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CASE STUDY NO.6

A DAY IN MY LIFE

- Arrive at school at 8am for 8.35am start
- sign on
- if need be do last minute photocopy for the days lessons
- in staff study organise materials brought for the days lessons
- first period / here off spend it, trying to track down work that should be copied for Year 11
- second period Year 8 HSIE History portion we are covering immigration how do I deal with racism within the class.

Comments such as Japs buying out Qld.

They shouldn't have been allowed in.

- Recess Year 8 students who didn't finish work here to stay till they complete it.

Across the hall meet with Year 11 General Studies to provide them with work as we are missing our double lesson because of the strike day. They have also previously missed a double because I was at an inservice and work left wasn't give as no cover is being provided for Year 11 classes (I wasn't told this before I left for inservice)

Explain task to Year 11, Year 8 finish work. I have time to go back to staff study and pick up items for next lesson.

- Period 3 and 4 double Year 9 History

World War II We end up looking at reaction to declaration of WWII. I have a Japanese torture story to share that they are all fascinated with. It's disgusting and they love it. We also look briefly at propoganda and its role.

- Lunch Year 9 students who didn't finish off group work have to stay to complete work. I get back to staff study for 2nd half of lunch.

• 5 period Year 9 Commerce we are starting in class research assignment. Class consists of 21 boys and 6 girls. I am at a loss at times regarding management methods class contains all those students named by other staff as trouble makers. I had thought that because they were to research a form of income ref. job they want to do they would be more enthused. Some don't care others are interested, some decide to pic careers that is hard to research like football star. They all want help at the same time and none of them can cope with wanting.

- 6 period, my other Year 9 commerce class they are completing the same

assignment, this group is much more enthused and motivated as a whole.

(Don't ever believe that if you are teaching 2 classes for the same subject that you can carbon copy the lessons, it won't work).

- Bell goes for home time students leave. I go back to the study chat for 1/2 hour with people around me. They wonder home. I start work for the evening. I stay till 5 like every other day preparing work, reading and I still don't get every thing done. I go home and work some more.

I wonder sometimes when there are only for, teachers left for the entire school, whether I'm unorganised, slow in preparing. I know I just don't have the same base upon which everyone else stands it takes time, I know I just get sick of hearing everyone else who has taught for 20 years tell me every second day.

..... 7 weeks who thought it would be such a long time

..... Faculty meeting all other members of staff have years of experience, being new and slightly overwhelmed by what is required I often sit and the meeting and think that whatever they decide will be fine. I think that they have all the experience and I have so little that I have little to effectively contribute.

- 1. I received phone cal from DSE 3 days before Christmas, how totally unexpected, everyone had been told there was a 5-7 year waiting list. I was asked if I wanted the job, my mind was screaming, of course, I want it, are you crazy. I answered YES and embarked on a journey filled with surprises.
- 2. I received general back ground on the school and a contact number.
- 3. Finally made contact with the head teacher, for and a bit weeks till school started. I wanted to meet and obtain programs and books, as panic had set in I wanted to be prepared. Contact asked "Could we meet the week before school?" My mind is screaming NO. We did finally decide to meet the week. I found out my placement.

I went home with a thousand things that needed to be done, programming and lesson preparation that needed to take place. I should have waited till the week before school went back.

- 4. I arrived at school for my first day, glad that it was staff only. After general introductions and a very brief run down of the school, we broke off into KLA groups.

The words I remember most from this meeting are Lisa, I've swapped your position, you're actually going to teach the 3rd load.

(3 new positions existed in the school. I had been told I was doing 1 and had prepared for that.)

Any work that I had previously prepared was now useless, for current survival.

- * I had 1 afternoon to reorganise, prepare lessons for the next day.

- * Was the swap that bad lets consider

- o 1 gained 2 Year 9 commerce classes I could re use info. materials for the 2nd

class I felt great.

o Gained Year 11 General studies should be interesting and a challenge (small problem, no programme existed, no resources either, I can survive steal (borrow) resources programs etc. from other.

o No Year 7 classes to teach that's okay.

o Gained a K6 relief period once a fortnight. This should be fabulous, go into the primary school and teach HSIE. A refreshing change.

o Biggest negative, gained a Year 9 History class. Shouldn't be a problem except the last time I studied history it was 1982 and I was in Year 7.

DON'T EXPECT TO TEACH WHAT YOU ARE TRAINED IN.

Sports day today This should be fun I've taken bush walking, well provide me with exercise and allow me to get out of the confines of the school.

There should be no problems, Suzanne has done bush walking before, or so I believed it doesn't matter Suzanne isn't in on Thursday's sports day, anyhow.

Not a problem, I've been put in charge, I'll simply check with the sports co-ordinator and obtain maps of local tracks. None existed, there were none. I'm not familiar with and the local community what to do.

Thank God the kids have to run cross country through parts of the local bush land and that they know where we are going. Find 'good' Kids take advantage of them.

We head out, 2 teachers, 30 students, we managed to reach our destination without incident, no one was hurt, no one got lost. We decided to have a break before we headed back.

We start our walk back only to shortly discover that the group doing bike riding is closing in fast, speeding along the same track, the riders hurtle pass us just missing students. They all pass and I think that we're Okay, 1 boy was hit but he states that he is fine.

Arrive at school next day to find student hit by the bike rider isn't at school, sports co-ordinator is receiving flack from all sides. Can I fill in an accident report.

I have no idea where they are, what they are, how to fill it in. I have flashes of me being negligent because I didn't see the incident and therefore can't comment.

Colleagues eventually explained the procedure I needed to follow, and what happens with the reports. I think that it would have been nice to have seen a report before so that I didn't panic.

Little things happen that you don't even think about on the first day because you are taking in so many other things.

My advice **ASSUME NOTHING**

Eg. I had been allocated a home room, this was great, a room of my own to maintain and display work.

I assumed that within that room I would have adequate equipment ie. enough tables and chairs, had it not been for a colleague who casually mentioned going up to set up desks and check her room. I would have gone to my room, my first day of teaching and found that didn't have enough tables and chairs for my students.

Can you imagine the impression that would create and the management problems that would follow.

Being a K-12 school teacher, there are some particular problems that will arise. We have no bell to signal change of class, the bell only rings for recess and lunch. No one told me this, the staff were used to it and it merely slipped their minds.

As there is no bell students know the precise minute that the period is to end if they believe it's time to go they pack up and start to walk out of the room, in those first few weeks it's hard to change their mind set and actually have them wait for you to dismiss them. It's also very hard to get used to not having a bell indicate its change of period. You end up relying on the movement from other classes as your backup system, if they're moving so it must be time to go.

If any one ever ask you to organise the Commerce excursion to Coca Cola run a mile or start organising now for next year.

Second day "Lisa, since you have 2 Year 9 Commerce classes you in charge of the excursion they need to go to Coca-Cola."

..... "These are the dates they should go, check if they fit in with Kim. The 3 classes will have to go on the same day."

- "Also check with Jo (Head teacher)."

In between trying to prepare classes and stay on top of things, attend meetings, do play ground duties. I managed to speak to Kim so we decided on a date and rang Coke.

This excursion is so popular people come from interstate, try to get a booking for the entire day on the dates you want impossible, we are booked in for the last week of term 3. That is the earliest a whole day was available.

This isn't good but what can I do. I tell Jo 'Well, if that's the only day that will have to do, have you put it on the calendar.'

'What calendar'

No one previously mentioned the calendar outline in the office that lists all activities, I was lucky that nothing else had been scheduled for the Wednesday last week of Term 3.

My Year 11 General Studies class is great 13 students most doing 3 Unit Maths and only doing General Studies to make p their Unit load. The others are a mix of JSST who are involved in debating and other school activities the class together are great. I enjoy teaching them, even though there was no program, no assessment schedule.

3rd week of the term, however, I hear the rumour start to spread, they are all planning to sit the HSC in General Studies this year as a practice.

Why would they want too!

I can't cope. Not if they are planning to sit for the HSC this year. Nothing is in place.

And it's not just for General Studies, it's also for preliminary business and legal studies.

(I should explain, this is the first year that a Year 11 class has run within the school. People knew that these Year 11 classes were running, but no programming was one. I couldn't believe it. Most people won't find this as it is a unique situation within my school.)

- Classroom Management apart from lesson plans this is where a lot of time is spent. You learn about all different management, techniques but there are many that you don't know, many that you haven't tried. Even knowing what a particular student is like and which technique may work best with them. None of this exists.

- 'Mixed Ability' is a term that we are all familiar with. In your first year however, it is very difficult to effectively and efficiently cater for that mixed ability grouping.

Strategies are presented and available for use but implementation, effective implementation is difficult

Be prepared for lost of paper work and red tape. There are forms for everything including

leaving early

going to the dunny

picking up papers at lunch

being late to class

being out of uniform

inappropriate behavior in class

Roll call (attendance)

Mark books

Variation to routine (I still am not sure what this form actually is)

Budgets

Memo's

Excursions

Booking Library and video's.

- Problems

a) Playground duty I was never officially told certain areas were out of bounds. We were given a map with designated areas some listed out of bounds but other places within these areas are out of bounds.

b) We issue slips for students to pickup paper but there is no explanation of how we supervise that child in the play-ground and what you do with the slip.

c) You feel that you are imposing at times either you don't want to continually call

upon head teacher and others for help.

d) You feel you have over-stepped your place. At a recent sports carnival I was given the role of record keeping along with other members of staff who have performed this task before. You see a way of reducing work or realise that they need an item explained but it is difficult to do so without feeling like you are criticising them.

e) It takes forever to learn all students names, which makes it awkward in addressing them and creates problems with your classroom management.

f) Resources that you assume to be available will not exist:

Overheads, projectors and screens

TV & Video

Text books

Library facilities

Adequate physical class size .

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