



**JOB POSTING**  
**COMPETITION NO.: 23-0059LTC**  
**POSTED: January 19, 2024**  
**DEADLINE: 12:00 Noon, January 26, 2024**

**This position will also be advertised externally.**

**K-12 Learning Coach**  
**Native Languages**  
**Indigenous Education**  
**0.5 Position (half-time all year)**  
(0.5-year term – 10-month position)

**The Toronto District School Board adheres to equitable hiring, employment, and promotion practices. As a position requirement, the successful candidate will have lived experience as a First Nations, Métis, or Inuit person.**

*The Toronto District School Board invites applications from qualified teachers for the position of Native Languages K-12 Learning Coach – Indigenous Education.*

*The Urban Indigenous Education Centre (UIEC) provides wrap-around services to support the well-being and learning of First Nations, Métis and Inuit students. UIEC also supports all TDSB staff and students in the learning of Indigenous Education. This position aligns with one of Toronto District School Board's guiding principles of Truth and Reconciliation and United Nations Declaration on the Rights of Indigenous as the road to reconciliation.*

*This 10-month half-time position will be filled commencing February 1, 2024, and is scheduled to end June 30, 2024, subject to any restructuring or reorganization. This position is subject to possible renewal.*

*The goal of the Native Language Program is to generate an education delivery model that will improve educational outcomes for Indigenous students. The program model allows students to work at their own pace with individualized instruction in a non-competitive environment. The program's foundation and success are based on traditional practices while offering "wrap around" services that meet the needs of Indigenous students and foster positive Indigenous identity, academic success and overall well-being.*

*The Indigenous Native Languages Program in the TDSB will focus on the acquisition of Ojibwe (Anishinaabemowin) language skills.*

*The successful candidate will report to the Centrally Assigned Principal/Centrally Assigned Vice-Principal of the Urban Indigenous Education Centre.*

**Summary of Duties:**

- Provide leadership in fostering equity and inclusiveness in the development and implementation of programs and services;
- Provide culturally relevant and culturally safe learning environments and instruction based on students' learning styles, strengths and needs;
- Apply effective Indigenous Education teaching and learning strategies and practices;
- Perform initial and on-going assessments to support and monitor the success of Indigenous students;

- Support the process of collecting and interpreting student success data to enable staff to make informed decisions about programming for Indigenous students;
- Mentor and work collaboratively with other staff to effectively adapt and support the classroom program and instruction for First Nations, Métis and Inuit students;
- Support and coordinate on-going implementation of program initiatives and development of best practices in Indigenous Education;
- Work collaboratively as a member of the core team with the Urban Indigenous Education Centre to carry out key initiatives;
- Engage in pedagogical and instructional coaching, co-planning and co-teaching to support classroom teachers, schools and learning networks;
- Provide leadership and support staff within the subject/program area;
- Develop current and relevant curriculum support materials and resources;
- Provide instructional support to students as needed;
- Provide programming and language acquisition skills related to the Ojibwe (Anishinaabemowin) language;
- This position may include in-person and/or virtual teaching opportunities; and
- Other duties as assigned.

### **Qualifications and Skills:**

- Ontario College of Teachers' Certificate of Qualifications;
- As a position requirement, the successful candidate will have lived experience as a First Nations, Métis or Inuit person and will have a strong understanding of Indigenous ways of knowing and being; working within First Nations, Métis, and Inuit communities;
- 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;
- Native Languages – Ojibwe (Anishinaabemowin) fluency required; College of Teachers Certification in the subject is preferred;
- Knowledge and understanding of current issues and research pertaining to Indigenous Education;
- A well-informed understanding of the histories of First Nations, Métis and Inuit peoples in Canada;
- A strong familiarity with the Truth and Reconciliation Commission *Calls to Action* as they relate to student achievement and well-being, as well as community expectations;
- An ability to incorporate cultural programming and Elders would be considered an asset;
- Proven ability in promoting equitable practices that value inclusiveness and diversity;
- Demonstrated ability to work collaboratively as part of a team;
- Experience delivering staff development workshops/in-service;
- Demonstrated commitment to maintaining a learning/working environment that actively promotes and supports human rights;
- Excellent interpersonal and communication skills;
- Proven strengths in problem-solving and adapting to change; and
- Competency in computer skills and electronic communication.

### **Information for 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 (pro-rated).
3. Successful Secondary Teachers will also be in receipt of the Assistant Curriculum Leader allowance, currently \$2,732 annually (pro-rated).
4. The incumbent will also be entitled to a Tier 1 Supplementary Expense Allowance, currently \$1,750 annually (pro-rated).
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. Interviews will be held as soon as possible after the closing date.
8. At the end of the term, the successful candidate will either apply for a central position or return to his/her school, subject to staffing/surplus/placement procedures.

#### **Application Process:**

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

- Up-to-date resume/curriculum vitae;
- Covering letter indicating an interest in the position (**Employee number, Ontario College of Teachers number and current work location clearly marked on the covering letter**); and
- Copy of your up-to-date Ontario College of Teachers Qualification Certificate (which can be found at [www.oct.ca](http://www.oct.ca)).
- [2022-2023 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 the e-mail address below in MS Word or PDF (PDF preferred) format due to printing capabilities.
2. Format for naming your File: ***Last Name, First Name, Employee Number (if applicable)***.
3. **Please quote the competition number in the subject line of your e-mail.**
4. One e-mail per application please

Competition Number	Organization Unit	Location	# of position(s)	Send Applications To:
23-0059LTC	Indigenous Education	Urban Indigenous Education Centre (16 Phin Avenue)	0.5	<a href="mailto:robert.durocher@tdsb.on.ca">robert.durocher@tdsb.on.ca</a>

Applications should be submitted, quoting the job posting competition number, to be received no later than **12:00 Noon, January 26, 2024**.

***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.***

