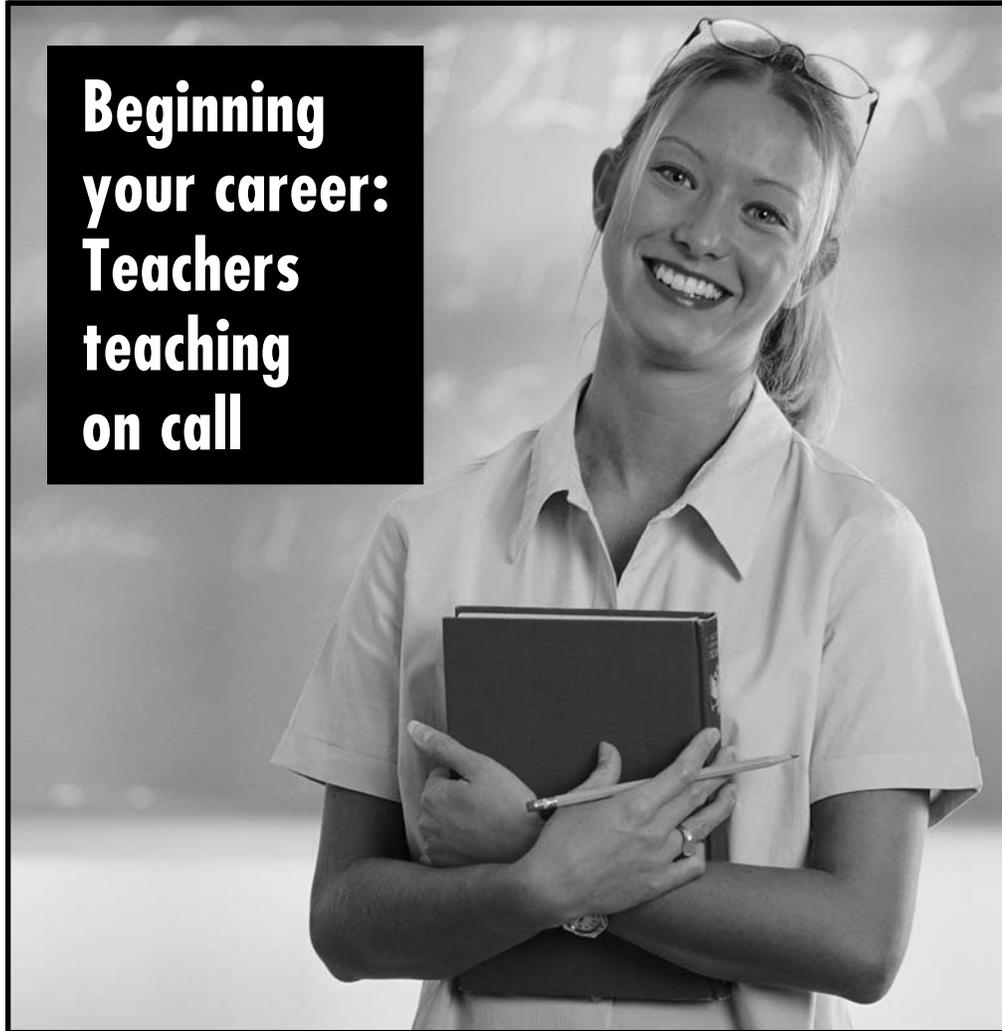


**Beginning
your career:
Teachers
teaching
on call**



Beginning your career: Teachers teaching on call

Many teachers are beginning their careers in British Columbia as teachers teaching on call (TTOCs). As a TTOC, you are a very important component of the school system.

Few explorers have set out to conquer the unknown with more uncertainty than teachers teaching on call. You may be called at a moment's notice regarding your teaching assignment: where you will teach, what you will teach, and whom you will teach. All this can be overwhelming unless you keep in mind that, first and foremost, you are a teacher.

As a professional teacher doing the job of a teacher teaching on call, you are vital to the effective operation of the school system. No school can run without you! Fortunately you are around to take on this often difficult job.

Who are teachers teaching on call?

TTOCs are certificated and qualified individuals who replace a regular classroom teacher for the purpose of continuing the instructional program, maintaining discipline, and generally promoting the educational welfare of the students.

There are also more blunt descriptions, descriptions that indicate a great deal about how TTOCs and others perceive their role and their importance to the educational process.

The stereotypes

TTOCs are often viewed as:

- *Baby sitters*—implying that they aren't expected to do any "real teaching."
- *Cannon fodder*—like lambs to the slaughter, TTOCs are often seen as expendable, thrown to the lions (the students) as some sort of sacrificial offering.
- *Stand-ins*—replacing the "star" performers when they are unable to perform.
- *Spare tires*—sitting in the trunk until needed in an emergency.
- *Outsiders*—"alien beings" from some strange planet, unable to fit into our world.
- *Chameleons*—old lizards with the uncanny ability to alter their appearance. Thus, when

encountered, they are usually addressed as "just a sub"—implying that the TTOC has no training or authority in the classroom.

The reality

- In the classroom, TTOCs are as legally responsible as any other teacher.
- TTOCs are not trainees. They are equal in training to many contract teachers.
- Stress is added to TTOC work by the multitude of unknowns.
- TTOCs are always eager to hone their management skills as discipline can be the biggest challenge of the day.
- TTOCs face daily challenges of implementing another teacher's plan and strategy.

The following information is based on a BCTF Research Department Survey on TTOCs conducted in 2005 and to which there were 1,861 respondents.

The "typical" teacher teaching on call in BC today

- Is female—76% of TTOCs are female.
- 41% are under 35 years of age, 28% are 55 years or older.
- Most TTOCs teach in urban (42%) or suburban (28%) districts.
- About one-third (30%) of TTOCs teach in rural/remote districts.
- 20% of TTOCs are retired.
- Retired TTOCs are more likely to be male (38%) compared to female (15%).
- 19% of TTOCs have less than one year teaching experience.
- About half (49%) of TTOCs have one to three years teaching experience.
- 70% worked as a TTOC only—23% also worked in a term teaching position.
- About half (54%) of TTOCs want a permanent teaching position.
- On average, TTOCs worked 70 days in 2007-08.
- About half (54%) of TTOCs assignments were full-day.
- 28% of assignments were four days in a row.
- 41% of TTOCs had less work than they would like.
- 45% supplemented TTOCs earnings with non-TTOC work.
- About one-third (36%) of TTOCs earned less than \$10,000 from TTOCs assignments.
- Most (79%) TTOCs earned less than \$30,000 from TTOC assignments.

- 27% of TTOCs owed student loans with about half of them owing \$20,000 or more.

The six most important issues for TTOCs were

- Hiring procedures: TTOCs feel district hiring is unfairly handled.
- Amount of work.
- Daily rate and no benefits.
- Call out fairness.
- TTOC status among non-TTOC teachers: TTOCs want more recognition and support from the local teachers' association and contract teachers.
- Opportunities to participate in the local.

The advantages of being a TTOC

- You are able to observe a variety of classroom and school environments.
- It's often the route to a full-time position.
- It "opens the door," and lets administrators see what you can do.
- On-call teaching provides flexibility in your working schedule.
- On-call teaching is interesting and challenging work, offering the chance to exercise knowledge and creativity.
- On-call teaching provides the opportunity to experiment with different teaching strategies and to become familiar with a variety of resources.
- Daily professional development.

Teachers teaching on call: Networking in the local

It is important for you as a TTOC to develop a strong support system to tap into for any number of issues/situations and to offset the potential isolation in your job. Find out who your local president is and who the staff reps in the various schools are. They can answer your questions and concerns immediately and provide necessary assistance. Find out if your local has a TTOC committee; if not, consider starting one. Get involved. Your local president can help.

Ideas for a local teacher teaching on call committee to pursue

- Set up a local telephone answering machine with messages, and update regularly.
- Establish a TTOC telephone tree, with a coordinator to manage it and initiate messages.
- Have the local association mail materials to

teachers teaching on call (newsletters, notices, etc.).

- Provide teachers teaching on call with mailboxes or bulletin boards in staff rooms.
- Provide a local teachers teaching on call newsletter or a column in the local association newsletter.
- Set up a local e-mail listserv.
- Set up a TTOC link on the local web site.
- Write a local newsletter.
- When items like a bargaining survey are distributed, see that all teachers teaching on call members receive a copy.
- Arrange for the local association to set up a board for TTOCs at its office for notices related to professional development and curriculum implementation.
- Provide an orientation session for teachers teaching on call.
- Establish a teachers teaching on call host teacher in each school to welcome teachers teaching on call and provide any current information the local wishes to pass on to teachers teaching on call.
- Encourage school staffs to invite teachers teaching on call to school staff functions.
- Ensure that teachers teaching on call are included in staff representative training.
- Inform teachers teaching on call of PD opportunities and social activities.
- Invite TTOCs to induction ceremonies.
- Encourage the local to provide professional development dollars for TTOC use.
- Plan TTOC socials and resource swapping events.
- Plan TTOC workshops through the BCTF Training Department.

TTOC committees are eligible for a BCTF New Teacher conference grant.

Sources of support and opportunities for involvement in the BCTF and/or local

- The BCTF has a web page for TTOCs. It is *bctf.ca/TeachersOnCall.aspx?id=5022*
- *BCTF meetings*—be aware of, and become informed about, the provincial Teachers Teaching On Call Advisory Committee (TTOCAC).
- *BCTF web site*—*bctf.ca*
- *BCTF workshops*—have your local book through the BCTF PSI Division Training Department
- *Local association meetings*—volunteer to serve on, or to develop, a local TTOC committee
- *Teacher* newsmagazine
- *BCTF New Teachers' and Student Teachers'*

Conference. Annual conference held in January or February

- TTOC standing committees at the local level
- BCTF zone meetings
- BCTF Annual General Meeting (AGM).

School Act requirements to hire certificated TTOCs

In British Columbia, the *School Act* requires school boards to hire teachers who:

- hold certificates of qualification, *and*
- are members of the BC College of Teachers.

The only exception to this requirement exists when no teacher holding a certificate is available and the assignment is for 20 or fewer consecutive teaching days. In such instances, a non-certificated teacher may be employed.

Section 19 of the *School Act* covers this requirement. It reads as follows:

Teacher and administrative officer qualifications

19. (1) *Subject to subsection (2), a board shall not employ a person as a teacher, administrative officer, superintendent of schools, or assistant superintendent of schools unless that person is:*

- (a) *a member of the college and holds a certificate of qualification as a teacher, or*
- (b) *holds a letter of permission to teach issued under section 25(3) of the Teaching Profession Act.*

(2) *A board may employ a person who possesses qualifications approved by the board but does not meet the requirements of subsection (1), if that person is:*

- (a) *employed for 20 or fewer consecutive teaching days and teaching a particular class or classes where no teacher holding a certificate of qualification is available, or*
- (b) *instructing a general interest course that is not leading to school graduation.*

Your assignment as a teacher teaching on call

Duties and responsibilities

Arrive well in advance of the first bell. You will need at least 30 minutes when posted to a new situation. Advise the school if you will be late due to a last minute notification of assignment.

Upon arriving at the school

- Check in at the office for information and keys.
- Orient yourself to the building and introduce yourself to staff. If time permits, find the medical room, staff room, gym, and fire exits. Ask for a safe place to store your valuables (purse, wallet).
- Some teachers are able to prepare clear instructions for a TTOC for a planned absence. Others may not, due to an unexpected absence. If the teacher has not provided information regarding the absentee procedure, check with the office. Ask if there is supervision in the school.
- Locate the teacher's daybook and go over the day's lesson plans.
- Verify the absentee procedure, materials, and seating plan.
- Find the copy machine code, teacher supply room, and supervision schedule.
- Run off any material needed.
- Write your name on the board (and a special message/greeting if you wish).
- Put up any board work assignments.
- If audiovisual material is to be used during a lesson, double check to make sure the necessary equipment has been signed out at the school and that it works.
- Plan your introduction. Check on class opening exercises. If there are uncertainties about directions or you have questions about materials, ask a neighbouring teacher.
- Ask about attending meetings (staff, committee).
- Ask about medical alert, custody orders, medical orders or anything that might impact health and safety of a student and staff.

Should there be no lesson plan for the day

There will be times (rarely, it is hoped) when there is no daybook or lesson plans. Sometimes, the proposed material may be too difficult to cover adequately with no prior preparation, or the plan may be too sketchy to be understood. Here are some suggestions:

- Check with the office; the contract teacher may have phoned in instructions, or asked for you to call her/him for direction.
- Consult with the principal and/or another teacher teaching the same subject.
- Refer to the last completed day in the daybook, if available, and then do a reasonable follow-up to the previous lessons. Student notebooks may be checked if the day book is not available.

- Accumulate a set of your own prepared materials—a “survival kit.” Include math reinforcement worksheets, creative-writing stencils, educational puzzles and games, books to read aloud, art ideas, thinking skills, etc. Materials for the subject and grade levels assigned to you can usually be reproduced quickly at the office.
- Younger students often become disturbed by a departure from the routine. Explain to them that some things will be done differently that day. Ask students for their patience and co-operation.
- A teacher teaching on call’s visit is often enjoyed by the students—they are glad for the break from their normal routine. Capitalize on this by providing activities that have an element of fun.

When the students arrive

- Welcome the students as they enter.
- Introduce yourself to the class.
- Explain to the class that you are the teacher who has been called in, that the contract teacher has left lessons that would normally have been taught, and that you will teach them. Follow lesson plans as closely as you can.
- Don’t expect to cover everything. It is better to go for quality rather than quantity. Remember, your pace will be different, as will the students’ responses.
- Record absentees and late arrivals. Check the seating plan. If there is no seating plan quickly draw one up. Attempt to match names to faces.
- Try to keep seating arrangements as shown in the seating plan.
- Collect or check any pertinent notes such as absentee notes, permission forms for field trips, etc. If there is a need to collect money, turn it in to the office for safekeeping, with the division number, the student’s name, and the amount indicated. If you are giving out supplies such as pencils, notebooks, and erasers, record which students are receiving what items.
- Go over the classroom rules and your expectations (keep them brief—three or four rules) and the consequences (ones you can enforce) you will use for inappropriate behaviour.

If you encountered a difficult situation, don’t try to cover up the difficulty. The administration appreciates your directing problems to the office for assistance. That is preferable to leaving behind a note describing a near disastrous day.

The first few minutes of attending to a class are crucial in clarifying values and setting the stage for the general routine of the day. Getting pupils down to work quickly is one of the best methods of good classroom management. Act upon the first sign of sustained unco-operativeness. Students from Primary to Grade 12 must learn that some behaviour will not be tolerated under any circumstances. It is important not to make a scene in front of the class, so take a student aside and discuss the matter one on one.

In the secondary schools, attendance (backed up with a head count) must be taken at the beginning of each period or block. If possible, check the class roll call with the school’s list of absentees, note any students not on the list who are missing from your class, and report those names to the teacher and the office.

In the primary grades particularly, try to learn names as quickly as possible—use name tags if they are available.

Medical situations

Report medical emergencies to the office immediately.

Under no circumstances should you attempt to move a seriously ill or injured student. The class should not be left unattended. Know where your students are at all times. Send a student to the office for assistance.

Rules and consequences

Be aware of already established consequences and procedures. Make children aware of any new classroom rule that you will use for the day. Refer to pages 30–35 for tips on rules, classroom management, and establishing a positive environment.

Other responsibilities

Make sure you know the following procedures prior to starting your day. In a crisis, you will not have the time to familiarize yourself with the procedures.

- Any injuries to yourself or to students or medical emergencies must be reported to the administrator immediately.
- If a student appears to be seriously injured, do not move her or him.
- Students who indicate they are ill and wish to go

home during the day must get approval from the office.

- Follow up on any student sent to the office.

Fire drills or emergencies

- Check the fire drill regulations for the classroom.
- Remember to carry the class list with you during an alarm.
- You are responsible for taking your class outside.
- When outside, account for all students and keep them together.
- Remain outside until the all-clear signal is given.

Reporting to the contract teacher

Reporting absences

- Leave a dated slip of paper for lates and absences (afternoon and morning).
- Check the roll call with the school's absentee list, at the end of the day.

Finishing off your day

- Allow things to wind down a few minutes early, to tidy up and put things away.
- You may wish to play a game or other fun activity to finish off the day.
- Thank the students for their co-operation—you'll tell their teacher how co-operative they were.
- Leave a detailed history of the day.
- Mark the day's work. If you are unable to do so due to the complexity of the work, leave a note to that effect.

Reporting on the day

- Follow as closely as possible the work planned by the contract teacher.
- Make note of any deviations from or extensions to the regular day plan.
- Indicate in the daybook what work has been completed.
- Mark written work, particularly if it is objective.
- If you feel some marking can't be done because of its complexity or subjectivity, leave it for the teacher with an accompanying note.
- Include any specific items of concern or interest. Include the names of students who were co-operative or unco-operative students. Single out students for praise.
- Whenever possible, prepare a daybook for the next day's work, unless directed otherwise by the teacher.
- Include comments or suggestions on following

up from the day's work and feedback for the contract teacher on class and individual progress.

- Leave your phone number so that the classroom teacher can contact you.

Tips for success

Survival kit

Should you need a little more time to read through the teacher's lesson plan, you can engage the students with one of the following activities.

Problem-solving activities for teams of students

These activities should:

- be fun.
- require minimal explanation.
- take between 20 and 30 minutes to complete.
- be something that the whole class can share briefly when completed.
- challenge and engage students' minds and imagination.

Here are some examples:

Thinking activities

- think of all the things that come in pairs
- think of all the things with:
 - buttons
 - handles
 - zippers.
- think of what you could eat if there were only:
 - purple things for dinner
 - yellow things for dinner.
- draw the dashboard of your parent's car
- think of all the things that are:
 - pointed
 - red and hard
 - cold and soft.
- what are some things to smile about?

Discovery activities

Assign the following questions for discussion and online research if computers are available in the classroom. Advise students that there will be a sharing of creative responses.

- Are there two kinds of rainbows?
- Where do wood knots come from?
- Can a fish drown?
- Why are furs warm?
- Can seaweed predict the weather?
- Why do aging things turn yellow?

You and the classroom teacher could use the following form to facilitate communication.

TTOC Report to Teacher

TTOC's name _____

Phone number _____ Date _____

In for _____

At _____ Grade _____

It was a _____ day.

Work completed

All work was assigned and completed as requested. Any exceptions are noted below:

Observations/marking _____

Student behaviour _____

Student's name _____

Behaviour _____

Action taken _____

Other comments _____

Do plants sleep?
 Why do stars twinkle?
 Does oil calm troubled waters?
 Why does a glowworm glow?
 What do blind people dream about?
 Why does an egg harden when it is boiled?
 What is 24 carat gold?
 Why does salt make us thirsty?
 What is Fool's Gold?
 Why does tea run up through a lump of sugar?
 What is the origin of blue jeans?
 Why doesn't the sea freeze?
 What makes fabric shrink?
 Why is the sky blue?
 What makes the holes in swiss cheese?
 Why will a rotten egg float?

Ideas for forming groups

The following ideas will help you divide the class into groups of different sizes. Ideas for random grouping are followed by strategies to form assigned groups with a balance of skills and skill levels.

Ask students to become partners with the first person they see who:

- enjoys the same sport as you do.
- gets up on the same side of the bed as you.
- rolls out of bed on a different side than you do.
- has a birthday in the same month as you.
- has a birthday in a different month than you.
- has a different favorite TV show than you.
- has a different hobby than you.
- has on the same colour socks as you.
- has on different coloured socks from yours.
- has the same favorite colour as you.
- has a different favorite colour than you.
- has the same first vowel in her/his first name as you.
- has a different first vowel in her/his first name than you.
- has the same last digit in her/his home phone number as you.
- has a different last digit in her/his home phone number than you.
- has the same number of brothers and sisters as you.
- has a different number of brothers and sisters than you.
- has the same number of letters in her/his first name as you.
- has a different number of letters in her/his first name than you.

- puts her/his shoes on in the same order as you.
- puts her/his shoes on in the opposite order as you.
- was born in a different province than you.
- was born in the same province as you.

Ideas for forming pairs

Have students find the other half of a pair. To prepare, write paired items on slips of paper. To accelerate pairing, one half of the slips should be one colour and the other half a second colour. In other words, part one of a pair is one colour and part two of the same pair is another colour. (Save the slips to use again. You might laminate them.) Have each player draw a slip from the container and find the person with the matching half.

Here are some ideas:

- *Capital and small letters*—A and a, B and b, C and c.
- *Famous couples*—Bert and Ernie, Hansel and Gretel, Simon and Garfunkel.
- *Fairy tales*—Split the title in two: Snow/White, Sleeping/Beauty.
- *Opposites*—Hot and cold, tall and short, quiet and noisy, neat and messy, smooth and rough, easy and difficult, wide and narrow, north and south, morning and evening, big and little, up and down.
- *Pictures and words*—A picture of an apple and the word apple.

Dividing into teams randomly

Counting off

Have players count off by:

- *Arm positions*—Example: For two teams, players count off by alternately raising both arms up high or holding them close to the sides. Arms up high are one team; arms close to the sides, another.
- *Colours*—Example: For three teams, count off with red, white, and blue. Reds are one team; blues, another; and whites, a third. Select familiar groups of colors, such as school colors, state or province colors, or those in a country's flag.
- *Days of the week*—Example: For seven teams, count off by the days of the week.
- *Exclamations*—Example: For five teams, count off with Oh no!, Ahhh, Wow!, Hmmm, and Huh?
- *Motions*—Example: For six teams, count off by motions, such as clap hands, snap fingers, pat thighs, wiggle fingers, circle arms, raise elbows.

Word groups

Choose a word with the same number of letters as the number of groups you need. If you need four groups, you could use the word team. (All the letters have to be different.) The class counts off by saying the letters. All the Ts are one group, the Es another, and so on.

You can write the letters or words in large print on separate pieces of paper. As each student says her or his letter, she or he holds up the letter so that the same letters can find one another quickly.

Create a calendar

Divide the class into 12 groups, and have each group create one month of a calendar on a sheet of newsprint. Each group member will write a significant day or event on the group's calendar. Post the months so classmates can add important dates and family celebrations to one another's calendars and share events in their lives.

Question box

Set up a question box, and call it "Dear Funny-Bones" or another humorous name. Encourage students to write humorous questions and jokes and put them in the box. At various moments during the day, invite a student to read a question from the box and invite the class to answer it.

Food favourites

Students count off with food combinations, such as the ingredients for a great pizza. For example, "sausage," "pepperoni," "cheese," "mushrooms," and "onions." All "sausages" then come together as a group. Do the same using ingredients for a favorite ice cream sundae or for trail mix.

Card games

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 take up those difficult 15 or 20 minutes of

"dead time" at the end of a period.

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. *The Critical Concept*, an OSSTF Resource Booklet co-authored by Barry Duncan and Neil Walker, provides good ideas for creative activities involving the popular media.

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.

Trivia games

The huge popularity of *Trivial Pursuit* and similar games can be exploited easily in the classroom. Regular classroom teachers use homemade 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.

Facts versus opinions

The following is a variation on a theme used most often by History and English teachers. Students are given a number of sentences and asked to identify which are fact and which are opinion.

Social science and mass media teachers use similar exercises, in which the students examine a short newspaper or magazine article/editorial and separate the facts from the opinions.

Directions: If the following statement is *fact*, circle the **F**. If, on the other hand, the statement is *an opinion, an inference, or a judgment*, circle the **O**.

- | | | |
|---|-----------------------|--|
| F | <input type="radio"/> | She goes to church only to show off her new clothes. |
| F | <input type="radio"/> | It was a wonderful car. |
| F | <input type="radio"/> | She really thinks a lot of herself. |

- F O Jerry was convicted of theft and served two years in prison.
- F O Look at that drunken driver.
- F O For sale: 1995 two-door Ford Mustang.
- F O A man was killed and two teenagers injured in an auto accident.
- F O The performance began at 8:30 sharp.
- F O He is un-Canadian.

Letter writing

One of the easiest types of writing assignments is letter writing. Students can write letters as an exercise in many different subjects. Specify the length of letter required. Also consider how the letter will be evaluated. Teachers do not appreciate having to do additional marking.

- *History*—Students write a letter to a world leader they admire (past or present).
- *Geography*—Students write a letter describing another country or region.
- *Languages*—Students write to an imaginary pen pal in the language they are studying.
- *Art*—Students write a letter to their favorite artist, asking questions about the artist’s style, subjects, etc.
- *English*—Students write a letter to their parents or to their future child.

Using newspapers and magazine articles

An interesting article from the morning’s newspaper or downloaded from the internet can be put to good use in the classroom, so can a short article from a magazine. Students can analyze, dissect, 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.

Scrambled ladders

Directions: Using the number **1** to indicate the *highest abstraction*, the number **2** to indicate the *next highest*, and so forth, unscramble these ladders.

Example:

- livestock 3
- hamburger 6
- animal 2
- ground beef 5
- beef 4
- living creature 1

forest

- maple wood _____
- maple table _____
- tree _____
- plants _____
- living things _____

equipment

- Parker ballpoint pen _____
- a pen _____
- a writing tool _____
- school equipment _____
- green Parker ballpoint pen _____

army weapon

- grenade _____
- equipment _____
- M15 anti-tank grenade _____
- army battle equipment _____
- anti-tank grenade _____
- army equipment _____
- military equipment _____

cooking equipment

- pan _____
- frying pan _____
- copper bottom pan _____
- cooking utensil _____
- household item _____

Marge likes to sew.

- Marge sewed a button on my blouse yesterday. _____
- Marge is an excellent homemaker. _____
- Marge makes all her own clothes. _____
- Marge made the drapes for the living room of her home. _____
- Marge is very capable. _____

Naval vessel

- USS Wisconsin* _____
- battleship _____
- ship _____
- warship _____
- flag ship _____

Have the students create their own scrambled ladders.

Classroom routines/procedures checklist

Every school has policies and procedures for the following:

- behaviour during PA announcements
- dismissing the class
- distributing supplies and materials
- fire drills, earthquakes, and emergencies
- format for assignments
- hall movement
- lining up
- lunch
- make-up work
- playground
- putting away supplies and equipment
- roll call, absentees, students who leave early
- tardy students
- washroom routines
- what students do when they are finished.

Try to familiarize yourself as much as possible with these policies and procedures.

Long-term assignments

Some TTOCs will be offered the opportunity to be employed in longer-term/temporary assignments. If you find yourself in this position, more extensive planning and student reporting is required.

With thoughtful planning in place, you will be confident in providing quality learning opportunities for your students.

- Get acquainted with the physical layout of your school.
- Familiarize yourself with school/school board policies and handbooks, and with your collective agreement.
- Prepare short-term and long-term learning objectives, and assessment and evaluation strategies.

Long-term planning

In most instances, the contract classroom teacher will have already done long-term planning. Consult with the teacher. In the event that long-term plans are unavailable, you will be responsible for planning, assessing, and evaluating.

You will find the IRPs of great assistance, so follow them closely. Copies of the IRPs should be available at the school. They can also be downloaded at www.bced.gov.bc.ca/irp.

Include the following in your long-term planning:

- the learning outcomes for the course
- the instructional strategies you will use

- the learning resources you will use
- the assessment strategies you will use
- the time to be allocated
- how you will assess student learning
- how you will evaluate student progress
- what resources you will need
- which non-instructional days have been scheduled
- any school-wide activities or assemblies that have been scheduled.

Short-term planning

Initially, your planning will be very detailed. Design individual lessons as part of the whole unit to increase knowledge and skills based on previously learned concepts. This way you will give your students the learning opportunities they need, and avoid gaps and needless repetition.

Daily planning

Organize and carefully prepare daily lesson plans. They should include the following:

- student learning outcomes
- subject matter
- learning strategies
- materials to be used
- assessment and evaluation process.

Collective agreement provisions can be found in your local agreement available from your local union office. Provisions covering pay and benefits are provincial and can be found at bctf.ca/ProvincialAgreement.aspx?id=4878