

MATAWA FIRST NATIONS MANAGEMENT



Job Description

Teacher Coach

PURPOSE OF THE POSITION

Reporting to the Education Department Manager and the Matawa Learning Centre (MLC) Principal, the Teacher Coach shall work closely with the MLC staff by providing support and mentorship through building professional networks, identifying and coordinating professional learning opportunities, and developing effective teaching strategies to address individual student needs. The Teacher Coach will assist in the design and implementation of practical teaching strategies, utilizing evidence-based practices specific to education, to more effectively engage students and maximize academic outcomes. The Teacher Coach will build capacity within the MLC by developing and strengthening the skills, instincts, abilities, processes and resources of the MLC learning community.

SCOPE

The Teacher Coach is a critical contributor in assisting teachers and support staff in becoming more effective in the classroom so that students improve in their academic performance and achievement. The Teacher Coach will assist and support teachers in their learning on how to use evidence-based practices to enhance teaching and student outcomes. The role of the Teacher Coach includes strengthening teacher capacity and understanding of practices related to the Matawa Learning Centre (MLC) and existing educational partnerships with groups like the Critical Thinking Consortium. The Teacher Coach is a learner who models continuous improvement in educational practices, lifelong learning and strives to ensure teacher and student success. The Teacher Coach will work collaboratively with members of the MLC administration and staff promoting professional reflection, providing guidance and structure, while focusing on strengths and identifying internal challenges. The Teacher Coach will demonstrate a passion for education practices and leadership.

The Teacher Coach will provide professional development in education in a variety of formats by working directly with teachers in one-on-one or in small group settings. Working with the classroom teacher, the Teacher Coach will provide guidance, training and resource options as the two work together to focus on practical strategies for engaging students and improving student learning. The Teacher Coach will arrange larger professional development trainings where applicable. The Teacher Coach will assist teachers with problem-solving and setting new teaching methods into place within the classroom, shaping the space into more effective places of learning. The Teacher Coach will assist teachers gain confidence in using strategies with proven track records of helping students learn better. Through professional modelling, observing, sharing resources and providing constructive feedback, the Teacher Coach will contribute to increasing student engagement, improving student achievement, and building teacher capacity within the MLC. The role of the Teacher Coach requires a good communicator, able to clearly instruct teachers and communicate well with administrators.

The Teacher Coach will be subjected to highly confidential material in relation to the MLC, student information, assessment results etc. The Teacher Coach 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 Teacher Coach will continue to stay up-to-date on current education research and best practices related to instruction, strategies and trends, in order to support improved student and teacher performance. This will include on-going networking with other First Nation organizations, provincial ministries, the federal government, and other outside professional agencies and organizations.

RESPONSIBILITIES

1. Provide support and mentorship to staff while developing strategies to address individual student needs.

Main activities include:

- Network with MLC staff to support the ongoing engagement and achievement of students
- Assist and provide input with the MLC to set realistic student and teacher achievement goals
- Work one-on-one or in small group settings with the classroom teacher to improve instructional practice and student learning
- Provide guidance, training and resources that support teacher development
- Provide direction and coordination regarding professional development and curriculum instruction and delivery while maintaining MLC initiatives, recognized best instructional practices, and recommendations from the Critical Thinking Consortium
- Gather and analyze applicable school data to provide support to the MLC to improve student and teacher achievement
- Informally observe instructional practices and provide feedback for on-going professional growth and student success
- Provide internal program reporting as required
- Assist with the preparation of reports and presentation materials for various audiences when necessary

2. Support the continued development of effective instructional strategies in improving and supporting student engagement and achievement.

Main activities include:

- Develop teachers' knowledge, skills, attitudes and behaviours through a variety of on-going professional development targeted topics and designs
- Review and assess current school success models (e.g. effective school model), instructional practices, resources and standards within the MLC
- Identify appropriate strategies to support effective teacher success planning and learning
- Review and document successful practices within MLC, as well as current research on effective administrative and school leadership practices
- Identify annual training and professional development needs of MLC teachers, and coordinate related online and/or on-site support to meet these needs
- Provide on-going professional training and support, both formal and informal, to MLC teaching staff

3. Network with external agencies and organizations

Main Activities

- Maintain and continue building relationships, both formal and informal, with applicable government departments, local school boards, and external organizations to support the development of student engagement, achievement and overall education outcomes in the MLC
- Maintain and continue building effective relationships with the MLC staff, students, and Matawa communities

4. Perform other related duties as required

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge

The incumbent must have proficient knowledge in the following areas:

- A degree in Education, and 5 years' experience, or equivalent combination of education and experience
- OTC qualifications and successful experience as a school teacher, preferably in a First Nation school
- Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback
- Knowledge and understanding of Federal and Provincial education systems
- Strong pedagogical knowledge and content expertise
- Experience and understanding of teaching strategies and intervention models to support student success and learning at the secondary level
- Demonstrated ability to work effectively with school staff, parents, administration, levels of government and First Nation organizations
- Ability to maintain a high level of confidentiality
- Knowledge of Ojibway is an asset

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 a Teacher Coach.

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 Teacher Coach 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 Teacher Coach may have to spend long hours sitting and using office equipment, computers and attending meetings.

Environmental Conditions

The Matawa Education Department may be a busy working environment. The Teacher Coach may have to manage a number of projects at one time, and may be interrupted frequently. The Teacher Coach may find the environment to be busy, noisy and will need excellent organizational, 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 Teacher Coach 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.