

MATAWA FIRST NATIONS MANAGEMENT



Job Description

Transition Coordinator

PURPOSE OF THE POSITION

Reporting to the Education Department Manager and the Matawa Learning Centre (MLC) Principal, the Transition Coordinator will work closely with Matawa First Nation students, families and Matawa administrators, acting as a liaison between students, their home community, receiving school, school boards and applicable agencies and organizations. The Transition Coordinator will conduct and monitor the implementation of transition services, ensuring linkages are established and maintained. The Transition Coordinator will assist students and families with transitions into several areas of need, including education, mental wellness, the justice system, and/or other applicable groups and agencies.

SCOPE

The Transition Coordinator will facilitate and support the academic and social transitions students require during the school year. This may include overseeing and supporting a students' transition from home community to a new community, transitions to new school environments, transitions to and from special education programs, transitions to and from mental health facilities, including rehabilitation centres, transitions to and from the judicial system, and transitions to or from child welfare service agencies.

In Education, the Transition Coordinator will assist with the transition of grade 8 elementary students into the secondary school system, in addition to supporting MLC graduates into the workplace or post-secondary education. The Transition Coordinator will advocate for students ensuring seamless transitions, while providing a focus on assisting students with essential life and social skills. The Transition Coordinator will create student education profiles that identify individual learning needs, highlighting a student's strengths and interests. The Transition Coordinator will collaborate with teachers and special education program providers to implement a plan of care that best addresses student needs. Customized timetables will also be developed for grade 9 students that identify tailored strategies and interventions. The Transition Coordinator will assist students with planning for their future with intraschool and community linkages, assisting students with assessment and career counselling, creating transitions plans, and providing family supports and resources to meet needs of students.

The Transition Coordinator will provide additional supports, services and resources to assist students as they transition into other areas of care that extend beyond Education. Students will require guidance with transitions involving mental health supports, assistance with judicial matters, child welfare agencies and/or other applicable organizations and school boards. The Transition Coordinator will advocate for students by identifying and referring students to appropriate service providers in education, mental health and other areas of care.

As a member of the Matawa Learning Centre, the Transition Coordinator shall create strategies and supports for the development and implementation of effective student transition plans aimed at supporting seamless transitions through a variety of applicable community agencies and resources. In addition, the Transition Coordinator will develop and implement school and community needs assessment, identify gaps in transition services, create evaluation forms applicable to the program and analyse data collected to ensure informed decision-making related to student success.

The Transition Coordinator will continue to stay up-to-date on current education research, trends and best practices related to student success, in order to support a multitude of possible transitions students may require. This will include on-going networking with other First Nation organizations, provincial ministries, the federal government, local school boards and other outside professional agencies and organizations.

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

RESPONSIBILITIES

1. Primary Responsibilities:

- Implement assigned students' transition plans and activities as outlined in their Individual Education Plan (IEP) or on a case-by-case basis if the student does not have an existing IEP
- Develop transition system guidelines, programs and procedures
- Provide all necessary individual supports so assigned students can meet transition goals
- Support youth with the transition to secondary school and ensure completion of assigned students' transition plans
- Support youth with the transition from secondary school into the workplace or post-secondary environment
- Track, report and participate in the assessment of all transition activities, including attendance and program outcomes
- Collaborate with all MLC staff, Education Counsellors, social workers, parents and boarding home parents
- Assist students and families in understanding the various layers of various agencies/organizations and accessing services
- Develop and provide student and parent training and information sharing in accessing applicable services
- Attend transition meetings with school staff, parents, students and other stakeholders
- Educate and train students, parents, school staff and community members on the transition process

- Establish relationships with students through modeling, mentoring, advocating and one-on-one meetings

2. Network with external agencies and organizations

Main Activities

- Maintain and continue building relationships, both formal and informal, with universities, local school boards, government departments, publishers, and external organizations to support the development of effective school success planning in the MLC
- Maintain and continue building effective relationships with the MLC and Matawa Education Authorities
- Collaborate with feeder elementary schools to identify incoming at-risk students, providing support and outreach to the parents/guardians of those students
- Coordinate a transition fair

3. 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/or 5 years' experience, or equivalent combination of education and experience
- Current *Certification of Qualification and Registration* and membership in good standing with the Ontario College of Teachers
- Knowledge of First Nation education
- Knowledge of First Nation cultures and lifestyles
- Knowledge and experience with computer systems (Apple preferred)
- Experience and understanding of student success strategies and intervention models at elementary and secondary levels
- 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 Transition 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
- Willingness and ability to travel as required, to both road-accessible and fly-in Matawa communities
- Demonstrated ability to work effectively with a variety of education stakeholders (e.g. parents, students, co-workers, administrators, government and First Nation organizations) and to achieve results through a consultative approach

WORKING CONDITIONS

Physical Demands

The Transition 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 Transition Coordinator 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 work environment. The Transition Coordinator may have to manage a number of projects at one time, and may be interrupted frequently. The Transition 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 Transition 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

Employee Signature

Printed Name Date

I certify that I have read and understand the responsibilities assigned to this position.

Supervisor's Title

Supervisor's Signature Date

I certify that this job description is an accurate description of the responsibilities assigned to the position.

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.