



Reading Recovery® Teacher

PROGRAM

Halifax Regional Centre for Education

Title

Reading Recovery® Teacher – PROGRAM

Scope of Responsibilities

The Reading Recovery® Teacher is responsible for the supervision and evaluation of all students within his/her teaching assignment. The Reading Recovery® Teacher will be responsible for providing daily Reading Recovery® instruction to students in accordance with the Canadian Institute of Reading Recovery Standards and Guidelines. Working collaboratively with school teams and other education professionals, the Reading Recovery® Teacher will demonstrate a strong commitment to the planning and delivery of Reading Recovery® instruction and reports directly to the Principal.

Competencies Required

The Reading Recovery® Teacher shall have the following competencies:

- (a) The ability to deliver Reading Recovery® to selected students on a daily basis according to the guidelines of the Canadian Institute of Reading Recovery®;
- (b) The ability to apply knowledge of current effective literacy assessment and instructional practices;
- (c) The ability to address the learning styles of students;
- (d) The ability to plan instructional goals and designated outcomes for all students and to clearly communicate those to learners;
- (e) The ability to implement strategies and techniques for promoting quality student performance in both academic and social behavior based on students' prior knowledge and experience;
- (f) The ability to create and maintain a climate of respect and fairness for all students;
- (g) The ability to implement instruction that recognizes diverse populations;
- (h) The ability to communicate effectively with students, staff, parents, community and outside agencies to better meet the needs of students;
- (i) The ability to demonstrate fair and ethical judgements;
- (j) The ability to utilize current technologies;
- (k) The ability to work as a contributing team member;
- (l) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights, diversity and culturally relevant pedagogy;
- (m) The desire and ability to engage in continuing education and professional development;
- (n) The ability to maintain and promote confidentiality.

Qualifications

- (a) A valid Nova Scotia Teaching Certificate;
- (b) Current certification within the past five years as a Trained Reading Recovery® teacher in accordance with the requirements of the Canadian Institute of Reading Recovery® (CIRR);
- (c) Minimum three (3) years recent (within last 5 years) successful classroom teaching experience, including English Language Arts Instruction at the P-3 level;
- (d) Consideration may be given to applicants who are willing to commit to full year on-the-job training as per CIRR standards.

Specific Job Components

The Reading Recovery® Teacher shall perform Reading Recovery® related tasks as outlined in the Canadian Institute of Reading Recovery. 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) Assure consistent 30-minute daily instruction in accordance with the standards and guidelines of the Canadian Institute of Reading Recovery®;
- (b) Attend on-going professional development provided for Reading Recovery® within the Halifax Regional Centre for Education;
- (c) Communicate on literacy issues within your school;
- (d) Teach “live” Reading Recovery® lessons at designated in-service sessions for colleagues;
- (e) Support the monitoring of students who have completed Reading Recovery®;
- (f) Keep complete records on each student selected for Reading Recovery® in accordance to the Reading Recovery® Standards and Guidelines as a basis to inform instruction;
- (g) Work closely with the classroom teacher and observe Reading Recovery® students in their classrooms to ensure a smooth transition from individual support;
- (h) Work closely with the school planning team to select and monitor students receiving Reading Recovery® support;
- (i) Receive visits from the Reading Recovery® Teacher Leader throughout the school year in accordance with the Canadian Institute of Reading Recovery Standards and Guidelines;
- (j) Administer, analyse, and summarize data from the Observation Survey for students considered for Reading Recovery®;
- (k) Complete a school report and submit data and end-of-year data forms as required to the Reading Recovery® Teacher Leader;
- (l) Successfully complete all aspects of training in order to receive a Course Completion Card and be registered by the CIRR;
- (h) Actively pursue leadership roles in the school and promote leadership opportunities in the classroom;
- (i) Assist in the development and implementation of the school improvement plan in order to improve student achievement and success;
- (j) Develop healthy self-esteem in students;
- (k) Structure lessons that encourage risk-taking in learning and model life-long learning.

JOB DESCRIPTION #327

**EARLY LITERACY SUPPORT TEACHER
PROGRAM****Title**

Early Literacy Support Teacher - PROGRAM

Scope of Responsibilities

The Early Literacy Support Teacher is responsible for the supervision and evaluation of all students within his/her teaching assignment. The Early Literacy Support Teacher will be responsible for providing daily early literacy instruction to students in accordance with the EECD Early Literacy Framework and also performs daily classroom teaching responsibilities. Working collaboratively with school teams and other education professionals, the Early Literacy Support Teacher will demonstrate a strong commitment to the planning and delivery of early literacy support instruction and reports directly to the Principal.

Competencies Required

The Early Literacy Support Teacher shall have the following competencies:

- (o) The ability to deliver literacy support to identified students on a daily basis according to the guidelines of the EECD Early Literacy Framework;
- (p) The ability to apply knowledge and experience in the design and delivery of individual and small group early literacy instruction,
- (q) The ability to apply knowledge of current effective and equitable literacy assessment and instructional practices,
- (r) Knowledge of content-related pedagogy;
- (s) The ability to address the learning styles of students;
- (t) The ability to plan instructional goals and designated outcomes for all students and to clearly communicate those to learners;
- (u) 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;
- (v) The desire and ability to work in classrooms alongside teacher colleagues and contribute collaboratively as a team member;
- (w) The ability to adapt curriculum to meet the varying rates, patterns and needs of all students;
- (x) The ability to effectively contribute to and manage an individual program plan for students with special needs;
- (y) The ability to assess learning outcomes achieved by students using various methods to monitor the effectiveness of teaching strategies. (e.g. formal and informal assessment, observation, self-evaluation, and reflection);
- (z) The ability to plan and implement appropriate classroom management strategies and techniques to ensure productive, interesting, respectful and safe classrooms;
- (aa) The ability to actively involve students in the development and implementation of the classroom and school discipline codes;
- (bb) The ability to utilize current technologies to perform work related procedures including data collection;
- (cc) The ability to create and maintain a climate of respect and fairness for all students;
- (dd) The ability to implement instruction that recognizes diverse populations;
- (ee) The ability to communicate effectively with students, staff, parents, community and outside agencies to better meet the needs of students;
- (ff) The ability to demonstrate fair and ethical judgements;
- (gg) The ability to work collaboratively as a contributing team member;
- (hh) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights and diversity and culturally relevant pedagogy;
- (ii) The desire and ability to engage in continuing education and professional development;
- (jj) The ability to maintain and promote confidentiality.

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 Support Teacher shall perform classroom/literacy support-related tasks as outlined in the EECD Early Literacy Support Framework 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 EECD Early Literacy Support Framework;
- (d) Provide direct, collaborative support to classroom teachers by developing and implementing strategies to promote students' well-being and achievement.
- (e) Be an active participant on the school planning team during times when the team is facilitating the selection of students for early literacy support and monitoring student progress;
- (f) Record initial and ending data for students selected for early literacy support into the data collection system;
- (g) Attend meetings and on-going professional development related to the EECD Early Literacy Support framework;
- (h) Collaborate with primary, grade one, and grade two classroom teachers to ensure consistency in instruction and facilitate problem solving in early literacy development;
- (i) Develop and maintain long range and daily instructional plans;
- (j) Maintain complete records on each student as a basis to inform instruction;
- (k) Use a variety of teaching strategies such as wait time, goal setting, questioning, discussion, and other cooperative teaching techniques;
- (l) Use a variety of assessment strategies, including completing daily on-going observations and informal assessment collection;
- (m) Maintain records for such things as student attendance, book graphs, lesson plans and student assessment information, report cards, and documents required by the centre or Department of Education and Culture using prescribed formats;
- (n) Actively pursue leadership roles in the school and promote leadership opportunities in the classroom;
- (o) Assist in the development and implementation of the school improvement plan in order to improve student achievement and success;
- (p) Use appropriate techniques to encourage active participation while communicating a caring attitude and trust of students;
- (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;
- (t) Structure lessons that encourage risk-taking in learning and model life-long learning.