

WELCOME.....

TO THE SCHOOLS OF PEACE RIVER SCHOOL DIVISION NO. 10

We really appreciate your interest in substitute teaching in our schools, and the staff and students look forward to having you working with them.

We feel that substitute teaching is a professional activity when the regular teacher is away. For that reason, this booklet has been prepared to assist you in your task. We hope you find it helpful.

If you, as a substitute, do not find things in a particular school as you feel they should be, please discuss your concerns with the Principal. He or she is as anxious as you are to ensure the best possible service to our children.

We value your contribution to the School Division. If we can be of further assistance, feel free to call at any time.

Paul Bennett
Superintendent of Schools

Some Phone Numbers You May Need

Divisional Office, 10018-101 Street, Peace River,	T8S 2A5	624-3601
Breaking Point School	K-12	Manning 836-4236
Cleardale Colony School	K-12	Cleardale 685-2935
Dixonville School	K-9	Dixonville 971-3770
E.E. Oliver Elementary School	K-6	Fairview 835-2225
Fairview High School	7-12	Fairview 835-5421
Fairview & Area Learning Store	10-12	Fairview 835-3800
Grimshaw Jr/Sr High School	7-12	Grimshaw 332-4075
Hines Creek Composite	K-12	Hines Creek 494-3510
Kennedy Elementary School	K-6	Grimshaw 332-4066
Lloyd Garrison School	K-9	Berwyn 338-3971
Manning Elementary School	K-6	Manning 836-3532
Menno Simons School	K-9	Cleardale 685-2340
Nampa Public School	1-6	Nampa 322-3940
Paul Rowe Jr/Sr High School	7-12	Manning 836-3397
Peace River High School	9-12	Peace River 624-4221
Peace Regional Outreach Campus	10-12	Peace River 624-5534
Red Earth Creek School	K-12	Red Earth Creek 649-3898
Springfield Elementary School	K-4	Peace River 624-2143
T.A. Norris Middle School	5-8	Peace River 624-3144
Worsley Central School	K-12	Worsley 685-3842

The Substitute's Part

Before you start . . .

Be sure you are registered at the Peace River School Division Office and have completed the necessary forms. Please contact Pauline Bull, HR Assistant at (780) 624-3650 ext 10126 should you have any questions regarding substitute teaching.

Please read the Board Policy affecting substitute teachers, which is on the Division's website in the Policy Handbook section (www.prsd.ab.ca). There are other policies affecting students and teachers contained in the Division's Policy Handbook. Your time might be well spent reviewing them, particularly if you plan to substitute regularly.

Realize The Importance Of The Job

It is assumed that you are a professional educator and as such you can substitute in an area within your competence. A sincere desire to do a good job will go a long way towards performing a satisfying role in the education of the students in the Division.

Be-Up-To-Date

At times the substitute is a person returning after an absence of several years from the classroom. Reading several books, keeping up on the latest developments in education, and taking an active part in school and community affairs will keep you current. The up-to-date Program of Studies Curriculum Resource Guides are your most important source. They are available for almost all subjects in every school and on the Alberta Learning website. If you feel a need to update yourself with regard to curriculum and instruction, feel free to contact, Ms. Carol Fedoruk, Supervisor of Curriculum & Instruction at (ph: 780-835-3638).

Be Professional In Your Relationship

Substitute teaching involves many different situations and often more than one school. Resolve never to compare one school with another, one principal with another, one teacher with another, one set of boys and girls with another.

Be Prepared To Do The Job Fully

The regular classroom teacher is expected to do many things beyond routine classroom lessons, assigned duties, extra help for slow students, conferences with parents, and so on. As a substitute, you must be prepared to take over the duties assigned for the teacher for the day. If the substitute period is an extended one, be prepared to assume reasonable obligations within the limits of your ability and training, as would be expected of the regular teacher.

Be Available

Do not place your name on a substitute list unless the school can generally expect a "yes" when you are phoned. If illness or a change in family obligations makes you temporarily unavailable, notify Pauline Bull, HR Assistant at Divisional Office (ph: 624-3650 ext 10126 / e-mail: BullP@prsd.ab.ca) telling her when you will be able to resume duties. Similarly, if you are moving away, or no longer wish to substitute, a call or e-mail to Divisional Office would be appreciated.

Before The School Day Starts

Arrive early - - Even though you may not get much advance notice from the school needing your services, get there as early as you can, especially if this is a first time for that situation.

A good trick - - Make a habit of getting up as if you were going to be called!

Go Directly To The Office

1. Sign in and check with the Principal, noting any special information in the check-in book. There may be some special plans for that day or there may be some information you may have to pass along to the students.
2. Get any keys you may need. Hint - - if you find something locked, leave it locked when you are through.
3. Check the mailbox of the teacher you are relieving. Have any appointments scheduled for the regular teacher cancelled if necessary. If the period of substitution is an extensive one, these can be re-scheduled.

Check the Room Assigned

Locate the daily plan book, timetable, fire drill instructions, seating plan - - things which you should readily find in the teacher's desk. If you cannot find what you require, get in touch with the Principal. Some schools may have general instructions for substitute teachers located in every class.

Check The Daily Plan and Timetable

See what lies ahead. Check which special teachers may be in the room during the day and what will be expected of you during that time. The more familiar you are with the schedule, the better your class control will be.

Read The Plan Book

This is your best clue as to what you are to teach. As you locate textbooks, workbooks, etc., add markers for pages to which you will need to turn. If audio-visual materials are scheduled, check the procedure. Organize materials to be readily available. Decisiveness and familiarity with what you have to accomplish will help you overcome any difficulty in relations with the class.

If The Plan Book Isn't There

In rare instances, this may happen. Find a reliable student from the class group, using the Principal's advice if needed, and get at least a general order of the plan of the day. Concentrate on subjects you handle well - - particularly the basics. If you have a folder of material ready for such a situation geared to the level of the students, you will find it invaluable. Teachers will be urged to cooperate and have a spare set of materials on hand, just in case the Plan Book isn't available.

Put Your Name On The Board

Students should learn to pronounce your name. You are their teacher for the day, not just "the substitute".

Scan The Seating Plan

You cannot possibly learn all the names instantly, so pinpoint the location of a Mary or a Bill, and a Jack who will serve as anchors for your name association as the day goes on. Avoid impersonal terms like, "you in the blue jacket." A good idea is to have the students print their name on a heavy card that can be folded to stand up on each desk, especially in the lower grades.

Take a moment to catch your breath. When the students arrive, you'll be more relaxed and confident.

A GOOD BEGINNING

Classroom Management

Whether this becomes a problem or not depends on your ability to deal with most situations that arise. Be patient till the class gets to know you, but expect good behavior and you should get a good response. Fairness and consistency on your part will gain respect from the students who usually respond to uncertainty by misbehaving.

If you encounter a real discipline problem that you feel cannot be handled in the classroom by yourself, refer it to the Principal, but do not on any account lay a hand on a child except to prevent him from harming himself or others.

School and Classroom Conduct

Many schools have their own discipline policies, and standards of behaviour expected of students. It is a good idea to familiarize yourself with them, and to adopt similar standards yourself while working in that school or class.

Watch Attention Spans

Try to judge when to change activities, to speed up, and when to slow down. A rule of thumb regarding the length of time for each activity is to allow one minute for year of age. e.g.) An eight year old could normally be expected to have about an 8 minute attention span.

Avoid Making Threats

It is a negative approach which may put you in the difficult position of not being able to follow through on a threat made in the heat of the moment.

Be Positive

Praise will bring better results than censure. Accentuate behaviour you wish to reinforce and play down undesirable behaviour. Whenever appropriate, practice private discipline and public praise.

Keep Your Sense Of Humour

Every problem is not a tragedy!

TEACHING THE LESSON

Be Prepared

If you substitute for more than one day, you are under the same obligation to plan as the regular teacher. If you have enough notice of being called, check with the teacher you will be replacing and find out what you can do to prepare, and what is expected of you. A summary of planning requirements for teachers is contained in the [Policy Handbook](#), section 3.23.

Be Ready To Start

Have materials ready and make sure the class is listening before you begin.

Motivate The Lesson

Students need motivation, but your prime purpose is to teach, not to entertain. Be brief, set the stage, arouse curiosity, and relate to the students' previous experience where possible.

Make Your Presentation Clear

1. Keep your language at the level of understanding of the students.
2. Present one point at a time.
3. Go from the known to the unknown, from the easy to the difficult.
4. Use concrete objects, clear diagrams, pictures - - anything that will reinforce what you are teaching.
5. Stop often and review.
6. Do not hesitate to repeat.
7. Give students the opportunity to ask questions.
8. Use your voice to emphasize, maintain interest, change and control tempo.
9. Use clear and legible writing on the board. If your writing isn't legible, print.

Ask Good Questions

A good question is one that:

1. asks something you really want to know;
2. is concise and expressed well;
3. may often require a series of intermediate answers;
4. directs and stimulates a student to observe and sends him in search of new data;
5. guides and stimulates thought, helps with analysis of complex problems;
6. gives a student a mind set for what is to follow;
7. causes students to formulate new or unexpressed ideas;
8. does not call for mere repetition of book material.

Mechanics Of Asking Questions

1. State the question, pause, - - then call on a pupil.
2. Discourage hand waving and spontaneous responses (calling out).
3. Respect students' answers, even incorrectness.

Marking of Student Work

You may be requested to mark student work as part of the regular classroom duties.

The type and amount of marking should be reasonable considering your training and expertise.

Homework Assignments

Make sure you know the limits of time imposed for homework by the students you are teaching.

Assignments should be clear, concise, purposeful and take into account individual differences.

The homework you assign should be of the same kind and length as that of the regular teacher.

Before Leaving At Night

1. Put the room in good order. See that everything is ready for the next day.
2. Correct papers - - unless the teacher has requested otherwise, you should correct the work done that day.
3. Leave information on what you have covered for the regular teacher. Notes in the daily plan book are often a good way of doing this.
4. Lock up.
5. Check in at the office. Report any unusual occurrences or information that needs to be brought to the Principal's attention. Sign out if required to do so.

6. If lesson plans were non-existent, or inadequate to enable you to teach from them, this should be drawn to the attention of the Principal before leaving the school.

SOME GENERAL HINTS AND INFORMATION

Keep Your Eyes Open

If you plan to substitute regularly, get into the habit of picking up materials and ideas from as many sources as you can. Be a pack rat - - pick up a copy of worksheets, assignments, exercises, enrichment activities from anywhere and anyone, then organize them in grade or subject areas and keep a number of files from which you can draw "ready-to-go" materials.

Finally

The principals and staffs of our schools are ready, willing and able to assist you to be of maximum value to them. They are prepared to do their part if you will do yours, and they are always open to suggestion. If there is any advice or recommendation on substitute teaching you may have that you would like to share with your colleagues, please feel free to let us know. It may be included in future revisions of this handbook.