

Chapter 1 : A teacher's guide to surviving school until Christmas | Teacher Network | The Guardian

Surviving as a teacher isn't easy. Between the sheer work load, diversity of tasks, brutal pace, and seemingly divergent initiatives pulling you in a thousand directions, education can break even the most noble spirits. But it doesn't have to be that way. Below are ten tips to keep you ticking.

Thinking back on the the naive 22 year old I was when I first entered my classroom, much has changed. The way I walked, talked, and dressed is quite a bit different from how I am now. I struggled to find my fit with the teacher. When I first started teaching, I set my mind to dressing like a cross-breed of Ms. Frizzle and Bill Cosby. The end result, as seen in the first semester of my teaching, was nausea-inducing. I had gone out and thrifted vintage skirts and dresses with pockets and wacky prints on them. I was trying too hard to fit the archetype of a teacher that I had created in my mind. This is what I came up with it: My new style consisted of things I already owned and already wore. My students loved it! They would ask me how and why I had chosen to wear certain items together and I would patiently answer that the silver glitter in my loafers complemented the gray stripe in lapel of my blazer. By doing so, my students could see the difference between stylish and trendy. And besides, the Ms. Frizzle persona took too long to create every morning. My sense of style was more effortless and natural. Cardigans are your best friends Tip: Add bright colors to break up the monotony of an outfit Classrooms are cold. At least mine was. Cardigans have the magical ability to make increase the sophistication level of almost any outfit. My closet is full of plain cardigan, printed cardigans, light cardigans, heavy cardigans, and so on. I even keep a beige neutral cardigan in my classroom, just in case. A cardigan has a professional air to make your outfit work appropriate. Layering can maximize your wardrobe Layering outfits make it seem as though you have a lot of clothes. Layering is a great excuse to wear the same clothes more than once, but in a different way. For example, a printed button down shirt is an ideal layering-agent. Check out the outfit below: My version of layering: Layering with sleeveless tops can prevent overheating Tip 3. Keep a pair of flats around Tip: Keep a few loafers in your closet. Check out my post on alternatives to high heels. Invest in a sturdy teacher bag Tip: When buying a teacher bag, pay attention to the handles to see if the can handle wear and tear. A teacher bag is expected to hold papers, planners, grade books, numerous colored pens, and other miscellaneous items. When the straps on my large tote back broke from the weight of my bag, I headed to Target for some well-priced sturdy bag options. Another great choice is a diaper bag. It sounds crazy, but diaper bags are built to hold a lot of stuff. They have many pockets and compartmentsâ€” the perfect compliment to a teacher lifestyle. Tucking in your shirt and wearing a belt make for less peek-a-boo moments I taught middle school boys, so I had to be especially conscious of my attire. When you check yourself out in the mirror in the morning, be mindful of the range of motions you will be performing throughout the dayâ€” reaching, leaning over, and squatting. In my experience, they like to whisper and point it out to other students before they finally tell you. You have to be self-aware at all times. One time, I went through an entire class period with my zipper down and no one said a word to me about it. Even though I am now transitioning out of my role as a teacher into my role as a graduate students, I will probably dress somewhat like a teacher.

Chapter 2 : Surviving A Teacher's Salary Ads Alternatives & Competitors in

Welcome to my blog, Surviving Teaching! Where this new teacher is sharing tips and tricks, the 'won't do it again' speed bumps along the way, the outfits! and those stories that need a sharing audience.

Hoard glue sticks so you can trade them with less resourceful colleagues: The first year is bewildering. When this happens, it is tempting to nod sagely and feign comprehension. Be honest and ask for help. The 10 commandments for new teachers Read more Find an unofficial mentor. Your mentor might be the busy head of key stage or head of department, which might make it harder to approach them with problems you feel are small or silly. It is worth seeking out an unofficial mentor, a fellow teacher who is a year or three ahead of you but can still remember how achingly awful it is to not know what to say when opening an assembly. Record the good stuff. No doubt about it, teaching is rough. There will be lesson observations where everything goes awry, parents who reduce you to tears and days when dealing with a class of fractious children leads you to question your own desire to reproduce. Get yourself a notebook and record all the good things that happen: Then, when times get tough, pick up your book and give yourself a confidence boost. Develop some stock phrases for tricky situations. When faced with a prickly parent or colleague, many of us have a tendency to turn tongue-tied, so arm yourself with some failsafe phrases to keep you cool and in control. To a critical colleague, say: Perhaps you could give me some ideas of how you would have managed this? Eavesdrop on teachers whose sangfroid you admire to build up your personal artillery of phrases. How do they respond when the heat is on? Listen out in the staffroom for blow-by-blow accounts of confrontations too; this is prime territory for picking up tips on what "and what not" to say. Organisation Keep one to-do list. Whether it be a fancy task-management app or a good old exercise book, you need a to-do list. Keep it to hand at all times and add everything to it immediately, before some kid knocks out a tooth and in the ensuing drama you forget what you were supposed to be doing. Cross things off as you do them and, at the end of the week, write anything you still have left at the top of a new list, in order of priority. Do your photocopying the night before. This one seems obvious, but almost nobody does it. If you do all the photocopying for your lesson prep the night before, you will avoid the hair-tearing scenario of pitching up at the printer five minutes before your lesson only to discover the year 6 teacher has just begun printing out 32 copies of a SATs past paper. Work-life balance Plan in social time and stick to it. Everyone goes on about the importance of maintaining a work-life balance, but nobody tells you how to do it. The key is to schedule fun time in your diary in advance. Plan at least one weekday night every week for relaxing and ringfence it. The ringfencing is really important: Get in the habit of making time now. Freezing a load of home-cooked meals can save time, money and your health. Devote a Sunday afternoon at the start of each month to cooking up several batches of your favourites. Be canny about it: If a whole afternoon in the kitchen feels too much, get in the habit of cooking a few extra portions whenever you do have enough time to make a decent meal. Freeze them in foil baking trays so when you come home wiped, rather than reaching for the takeaway menu all you need to do is switch on your oven. Last but not least € Ration glue sticks. This one is really important for primary newly qualified teachers NQT. Hoard a few new ones in the back of your stock cupboard, and at Christmas, when less resourceful colleagues come begging, use the glue sticks as currency to exchange for better things. Follow us on Twitter via GuardianTeach. Join the Guardian Teacher Network for lesson resources, comment and job opportunities , direct to your inbox.

Chapter 3 : From Surviving to Thriving - Educational Leadership

Kid's crafts, educational learning activities and printable worksheets.

Recipes This post may contain affiliate links, view my disclosure policy. There is no coconut oil either! After trying many recipes I realized that continue reading Thanksgiving has come and gone and for many of us that probably means a LOT of turkey leftovers! For our family we specifically have a TON of turkey continue reading I just love turkey time of year! These fun Turkey Snacks for kids are super cute to make for classroom treats and even to let the kids design their own continue reading All the fun back to school recipes are just ALL delicious and quite clever! This post was sponsored by Nabisco as part of an Influencer Activation for Influence Central and all opinions expressed in my post are my own. The OREO continue reading These Mickey Mouse inspired cupcakes are easy enough for kids to make too! In just 2 weeks our family will be heading to Disney and have been creating all continue reading Enjoy this refreshing Strawberry Lemonade Mocktail recipe! This Strawberry Lemonade Mocktail recipe is a non-alcoholic drink continue reading This amazing Buffalo Chicken Soup or dip! How perfectly adorable is this spring ladybug cookie recipe?! Slow cooker recipes are a HUGE win in my house! It saves ME time and still puts a delicious meal on the table. Have you guys ever found a great sale on yogurt only to find you bought WAY too much? This year my goal is to add one slow cooker recipe to my blog each week. Today is our Mongolian Beef Slow Cooker recipe! Each slow cooker recipe featured continue reading All of my kids started at new schools last year since we moved out of state. They are in 3 separate locations - and ALL 3 of their schools are nut free. OR you can use this idea of "clock continue reading This post was sponsored by Stretch Island as part of an Influencer Activation for Influence Central and all opinions expressed in my post are my continue reading

Chapter 4 : How To Survive As a Substitute Teacher | Owlcation

Have you signed up as a substitute teacher and now you're having doubts? If you are wondering how you are going to survive as a substitute teacher, I am bringing you some real-life, practical advice to help you be successful in your new chosen career path.

Sonia Nieto To remain enthusiastic and committed in their work, teachers need environments that promote meaningful learning. How do teachers move from simply surviving to actively thriving in the profession? How do they go from dreading the trials and tribulations that each day brings to instead welcoming the challenges awaiting them? Having been a classroom teacher myself as well as the wife of one teacher and the mother of another, I know it takes a great deal of dedication to walk into school every day with enthusiasm, energy, and love, often in spite of conditions that make doing so a constant struggle. Yet some teachers do it all the time, and many remain in the classroom for years with a commitment that is nothing short of inspirational. These teachers including my husband and daughter have been the source of my admiration as well as much of my work. Throughout the years, I have explored the question of why and how they do it. Why Do They Teach? On the other hand, teachers have never mentioned to me that teaching students how to take tests, learning to follow rubrics and templates, or heeding district mandates concerning the latest basal reader helped to keep them in the classroom or made teaching a rewarding experience. Although these tools and techniques may be helpful, truly "highly qualified teachers" have never viewed them as ends in themselves. These include policies and practices at the school and district levels and attitudes and actions on the part of teachers themselves. School and District Conditions Because of state licensing requirements, all teachers must engage in professional development both before they enter the profession and periodically afterward. In spite of such requirements, too often teachers find that their professional development is both inadequate and irrelevant. Yet the reality is that students of color and those for whom English is a second language go to school in every city and state. They are found increasingly in rural districts, and in many places, they are the majority. In addition, in spite of the ineffectiveness of short-term and whole-school professional development activities, these kinds of programs remain ubiquitous in schools. Mandated professional development activities "in which administrators select the topics and teachers are a captive audience for a half or whole day" are notoriously unproductive. The result is often frustration and resentment on the part of teachers, dissatisfaction on the part of administrators, and a fruitless allocation of scarce resources. Give Teachers Choices Probably the most significant action school districts can take in changing the nature of professional development is to provide meaningful and engaging programs that respect the intelligence and good will of teachers and help them grow in terms of knowledge, awareness, and practice. For instance, in a yearlong inquiry group with high school teachers in Boston, Massachusetts, Stephen Gordon, a veteran teacher of English, wrote about his frustration with the traditional character of professional development: I am not looking for prescriptions for teachers. I am not looking for narrow "silver-bullet" programs that script teacher behaviors using some quasi-scientific rationale. I want to find ways to teach that embody the several theories and beliefs that I have come to believe are true and good, truths and knowledge that have consequence for educating urban children. I can do little about the injustice and racism that permeate our institutions. I want to create pedagogy that makes me feel I have done my best. The goal was for regular classroom teachers to learn about, and develop strategies for working with, English language learners, most of whom were Hispanic. Most of the classrooms in both school districts included students who were learning English, and in some of these classrooms, they were actually in the majority. The individual or joint research in which teachers engaged resulted in projects in which teachers not only honed their skills, but also developed greater confidence in working with students who were learning English. In the process, they learned about the sociocultural realities of Latino children and families and about teaching students effectively despite the strains of living in poverty. Even more significant, many teachers developed strong relationships with families that will, in the long run, improve the education outcomes for their students. Foster an Open Climate Another important condition that encourages teachers to remain in the profession is a climate of openness, shared decision making, and collaboration in the school. This means

respecting the fact that teachers are professionals who may not always agree with administrators. Although it can be difficult for principals to have in their schools teachers who challenge their policies and practices, this approach is usually more constructive than running a school like a small fiefdom in which teachers have little say and feel they are treated more as technicians than as professionals. Seth Peterson, a high school English teacher in Boston, wrote about the seeming contradiction of working for openness and change in a system that is often bureaucratic and closed: My fellow teachers work in a system that trusts and expects them to know how to respond to a suicidal student, a bomb threat, or a hate crime. Yet this same system does not trust them to design the final exam for their own course. Part of learning is to question things that we take for granted, to discover issues that need to be debated, to uncover hidden realities that need to be transformed. The more we learn, the more burdened we are because it becomes our responsibility to bring that knowledge to others, to make it explicit, and to do something with it. Certainly, there are many dispositions, which include the love of students and subject matter; a view of themselves as lifelong learners and intellectual workers; a deep commitment to social justice; comfort with uncertainty; endless patience; and, of course, a sense of humor. One of them was Mary Ginley, a veteran teacher of 30 years, who had recently been selected Massachusetts Teacher of the Year. Mary spoke about why it had been necessary for her to learn more about herself to become an effective teacher of students who were different from herâ€”and about how, for some teachers, this can be a difficult step: What is all this multicultural stuff? Gebhard, Austin, et al. She threw herself wholeheartedly into this work because she knew that her effectiveness as a teacher of children of backgrounds different from her own depended on her doing so. But this does not mean simply reading a book on cultural differences or adding a unit on different family traditions. Although these can be helpful activities, they may do little to inform teachers about the students in their classrooms. Teachers need to learn about the sociocultural realities of their students and the sociopolitical conditions in which they live. The late Brazilian educator Paulo Freire addressed this question eloquently when he wrote, Educators need to know what happens in the world of the children with whom they work. They need to know the universe of their dreams, the language with which they skillfully defend themselves from the aggressiveness of their world, what they know independently of the school, and how they know it. Juan said, These kids were me. Mary Cowhey, a 1st and 2nd grade teacher, makes it her business to learn about her students before the first day of class. For many years, I have asked students in an education course I teach to write a letter to Freire explaining how his ideas had influenced them and their practice Nieto, Mary wrote, You write about reading the class. I guess I jump the gun. Part of how I address my fear about the first day of school is to face it, as you suggest. That way I know where my students are coming from, literally. I know who their people are. I know the names their families call them. I know what they are proud of and what worries them. I begin to trust these families. My students and their families begin to trust me. Developing Allies Novice teachers often ask me for advice to help them get through their first year of teaching. My answer always is, "Make a friend. I have found that when teachers develop allies, they remain fresh, committed, and hopeful. Stephen Gordon, one of the teachers in the Boston inquiry group, stressed the significance of collaboration and relationship. I had asked the teachers in the group, most of whom were veteran teachers, to write a letter of advice to a new teacher. Stephen wrote, To survive and grow, I had to find colleagues who share my anger, hopes, beliefs, and assumptions about students and teaching. When I discuss my teaching with these caring colleagues, I work to specify exactly what troubles me; I fight the fear that having problems means I am doing something wrong. Sharing difficult truths and emotions has been necessary for my personal and professional development. Yet this kind of collaborative work is necessary for teachers to learn and grow. What Teachers Need Taking these actions is essential for thriving in the classroom. Nevertheless, teachers cannot do it alone. They need the respect and support of administrators and policymakers, who nowadays sometimes treat teachers as little more than test givers. Teachers also need the support of the general public, which seems to have lost its belief in the centrality of public education in a democratic society. Instead, there is often a general mean-spiritedness when it comes to teachers and students and an indiscriminate belief in privatization schemes. In spite of the current climate, I have found that many of the most dedicated and caring teachers have a deep reverence for the significance of public education in a democratic society. Perhaps Jennifer Welborn, a middle school science

teacher, sums it up best. Teachers do change lives forever. And I teach in public school because I still believe in public school. I believe that the purpose of public school, whether it delivers or not, is to give a quality education to all kids who come through the doors. I want to be a part of that lofty mission. The future of our country depends on the ability of public schools to do that. In addition, the status of teachers has eroded tremendously in the past few decades, and the conditions in which they work are often trying. Until these things happen, survival will be the most we can hope for. And survival is simply not good enoughâ€”for teachers, for their students, or for the United States. Letters from those who dare teach pp. Teachers as cultural workers: Letters to those who dare teach. Preparing all teachers to teach language minority students. Teaching across language difference pp. Harvard Educational Publishing Group. Teaching English language learners the language game of math. Harvard Education Letter, 20 6 , 5â€”7. Reclaiming recess in urban schools: The potential of systemic functional linguistics for ELLs and their teachers. Language Arts, 84 5 , â€” Supporting teacher learning and the academic literacy development of ELLs in changing times. Journal of Staff Development, 29 1 , 41â€” Letter to a new teacher.

Chapter 5 : 6 Tips for Surviving Your First Year as a Teacher | CollegeXpress

While it's been years since I was a new teacher, I remember the feeling like it was yesterday: panic, followed by exhaustion, followed by more panic. As if student teaching weren't hard enough, the first year for a teacher is a trial by fire. A beginning teacher learns everything the hard way, from.

Bookmark The first year in any new job is an interesting time: For brand-new teachers, add to that the fact that judgment of your job performance comes largely via the faces, voices, and grades of your students. Whether this thought exhilarates or terrifies you depends on how well prepared you are to enter the classroom as a teacher for the first time. No matter how well prepared you are academically, the first year is very likely to be overwhelming. But it is survivable, for sure. Follow these six suggestions for making it through your first year as a teacher.

Get to know your colleagues You are surrounded by experts; why not seek their wisdom? The teachers, administrators, and other staff at your new school may have years or even decades on you at school or in the profession. They know the ins and outs of the process of teaching, the school, and the district. Other teachers can act as mentors, either officially or unofficially, as can administrators. These colleagues can help with things such as advice about lesson planning and discipline, managing how you relate to students, and participating in after school activities. That means learning about their lives and supporting them in their academic journey. Attending after-school events like plays and athletic games can be a great way to get to know your students and demonstrate your interest in their lives. But be careful about how to you do so. Remember too as you build these relationships that your role is not be their friend. You need to be mindful about personal details you share with students. This includes not connecting with students on social media platforms.

Plan, plan, plan To harken back to your student-teaching days: Even if you are using a prepared curriculum, you need to be familiar with what you are going to teach and how you will present your lessons. When it comes to disciplining students, think about your approach and make your expectations and intentions clear to students from the start. What activities will prompt a consequence and what is the consequence? What activities will be rewarded and how? Prepare for ups and downs There are different stages of the school year, and this will prompt a range of emotions, especially during your first year. Early on you may feel excited and challenged by the new environment. But it is typical for new teachers to start to feel overwhelmed a couple of months into the school year. In addition to teaching, lesson planning, and grading assignments, there will be school activities, parent conferences, faculty meetings, training sessions, and other activities that you are expected to prepare for and participate in.

Take care of yourself As you deal with the ups and downs of your new career, learn school policies and procedures, and deal with students who challenge you in ways you never anticipated, do not forget to take care of yourself both physically and emotionally. You need to stay healthy for your own sake, as well as that of your students. To keep yourself in good shape emotionally, find a hobby or activity outside of school and look to friends and family for emotional support. Also, pace yourself at work. There will be days that, despite your planning, you run out of activities and you have to deal with bored and suddenly very energetic students. There will be days you bring too much of your personal life into the classroom. Expect that you will fail. Learn from the mistake and move on. On the flip side, remember that celebrating success is part of learning too. Celebrate when you do something well, like when you make it through a particularly difficult lesson, find a way to reach a student with emotional problems, or actually get home by dinnertime for a whole week. So follow these steps, be open to the highs and lows of the experience, and remember to relax every once in a while. And you can expect to end your first year of teaching excited about starting your second year.

Chapter 6 : Surviving Teaching! A new middle school teacher surviving and thriving! ;)

1. Getting caught sitting under the desk during lunch with all the lights off crying because you have no idea what to do. Or when they walk in and your talking to your class pet asking him what we are going to do with these crazy kids.

A beginning teacher learns everything the hard way, from dealing with a range of student and peer personalities, to knowing content and staying ahead of the students on curriculum. Emerging from the confines of a college classroom, a rookie teacher must suddenly adopt the role of psychologist, advisor, advocate, disciplinarian, negotiator, and educator. Particularly considering the required years of education as a prerequisite for the job, money might feel like an afterthought to a beginner. Prepare Over the Summer. While I have seen new teachers overdo this, assuming you have enough notice, you do need to prepare for autumn. Do whatever you can to make those months ahead less of a constant struggle to catch up. Your February-self will love your July-self for the effort. While preparation over the summer is important, the next step is to acknowledge and accept that most of it will not be practically applied. Your college classes will have little bearing on your first couple years of teaching; your portfolio is meaningless to a crowded room full of restless adolescents. The new teachers who feel they have it all together are regarded suspiciously by veteran educators, because the older teachers know better; the older teachers know that a cocky first year teacher is in for an unfortunate fall. Lock earlier preparation in a mental back room for safe keeping, with the understanding that most of it was as useful as putting on a raincoat in the face of a category 5 hurricane. Listen to Those Around You. You find yourself talking too much, both to students and to peers: Listen to those around you. Your students will gladly tell you what they need; your colleagues have a wealth of hands-on experience to share. Just get yourself to a quieter place. Visit the Staff Room Only Sporadically. While you need the advice and counsel of veteran teachers you do You may have been assigned a mentor teacher, but either way, be wary of advice you get in the staff room. Like any place of employment, different teachers handle the stresses of the job differently, and some teachers who frequent the faculty room are walking complaints. Or your second year. Be Proactive With Parents. Parents can be your greatest allies or your worst enemies, and rightly so. You have their prized possessions held captive in front of you every day. Later on, you can take vocal stands on the state of education in general; for now, let parents know of potential issues before they show up on their radar, and listen more than you speak. You have enough on your plate without adding needless friction with parents. Avoid language that can be misunderstood especially through e-mail , and always invite parents to let you know if they have any questions. Know the Benchmarks for Your Subject. You should always try to teach with a sense of outcome. New teachers are sometimes better at this than older ones, actually, since there has been such a paradigm shift in education. The added plus is that examining teaching based on its outcomes naturally leads to lesson plan ideas. Be Honest With Students. This deception hurts students almost as much as it stymies your growth as an educator. No one likes to come off as less than perfect, but kids, particularly adolescents, are great at seeing through nonsense. After many years of teaching a subject, these opportunities to model humility and integrity will diminish, so embrace them while you can. Your new career has one of the highest burn-out rates of any profession. According to the National Center for Education Statistics, almost half of all teachers quit within the first five years. Focus all of your energies on classroom management and understanding content and delivery of the curriculum. Save the extra stuff for later on, when you have your head on straight.

Chapter 7 : Home | The Surviving Teacher

About Amy Arnold Amy Arnold is a mother, a teacher, a writer, an administrator, a parent coach, and exhausted!!! She has worked with students with special needs since , and specialized in autism and related disorders for the last 15 years, including parent coaching, sibling workshops, and sensory training.

While clinical depression is caused by chemical imbalances in the brain, there are many environmental factors that can contribute to a depressive mood. Why do teachers suffer from SO much depression? Click To Tweet Lack of Control In life, we pride ourselves on making good decisions and being successful in life. We choose our home, we choose our profession, and we choose our mate. We are only limited by our own imagination and ability to finance our dreams. However, in our classroom, we lose control over some very important aspects of our work. We are given curriculum. Strategies are defined and required from the outside. For instance, in our LATI classrooms , the activity lists are imposed for every child, despite their ability to independently complete work. Consider when you send a child out of the classroom for disciplinary action. You have no control over how the administrator deals with that child, which can be very frustrating. No one asks us about the annual calendar, the curriculum choices, or the students we would like to work with. All of these things are assigned to us without our input. Depression can be caused by a perceived loss of control. Click To Tweet Solutions Identifying the problem is the most important part of the equation! When we understand why someone wants us to do something, it makes it easier for us to try it. Sometimes, though, the best thing to do is just take a deep breath and go with the flow. This year, I was trying to put together my Deliberate Practice, and honestly, I just wanted to scream! It seemed pointless and trite. Once I decided to do the task for the sake of getting it done, instead of looking at it as anything meaningful, at least to ME, it was over and finished in an hour. Check off that box. When it comes to making decisions, we can get bombarded with questions, requests, demands, and more from our students. I find that establishing routines in the classroom, from how to sharpen pencils to managing materials to bathroom usage, can be taught and will greatly reduce the number of unnecessary interactions and decisions that you must make as a teacher. This will limit the questions and requests related to most behaviors outside of curricular questions. The more thoroughly you teach these routines, the less extraneous noise you will have to process. Finally, we need a serious paradigm shift in how we approach student problems. We did not cause these problems. Worse yet, we cannot fix these problems. We cannot pay the water bill for them. We cannot fix their parents. We can only be solid, strong, and compassionate for our students. The best thing we can do for ourselves is to identify our own hot buttons. What topics or comments set us off most? It used to cause me great emotional distress to be told this, and students learned that quickly. By identifying your own troubling statements or issues, you can deliberately make an effort to control your own emotions. However, my biggest release happens on my drive home. I also practice mindfulness , both in the classroom and at home. By taking back control of my emotions, I have found some relief from school-induced depression.

Chapter 8 : Surviving Aberfan: Teacher Hettie Williams remembers pupils - BBC News

Miniature Map Magnets by Surviving a Teacher's Salary. Click through for a roundup of 19 perfect DIY projects for travel lovers - all gorgeous, wanderlust-inspired and simple to make. Make miniature magnets.

If you are wondering how you are going to survive as a substitute teacher, I am bringing you some real-life, practical advice to help you be successful in your new chosen career path. As a former teacher, I have been down this path myself. I spent a year and a half making my living by going into the classroom and filling in for other instructors, at all levels: I have substituted for subjects within my area of expertise English and Drama and far beyond my comfort level Elementary P. Yes, the kids are going to test you. I am going to share some tricks that helped me along the way and I wish you all the best in your new endeavour. Know Your Role First of all, it is important to understand your role. Substitute teachers, or supply teachers, as they are also called, perform a very important function within the school system. The presence of good subs allows teachers some flexibility to get sick once in a while teachers often are afraid to get sick , to take part in professional development opportunities, and sometimes to even take a much-needed personal day. Teachers are grateful when they can find a good supply teacher that they can trust. When you do a good job, you will stand out, get yourself noticed, and most importantly, get called back for repeat assignments! So, what is your role as a substitute teacher? Your role is carry on the program of the classroom teacher as closely as possible, with causing as little disruption as possible. Your job is to carry out her instructions, and get everything done that he has asked. Your job is also to keep the students in line, and out of trouble. Other teachers will appreciate it if they do not have to come in and "look after" your class, for you. And lastly, it is your responsibility to report what happened during your day to the regular teacher. So, just to review, here is your role as a supply instructor: Carry out the program of the classroom teacher Keep the students in line Report the results of your day to the teacher Write Down the Plan Write your plan on the board! Take Charge Immediately When you come into the classroom, you must establish an immediate presence within the room. First impressions are formed within seconds of meeting someone, and students need to get the impression that you are a "real teacher" and know what you are doing. Let the students know you are in charge as soon as you walk in by developing a routine that you follow with every class. Here are some methods to help you develop that presence quickly: Write your name and the date on the board. Write out the plan, or agenda for the day on the board. Hand out your name signs explanation to follow Take the attendance. Get started on the plan from the teacher immediately. Hesitation is deadly in this situation. The students need to know you are in charge! Your routine may be different, but have a regular routine that works for you, and try to stick to it. Cut along the fold. You now have two pieces of paper. Another view of this sign. Have students write their name on the sign, in markers preferably, and display it on their desk. Knowing their names is key in being to call out the miscreants and to gain the support of the strongest students. Here is a little trick I started doing in my classes that helped to overcome the problem of trying to teach these nameless, anonymous students. Make them name signs. Before class, cut out enough pieces of paper to make as many name tags as you have students. Cut the papers into pieces approximately 4"x11". This means that for a 8. Fold the papers length-wise. At the beginning of class, hand out the name signs, with an assortment of markers, and have students write their name on the sign. Some students may try to give a false name. If you sense this may be a problem, warn the students that misrepresenting themselves to a teacher is a very serious offense, and there will be consequences for doing so. Now, whenever you would like a particular student to do something, or stop doing something, use their name. It makes you much more credible and authoritative in the classroom. As well, it allows to let the classroom teacher what has happened for the day, by reporting names. Follow the Plan Now, subs know there are all kinds of teachers out there: You want to teach for the detailed ones. These are the ones who think of everything and their plan is long enough to cover you all the way through class. This is very important. Follow it and you will make your returning teacher very happy. If you are not able to finish everything on the list, explain why you could not to the teacher. Do not leave things out arbitrarily, however. Your classroom teacher has likely spent a lot of time planning out his unit, and this day needs to fit as closely as possible into the rest

of the unit. As hard as you might try to follow the plan, you may have to improvise slightly, in order to make something work. Instead, improvise and do something similar. Have Emergency Resources If you finish the plan, and then have nothing to do, that is where the emergency strategies come in. There are a number of resources out there to help you in this instance. Be sure to always carry a package of supplies to help in those down times. It is also wise to have some word search puzzles or crossword puzzles in your bag. Extra age and subject appropriate worksheets are also very good to have in your emergency stash, such as multiplication sheets or vocabulary questions. Hardest Thing About Subbing? Dealing with the kids misbehaviour Pleasing the returning teacher Finding enough for the students to do The uncertainty of the pay.

Chapter 9 : Surviving Teacher Depression | The Educators Room

I just love turkey time of year! These fun Turkey Snacks for kids are super cute to make for classroom treats and even to let the kids design their own continue reading.

Alamy Weary, bloodshot eyes gaze hopefully at the calendar. A sigh of resignation: Students appear to be changing into manic creatures whose energy is in mocking contrast to our own. How can we survive the final stretch of this marathon? So cut out all of the fat that is clogging up your lessons. Save the ornate PowerPoints or complex collaborative activities for next year – they will only fuel our tiredness and that of the students. How to be happy: What is the easiest route for them to arrive at the skills we want them to demonstrate by the end of the lesson? In the face of piles of marking – one of the more unwelcome Christmas gifts bestowed upon us – this is an especially good moment to employ time-saving tricks. Structure some clear peer and self-assessment tasks using checklists and look to use marking codes on other essential marking. Research from the Education Endowment Foundation suggests there is no difference in effectiveness between coded and uncoded feedback, as long as students have a clear understanding of what they stand for. This is also a useful time for students to conduct their own workbook review. Have they responded to all the marking comments since September? Collaborate with colleagues This is not the time to reinvent the wheel or invest too much time in planning. Instead, delve into the treasure trove of your teaching repertoire and pull out the lessons that you know work and can sustain a peaceful and focused atmosphere. Even better, join forces with colleagues so the whole department shares its best resources. Why drive yourself into the ground when so much expertise – and the perfect festive lesson – exists in the classroom next door? A good example of this is the Word Challenge from head of English Chris Curtis, in which everyone in his department completes the same weekly writing task with students on a Friday. Since he shared this online via Team English, it has been embraced by a great number of schools. Simplify your language When we become tired, we often communicate less efficiently. So this fortnight is a good time to experiment with being sparse and direct in verbal instructions, which conserves energy and avoids repetition. Slow down the instructions you give at the front of the room to ensure the students understand your expectations. We conventionally deliver words a minute at a natural conversational speed. One good technique is to pick out key words to say more slowly. Asking students to repeat the key points will help ensure they understand and save us precious energy. Slow your breathing and embrace the power of pausing. Be stoical in your behaviour management The chaotic behaviour always begins as soon as December starts, with numerous requests every lesson to watch a DVD. Even saintly souls can struggle to survive, but embracing the principles of stoicism can be helpful. As the stoic philosopher Epictetus who was born a slave, made lame by his master and banished from Rome said: The alternative – irritability and erratic behaviour from us – will only add fuel to the fire. Instead, take deep breaths, slow down your reactions and try to maintain perspective. It may even leave you with enough energy to enjoy a Christmas feast at the end of term. Jamie Thom is an English teacher. He blogs at www.jamie-thom.com. His book *Slow Teaching* will be out in early 2014. Follow us on Twitter via [GuardianTeach](https://twitter.com/GuardianTeach), like us on Facebook, and join the Guardian Teacher Network the latest articles direct to your inbox Looking for a teaching job? Or perhaps you need to recruit school staff? Take a look at [Guardian Jobs](http://GuardianJobs.com), the education specialist.