

# MATAWA FIRST NATIONS MANAGEMENT



**Matawa**  
EDUCATION & CARE CENTRE

Job Description

Primary/Junior Lead

## **PURPOSE OF THE POSITION**

Reporting to the Education Manager and the Pathways to Achieve Student Success (PASS) Program Administrator the Primary/Junior Lead works closely with the Junior/Intermediate Lead in an effort to support Matawa First Nation Schools and community stakeholders. The main responsibilities of the Primary/Junior Lead are to support programming, instructional strategies, classroom management practices and evaluation strategies to improve student success in the Primary and Junior Division (Junior Kindergarten to Grade 5). The Primary/Junior Lead also supports the effective implementation and evaluation of literacy and numeracy programs, and strategies to support student learning and achievement.

As part of this work, the Primary/Junior Lead works 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 PASS, the Primary/Junior Lead shall provide professional direction and support to the Matawa Education Department and Matawa First Nation schools in the area of Primary and Junior Education. This will include program development, implementation, evaluation and professional development for staff in Matawa schools. The Primary/Junior Lead shall lead the implementation of the regional Early Years Strategy, and assist with the implementation of the Matawa Regional Education Strategic Plan. Additionally, along with the Junior/Intermediate lead they will coordinate the annual Matawa Education and Rotary Club Bursary program.

The Primary/Junior Lead shall assist in the continued development and implementation of strategies to support the implementation of effective practices and programming in the areas of instructional practice, classroom management, instructional planning, literacy and numeracy programming and the integration of literacy and numeracy learning across the curriculum. This will include the facilitation of professional learning communities (PLC's) for Matawa administrators and participation in PASS and Education Department communication activities.

As a member of the PASS interdisciplinary team, the Primary/Junior Lead supports schools and Primary and Junior Division teachers in the administration of standardized testing assessments (eg, CAT 4, Early Years Evaluation (EYE), and Grade 3 EQAO) at the appropriate grade levels. In addition, the Primary/Junior Lead assists with the use of data obtained through these methods of assessment to inform decision-making related to instructional practices, student assessment, and school improvement planning.

The Primary/Junior Lead will be subjected to highly confidential material in relation to Matawa schools, student information, assessment results, etc. The Primary/Junior Lead 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.

Working with Matawa schools and First Nations Education Authorities, the Primary/Junior Lead will utilize a collaborative inquiry process with teachers in the Matawa schools to support effective planning and instruction. This inquiry process will:

- Highlight evidence-informed teaching and learning practices that support young learners. Build connections to programming between grade levels;
- Provide support for teachers and Matawa schools to 'inquire' about their teaching and learning practices so that others may learn from their experience through a structured sharing process;
- Introduce strength-based learning and resiliency initiatives within the Matawa schools;
- Build realistic and achievable standards within the Matawa school-wide system.

The Primary/Junior Lead will continue to stay up-to-date on related instruction for improved student and school performance. This will include on-going networking with other First Nation organizations, external provincial and national organizations, and other outside professional organizations and agencies.

## **RESPONSIBILITIES**

1. Assist with the administration of the Matawa PASS activities:

### Main Activities

- Network with Matawa schools and Education Authorities to support the development of literacy, numeracy and other programming in the schools
- Assist and provide input with the Matawa schools and Education Authorities to set realistic student achievement goals
- Coordinate the implementation of the regional Early Years Strategy
- Gather and analyze school data to provide support to the Matawa schools to improve student achievement
- Work with the Junior/Intermediate Lead and the Intermediate/Parent-Student Engagement Lead to coordinate the annual Matawa Education and Rotary Club Bursary Program;
- Provide internal program reporting as required
- Network with other members of the Matawa PASS team and provide input into the development of performance measures and literacy and numeracy planning strategies
- Assist with the preparation of reports and presentation materials for various audiences
- Assist the planning and execution of the Matawa Education Conference

2. Support the continued development of effective instructional strategies in early years, primary and junior education

Main Activities

- Identify, review and assess the current literacy and numeracy programs, instructional practices, resources and standards in Matawa First Nation schools
- Identify appropriate resources, programs and strategies to support effective literacy, numeracy and early years instruction and learning in Matawa schools
- Share successful practices within each Matawa school, as well as research on effective instructional practices
- Provide professional training and support, both formal and informal, to Matawa administrators
- Develop and facilitate focused professional learning communities for Matawa teachers and administrators in early years education, primary and junior education
- Develop and facilitate the distribution of digital resources to provide "just-in-time" professional support related to instructional practices, literacy and numeracy resources in the primary grades
- Review current early literacy programs in Matawa schools and identify priorities to support implementation of the regional early learning framework
- Support the implementation of early literacy goals and related activities identified in school improvement plans and in the regional implementation plan.
- Coordinate the arrangements for teachers from the Matawa Schools to attend the professional development opportunities with the with the Junior/Intermediate Lead

3. Support the administration of standardized student assessments

Main Activities

- Review existing indicators and related data sources to identify student achievement in kindergarten and Grades 1-5 literacy and numeracy
- Analyze existing data related to current standardized testing and provide recommendations to the Matawa schools and Education Authorities for future assessment
- Coordinate the administration of standardized tests and assessments (eg, EYE, EQAO and CAT 4 assessments) for primary and junior students in Matawa schools, and facilitate 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 Matawa schools

4. Liaise with external agencies and organizations

### Main Activities

- Build and maintain partnerships with other First Nation organizations, universities, government departments, publishers, and external organizations to support the development of literacy and numeracy 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:

- A degree in Education with 5 years' experience as a teacher, or equivalent combination of education and experience
- Knowledge and understanding of First Nation and Ontario education systems
- Experience in school improvement planning and development of literacy, numeracy and early years programming
- Knowledge of best practices in First Nation education
- Experience supporting classroom teachers to improve instruction
- Knowledge of strategies to support school improvement in literacy, numeracy and early years learning
- Experience and understanding of early literacy and numeracy development strategies and of intervention models to support student learning
- Demonstrated ability to work effectively with school staff, parents, administration, government and First Nation organizations
- Ability to maintain a high level of confidentiality
- Current Certificate of Qualification with the Ontario College of Teachers
- Knowledge of Ojibway or Oji-Cree 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 Primary/Junior Lead. 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 Primary/Junior Lead 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 Primary/Junior Lead 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 Primary/Junior Lead may have to manage a number of projects at one time, and may be interrupted frequently. The Primary/Junior Lead 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 Primary/Junior Lead may 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.