

MATAWA FIRST NATIONS MANAGEMENT



Job Description

Cultural Education Coordinator

PURPOSE OF THE POSITION

Reporting to the Education Manager, the Cultural Education Coordinator shall work closely with the Matawa First Nation Schools and community stakeholders. The main responsibilities of the Cultural Education Coordinator are to coordinate the development, enhancement and implementation of programming, instructional strategies and evaluation tools for Native Language immersion and second-language programs, outdoor cultural programming.

The Cultural Education Coordinator will also work with the Matawa First Nation schools and community stakeholders to identify performance measures to inform effective instructional decision-making and school improvement planning.

SCOPE

As a member of the First Nation Student Success Program (FNSSP), the Cultural Education Coordinator shall provide direction and support to the Matawa Education Department and Matawa First Nation schools in the area of Native Language and Cultural Education. This will include program development, implementation, evaluation and professional development for staff in Matawa schools.

The Cultural Education Coordinator shall assist in the continued development and implementation of strategies to support the implementation of Native Language programming and the integration of Native Language learning across the curriculum. This will include the facilitation of professional learning communities (PLC's) for Matawa administrators and participation in FNSSP and Education Department communication activities.

As a member of the FNSSP interdisciplinary team, the Cultural Education Coordinator shall provide leadership in the development of strategies and tools to assess students' learning in both immersion and second-language programs. In addition, the Cultural Education Coordinator will assist with the use of data obtained through these methods to inform decision-making related to instructional practices, student assessment, and school improvement planning.

The Cultural Education Coordinator will be subjected to highly confidential material in relation to Matawa Schools, student information, assessment results etc. The Cultural Education Coordinator shall conduct themselves in a highly professional manner and must adhere to the appropriate guidelines regarding confidentiality as per Matawa First Nations policies and procedures.

The Cultural Education Coordinator will use a collaborative inquiry process, with the approval of the Matawa Schools First Nations Education Authorities, to build professional capacity and effectiveness within the schools. This collaborative inquiry will focus on teaching and learning within the context of both immersion and second-language programs. Support will also be

provided to the Matawa Schools principals to enhance their understanding of Native Language programs and effective instructional strategies.

The Cultural Education Lead will continue to stay up-to-date on effective instructional strategies and resources, and support materials and training for Native Language teachers. This will include on-going networking with other Native Language programs, First Nation organizations, provincial and federal organizations, and related university and college programs.

RESPONSIBILITIES

1. Assist with the administration of the Matawa First Nations Student Success Program

Main Activities

- Network with Matawa schools and Education Authorities to support the development of Native Language and other programming in the schools
- Assist and provide input with the Matawa schools and Education Authorities to set realistic student achievement goals
- Gather and analyze school data to provide support to the Matawa schools to improve student achievement
- Provide internal program reporting as required
- Network with other members of the Matawa FNSSP team and provide input into the development of performance measures and Native Language planning strategies
- Assist with the preparation of reports and presentation materials for various audiences

2. Support the continued development of effective instructional strategies in Native Language immersion and second-language programs, outdoor cultural programming

Main Activities

- Identify, review and assess the current Native Language programs, instructional practices, resources and standards in Matawa First Nation schools
- Identify appropriate resources, programs and strategies to support effective Native Language instruction and learning in Matawa schools
- Coordinate the development of regional curricula for immersion and second-language Native Language programs in Matawa schools
- Share successful practices within each Matawa school, as well as research on effective instructional practices
- Identify and facilitate training for staff in Matawa schools to support the effective implementation of Native Language programs
- Provide professional training and support, both formal and informal, to Matawa administrators
- Develop and facilitate Native Language focused distance professional learning communities for Matawa administrators
- Assist principals and school staff to identify and access local resources and supports for Native Language programs, including traditional knowledge and practices that can be incorporated in the school programs

3. Coordinate the development and administration of standardized student assessments practices for Native Language

Main Activities

- Review existing indicators of learning being used in Matawa schools and other Native Language programs, and related data sources to identify appropriate performance measures of student learning
- Provide recommendations for the development and/or enhancement of regional performance measures in Native Language, and related assessment strategies and tools
- Coordinate the implementation of regional performance measures in Matawa schools and related training for teachers and school administrators
- Identify relevant school improvement research and practice that could have a positive impact on the effectiveness and success of Native Language programs in Matawa schools

4. Liaise with external agencies and organizations

Main Activities

- Create and enhance partnerships with universities, government departments, publishers, and external organizations to support the development of Native Language programming in Matawa First Nations
- Develop and maintain effective relationships with Matawa First Nation schools and Education Authorities
- Engage in a communicative process with external agencies and organizations to provide information for ongoing evaluations and the effectiveness of practices and processes currently being used

5. Perform other related duties as required

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge

The incumbent must have proficient knowledge in the following areas:

- Training in Native Language Education, including immersion programs
- Fluency in Ojibway or Ojicree
- Ability to use both syllabics and Roman orthography
- Knowledge and understanding of First Nation and Ontario education systems
- Experience in school improvement planning and development of Native Language programming
- Knowledge of Outdoor Education programs
- Knowledge of strategies to support school improvement in Native Language learning
- Experience and understanding of language development for both first- and second-language learners, and of intervention models to support student language learning at elementary and secondary levels
- Demonstrated ability to work effectively with school staff, parents, administration, community members, government and First Nation organizations
- Ability to maintain a high level of confidentiality

Skills

The incumbent must demonstrate the following skills:

- Excellent oral and written communication skills
- Demonstrated interpersonal and leadership skills
- Valid Ontario driver's license

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of Cultural Education Coordinator. The incumbent must also demonstrate the following personal attributes:

- Must be able to perform work duties with minimal supervision
- Must be willing to travel as required
- Must provide a current Criminal Record Check and tuberculosis skin test
- Must be a current member in good standing with the Ontario College of Teachers

WORKING CONDITIONS

Physical Demands

The Cultural Education Coordinator may have to travel throughout the community in all weather. They may have to lift, carry and manage equipment and supplies. They may have to work odd or

long hours at a time to complete special requests or projects. The Cultural Education Coordinator may have to spend long hours sitting and using office equipment, computers and attending meetings.

Environmental Conditions

The Matawa Building may be a busy facility. The Cultural Education Coordinator may have to manage a number of projects at one time, and may be interrupted frequently. The Cultural Education Coordinator may find the environment to be busy, noisy and will need excellent organizational and time and stress management skills to complete the required tasks.

Sensory Demands

Sensory demands can include reading and use of the computer, which may cause eyestrain and occasional headaches.

Mental Demands

The Cultural Education Coordinator will have to manage a number of requests and projects at one time. They must be aware of Tribal Council business in the communities and any and all relevant legislation, policies and procedures. They may have to complete a number of tasks and responsibilities at one time, and must be prepared to deal with emergencies and stressful situations at any time.

CERTIFICATION

<hr/> Employee Signature	<hr/> Supervisor's Title
<hr/> Printed Name Date	<hr/> Supervisor's Signature Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
<hr/> Chief Executive Officer's Signature Date	
I approve the delegation of responsibilities outlined herein within the context of the attached organizational structure.	

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.