

# fresh



The Nova Scotia Teachers Union

# Handbook *for* Early Career Teachers

*Helping you to survive and thrive in the classroom*

NSTU Professional Development





# PREFACE

This is the first Nova Scotia Teachers Union publication of its kind for new teachers.

Topics are approached from a general perspective so that the content is applicable to teachers in all settings.

This is by no means an exhaustive document. However, it does provide information that has been deemed useful by new teachers from around the province with whom it has been field-tested.

## Your Input Please

The Nova Scotia Teachers Union welcomes your feedback on this handbook.

Contact Gérard Cormier, Coordinator of Outreach Programs and Equity Services, Nova Scotia Teachers Union. Telephone 1-800-565-6788 toll free, or 477-5621 locally; or fax 477-3517; or e-mail [gcormier@staff.nstu.ca](mailto:gcormier@staff.nstu.ca).



## ***Acknowledgements***

The Nova Scotia Teachers Union would like to thank the *Elementary Teachers' Federation of Ontario* for permission to reprint material from their publication "Answering the Call", the *British Columbia Teachers' Federation* for permission to reprint material from their publication "Beginning Teachers Handbook", the Newfoundland and Labrador Teachers' Association for permission to reprint material from their publication "Mentoring Beginning Teachers" and the Alberta Teachers' Association for permission to reprint material from their publication "Beginning Teachers' Handbook".

The Nova Scotia Teachers Union would also like to acknowledge the many new teachers from across the province who responded to drafts of the original document. A special thank you must go to *Sandra MacDonald, Vice Principal, John W. MacLeod School, Halifax Regional School Board*, whose contributions to the content have added immeasurably to its value.

New teacher handbooks from the *Saskatchewan Teachers' Federation*, the *Manitoba Teachers' Society* and the *Alberta Teachers' Association* provided inspiration for the writing of this handbook.

The Nova Scotia Teachers Union would like to also acknowledge the members of the Cape Breton Local New Teacher Committee who contributed to the revision of the original handbook. They include Andrea Lawand, Kim Smith, Anne Grenier, Jason Pentecost, Dallas MacDonald, Kellie Donoban, Susan Kauffman, Leanne Mombourquette, Kenna MacLean and Alanna MacIntyre.

The Nova Scotia Teachers Union would also like to acknowledge the contribution of the Nova Scotia Department of Education and Culture Teacher Assistant Guidelines/Student Services Series.

## ***Contacting the NSTU for Information***

Keep in mind that you may contact the **Nova Scotia Teachers Union** for information or advice about any professional problem and you are strongly urged to do so.

- At the **school level**, check with your NSTU representative.
- At the **Local level** contact your Local President. All Local Presidents' contact numbers are located in the NSTU Member Diary, which is distributed to all contract teachers each September.
- **Provincially**: Call 1-800-565-6788 or 477-5621 and the receptionist will put you in contact with an appropriate staff officer depending on the particular problem you are facing.

Mailing address:        *3106 Joseph Howe Drive,  
Halifax, NS B3L 4L7*

Website:                *[www.nstu.ca](http://www.nstu.ca)*

E-mail:                  *[nstu@nstu.ca](mailto:nstu@nstu.ca)*

*See Appendix F for a complete listing of NSTU e-mail addresses*

Fax:                        *(902) 477-3517*



The Nova Scotia Teachers Union



# Handbook *for* Early Career Teachers

## CONTENTS

<b>1</b>	<b>Welcome to the NSTU</b>	
	<i>President's Message</i> .....	2
	<i>You are a Professional in a Professional Organization</i> .....	3
	<i>New Teacher Initiatives</i> .....	6
	<i>Nova Scotia Teacher Certification</i> .....	7
	<i>Insurance Benefits</i> .....	8
<b>2</b>	<b>Personal &amp; Professional Growth</b>	
	<i>Wellness</i> .....	11
	<i>Professional Development</i> .....	15
<b>3</b>	<b>Surviving &amp; Thriving in the Classroom</b>	
	<i>Getting Started</i> .....	19
	<i>Classroom Management</i> .....	23
	<i>Teaching Strategies &amp; Classroom Complexity</i> .....	31
	<i>Student Assessment and Evaluation</i> .....	37
	<i>Class Excursions</i> .....	41
<b>4</b>	<b>Educational Partners</b>	
	<i>Communicating with Parents</i> .....	45
	<i>Preparing for Substitutes</i> .....	51
<b>5</b>	<b>Information for Substitute Teachers</b> .....	53
<b>6</b>	<b>Appendices</b>	
	<i>A. Suggestions for recognizing students' work</i>	
	<i>B. Forms for contacting parents</i>	
	<i>C. Substitute Information File</i>	
	<i>D. NSTU Counselling Services</i>	
	<i>E. Teachers Plus Credit Union</i>	
	<i>F. NSTU Website and E-mail Addresses</i>	
	<i>G. Code of Ethics</i>	
	<i>H. Useful Resources</i>	







# Welcome to the NSTU

*The Nova Scotia Teachers Union is **your**  
professional organization.*



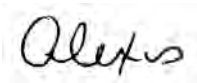
# MESSAGE FROM THE NSTU PRESIDENT

*Dear Colleague,*

*Welcome! As an NSTU Member early in your career and new to the profession you represent the future of education. Certainly starting out new in anything can be both exciting and challenging at times. This profession is both, as well as being extremely rewarding. The Nova Scotia Teachers Union recognizes that often in the early years you will require support to assist you begin your career in education. This booklet is intended to provide you with information, advice and access to resources which will help you experience success and satisfaction in your teaching career.*

*The Nova Scotia Teachers Union (NSTU) is your professional organization, and your representative at the Board and Department level. If you have questions or experience difficulty, either from a contractual or professional perspective, the NSTU representative at your school/campus or in your Local or Region may be able to help. For your own personal development you should try to become informed of the services the NSTU has to offer and plan to attend at least one Local meeting, or perhaps volunteer to serve on your professional association or a provincial/local committee. The more you get involved the stronger we are collectively as a union and the more you will feel part of your professional organization, the Nova Scotia Teachers Union.*

*I wish you all the best with your career; it truly is a wonderful profession!*



ALEXIS ALLEN, President  
Nova Scotia Teachers Union



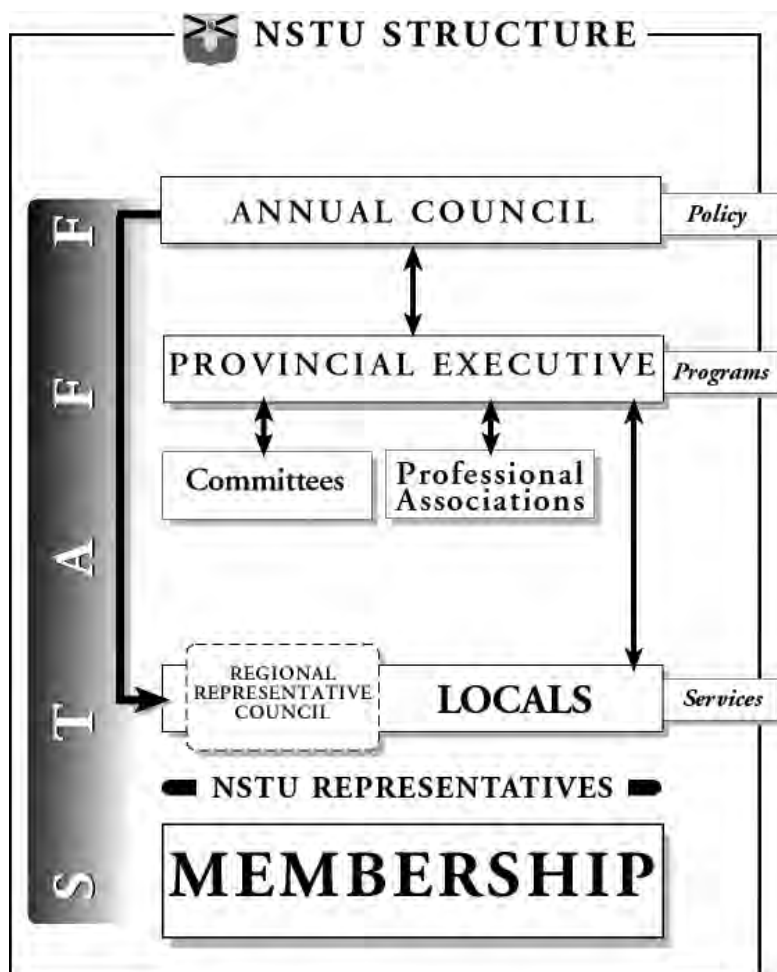


# YOU ARE A PROFESSIONAL IN A PROFESSIONAL ORGANIZATION

As a certified teacher, you assume a professional status. This status carries with it a set of behavioural expectations, which are outlined by the Nova Scotia Teachers Union in its Code of Ethics. This Code is provided as a guide to teachers in maintaining at all times the high tradition of the profession. You will find the Code of Ethics in Appendix G.

## Get Involved!

The Nova Scotia Teachers Union was founded in 1895 “to unify and elevate the teaching profession and improve the quality of education offered to the young people of Nova Scotia.” More than 100 years later, we continue to stand by that undertaking. As your professional organization, **the NSTU needs your commitment and involvement** so that our voice remains strong in support of public education.



### *NSTU Executive Staff*

The NSTU employs 10 executive staff and one executive director who direct and co-ordinate the activities and programs of the NSTU under the supervision of the Provincial Executive.



**As a democratic union, the NSTU encourages every member to participate and share in its development. To do so, the Union provides you with opportunities to become involved at many levels.**

## **Forums for Local Participation**

The NSTU provides structures designed to encourage member participation at the Local level.

### ***NSTU Representative***

Every school has an NSTU rep who can either answer your question or put you in contact with someone who can.

### ***Local Meetings***

The NSTU is divided into twenty-two locals. Check with your NSTU rep to see when and where your Local holds its general meetings and plan to attend. You will learn a lot and broaden your circle of professional colleagues at the same time. See your NSTU rep for a list of meeting dates.

### ***Local Committees***

Locals have a number of standing committees and they are always looking for extra help. Through committee experience you will gain organizational and administrative experience that will enhance your professional capacity.

### ***Local Executive***

The Executive is made up of teachers elected by fellow teachers to conduct the business of the Local.



## Forums for Regional or Provincial Participation

Once you are involved at the Local level you will become aware of opportunities for involvement either regionally or provincially. Committees, special associations, focus groups, annual council, provincial executive... all these depend on the involvement and commitment of members like you.

### ***Provincial Executive***

The Provincial Executive comprises teachers elected from across the province to represent NSTU members. They meet monthly and direct the business of the Union between Councils. A list of Provincial Executive members can be found in the Member Diary.

### ***Regional Representative Council (RRC)***

The RRC is made up of representatives from the Locals within the board. The RRC deals directly with the board.

### ***Provincial Committees***

The NSTU has a number of standing committees, as well as issue-based ad hoc committees, to which NSTU members can apply. Selection is based on a number of criteria including regional representation, grade level, gender, and experience.

### ***Professional Associations***

The NSTU has twenty-two professional associations. They are the means by which the Union serves the needs of its members in the area of curriculum and professional development. To become a member of the professional association of your choice, contact central office.

### ***Annual Council***

Delegates are chosen from each Local to attend Annual Council, held each May. Council determines the policy which directs the NSTU between councils.

To obtain information on applying for NSTU committees or other involvement opportunities, check *The Teacher* or contact central office.



# NEW TEACHER INITIATIVES

The NSTU also provides a number of programs and services designed specifically for new teachers:

## *Benefits of Membership Sessions*

Sessions are designed to answer the question, “What do I get for my Union dues?”

## *Teacher Induction Program (TIP)*

This NSTU-initiated program is co-sponsored locally by participating school boards. Up to five times per year, TIP brings new teachers together to help them problem-solve classroom issues and challenges.

## *The New Member’s Guide to the NSTU*

A guide to who’s who, what’s what and how to access what you need in your Union.

## *Handbook for Early Career Teachers: Helping You to Survive & Thrive in the Classroom*

## *Local New Teacher Committees*

## *Professional Development Workshops Specifically Designed for New Teachers*

## *New Member Resource Bibliography*

## *Welcome Night for New Teachers in the Local*

## *New Member Portal on the NSTU Website*

To find out which of these are available in your region, contact your NSTU rep or Local President. All Local Presidents have contact numbers listed in the NSTU Member Diary, which is distributed to teachers in September of each year.



# NOVA SCOTIA TEACHER CERTIFICATION

**There are five classes of certification:**

<b>Certification Classification</b>	<b>Abbreviation</b>	<b>Prior certification equivalence</b>
Initial Teacher's Certificate	ITC	TC5
Advanced Teacher's Certificate 1	ATC1	TC6
Advanced Teacher's Certificate 2	ATC2	TC7
Advanced Teacher's Certificate 3	ATC3	TC8
Bridging Teacher's Certificate	BTC	

## **Objectives of Continuing Service Education:**

1. Responding to specific educational needs
2. Addressing school responsibilities such as administration, curriculum or staff development
3. Provide for extension of subject area knowledge or pedagogy

**The requirements for any Advanced Teacher's Certificate are the qualifications for the immediately preceding Teacher's Certificate and one of the following Three Ways To Upgrade**

- Degree Program
- Certificate Program
- Integrated Program

## **The Degree Program involves:**

1. A graduate diploma
2. A Master's Degree in
  - a. A teachable subject
  - b. Education
3. A Doctoral Degree

## **The Certificate Program involves:**

- Five (5) university courses
- Either undergraduate or graduate level in
  - Academic disciplines
  - Professional studies



## The Integrated Program involves:

- Developed by a teacher in consultation with a university
- Any interrelated combination of academic and professional courses
- Five (5) full courses at a university or community college
  - With a minimum of three (3) full graduate courses and a maximum of two (2) full undergraduate courses
- Teachers may use the Integrated Program option **only once** for certification purposes.

## Bridging Teacher's Certificate

The Bridging Teacher's Certificate is designed to assist teachers certified in other jurisdictions in the process of fulfilling Nova Scotia certification requirements.

It is available only to a person who:

- Has not been previously certified to teach in Nova Scotia;
- Does not satisfy the requirements for Initial Teacher's Certificate;
- Holds a valid teacher's certificate granted in another jurisdiction; and
- Has completed a minimum of 4 years of undergraduate education which include an approved bachelor's degree and an approved program of professional studies of a minimum of 30 credit hours.

**Always obtain prior approval from the Registrar before starting any certification upgrade program!**

## Where to find information:

- Certification Website: <http://certification.ednet.ns.ca>
- Registrar
  - Phone: (902) 424-6620
  - Fax: (902) 424-3814
  - E-mail address: [certification@EDnet.ns.ca](mailto:certification@EDnet.ns.ca)
- University Education Departments
- Nova Scotia Teachers Union
  - Phone: 477-5621 or 1-800-565-6788
  - Fax: (902) 477-3517
  - E-mail address: [rbrunton@staff.nstu.ca](mailto:rbrunton@staff.nstu.ca)
  - Website: [www.nstu.ca](http://www.nstu.ca)



# INSURANCE BENEFITS

## New Members

Johnson Inc. receives a new member data form from each School Board/Campus. Once this form is received, Johnson Inc. will send each new member an Insurance Profile with complete details of each plan plus an enrolment package which includes various application forms.

The NSTU has negotiated for each active member, payment by the Employer for purchase of a Union Life and Accidental Death & Dismemberment Policy. Your enrolment package will include a Provincial Master Life Designation of Beneficiary Form. It is very important that every member designate a beneficiary.

The NSTU has negotiated for active members, payment by the Employer for 100% of the Union Total Care Medical Plan, Single and Family Policy. Coverage under the Total Care Medical Plan is not automatic. The forms to enrol are included in the enrolment package.

The NSTU has negotiated for active members, payment by the Employer for 65% of the Union Total Care Dental Plan, Single and Family Plan. You have until October 15<sup>th</sup> of a given year to enrol in the NSTU Dental Plan. Coverage is effective the first of the month following receipt of the application form. Details of the plan and an enrolment form are contained in the enrolment package. In the event that you are presently in the plan and wish to discontinue coverage, you should send written confirmation of cancellation prior to September 30<sup>th</sup> of the year in question.

The NSTU Group Insurance Plan includes the option for Long Term Disability for all active members. Coverage will be effective the date you commence employment as a term, probationary or permanent contact teacher. All new teachers will be automatically enrolled into the NSTU Long Term Disability Program and premiums will be automatically deducted. The employer shall pay 50 percent (50%) of the monthly premium of this benefit.

## Other Group Insurance Possibilities

Members may purchase, at group rates, additional life insurance. Other group plans at member's option and payment include accidental death and dismemberment, MEDOC travel insurance, and automobile and home insurance. These can be paid through monthly payroll deductions.









# Wellness

*Our wellness depends not only on our lifestyle and how we cope with the physical demands we put on ourselves, but also on the emotional demands.*



## **Taking Care of Yourself**

Many beginning teachers are going through a transition from being a student to being a professional teacher. Transitional phases are sometimes difficult and painful. You may be away from family and long-time friends for the first time. There may be an awareness that your expectations and what you are able to do are different. You may also be overwhelmed with your workload and, to cope, you may work late into the night, on weekends, and at lunch and recess, to the point where your own personal wellness begins to suffer.

You are facing a challenge that all beginning teachers face—striking a balance.

## **Personal Life and Work Life**

Your work can consume you. There is so much to do and learn. Your personal life often suffers in the first years of teaching. Exercise is forgotten and there is no time to meet new friends, let alone join them for activities outside of school. Taking time to relax every day and to exercise both relieves stress and makes your transition easier. It keeps you healthy. Exercise and meeting friends will help to maintain your energy levels.

You may experience a roller coaster of emotions, but it is important to stay “connected” with what is really going on. Experience life fully and act accordingly. Everyone has had to begin somewhere. Laugh at yourself and enjoy your talents, even when others do not. Recognize your emotions and express them appropriately. You will need to decide if you can live with the difference between your dream of what teaching “should” be and your discovery of its reality.

## **Perfectionism and Surviving**

To have the perfect lesson and the perfect class where all students are working to their potential all the time is impossible. Realize that there may be students in your classroom with so many personal and home problems that no matter how well your lessons are planned or what you do, they will continue to challenge you. Try not to take this personally. Look for the help of more experienced teachers and your principal for support or ideas.

A teacher needs to contain the demands of the job and set priorities. It takes too much energy to be perfect all the time. No one expects a beginning teacher to be perfect. Survival of the first years depends on letting go of thinking you have to be able to do it all, all of the time.

## **Asking for Help versus Doing It All Yourself**

You are a trained teacher with new ideas and information. Situations or concerns may come up that you do not know how to handle. Ask others and ask early. It is not a sign of incompetence to ask questions. Other people have experience in areas that you are not yet acquainted with. Asking early may save you a lot of grief and a lot of time.



## Helping Others and Helping Yourself

Are you someone who is always there to help others, even if it takes time away from what you want or need to do? Helping others is a good thing unless it is to your detriment. When this occurs resentment sets in and eventually leads to problems in relationships. If you worry about everyone else's needs, you will not have any time to meet your own.

## Saying Yes and Saying No

It is all right to say “no” to too many extracurricular activities or assignments. Beginning teachers often think they have to do everything that is asked of them and do it well. There are just so many hours in a day and you have just so much energy. If it is too much for you, say so. It doesn't help anyone for you to be so stretched that you cannot do anything well.

## Maintaining Perspective

The first years of teaching are like being on an emotional roller coaster—you move from exhilaration to disillusionment many times. Remember that this is normal, so try to maintain a balance—and don't become discouraged.

## NSTU Counselling Services

The NSTU provides free counselling services to teachers. You can access this service by calling 1-800-565-6788 or 477-5621. See Appendix D for a description of the service.

## Others Who Help

### *Nova Scotia Teachers Union Local*

Your Local is a source of support and information. Find out who your school representative is and what services are available through your Local. Read your Member Diary and other Union material to find out how you can take part in your professional organization.

### *Colleagues*

Sharing experiences with others in the same situation can be a great help. Check out the message boards on [www.nstu.ca](http://www.nstu.ca) to find advice, commiseration and supportive collegiality.

### *School Administrators*

The principal and vice-principal are an important part of your support network. Don't wait for them to ask how things are going—let them know. When it's comfortable for you, you might invite an administrator into your classroom. Show an interest in their work so that you can gain a broader understanding of school operations.



## ***Resource/Learning Centre Teachers***

These teachers can help you to design appropriate learning activities for special needs children. In some cases these teachers also operate programs which may take special needs children out of your classroom for part of the day or week. A resource or learning centre teacher can be an important part of your support system. Find an early opportunity to meet them and discuss how you can best work together.

## ***Library Staff***

Teacher librarians, library technicians, and other library staff do more than look after the collection of library materials—they can assist you in cooperative planning and help you design research-based projects and information retrieval programs. Be sure to familiarize yourself with policies about using the resource center, but also take advantage of the staff's ability to help you develop resource-based learning strategies to enhance instruction. Your library staff may also assist you in ordering student and teacher resource materials. Many teaching materials are available through the government's Authorized Learning Resources catalogue. The ALR catalogue is updated annually. Your school should have a copy of it. The Web site address is «<http://alr.ednet.ns.ca>».

## ***School Counsellor***

Your school counsellor can help you overcome many obstacles. Find out if there are any ongoing concerns in your class from previous years. The counsellor can be invaluable when meeting with parents and is often a good source for strategies when dealing with difficult students. Remember that your students are your responsibility and the counsellor is there for support, not as a disciplinarian. Obtain information concerning procedures for referrals and who makes them.

## ***Custodial Staff***

A good working relationship with the school custodians will make life much easier for you. Ask the principal about the caretaker's responsibilities. Introduce yourself and discuss ways in which you can work together to keep your classroom a pleasant place for you and your students.

## ***School Secretary***

The school secretary is an important link between you and the administration. Learn about the secretary's responsibilities and what services might be available to you. Requests made of you by the school secretary are frequently for information required by the principal. Remember that these people have deadlines to meet as well and they appreciate promptness.

## ***Educational Psychologists, Speech Therapists, Social Workers***

Your school board employs some or all of these resource people. You will need to know about students with whom they have been working and about referral procedures.





# Professional Development

*You have a professional responsibility to keep abreast of new developments in education and to take part in ongoing professional development.*



# OPPORTUNITIES

Your Board will offer professional development opportunities throughout the year. The NSTU also offers professional development opportunities through:

## Professional Associations

There are 22 professional associations representing various curriculum and related areas, which plan October conferences and provide newsletters. To get a listing of these associations and to find out how you can join, call the NSTU at 1-800-565-6788 or 477-5621.

**NSTU Local Professional Development committees** offer sessions to teachers. Your NSTU rep will have information about upcoming sessions.

Keep professionally current through the following vehicles:

- The Teacher* – The official publication of the NSTU, published 10 times per year and distributed to all schools.
- Aviso* – The magazine for Nova Scotia’s teaching profession, written by teachers for teachers. It is produced three times per year and distributed to all schools.
- www.nstu.ca* – The NSTU strives to keep a current and rich website. Professional development opportunities are posted, and there is a message board section to encourage professional sharing and collaboration with colleagues.

# FUNDING

<p>Funding is available to support teachers in pursuit of professional development opportunities:</p> <p><b>Professional Development Fund (Article 60, TPA)</b></p> <p>The Union has negotiated approximately \$6,000,000 annually to be used for professional development for NSTU members. This fund is allocated to each of the eight (8) School Boards on a pro-rated basis. Each School Board has established a Professional Development Fund Committee that manages the funds it receives. The School Board and the Union have equal representation on the committee. Expenditure guidelines are developed by the committee and these can vary from Board to Board. However, the Fund shall be allocated to the following categories:</p> <ul style="list-style-type: none"> <li>(i) Educational Leaves of up to and including one (1) year;</li> <li>(ii) Conference Grants;</li> <li>(iii) Professional Development Grants; and</li> <li>(iv) Teacher of School Initiated In-service Education;</li> <li>(v) Authorized administrative expenses pursuant to Article 60.13.</li> </ul> <p>For details on this funding and information regarding specific regional guidelines for your Board, please contact your Local.</p>	<p><i>For further information, contact:</i></p> <p>Local VP PD</p> <p>18005656788 or sheonoroil@nstu.ca</p>
--	---



## FUNDING

### ***Sheonorail Foundation***

The NSTU has established the Sheonorail Foundation to provide funding grants for anti-violence programs that have a direct and immediate impact on public school classrooms, students, teachers, staff, administration and community.

### ***Program Development Assistance Fund (PDAF)***

As a result of the Provincial Collective Agreement, an annual sum of \$200,000 is allocated for the purpose of encouraging innovative program development in schools.

### ***Travel Fellowship***

For teachers engaged in educational travel during the summer, \$2,000 is available from Johnson's NSTU Group Insurance for participation in seminars, workshops or conferences, but not for university courses or certification study.

### ***Educational Research Grant***

A fund has been established to encourage and assist educational research. Teachers are awarded a maximum of \$475 based on research completed in the current or previous two school years.

### ***Professional Development Profile***

Certification Regulations 10 A require teachers to complete a report on their professional development activities for the previous year and submit it to their employing school board, for inclusion in their personal file, by September 30th of each year. A form for this information is available for your convenience on the NSTU website (Log in to the Members' Section, select the Professional Development Menu and then select Forms) from which it may be downloaded and printed. PD Profiles are not submitted to the NSTU.

### ***NSTU Full Time Study Grants***

An annual fund of \$10,000 has been established to provide support to teachers wishing to follow a full time program of studies for the purpose of Professional Development. The NSTU will award up to five grants of \$2,000 each year. Applications are available on the NSTU website, from Local presidents and from NSTU Central Office. Deadline for receipt of applications at the NSTU Central Office is 4:00 p.m. on the first Wednesday in April. The application can only be made for the year in which the award is to be utilized.

NSTU central office can provide information on all of these, which are also described in your Member Diary. Look for applications online at [www.nstu.ca](http://www.nstu.ca) or contact central office.

Contact information can be found on the first page under "Contacting the NSTU for Information"

Also, check the NSTU Website for up to date information.



# FUNDING

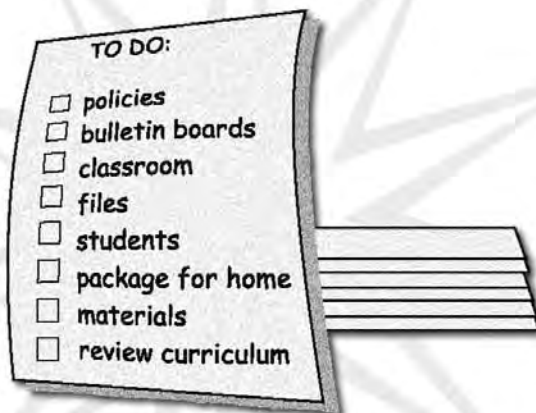
---

## *Out-of-Province Conference Grants*

An annual fund of \$9,000 has been established for Out-of-Province Conference grants to provide support to teachers wishing to attend conferences for the purpose of Professional Development. In order to assist the greatest number of teachers no grant shall exceed \$475. Applications are available on the NSTU website, from Local presidents and from NSTU Central Office. Applications must be received at NSTU Central Office by 4:00 p.m. on the first Wednesday in October, January and April.







# Getting Started

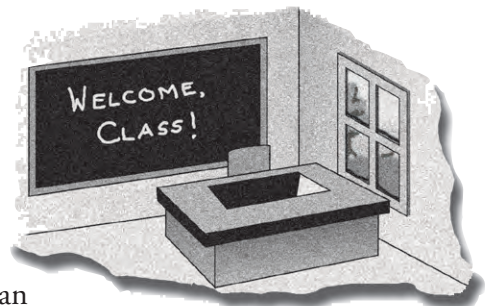
*Summer is over and the new school year is about to begin. To make the year a meaningful one for you and your students, advance preparation is necessary – here is a checklist to help you get started:*



## Prior to the First Day

1. Ask your principal for curriculum guides and your copy of the Public School Program or refer to the Department of Education website at [www.ednet.ns.ca](http://www.ednet.ns.ca). You may also want to browse the media resources available for dubbing at the Department of Education.
2. Ask your principal about the policy and procedures regarding:
 

<input type="checkbox"/> class lists	<input type="checkbox"/> schedules and timetables
<input type="checkbox"/> enrolment/parent information forms	<input type="checkbox"/> school arrival and dismissal times
<input type="checkbox"/> field trips	<input type="checkbox"/> school assemblies
<input type="checkbox"/> fire drills	<input type="checkbox"/> school council
<input type="checkbox"/> homework	<input type="checkbox"/> school handbook
<input type="checkbox"/> hospitality fund	<input type="checkbox"/> school keys and security
<input type="checkbox"/> library resources for students/teachers	<input type="checkbox"/> school-wide rules
<input type="checkbox"/> staff parking	<input type="checkbox"/> lock down
<input type="checkbox"/> student evaluation	<input type="checkbox"/> staff meetings
<input type="checkbox"/> student fees	<input type="checkbox"/> opening day
<input type="checkbox"/> student supervision duties	<input type="checkbox"/> opening exercises
<input type="checkbox"/> substitutes	<input type="checkbox"/> paper and other supplies
<input type="checkbox"/> registration procedures	<input type="checkbox"/> petty cash
	<input type="checkbox"/> photocopies
3. Assign bulletin board areas for displaying:
  - ☐ announcements
  - ☐ bulletin board ideas created by students
  - ☐ calendar and current events
  - ☐ different subjects
  - ☐ student work
4. Prepare your classroom in these ways:
  - ☐ duplicate materials needed for the first few days
  - ☐ have a receipt book ready if money is to be collected
  - ☐ make a checklist for forms which need to be returned
  - ☐ make signs for the room
  - ☐ organize your daily plan book to include learner outcomes
  - ☐ plan a textbook distribution record
  - ☐ plan the first day in detail
  - ☐ prepare an outline for the first week
  - ☐ prepare class list and post copy
  - ☐ prepare the classroom arrangements and seating plan
  - ☐ put your name outside the classroom door with a class list
  - ☐ set up learning centres



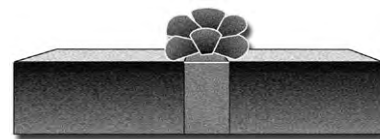
5. Prepare your files by setting up folders for:
- ☐ late and absent notes
  - ☐ parent correspondence
  - ☐ record keeping and examples of student work
  - ☐ staff bulletins and memos
  - ☐ substitute teachers
  - ☐ students with medical problems
  - ☐ students with IPPs and IMPs
  - ☐ students needing resource help



6. Get to know your students through the following activities:
- ☐ find out which students are receiving special help
  - ☐ prepare an inventory to find out student interests
  - ☐ prepare tentative groupings for instruction
  - ☐ read the cumulative records for each student
  - ☐ review your provision for individual differences



7. Prepare a package to send home on the first day that includes:
- ☐ a welcoming letter
  - ☐ forms required by the school
  - ☐ supply list and costs; what the school provides



8. Assemble the following items:
- ☐ appropriate books for reading or reference use
  - ☐ attendance materials
  - ☐ classroom art supplies
  - ☐ supplementary teaching materials
  - ☐ textbooks and accompanying materials



9. Know your materials and how they support learner expectations by:
- ☐ reviewing the program of studies and relevant curriculum guides and teacher manuals
  - ☐ reviewing key stage outcomes for grade level
  - ☐ reviewing principles of learning



## The First Day

A well-planned first day is crucial—it can set the tone for the remainder of the year. Plan for a memorable and interesting day. Learn students' names as quickly as possible in order to personalize your teaching. Make your first day a meaningful one for you and your students by being organized, prepared and welcoming.

On your first day of teaching you should begin in a friendly, business-like manner. Communicate your classroom rules to the students. Classroom management works well when you, the teacher, provide the framework for classroom behavior and rules are then formed cooperatively with the students. Expectations worded in a positive way have greater impact than a list of things not to do.

## Self-Reflection

One of the most powerful tools you have for learning is self-reflection. This means examining what you do and thinking about it. It includes asking yourself why you make certain choices over others, what you observe the results to be and what else you might do. It means asking yourself how you're feeling about your work and yourself.

You might help this self-reflection by starting a journal. Write to yourself each day and look back occasionally. You'll feel good about how much you've grown.

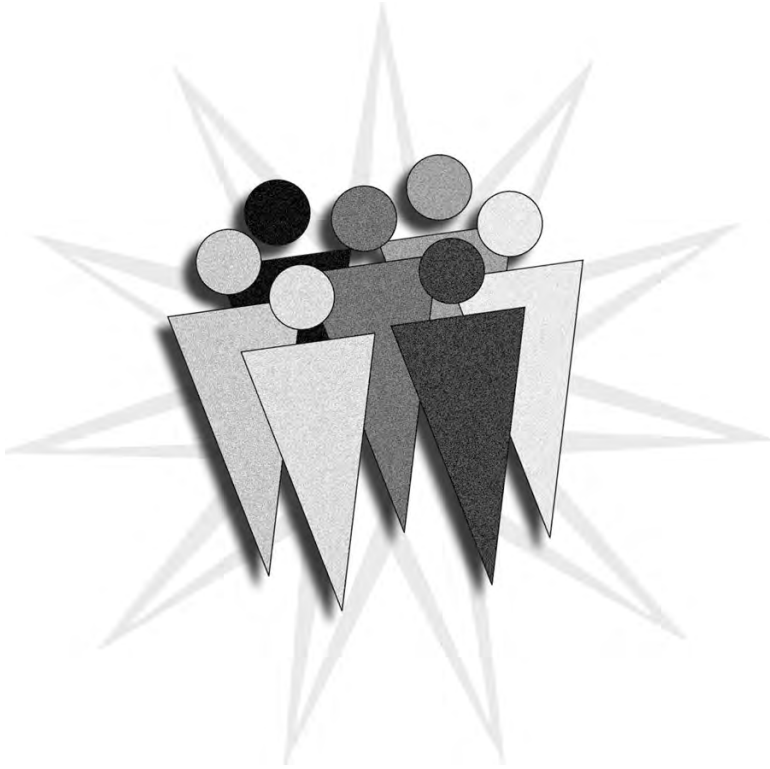
## Your Role as a Teacher

As you begin your teaching career, remember that you, the teacher, are responsible for the student learning that occurs in your classroom. Your role is to:

- choose instructional styles and techniques
- diagnose student needs
- evaluate student progress and assess achievement
- form partnerships with parents to enhance student learning, and
- select appropriate teaching and learning materials.

Remember, some of your students may come from socio-economically challenged circumstances. Your sensitivity to their reality can make a real difference for them.





# Classroom Management

*The challenge is how to maintain a positive classroom environment with a minimum of disruptions. There is no doubt that this dilemma causes more anxiety for beginning teachers than any other aspect of their new career.*

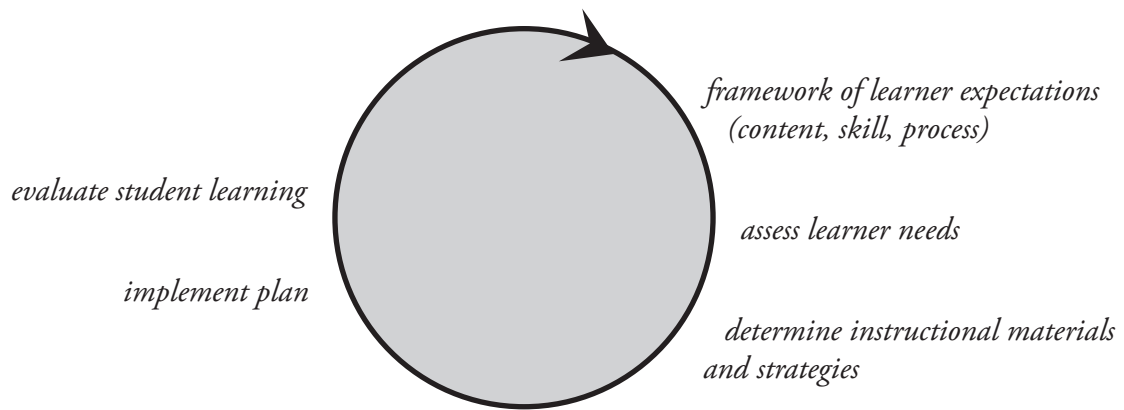


## Planning

As a beginning teacher the more organized you are, the greater the opportunity you will have to succeed in your classroom.

Planning is the key to successful classroom management. You will need to plan for both the content and behavioral aspects of your students' learning. With thoughtful planning in place, you will be more confident in providing quality learning experiences for your students.

### *Instructional Loop*



It is a good practice to organize and carefully prepare daily lesson plans, if possible, writing up your plan before you leave school each day. In the event that you will be away, it will provide a guide for a substitute to follow.



# DISCIPLINE

The discipline aspect of classroom management focuses on prevention and problem solving, rather than punishment. A secure, inviting classroom, along with respect for the dignity of children and purposeful, well-planned activities, prevents most discipline problems. The teacher is crucial in establishing an effective learning environment. The objective is to instill inner self control in students, not merely to exert your control over them. Set the tone of your classroom from the start by being firm and fair; friendly, yet professional. When you are more confident of your ability to maintain order, you will be more relaxed and the students will perceive you as a person who really cares. Without order in your classroom, very little learning will take place. Remember that inappropriate behavior is a purposeful response to anger, a need for attention, power, or avoidance of failure.

Discipline and good behavior are learned. Guide your students to learn how to make better choices.

**Help your students understand that with rights come responsibilities.** Encourage your students to be responsible for their own learning and behaviour. When students make choices, they learn new skills and gain social awareness from the outcome of those decisions.

## What Works

Discipline is a teaching process. For effective results, tell students what you expect, provide a model for good behaviour, check for understanding and allow for practice and follow-up. Don't assume students know how to act appropriately—they need to be taught and coached to manage their own behaviour.

Create a classroom environment which provides structure and support and reinforces positive behaviour. Set your standards high; be clear and realistic in your expectations. Classroom conflict is more likely to be reduced if you:

- ☺ arrive in the classroom before students and, if possible, greet them individually as they enter.
- ☺ organize and prepare before each lesson
- ☺ insist that everyone be treated with a wholesome respect
- ☺ listen to students' opinions and consider students' feelings
- ☺ maintain a sense of humor and tolerant attitude
- ☺ assist children in making appropriate choices
- ☺ teach students decision-making skills
- ☺ help students live with mistakes and take them in stride
- ☺ use a quiet, friendly tone of voice
- ☺ show faith in the child and build on strengths
- ☺ help children to increase their feelings of self-esteem
- ☺ believe that all children are capable and lovable
- ☺ have a low-key, consistent and matter of fact manner
- ☺ use realistic, logical consequences and enforce them. Your classroom management skills and your personality will determine the classroom climate (how your classroom "feels").



Your classroom management skills and your personality will determine the classroom climate (how your classroom "feels").





## What Does Not Work

Even with the most tactful and careful preparation, children will test you. Let students know that while you disapprove of their actions, you still value them. If you are going to show you are angry, do it because you have decided it is appropriate, and use it in a measured and consistent way. Be aware of the legal rights and responsibilities of both teachers and students.

Remember, successful teachers **DO NOT**:

- ⊙ preach, nag, criticize or shout
- ⊙ use excessive praise instead of encouragement
- ⊙ punish as a way to teach appropriate behaviour
- ⊙ accept excuses, bargain or blame
- ⊙ use sarcasm, or try to embarrass or humiliate
- ⊙ rescue children rather than teaching problem-solving skills
- ⊙ act hastily without knowing the implications of their actions
- ⊙ punish the whole class for the misdeeds of a few.

## A Classroom Routines/Procedures Checklist

Establishing routines and procedures is one of the most effective ways of avoiding many disciplinary issues. Bear in mind that it takes time for routines and procedures to become habitual. Take the time up front to teach them well. Give lots of opportunities to practice. It will make the rest of your year go more smoothly!

Consider establishing procedures for the following:

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> behaviour during PA announcements                          |                                       |
| <input type="checkbox"/> cues or signals for getting student attention              |                                       |
| <input type="checkbox"/> degree of student talk allowed during seat work            |                                       |
| <input type="checkbox"/> dismissing the class                                       |                                       |
| <input type="checkbox"/> distributing supplies and materials                        |                                       |
| <input type="checkbox"/> fire drills and emergencies                                |                                       |
| <input type="checkbox"/> format for assignments                                     |                                       |
| <input type="checkbox"/> permissions for fountain, sink, bathroom, pencil sharpener |                                       |
| <input type="checkbox"/> hall movement  | <input type="checkbox"/> lining up    |
| <input type="checkbox"/> lunch  | <input type="checkbox"/> make-up work |
| <input type="checkbox"/> playground   |                                       |
| <input type="checkbox"/> putting away supplies and equipment                        |                                       |
| <input type="checkbox"/> roll call, absentees, students who leave early             |                                       |
| <input type="checkbox"/> student movement within the room                           |                                       |
| <input type="checkbox"/> tardy students   |                                       |
| <input type="checkbox"/> what students should do when they finish early             |                                       |
| <input type="checkbox"/> what to do when there is an interruption                   |                                       |



Remember—routines and procedures must be **practiced**. Give students clear directions and sufficient opportunity to practice to make the routines automatic.





## Rules and Consequences

When establishing rules and consequences, it is desirable to have the children participate—this gives students a sense of ownership.

### *Tips for Rules*

- ▢ limit yourself to 3-6 rules
- ▢ state rules in positive terms whenever possible
- ▢ keep rules short, precise and succinct but broad enough to encompass many specifics
- ▢ post rules and send a copy home
- ▢ rules need to be taught
- ▢ give positive feedback to compliant behaviour
- ▢ be consistent

### *Sample rules*

- students will be respectful toward students and class materials
- students are responsible to arrive on time and with all necessary materials

### *Consequences should*

- be clear and specific
- have a range of alternatives
- not be a punishment
- be related to a rule
- be natural or logical Remember, it isn't the severity of the consequence, but the consistency with which it is used that makes it effective.

### *Sample consequences*

- |                     |                          |                                 |
|---------------------|--------------------------|---------------------------------|
| • time out          | • one minute after class | • have student call parent      |
| • write letter home | • visit to principal     | • time out in another classroom |

## Think Sheet

A think sheet is a generic form designed to encourage students to think about their behaviour with the goal of improving behaviour in future situations.

The think sheet is **not a consequence**, and should be given **in conjunction** with a consequence.



# GUIDELINES FOR EFFECTIVE DISCIPLINE

## a) Three Basics to Remember:

### 1. *Monitor student behaviour.*

- Use an “active eye”. See what is going on. Don’t become preoccupied with someone or something and ignore the rest of the class. It’s said that one teacher on his/her feet is worth two in the seat. This benefits your discipline program as well as being an effective teaching strategy.
- Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a non-verbal message that says “*I saw what you did and I want it stopped*”.

### 2. *Be consistent.*

- Have the same expectations for appropriate behaviour for all students. Your students should know that you will enforce rules consistently and determine an appropriate consequence. Your goal is to be fair, but that might mean differing consequences for students. If one student frequently fails to return homework, you may choose a different consequence than you would for a student who forgets his/her homework for the first time. In knowing that you will be fair, but not equal, your students should understand that being equal is not always fair. In order to be consistent, be certain that the consequences for student behaviour are reasonable and appropriate.

### 3. *Promptly manage inappropriate behaviour.*

- Effective classroom managers know that misbehaviour must be handled immediately or there is a risk of a snowballing effect. Instead of one or two students involved, soon there may be several. In order to provide maximum time for learning and to reduce minor behaviour problems, there are some strategies that you can employ that deal with behaviour in the least amount of time, with the least disruption and the least negative feelings.



## b) Strategies:

- ***Proximity***

Continuing your lesson while you move about the room, pausing near “trouble spots”, can let the students know that even though they aren’t near the teacher’s desk, they are still expected to demonstrate appropriate behaviour. Getting “boxed in” behind your desk or lectern encourages misbehaviour in the far corners of the room.

- ***Pause***

The continuous sound of “teacher talk” can provide students with a noise screen for their own conversations. An occasional pause—just a few seconds of silence—can bring an off-task student back in focus.

- ***Eye Contact***

This can be added to the above strategies for emphasis. Direct eye contact or a shaking of your head helps to stress your message to the student.

- ***Asking for a Response***

Hearing your name can be an attention getter, even if you’re not paying attention. Working an off-task student’s name into a question can often bring the student back into the lesson. Remembering the student’s dignity, it would be appropriate to say the student’s name first, in order to allow them to hear the question they’ll be expected to answer. The purpose is to get the student back into the lesson, not to embarrass him/her.

- ***Active Participation***

Sometimes having the student respond to a question or become involved in an activity can eliminate the undesirable behaviour. Asking for a show of hands, having students perform a physical activity, or having each student write a quick answer to a question can make all students accountable for an immediate response.

- ***Rewards and Reinforcement***

Rewarding students with an enjoyable activity that is contingent on appropriate behaviour can be effective in motivating students to commit to completion of a task. “If we can finish this chapter by 9:45, we’ll have time to play the map game.”



## Setting Limits

When the basic classroom management guidelines and strategies do not achieve desired results, you should move to the technique of setting limits. Limit setting helps students to make better behavioural choices by placing responsibility for behaviour on the student, not the teacher.

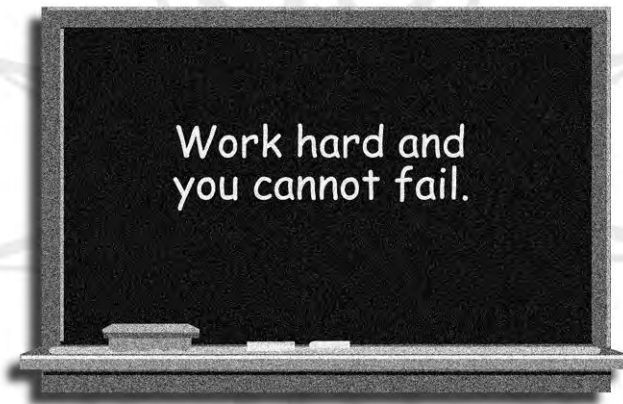
### *Guidelines for setting limits:*

1. **Clearly state the inappropriate behaviour and why it is inappropriate.** Saying “stop that now” is not a clear enough message.
2. **Give student a choice in the form of reasonable consequences, presenting the positive first.**  
Even if the student makes a poor choice, this sets the stage for follow-up discussions about responsibility.
3. **Allow time for compliance.** Walk away and give student “think time”—no less than 10 seconds. This maintains the sense of “choice.”
4. **Enforce consequences.**  
Limits don’t work unless you follow through with the consequences.

**Example:** *Robert, turn around and pay attention—you are disturbing others and missing the directions for the next activity. Now you’ll be able to know what to do. If not, you won’t know what to do and you’ll probably need extra help after school.*

- Remember, behaviour does not change overnight. By setting limits and enforcing consequences, you are providing a structure through which, over time, students can learn to make better behavioural choices.
- For behaviourally challenging students—keep detailed records (date, situation, consequence). This will help you and the student to identify patterns. These records can prove invaluable in follow-up discussions with the student, the principal or parents.





# Teaching Strategies & Classroom Complexity

*On any given day, a classroom teacher may have more than 1,000 personal interactions with students. These complex interactions must be interpreted on the spot. Because teachers respond to these immediate needs as they teach, they have little time to really reflect on what they are doing and planning to do. Teaching has two dimensions; one is working with the curriculum and the other is working with people. When these dimensions overlap, the work of teaching becomes multidimensional.*








Teaching is often a hectic and isolated profession. So it is important to develop a repertoire of teaching strategies that become second nature to you. By having many teaching strategies the teacher is able to continually monitor the class and make adjustments during the busy complex teaching and learning process.

Teachers need to vary their teaching strategies. Often the process of learning is as important as what is being taught. The elementary math and science curricula are very hands-on. Teacher talk or lecture has its place in instructional strategies; however, don't fall into the trap of teacher talk when things get difficult. Approach your more experienced colleagues for helpful suggestions.

## Essential Teaching Attitudes

Certain attitudes and personal characteristics will not guarantee success, but will go a long way in helping to have a productive and enjoyable teaching experience:

-  Teachers like their students and respect their individuality.
-  Teachers need to establish and maintain their credibility.
-  Teachers need to be dependable and consistent.
-  Teachers must value and enjoy teaching and learning and model these behaviours.
-  Teachers need to be what they want their students to become.

## Successful Lesson Planning

Well-planned lessons have the following characteristics:

- ☐ get and hold student attention
- ☐ focus student attention when beginning the lesson
- ☐ move at a good pace
- ☐ allow for monitoring of teaching and for student understanding
- ☐ provide for different learning styles
- ☐ have variety and are interesting
- ☐ include meaningful assignments
- ☐ contain the ingredients for success
- ☐ provide opportunities for student choices about their learning
- ☐ include opportunities for student assessment
- ☐ allow for student application
- ☐ make connections with real life
- ☐ are structured for maximum time on task
- ☐ link to previous learning
- ☐ end before they have gone on too long.



After you have selected the learner expectations from the program of studies, the process of planning to teach truly begins. As the designer of instruction, you will need to consider many things as you plan the lesson. How will you introduce the topic and get the student's attention? What instructional strategies will be most effective? How will you make a connection with the student? What opportunities are there for assessment and evaluation? All of these are important questions which apply to each lesson you design.

Let's consider teaching strategies. Teaching strategies can be grouped into five broad categories:

1. ***Direct Instruction*** — the teacher imparts knowledge or demonstrates a skill.
2. ***Indirect Instruction*** — the teacher sets up strategies, but does not teach directly.
3. ***Interactive Instruction*** — the students interact with one another and the information—the teacher's role is one of an organizer and facilitator.
4. ***Independent Study*** — the students interact more with the content than with the teacher or other classmates.
5. ***Experiential Learning*** — the students experience and feel; they are involved in an activity.

Teachers consider many things when they choose which type of teaching strategy to use. You will need to consider the nature of the topic, resources available, age and maturity of the students and your personal teaching style. However, as a general guideline, it is safe to say that your lessons will be more successful if you structure opportunities for your students to be involved and to apply the knowledge they have learned.

Learning together provides for small group work, promotes interdependence, face-to-face interaction, individual accountability and the need for increased group skills. There are a variety of approaches to grouping students for learning activities.

- ***Group investigation*** — groups of two to six students work together using cooperative inquiry, discussion, cooperative planning and projects.
- ***Jigsaw*** — individuals within the group learn parts of the material, discuss it with like members from other groups and then teach their own group.
- ***Teams, Games*** — team members assist each other to master material or skills in order for the team to compete against other teams



## Effective Instruction

Effective instruction manifests itself in the knowledge, attitude and skill development of students. Teachers with effective instructional skills:

- understand the concept of multiple intelligences and integrate that understanding in their instructional design
- have clear expectations of their students
- can define their teaching role
- possess a sense of efficacy
- provide students with an opportunity to learn
- exhibit effective classroom management and organizational skills
- understand the curriculum and minimize student frustration
- actively instruct their students in large and small groups
- teach for mastery
- provide a supportive learning environment
- provide for student self evaluation
- teach thinking skills
- are flexible and able to modify plans, and
- are able to recognize and exploit teachable moments.

Teaching is complex. It requires you to experiment and find your most effective teaching style, while recognizing the different learning needs of your students. You will need to search out new and different methods to motivate your students and present materials. You will need to try different methods of grouping for instruction for different lessons. You will need to find out what works and what doesn't. Discuss ideas with your colleagues, ask questions and share experiences. You will need time to reflect on your teaching practice and to develop your teaching skills.

### *Questions you should ask yourself after each lesson:*

- ? What worked well?
- ? What was the key to making it work?
- ? What connections were made to other learning or real life?
- ? What unexpected connections were made?
- ? If I did this again, what things would I change?
- ? What were the best resources?

Teaching is challenging and exciting work. Identify your mistakes and plan to correct them. Identify your successes and build on them.





## Students with Special Needs

It is the responsibility of a school board to provide an education for all children in its jurisdiction. Inclusion provides social and academic opportunities for special needs children. For severely handicapped students, there is often provision for a teaching assistant. Other sources of assistance may be consultants, community resources and the principal.

If you have a special-needs student in your classroom, here are some things to keep in mind:

- Be patient
- Develop programs which are based on individual needs
- Enlist volunteer help where appropriate
- Foster a feeling of trust in the child
- Involve the parents in determining appropriate programs
- Set realistic expectations
- Value the child
- Work as a team with support personnel, parents and administration to develop an Individualized Program Plan.

Create an atmosphere of caring where each member of your class is respected and valued. Working with children with special needs brings its own rewards.

If you are to receive a special-needs child in your classroom, you should expect to be involved in planning for the child beforehand. Be clear about the resources and the help you will need to provide a successful experience for the child, and insist on regular follow-up with the program planning team.

## Teacher Assistants

The teacher assistant is a valued member of the school team and establishing good interpersonal relationships must be given a high priority in order that the collaborative process which must exist in the delivery of quality programs is enhanced. The use of teacher assistants on the teaching team has helped teachers maximize the use of their professional and technical skills.

## The role of the teacher assistant

Teacher assistants are commonly assigned to a school under the direction of a teacher/principal to work with a child/children identified as having individual needs which necessitate the use of additional services and supports. The teacher assistant may be supporting mainstreamed students in an integrated environment, assisting in a regular classroom, assisting in a segregated special education classroom, or may be attached to a work experience program or resource program. The work settings are solely based on the identified needs of the system, program, and/or student to provide sound, quality, appropriate educational opportunities for students. The NSTU maintains that only teachers can be responsible for programs and program delivery. The teacher's responsibility to students and for educational decision-making is not changed by the addition of teacher assistants. Teacher assistants can assist, but they should not be assigned to the program; rather, they should be assigned to a student or teacher.



## The responsibilities of teacher assistants

The specific duties of a teacher assistant are varied, from assisting students requiring medication administration, attending to basic physical needs (toiletry, feeding), tutoring under the teacher's direction, shadowing students, and performing classroom clerical duties.

While no list would ever be complete, below are some examples of tasks that teacher assistants might perform. These have been grouped under four main headings which identify the main areas where the services of teacher assistants might be utilized:

- Instructional support
- Observational support
- Behaviour management support
- Classroom organization/clerical support

### **Teacher assistants must neither be given responsibility for nor engage in**

- Planning and initiating learning activities
- Subjective evaluation of students or their work
- Substitute teaching during the hours employed as auxiliary personnel
- Developing specific lesson plans
- Designing learning centres
- Choosing or designating learning materials
- Evaluating and selecting learning materials
- Evaluation of professional and non-professional staff
- Evaluation of school programs
- Reporting to parents
- Accessing or recording information on students' Personal Record Cards (P.R.C.'s or cumulative record cards)

The NSTU *Code of Ethics* (see teachers' 'Member Diary' or *Policy Handbook*) sets out the standards of conduct for all teachers.





# Student Assessment and Evaluation

*Your teaching plans must include well-designed methods of student evaluation.*



Effective evaluation must serve a specific purpose. You will use the results of evaluation to:

- determine achievement in one learning sequence and readiness for the next
- test student knowledge
- provide feedback on the degree of success you are having with students
- give students the feedback necessary to make study plans
- improve your instructional strategies.

Properly constructed tests, direct observation and student interviews help you to measure progress. Evaluation should be continuous and consistent and you should use a variety of evaluation techniques.

When properly constructed, there is no better method than teacher-made tests. They can be objective short-answer questions, subjective essay questions, or they can be based on performance. Make certain that the material being covered follows the Nova Scotia curriculum guidelines.

Student assessment and evaluation is an ongoing cooperative process among teachers, students and parents. Daily, teachers gather information and data on student achievement (assessment) and then make judgments about student growth (evaluation). There are many purposes for student assessment and evaluation such as for:

- making students aware of their strengths and weaknesses
- providing the teacher with information about future instructional needs
- gathering information on student progress to report to parents.

Student assessment and evaluation involves using a variety of testing strategies including check lists, peer and self evaluation, teacher-designed tests, projects, assignments and observations, as well as standardized and commercially-developed tests.

### **Tips for Assessment and Evaluation** (Choose the ones appropriate for your grade level)

- You will need to have a written procedure for evaluating student achievement in place before the beginning of the year. For example, you need to know if there is a percentage breakdown for each term. Copies of your student evaluation plan need to be given to students, parents and your school principal.
- Ask your principal for a copy of the system and school policies on student evaluation.
- Get a copy of the school report card so that you know how student achievement is reported to parents.
- Talk with other teachers of the same grade level or subject about strategies they use and appropriate weighting for different units of the curriculum.
- Use a variety of assessment strategies. For example, you should use a combination of short, written assignments, pre- and post-tests, projects, performances, tests, teacher observation, student self assessment and unit exams.
- Plan your student assessment and evaluation tasks when you plan for instruction. Make sure that the assessment task is consistent with the type of learner outcome specified in the curriculum.
- Allow students some choice in the topic or method of presentation. Students will perform better if they enjoy the task.



- Avoid using evaluation as a threat or punishment. Students shouldn't feel like they're being tricked. Hand out your marking criteria when you give the students the task. Students need to know how they will be judged so that they can perform their best.
- Use student results as feedback on your test or project design. If there is a problem with the wording of a question—throw it out. If the project instructions were not clear—allow the students a second chance.
- Keep accurate records of student achievement. If you're using a computer marking program, you must still maintain a record book in case of a computer error.
- Keep parents informed of student progress. Parents should not be surprised with a student achievement problem on a report card or at parent-teacher interviews.

You can assist parents with their understanding of student assessment and evaluation practices by providing answers to the following questions:

- ? Is there an evaluation overview for the entire year?
- ? Are there things that parents can do before tests to help their child do better?
- ? Are there study tools or classes available to help a child prepare?
- ? What are the consequences of each test? What are the strengths and weaknesses of these tests?
- ? What are the consequences of each test? Who gets to see the results? Do they become a part of the child's permanent record?
- ? Can the child retake any of the tests if the results are unsatisfactory?
- ? Is there anything parents can do or should not do as a result of their child's performance on a test?
- ? What impact do the results of each test have in terms of the bigger picture of their child's performance in school?



## Record Keeping

You will need to devise a simple method of keeping your student records current:








- Keep an anecdotal file where you can note pertinent information on work habits or behavioral problems. Specific comments and examples are the most useful. Always include dates.
- Some records can be kept by the students using graphs or comments to show weekly progress.
- Accurate record keeping is a prime responsibility of a teacher. When you report to parents, you will want to relate student achievement to the program objectives.

For a beginning teacher, making judgments about student progress may seem a bit overwhelming, but with organization and a good plan for evaluation, your students will receive quality information about their progress.

## Reporting of Evaluations

There are many ways to inform students and their parents of the child's progress in school. It is important to communicate with the students and parents long before the first report card goes home.

Methods for reporting:

-  Notes sent home
-  Sending home results from tests
-  Telephone calls home—reporting outstanding performance as well as concerns
-  Progress reports
-  Parent-teacher interviews
-  Student-parent-teacher meetings
-  Report cards.



# Class Excursions

*Class excursions are wonderful opportunities to allow students to expand their horizons. Trips allow students to see practical applications of what is experienced in the classroom. It affords enrichment to the regular program.*



While the benefits can be readily identified, a teacher must be well prepared before taking a group out of the classroom setting. For the protection of all, two general rules should be applied to all excursions:

## 1. Check the school policy on travel

All school boards have specific policies on transportation of students in private vehicles.

## 2. All trips need to be approved by the administration of the school

Let them know what you are planning and get approval before sending notices home. A copy of the student permission form should also be sent to the office. In addition to keeping the site administrators informed about what you will do, the secretary will find it a useful reference if parents are calling to ask about the trip.

- ***Make sure that the permission form includes all pertinent information*** about what the students need to bring and what time they should be at school if it is earlier than usual. Make this information detachable so that parents can have it on the evening before and the morning of the trip. Collect all completed permission forms in advance of the day of the trip.
- ***Ensure all relevant medical and other health concerns are noted.*** Take food if needed. Diabetics, Epipens etc.
- ***Plan for contingencies.*** Make every effort to arrange to have a cell phone with you for emergencies as well as some cash in case you need to send someone home in a taxi.
- ***Give the school secretary a cell number where you can be reached.***
- ***Arrange sufficient parent support.*** Check the policy at your school for adult: child ratios. Remember that the minimum ratio may not be appropriate for some activities that require more intensive monitoring. Plan what you will do if something goes wrong and a student needs to be sent home. Are there enough volunteers to send one home with the student? How will they get home?
- ***Double check on any bookings:*** if you have arranged for drivers or a bus; call the day before to confirm. If taking public transit, make sure there have not been changes to the schedule. Buy bus tickets in advance and keep them in two baggies (one for going, one for coming). Put a parent volunteer in charge of looking after them and getting any transfers needed.
- ***If there is a fee involved, make sure you know what method of payment will be accepted.*** A company unprepared to accept cash or a personal cheque has embarrassed more than one teacher!





- ***Take along something to amuse the students if there is a delay.*** A novel you are reading, some brainteasers, even jokes will keep them from getting antsy.
- ***Take a first aid kit,*** even if you know one will be available wherever you are going. Grocery bags are crucial, especially for car or bus trips. Students with weak stomachs may need them; they are also great for garbage when receptacles are not available.
- ***Make reflection a part of the follow-up back at school.*** Students will remember more about the trip and you will be promoting the value of trips to the school and parent community.

### 3. Students must be thoroughly prepared

- have the level of skill development required
- have an understanding of the purpose and be accountable for their learning
- be aware of acceptable behavior

### 4. Teachers must possess the required level of expertise/skill required to ensure safety of students.

Before taking the students away from the school, it is helpful if you have had an opportunity to take them to the gym or auditorium for an assembly or if you have had experience supervising activities in the school year. Class rules may need to be modified for these outings and you may not anticipate what modifications are needed until you are already too far away from your class to make them! The following is a list of suggestions for increasing your chances of having a positive trip experience:

- ***Talk about what you will see and hear on the trip.*** Knowing what to expect will make students more comfortable and more accountable for the learning outcomes. Don't assume that they will make the connection between the trip and the work you are doing in the classroom. Point out the value of the excursion to the students. Give them an assignment, a purpose for going.
- ***Review the "rules of the road" ahead of time.*** If you don't want bus songs, say so. Having partners or small groups set in advance will help manage attendance. Appoint a line leader if you don't have one. No one gets on the bus, and no one enters a building before the line leader who gets his or her cue from you.







# Communicating with Parents

*The importance of developing strong parent-teacher partnerships is often overlooked. Teachers and parents share a common interest in helping students to achieve their fullest potential.*



## Partnerships with Parents

You can welcome parents as partners in learning by creating conditions where parents can assume roles as advisors, collaborators and supporters. In these meaningful roles, parents are not mere spectators—they are active participants in the teaching-learning process. Trust, respect and honesty are necessary conditions for parent-teacher relationships to flourish. Mutual support and open communication between the school and the home create a climate where the student is at the heart of the learning partnership.

Many teachers, particularly in elementary, phone the parents of their students early in the school year to make that important first contact. As well as the teacher explaining some of the classroom expectations, it is an opportunity to learn from the parents about other demands on the student's time like music lessons, community sports and other club activities or meetings.

Enlisting the assistance of parents is an important strategy to employ. Your approach will have a lot to do with the level of cooperation you will receive. Very few parents object to a teacher approaching them with an idea that might help their child if the idea shows the teacher's commitment to the success of that child. Consider parents as part of the support for a mutually agreed upon solution to discipline problems.

Apart from wanting to be kept informed about their child's progress, parents are also interested in other information about the school, such as:

- ? what are the school goals?
- ? what are your goals as the teacher?
- ? what is the child learning?
- ? how is the child being taught?
- ? what attendance and homework policies are in place?
- ? what courses and extracurricular activities are available?
- ? what is new, or being changed at the school and why?

## Meet the Teacher Night

The first formal introduction to parents will usually be in the form of some sort of "Meet the Teacher" activity. This may have different names, but usually it is a time to introduce yourself and your curriculum.

- **About Parents** – You will want to talk to colleagues to find out what parents expect from this session. You should also seek information regarding the demography of the parent population. Ask parents to identify two or three concerns before they attend the function. Treat parents as partners in the learning process.
- **About You** – As a first-year teacher, many parents will be coming to "check you out." Be prepared to instill confidence regarding your instructional abilities. Talk about your relevant experiences (camp counsellor, club sponsor, etc.). Let your enthusiasm show!



- ***All About Your Classroom*** – You might consider discussing the following: rules and operating procedures, the subject(s) and goals of the curriculum, expectations for students, instructional materials.
- ***Your Presentation*** – You will want to be well prepared for this session. Some of the following techniques may be helpful:
  - use appropriate media and handouts;
  - outline what you are going to address (watch your timing to be sure you hit all relevant points)
  - present a sample lesson;
  - have handouts of curriculum, grading procedures, homework criteria, etc.
- ***Working Together*** – This is a good opportunity for you to identify how home and school can work together. Inform parents of when, where and how you can be reached and discuss how parents can best support their child’s learning out of school.
- ***Cautionary Notes*** – Don’t let one parent monopolize the discussion or sidetrack you; have a conference sign-up sheet available; don’t get caught in a student conference situation—this is not the intent of the session. Have key responses ready so you’re not caught off-guard: for example, “*Can we set an appointment to give this the time it merits?*”

Once you have opened the doors of communication with parents, you are on the road to developing a trusting relationship. There are several ongoing means of communication such as phone calls, newsletters, progress reports, notes, “happy-grams”, classroom meetings, mini-surveys, conferences (informal and formal), email and the use of a Web page

Teachers have the right to be treated with respect and to work in an environment free from harassment and abuse. If you feel you are not receiving adequate help elsewhere, your Union will advise you, and, if necessary, intercede on your behalf.



## Progress Reports—Interview Tips

### 1. *Before the Conference*

The best communication climate is a comfortable one; if you are relaxed, parents usually will relax, too. There are many communication techniques that will lead to a successful conference.

- ☐ ensure parents are aware of any major areas of difficulty before the conference
- ☐ be well prepared; collect dated samples of student work completed throughout the term to show improvement or decline in quality
- ☐ compile appropriate material to substantiate your evaluation
- ☐ check with colleagues for helpful tips regarding parent conferences
- ☐ prepare a conference form for record keeping to keep the discussion focused and to be an aid for future conferences
- ☐ successful conferences deal with only a few issues because of time constraints; ensure you know what points you want to cover
- ☐ send out an interview confirmation sheet
- ☐ before your first meeting with parents, review the academic history of the student
- ☐ if the students are not included in the conference, ensure they are aware of what will be discussed
- ☐ arrange informal seating around a table with the student work on display
- ☐ ensure privacy
- ☐ have appointments posted outside the door and keep to the schedule; parents needing additional conference time should be invited to come at a later date
- ☐ have chairs and an activity outside the classroom to make the wait a little less tedious

### 2. *During the Conference*

- ☐ greet the parents at the door
- ☐ introduce yourself with a friendly voice, but keep opening comments to a minimum to allow more discussion time
- ☐ no matter how many problems a student has, first find some positive things to report
- ☐ maintain the focus and keep the discussion on track
- ☐ be clear and concise in your comments; be an attentive listener
- ☐ keep the parents involved by encouraging them to share pertinent information with you
- ☐ with the parents' help, develop some goals for the rest of the year
- ☐ aim to stay within time limits
- ☐ if more time is needed, arrange for a follow-up meeting.



### 3. *Concluding the Conference*

- ☐ summarize the points covered and add these to your files
- ☐ highlight the conclusions and the agreed-upon actions
- ☐ if needed, set another date for an interview
- ☐ check that the parents have a clear understanding of what was discussed
- ☐ end as you began—on a positive note
- ☐ thank the parents and walk them to the door.

### 4. *Follow-up*

- ☐ if you or a parent have agreed to a specific strategy, program, etc.—it is advisable to send a written summary of what has been agreed to within a week of the conference
- ☐ keep your principal informed of concerns that have been raised
- ☐ keep written notes for future reference.

#### *Sample*

##### **Progress Report Interview Format**

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Introduction</b>                       | <ul style="list-style-type: none"><li>- state purpose of the conference</li><li>- share something positive about the child</li><li>- update on past concerns, if necessary.</li></ul>                                    |
| <input type="checkbox"/> <b>Academic Achievement</b>               | <ul style="list-style-type: none"><li>- discuss academic strengths/weaknesses</li><li>- present documentation</li><li>- obtain parental input and reaction to information</li><li>- develop one academic goal.</li></ul> |
| <input type="checkbox"/> <b>Social Interaction &amp; Behaviour</b> | <ul style="list-style-type: none"><li>- discuss social strengths/weaknesses and behaviour</li><li>- present specific examples</li><li>- obtain parent input and reaction</li></ul>                                       |
| <input type="checkbox"/> <b>Closure</b>                            | <ul style="list-style-type: none"><li>- develop a behaviour/social goal, if necessary.</li><li>- review goals</li><li>- plan for follow-up</li><li>- close on a positive note.</li></ul>                                 |



## Problem Solving Interview

There will be times when you will need to meet with parents or guardians to discuss ongoing problems or issues with students.

### *Sample*

#### **Problem-Solving Interview Format**

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Introduction</b>               | <ul style="list-style-type: none"><li>– state purpose or concern</li><li>– update the situation.</li></ul>  |
| <input type="checkbox"/> <b>Description of the Problem</b> | <ul style="list-style-type: none"><li>– describe the problem, present documentation</li><li>– discuss what has been done</li><li>– obtain parent input and reaction to problem.</li></ul> |
| <input type="checkbox"/> <b>Problem Solving</b>            | <ul style="list-style-type: none"><li>– suggest possible solution(s)</li><li>– discuss different alternatives</li><li>– obtain parent input and suggestions.</li></ul>                    |
| <input type="checkbox"/> <b>Action Planning</b>            | <ul style="list-style-type: none"><li>– develop an action plan for improvement</li><li>– identify specific actions.</li></ul>   |
| <input type="checkbox"/> <b>Closure</b>                    | <ul style="list-style-type: none"><li>– plan for follow-up</li><li>– close on a positive note.</li></ul>  |

## Tips for Communicating Regularly With Parents

- ☐ phone calls about good things that the child has accomplished
- ☐ newsletters containing student work
- ☐ keep file cards for each child noting the positive things that have happened; use for sending home happy grams
- ☐ think of Education Week as an opportunity to communicate with parents
- ☐ when you discuss a problem with parents, be truthful, sincere and objective—they will respect your integrity
- ☐ find ways to get parents inside the school—let parents learn about their child's program from you.

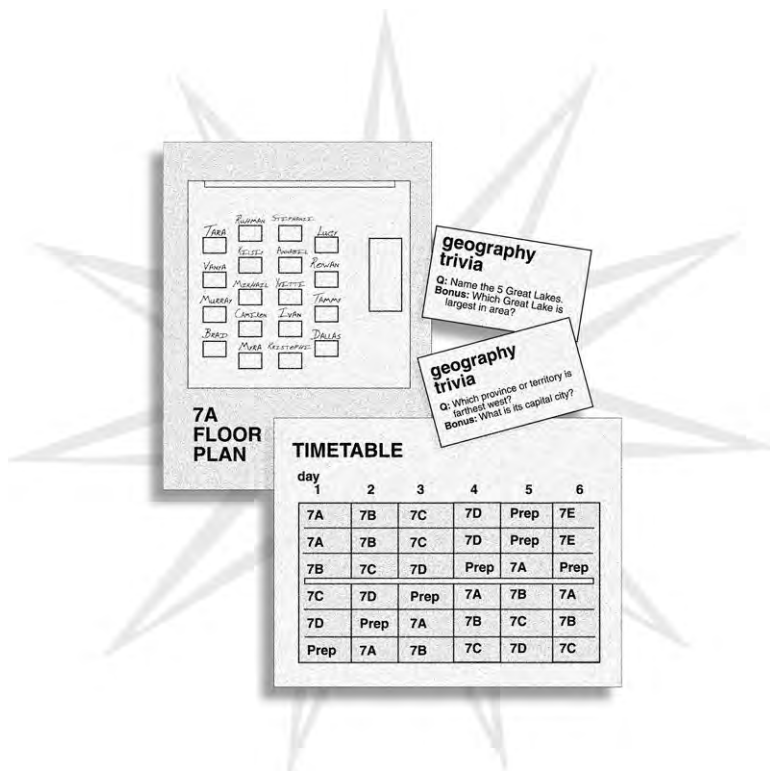


## Tips for Phoning a Parent re a Student Concern

- ☐ begin with a statement of concern
- ☐ describe the behaviour in specific terms
- ☐ describe the steps you have taken
- ☐ seek input from the parent
- ☐ present your solution to the problem
- ☐ express confidence that together you can address the problem
- ☐ set a date for follow-up contact







# Preparing for Substitutes

*Being prepared for times you may be absent will benefit not only the substitute teacher but also your students and, ultimately, you. Keep in your desk a kit of basic information a substitute may need.*



## Being prepared... even when you are not there

There will be occasions when you will need to be absent from school. You should check with your principal as to the proper protocol for teacher absence. If the absence is planned, i.e. you will be away for a scheduled meeting or a professional development day, then the principal will know well in advance and be able to call in a substitute teacher. However, if the absence is unplanned, i.e. illness or some other unforeseen circumstance, there should be a system in place whereby you notify the school and a substitute is called for you. In this event you will need to have a contingency plan for your classes for that day. It is your responsibility to ensure that a quality education program continues in your absence. Advance planning on your part will help to maintain a consistency of routine and will, in the long run, make it easier for you upon your return.

## Substitute Information File

It is recommended that you prepare some basic information for the substitute teacher. This should be in a folder in an easily accessible place, either in your desk or in the main office. Basic information might include:

- The names of reliable students who could be of help.
- Daily and weekly timetable, indicating times.
- Seating plan(s).
- Map of the school, including key locations and fire exits.
- Supervision schedule and guidelines.
- Class list with phone numbers.
- Notes on procedures and routines such as taking attendance.
- Homework assignments and policy.
- Class rules, expectations and responsibilities.
- Information about students with special behaviour/health needs.
- Emergency lessons for each class that can be used by a substitute teacher who may not be specialized in your content area.
- Note on what you expect to be done upon your return. i.e. correct assignments.

See Appendix C for sample forms to assist you in putting this information together.

There is also a Classroom Form for substitutes located under the Substitutes section on the public side of the website or on page 76-77 of this document. You can fill out this form online and print it out for your substitute teacher.



# Information for Substitute Teachers

## ***Acknowledgements***

The Nova Scotia Teachers Union would like to thank the British Columbia Teachers Federation for permission to use material from their publication “Teachers On Call Handbook”, the Elementary Teachers Federation of Ontario for permission to use material from their publication “Answering the Call – a Handbook for Occasional Teachers”, and the NSTU Committee on Substitute Issues and Concerns for their feedback on the content.

The NSTU welcomes feedback from substitutes on the content and value of this section. Comments should be directed to:

*Gérard Cormier*  
**Coordinator of Outreach Programs  
& Equity Services**  
Nova Scotia Teachers Union  
1-800-565-6788  
477-5621  
fax: 902-477-3517  
email: [nstu@nstu.ca](mailto:nstu@nstu.ca)



# THE SUBSTITUTE TEACHER

## The Value of the Substitute

As a substitute teacher, you are a significant part of the school team. Substitutes, like regular teachers, are responsible for far more than the management of one group of students; you are expected to become a team member. When you are with your students, you represent the entire staff of the school. You are responsible for maintaining the positive learning climate of the school, for administering the school conduct code, and for communicating with other educators who may be working with students in your group.

A substituting position provides a testing ground for many prospective full-time teachers. As a substitute you will be afforded the opportunity to gain a variety of experiences in a variety of settings across grade levels. You will face many challenges and get an overview of the teaching experience which can prove invaluable.

Many teachers have confirmed their decision to be a classroom teacher by experiencing substitute assignments. Others have used the role to decide which grades suit them most.

The substitute role provides an opportunity to test teaching strategies and innovative ideas. It can contribute to one's sense of satisfaction gleaned from facilitating students' learning.



***Go in prepared with knowledge about the most important routines and procedures.***

*See page 64 for a checklist.*

## The Successful Substitute

An analysis of student comments shows that a substitute who is confident, prepared, in charge, and consistent with the established classroom routines is more readily accepted. So, as much as possible, go in prepared with knowledge about the most important routines and procedures. Most students respond positively to a substitute who is enthusiastic and sensitive to their needs. See **page 64** for a checklist to help you ensure you cover all your bases from the beginning to the end of the day. By doing so, you greatly increase your chances of being called back again.

Don't forget to prepare a simple teacher plan before you leave. It is greatly appreciated.



## Regular Classroom Teachers and the Substitute

Without the services of a substitute, student learning would be threatened. The school system relies on substitutes to provide consistency in the students' learning environment. Regular teachers understand the challenges of substitute teaching. Many have served in this demanding role themselves. Teachers look upon substitutes as teaching colleagues.

Generally speaking, a substitute can expect support and a special measure of understanding from regular teachers in the school. In many schools, a teacher in a nearby classroom will assist the substitute teacher who is assigned to the school. Don't be afraid to ask questions.

Consider your colleagues special allies who regard your work as an essential contribution to student's learning.

As a substitute teacher, it is important to follow any plan provided by the classroom teacher. You should leave clear indications as to what was accomplished and mark anything which you have taught. See **page 65** for a sample reporting form. If a meeting is scheduled and you can attend, do so and take notes for the teacher. Remember to leave the classroom the way you found it. If you do a good job, you increase the chances of being called to sub in that school again.

## The Administration and the Substitute

Since the principal and vice-principal are the educational leaders in the school, your work as a substitute will be noticed by them. Clearly, they want your experience in the school to be a positive one. You are a special guest to the school; you bring a trained and critical eye to what is going on in the school.

You are filling in for a teacher who expects that the routines of the classroom are maintained so administration must accept a degree of responsibility for your work. Therefore, expect the principal to show special interest in your presence in the school. The principal may observe and assess you to determine your competence in the teaching role. To the extent that your work meets the standard of the regular classroom teacher and of the principal, you will establish a reputation and increase the chances of being called back.

Administrators appreciate the time and energy that substitute teachers give to their school in the performance of their duties. Administrators are there to assist you if need be. If you feel that you need their assistance, do not hesitate to call upon them. Because they deserve to know about your substitute experience whether it be positive or negative, please use the Substitute Report to Principal form (found on page 66) if you need to report an incident.

Substitute teachers operate on a two-way street. You are checking out the school and the school is checking out you. Both are hoping they like what they see.



*Carry a notebook to jot down neat ideas you come across in your travels—ie, bulletin boards, discipline procedures, art displays, organization, etc.*



# ESTABLISHING RAPPORT IN THE CLASSROOM

It is important to establish a positive rapport quickly with the students. Both students and teachers comment on how students love to misbehave when the substitute arrives. Some students may feel threatened when they see an unfamiliar teacher in charge. Therefore, it is necessary to dispel fears and to show an interest in the students as individuals.

- Meeting the students at the door is a good way to begin.
- Aim to have an activity ready when students enter – puzzles, word search, or even the page to open in their book.
- Be positive and confident.
- Clearly state your own expectations toward behaviour. Be brief. This is essential. Long discussions and explanations about behaviour will not be assimilated.
- Establish a few specific “for today” rules.
- As much as possible, follow regular classroom routines. Children will feel secure if you show that you are confident and in control.

There are a number of additional things you can do as introductory activities to build rapport. See **page 68** for specific suggestions.



*Make the first move. Introduce yourself and identify whom you are replacing.*

*In case no lesson plans are available, have an emergency file prepared.*

*Check page 69 for Emergency Lesson ideas*

## Rapport with Staff

Schools are filled with busy teachers who may not take notice of a newcomer in their midst. Isolation is a problem for all teachers but it can be worse for the substitute teacher. You need to make the first move. Introduce yourself and identify whom you are replacing. Be confident and show a desire to meet others but be cautious not to overdo it. Focus on being positive, cooperative and supportive.

As a substitute teacher, you do your best to provide a good learning experience for the class. Cooperating with your colleagues is essential in case you need their assistance. If no lesson plans are available, take this as an opportunity to incorporate your own ideas. This is where your own emergency file is invaluable. See **page 69** – “Emergency Lessons” for suggestions.



## Rapport with the Administration

In busy schools, the reality is that you could teach several days without ever meeting the principal. Do not allow this to happen. Introduce yourself to the administration.

Be confident and professional. Do not be afraid to seek assistance if you need it. Do not be a critic or a whiner. Make a concise list of what you need for you and your students to have a successful day and approach the administration in a positive way. Make sure your resume is on file.

## Rapport with the Secretary & Custodian

The secretary and custodian can be invaluable. They know where everything is. Don't forget to show appreciation for their efforts on your behalf.

## Contacting Parents

Be sensitive to the fact that this is the area of the regular teacher. Discuss the issue with the principal before contacting parents. Positive notes to parents are always acceptable.



*Show  
appreciation  
to any staff  
who provide  
assistance.*



# GUIDELINES FOR EFFECTIVE DISCIPLINE

## Three Basics To Remember

### *Be Consistent*

Have the same expectations of all students for appropriate behaviour. Your students should know that you will enforce rules consistently and apply an appropriate consequence. Your goal is to be fair, but that might mean not applying the identical consequence to all students. Your students should understand that being equal is not always fair. To be consistent, be certain that the consequences you apply are reasonable and appropriate.

### *Monitor Student Behaviour*

Use an “active eye.” See what is going on. Don’t become preoccupied with someone or something and ignore the rest of the class. In terms of discipline and effective teaching, one teacher on his/her feet is worth two in the seat. Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a nonverbal message that says, “I saw what you did, and I want it stopped!”

### *Promptly Manage Inappropriate Behaviour*

Effective classroom managers know that if they don’t handle misbehaviour immediately they risk a snowballing effect. To provide maximum time for learning and to reduce minor behaviour problems, you can employ strategies that deal with behaviour in the least time, with the least disruption and the least negative feeling.



*Being fair  
may mean  
not applying  
identical  
consequences  
to every  
student.*



## Strategies

### *Proximity*

Continuing your lesson while you move about the room, pausing near “trouble spots,” can let the students know that even though they aren’t near the teacher’s desk, they are still expected to demonstrate appropriate behaviour. Your getting “boxed in” behind your desk encourages misbehaviour in the far corners of the room.

### *Pausing*

Continuous teacher talk may give students a noise screen for their own conversations. An occasional pause—just a few seconds of silence—brings an off-task student back.

### *Asking for a Response*

Working an off-task student’s name into a question can often bring the student back into the lesson. Remembering the student’s dignity, say the student’s name first in order to allow him/her to hear the question to be answered. The purpose is to get the student back into the lesson, not to embarrass him/her.

### *Active Participation*

Sometimes having the student become involved in an activity can eliminate the undesired behaviour. Asking for a show of hands, having students perform a physical activity, or having each student write a quick answer to a question can make all students accountable for an immediate response.

### *Eye contact*

Make direct and prolonged eye contact with the students. This lets the student know that you saw what he/she did and that his/her behaviour is not acceptable.

### *“The Look”*

You have one! Use it!



*Wear comfortable shoes! One teacher on the move is worth two behind the desk.*



# READY FOR THE CALL

To ensure that you will receive the message for a teaching assignment, here are some suggestions that colleagues have found helpful:



*Indicate on your message machine when you are available—busy administrators will appreciate your thoughtfulness.*

## Phone Answering Arrangements

- check your answering machine regularly
- consider a cellular phone
- establish family rules regarding messages received
- have your telephone response sheet ready to record information (see **page 74** – Telephone Response Sheet)

## Substitute Survival Kit

As a substitute, you will likely be called upon to fill in for a teacher on very short notice. To help you survive and thrive, you should have a survival kit made up of:

1. Introductory Activities
2. Emergency Lessons
3. Sponge Activities
4. Blank Class List form



*Every time you say “no” you move down that administrator’s list—so say “yes” whenever possible!*

## Introductory Activities

Start the instructional day as soon as the announcements and opening exercises are completed, not allowing disruptive or uncooperative students an opportunity to misbehave. Introductory activities are efficient vehicles for helping you to get to know the students and to build a connection with them in a timely fashion. See **page 68** for suggestions.



## Emergency Lessons

If you are called to an assignment at the last minute, the regular teacher may not have had a chance to leave proper instructions. When this happens, you need a strategy that buys you time to do your planning. The emergency lesson is one answer. The emergency lesson is an activity suited to a wide range of abilities that captivates attention and sustains interest for some time. These lessons might consist of a selection of action songs, art activities, fun with words and numbers, and so forth. As a last resort, there is nothing as appealing as a good story whether read on audio tape or on video tape. See **page 69** for suggestions.

## Sponge Activities

Experienced teachers know that most problems with student attention and behaviour occur during transitions when there is an unavoidable break in the continuity of the instructional day. Sometimes an activity takes less time than planned. To avoid opportunities for classroom disruption and confusion, it is important to be prepared when you find your students with time on their hands. Having “Sponge” activities ready to go will help to “soak up” the extra time while giving students educationally, sound experiences. See **page 73** for suggestions.

## Blank Class List Form

Carry a blank form with you. If time permits, fill in with student names or numbers and make a few copies. Use these to keep track of things like money collected, permission slips passed in, etc. The regular teacher will appreciate it.



***Most attention and behaviour problems occur during transition times—those times when there is an unavoidable break in the instructional day. Prepare for this!***

*See page 73 for suggestions*



## GETTING OFF TO A GOOD START

When you head out to your assignment, be sure to allow yourself ample time to arrive at the school. Before you begin the instructional day there are some things you need to consider. Check to see if an information kit has been provided by the teacher to assist you in becoming familiar with school routines as quickly as possible. If not, the checklist found on **page 67 – Prior to Beginning the Instructional Day**, is designed to help you with this regard. The information gathered will contribute to the smooth operation of the learning environment and may reduce the opportunities for disruption.

If you are in a school for just one day, you will not be able to get all of this information. Just get the essentials. However, keep the info sheet on file in the event that you are called back. Then, you won't have to start from scratch.

To increase your chances of being called back, ask yourself:

- ✓ Did I teach what was outlined?
- ✓ Have routines been followed?
- ✓ Is there a record of what was taught? What was substituted?
- ✓ Are there anecdotal notes covering the key events of the substitute's day?
- ✓ Has the marking been done?
- ✓ Did I leave the room in the same condition as when I entered it?



*Keeping an info sheet from each class for which you substitute will prove invaluable when you are called back.*



## Technology

Reinforce safety and caution when using technology and remember the rules to using them safely and efficiently.

The first thing to remember when you are fortunate enough to have technology in your school is to verify with the principal or consult the school board website to view the computer policy in the school and what the proper procedures are when using computers with students. Remember that computers are a great aid to the learning process but they are not the only means one has for teaching. Use technology as a reinforcement to a lesson . If you are unsure if a site is acceptable, bring it to your principal or to another teacher to ask for insight. When using the Internet, always make sure to document for the classroom teacher what websites you used and why you used them to ensure that the teacher is aware of the content the students were exposed to.

If you have assigned an assignment using any sort of technology and the students have not completed it, be sure to leave a detailed note to the teacher on what the exact assignment was.

Remember that technology, although sometimes a positive reinforcement, can also bring negatives with it. Be sure to circulate the room and monitor the students as they are on the computer to ensure they are staying on task and doing what they are supposed to be doing.

Check with the principal or the person in charge of technology at the school to see if the school has subscribed to any websites that will be useful to you.

If you are assigning something that has to be printed ensure that the printers work or that you have some means of saving the students' work to be printed at a later date.

Remember to use caution while using school technology and that everything done on computers is monitored so be respectful of the school rules in regards to what sites teachers can visit when students are not present... ie. Hotmail, Facebook.

Do not fear technology; embrace it as a tool to help you in your teaching and in the delivery of a lesson.



# THE SUCCESSFUL SUBSTITUTE CHECKLIST

## Before the instructional day begins:

- ☐ arrive as early as possible (at least 20 minutes before classes begin)
- ☐ aim to have an activity ready when students enter, i.e., a puzzle or word search—or the page to open in their book
- ☐ check teachers mail for any papers, notices, etc. that need to go home with students, check again before the end of the day
- ☐ bring extra pencils, two erasers and two glue sticks—put your name on each!
- ☐ bring post it notes

## At the beginning of the day,

- ☐ establish behavioural expectations with the students.
- ☐ begin your instructional day immediately after opening exercises.
- ☐ be firm, but positive as you tell the students what to do.
- ☐ follow the established classroom routines as much as possible.
- ☐ practice the attention signal.
- ☐ seek out willing students to assist you with your understanding of routines.
- ☐ get to know as many of the students by name as quickly as possible.



*When students borrow an item, ask for an item for “collateral” to be returned when the borrowed item is returned. This will really cut down on the number of things that “go missing” on you.*

## During the day,

- ☐ catch students “doing something good!”
- ☐ follow the teacher’s plans as closely as possible.
- ☐ don’t attempt to teach a lesson about which you are not certain. Most teachers would rather return to a lesson untaught than a lesson that was poorly taught.
- ☐ have your own emergency file to fill in “where necessary”.
- ☐ keep it moving!
- ☐ try to have at least one positive interaction with each child each day.
- ☐ celebrate the good things that are happening: focus on the positive.
- ☐ have fun, enjoy yourself... the students want you to succeed.

## At the end of the day,

- ☐ leave the room in the same condition in which you found it.
- ☐ do an end-of-the-day report for the teacher. **Appendix B** provides a sample form.
- ☐ prepare a simple lesson that the teacher may be able to use first thing the next day.
- ☐ thank staff and students who assisted you during the day.
- ☐ take with you all your teaching resources and personal effects.
- ☐ check in at the office before you leave; leave your name and phone number – consider creating a “business card” for this purpose.
- ☐ maintain confidentiality and a professional attitude about the school.
- ☐ complete “daily” correcting.
- ☐ remain in school at least 20 minutes after classes end.



# SUBSTITUTE REPORT TO TEACHER

Substitute's name \_\_\_\_\_

Phone number \_\_\_\_\_ Date \_\_\_\_\_

In for \_\_\_\_\_

At \_\_\_\_\_ Grade \_\_\_\_\_

It was a \_\_\_\_\_ day. \_\_\_\_\_

Teacher plan was completed with the exception of \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

All marking was completed with the exception of \_\_\_\_\_

\_\_\_\_\_

Observations re student behaviour \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Observations re student completion of assignments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# SUBSTITUTE REPORT TO PRINCIPAL

(Optional. Let your principal know how your day went.)

Substitute's name \_\_\_\_\_

Phone number \_\_\_\_\_ Date \_\_\_\_\_

In for \_\_\_\_\_

At \_\_\_\_\_ Grade \_\_\_\_\_

It was a \_\_\_\_\_ day. \_\_\_\_\_

Observations re Classroom Information for Substitute Teachers \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Observations re comfort level and assistance provided by staff \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Observations/concerns re student behaviour (details) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on your experience at this school, would you be willing to substitute again?

Yes [    ]

No [    ] (details) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other Observations \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## PRIOR TO BEGINNING THE INSTRUCTIONAL DAY—CHECKLIST

- ☐ Is there a teacher who can provide assistance during the day?
- ☐ Are there special needs students in the classroom?
- ☐ Where are the class list, the seating plan and the register?
- ☐ Where are the daybook and the timetable?
- ☐ Are there special events that might alter your timetable (e.g.: an assembly or fundraising activity)?
- ☐ Will you be responsible for extra duties or supervision?
- ☐ Where are the staff room, the nurse's room, the lunch room, the school gymnasium, the office, the photocopy room, the doors to the playground, and staff and students' washrooms?
- ☐ What are the fire drill/evacuation procedures and fire regulations?
- ☐ Where and how can you access audiovisual equipment and computers?
- ☐ What are the procedures for collection of money and permission forms?
- ☐ Will there be other personnel with whom you may be interacting during the day? (teacher aides, parent volunteers, language teachers, special education resource teacher.)
- ☐ Is there a “coffee” policy? What about use of mugs in the staff room, etc.?



# INTRODUCTORY ACTIVITIES

**1. *Name Cards***

Students can print their names on an index card (which you provide) and place it on the corner of their desk. A favourite hobby or interest can be illustrated beside the name. This activity can be brief or extended depending on your schedule for the day. (Additional favourites to share might be a movie, TV show, novel, game or song.)

**2. *“Who Am I?”***

The teacher begins by asking the class to challenge her/him. “Ask me who I am, 10 consecutive times, and I will try to give a different answer each time.” Then ask students to make their own “Who Am I” page and share it if time allows.

**3. *Interview & Introduce***

Students can be encouraged to introduce each other. Divide the students into pairs randomly and allow three minutes for learning three new facts about each other. Take turns until each student’s partner has been introduced.

**4. *Carry a puppet to help you establish rapport with younger students.***

Children may introduce themselves to the puppet; perhaps the task could be to describe three of their good characteristics to the puppet. The puppet, as a visitor, might like to ask the children about some facts concerning class rules and routines.

**5. *“I AM” Messages***

On an overhead, board or photocopy, introduce yourself and tell a bit about who you are, what you like, etc.



# EMERGENCY LESSONS

## Educational Poetry

### ***Function:***

Listening, Oral Reading, Choral Reading, Discussion, Memory Gem, Vocabulary Development

### ***Materials:***

- Individual copies of overheads or charts
- Poetry from books, magazines, newspapers.

### ***Instructional Options:***

*Listening:* ..... Teacher reads or recites and children listen for purpose.

*Oral Reading:* ..... Pupils take turns reading to a partner.

*Choral Reading:* ..... Teacher reads, class reads,

*Discussion:* ..... Discuss what is meant, interesting parts, feelings.

*Memory Gem:* ..... Choral reading, cover or erase some words, reread, continue removing parts until the poem is memorized.

*Vocabulary Development:* ..... Choose interesting words, phrases, rhyming words, alliteration, etc.

## Personal Items

### ***Educational Function:***

Motivation, Discussion, Creative Writing, Twenty Questions

### ***Materials:***

Something of interest: music box, special hat, stamp collection, etc.

### ***Instructional Options:***

*Discussion:* ..... In a circle (if possible) take turns telling something they have learned, something they value.'

*Creative Writing:* ..... Illustrate stories about the item that you have shown. Oral reading to partners and the class. List interesting words.

*Twenty Questions:* ..... Before presenting your item, pupils ask you up to twenty yes/no questions to try and guess what the item is. After you present the item, pupils take turns as classmates try to guess their valued item. Books, Short Stories, Myths & Legends



## Books, Short Stories, Myths & Legends

### ***Educational Function:***

Listening, Speaking, Vocabulary Development, Creative Thinking, Role Playing, Interviewing, Drama

### ***Materials:***

Books, short stories, myths, legends

### ***Instructional Options:***

- Listening:* ..... Present five key words that illustrate story line. Pupils listen to see how these words are used in the story.
- Speaking:* ..... Discuss the story keeping the five key words in mind. Pair up the students to retell the story using the key words as a guide. (One partner begins telling the story, signals for the second to take over, etc.).
- Vocabulary Development:* ..... As the partners are retelling the story, walk around and listen for interesting words being used. Discuss these after giving students minimum time to retell the story. Add a few of your own.
- Creative Thinking:* ..... Introduce the idea of a new ending. Again have pairs of students tell the story, using the new ending and attempting to use the new vocabulary.
- Role Playing:* ..... Partners make conversation between characters in the story.
- Interviewing:* ..... (Use a pen/pencil as a “microphone”). Interview a character from the story. (Partners again – switch roles on signal.)
- Drama:* ..... Tableaux (Freeze Frames): Depict scenes using tableau scenes. Stress body language, eye control, facial expression.
- Mime:* ..... Pupils can act out scenes as story is told/read.
- Geography:* ..... Find the place mentioned, design an imaginary map.
- Visual Arts:* ..... Plasticine scenes, posters depicting the moral, puppet making and subsequent conversations, story line cartoons.
- Creative Writing:* ..... Speech balloons for the above cartoons (use quotation marks for direct speech), group chart stories for plot, character sketches, rebus stories, write a newscaster’s report, convert the story to play format.
- Math:* ..... Have pupils make up word problems using the characters and situations from the story, using currently studied math operations to test others.



## Tongue Twisters★/Rap Songs

### *Educational Function:*

Speaking, Creative Writing, Divergent Thinking/Art.

### *Materials:*

Examples of tongue twisters and rap songs

### *Instructional Options:*

Speaking:..... Practice orally. Take turns or do together.

Creative Writing:..... Pupils make up their own stories using alliteration.

Divergent Thinking

& Visual Arts: ..... Design posters that include the pupils' tongue twisters and matching picture.

### *\*Tongue Twisters*

1. Cross crossings cautiously.
2. Crickets cry crackily.
3. A noisy noise annoys an oyster.
4. Big backed bumblebees buzz.
5. Four fat frogs fried fritters for food.
6. Silent slugs slither.
7. Six slippery seals sell sleds.
8. Sixty-six sickly sailors.
9. Bedbugs bleed blue blood.
10. Remember really rural roads?
11. Some shun sunshine.
12. Which is the witch that wished the wicked wish?
13. Round and round the rugged rock the ragged rascal ran.
14. She sells sea shells down by the seashore.
15. Red leather, yellow leather, red leather, yellow leather, red leather, yellow leather.
16. Does this small shop stock short socks, sir?
17. I saw him shave a cedar shingle thin.
18. Three-sixths is the same as six-twelfths.
19. Instead of "three-fifths" she said "thirty-thousandths".
20. Thread the tougher twine through the three tree twigs.
21. Which switch did you whip the witch with?
22. The last night at an inn was the greatest test.
23. Our old Austrian uncle arrived with aching ankles.
24. I don't know whether he said baths, mouths, and wreaths or bands, mounds, and breathes.
25. Why would leather be better to lather the latter ladder with?



## Sample Emergency Lesson

# “Slider”

You’ve invented a new sport called “Slider”

- a. Explain how the game is played.
- b. Make a list of rules to play the game correctly.

To bring the sport to public attention:

*Design:* – a poster

– a magazine ad

– a t-shirt

– a bumper sticker

*Write:* a 30 second radio ad

The above lesson provides a clear example of a relatively portable experience that invites students’ involvement in a legitimate learning activity and simultaneously creates time for the teacher to plan subsequent learning activities.



## SPONGE ACTIVITIES

- Do a stretching or a resting activity
- Carry an interesting object and let students ask twenty questions.
- Use oral story problems in math.
- Read about a scientific discovery from a publication such as *Owl* or *Time* magazine.
- Play a new song and have students reflect on its meaning.
- Play educational charades.
- Play-act work roles and have teams guess the roles.
- Read a short story.
- Use a list of tongue-twisters. (See sample under Emergency Lessons)
- Sing action songs.
- Ask students where they have travelled (use the globe for reference).
- Do word searches or crosswords.



# TELEPHONE RESPONSE SHEET

Initial Contact Person: \_\_\_\_\_

Position: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Principal: \_\_\_\_\_

School: \_\_\_\_\_

School Phone: \_\_\_\_\_

School Location: \_\_\_\_\_

Directions: \_\_\_\_\_  
\_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Length of Assignment: \_\_\_\_\_

Starting Date/Time: \_\_\_\_\_

Special Considerations: \_\_\_\_\_







## 2011-2012 Substitute Teacher Contact Information Form

The substitute contact information is compiled on an annual basis. We therefore require annual updates from all substitute teachers wishing to receive information from the NSTU. Please complete this form annually to ensure the accuracy of our information.

The information supplied on this form is for the sole purpose of enabling the Nova Scotia Teachers Union to forward information directly related to the business of the NSTU and of interest to substitute teachers. This information will not be shared with any other person, institution or organization. This form is also available on the Union's website at [www.nstu.ca](http://www.nstu.ca) (version française disponible).

Name: \_\_\_\_\_

Professional #: \_\_\_\_\_

Contact \_\_\_\_\_

Address: \_\_\_\_\_

School Board: \_\_\_\_\_

Contact E-mail \_\_\_\_\_

address: \_\_\_\_\_

Date: \_\_\_\_\_

*I agree with the collection and use of this information for the purpose described above:*

Signature: \_\_\_\_\_

Each Local of the NSTU has a Substitute Liaison who is responsible for communicating with substitute teachers in their respective area. Do you want your email address shared with the Substitute Liaison in your area? Yes\_\_\_ No\_\_\_

Current NSTU Membership Status (please check one)

☐

Not a Member

☐

Reserve Member

☐

Active Reserve Member

**Note: The per diem NSTU fee does not provide substitute teachers with automatic NSTU membership. Substitute teachers are eligible for and encouraged to acquire Reserve or Active Reserve membership by applying to the NSTU at 1-800-565-6788 or 477-5621.**

**Mail or Fax to:**

Nova Scotia Teachers Union, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7, Fax: 1-902-477-3517





medical concerns (EPI pens, diabetes, allergies, etc.)

teacher assistant (please attach schedule)

policies for washroom, telephone, etc.

PLEASE ATTACH:

- ☐ lesson plan
- ☐ schedule/timetable
- ☐ class photo (labeled)
- ☐ class list of students
- ☐ schedule of supervision (if applicable)
- ☐ map of school
- ☐ bus list (who goes on which bus)
- ☐ fire drill routine
- ☐ parental concerns (who goes home with whom)
- ☐ discipline procedure (note goes to office, etc.)
- ☐ school handbook

## Classroom Information *for* Substitute Teachers

TEACHER

SUBJECT(S)



principal's name

home phone

vice-principal's name

home phone

school phone

name of school secretary

name(s) of union rep(s)

name(s) of teacher(s) who would be of assistance

names of "helpful" students

keys to classroom, computer room, library, etc. available from

Photocopy #

Computer password

Attendance policy

Bus pass policy

Identify names of I.P.P., Accom., B.I.P. students  
(attach necessary information)



## CLASS LIST

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_



## RESERVE MEMBERSHIP APPLICATION

August 1, 2011 - July 31, 2012

---

### Membership Options

#### Regular Reserve Membership:

**Fee:** \$10.00 per year (expires July 31<sup>st</sup> of each year)

**Benefits:**

- The right to benefits as provided through the NSTU as bargaining agent.
- The right to apply for legal assistance in instances resulting from problems arising in the performance of duties.
- The right to attend Council as an observer, or as an associate delegate, when nominated by a professional association.
- The right to attend meetings of a designated Local, as an observer.
- The right to membership in professional associations.
- The right to membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan.
- The right to receive NSTU publications through web access on the NSTU website.
- The right to professional counselling within education.
- The right to access the NSTU Members Only material on the NSTU website.
- The right to an NSTU web mail account.

#### Active Reserve Membership:

**Fee:** \$32.00 per year (expires July 31<sup>st</sup> of each year)

*\*You must be a substitute and have taught 15 days in the current or previous school year to apply for this membership option.*

**Benefits:**

- The right to benefits as provided through NSTU as bargaining agent.
- The right to apply for legal assistance in instances resulting from problems arising in the performance of duties.
- The right to professional counselling within education.
- The right to vote at the local and/or provincial level.
- The right to proxy vote in any provincial or regional vote.
- The right to attend Council:
  - a) as a voting delegate, when nominated by a Local;
  - b) as an associate delegate, when nominated by a Local;
  - c) as an observer.
- The right to membership in professional associations.
- The right to membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan.
- The right to receive NSTU publications through web access on the NSTU website.
- The right to membership on NSTU committees.
- The right to access the NSTU Members Only material on the NSTU website.
- The right to an NSTU web mail account.

---

### Application Form

August 1, 2011 – July 31, 2012

Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

Professional Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

School Board: \_\_\_\_\_ Regular Reserve ☐ Active Reserve ☐

New Member: ☐ or Renewal: ☐

Please mail form with appropriate fee to: Nova Scotia Teachers Union, 3106 Joseph Howe Drive, Halifax, NS, B3L 4L7



# SUBSTITUTE MEMBERSHIP IN NSTU

Substitutes can actively participate in Union affairs by becoming either an Active Reserve or Regular Reserve member.

## Active Reserve Member

- (a) An Active Reserve Member is a teacher or other qualified person engaged on a day-to-day basis to take the place of a person regularly employed as a teacher by a school board, who has been employed as such for not less than fifteen (15) days in the preceding and/or the current school year, and who:
- (i) pays an annual membership fee as fixed from time to time by Council;
  - (ii) pays Union fees on a per diem basis as fixed from time to time by Council; and,
  - (iii) has the rights of membership as outlined in Article I 10. (b), except that the right to vote in matters pertaining to contract applies only to collective agreements negotiated solely on their behalf pursuant to the *Teachers' Collective Bargaining Act*.
    - The right to benefits as provided through NSTU as bargaining agent.
    - The right to apply for legal assistance in instances resulting from problems arising in the performance of duties.
    - The right to professional counselling within education.
    - The right to vote at the local and/or provincial level.
    - The right to proxy vote in any provincial or regional vote.
    - The right to attend Council:
      - a. as a voting delegate, when nominated by a Local;
      - b. as an associate delegate, when nominated by a Local;
      - c. as an observer.
    - The right to membership in professional associations.
    - The right to membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan.
    - The right to receive NSTU publications through web access on the NSTU website.
    - The right to membership on NSTU committees.
    - The right to access the NSTU Members Only material on the NSTU website.
    - The right to an NSTU web mail account.
- (b) A person retiring from teaching in Nova Scotia may use the days taught during the year of retirement to satisfy the 15-day teaching requirement, specified in (a) above, for Active Reserve Membership during the year of retirement or the year following retirement. This provision may be used only once.



- (c) An Active Reserve Member is a person employed in an auxiliary position in a bargaining unit of employees of the Nova Scotia Community College represented by the Nova Scotia Teachers Union as their bargaining agent pursuant to the *Trade Union Act*.

## Regular Reserve

- (a) (a) A Regular Reserve Member is a teacher or other qualified person engaged on a day-to-day basis to take the place of a person regularly employed as a teacher by a school board and who:
- (i) pays an annual membership fee as fixed from time to time by Council;
  - (ii) pays Union dues on a per diem basis as fixed from time to time by Council;
  - (iii) has all the rights of reserve members pursuant to Article I 10. (c);
    - The right to benefits as provided through the NSTU as bargaining agent.
    - The right to apply for legal assistance in instances resulting from problems arising in the performance of duties.
    - The right to attend Council as an observer, or as an associate delegate, when nominated by a professional association.
    - The right to attend meetings of a designated Local, as an observer.
    - The right to membership in professional associations.
    - The right to membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan.
    - The right to receive NSTU publications through web access on the NSTU website.
    - The right to professional counselling within education.
    - The right to access the NSTU Members Only material on the NSTU website
    - The right to an NSTU web mail account.
  - (iv) upon qualification, may become an Active Reserve Member.
- (b) A Regular Reserve Member is a person employed in an auxiliary position in a bargaining unit of employees of the Nova Scotia Community College represented by the Nova Scotia Teachers Union as their bargaining agent pursuant to the *Trade Union Act*.

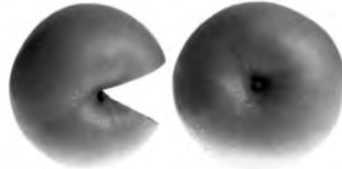
## Fees

The amount of membership fees for active, retired, active reserve, regular reserve, and associate members shall be as fixed from time to time by Council.









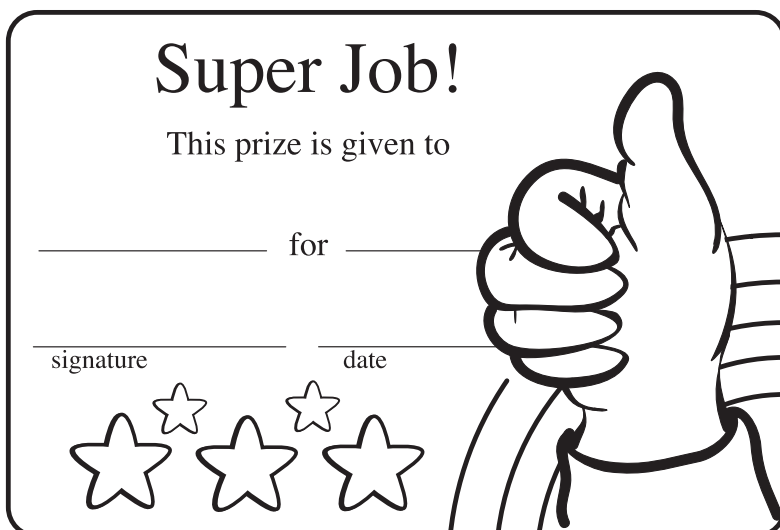
## Appendix A

# *Suggestions for recognizing student work and good behaviour*





Congratulatory awards: Reward excellent performance and reinforce good behaviour with a personalized recognition.



*Happy Holidays*

PLACE  
POSTAGE  
HERE

From:

**Your  
School  
Here**

To:

### Holiday Postcard

Clip art or student artwork can provide the face of the postcard. Adapt this concept for different events throughout the school year.

**Your School Gold Card**

*Congratulations!*

You've been recognized for your thoughtful action. Deposit this card in the Gold Box in the office.

Name:

Class:

Date:  Teacher:

### Gold Card

Recognizes thoughtful actions on the part of students. A draw from the Gold Box awards a prize.

### Homework Pass


Allows a student to "skip" an assignment.

Homework  
Pass

You may take a night off! Turn this pass in for one homework assignment.

Student

1 night without  
homework! Yippee!

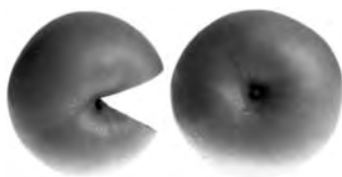


Teacher

date







## Appendix B

# *Forms for Contacting Parents*



Dear Parent or Guardian:

This note is to inform you that \_\_\_\_\_ did not have his/her

\_\_\_\_\_ homework done on \_\_\_\_\_.

I am sending this note home for you to sign and return with your child tomorrow so that we can work together to help your child have a successful year.

Thank you for your cooperation.

Yours truly,

Date:

## Missed Assignments

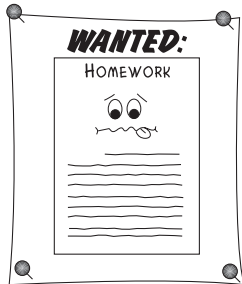
Dear Parent,

\_\_\_\_\_ needs to complete the following assignments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The work is due by \_\_\_\_\_

Your help and support are greatly appreciated.



Sincerely,

\_\_\_\_\_  
teacher signature

\_\_\_\_\_  
parent signature

**Please sign and return.**

### Missing Homework Notice:

It may expedite your response to have a form prepared ahead of time



## PROGRESS UPDATE FORM

name:

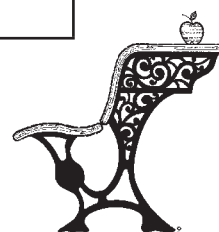
date:

	Poor	Fair	Good	Excellent
Speaks French				
Follows directions				
Completes homework				

Parents—Please sign and return to:

Teacher name:

School:



## Fantastic Friday Phone Calls!!



Name: \_\_\_\_\_

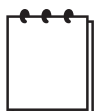
Class: \_\_\_\_\_ Phone: \_\_\_\_\_

Teacher: \_\_\_\_\_



Reason: \_\_\_\_\_

\_\_\_\_\_



Response from parents: \_\_\_\_\_

\_\_\_\_\_

This form is submitted to the principal, who makes the phone call for the teacher



## Your School

### Student Positive Response Form

Student \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Teacher comments about the student

---

---

---

---

---

---

---

Administration Action

---

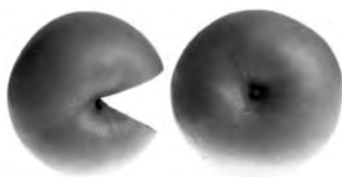
---

---

---







## Appendix C

# *Substitute Information File*



# SUBSTITUTE INFORMATION FILE

The file should contain the following:

- Map of the school
- Emergency evacuation procedures
- Scheduling information
- Class list
- Seating plan (where applicable)
- Important classroom information
- Classroom routines
- Substitute Report to Teacher
- Emergency Lessons



1. **School Map** (*copy and affix, or sketch if one is not available*)

### **Emergency Evacuation Procedures**

*Ask your administrator for a copy if your classroom doesn't have a one. Be sure to note location of fire exits, fire pulls and fire extinguishers; stairwells; first aid kits; and sprinklers.*



2. **Scheduling Information**

*School Bells / Class Times:*

---

---

---

---

---

---

---

*Duty Day / Time / Responsibilities*

*M*

---

---

*T*

---

---

*W*

---

---

*Th*

---

---

*F*

---

---

*Special Committees, etc.*

---

---

---

---

---

---



3. **Class List**

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	



# IMPORTANT CLASSROOM INFORMATION

1. Teachers who will assist you:
2. Students who will assist you:
3. Classroom rules / discipline procedures:
4. Students with health / behaviour concerns, and how to address them:
5. Pets and plants:
6. Additional notes:



# CLASSROOM ROUTINES

*Entering the classroom:* \_\_\_\_\_

*Signal for getting student attention is:* \_\_\_\_\_

*Attendance taking:* \_\_\_\_\_

*Collecting completed assignments:* \_\_\_\_\_

*Correspondence from home:* \_\_\_\_\_

*Tardiness:* \_\_\_\_\_

*Failure to bring materials / homework:* \_\_\_\_\_

*Distributing books, supplies:* \_\_\_\_\_

*Pencil sharpener:* \_\_\_\_\_

*Drinking fountain / bathroom:* \_\_\_\_\_

*Library:* \_\_\_\_\_

*Recess / lunch:* \_\_\_\_\_

*Free time activities:* \_\_\_\_\_

\_\_\_\_\_

*Dismissal:* \_\_\_\_\_

*Additional notes:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Additional useful information:* \_\_\_\_\_

\_\_\_\_\_

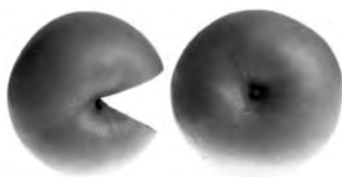
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







Appendix D

*NSTU*  
*Counselling*  
*Services*



# Counselling Services

*for Members, their Partners and Dependents*

## **Your program – when and if you need it**

*The NSTU provides these Counselling Services to strengthen and support the quality of personal and professional life for members, their partners and dependents throughout all districts in Nova Scotia.*

- Provided to members at no additional charge, the program is voluntary and strictly confidential.
- Any release of information is at the client's request and with their signed consent.

---

### ***NSTU Counsellors***

---



**Fran Reddy Chisholm**, MSW, RSW  
*Supervisor/Therapist/Consultant*



**Peter Mullally**, MA, MSW, RSW  
*Therapist/Consultant*



**Sharon Gibson**, MSW, RSW  
*Therapist/Consultant*

### ***Purposes***

- To provide professional short-term counselling services to members, their partners and dependents
- To provide workshops to stimulate members to increase their level of wellness
- To provide help and intervention at an early stage of difficulty

### ***Services***

- Individual, couple and family counselling
- Staff workshops on teacher wellness and balancing home and career
- Interventions for school conflict and crises, as requested
- Upon client's request, referral services to other counselling agencies dealing with alcohol, drug, or financial concerns
- For long-term counselling, after assessment, members are referred to an appropriate community-based professional

### ***When to Use These Services***

- If you are having difficulty coping with stress
- If you are facing personal, couple or family problems
- If you are experiencing emotional turmoil from work or other situations
- If you want to make changes in how you relate to others
- If you are wanting to make changes in your energy and enthusiasm for your professional direction
- If you are experiencing difficulty with the pressure and uncertainty of illness or disabling conditions
- If you are experiencing problems from alcohol or drug use, compulsive disorders, anxiety or depression
- If you are struggling with the process of grief & mourning
- If you require confidential consultation for intervening with care and concern

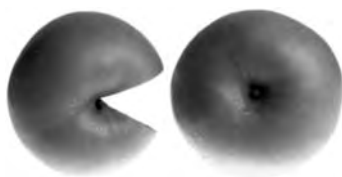
### ***Quality Counselling Services***

- Therapists are highly qualified professionals registered with their professional association. They are recognized for their excellence as clinical therapists and workshop leaders.
- Appointments at a mutually acceptable time and place are required for all counselling sessions. Counsellors travel to all areas of the province as required. Locations include Sydney, Yarmouth, Amherst, Port Hawkesbury, Bridgewater, Wolfville, Truro, and Halifax.

***How to access these services:*** Between 8:30 am and 4:30 pm, call Counselling Services at NSTU toll-free at 1-800-565-6788, or in the Halifax area, call 477-5621.

*Services in French are available for francophone members upon request.*





## Appendix E

# *Teachers Plus Credit Union*



## 24 Hour Account Access



Using MemberDirect® online banking or TeleService® telephone banking, you can access your account 24 hours a day. You can check your balance, transfer funds, and pay bills all from the comfort of your home or office.

### Province-wide Access

Make deposits, withdrawals, transfers and bill payments at more than 50 Credit Union ABMs throughout the province — that's more than any other financial institution. You can also access your account at any Credit Union in Atlantic Canada.

### Mortgages

Teachers Plus Credit Union offers flexible mortgages at very competitive rates, and a portion of the interest you pay is rebated to you twice a year.

### Payroll Deduction

With payroll deduction, you can have your mortgage, loan or savings payments come directly off your paycheque. Managing your money has never been easier. You can also have your entire paycheque directly deposited into your account.

### Personal Chequing

A Teachers Plus Credit Union chequing account provides an essential service with some of the lowest service charges in the industry. With various levels to choose from, we're sure to have the right account for you.

### Personal Loans and Lines of Credit

Sometimes the best way to get what you want is to borrow. A flexible Teachers Plus Credit Union personal loan at competitive rates can finance that vacation you've put off for too long, repairs to your home, or any other priority.

### Student Loans

Getting an education is expensive. Our financing for students is convenient and flexible with repayment schedules that are fair and easy to understand. We also award scholarships each year to deserving students.

### Savings Accounts

Teachers Plus offers three savings accounts to choose from. Our Plan 24 account pays interest monthly and our Share Savings Account pays interest twice a year based on the performance of the credit union. We also have a special high interest rate account called First Rate Savings.



## Buy-back Pension Loans

If you're looking to purchase years of service in the Teachers' Pension Plan, we can provide loans at 1.25% below our advertised rates.

## Credit Cards and Payment Cards

In addition to a number of MasterCard credit cards, we also issue the MasterCard Global Payment Card. This card is attached to your chequing account rather than having a credit limit, but is accepted as a MasterCard by merchants.

## US Dollar Accounts

Save your money in a US\$ account and don't worry about exchange rates. You can write US cheques and withdraw or deposit US cash without paying through the Canadian dollar.

## Money Management

Sorting out the best financial options is more complex than ever. The wide range of investment choices, tax considerations and the unique circumstances of your own financial picture make it a daunting task if you face it alone. Talk to one of our trained financial advisors to help map the course to your financial goals.

## New Car Loans

We watch the market carefully and offer highly competitive rates for new car loans.

## RESPs

Help your children, grandchildren or any other children you care about achieve their dreams. RESPs are a tax-sheltered way to save for a child's education. With the Canada Education Savings Grant, the government will match 20% of your contributions to a maximum of \$7,200.

## RRSP Loans

Looking to top up this year's RRSP contribution, but don't quite have enough cash right now? An RRSP loan, with rates as low as prime, can help you get the savings and tax advantages of a larger RRSP contribution.

## Investments and RRSPs

We offer a range of investment possibilities, from term deposits to the Ethical Funds family of mutual funds.\* Our trained investment advisors can help you find your path to a solid financial future.

**\*Mutual funds are offered through Credential Asset Management Inc., a wholly owned subsidiary of Credit Union Central of Canada. Mutual funds are not insured nor guaranteed, their values change frequently and past performance may not be repeated.**



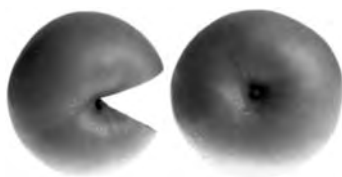
**TEACHERS PLUS**  
*Getting You There™*

**36 Brookshire Court  
Bedford, NS B4A 4E9**

**[www.teachersplus.ca](http://www.teachersplus.ca)**







Appendix F

*NSTU*

*Website & E-mail  
Addresses*



*for up-to-date information about:*

NSTU programs and services • NSTU Locals • NSTU special associations  
*The Teacher* • *Aviso* • NSTU policy • Public Education Program issues  
curriculum issues • Program Development Assistance Fund  
Canadian Teachers' Federation • other provincial teacher organizations  
Education International

**FIND IT ON THE NSTU WEBSITE:**

*<http://www.nstu.ca>*

*E-mail addresses for the Nova Scotia Teachers Union:*

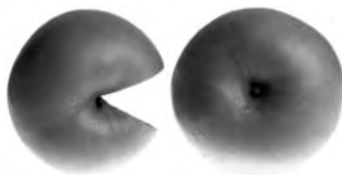
accounts@nstu.ca  
aviso@nstu.ca  
businessoffice@nstu.ca  
centraloffice@nstu.ca  
contractinfo@nstu.ca  
counselling@nstu.ca  
eip@nstu.ca  
equity@nstu.ca  
execdirector@nstu.ca  
insurance@nstu.ca  
library@nstu.ca  
maternity@nstu.ca  
nstu@nstu.ca  
pa@nstu.ca  
pdaf@nstu.ca  
pension@nstu.ca  
pr@nstu.ca  
president@nstu.ca  
profassoc@nstu.ca  
resolutions@nstu.ca  
rto@nstu.ca  
sheonorail@nstu.ca  
theteacher@nstu.ca  
webmaster@nstu.ca

For general inquiries, or when you are not certain which department is most appropriate to respond to your inquiry, use the general e-mail address:

« *[nstu@nstu.ca](mailto:nstu@nstu.ca)* »







Appendix G

*Code of Ethics*



# *Code of Ethics*

## **NOVA SCOTIA TEACHERS UNION**

*This Code of Ethics is a guide to members in maintaining at all times the high traditions of their profession.*

### ***I. Member and Pupil***

- (a) The member regards as confidential, and does not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home, obtained through the course of his/her professional duties.
- (b) The member should be just and impartial in all relationships with pupils.
- (c) The member should assume responsibility for the safety and welfare of his/her pupils, especially under conditions of emergency.
- (d) The member should avoid giving offence to the religious and political beliefs and moral scruples of his/her pupils and/or their parents.
- (e) The member should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

### ***II. Member and Member***

- (a) The member should not make defamatory, disparaging, condescending, embarrassing, or offensive comments concerning another member.
- (b) The member shall not make derogatory remarks about the professional competence of another member.
- (c) The member shall not accept a position arising out of the unsettled dispute between members, and their employers.
- (d) The member shall not sexually harass another member. Sexual harassment shall mean any unsolicited and unwanted sexual comments, suggestions or physical contact directed to a specific member which that member finds objectionable or offensive and which causes the member discomfort on the job. The accused member must be made aware of the nature of the objection prior to action being taken.

### ***III. Member and Internal Administration***

- (a) The member should observe a reasonable, professional and proper loyalty to internal administration of the school/educational site.
- (b) The member responsible for internal administration should be professional, loyal, fair, and just to the members of the staff.
- (c) The member responsible for internal administration should not of his/her own initiative, make any detrimental report, oral or written, on a teacher's efficiency without first discussing the matter with the teacher.



#### ***IV. Member and External Administration***

- (a) The member should adhere to a contract until the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated. A verbal agreement is a contract.
- (b) The member should not accept a salary below that which he/she would receive according to the scale negotiated between the NSTU and the employer.
- (c) The teacher should not accept a salary above that which he/she would receive according to the scale negotiated between the NSTU and the employer, without notifying the NSTU.

#### ***V. Member and Professional Organization***

- (a) The member should be a member of and participate in the Nova Scotia Teachers Union.
- (b) The member who in his/her professional capacity is a member of a committee, board, or authority dealing with matters affecting the educational program of Nova Scotia as a whole should be elected, appointed, or approved by the Nova Scotia Teachers Union.
- (c) The member, or group of members, should not take any individual action in matters which should be dealt with by his/her Local or by the NSTU.
- (d) The Local should not take any individual action in matters where the assistance of the NSTU has been sought, or in matters requiring the authorization of the NSTU.

#### ***VI. Member and Profession***

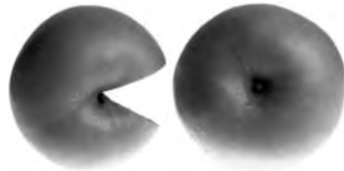
- (a) The member should maintain his/her efficiency by professional development, or study, by travel or by other means which will keep him/her abreast of the trends in education and the world in which we live.
- (b) The member should engage in no gainful employment, outside of his/her contract, where the employment affects adversely his/her professional status, or impairs his/her standing with students, associates, and the community.
- (c) The member should not accept remuneration for tutoring his/her pupils except under unusual circumstances and with the approval of his/her supervisor or principal.

#### ***VII. Member and Community***

- (a) The member should so conduct himself/herself in his/her private life that no dishonour may befall him/her or through him/her, his/her profession.







## Appendix H

# *Useful Resources*



# USEFUL RESOURCES

## *Education Media Library*

The Media Library at Learning Resources & Technology offers Nova Scotia educators free access to thousands of resources in video, audio and photographic formats. Teachers are welcome to book time in our preview room for personal evaluation of classroom resources. For more information, go to <http://lrt.ednet.ns.ca/medlib/index.html>.

## *Card Games*

Every teacher has, at one point or another, been frustrated by the illicit card game in progress at the back of the room. You don't have to fight against the appeal of a deck of cards – put it to use in a creative and educationally acceptable fashion. A number of books are available on educational card games. One of the best is *Reading, Writing and Rummy* by Margie Golick (Pembroke Publishers Ltd., Markham Ontario). Golick shows how to use a deck of cards as an educational tool through games that develop memory, number skills, visual/spatial concepts, and problem solving.

## *Creativity and Problem Solving*

Students can benefit from problem solving activities which act as a break from subject-oriented lessons and activities. A number of “mental exercises and warm-ups,” such as brainstorming and Synectics, can act as sponge activities. Two excellent source books are Edward DeBono's *Lateral Thinking* (Penguin Books, 1985) and Sydney Parnes' *Guide to Creative Activities* (Wiley 1977). *Teaching Creativity Through Metaphor*, by Donald and Judith Sanders (Longmans, 1984), is another book that teachers have found useful. Memory enhancement skills are examined in *Improve Your Memory Skills*, by Francis Belleza (Prentice-Hall, 1982). This book includes a number of classroom activities that can help students remember names, faces and details. Popular techniques such as mnemonics are described.

## *Interpreting Dreams*

Most students love to talk about their dreams. The sub can have some fun with a class by using the Dictionary of Dreams: 10,000 Dreams Interpreted, by Gustavus Hindman Miller (Prentice-Hall, 1984). The kids will really be impressed when you provide an explanation of a dream sequence in which someone is being chased by a giant pizza!



### ***Trivia Games***

The huge popularity of Trivial Pursuit® and similar games can be exploited easily in the classroom. Homemade trivia games can liven up Friday afternoons and lessen the agony of reviewing course content.

Mental Gymnastics for Trivia Freaks and Puzzle Nuts, by noted Canadian educator Ken Weber (Methuen Publications, 1984), provides a number of enjoyable trivia games and word puzzles. It can also be a jumping-off point for developing your own games and activities. Some excellent ideas and strategies that work especially well with general level students are also provided by Ken Weber in Yes, They Can (Methuen, 1974) and The Teacher Is the Key (Methuen 1982).

### ***Using Newspapers and Magazine Articles***

An interesting article from the morning's newspaper can be put to good use in the classroom. So can a short article from a magazine. Students can analyse, dissent, and criticize the article. They can debate a controversial topic raised by the article. They can write their own letter to the editor in reply to an article.



# BIBLIOGRAPHY OF NEW TEACHER RESOURCES

## Mentoring & Induction

1. Breaux, Annette L., 101 "Answers" for New Teachers and Their Mentors, Effective Teaching Tips for Daily Classroom Use, Eye on Education, Inc., New York, 2004.
2. Podsen, India J., Denmark, Vicki, M., Coaching & Mentoring, First-Year & Student Teachers, Eye on Education, Inc., New York, 2000.
3. Daresh, John C., Teachers Mentoring Teachers, A Practical Approach to Helping New and Experienced Staff, Corwin Press, Inc., California, 2003.

***To order: Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, California 91320 [www.corwinpress.com](http://www.corwinpress.com)***

4. Breaux, Annette L., Wong, Harry K., New Teacher Induction: How to Train, Support, and Retain New Teachers, Harry K. Wong Publications, Inc., California, 2003.
5. Boreen, Jean, Johnson, Mary K, Niday, Donna, Potts, Joe, Mentoring Beginning Teachers, Guiding, Reflecting, Coaching, Stenhouse Publishers, 2000.
6. Boreen, Jean, Niday, Donna, with Johnson, Mary K., Mentoring Across Boundaries, Helping Beginning Teachers Succeed in challenging Situations, Stenhouse Publications, 2003.

***To order: Stenhouse Publishers, [www.stenhouse.com](http://www.stenhouse.com)***

7. Correia, Marlene P. & McHenry M. Jana, The Mentor's Handbook: Practical Suggestions for Collaborative Reflection and Analysis, Bill Harp Professional Teachers Library, Christopher-Gordon Publishers, Inc., Norwood, Massachusetts, 2002.
8. Rudney, Gwen L. & Gulliaume, Andrea M. Maximum Mentoring, An Action Guide for Teacher Trainers and Cooperating Teachers, Corwin Press, Inc., Thousand Oaks, California, 2003.
9. Douglas, J. Fiore & Whitaker, Todd, Six Types of Teachers, Recruiting, Retaining and Mentoring the Best, Eye On Education, Larchmont, N.Y. 1996.





10. Glickman, Carl D., Leadership Learning, How to Help Teachers Succeed, Association for Supervision and Curriculum Development, Alexandria, VA, 2002
11. Gill, Vicky, The Ten Commandments of Professionalism for Teachers, Corwin Press, A Sage Publications Company, Thousand Oaks, California, 2005.
12. Rutherford, Paula, The 21<sup>st</sup> Century Mentor's Handbook, Creating a Culture for Learning, Just ASK Publications, Alexandria, Virginia, 2005.
13. Rutherford, Paula, Why Didn't I Learn This in College?, Just ASK Publications, Alexandria, Virginia, 2005.
14. Jonson, Kathleen Feeney, Being An Effective Mentor; How to Help Beginning Teachers Succeed, Corwin Press; A SAGE Publications Company, Thousand Oaks, California, 2002.
15. Fogarty, Robin, 10 Things New Teachers Need to Succeed (Second Edition), Corwin a SAGE Company, Thousand Oaks, CA, 2007.

### **New Teacher Elementary**

1. Wilkinson, Pamela, Fannin, McNutt, Margaret A, Friedman, Esther S., Practical Teaching Methods K-6, Sparking the Flame of Learning, Corwin Press, Inc., California, 2003.
2. Johnson, Kathleen Feeney, The New Elementary Teacher's Handbook, Flourishing in Your First Year, Second Edition, Corwin Press, Inc., California, 2002.
3. Stone, Randi, Best Classroom Practices, What Award-Winning Elementary Teachers Do, Corwin Press, Inc., Thousand Oaks, California, 1999.

### **New Teacher Secondary**

1. Stone, Randi, Best Practices for High School Classrooms, What Award-Winning Secondary Teachers Do, Corwin Press, Inc., California, 2002.



**To order: *Eye on Education, 6 Depot Way West, Suite 106, Larchmont, NY 10538*  
(914) 833-0551 Fax (914) 833-0761 [www.eyoneducation.com](http://www.eyoneducation.com)**

2. Wyatt III, Robert L & White, J. Elaine, Making Your First Year a Success, The Secondary Teacher's Survival Guide, Corwin Press, Inc., California, 2002.
3. Kottler, Ellen, Kottler, Jeffrey A, Kottler, Cary J., Secrets for Secondary School Teachers, How to Succeed in Your First Year, Second Edition, Corwin Press, Inc., California, 2004.
4. Arnold, Harriett, Succeeding in the Secondary Classroom, Strategies for Middle and High School Teachers, Corwin Press, Inc., California, 2001.

### **New Teacher General**

1. Glasgow, Neal A. & Hicks, Cathy D., What Successful Teachers Do, Corwin Press, Inc., California, 2003.
2. Belmonte, Dominic, Teaching from the Deep End, succeeding with Today's Classroom Challenges, Corwin Press, Inc., California, 2003.
3. Burke, Lisa Maria, The Teacher's Ultimate Planning Guide, How to Achieve a Successful School Year and Thriving Teaching Career, Corwin Press, Inc., California, 2002.
4. Wilke, Rebecca Lynn, The First Days of Class, A Practical Guide for the Beginning Teacher, Corwin Press, Inc., California, 2003.
5. Tileston, Donna Walker, 10 Best Teaching Practices, How Brain Research, Learning Styles, and Standards Define Teaching Competencies, Corwin Press, Inc., California, 2000.
6. Canter & Associates, First-Class Teacher, Success Strategies for New Teachers, Canter & Associates, Inc. California, 1998.

**To order: *Canter & Associates, Inc., P.O. Box 2113, Santa Monica, CA 90407-2113,*  
*Phone: 800-262-4347 / 310-395-3221 [www.canter.net](http://www.canter.net)***

7. Evanski, Jerry, Classroom Activators, 64 Novel Ways to Energize Learners, The Brain Store Inc, San Diego, 2004.



8. Palmer, Parker J., The Courage To Teach, Exploring The Inner Landscape Of A Teacher's Life, Jossey-Bass, San Francisco, CA, 1998.
9. Saphier, Jon & Gower, Robert, The Skillful Teacher; Building Your Teaching Skills, Research for Better Teaching, Carlisle, Massachusetts, 1987.
10. Marzano, Robert J., Pickering, Debra J., Pollock, Jane E., Classroom Instruction that Works; Research-Based Strategies for Increasing Student Achievement, ASCD Publications, Alexandria, VA., 2001.
11. Rudney, Gwen L., Every Teacher's Guide to Working With Parents, Corwin Press, Thousand Oaks, California, a SAGE Publications Company, 2005.
12. Kottler, Jeffrey A., Zehm, Stanley J. & Kottler, Ellen, On Being A Teacher the human dimension, Corwin Press, Thousand Oaks, California, a SAGE Publications Company, 2005.
13. McGuire, J. Victor & Duff, Carolyn S., Conversations About Being a Teacher, Corwin Press, Sage Publications Company, Thousand Oaks, California, 2005.
14. Fredericks, Anthony D., Ed.D., The Complete Idiot's Guide to Success as a Teacher, Penguin Group, New York, New York, 2005.
15. Danneberg, Julie, First Day Jitters, Charlesbridge, Watertown, MA, 2000.
16. Nieto, Sonia, What Keeps Teachers Going?, Teachers College, Columbia University, New York, London, 2003.
17. Asquith, Christina. The Emergency Teacher: The inspirational story of a new teacher in an inner city school. New York, NY: Skyhorse Publishing, 2007.
18. Breaux, Annette L. 101 "Answers" for New Teachers and their Mentors: Effective teaching tips for daily classroom use. Larchmont, NY: Eye on Education, 2003.
19. Burke, Lisa. The Teacher's Ultimate Planning Guide: How to achieve a successful school year and thriving teaching career. Thousand Oaks, CA: Corwin Press, 2002.
20. Glanz, Jeffrey. Teaching 101: Classroom strategies for the beginning teacher. Thousand Oaks, CA: Corwin, 2004.



21. Glasgow, Neal A. and Cathy D. Hicks. What Successful Teacher Do: 91 Research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press, 2002.
22. Nieto, Sonia. Why We Teach. New York, NY: Teachers College Press, 2005.
23. Rudney, Gwen L. Every Teacher's Guide to Working With Parents. Thousand Oaks, CA: Corwin Press, 2005.
24. Best, Brin & Thomas, Will. E. EVERYTHING YOU NEED TO KNOW ABOUT TEACHING, But are too busy to ask. New York, NY: Continuum International Publishing Group, 2007.
25. Erbes, Stella. What Teachers Should Know But Textbooks Don't Show. Thousand Oaks, CA: Corwin Press, 2008.
26. Orange, Carolyn. 25 Biggest Mistakes Teachers Make and How to Avoid Them. Thousand Oaks, CA: Corwin Press, 2008.
27. Staszewski, Tom. Total Teaching, Your Passion Makes It Happen. Lanham, Maryland, Rowman & Littlefield Education, 2008.
28. Kelly, Melissa, 180 Tips and Tricks for New Teachers, Adams Media, Avon, MA, 2008.
29. Mandel, Scoot, M., The New Teacher Toolbox second Edition, Corwin, Thousand Oak, CA, 2009.
30. Hoover, John H. & Oliver, Ronald L., The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counsellors (2nd Edition), A Solution Tree Press publication, 2007.
31. Nepo, Mark, The Book of Awakening, Conari Press, York Beach, ME, 2000.
32. MacDonald, Elizabeth & Shirley Denis, The Mindful Teacher, Teachers College Press, New York, NY, 2009.
33. Tate, Marcia L., Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom, Corwin, Thousand Oaks, CA, 2007.



34. Cushman, Kathleen & Rogers, Laura, Fires in the Middle School Bathroom, The New Press, New York, London, 2007.
35. Ramsey D. Robert, 501 Tips for Teachers, McGraw-Hill, 2003.
36. Gurp, Hetty van & Lewis, Rick, Sam and the Goodwill Sandwich, Peaceful Schools International, 2008.
37. Gill, Vickie, The Eleven Commandments of Good Teaching, Corwin Press, Thousand Oaks, CA, 2001.
38. Rutherford, Paula, Why Didn't I Learn This in College?; Teaching and Learning in the 21<sup>st</sup> Century, ASK Publications,
39. Jackson, Robyn R., Never Work Harder than Your Students & Other Principles of Great Teaching, Association for Supervision and Curriculum Development.
40. Glanz, Jeffrey, Teaching 101: Classroom Strategies for the Beginning Teacher, Second Edition, Corwin a SAGE Company, Thousand Oaks, CA, 2009.
41. Prensky, Marc, Teaching Digital Natives: Partnering For Real Learning, Corwin a SAGE Company, Thousand Oaks, CA, 2010.
42. McGuey, Gary & Moore, Lonnie, The Inspirational Teacher, Eye on Education, Larchmont, NY, 2007
43. Clark, Ron, The Essential 55: An Award-Winning Educator's Rules Discovering the Successful Student in Every Child, Hyperion, New York, NY, 2003.
44. Carleton, Lindsay & Marzano, J. Robert, Vocabulary Games for the Classroom, Marzano Research Laboratory, Bloomington, IN, 2010.
45. Intrator, M. Sam & Scribner, Megan, Teaching with Fire: Poetry that Sustains the Courage to Teach, Jossey-Bass, San Francisco, CA, 2003.
46. Bluestein, Jane, Becoming a Win-Win Teacher; Survival Strategies for the Beginning Educator, Corwin a SAGE Company, Thousand Oaks, CA, 2010.



47. Mandel, M. Scott, The New Teacher Toolbox: Proven Tips and Strategies for a Great First Year (Second Edition), Corwin Press, Thousand Oaks, CA, 2009.
48. Hoover, H. John & Oliver, L. Ronald, The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counsellors, A Solution Tree Press publication, Bloomington, IN, 1996.
49. Jukes, Ian, McCain, Ted & Crockett, Lee, Understanding the Digital Generation Teaching and Learning in the New Digital Landscape, 21<sup>st</sup> Century Fluency Project co-published with Corwin a SAGE Company, Kelowna, BC, Canada, 2010.
50. Good, L. Thomas & Brophy, E. Jere, Looking In Classrooms (Tenth Edition), A Pearson Education Inc. publication, Ontario, Canada, 2007.

## Classroom Management

1. Vitto, John M., Relationship-Driven Classroom Management, Strategies That Promote Student Motivation, Corwin Press, Inc., California, 2003.
2. Wong, Harry K. & Wong, Rosemary T., The First Days of School, How to Be An Effective Teacher, Harry K. Wong Publications, Inc., California, 1998.

***To order: Harry K. Wong Publications, inc., 943 North Shoreline Boulevard,  
Mountain View, CA 94043 (650) 965-7896 Fax (650) 965-7890 [www.firstdaysofschool.com](http://www.firstdaysofschool.com)***

3. Howatt, William A., A Teacher's Survival Guide For the 21<sup>st</sup> Century; How to Manage Classrooms More Effectively, Hindle & Associates Publishing, Ontario, Canada, 1998.
4. Rosenblum-Lowden, Renee., You Have to Go to School – You're the Teacher!, Corwin Press Inc. A Sage Publications, Company, Thousand Oaks, California, 2000.
5. Smith, Rick, Conscious Classroom Management Unlocking the Secrets of Great Teaching, Conscious Teaching Publications, Fairfax, California, 2004.
6. Marzano, Robert J., Marzano Jana S. & Pickering Debra J. Classroom Management that Works: Research-Based Strategies for Every Teacher, ASCD Publications, Alexandria, VA., 2003.



7. DiGiulio, Robert C., Positive Classroom Management; A Step-by-Step Guide to Helping Students Succeed, Third Edition, Corwin Press; A SAGE Publications Company, Thousand Oaks, California, 2007.
8. McEwan, Elaine K., How to Survive and Thrive in the First Three Weeks of School, Corwin Press; A SAGE Publications Company, Thousand Oaks, California, 2006.
9. Tate, Marcia L., Shouting Won't Grow Dendrites; 20 Techniques for Managing a Brain-Compatible Classroom, Corwin Press; A SAGE Publications Company, Thousand Oaks, California, 2006.
10. Ridnour, Katy, Managing Your Classroom with Heart, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2006.
11. McQueen, Theona, Essentials of Classroom Management and Discipline, Harper Collins Publishers, New York, 1992.
12. Khalsa, SiriNam S., Teaching Discipline & Self-Respect, Corwin Press, Thousand Oaks, CA, 2007.
13. Albert, Linda, Cooperative Discipline, American Guidance Services, Inc. Circle Pines, Minnesota, 1996.
14. Dreikurs, Rudolf, Pearl Cassel, and Eva Dreikurs Ferguson. Discipline Without Tears: How to reduce conflict and establish cooperation in the classroom. Hoboken, NJ: Wiley, 2004.
15. Gill, Vickie. The Ten Students You'll Meet in Your Classroom: Classroom management tips for middle and high school teachers. Thousand Oaks, CA: Corwin Press, 2007.
16. Mendler, Allen N. What Do I Do When?: How to achieve discipline with dignity in the classroom. San Diego, CA: Solution Tree, 1992.
17. Ryan, Thomas G. The Reflexive Classroom Manager. Calgary, AB: Detselig Enterprises, 2005.
18. Wachter, Joanne C. and Clare Carhart. Time-Saving Tips for Teachers (Second Edition). Thousand Oaks, CA: Corwin Press, 2003.
19. Wilke, Rebecca Lynn. The First Days of Class: A practical guide for the beginning teacher. Thousand Oaks, CA: Corwin Press, 2002.



20. Wong, Harry K. and Rosemary T. Wong. The First Days of School: How to be an effective teacher. Mountain View, CA: Harry K. Wong Publications, 1998.
21. Wyatt III, Robert L. and J. Elaine White. Making Your First Year a Success: The secondary teacher's survival guide. Thousand Oaks, CA: Sage Publishing, 2002.
22. Page, Marilyn L. You Can't Teach Until Everyone is Listening, 6 Simple Steps to Preventing Disorder, Disruption, and General Mayhem. Thousand Oaks, CA. Corwin Press, 2008.

## **Resources en français**

1. Langness, Teresa, Ma première classe, Stratégies gagnantes pour les nouveaux enseignants, Chenelière McGraw-Hill, 2004.
2. Martin, Huguette & Howden, Jim, La Coopération au fil des jours; Des outils pour apprendre à coopérer, Chenelière/McGraw-Hill, Montréal, 1997.
3. Caron, Jacqueline, Quand revient septembre...; Guide sur la gestion de classe participative, Les Éditions de la Chenelière, Montréal, 1994.
4. Canfield, Jack & Hansen, Mark Victor, Bouillon de Poulet pour l'âme des Professeurs; Des histoires pour réchauffer le cœur et remonter le moral des femmes et des hommes qui enseignent, Béliveau éditeur, Montréal, Québec, 2007.
5. Arpin, Lucie, & Capra, Louise, Accompagner l'enseignant dans son parcours professionnel, Chenelière Éducation, Montréal, Québec, 2008.
6. Winebrenner, Susan, Enseigner aux élèves en difficulté en classe régulière, Chenelière Éducation, Montréal, Québec, 2008.
7. Canfield, Jack & Hansen, Mark Victor, Bouillon de poulet pour l'âme des Professeurs, Béliveau éditeur, Montréal, Québec, 2007.
8. Winebrenner, Susan, Enseigner aux élèves en difficulté en classe régulière, Chenelière éducation, Montréal, Québec, 2008.





9. Arpin, Lucie & Capra, Louise, Accompagner l'enseignant dans son parcours professionnel, Chenelière, Montréal, Québec, 2008.

## **Time Management**

1. Wachter, Joanne C., Carhart, Clare, Time-Saving Tips for Teachers, Second Edition, Corwin Press, Inc., California, 2003.
2. Strohmer, Joanne C. & Carhart, Clare, Time-Saving Tips for Teachers, Corwin Press A Sage Publications Company, Thousand Oaks, California, 1997.
3. Mierzwik, Diane, Classroom Record Keeping Made Simple, Tips for time-strapped teachers, Corwin Press, Thousand Oaks, California, a SAGE Publications Company, 2005.

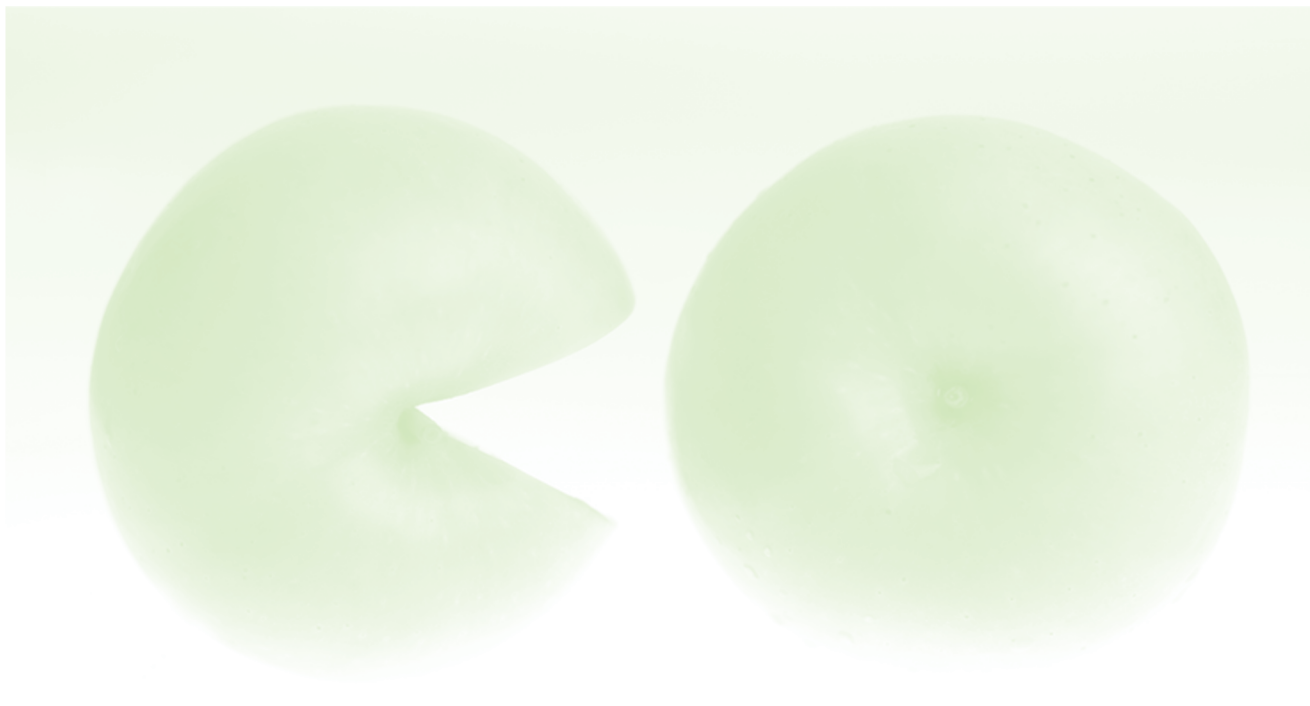
## **Substitute Teachers**

1. Rude, Cicely Anne, How to Succeed as a Substitute Teacher, Corwin Press, Thousand Oaks, CA, 2008.
2. DeHan Seeman, Cary, & Hafstrand Rasmussen, Shannon, Super Sub; A Must-have Handbook for Substitute Teachers, Second Edition, Good Year Books, Tucson, Arizona, 2006.









3106 Joseph Howe Drive | Halifax | NS | B3L 4L7  
1-800-565-NSTU (6788) | (902) 477-5621 | Fax (902) 477-3517  
[nstu@nstu.ca](mailto:nstu@nstu.ca) | [www.nstu.ca](http://www.nstu.ca)

© 2012, NSTU

Nova Scotia Teachers Union

