

GENERAL GUIDELINES

PREPARING FOR A STUDENT TEACHER

Before the student teacher arrives at the door of your classroom, there are several things you can do to be ready:

KNOW THE EXPECTATIONS

- Expectations for each practicum session are set out on the basis of a student's current place in his/her program. Consult the section that corresponds to your student teacher's program and year (e.g., Diploma of Teaching, Year 2) to familiarize yourself with the requirements for a particular session.
- The expectations listed are *minimum* requirements. The decision to go beyond these expectations should wait until you are sure that the student teacher is able to take on more.

GATHER MATERIALS

- The following materials can be assembled ahead of time:
 - classroom timetable
 - seating plan (Optional: Can be an observation activity for the ST)
 - list of children with special needs and schedules
 - special health concerns that student teacher should know about
 - copies of textbooks, Teacher's Manuals, resource books
- The following materials may be needed by more advanced student teachers:
 - copy of your year/unit plans and/or course outlines
 - copy of school handbooks

PREPARE A WORK SPACE

- Prepare a place in the classroom for the student teacher to sit when s/he is not teaching the class. Adult-sized furniture is much appreciated.

PLAN AHEAD

- Plan what lessons you will demonstrate during the observation day and during the first few days of the session. As a rule of thumb, *teach a lesson in a particular subject before you assign that subject to the student teacher.*
- Plan the lesson topics for the first week of the practicum session and select those you wish to assign to the student teacher.
- If your student teacher is nearing the end of his/her program, select a unit topic that could be assigned to the student teacher (see session expectations).
- Plan when you will hold conferences with the student teacher and make arrangements, if needed, to free yourself from other commitments or duties that might interfere with this aspect of the practicum session.

COMMUNICATE WITH OTHERS IN THE SCHOOL COMMUNITY

- Inform parents of your pupils that there will be a student teacher in your class via a school or class newsletter.
- Prepare your students a day or two beforehand for the arrival of the student teacher (e.g., his/her name, duration of stay).
- Communicate with the principal and other teachers in the school about a uniform approach to, e.g.,:
 - inviting student teachers to staff or other professional meetings.
 - allowing student teachers to observe in another classroom setting.

- involving student teachers in extracurricular activities.
- making student teachers feel welcome in the school.

PREPARE FOR INITIAL CONTACT WITH THE STUDENT TEACHER

- The student teacher is expected to initiate contact by telephoning you at least a week before an observation day. You may wish to follow up initial contact by e-mail particularly if you get requests for topics or material.
- Students in the final sessions of their program may contact you several weeks before a session in order to ask for a unit topic to prepare in advance.
- Questions that student teachers will ask may include the following:
 - what time they should be at school
 - directions to the school
 - where they should go upon arrival (e.g., office, directly to classroom)
 - health/safety policies they should know about (e.g., allergy alerts)
 - if they should bring P.E. clothing for the observation day
 - what the dress code for the staff is
 - how to make arrangements for lodging
 - topics for content subjects (e.g., Bible stories, science, social studies)
 - contact information (e.g., exchange of e-mail addresses, phone numbers)

SUGGESTIONS FOR OBSERVATION DAYS

1. Be at school before the student teacher arrives in order to welcome him/her.
2. Show the student teacher his/her base of operations, staff room and washroom.
3. Introduce the student teacher to staff members before or during the course of the day and take time to show him/her around.
4. Read the introductory letter from the College and make note of special requests.
5. Show the student teacher how to operate the duplication equipment.
6. Show the student teacher where the supplies and equipment are.
7. Explain the procedures for a fire drill or other emergency.
8. Involve the student teacher with the children wherever possible.
9. Conference with the student teacher at the end of the orientation day. Present the teaching assignment for the first week and provide the necessary resources.