

This position will also be advertised externally.

Itinerant Native Languages Teacher (Secondary)
Indigenous Education
Urban Indigenous Education Centre
1 Position
(1-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 (TDSB) invites applications from qualified Teachers for the position of Itinerant Native Languages Teacher (Secondary) in Indigenous Education. This itinerant position will support Indigenous Languages Programs, Grades 9-12, across the TDSB.

This 10-month position will be filled commencing September 1, 2025 and is scheduled to end June 30, 2026, subject to any restructuring or reorganization. This position is also subject to possible renewal.

The goal of the Indigenous Languages 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 specific goal of the Indigenous Native Languages Program in the TDSB is to focus on the acquisition of Ojibwe (Anishnaabemowin) language skills.

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

The TDSB is committed to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action, and the United Nations Declaration on the Rights of Indigenous Peoples, as a guiding principle and a strategic direction.

The candidate must also have a demonstrated ability to advance human rights and take actions that address racism in all its forms, while promoting Equity and demonstrating Anti-Oppressive pedagogy.

Summary of Duties:

- Provide leadership in fostering equity and inclusion 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/learning and assessment 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 First Nations, Métis and Inuit 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;
- Assist in the coordination of access for students to support and interventions;
- Provide programming and language acquisition skills related to the Ojibwe (Anishnaabemowin) language; and
- Other duties as assigned.

Qualifications and Skills:

- Ontario College of Teachers' Certificate of Qualifications, in good standing;
- Native Languages: Ojibwe (Anishnaabemowin) fluency required; College of Teachers Certification in the subject is preferred;
- 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, working within First Nations, Métis, and Inuit communities;
- 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 inclusion 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.

Location:

The successful candidate will be assigned to the Urban Indigenous Education Centre, with the 16 Phin Avenue site designated as the home-base, and with the understanding that the candidate will be working with students across the system, including students at Native Learning Centre-Downtown, Native Learning Centre-East and Kâpapâmahchakwêw – Wandering Spirit.

Information for Candidates:

1. The successful candidate's salary will be commensurate with the candidate's placement on the Secondary Teacher salary grid.
2. The successful candidate will also be entitled to a Tier 1 Supplementary Expense Allowance, currently \$1,750 annually.
3. If a Position of Responsibility allowance is currently held, that allowance does not transfer to this position.
4. 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.
5. Candidates selected for an interview will be notified as soon as possible after the posting closes.
6. At the end of the term, the successful candidate will either apply for a central position or return to their home school, subject to staffing/surplus/placement procedures. Should the successful candidate not have a home school, they will be placed through the Central Staffing process, 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 if applicable, 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).

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 application per competition number please.

Competition Number	Organizational Unit	Location	Send Applications To:
25-0050TET	Indigenous Education	Urban Indigenous Education Centre (16 Phin Avenue) And other TDSB schools	Emily.Wadsworth@tdsb.on.ca

Applications should be submitted, quoting the job posting competition number, **to be received no later than 12:00 Noon, May 6, 2025.**

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.