

MATAWA FIRST NATIONS MANAGEMENT



Matawa
EDUCATION & CARE CENTRE

Job Description

Intermediate/Parent-Student Engagement Lead

PURPOSE OF THE POSITION

Reporting to the Education Manager and the Pathways to Achieve Student Success (PASS) Program Administrator, the Intermediate/Parent-Student Engagement Lead (IPSEL) works closely with the Matawa First Nation Schools and community stakeholders. Additionally, the IPSEL is to work collaboratively with the Junior/Intermediate Lead to support programming, instructional strategies, classroom management practices and evaluation strategies to improve student success in the Intermediate Division (Grades 7-10), and Senior Division (Grades 11-12). Additionally, the IPSEL will support student and parent engagement in Matawa schools to enhance student achievement and well-being. Further, the IPSEL 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 IPSEL 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

The IPSEL will provide guidance and support to the Matawa Education Department and Matawa First Nation schools to identify and implement programs and strategies that support students and parents to be actively engaged in the school. This includes professional development and training for staff in Matawa schools to work with parents and students to improve motivation, increase academic success, improve behaviour and social skills, and encourage continuation of learning beyond secondary school. Additionally, as a member of the Pathways to Achieve Student Success (PASS) team, the IPSEL shall provide professional direction and support to the Matawa Education Department and Matawa First Nation schools in the area of Intermediate education. This will include program development, implementation, evaluation and professional development for staff in Matawa schools.

To support these activities, the IPSEL will assist with the development of related performance measures and the use of data obtained through these measures to inform decision-making at the school and regional levels.

The IPSEL 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 IPSEL supports schools and Intermediate Division teachers in the administration of standardized testing and

assessments (eg, CAT 4, Grade 9 EQAO Math and Ontario Secondary School Literacy Test (OSSLT)) at the appropriate grade levels. In addition, the IPSEL 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.

Working with Matawa schools and First Nations Education Authorities, the IPSEL 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 IPSEL 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.

The IPSEL will be subjected to highly confidential material in relation to Matawa schools, student information, assessment results, etc. The IPSEL 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.

RESPONSIBILITIES

1. Assist with the administration of the Matawa Education Department:

Main Activities

- Assist with and provide input into the development of realistic student achievement goals for Matawa schools and Education Authorities
- Assist with the development of performance measures and the gathering and analysis of school data related to parental and student engagement in Matawa schools
- Assist with the development, review and implementation of an annual Matawa regional education improvement plan, incorporating goals identified through school success plans and the regional strategic plan for education

- Network with other members of the Matawa PASS team to provide input into the development of performance measures related to student and parental engagement
- Network with Matawa schools and Education Authorities to support the development of literacy, numeracy and to support the ongoing development and implementation of regional planning
- Assist and provide input with the Matawa schools and Education Authorities to set realistic student achievement goals
- Assist with the coordination of the annual Matawa Education Conference
- 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 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

2. Support the continued development of effective instructional strategies in Grades 7-12

Main Activities

- Identify, review and assess the current literacy and numeracy programs, instructional practices, resources and standards in Matawa First Nation schools
- Assist teachers to develop effective instructional strategies and acquiring resources that will engage students in their own learning, including programming to address gaps in students' literacy and numeracy skills
- 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 Intermediate and early years 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 Intermediate grades
- Review current programs in Matawa schools and identify priorities to support regional planning
- Support the implementation of goals and related activities identified in school improvement plans and in the regional implementation plan.

- Provide on-going support to intermediate and senior level teachers in the schools, both on-site and by distance, including strategies to support increased attendance

3. Support the successful transition of students from elementary to secondary school, and from secondary school to post-secondary education

Main Activities

- Assist with Identifying programs and resources to assist students to successfully transition to high school, or to post-secondary education
- Assist with the coordination and development of “reach ahead” secondary school credits that students can earn during Grades 7 and 8
- Help identify and share resources with parents to help them support their children as they move into secondary school

4. Support the continued development of effective strategies to support student and parental engagement in Matawa schools

Main Activities

- Review current strategies to engage parents and students, both within the Matawa communities and in other First Nation and provincial education jurisdictions and identify best practices and resources that support student and parental engagement
- Identify barriers to students’ attending school and supportive parental engagement in Matawa First Nations
- Coordinate the development of a regional student and parental engagement strategy for Matawa schools
- Develop terms of reference for parent advisory committees in Matawa schools, with input from principals and the Matawa First Nations Education Authority Board of Directors
- Develop terms of reference for student/youth councils in Matawa schools, with input from principals and the Matawa First Nations Education Authority Board of Directors
- Facilitate meetings in the Matawa communities with parents, students, staff and community stakeholders to develop strategies and protocols to support improved student and parental engagement
- Support principals to incorporate student and parental engagement goals and strategies in their school success plans
- Based on the regional strategy, support capacity building in Matawa schools related to student and parental engagement

5. Support the administration of standardized student assessments

Main Activities

- Review existing indicators and related data sources to identify student achievement in Grades 7-12
- 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 testing and assessments (eg EQAO and CAT 4 assessments) for Grade 7-12 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

6. 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

7. 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 principal, or equivalent combination of education and experience
- Knowledge and understanding of First Nation and Ontario education systems
- Experience in school improvement planning and program development, especially in the areas of literacy and numeracy
- Knowledge of strategies to support school improvement in literacy and numeracy
- Knowledge of best practices in First Nation education
- Experience supporting classroom teachers to improve instruction
- Experience and understanding of literacy and numeracy development strategies and of intervention models to support student learning

- Understanding of successful strategies to support student transitions to secondary and post-secondary education
- 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 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 IPSEL.

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 ISPEL 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 ISPEL 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 ISPEL may have to manage a number of projects at one time, and may be interrupted frequently. The ISPEL 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 ISPEL 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.