

# MT JUNE JUMPSTART

JUNIOR/INTERMEDIATE

JUNE.5.2024 | WELCOME CLASS OF 2026!!



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

# INTRODUCTIONS AND WELCOME

**Welcome Junior/Intermediate teacher candidates!**

**Please introduce yourself in the chat box, if you wish...**

- **Name**
- **Your pronouns**
- **Joining today from...(city, country)**



# YEAR AT A GLANCE

- **CLASSES MONDAY TO FRIDAY**
- **SELF-DIRECTED LEARNING WEEK OCTOBER 15-18, 2024**

## YEAR 1

SEPT	OCT	NOV	DEC
CLASSES		PRACTICUM 1	BREAK
JAN	FEB	MAR	APR
CLASSES		PRACTICUM 2	BREAK

# PRACTICUM SCHEDULE 2024-2026

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## YEAR 1 FALL

**Practicum Preparation Days:**  
November 1, 4, and 5 (in person)

**Practicum Block:**  
November 6 to December 6

## YEAR 2 WINTER

**Practicum Preparation Days:**  
February 2026

**Practicum Block:**  
February-April 2026

## YEAR 1 WINTER

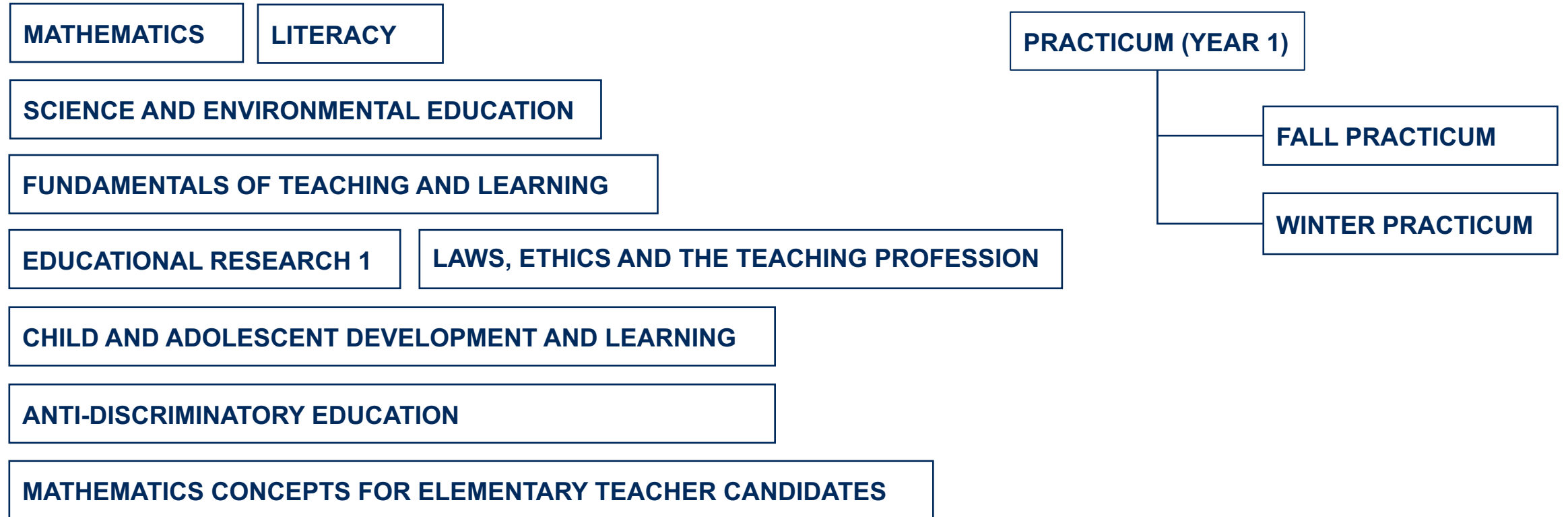
**Practicum Preparation Days:**  
February 7, 21, and 24 (in person)

**Practicum Block:**  
February 25 to March 28

**IN-PERSON ATTENDANCE IS  
MANDATORY.  
EVERY ABSENCE MUST  
BE MADE UP.**

# J/I FIRST YEAR COURSES

SEPTEMBER THROUGH APRIL



# MATH PLUS (P/J & J/I)

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## MATH PLUS IS A NON-CREDIT REQUIRED COURSE FOR ALL P/J AND J/I TEACHER CANDIDATES

- Focused on math content knowledge for elementary teachers (different than the Mathematics CTL 7002 course, which is a methods course)
- Aim to improve TCs' confidence in mathematics while refreshing mathematics content knowledge

# J/I SUMMER AND SECOND YEAR COURSES

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4 HALF-COURSES WILL BE TAKEN IN THE SUMMER \*ONE ELECTIVE IN THE SUMMER TERM

TECHNOLOGY IN THE CLASSROOM

2 ELECTIVES

SOCIAL STUDIES AND INDIGENOUS EDUCATION

PRACTICUM

EDUCATIONAL RESEARCH 2

SUPPORTING ENGLISH LANGUAGE LEARNERS

SPECIAL EDUCATION AND MENTAL HEALTH

ARTS / HPE courses

ISSUES IN NUMERACY (0.25 FCE)

ISSUES IN LITERACY (0.25 FCE)



# PROFESSIONAL LEARNING COHORTS:

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## COMMUNITIES OF CRITICAL DISSONANCE AND COLLABORATIVE RESONANCE

- Groups of professionals committed to learning together in a climate of critical and deliberative dialogue, reflexivity, and mutual respect
- Learning communities that prioritize collaborative inquiry while actively attending to how power operates in and through the social identities of community members along axes of privilege and disadvantage, commonly resulting in uneven avenues for and/or experiences of participation (e.g. white privilege, heteronormativity)
- Cultures wherein members are as engaged in sharing, exchanging, and building on knowledge as much as they are engaged in grappling with difference and difficult knowledge

Adapted from Cochran-Smith, M. (1991). Reinventing student teaching. *Journal of Teacher Education*, 42:2. 104-118.





# REMINDERS AND NEXT STEPS

1

UTORID  
TCARD  
UTMAIL

2

READ SUMMER  
MESSAGES &  
ACTION ASAP

3

SCHEDULE  
IN LATE  
AUGUST

4

MT ORIENTATION  
SEPTEMBER 6,  
2024

# QUESTIONS OVER THE SUMMER?

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**PROGRAM-RELATED  
INQUIRIES?**



[mtinfo@utoronto.ca](mailto:mtinfo@utoronto.ca)

**PRACTICUM-RELATED  
INQUIRIES?**



[mtpracticum@utoronto.ca](mailto:mtpracticum@utoronto.ca)

**REGISTRATION AND  
TUITION FEES?**



[oise.registration@utoronto.ca](mailto:oise.registration@utoronto.ca)

**WE'RE HERE TO HELP!**

# Part 3: BREAKOUT SESSIONS

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**5:00 – 5:30 pm**

**Optional information session for those interested in learning about:**

**Black Future Educators' Pathway (BFEP) - ALL Divisions**

# QUESTIONS & ANSWERS



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