

A stylized black figure with a circular head and a curved body, set against a light grey starburst background.

a **handbook** *for*
substitute teachers

helping you to survive & thrive in the classroom

A large, dark grey, wavy shape that curves upwards from the bottom left towards the right, occupying the lower portion of the cover.

a handbook for **substitute teachers**

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

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a message from the NSTU president

Dear Colleague:

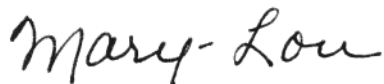
As a substitute teacher you are an essential and valued member of the teaching profession. It is important to all of us that substitute teachers be supported in such a way that continuity is maintained for students in the absence of the regular classroom teacher. The Nova Scotia Teachers Union recognizes that, besides being very important, the role of the substitute teacher can be very challenging. This booklet is intended to provide you with information, advice and access to resources which will help you to experience success and satisfaction in your teaching.

The Nova Scotia Teachers Union is your professional organization, and your representative vis-à-vis the employer. If you experience difficulty, either from a contractual or professional perspective, or if you have questions, the NSTU Representative may be able to help. The NSTU Rep can provide you with information on contracts, and other publications and services available to you through the Union. Be sure you know who the NSTU Rep is in any school where you are teaching, and let them know if they can be of assistance to you.

In 1997 the constitution of the NSTU was changed to enable substitutes to participate in Union affairs by becoming active reserve members. I encourage you to become involved.

Best wishes in all your teaching endeavours.

Sincerely,



MARY-LOU DONNELLY

President

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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.

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 **Appendix A** 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.



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

See Appendix A for a checklist.



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

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 **Appendix B** 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.

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.

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 **Appendix D** for specific suggestions.

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 **Appendix D** – “Emergency Lessons” for 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 Appendix D for Emergency Lesson ideas



Show appreciation to any staff who provide assistance.

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.

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.



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

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!

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:

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 Appendix F – 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

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 Appendix D for suggestions.



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



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



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 Appendix F 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 Appendix E 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 Appendix F 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.

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 in **Appendix C – 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.

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Appendices

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Appendix A

The Successful Substitute Checklist

Before the instructional day begins:

- arrive as early as possible
- 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.

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.



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.

Appendix B

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 _____

Appendix C

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.?

Appendix D

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.

Appendix E

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

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.

Appendix G

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: _____

Appendix H
Class List

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Appendix I

Useful Resources

Education Media Library

Useful Resources for Substitutes

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 substitute has 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. Regular classroom teachers use home-made trivia games to liven up Friday afternoons and to 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.

Books

Canter, Lee and Marlene, Succeeding with Difficult Student, New Strategies for Reaching Your Most Challenging Students, Lee Canter & Associates, Santa Monica, CA, 1993.

Canter, Lee and Marlene, Assertive Discipline, Positive Behavior Management for Today's Classroom, Lee Canter & Associates, Santa Monica, CA, 1992.

Evans, Sandra M, M.S., Ed., Survive & Thrive in Teaching! A Handbook of Everything to do from Day One!, Teachers' Little Secrets, Virginia Beach, VA July, 1995.

Evans, Sandra M., M.S. Ed., Teachers' Little Secrets . . . Essentials for Success and Happiness in Teaching, Teachers' Little Secrets, Virginia Beach, VA, 1995.

Evans, Sandra, M.S., Ed., Professional Portfolios for New and Aspiring Teachers, Teachers' Little Secrets, Virginia Beach, VA., 1997.

Johnny, Jivin', Jivin' Johnny's Classroom Teacher's Emergency Lesson Plans, Johnny Press, Ontario, Canada, 2000.

Wong, Harry K. & Rosemary Tripi, The First Days of School, How to Be An Effective Teacher, Harry K. Wong Publications, Sunnyvale, CA, 1991.

Internet Resources

Phil's Place: Substitute Teaching

<http://philville.com/index.html>

Substitute Teaching: Tricks of the trade

<http://www.av.qnet.com/~rsturng/index.html>

Teachers First.com

<http://www.teachersfirst.com>

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel>

Guest Teacher

<http://www.guest-teacher.com/>

Appendix J

Substitute Membership in NSTU

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

Active Reserve

(1) 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 years, 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; and
- (iii) has all the rights of membership of active members pursuant to **Article 1(10)(A)**, 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 rights of active reserve members include:

- 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.
- The right to membership on NSTU committees.

(2) 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*.

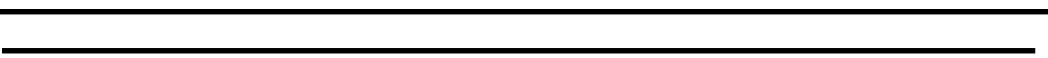
Regular Reserve


- (3) 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 1(10)(C) including:
 - 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 Special 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.
 - The right to professional counselling within education.
 - (iv) upon qualification, may become an Active Reserve Member.
- (4) A Regular Reserve Member is a person employed in an auxiliary position 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.

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Comments on this document are welcomed.
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