

TIPS FOR BEGINNING SUBS

- **The Start** - Beginning with a short introduction and moving right into the planned lesson activities is a great way to start the day. This will set the pace for the rest of the day and the students will immediately recognize that their substitute is there to teach them.
- **Be the Adult** - Don't obsess over being well-liked by all of the students. Sometimes the only way to make students feel safe and protected is to act a bit authoritative. Students won't like it when you attempt to modify their behavior, but it is important to maintain control of the classroom.
- **Turning down the Volume** - Use a firm and confident voice when letting students know their behavior is unacceptable. Students do not respond to yelling and it is generally best to lower the volume of your voice when the volume of students' voices increase. Using a quiet and strong voice is more effective than trying to shout over a classroom full of out-of-control students.
- **Rewards & Consequences** -It can be important to use both rewards and consequences to manage a classroom. Sometimes there is already a rewards and consequences system set up in the teacher's classroom and substitutes should use that when able. Rewards are a good way to reinforce good performance and behavior, but there should be established consequences for inappropriate behavior.
- **Maintaining Order** - One of the easiest things a substitute can do to maintain order in a classroom is to walk around while students are working independently. Show interest in their work and comment on what you see. You also want to keep moving when you are directing a lesson. Walk from side to side, and around and into the area occupied by the student's desks. If a child is off task, walking or standing near them can be an easy way to get the student back to work.
- **Pay attention** - It's important to watch students' faces and body language to determine how a lesson or activity is to being received. If lessons are paced too slowly, students will get bored and act out. If the lesson is paced too quickly, some students will get lost and may the lesson may end too early. When the class is interested in an activity or involved in a discussion, continue on with that part of the lesson. On the other hand, if children appear bored and disinterested, the pace can be adjusted and the class can move on to a more interesting activity.
- **Misbehavior** - When dealing with a particularly challenging student that doesn't want to behave, isolate them and then talk with them privately. Taking them to the back of the room or into the doorway will ensure that the rest of the students will still be visually monitored. By isolating the student, that child will no longer receive attention or feedback from the rest of the class. The student is forced to face you one-on-one. This can sometimes get them to calm down. When initiating the conversation, make direct eye contact and ask the student what the problem is. Let them know that that their behavior is disappointing and it is expected to change immediately.