



Your Future in MIND

Substitute Teacher Handbook

2015 - 2016

Administrative Procedure 414

RESPONSIBILITIES OF SUBSTITUTE TEACHERS

Background

The Division recognizes the need to provide continuous instruction to students and endorses the employment of substitute teachers for such purpose.

Definitions

Substitute Teacher:

is an individual possessing a valid Alberta teaching certificate employed on a day-to-day basis without a written contract of employment.

Procedures

Human Resources shall hire all substitute teachers for the Division.

1. The Principal shall select a substitute teacher where the vacancy is anticipated to be less than 20 consecutive teaching days.
2. The Principal shall inform Human Resources if a substitute teacher is to be hired in the same position for 20 or more consecutive days.
3. The duties and responsibilities of the substitute teacher shall include all those tasks associated with the instruction of students in the absence of the regular classroom teacher including:
 1. Demonstrating enthusiasm and a positive attitude toward teaching
 2. Following and, if necessary, adapting lesson plans provided by the classroom teacher in an appropriate manner
 3. Preparing lesson plans where appropriate
 4. Using appropriate teaching strategies, methods of presentation and techniques to motivate students to meet lesson plan requirements
 5. Maintaining and/or developing class rules, procedures, routines and consequences as required to promote a safe, orderly learning environment
 6. Making use of the services and supports in the school
 7. Assessing student work and progress, as required, and providing feedback to students and the classroom teacher
 8. Keeping accurate attendance records
 9. Maintaining an accurate record of the events of the day and providing a written record for the classroom teacher
 10. Carrying out the classroom teacher's supervisory duties as directed by the Principal
 11. Carrying out other professional duties assigned by the Principal when the classroom teacher's preparation periods appear on the timetable
 12. Leaving the classroom in order
 13. Maintaining an appearance appropriate to the teaching activity
 14. Arriving at the school in sufficient time to prepare for the day's assignment – minimum of 15 minutes before the school starts and 15 minutes after school ends
 15. Reporting to the school office to complete the appropriate forms, to obtain the information package for substitutes and to leave information for the classroom teacher.

References

Sections 92, 100, 101, *School Act*
EIPS Teachers' Collective Agreement

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GENERAL INFORMATION

Substitute teachers provide temporary replacement service for Elk Island Public Schools (EIPS) contract teachers who are absent from their duties. A substitute teacher's primary responsibility is to assume the regular duties of the classroom teacher being replaced.

Only persons who possess a valid Alberta Teaching Certificate in good standing, and who have been approved by the Human Resources Department, will be employed as a substitute teacher in Elk Island Public Schools. It is required that all substitute teachers provide a copy of their teaching certificate, and a Statement of Qualification, for salary purposes, from the Teacher Salary Qualifications Board of the Alberta Teachers' Association.

Substitute teachers may be called in the evenings between 5-10PM (for future jobs) or early morning between 6AM-1PM (for same day jobs) by the EIPS electronic Absence Reporting & SubFinder system. **A prior phone call to the Staff Replacement Support Representative (780-417-8250) should be made to notify of delay in arrival or other extenuating circumstances should they arise.**

Parking at schools can be an issue. If you have not received parking instructions, please check with the school office upon arrival at least 15 - 20 minutes before school begins.

Each school may have further information for substitute teachers with specific directions related to the operation of that school. Substitute teachers are urged to contact the school office so that such additional information may be made available to them. Substitute teachers may be assigned to other instructional duties by the principal when the regular teacher's preparation periods appear on the timetable. Substitute teachers shall undertake the regular teacher's supervisory duties during the school day as directed by the principal. A substitute teacher may be assigned the supervision assignment of other teachers when in the judgement of the principal, there is a need.

Substitute teachers should be aware that their performance in the classroom may be subject to the same observation and evaluation as the regular teacher. Allowances are made because it is recognized that there are differences between the roles; but unsatisfactory or unprofessional performance by a substitute teacher cannot be accepted. With this in mind, it is expected that such unsatisfactory performance will be pointed out to the substitute by the teacher and/or the administration of the school. It may also be referred to the Director Staff Relations, Human Resources if the principal feels it should be. In such cases, the substitute will be contacted. Unsatisfactory performance can result in withdrawal from the substitute service roster.

INSTRUCTIONS FOR SUBSTITUTES

It is important that all substitute teachers realize there are responsibilities and duties which Elk Island Public Schools expects of the substitute. The teachers of each school have been instructed to provide an outline or plan for their class whenever they are absent. As a substitute you should have the teacher's plan before you at all times. It is expected that you will be able to follow the plan and have the students complete the learning as outlined by the teacher.

REPORTING TO AN ASSIGNMENT

You are expected to be at the school at least 15 minutes before the first class starts and continue until 15 minutes after the last class closes. Do not leave before all pupils have been dismissed, or until you are authorized to do so by the principal. This applies for half-day assignments as well.

Upon arrival at a school report to the school office. Office staff will provide you with information regarding room assignment, directions and where materials, lesson plans and records can be found. Inquire if there are any students who may have severe allergies or special needs. Familiarize yourself with appropriate procedures for those students or who to contact if special circumstances arise.

The principal is the person responsible for your assignment while at that school. This may include supervision and other coverage.

CLASSROOM PROCEDURES

Please plan to arrive at your assigned room before the first class starts well in advance of the students. This will allow you to become familiar with the room and to locate materials necessary to carry out the assignment successfully. Introduce yourself to teachers in the vicinity as they may be able to assist you as well. Familiarize yourself with any procedures for students with severe allergies or special needs.

Introduce yourself to each new group of students you meet throughout the day. Keep daily attendance according to the guidelines the school provides you with (example: PowerSchool).

Follow the lesson plans left by the regular teacher. If you are unable to do this, (e.g. a CTS class) ask the administration to advise you as to the proper procedures. It is suggested that each substitute creates a few brief "lessons" which can be used when required. Sometimes circumstances do occur which make it necessary for a substitute to "ad lib." In these cases, leave such information in your summary of work covered.

Do not assign written work and leave it to be graded by the regular teacher unless indicated in the lesson plans. Any written work assigned by you, which is beyond the lesson planned by the regular teacher, should be graded and left for the teacher to examine.

Refer very difficult discipline problems to the administration. Routine classroom management is your responsibility. Familiarize yourself with the rules and regulations pertaining to the emergency drills in the building. If instructions are not posted, check with another teacher as to appropriate procedures.

If you are on duty in a classroom in which there are student teachers, allow the student teachers to proceed with their lesson assignments. You will not be responsible for rating them.

Information concerning the school, students, parents, teaching and support staff, is confidential.

CONCLUDING AN ASSIGNMENT

When your assignment has been completed, you must stay at least 15 minutes after the end time posted in the job. Report to the school office to return keys and any other materials.

You should leave behind a summary or outline of the work covered, a list of comments which might prove helpful to the regular teacher, as well as the teacher's lesson plans and records.

DISCIPLINE

On occasion students will give a substitute a difficult time so it is important that substitute teachers know how to deal with such situations. Specific practices and procedures should be obtained from individual school principals. Notes may be provided in lesson plans as well.

A good guideline for the substitute teacher is to be **firm** at the outset. **Assert** yourself immediately and insist upon acceptable behaviour. Once the students realize that you are there to do a job, they will settle down and work. Insist upon good manners, eg: only one person to be speaking at one time; insist upon hands being raised by students wishing to speak or ask questions, etc.

Just as the teacher is directly responsible for classroom discipline, the substitute teacher is responsible in the teacher's absence. Conduct the classroom just as you would if you were the teacher.

The principal has the ultimate responsibility for school discipline. This brings into question: What help can a substitute teacher expect from the school administration? You can expect both advice and support. If the students will not respond to your control, report this to the principal's office before the situation gets out of hand. It is wise at the outset to ask the principal or some other responsible staff member about any unusual circumstances or problems which might cause trouble. If you encounter persistent problems of behaviour or discipline, report it to the principal and ask for advice.

It is difficult to generalize about classroom discipline because there are so many factors which create the classroom atmosphere within which student behaviour develops but a good suggestion is to be firm, fair and consistent.

ITEMS REQUIRING APPROVAL OF SCHOOL ADMINISTRATION

- Students are not allowed to leave school under any circumstances without authorization from administration.
- Written or telephone communication with parents requires authorization of administration.
- Visitors to the school are not to speak to students without authorization of administration.
- Accidents involving any student in your care must be reported to the school office and an accident report form completed.
- Any student who appears to be ill should be sent to the office accompanied, where appropriate, by one or two other students.
- Do not detain students after hours without authorization from administration.

BEHAVIOUR MANAGEMENT SUGGESTIONS

BE FIRM, BE FAIR, AND BE CONSISTENT. Insist on good manners. Carefully explain the standards expected. As far as possible, treat all alike. Don't let something pass by one time and then object to it at another time.

KEEP YOUR VOICE LOW MOST OF THE TIME. Don't try to raise your voice over the shuffling of feet or books or other classroom noise and delay the lesson or instructions until everyone is paying attention.

FOLLOW THE PREPARED LESSONS OF THE TEACHER. Don't allow yourself to be "sidetracked" into talking about yourself or extraneous matters. In the event of incomplete or unclear lessons or directions, ask the principal for directions.

SETTLE STUDENTS QUICKLY and then get on with the lesson. Keep students productive at all times. Don't allow students to "stand in the hall" as this is a poor disciplinary method.

AVOID SARCASM AND RIDICULE. This is inappropriate behaviour and will encourage offenders to try and get even.

MAKING CONTACT WITH STUDENTS is unnecessary and unwise.

KEEP STUDENTS WITHIN YOUR RANGE OF VISION AT ALL TIMES. Do not permit students out of the room unless you are fully aware of where they are going and why. If students tell you that the teacher allows them to go to the library, check first before allowing students to go. The same advice may be followed about washrooms. Going to the washroom is sometimes a "ruse". Avoid allowing such trips unless they are obviously necessary. If you follow this advice, there will rarely be more than one person out of the room at a time.

DON'T DISMISS STUDENTS EARLY. You are responsible for students for the entire scheduled day or period.

NEVER THREATEN. Threats are often interpreted as challenges by some students. Know the methods of discipline that are acceptable with the school you are in, and then use them.

HAVE A SENSE OF HUMOUR. Laugh with the class but don't waste time. Get on with the lesson. Remember at all times that you are a responsible adult. Most students will respond to directions given clearly and precisely in an amiable fashion. Your personality and sense of humour will go a long way in determining your success as a teacher or substitute. Students prefer a strong teacher rather than an easy one for whom they have no respect. Popular teachers are strong in discipline. They set standards for both work and behaviour, then insist upon students trying to achieve those standards.

You will find that it pays to accentuate the positive rather than the negative. Instead of ignoring a student, use recognition; praise rather than criticism; acceptance rather than rejection. If the teacher and the substitute can act in these ways, a climate of good human relations will develop in the classroom. It is within this climate that you can feel satisfied and successful with your efforts.

Substitutes should remember that **DISCIPLINE IS IMPORTANT, BUT SELF-DISCIPLINE IS VITAL.**

APPRAISAL OF SUBSTITUTE TEACHERS

This form can be used by a substitute as a means of getting feedback from the classroom teacher on services provided. If a substitute has provided service for a teacher for more than three (3) consecutive days, they can complete Part A of the form and leave it for the regular teacher to complete and send to the substitute. A teacher or administrator may use the Appraisal Form to identify any concerns with the service provided by a substitute teacher. Again, this information will be provided/sent to the substitute with an opportunity to respond to any concerns. Copies will be provided to school administration and may be sent to Human Resources.

COMMUNICATION

Important information for existing substitutes is posted regularly in the Existing Substitutes bulletins on eips.ca/existing-substitutes.

EIPS will be using your email address for important notices so please add one email address to your online SubFinder substitute profile. To facilitate any permanent personal information changes (address, name, emergency contact, etc.) please direct your change request via email or regular mail to the Human Resources office.

DEPLOYMENT

All schools have access to the Substitute roster. This includes information on each substitute's phone numbers, major, minor, specialty, and availability. Schools are encouraged to share the assignments among as many substitute teachers as possible. Vacancies on the roster created by the issuing of temporary contracts will be filled as required.

EMPLOYMENT OPPORTUNITIES

Elk Island Public Schools occasionally requires long term substitute service to replace maternity and extended illness leaves. The Human Resources Department, in conjunction with school principals, reviews, short-lists, and interviews qualified substitute teachers for these positions. Replacing the regular teacher in a timely manner may result in a job offer to a substitute without using all these steps in the hiring process. Should there be an insufficient number of qualified candidates; advertisements may be placed on eips.ca/careers.

May and June is the main staffing period for the following school year. Substitutes should check eips.ca/careers on a regular basis during this period as job posting deadlines are very short. You can click on the "**Apply Now**" button to apply online.

PAYMENT OF SUBSTITUTE TEACHERS

The rate of payment of day-to-day substitute teachers is regulated by the salary agreement in place (Clauses 7.6 and 7.6.1 of the 2012-2016 Teachers' Collective Agreement). For other clauses governing substitute teaching, please refer to the Teachers' Collective Agreement.

In order to establish the per diem rate, a substitute must submit a Statement of Qualifications from the Teacher Qualification Service (TQS) or the salary will be based on the lowest training level on the salary grid.

Pay days are as per Clause 7.5 of the Teachers' Collective Agreement. If a substitute teacher teaches twenty (20) consecutive days or more for one teacher, a temporary teacher contract will be executed between Elk Island Public Schools and the substitute. Payment then is in accordance with the current Collective Agreement in accordance with Clause 7.4.4 of the Teachers' Collective Agreement, teaching experience shall include substitute days effective September 1, 1996.

Substitute teachers who wish to contribute to the ATRF pension, should contact the Alberta Teachers' Retirement Fund office at: 600 Barnett House, 11010 - 142 Street NW, Edmonton, Alberta, T5N 2R1, 780-451-4166 or 1-800-661-9582; website: atrf.com.

The Pay Period schedule is posted at www.eips.ca/existing-substitutes. "Current Jobs" worked in 2015/16 will be available to view until June 28, 2016 (located in your online SubFinder substitute profile). If you want a copy of shifts worked, then please print/save screen shots on or before June 28, 2016.

Pay Statements & T4's: EIPS Employee Self Service account access information is posted in eips.ca/existing-substitutes.

PROFESSIONAL LEARNING

Teachers in Elk Island Public Schools are expected to participate in activities that promote professional growth and instructional improvement. Information regarding these and other professional learning opportunities is available at eips.ca/existing-substitutes. Substitute teachers have the opportunity to attend the Teachers' Convention and other professional learning opportunities hosted by the ATA and the ERLC.

APPRAISAL OF SUBSTITUTE TEACHER FORM

Instructions:

Note: The use of this form is voluntary and must remain consistent with the Code of Professional Conduct.

1. Substitute teachers may request comments for their own professional growth. If a substitute teacher has provided service for a teacher for more than 3 consecutive days, the substitute can complete Part A and request that the teacher complete the form and send the original to the substitute. The substitute teacher can forward a copy to his/her personnel file.
2. Teachers may utilize the School District to deliver correspondence to substitute teachers. A teacher may complete Part B and C at any time to provide feedback to a substitute teacher on the service that was provided. The form provides the opportunity for feedback on positive service as well as feedback on service that was of concern to the teacher.

The teacher should make 2 copies and seal the original in a plain envelope with the substitute's name on the envelope. This envelope should be sent to HR, attention Director Staff Relations, where the address will be added and sent to the substitute.

If a teacher wishes to direct a copy of the form to administrative staff, he/she should indicate the proper official(s) to whom the form is being sent and send copies at least 7 days after the initial form was sent to the substitute teacher.

3. A principal can use the appraisal form to provide feedback directly to a substitute. In their supervisory role, principals are required to make recommendations regarding the substitute's future work in the school.

Where the principal wishes to forward a copy of the form to HR to be added to the substitute's personnel file, the substitute teacher shall be provided with a copy. The principal may decide that the form is to be kept only at the school level, particularly for a minor concern or a first instance.

4. The substitute should follow-up directly with the person who initiated the use of the appraisal form if he/she wants to discuss any information on the form. Substitute teachers can respond to comments submitted by others and can request that their comments be appended to the initial form in their personnel file.

Additional comments on services provided: