

This position will also be advertised externally.

Secondary Teacher
Kâpapâmahchakwêw Wandering Spirit School
(English, Library)
1 Semester One Position
(Semester 1 term – 10-month position)

The Toronto District School Board adheres to equitable hiring, employment and promotion practices. Preference will be given to candidates who have lived experience as a First Nations, Métis or Inuit person.

The Toronto District School Board (TDSB) invites applications from qualified teachers for the position of Secondary Teacher – Kâpapâmahchakwêw Wandering Spirit School.

This position will be filled commencing September 1, 2024, and is scheduled to end January 30 2025, subject to any restructuring or reorganization. This position is subject to possible renewal.

The goal of the Kâpapâmahchakwêw Wandering Spirit School is to generate an education delivery model that will improve educational outcomes for First Nations, Métis and Inuit students. Kâpapâmahchakwêw Wandering Spirit School provides rich and engaging lessons while meeting individual student needs and interests in a non-competitive environment. The program's foundation and success are based on traditional practices while offering "wrap around" services that foster students' positive Indigenous identities, academic success and overall well-being. The primary objective of this position is to deliver support to Indigenous students by addressing the Truth and Reconciliation of Canada: Calls to Action, The United Nations Declaration on the Rights of Indigenous Peoples, and the recommendations of Decolonizing Our Schools: Indigenous Education in the Toronto District School Board.

Teachers must also have a demonstrated ability to take actions that address Anti-Indigenous Racism, Anti-Black Racism, Antisemitism, Islamophobia, Anti-Asian Racism, Ableism and Homophobia, among others, while promoting Human Rights, Equity and demonstrating Anti-Oppressive pedagogy.

The successful candidate will report to the Centrally Assigned Principal and Centrally Assigned Vice-Principal of the Urban Indigenous Education Centre, will be supervised locally by the school Principal, and will be supported by 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 instruction based on students' learning styles, strengths and needs;
- Integrate Indigenous knowledge into classroom learning;
- Assist the school community in addressing issues pertaining to the Indigenous community;
- 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;
- Mentor and work collaboratively with education partners 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;

- Co-planning, co-teaching and cross-curricular collaboration with colleagues and central staff;
- Collaborate with the Indigenous Food Sovereignty program;
- Assist in the coordination of access for students to support and interventions; and
- Perform other duties as assigned with consideration to the unique needs of the school.

Qualifications and Skills:

- Ontario College of Teachers' Certificate of Qualification;
- Intermediate/Senior teaching qualifications in English and/or Library, with a preference given to candidates with qualifications in more than one subject area;
- First Nations, Métis and Inuit Studies Additional Qualification would be an asset;
- Knowledge of Indigenous language(s) and culture(s) is considered an asset;
- Preference will be given to candidates who 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;
- Knowledge of current education issues and barriers as well as an awareness of available supports is required to effectively support and advocate for First Nations, Métis and Inuit education;
- In-depth knowledge and understanding of the Ontario First Nations, Métis and Inuit Education Policy Framework and current issues and research pertaining to First Nations, Métis and Inuit education;
- Demonstrated experience in the development of materials to support teachers and schools working with First Nations, Métis and Inuit populations;
- Proven ability in promoting equitable practices which value inclusiveness and diversity;
- Demonstrated commitment to maintaining a learning/working environment which actively promotes and supports human rights;
- A reputation as an innovative and stimulating educator;
- Demonstrated organizational, team building, problem-solving, planning, mentoring and staff development skills;
- 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 commensurate with the candidate's placement on the secondary teacher salary grid.
2. If a Position of Responsibility allowance is currently held, that allowance does not transfer to this position.
3. 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.
4. Interviews will be held as soon as possible after the closing date.
5. 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.

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 should be 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).

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 email.
4. One email per application please.

Competition Number	Organizational Unit	Location	Send Applications to:
24-0036TET	Kâpapâmahchakwêw Wandering Spirit School	Kâpapâmahchakwêw Wandering Spirit School (16 Phin Avenue)	Emily.Wadsworth@tdsb.on.ca

Applications should be submitted, quoting the competition number, to be received no later than **12:00 Noon, June 7, 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.