

1975

Transition to teaching

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Edith Cowan University

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TRANSITION TO TEACHING



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30. SEP. 1975

ACTION ON RECEIVING APPOINTMENT.

1. Contact the present Headmaster of the school by personal interview or letter, telling him of your appointment. Complete and forward to him the personal information sheet supplied with your appointment notice. The holiday address of the Headmaster may be obtained from Staff Branch, phone 22.3011.
2. If your appointment is to a country town or a remote area and no accommodation information is mentioned on the appointment form, contact the Education Department and request this information, (22.3011). In addition, find out from the Headmaster whatever you can about available accommodation. Should it be necessary for you to contact any officer of the Education Department it is essential that you observe the normal dictates of courtesy and patience. Staff of the various sections of the Education Department work under a great deal of pressure before, after and during vacation periods.
3. Information relating to personal transport, conveyance and insurance of effects, will be included with the appointment notification.
4. Ascertain, as soon as possible, the grade or grades you will be teaching. For various reasons this information may not be available until the school year is ready to commence. However, the Headmaster can usually indicate the area in which you will be teaching, e.g. Junior, Middle or Senior Primary, and if you are likely to be responsible for a grouped class.
5. Ascertain which text books, work books and materials are listed for your grade or area of involvement. If possible, secure copies of texts and teachers' notes.
6. Enquire about available aids and facilities - piano, television, projectors, film library, radio, record players, duplicator, tape recorders, percussion, class library, central library, programmed materials. Make yourself familiar with the procedure for obtaining materials from the Teaching Aids Section and Nature Advisory Service, Subiaco. You may visit the Centres and make selections from a wide range of available materials.
7. Enquire of the Headmaster if you may have a copy of the school policy. This should give an intimate and detailed view of the school, the children, the aims and attitudes expected of the programme, plus, in many instances, detailed notes on organization rules and disciplinary demands.
8. Check the location of your school and establish the best means of getting there. Ascertain if any local variation in timetables exists in your school.

9. Learn the physical set-up of the school and the community - its size, sporting facilities, cultural facilities and its location in regard to other schools and communities.
10. Try to visit the school before opening day to get the feel of the place, to study the class programme from the previous year and to consult the headmaster, who will have less opportunity of helping you once school opens.
11. Formulate a class policy which can be adapted later to conform to the requirements of the school policy. Consider as a minimum the following areas:-
 - (a) Groupings - to provide for individual differences.
 - (b) Seating arrangements in the light of (a) above.
 - (c) Time-tabling.
 - (d) Classroom behavioural patterns to be established, and forms of discipline to be employed. Consider also classroom manners.
 - (e) Forms of programming.
 - (f) Administrative tasks - rolls, moneys, milk, absentees etc.
 - (g) Form and nature of records to be kept.
 - (h) Work standards - both teacher and child.
 - (i) Rewards and incentives.
 - (j) Health standards of both room and child, and the problem of sick or injured children.
 - (k) Tidiness and attractiveness of room - storage of materials, cases, coats etc.
 - (l) Procedures for children entering and leaving the room.
 - (m) Methods of communication: teacher-child, child-teacher, child-child.
 - (n) Procedures for supervision, marking etc.
 - (o) Use of monitors.

N.B. Your first impression on the Headmaster through your letter or interview, is a very lasting one. Make it your best. Be professional in attitude, dress and deportment.

SPECIAL SUGGESTIONS IF APPOINTED HEADMASTER OF A CLASS IV SCHOOL.

A teacher taking over a one-teacher school should go to his school a few days beforehand to make himself thoroughly acquainted with the condition of the school and to gain some knowledge of the district. You should go carefully through the school records to learn the immediate past history of the school. Make certain of perusing the following documents:-

- (a) The School Journal,
- (b) The Superintendent's Book,

- (c) Correspondence files,
- (d) Reporting and Recording scheme.

During the first week the following items should receive attention:-

- (a) Notify the Department that you have taken up duty.
- (b) Find out the name of the sanitary contractor and assure yourself that proper arrangements have been made to continue the service. (Unsewered schools.)
- (c) If there is a bus service make yourself acquainted with the route and the conditions of the contract. Enquire whether a School Bus Advisory Committee is in operation.
- (d) If the Grouping Scheme has not been received, prepare one after perusal of last year's Grouping Scheme.
- (e) Make enquiries concerning the supply of school fire-wood; when you have found a contractor, make application to the Department without delay.
- (f) Enquire whether a Parents and Citizens' Association operates and, if so, make the acquaintance of the President and the Secretary.
- (g) Postage Stamps: Look up the allowance for a Class IV school. If there are insufficient stamps in the school, you should claim up to the allowance on a Form 10. On receipt of this, the Department Accounts Branch will forward a cheque for the amount requested.
- (h) If desk accommodation is inadequate after the admission of new children, make application to the Department for additional desks.
- (i) Check stock with the assistance of senior children and complete the Inventory Form. Discrepancies should be reported to the Department.
- (j) Make a note of the month in which supplies of Free Stock are to be applied for. The forms will arrive a few days before the beginning of that month and application should be made without delay.
- (k) Apply on a Form 10 for your Travelling Expenses unless transferred under Regulation 51 (3).
- (l) In regard to the admission of Grade 1 children, refer to "Teachers' Handbook and Administrative Instructions", amendments 11 and 13 of paragraphs 1.01 and 1.03.

SPECIAL SUGGESTIONS FOR TEACHERS OF YEAR ONE CHILDREN.

Firstly try to make your room look as attractive as possible before the first morning of school. Colourful books can be placed on ledges, large nursery rhyme pictures placed on pin-up boards and any other bright teaching aids that would appeal to young

children placed in strategic positions. If you can find out the names of the children from the Headmaster have name cards ready for children to wear.

Secondly, remember that children need to feel secure and happy. Be relaxed, cheerful and sympathetic to the children's needs. Endeavour to make their first day at school as enjoyable as possible so that they go home thinking that school is 'fun'.

There are certain elementary things that children need guidance in, especially if they have not attended kindergarten, e.g.

- (a) How to sit down in chairs quietly.
- (b) How to stand with the least movement of chairs if there is no carpet.
- (c) How to enter and leave the classroom area.
- (d) How to move from desks to take-up informal position in any part of the room/area.
- (e) How to communicate with the teacher, especially in case of need!
- (f) How to care for belongings, and where to keep them.
- (g) How to manage the lids of desks or trays which go under desks.
- (h) Where to locate activity materials and how to return them.
- (i) How to do up sandals, shoes and other items of clothing.
- (j) How to hold and manipulate tools such as crayons, brushes and scissors.

Children will need many reminders and demonstrations before these become part of a routine behaviour pattern. Children will take time, too, to understand the system of bells or sirens which will order their day. Reminders about what time of the day it is, what happens next, when it is time to go home, will be needed in the first few weeks.

Establish a routine morning greeting and use children's names as often as you can. Name tags may be worn in the classroom for the first few weeks. Name cards on desks help children to feel as though they belong.

School orientation is important for a feeling of security. Guided tours of the buildings and playground are a must in the first week so that children become familiar with:

- (a) the location of girls' and boys' toilets and washing facilities.
- (b) areas which are out of bounds - establish "no playing in toilets".
Year One children should be escorted to the toilets for the first week or so, these visits being made just before the main breaks to avoid the older children.)

- (c) lunch places - supervision of the eating of lunches will be necessary for a while: where to get a drink, hygiene precautions,
- (d) special play areas, equipment and apparatus, and the rules which may apply to their use,
- (e) where to assemble after breaks,
- (f) where to wait for the bus or for Mother. If Mother happens to be late children often think they are forgotten. Watch for this and be ready to reassure.

Lessons.

Plan an approach emphasizing activity and games. Be firm but give plenty of encouragement. Most early lessons are short, say 10-15 minutes. The use of a theme helps lessons to flow on easily.

After the first two weeks, settle down into a regular time-table. For lessons during the early weeks have ready lots of short stories and simple poems and songs, particularly action songs, finger rhymes, nursery rhymes. A good collection of large pictures and picture books will be very useful. Give emphasis to language development and listening skills. Establish the habit of listening.

From the first day introduce a morning sentence on the black-board or chart for "reading". A nursery rhyme approach to reading should be supplemented by use of children's experiences and interests. You will find that an early start on developmental periods will help children to feel as though work has really begun. Remember that these periods may incorporate:-

- (a) picture discussions,
- (b) stories,
- (c) recitation of rhymes, and mime,
- (d) "reading" of the rhyme,
- (e) visual discrimination activities, with related pictures as well as sentences, phrases and words.
- (f) auditory discrimination and listening skills.
- (g) visual-motor co-ordination activities.

A pre-printing activity with crayons, templates etc. may also be related to the rhyme. Plan to include number vocabulary at every opportunity and begin immediately to develop body awareness.

Have on hand a couple of boxes of tissues, also pairs of disposable pants to cater for unexpected situations! A box of templates of various shapes, coloured crayons, small toys for making sets will prove very useful, and don't forget to have quite a number of rubber stamps and a stamp pad.

Make your aim for the first few days:

1. to help children to settle in happily, to get to know them,

2. to familiarize children with their new environment - the building, the playground and the people, - themselves, the other children and you,
3. to give each child a sense of satisfaction and achievement through his school experiences.

PROVIDING FOR INDIVIDUAL DIFFERENCES.

1. Ability Groups.

Educationists recognise the need to cater for individual differences in ability so that pupils may make maximum progress in what is being learnt. While the ideal is that every child should work at his own level, this is not always practical. A number of schools have tried to allow all students to work through the texts individually. This has been met with varying degrees of success and is perhaps too difficult a task for newly graduated teachers to undertake in the first year of teaching. At the school you are appointed to you will probably find that there is already an organisation pattern that provides for individualising of the curriculum, but the following may be used as a guide where needed.

A typical class structure could be as follows:

Gifted students	1)	
Above average students	9)	Group A
Average students	20)	
Below average students	9)	
Handicapped students	1)	Group B

Note: The gifted student could work ahead independently of Group A, but do all tests with Group A to check his mastery of the work being covered. It is desirable for handicapped students to be placed in special classes or cross-graded. Otherwise they should work with Group B.

2. Teaching Two Groups.

When two groups are being taught in the one class, care must be exercised to see that both groups are profitably employed at all times. The following is a suggested plan which should prove satisfactory for most lessons.

1st half of lesson	<u>Assignment</u>	<u>Teaching Lesson:</u>
	(a) Exercises on previous day's teaching lesson	(a) Marking of previous day's assignment. (five minutes)
	(b) Cumulative Review	(b) Oral work (five minutes)
		(c) New work, (ten to 15 mins.)

2nd half of lesson	<u>Teaching Lesson:</u> (a) Marking (5 mins.) (b) Oral work (5 mins.) (c) New work (10 to 15 mins.)	<u>Assignment:</u> (a) Exercises (b) Cumulative Review
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Supervision and individual help should be provided as much as possible for groups on assignments.

Teachers are reminded that when there are two groups in a class it is essential to develop a programme for each group.

Groups should be flexible, especially in the first month or two. A turnover of up to 10% per year is suggested. Pupils scoring consistently high marks in work sets (say above 90%) should be considered for regrading or regrouping as would those consistently obtaining low scores (perhaps below 60%). Teachers will need to provide the opportunity for pupils who have been regrouped, to cover the work which they have missed.

(The suggestions in the above section are from the C.P.M. Teachers Notes.)

3. Handling the Problem of a Wide Range of Abilities.

The task of providing for individual differences in the various subjects may be tackled in the following steps:-

- (a) Test your class thoroughly to discover the range of achievement in a particular subject.
- (b) Group your class into two or three sections according to ability in the subject. Give your sections names which do not signify a reproach to the weaker students.
- (c) Plan the type of work each group shall do. As far as possible let it be fundamentally similar work graded in difficulty so that the brighter children are fully extended.
- (d) Organise your teaching to achieve economy of lesson presentation.
- (e) Make liberal use of programmed material and text books.
- (f) Appoint leaders in each group to assist with organisation, marking and correction of work.
- (g) Intensify your supervision of the assignment groups.
- (h) Particularly help the child who is educationally rather than mentally retarded. This type of child should be moved to another group as soon as he/she has improved.

4. The Backward Reader - A Practical Approach.

- (a) Early recognition of weaknesses - standardized tests available from the Guidance Branch together with teacher devised tests.
- (b) Remedial work - highly individualized:
 - (i) Teacher help constantly needed.
 - (ii) Group drills on common weaknesses.
 - (iii) Provision of different books, different methods and approach at different levels.
 - (iv) Grouping within class. Does school cross-grade or cross-set?
- (c) Contact parents and ask them to assist. (E.g. hear child read each evening.)
- (d) Use able children to assist weaker ones (flash cards, drills etc.).
- (e) Supervise and encourage child's library book selections.
- (f) Use reading laboratories - stimulus - interest.
- (g) Keep up to date with new materials for helping disabled readers.

POSSIBLE TIME-TABLE FOR THE FIRST FEW DAYS.

Year One	MONDAY
9.00	<p>Greet new pupils as they arrive - show where to sit and where to put belongings.</p> <p><u>Introductions.</u> Write your name on board, pronounce clearly. Practise morning greeting. Children tell partner their names. Distribute name cards if available.</p> <p><u>Songs</u> - nursery rhyme or other well known ones, with actions. Show how to sit and stand quietly.</p>
9.10	<p><u>Developmental Period</u> - nursery rhyme, e.g. Humpty Dumpty. Picture discussion (establish hand signal). Story behind rhyme. Rhyme - say and sing. Present chart of rhyme. Children "read" rhyme. Simple visual and auditory discrimination activities.</p>
9.30	<p><u>Creative Expression.</u> Children draw a picture of nursery rhyme.</p>

Year One	MONDAY (Contd.)
9.45	<u>Poem</u> . Introduce short, action poem.
10.00	<u>Tour of School</u> . Introduce main landmarks, toilets, assembly area. Explain what to do during recess and how to line up when they hear the siren. -----
10.30	<u>Recess</u> . -----
10.45	<u>Mathematics</u> . Introduce short number rhyme that children can act. Number game, e.g. Buzz.
11.00	<u>Literature</u> . Story, e.g. Three Bears. Children can draw a picture of their favourite part.
11.20	<u>Activities</u> . Brief introduction to care, distribution, packing away of equipment. Free choice of material - blocks, books, beads, toys, sandtray.....
11.40	<u>Broadcast</u> (Let's Join In) or movement to music or action song.
11.55	Preparation for lunch or going home.
	TUESDAY
9.00	<u>Greetings</u> - song, poem. Activities with name cards. <u>News</u> - children tell news draw news - teacher prints the child's sentence.
9.30	<u>Developmental Period</u> - nursery rhyme, e.g. Jack and Jill. Picture discussion. Story. Rhyme. 'Reading' of rhyme. Visual and auditory discrimination activities.
10.00	<u>Tour</u> to toilets. Meet another Junior Primary teacher.

Year One	TUESDAY (Contd.)
10.45	<u>Maths.</u> Number rhymes, games.
11.00	<u>Manipulatory Skills.</u> Large movement pattern, crayons and paper. Introduce pencil hold.
11.15	<u>Literature.</u> Story and poem.
11.30	<u>Activities.</u> Introduce objects from "surprise box" - terms for matching, like or different.
11.45	<u>Creative Expression.</u> Art or movement to music.
	WEDNESDAY TO FRIDAY
9.00	<u>Greetings</u> - songs, poem. Activities with name cards. Introduce helpers' chart. Hygiene check. News.
9.30	<u>Developmental Period</u> (as for Tuesday).
10.00	<u>Tour</u> to toilets. Show Headmaster's study.
10.45	<u>Mathematics.</u> Commence work with rods. Sorting and classifying sets. Number rhymes and games.
11.00	<u>Manipulatory Skills.</u> Large movement pattern, crayons and paper. <u>Thursday</u> - trace around template. <u>Friday</u> - modelling.
11.15	<u>Literature.</u> Story and poem.
11.30	<u>Activities.</u> Introduce geometric shapes, matching. <u>Thursday</u> - matching objects and shapes. <u>Friday</u> - matching with animal shapes. Introduce group activity.
11.45	<u>Broadcast</u> (<u>Wednesday</u> and <u>Friday</u>) <u>Thursday</u> - art, music or drama.

Afternoon Activities (if children are attending school for full day).

1. Songs, records, finger rhymes.
2. Mathematics - counting activities, rhymes, games, work with sets, applied number activities.
3. Social Studies - the family, home, school.
4. Safety First - coming to school, at school, at home, at the beach.
5. Listening Games and Activities.
6. Rest Period.
7. Outdoor games and physical education.
8. Picture discussions.
9. Drama.
10. Scripture.
11. Group activities.
12. Hygiene.
13. Art and craft.

N.B. Prepare for more than the time available to be sure of giving children a "busy day". Plan so that there is something to take home each day.

(Collect new books etc. each morning. Plan where to put these.)

GRADE 2 or 3	MONDAY	TUESDAY	WEDNESDAY
9.00	<u>Introductions</u> write your name on B/bd. Children stand to introduce themselves to class as roll is checked. Collect new books, making use of names.	<u>Greetings etc.</u> <u>Responsibilities.</u> Check on book lists. <u>News</u> discussion and sentences.	<u>Try out your planned time-table.</u> <u>Greetings.</u> <u>Reading.</u> As before.
9.20	<u>News Discussion</u> Include as many children as possible. B/bd date and sentence. Chn copy and draw picture. "Our teacher is Miss"	<u>Reading.</u> Individual conferences in conjunction with library book reading or assignments.	
9.45	<u>Word Study</u> Review basic phonics with cards. Grade 2 - call sounds, chn write letters. Grade 3 - call simple phonic words.		<u>Word Study</u> Review and re-teach simple phonics, common digraphs, blends. Apply to reading and writing.
10.00	<u>Reading</u> Quick survey of oral reading e.g. HVPB's 2 and 4 Assignment - individual conf. <u>Discuss recess,</u> location of toilets and taps etc.	<u>Word Study</u> Re-teach on basis of Monday's review. Gde 2 - simple phonics or digraphs. A blending assignment.	<u>Writing (or Spelling)</u>
10.30	R E C E S S		

GRADE 2 or 3	MONDAY	TUESDAY	WEDNESDAY
10.45	<u>Oral English</u> Few poems from last year. Present new poem.	<u>Oral English</u> Grade 2 - pict. discussion Grade 3 - newspaper.	<u>Oral English</u> Speech drill.
11.00	<u>Mathematics</u> Grade 2 - review counting skills to 30 and extend. Assignment. Grade 3 - review place value and counting skills - asst on simple sentences. <u>Setting out.</u>	<u>Mathematics</u> 2. Review one or two operations, colour and no. sentences. 3. Review addn and sub. operations with rods, oral sentences.	<u>Mathematics</u> Review mult. and div. Applied no. activities.
11.30	<u>Writing</u> Chn write names. Selected sentence - grade 2. <u>Creative Writing</u> - grade 3. <u>Discuss lunch arrangements.</u>	<u>Outdoor Activi- ties.</u>	<u>Written Expression.</u>
12.00	L U N C H		
1.00	<u>Reading</u> Basic word drills, games. Assignment - con- text clues and comprehension.	<u>Reading</u> Assignments and individual con- ferences.	<u>Reading</u> As before.
1.30	<u>Music</u> Known songs. New song.	<u>Drama</u> Based on Monday's story.	<u>Literature</u> Poetry.
1.40	<u>Health Ed.</u> Safety talk.	<u>Literature</u> Revise Monday's poem.	<u>Physical Education</u>
2.10	R E C E S S		

GRADE 2 or 3	MONDAY	TUESDAY	WEDNESDAY
2.30	<u>Literature</u> Story.	<u>Social Studies</u> Family Relation- ships. Responsibilities.	<u>Science</u>
2.50	<u>Expression</u> Activity Illustration of story.	<u>Art/Craft.</u> Family portraits.	<u>Art/Craft.</u> Paper weaving.

GRADES 4 to 7	MONDAY	TUESDAY	WEDNESDAY	FRIDAY
9.00	Introduce yourself. Write name on board, teach pronunciation. Issue name cards, pins.	Roll and Opening Session. Directed Reading while you collect script books. <u>Number</u> . Revise additive combinations.	Roll and Opening Session. <u>Spelling</u> . Commence a systematic revision of last year's list. Aim to review by end Feb.	Roll and Opening Session. <u>Spelling</u> . Continue revision.
9.30	Discussion on holidays. Chn. take turns to tell experiences.	On board, assignment-simple addition. Let Individual pupils work examples orally for answers. Have all answers ready.	<u>Number</u> . Revise subtraction. On chalkbd subtraction set from last year's syllabus. Check individually.	<u>Number</u> . Revise multiplication tables. <u>Written Maths</u> . Chalkbrd. set of multiplication from last year's syllabus.
10.00	Have Library books, supplementary readers for directed reading while you make temp. roll.		Reading. Oral testing and individual silent reading.	Cover all types - zero etc. <u>Reading</u> . Continue testing.
11.00	<u>Number Drills</u> . Motivate by teams competition. Have pencils and papers.	<u>Creative Writing</u> Grade 4 do 4/5 sentences about topic of interest. Grades 5, 6, 7, a friendly letter. Place best letters on pin-up brd.	<u>Writing</u> . Make a general evaluation position, style, speed.	<u>Writing</u> . Re-teach printing. It will be used a lot in activities.
11.30	<u>Literature</u> . A story.	Run red wool to central map of W.A. making project "Places we have Seen".	<u>Social Studies</u> . Revise work from previous class by Oral Comp. Note articulate and inarticulate sections.	<u>Social Studies</u> . Individual or small group activity. Revision based on illustrated sentences or comic strips.

GRADES 4 to 7	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1.00	*Book List: Make sure you get it lunch-time. Have pencils and paper. Make it a writing exercise.	<u>Recitation:</u> Choral speaking or last year's poems. Note what is worth conserving.	<u>Nature Talk:</u> Try to measure interest and knowledge of district.	<u>Literature:</u> Treat a poem for appreciation.
1.30	<u>Lib. Reading</u> as book-list is finished. Check copying of book-list.	<u>Formal English:</u> Revise skill from last year's syllabus.	<u>Oral English:</u> Production exercises and drills.	<u>Formal English:</u> Revise a skill from last year's syllabus
2.15	<u>Free Illustration</u> <u>Pattern or Group</u> <u>Discussion.</u>	<u>Social Studies:</u> Discuss code of behaviour in class, school and town.	<u>Art:</u> Chn to reproduce on paper the best drawing they have ever done.	<u>Singing:</u> Continue revision of selected pieces.
2.45	<u>Story:</u> Apply to Oral Comp. if necessary.	<u>Singing:</u> Revise last year's songs.		<u>Story.</u>

* If not issued.

SOME THOUGHTS ON FIRST PROGRAMMES.

It is very common to find that young teachers over-estimate the ground they wish to cover in a given period, so be prepared to re-cast your first thoughts and plans.

Refer to the curriculum constantly. Be sure of what you have to teach and do not forget that the curriculum notes offer much good advice. State in your programmes the understandings you expect your class to have when you have finished your teaching.

Realise that there will be a great deal of research to be done to give you a proper grasp of the material you will have to teach. This should go beyond the simple test the class uses.

In the skill subjects, base your work for the first few weeks on re-teaching and revision of the previous year's work with just enough new work to maintain proper interest. You will find that one programme (i.e. one month or six weeks) is largely determined by the value of the one preceding it. Unexpected difficulties and setbacks sometimes upset the best laid plans, which have to be modified. For this reason somebody else's programme is not really much help to you, except as a guide to method of presentation. Your own programme must be made to fit your own class for the present year.

The work you do in revision for a few weeks will give you plenty to keep the class busy while you plan your attack on the new work of the year. Actually, the DAILY WORK PAD seems to be the immediate MUST, rather than the programme. Whatever you do, plan to keep the class busy all day. This will minimize control difficulties. In a week or two you will have a much truer idea of the ability of the class and you will make your planning more effective than it would be if you rushed in too fully too soon. Some start by programming for the whole year in some subjects. This shows commendable industry but is often a waste of much effort. The form of programming will vary considerably from school to school. Most of you will find that the Headmaster has his own ideas on programming. Seek his advice as soon as you can and make sure that you fully understand what is required. If in doubt ASK, but be sure that your programme IS submitted ON TIME.

EDUCATION DEPARTMENT REGULATIONS.

Each school is supplied with a copy of the Education Regulations and all amendments. If you wish to peruse these, ask your Headmaster, Headmistress or Principal. If you are in doubt about, or wish to take action under the Regulations, first discuss the matter with one of the administrative staff in your school. If you are still in doubt, consult the Education Department.

Attendance.

Regulation 11 (1) If a child on the roll of a school is absent, a parent of the child on being required by the class teacher, or the headmaster, shall forward a written excuse for the absence of the child.

(2) A teacher shall forward to a parent of any child who is absent for one half day or longer an absentee note which shall be despatched within two days of the first half day's absence of the child.

(4) (a) A teacher shall file for reference all letters of excuse received by him for a child's absence from school.

For further details check Regulation 11.

Health Provisions.

Regulation 18. A child who attends a school in a dirty condition shall on being so required by the teacher, cleanse himself or return home for the purpose of cleansing himself.

General - Discipline and Conduct of Teachers and Pupils.

Regulation 24 (1) Every teacher shall make himself acquainted with the Regulations and Administrative Instructions supplied to his school.

(2) A teacher is bound by, and shall comply with, all administrative instructions which apply to him.

Regulation 26 (b) A teacher shall not inculcate or attempt to inculcate in a student any sectarian, denominational, or party political propaganda.

Regulation 33 (1) (a) Corporal punishment may, as a last resort, be inflicted by the headmaster of a school, or by a teacher on the staff of that school under the direction and on the responsibility of the headmaster.

(b) A person who inflicts corporal punishment on a child shall immediately after so doing, enter particulars thereof and details of the offence in the school punishment book.

(c) The sole responsibility for the use of the cane in a school is vested in the headmaster of that school.

(2) (a) Corporal punishment may be inflicted for offences against morality, for gross impertinence, or for wilful and persistent disobedience.

The remainder of Regulations 33 and 34 should be studied carefully by all young teachers.

Living Allowance.

Regulation 108 (1) A teacher who lives away from home and is required to pay board in excess of sixteen dollars (\$16) per week is entitled to and shall be paid by way of an allowance the amount by which the board exceeds sixteen dollars (\$16) per week subject to the conditions that -

- (a) the allowance does not exceed ten dollars per week,
- (b) the allowance is not payable in respect of board during the summer vacation.

Check paragraphs (c), (d), (e), and (f) of this regulation for other conditions.

(2) A married teacher who takes up an appointment necessitating the transfer of his home and finds it necessary to obtain boarding accommodation while seeking a home is entitled to and shall be paid an allowance of sixteen dollars per week subject to the conditions listed in Regulations.

Marriage.

The following extract from Education Circular No. 5 of June, 1973 states clearly the position of the Administrative Procedures to apply on marriage.

"ADMINISTRATIVE PROCEDURES TO APPLY ON MARRIAGE.

Procedures relating to permanent women teachers who marry and wish to continue teaching have lately been reviewed and liberalized. The following conditions governing status and employment will henceforth apply equally in all divisions of the Department. Conditions affecting women who marry during teacher training are also outlined below.

Permanent teachers not under bond continuing to teach in the same school will be entitled to retain permanency of status in accordance with Regulation 85A. Continuation of appointment in the same school cannot be guaranteed in the new and subsequent years, but the attempt would then be made to arrange a satisfactory transfer.

Permanent teachers not under bond requiring a transfer during the year as a result of marriage may remain on the permanent staff (in accordance with Regulation 85A) and be employed in the new location if possible. Otherwise they will be granted leave without pay. The transferring married teacher does not possess an automatic right to displace existing (including temporary) staff.

Permanent teachers under bond who marry continue on the permanent staff (in accordance with Regulation 85A). If a transfer is needed these teachers will be employed if possible. Otherwise they will be granted leave without pay. In this instance the Department will

recommend to the Minister that this time count for the purpose of satisfying bond commitment.

Women who marry whilst in teachers' college will have the following choices and be governed by one of the following sets of conditions according to the terms of the Teachers' College Agreement signed:

- (a) If on probation (that is marrying within first year of training) the trainee may retire from training, thereby becoming responsible for repayment of half of the commitment to that time, or the trainee may elect to continue in training without further allowances. On completion of training this teacher is on the permanent staff and bonded with the monetary commitment determined by the amount of allowances received before marriage.
- (b) If not on probation (that is, marrying after the first year of training) the same situation applies as for trainees in their probation year with the added choice available of continuing with allowances. This latter choice increases the monetary commitment but leaves unaffected the other essential conditions, bonded and entitled to permanency of status.

Women who marry on completion of training and prior to taking up an appointment will be governed by conditions broadly similar to those for teachers under bond who marry; that is, they will retain permanency of status (subject to probationary service), be employed if possible, otherwise granted leave without pay with the time counting as service for bond commitment purposes.

DATE OF OPERATION.

These conditions will come into operation with the publication of this issue of The Education Circular.

Teachers who were affected by other procedures which applied prior to the appearance of this issue of The Education Circular will be given an opportunity to apply for a review of their status at some future time when procedures to govern this situation have been defined."

Misconduct and Complaints.

Regulation 134 (1) For the purpose of securing and enforcing the discipline of teachers in the Department, the Director-General may for misconduct, which expression includes breach of any Departmental order lawfully given and absence from school without leave, or for breach of these regulations, or gross inefficiency -

- (a) fine a teacher,
- (b) transfer a teacher at his own expense,
- (c) reduce a teacher to a lower class or grade,
- (d) reduce a teacher from one position to another,
- (e) suspend or dismiss a teacher.

Appointment.

Regulation 62. A teacher's first appointment in the service of the Department shall be on probation and his classification shall be provisional, and the teacher is liable to have his classification reduced or his appointment cancelled unless a satisfactory report on his efficiency as a teacher has been received by the Director-General within two years.

Certification.

Regulation 76 (2) Certification of a teacher depends upon attainments based on examinations as prescribed together with satisfactory service.

Leave.

Regulation 115. No teacher shall be absent from duty unless he makes application for leave of absence on a Departmental form which is obtainable from the office of the Director-General (forms are obtainable from Heads or Deputies).

Regulation 119 (1) A teacher who serves in a school and does not attend the school on its re-opening after the summer vacation forfeits his salary and other remuneration for that period of the vacation commencing on the first day of January and ending on the day of the re-opening of the school, unless the Minister in his absolute discretion for such special reasons as he thinks fit directs otherwise.

(2) (a) A teacher who does not resume work on the termination of any period of school holidays, other than the summer vacation, forfeits his salary and other remuneration for that period unless he furnishes to the Director-General a medical certificate, given by a government medical officer, of his inability to resume work on account of ill health or such other evidence of his inability to resume work as the Minister considers sufficient.

SALARY SCALES

Certificates will be awarded to College students who obtain a satisfactory teaching mark together with all necessary subject

passes. Placement on the salary scale will be as under:-

Three-year trained: Table II Column F, Grade 6.

Four-year trained: Table I Column A, Grade 4.

(Note: Certificates so awarded are provisional.)

Conditional Certificates of lower grades than those above will be awarded to students failing in teaching, compulsory subjects or uncompensated units of study.

Basic salary scales are subject to constant revision by re-classification. Refer to The Education Circular for complete details of salary scales according to qualifications.

TEACHERS' HANDBOOK AND ADMINISTRATIVE INSTRUCTIONS.

The Teachers' Handbook and Administrative Instructions contain much valuable information for teachers and should be read regularly and in context with The Education Circular.

The Handbook contains information on the following subjects, and there will be a copy kept by the headmaster:

Administrative Instructions - Section A.

- Division 1. Records, Returns and Registers.
2. Allowances.
3. Buildings.
4. Staff.
5. Free Stock, Equipment, Materials.
6. School Management.
7. Accounts.
8. Visitors.

Teachers' Handbook - Section B:

Part 1 School Management

9. General Instructions to Teachers.
10. Health Provisions.
11. Buildings, Furniture and Grounds.
12. Books, Materials and Equipment.
13. Special Days.
14. Admission to Secondary Schools.

Part 2 Scholarships.

15. Scholarships for Students.
16. Scholarships and Exchanges for Teachers.

Part 3

Teachers

17. Examinations.
18. Transfers.
19. Salaries and Allowances.
20. Promotions.
21. Quarters and Accommodation.
22. Retirement and Leave.

Part 4

Special Services

23. Guidance and Special Education.
24. Audio Visual Education.
25. Publications.
26. Library Services.
27. Correspondence Education.
28. Youth Education.

Part 5

Teacher Education

29. Teacher Education Courses.
30. Transition from Training to Teaching.

Part 6 discusses "Other Organisations", namely the Parents and Citizens' Association. There are also six appendices at the end of Part 6.

FORMAT FOR LETTER TO EDUCATION DEPARTMENT

Education Department,
Parliament Place,
WEST PERTH, W.A., 6005.

(Through Headmaster or Principal)

Re: (Subject of Letter)

Two-
inch
margin

Content

Name

I.D. Number

(See STAFFING CIRCULAR or PAY ADVICE SLIP)

PRIMARY PROMOTION OUTLINE
(as at Aug. 1974)

Headmaster Primary 1A

Promotion List after two years' service

Headmaster Primary I

Promotion List after two years' service

Two separate promotion lists
Primary I and District High I.

Principal District High I
(Salary equal to Head 1A)
Degree or equivalent plus Higher
Certificate required.

Headmaster Primary II

Promotion List after two years.
Teachers' Higher Certificate a pre-requisite.
Deputy Principals (Primary) (D.H.S. I or II) who possess
the T.H.C. will qualify, after two years' service, for
placement on the Class II Primary Promotion List.

Principal District High II.
Reg. 169 (f) - Degree or equivalent
or pass in Science and Mathematics
at Leaving. In all cases the THC is
required.

Headmaster Primary III - First Promotional Position

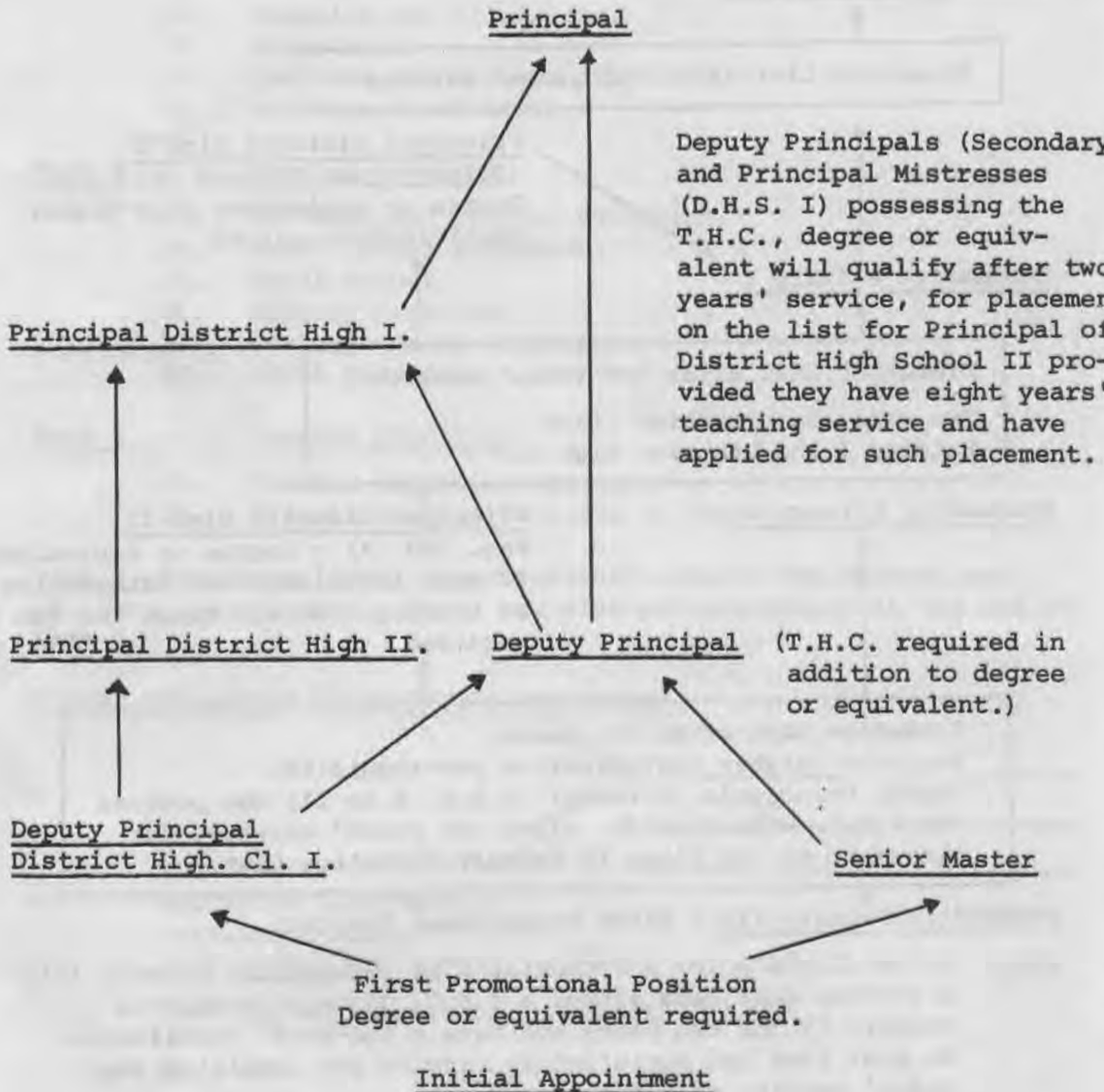
Note: To be eligible for a Promotion List (Headmaster Primary III)
a teacher must have either a T.H.C. OR be a Headmaster
Primary IV for two years and have a Teachers' Certificate.
He must have had satisfactory service and completed four
years' service with the Department.

Promotional Positions

In District High Schools I there will be a Deputy Principal
(Primary) appointed from Class III Promotion List or by transfer
from Class III School. Required qualification: T.H.C. This
position is open to both men and women.

In District High Schools II there will be a Deputy Principal
(Primary), appointed from Class III Promotion List or by transfer
from Class III School. Required qualification: T.C. This position
is open to both men and women.

SECONDARY PROMOTION OUTLINE
(as at Aug. 1974)



Note:

1. To be eligible for promotion to Senior Master/Senior Mistress a teacher must have a Degree or its equivalent.
2. For promotion to Deputy Principal or Principal Mistress the Teachers' Higher Certificate is required in addition to degree or its equivalent.

3. For clarity, Deputy Principal, Agricultural Junior High School, has been omitted. This is an equivalent position to a Deputy Principal of a school under 600.
4. On appointment to Principal the teacher will have his name placed on a transfer list for secondary Principals for transfer purpose.
5. Class I Junior High School enrolment on average 400 (130 post primary).
6. Students who do not complete Certification requirements will be advised in writing of the subject to be completed at the Supplementary Examinations conducted prior to the commencement of School in 1975.
Students who do not complete certification requirements at the January-February supplementary examinations must contact the Registrar, Graylands Teachers College who will advise what procedures should be followed. This should be done as soon as results become available.

TEACHERS' HIGHER CERTIFICATE.

It should be the aim of all teachers to attempt to raise their professional qualifications to the level where the four-year trained status is achieved by a large majority of Departmental teachers.

The Higher Certificate Studies provide a course for primary teachers that enables them to achieve full professional status and its accompanying advantages.

Service and Efficiency Requirements.

To qualify for the Higher Certificate a teacher must have served with the Education Department for a period of eight years inclusive of training and teaching, e.g.

<u>Length of College Course</u>	<u>Required Teaching Period</u>
Three years	Five years
Four years	Four years
Five years	Three years

A teacher with the satisfactory service will, on satisfying the academic requirements of the Higher Certificate, be granted the qualification as from January 1st, March 1st, July 1st, October 1st, which next follows the completion of the academic requirements.

Academic Requirements.

Two Year Initial Training:

1. Theory of Education - Section A (Two Units)
Section B (Two Units or Thesis or Research)
2. Thesis on an approved topic other than an education topic.

Three Year Initial Training:

1. Theory of Education - Section A (Two Units)
Section B (Two Units or Thesis or Research)

Note:

- (a) The minimum time to complete the Theory of Education (Sections A and B) is two years.
The minimum time to complete the approved Thesis is four terms.
- (b) Exemptions are subject to constant revision. For complete details of requirements it is recommended that teachers refer to officers at -

The Further Education Centre,
160 Hamersley Road,
SUBIACO, 6008.

GENERAL COMMENTS.

Teachers intending to commence studies for the Higher Certificate are advised -

- (a) Enrolment without late fee is possible until December 31st
- (b) Lectures usually begin about the first week in March and are held at In-Service Centre, Bagot Road, and at Secondary Teachers College between 4 p.m. and 6 p.m.
- (c) Teachers living in the metropolitan area and within reasonable distance of lecture rooms are required to attend classes.
- (d) During each week one lecture of two hours' duration is given for each unit.
- (e) Correspondence tuition for teachers living outside the metropolitan area is provided for all units.
- (f) A satisfactory attendance at lectures is required or candidates are not permitted to enter for the examinations.

- (g) Correspondence candidates are required to submit regularly fortnightly exercises based on the texts and study guides. Failure to complete these may result in deferment of the course.

SUPERANNUATION.

Superannuation provides one of the means of enjoying retirement in comfort and security; it enables a person to maintain, in retirement, the standard of living to which a teacher has become accustomed.

Besides providing age retirement benefits, superannuation is an important form of assurance against the risk of death or invalidity.

The State superannuation scheme offers valuable family protection on death before or after retirement or on early retirement due to ill health.

Superannuation is available to teachers on the permanent staff, and currently the State meets approximately 80% of the cost of pensions payable.

A provident account is incorporated in the Superannuation Act. It is particularly attractive for teachers who prefer savings as an alternative to superannuation.

Subscriptions to both superannuation and the provident fund are allowable deductions for income tax purposes.

All teachers are urged to join the Superannuation Fund. The cost of contributions will depend upon four factors - sex, age, elected retiring age, and the number of units taken.

For further information, contact the Superannuation Board of W.A., 32 St. George's Terrace, Perth, Phone 25.0231.