jackman Institute of Child Study to support literacy and inquiry based learning:

1. [www.naturalcuriosity.ca](http://www.naturalcuriosity.ca) where you can download the following resources



2. [www.litdiet.org](http://www.litdiet.org) which has virtual tours of different classrooms and a "recipe sampler" which presents one "literacy recipe" (lesson plan) for each of the key "food groups" required for elementary students to grow and flourish in literacy. Browse the [Recipe Finder](#) tab (search) to explore the hundreds of literacy recipes available on this website.
3. [www.oise.utoronto.ca/robertson/index.html](http://www.oise.utoronto.ca/robertson/index.html)  
"The purpose of the Robertson Program is to create, demonstrate, and disseminate inquiry-based teaching models for mathematics and science by focusing on both teacher and student inquiry. The Robertson Program has two primary goals. The first is to help teachers become more reflective practitioners who strive to deepen their own content knowledge of mathematics and science and place student ideas and understanding at the centre of their teaching practice. The second is to help students cultivate the critical thinking skills necessary for their future success in mathematics and science in inquiry-based contexts."

## Other Useful Resources

4. <http://www.omea.on.ca/resources.php>
5. <http://www.og-oh.ca/links-and-resources>
6. <http://ontario.teachnutrition.org/teacher-programs/grade-levels/k-3/power-to-play/program-overview.aspx>
7. <http://www.teachspeced.ca/node/1>
8. <http://www.oame.on.ca/main/index1.php?lang=en&code=links>
9. <http://oame.on.ca/mathies/>
10. <http://www.ergo-on.ca/#!/professional-learning/c1zfc>
11. <http://www.readwritethink.org/>