



JOB POSTING
COMPETITION #: 23-0046LTC-2
POSTED: September 14, 2023
DEADLINE: 12:00 Noon, September 21, 2023

This position will also be advertised externally.

**Learning Network School Improvement Process (SIP) Coach
Indigenous Education
1.0 position
(3-year term – 10-month position)**

The Toronto District School Board adheres to equitable hiring, employment, and promotion practices.

The Toronto District School Board invites applications from qualified teachers for the position of Learning Network SIP Coach. This is a 10-month position will be filled commencing as soon as possible and is scheduled to end June 30, 2026. This position is subject to restructuring, reorganization, redeployment and/or possible renewal.

The Learning Network SIP Coach will provide support for the delivery and implementation of Indigenous Education and Culturally Safe Pedagogies in alignment with School Improvement Planning processes and Board priorities. The successful candidate will be assigned to a Learning Network under the direction of the System Superintendent of Indigenous Education and the Centrally Assigned Principal of Indigenous Education

Summary of Duties:

- Work in collaboration with the System Superintendent and Centrally Assigned Principal of Indigenous Education and staff at the Urban Indigenous Education Centre, LN Special Education and Inclusion Consultant/Coordinator, and school leadership teams to make prioritized decisions to address and support school needs within the School Improvement Process (SIP) and Learning Network (LN) plans;
- Use relationship skills to build trust in order to navigate complex situations to support students, educators and leaders in the school improvement process and learning network and ensure meaningful and deep implementation and impact;
- Provide leadership in actioning the Truth and Reconciliation Commission of Canada: Calls to Action and fostering equity and inclusion in the development and implementation of programs and services;
- Uphold Human Rights prohibited grounds, and particularly Indigenous Rights through the United Nations Declaration on the Rights of Indigenous Peoples, in all aspects of learning and coaching;
- Deepen practice with leadership in Indigenous Education with a focus on fostering intellectually stimulating and culturally safe and trauma informed classroom conditions;
- Provide leadership in implementing the Combatting Hate and Racism Student Learning Strategy within the school improvement process;
- Provide leadership in operationalizing Indigenous Education and Culturally Relevant and Responsive Pedagogy (CRRP) in school communities, classroom practices and assess impact on student learning and achievement;
- Engage in work with educators to ensure the effective implementation of the strategies of differentiated instruction and Universal Design for Learning to promote meaningful learning and inclusion for all students;
- Engage in school, LN and system job-embedded professional learning with educators and leaders to build collective educator and leader efficacy within daily practice to uphold the tenets of CRRP: High Expectations, Academic Rigour, Cultural Competence, and Critical Consciousness;
- Co-Lead and support transformative changes in Literacy, Mathematics, Technology and Digital Fluency/Literacy through inquiry and the implementation of effective practices to measurably improve student learning and achievement;

- Engage in intensive, data informed job-embedded professional learning and co-facilitate LN and system professional learning with educators and leaders to build collective educator and leader efficacy using evidence-based instructional and assessment strategies and practices that improve student achievement;
- Use current evidence-based instructional and assessment strategies and practices that improve student achievement (e.g., differentiated instruction, assessment/evaluation practices, moderated assessment, use of layered assessments, and the use of technology-based pedagogy) to support students and educators in addressing unfinished learning, acceleration and renewal in literacy and mathematics;
- Support the implementation of intervention strategies and programs for students (K-12) who face greater systemic barriers to begin to address disproportionate outcomes;
- Co-facilitate the process of collecting, interpreting, analyzing and communicating a rich variety of data sets such as: pedagogical documentation, student focus group data, student products, etc. at the school level and in the LN to enable staff to make informed decisions about programming, implementation and/or required intervention strategies;
- Work in collaboration with school leaders and Centrally Assigned Principal of Indigenous Education to monitor student achievement, joy, belonging and engagement;
- Liaise and collaborate with TDSB and Ministry staff to implement Ministry policies, curricula, and initiatives;
- Engage in a collaborative inquiry learning processes and provide personalized, precise and intentional support by co-constructing learning experiences with students, educators and leaders;
- Contribute within multidisciplinary Learning Centre teams to design and co-facilitate specific learning experiences with students and staff;
- Document impact of coaching and further moves through pedagogical documentation and report writing in collaboration with the TDSB Research team;
- Commit to ongoing personal professional learning and capacity building with an understanding of current, evidence-based practices; and
- Perform other duties as assigned with consideration to the needs of the Learning Centre and beyond to meet system priorities.

Qualifications and Skills:

- Ontario College of Teachers' Certificate of Qualification;
- As a position requirement, the successful candidate will have lived experience as a First Nations, Métis, Inuit person and will have a strong understanding of Indigenous ways of knowing and being; working within First Nations, Métis, and Inuit communities;
- Teaching experience in at least two divisions (primary/junior/intermediate/senior);
- Provide leadership in promoting Indigenous self-determination, sovereignty, and Indigenous Education in the development and implementation of curriculum, programs, and services;
- Facilitate the process of collecting and interpreting Indigenous Education based data at the school level and in Learning Centres to enable staff to make informed decisions about Indigenous Education programming with teachers for students;
- Have experience in working with and in First Nations, Métis, and Inuit communities;
- Additional specialist qualifications in one of Reading, Mathematics, STEM and/or Masters with a focus on Literacy, Mathematics, STEM, Equity/Anti-Racism, Social Justice, Culturally Relevant and Responsive Pedagogy are an asset;
- A minimum of five years of successful teaching experience;
- French as a Second Language part 1 is an asset;
- Demonstrated ability to take actions that address Anti-Indigenous Racism, Anti-Black Racism, Antisemitism, Islamophobia and Anti-Asian Racism, among others, while promoting Equity and demonstrating Anti-Oppressive pedagogy;
- Proven ability in promoting and demonstrating equitable practices which include demonstrating deep understanding of Equity, Anti-Racism, Anti-Oppression, Anti-Indigenous Racism, Anti-Black Racism, and Inclusion;



- Demonstrated commitment to maintaining a learning/working environment which actively promotes and supports human rights;
- Demonstrated understanding and working knowledge of the Truth and Reconciliation Commission's Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples and proven ability to co-lead work in Indigenous education;
- Acknowledgement of own cultural lens, positionality, biases and power;
- Experience in Inner City Model Schools is considered an asset;
- Demonstrated skills in teaching students in a range of school types, including Model Schools; must be able to both teach the students in the classrooms and support the educators of those classrooms;
- Strong interpersonal and communication skills including the ability to engage, influence, and motivate others;
- Demonstrated ability to engage in critical problem-solving to influence and support instructional and assessment change in schools, the Learning Network, and to serve as a productive member of a team;
- Successful teaching experience in Science, Mathematics/Numeracy and/or Literacy;
- Substantial knowledge of program-related Ministry curriculum, Ministry policies, Board policies, procedures and priorities and their implementation;
- In-depth understanding of how students develop mathematics, numeracy and literacy skills;
- Demonstrated ability to engage school staff in teaching and learning practices that are inquiry-based, innovative and culturally relevant to the needs of students and the community;
- Demonstrated ability to assess impact of instructional strategies on student outcomes through pedagogical documentation and triangulation of data;
- Demonstrated ability to facilitate collaborative learning teams that use multiple data sources to improve student learning and achievement;
- Prior experience implementing effective assessment that is culturally responsive and decolonized, and instructional strategies to enhance student learning;
- Demonstrated experience building educator capacity through job-embedded professional learning;
- Proven ability to increase educator capacity in play and inquiry-based learning;
- Proven ability to effectively model lessons and co-teach learning experiences with educators and students;
- Work effectively and flexibly in a wide variety of grades and contexts;
- Experience disaggregating and triangulating a variety of data such as pedagogical documentation, student voice and student products and using the information to further student learning and achievement; and
- Demonstrated proficiency in the use of information communication technologies to support inquiry and improve students' use of digital tools to increase student learning and achievement.

Information to Candidates:

1. The successful candidate's salary will be in accordance with the teacher's salary grid.
2. Successful Elementary Teachers will also be in receipt of the Coach allowance, currently \$2,721 annually.
3. Successful Secondary Teachers will also be in receipt of the Assistant Curriculum Leader allowance, currently \$2,732 annually.
4. The incumbent will also be entitled to a Tier 1 supplementary expense allowance, currently \$1,750 annually.
5. If a Position of Responsibility Allowance is currently held, that Allowance does not transfer to this position.
6. Subject to the staffing rules governing leave rescinds, any teacher who holds a Position of Responsibility and who is hired into an acting assignment or into a centrally assigned position will be returned to their Position of Responsibility upon return from their acting assignment or their centrally assigned position, unless either assignment occurs in the final year of the termed Position of Responsibility appointment.
7. At the end of the term, the successful candidate will either apply for a central position or return to his/her home school, subject to staffing/surplus/placement procedures.
8. Interviews will be held as soon as possible after the closing date.



Application Process:

Please ensure the following documents are submitted as **one single document**:

- Up-to-date resume/curriculum vitae;
- Copy of your up-to-date Ontario College of Teachers Qualification Certificate (which can be found at www.oct.ca); and
- [2023 - 2024 Contract vacancy application form](#) and a copy of their Eligible to Hire letter (if applicable)

Please note:

1. Applications should be submitted by E-mail to **email address noted below** in MS or PDF (**PDF Preferred**) format due to printing capabilities.
2. **Format for naming your File: Last name, First name, Employee Number.**
3. Please **quote the competition number below in the subject line of your email.**
4. **One email per Competition Number please.**

Competition Number	Organization Unit	# of Position(s)	Location	Send Applications To:
23-0046LTC-2	LN32/Urban Indigenous Education Centre	1.0	Urban Indigenous Education Centre	robert.durocher@tdsb.on.ca

Applications should be submitted, quoting the job posting competition number, **to be received no later than 12:00 Noon, September 21, 2023.**

We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process.

Applications will not be acknowledged in writing. Only applicants selected for an interview will be contacted.

