

TTOC *HANDBOOK*

Sooke Teachers' Association

2015-2016



EXECUTIVE COMMITTEE 2015 – 2016

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TTOC DAILY CHECKLIST

- ❑ Sign in at the school/site office, and make sure to hand in your timesheet upon arrival.
- ❑ Obtain a classroom key for the classroom(s) you'll be using for the day.
- ❑ Check for health and safety routines and procedures in the event of an emergency.
- ❑ Check for any health concerns, custody or allergy alerts regarding students in the classroom.
- ❑ Make sure you cover any duty and supervision times if needed throughout the day.
- ❑ Introduce yourself to any and all Educational Assistants that you will be working with.
- ❑ Follow attendance procedure according to the school's routine (per block/morning and afternoon).
- ❑ Document any and all situations of conflict, and messages or meetings with parents. When in doubt, document!
- ❑ Communicate to the teacher how the day went, either through a written note, email or as requested by the teacher.
- ❑ Ensure the classroom is returned to a clean and tidy state. Chairs stacked, books and any other borrowed items returned.
- ❑ Return classroom keys to the office, and ensure your timesheet is completed and signed.

LIBRARY TIPS AND TRICKS

To check items out of the library:

** (Client barcode = Student barcode, which are normally kept in a binder)

1. *Functions > Circulation*
2. Do one of the following:
 - Scan or manually enter the client barcode in the *Enter Barcode Here* field
 - Type the first few letters of the client's first or last name in the respective fields, and select the correct client from the drop down list
3. Do one of the following:
 - Scan or manually enter the item barcode in the *Enter Barcode Here* field
 - Type the first few letters of the Item's title into the *Title* field (do not use articles), and select the correct Title from the drop down list
4. The *Item Status* box will display *Outgoing*
 - The item has now been checked Out



The screenshot shows the 'Circulation' software interface. At the top, there is a menu bar with options: Main, Reserves, Find, Items Out, Renew, Fines, Active Bookings, Statistics, and LAU Mobile. Below the menu bar, there is a search field labeled 'Enter Barcode Here'. The main area is divided into two sections: 'Patron Information' and 'Item Information'. The 'Patron Information' section includes fields for Code (0009), Name (Pan, Jobilard), Out/Max (1 / 25), Overdue Days (0), Other Charges (0.00), Total Fines (0.00), Message, Home room, Staff, and Total for Year (1). The 'Item Information' section includes a table with columns for Accession, Local Call Num, Title, and Return. The table contains one row: Accession 000016, Local Call Num FIC ADK, Title Storm without rain, A., and Return 11/26/20K. At the bottom left, there is a box labeled 'Item Status' with the text 'Outgoing' in red. At the bottom right, there are icons for Clients, Controls, Inventory Norms, Circ, and Auto.



Note: If one client is circulating multiple items, it is not necessary to re-scan the client code each time. Simply continue scanning or entering the item barcodes or titles. Those items will continue to be checked out to the same client until a new client barcode number or name is entered.

BRAIN BREAKS!

5-4-3-2-1: In this simple game, students stand up and the teacher (or leader) has them do five different movements in descending order. For example the teacher would say: "Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbor one high-five (pausing in between each task for students to do it).

Six Spots: Number six spots around your room from 1-6. Have students each go to a spot of their choice. Choose a student to roll a die (if you can make a big one out of foam, it adds to the fun). All the students at the number rolled must go back to their seats. Students that are left go to a new spot and the die is rolled again. Continue until only a few students are left.

Animal Pretend: Younger children will enjoy pretending to be various animals (or even objects such as lawn mowers or airplanes). Call out a few in sequence, or sing "Old MacDonald" while students act out the farm animals in sequence with the song.

Find it Fast: Call out a color or other trait (something round, something made of wood), and students must find an object in the room that fits the trait and get to it quickly. A countdown can add some energy, and students who can't/don't find an object within the countdown, sit down.

Trading Places: Have students stand behind their pushed-in chairs. Call out a trait and everyone who has that trait must change places with someone else (students who do not have the trait stay where they are). Examples:
"Everyone with curly hair." "Everyone who ate cereal for breakfast."
Everyone who is wearing stripes."

Olympics: Students act out an event from either the summer or winter Olympics. Students then switch events when you shout, "Switch!" Switch the roles by shouting out the event which students then act out.

BEING SUCCESSFUL

Following these simple “dos” and “don’ts” can provide you with success in your TTOC career.

DO:

Arrive early to ensure you are familiar with your surroundings and school policies and procedures.

Communicate with the teacher after the day is over. Always leave a written note, outlining what was covered/done in class, any behavioural issues/conflicts, absent students, and/or messages from parents/guardians (if any). Leave your message with the day plan.

Leave the room in a tidy, and organized manner. Return all supplies and resources to where they were found.

Update your availability on the TTOC Bank as soon as you are able to. Provide a photo of yourself, with some brief information about teaching grade/subject preferences.

Do come prepared with materials and plans, in case they are needed.

Do check videos and resources before viewing or sharing them in the classroom with students.

DON'T:

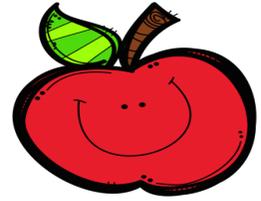
Don't call or text the teacher throughout the day, unless they have asked for that form of communication.

Don't explain or communicate (to administration, staff or students) why the teacher is away unless they have asked you to.

Don't borrow teacher-owned resources or resources without express permission. You are free to use school resources or supplies as required (Ex. locate the art room or library).

Don't leave unfinished projects or activities that were started the day you were in. Try to do activities that can be finished within the day, and then send home if the teacher doesn't need to see them.

WHILE YOU WERE OUT...



DATE:

REFLECTION AND SUMMARY OF THE DAY:

ABSENT:

EXTRA NOTES:

Social Media

1. Teacher Regulation Branch - Standards for teachers (see following page)

- Teachers are held to a higher social standard
- You are a teacher 24-7
- Be careful what you post and like:
 - Facebook - don't friend Principals/Students
 - check privacy settings
 - Instagram, Pinterest - likes can be tracked
 - Tumblr, Tinder etc. - caution!

2. Fiduciary Relationship, Ethos of Care, Fidelity to the Employer, Boundary Violations

- a teacher *cannot publically* criticize the employer (principal, schools, superintendent, trustees)
- can't exploit students dependency/relationship (don't post photos of students or student work online with names' visible)
- parties not on equal terms, because of the power and influence a teacher wields, student at disadvantage
- boundary violations occur when relationship with students is exploited to meet personal needs rather than the students' needs
- teachers *can* criticize provincial or federal government
- teachers *can* challenge policies
- *the Union can criticize the Employer on your behalf*

3. Parent Communication:

- emojis have meaning
- equity of access issues
- written comments can be misinterpreted
- have challenging conversations face to face

4. Privacy Legislation

- Privacy Act, FOIPPA, Personal information in possession of through work (ie. Report cards and IEPs)
- Warning: all data stored on district hardware is the property of the district: don't save personal photos/info on school district tech.
- District able to track the location of their hardware

5. Criminal Code –Internet Lurking – sec. 172.1 and Board Policy

- It's the employer's obligation to protect you from harassment (online or otherwise). Speak to your Staff Rep or contact the Union if you believe you are being harassed.

6. Time Theft

- Refrain from using your phone during work times unless it is an emergency
- You may be disciplined by the employer for time theft

Standards for the Education, Competence and Professional Conduct of Educators in British Columbia

- **Educators value and care for all students and act in their best interests.**

Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

- **Educators are role models who act ethically and honestly.**

Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

- **Educators understand and apply knowledge of student growth and development.**

Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

- **Educators value the involvement and support of parents, guardians, families and communities in schools.**

Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

- **Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.**

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

- **Educators have a broad knowledge base and understand the subject areas they teach.**

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

- **Educators engage in career-long learning.**

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

- **Educators contribute to the profession.**

Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

TO DO LIST:

- Contact Sue at the STA Office (sooketeachers@shaw.ca) if you do not have a copy of the Collective Agreement and one will be emailed to you.
- Contact the Ian or Georgie at the STA Office if you have *any* questions or concerns: (250) 474-3181
- Check the STA website www.sooketeachers.org for information on the Curriculum redesign, the contract, Pro-d events etc.
- Friend Sooke Teachers Association on Facebook. :)