EARLY LITERACY TEACHER (ELT) PROGRAM

Title
Early Literacy Teacher (ELT) - PROGRAM

Scope of Responsibilities
The Early Literacy Teacher (ELT) is responsible for providing daily early literacy instruction to students in accordance with the Halifax Regional School Board’s (HRSB) Early Literacy Support Model. In addition to providing early literacy support through individual and small group instruction, the ELT also performs daily classroom teaching responsibilities. The Teacher is the educational leader in the classroom and will ensure that the Public Schools Program and curricula are implemented in a way that maximizes student-learning experiences. The Teacher is responsible for the supervision and evaluation of all students within his/her teaching assignment. Working collaboratively in a team environment, the Early Literacy Teacher will demonstrate a strong commitment to the planning and delivery of early literacy support and classroom instruction and reports directly to the Principal.

Competencies Required
The Early Literacy Teacher shall have the following competencies:

(a) The ability to deliver literacy support to identified students on a daily basis according to the guidelines of the HRSB Early Literacy Support (ELS) Model;
(b) The ability to apply knowledge and experience in the design and delivery of individual and small group early literacy instruction,
(c) The ability to apply knowledge of current effective literacy assessment and instructional practices,
(d) Knowledge of content-related pedagogy;
(e) The ability to address the learning styles of students;
(f) The ability to plan instructional goals and designated outcomes for all students and to clearly communicate those to learners;
(g) The ability to implement strategies, activities and techniques for promoting quality student performance in both academic and social behavior based on students’ prior knowledge and experience;
(h) The desire and ability to work in classrooms alongside teacher colleagues and contribute collaboratively as a team member;
(i) The ability to adapt curriculum to meet the varying rates, patterns and needs of all students, including students who extend learning beyond designated outcomes;
(j) The ability to effectively contribute to and manage an individual program plan for students with special needs;
(k) The ability to assess learning outcomes achieved by students using various methods to monitor the effectiveness of teaching strategies. (e.g. testing, observation, self evaluation, portfolios, alternative assessment, reflection);
(l) The ability to plan and implement appropriate classroom management strategies and techniques to ensure productive, interesting, respectful and safe classrooms;
(m) The ability to actively involve students in the development and implementation of the classroom and school discipline codes;

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(n) The ability to utilize current technologies to perform work related procedures including data collection;
(o) The ability to create and maintain a climate of respect and fairness for all students;
(p) The ability to implement instruction that recognizes diverse populations;
(q) The ability to communicate effectively with students, staff, parents, community and outside agencies to better meet the needs of students;
(r) The ability to demonstrate fair and ethical judgements;
(s) The ability to work collaboratively as a contributing team member;
(t) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights and diversity;
(u) The desire and ability to engage in continuing education and professional development;
(v) The ability to maintain and promote confidentiality as the norm.

Qualifications
(a) A valid Nova Scotia Teaching Certificate;
(b) Minimum three (3) years recent (within last 5 years) successful classroom teaching experience including English Language Arts at the P-3 level;
(c) Training in Early Literacy Support considered an asset;
(d) Certification as a Trained Reading Recovery™ teacher considered an asset;
(e) Bilingualism (English/French) considered an asset.

Specific Job Components
The Early Literacy Teacher shall perform classroom/literacy support-related tasks as assigned by the Principal. These tasks may vary, from time to time, with the evolution of the organization and may include but not be limited to the following:

(a) Provide daily, in-class, small group and/or individualized instruction to students selected for early literacy support;
(b) Design small group and individualized lessons for students receiving early literacy support;
(c) Compile initial and on-going data collection for students as identified in the HRSB Early Literacy Support model;
(d) Participate on the School Planning Team during times when the team is facilitating the selection of students for early literacy support and monitoring student progress;
(e) Record initial and ending data for students selected for early literacy support into the HRSB online data collection system;
(f) Attend meetings and on-going professional development related to the HRSB Early Literacy Support model;
(g) Collaborate with primary and grade one classroom teachers to ensure consistency in instruction and facilitate problem solving in early literacy development;
(h) Develop and maintain long range and daily instructional plans;
(i) Maintain complete records on each student as a basis to inform instruction;
(j) Use a variety of teaching strategies such as group work, lecture, mini-lessons, exploration, questioning, discussion, and other cooperative teaching techniques;
(k) Use a variety of assessment strategies, including completing daily on-going observations and informal assessment collection;
(l) Maintain records for such things as student attendance, evaluations, report cards, discipline records, and documents required by the School Board or Department of Education and Culture using prescribed formats;
(m) Actively pursue leadership roles in the school and promote leadership opportunities in the classroom;
(n) Assist in the development and implementation of the school improvement plan in order to improve student achievement and success;
(o) Use appropriate techniques to encourage active participation in decision-making regarding such things as classroom rules, organization and topics of study which communicate a caring attitude and trust of students;
(p) Develop and implement a system for student recognition;
(q) Promote problem solving, cooperative negotiating skills and conflict resolution strategies;
(r) Apply appropriate consequences for inappropriate student behavior;
(s) Develop healthy self-esteem in students;