

English Language Learners Instructional Coordinator 1.000 FTE – Level 2

Applications should include a detailed personal résumé, a brief statement of philosophy and any other relevant supporting documentation.
This is a position of special responsibility and will be filled by competition.

<p>The English Language Learner Instructional Coordinator will report to the District Principal of International Student Education and will function as a member of an interdisciplinary team, charged with providing fluid and flexible support(s) to students and teachers across district schools. The Instructional Coordinator will facilitate capacity-building in schools by assisting staff in the coordination of support of English Language Learners and in actualizing the goals of the NLPS Learning Framework Objectives.</p>		
Functions	<p>Operating within a tiered intervention (RTI) framework, the ELL Instructional Coordinator will:</p> <ul style="list-style-type: none"> • Work as a resource to student support teams/personnel to help design and/or deliver Tier 1 and 2 interventions and implement SIOP strategies for students and/or classrooms; • Collaborate with schools and District personnel to deliver ELL/ESD (English as a Second Dialect) supports; • Provide classroom-based ELL/ESD support where appropriate; • Plan, develop and facilitate learning opportunities on current topics related to ELL/ESD; • Provide leadership to promote and ensure a general understanding of Ministry of Education goals, and work to align with the priorities in the NLPS Learning Framework; • Co-planning and co-administering in-service supportive of district goals; • Promoting the effective use of technology and other resources to enhance ELL/ESD instruction; and • Send ELL/ESD information and timely reminders to staff on an ongoing basis. 	
Employment Requirements	Professional Certification	Certification with the BC Teacher Regulation Branch
	Education and Training	<ul style="list-style-type: none"> • A Bachelors’ Degree in education or equivalent • Master’s in Education (M.A. or M.Ed.) and/or related field would be an asset • Coursework in a ELL/ESD instructional methods would also be an asset
	Additional Requirements	<ul style="list-style-type: none"> • A minimum of 5 years successful K-12 teaching experience • Demonstrated successful ELL/ESD teaching experience • Demonstrated ability to work effectively with teachers, support staff, parents, school administrators, and community agency personnel. • Demonstrated ability to plan, organize, and support the implementation of effective strategies at both the elementary and secondary level, including an understanding of classroom teachers’ roles in providing students with learning strategies. • Experience in the teaching of literacy and development of learning interventions at a variety of grade levels • Experience with using technology and a variety of resources to support the acquisition of literacy skills. • An in-depth understanding of current trends in instructional and assessment practices, curriculum implementation and improving student learning. • Demonstrated interpersonal, organizational and communication skills. • Proven ability to provide leadership in schools for the support and inclusion of all learners. • Demonstrated expertise in organizing and delivering in-service programs. • Demonstrated experience in evidence-based decision making. • Understanding the local context of immigration and an appreciation of diverse cultures. • Human relations skills, flexibility, perseverance and relationship-building abilities. • Successfully developed partnerships outside of the district as well as within. • Strong consultative and problem-solving skills. • Current knowledge of Ministry ELL/ESD policies. • Ability to work at a variety of school sites in the district.

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Teachers in continuing assignments may apply to this competition. If successful to the temporary assignment you will maintain the ability to return to your continuing FTE at your school. The term of this assignment may be renewed for up to three school years and will be confirmed prior to the Spring staffing process for the following school year.