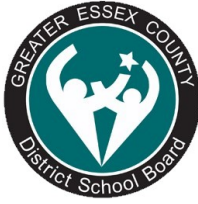


GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD



Gale Hatfield
Chairperson of the Board

Vicki Houston
Director of Education

Interim Indigenous Graduation Coach Special Assignment Teacher (2)

The Greater Essex County District School Board invites applications from interested and qualified secondary contract teachers and secondary occasional teachers for the role of Interim Indigenous Graduation Coach. **Applicants are encouraged to self-identify as this is a dedicated position to be filled by an Indigenous individual.**

Job Summary:

TERM OF APPOINTMENT: Renewal of the position is contingent upon funding.

DUTIES COMMENCING: September 2025

SALARY: As per the collective agreement.

Nature & Scope of Position:

The role of the Indigenous Graduation Coach is to provide mentoring and guidance to FNMI students to ensure they are provided with a nurturing and safe environment that supports their ongoing success and achievement. The Indigenous Graduation Coach will provide intensive supports to Indigenous learners and their families with the goal of seeing each learner through to graduation towards their own chosen pathway. The Indigenous Graduation Coach is a professional member of the school, is integral to the student success team, and as such plays an essential role as advocate for each learner with administrators, all educators, families, and community partners. An understanding of systemic barriers and challenges that Indigenous students face in the education system and in the wider community.

The successful candidate will be expected to:

- Identify and remove barriers to better enable Indigenous students to engage in school and to facilitate their learning, well-being and achievement.
- Further establish trusting relationships with Indigenous students, their families and communities, so they have a greater level of confidence in the student's education.
- Support the transformation of school culture and enhance the collective knowledge of administrators and educators to strengthen their skills and knowledge related to identifying and

- removing barriers to facilitate the engagement, well-being and learning of Indigenous students.
- Demonstrate a commitment to and documented success in working to create a fair, inclusive, anti-racist environment for all stakeholders, and to supporting diverse constituencies and populations.
 - Identify strategies, milestones, and indicators to support Indigenous students to achieve credits, graduate and transition successfully into their chosen post-secondary pathway.

Knowledge and Attributes of the Indigenous Graduation Coach include but are not limited to:

- A thorough understanding of programs/services relating to academic and non-academic pathways.
- Flexibility to attend community events outside of school hours.
- Strong advocacy skills to support individual and collective student voice.
- Support for the Board Strategic Priorities, the Board Equity Plan and the Board Action Plan for Indigenous Education.
- An understanding and respect of the FNMI culture, youth culture, and the principles of youth engagement.
- Empathy and a strong commitment to youth and an understanding of the factors affecting their lives.
- Ability to provide reliable support to youth in times of stress; treat young people's concerns with respect, tact and sensitivity; and maintain awareness of the limits required by confidentiality and the boundaries that govern the youth/youth worker relationship.
- Strong interpersonal communication skills with diverse audiences.
- Ability to stay organized and maintain documentation.
- Initiative, accountability, patience, integrity and flexibility.

Duties include but not limited to:

- Help students plan their high school courses.
- Ease transition concerns (Grade 8 to 9 and Grade 12 to the pathway of their choice).
- Career exploration, planning and goal setting.
- Support secondary students with post-secondary planning and preparation, including university or college applications, scholarship/funding applications, resume writing and job interviews.
- Provide support for graduation requirements including compulsory and elective courses, OSSLT and community service hours.
- Provide OSSLT interventions/support if needed.
- Provide awareness and guidance on a variety of school pathway opportunities/initiatives, e.g. SHSM, School within a College, Credit Recovery, PASS and OYAP.
- Plan/Organize secondary school prep sessions, Open House Tours, Summer transition programs, Orientation and Welcome events.
- Support students with time management.
- Support students with organization and studying strategies.
- Support students with FSE and/or exam prep.
- Support students with building their leadership skills through community volunteering and school-based initiatives and engagement to enhance sense of community and belonging.
- Liaise with the Open Minds Tutor support program.
- Advocate for students.
- Foster parent engagement/knowledge as to support/opportunities available for their child.
- Collect and analyze data to progress monitor impact as to student success.

- Work as a member of a consultative team to plan for and implement support for Indigenous students.
- Demonstrate a customer service attitude and approach to responding to students, families and community partners.
- Perform all duties as assigned by the Superintendent of Education responsible for Indigenous Education.

Qualifications:

- Must be a member in good standing with the Ontario College of Teachers.
- A valid driver's license and the willingness and ability to travel from school to school would be a requirement.
- Guidance or Student Success experience.
- Trauma, Restorative Practices and/or Applied Suicide Skills Training (ASIST).
- Experience working with FNMI students and/or Indigenous communities would be an asset.

Please note: Teachers with less than 5 years contract secondary experience and secondary occasional teachers can apply but will not be considered if there are any applicants with 5 years contract teaching experience. If there are no applicants with 5 years contract secondary teaching experience, teachers with less than 5 years contract teaching experience and secondary occasional teachers will be considered. If there are no applicants with less than 5 years contract teaching experience or secondary occasional teaching experience, external candidates will be considered.

A complete application package for this position shall include:

- An Application Letter;
- Curriculum Vitae;
- Most recent appraisal; and,
- A Copy of the Ontario College of Teacher Certificate of Qualifications.

Qualified candidates are invited to apply in writing, giving full particulars as to education, qualifications and experience by visiting www.applytoeducation.com no later than 4:00 p.m., Tuesday September 9, 2025. Please note there is no fee to apply to this position. You must apply under the actual job posting number **3977454** (under Superintendents, Teachers). In support of the Board's Indigenous Protocol, applicants of First Nations, Métis and Inuit descent may apply to fnmicareers@publicboard.ca. No other form of submission will be accepted from external candidates.

Dr. Clara Howitt, Superintendent of Education
 Greater Essex County District School Board
 451 Park Street West, Box 210
 Windsor, ON N9A 6K1

Posting Number: 2025-134/3977454

The Greater Essex County District School Board actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to:

- *First Nations, Métis and Inuit peoples, and all other Indigenous peoples;*
- *members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;*

- *persons with visible and/or invisible (physical and/or mental) disabilities;*
- *persons who identify as women; and*
- *persons of marginalized sexual orientations, gender identities, and gender expressions.*

We recognize that many of these identities intersect and therefore, equity, diversity and inclusion can be complex. We value and respect the contributions that each person brings to enriching the Board and are committed to ensuring full and equal participation for all in communities that we serve.

The Greater Essex County District School Board has an accommodation process in place that provides accommodations for employees and applicants. In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the GECDSB strives to ensure that all recruiting processes are non-discriminatory and barrier-free. If you require an accommodation based on any Code-protected ground under the Ontario Human Rights Code for your interview, testing, and/or practicum, please advise the Recruitment Team member when contacted for an interview, testing and/or practicum. This will ensure that the appropriate accommodation(s) are in place prior to you attending.