



# Indigenous.Link

Canada's fastest growing Indigenous career portal, Careers.Indigenous.Link is pleased to introduce a new approach to job searching for Indigenous Job Seekers of Canada. Careers.Indigenous.Link brings simplicity, value, and functionality to the world of Canadian online job boards.

Through our partnership with Indigenous.Links Diversity Recruitment Program, we post jobs for Canada's largest corporations and government departments. With our vertical job search engine technology, Indigenous Job Seekers can search thousands of Indigenous-specific jobs in just about every industry, city, province and postal code.

Careers.Indigenous.Link offers the hottest job listings from some of the nation's top employers, and we will continue to add services and enhance functionality ensuring a more effective job search. For example, during a search, job seekers have the ability to roll over any job listing and read a brief description of the position to determine if the job is exactly what they're searching for. This practical feature allows job seekers to only research jobs relevant to their search. By including elements like this, Careers.Indigenous.Link can help reduce the time it takes to find and apply for the best, available jobs.

The team behind Indigenous.Link is dedicated to connecting Indigenous Peoples of Canada with great jobs along with the most time and cost-effective, career-advancing resources. It is our mission to develop and maintain a website where people can go to work!

Contact us to find out more about how to become a Site Sponsor.

Corporate Headquarters:

Toll Free Phone: (866) 225-9067

Toll Free Fax: (877) 825-7564

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# Job Board Posting



Careers.Indigenous.Link

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## Indigenous Language And International Languages Teachers & Instructors (Non-OCT) - OJIBWE

<b>Job ID</b>	<b>CE-3C-2F-47-7E-ED</b>	
<b>Web Address</b>	<a href="https://careers.indigenous.link/viewjob?jobname=CE-3C-2F-47-7E-ED">https://careers.indigenous.link/viewjob?jobname=CE-3C-2F-47-7E-ED</a>	
<b>Company</b>	York Region District School Board	
<b>Location</b>	Richmond Hill , Ontario	
<b>Date Posted</b>	From: 2023-11-24	To: 2024-05-22
<b>Job</b>	Type: Part-time	Category: Education
<b>Languages</b>	Ojibwe; English	

### Description

Position: Indigenous Language and International Languages Teachers & Instructors (Non-OCT) - OJIBWE

Work Location: Community and International Education Services, Various Sites

Application Deadline: June 28, 2024

Note: This posting may close at any time throughout the 2023/2024 school year, as hiring is determined by system needs .

Thank you for your interest in a career as an Indigenous Language and International Languages Teachers & Instructors (Non-OCT) with the York Region District School Board. This application is for consideration for positions throughout the 2023/2024 school year, effective September 2023 and ending on or about June 2024, with a possibility of renewal.

Candidates will be contacted as vacancies arise. The work schedule and salary depend on the type of program being taught and the OCT status of the applicant.

Elementary (SK - Grade 8) Languages Program:

Work Schedule: 2.5 hours per week, for 30 weeks, from September 2023 to June 2024

Salary:

\$41.77/hour (non-OCT qualified instructors)

\$44.36/hour (OCT qualified teachers)

Secondary (Grades 9-12) Languages Credit (OCT Required) Program:

Work Schedule: 3.7 hours per week, for 30 weeks, from September 2023 to June 2024

Salary:

\$57.49/per hour (OCT qualified teachers)

For consideration for credit programs , applicants must be OCT qualified. Although, non-OCT qualified applicants may be considered.

Note for current YRDSB Indigenous Language and International Languages Teachers & Instructors: You do not need to reapply. If you would like to be considered for a position at an additional site, please send an e-mail to [international.languages@yrdsb.ca](mailto:international.languages@yrdsb.ca) expressing your interest. All applications must be submitted in the English language.

### MAJOR RESPONSIBILITIES:

Plan, deliver, and coordinate a program that is optimal for the language learning and that reflects current teaching practices in Ontario;

Ensure the safety and well-being of students;

Develop and maintain an equitable and inclusive learning environment;

Communicate about student progress to administrators, parents, and students;

Encourage parent involvement in student learning at home and at school;

Supervision of students as assigned; and

Other duties as assigned.

### EDUCATION, EXPERIENCE & QUALIFICATIONS:

Candidate selection will be based on the results of interview, experience and qualifications and reference checks.

Preference will be given to candidates who have some of the following qualifications and/or experiences:

Fluency in Ojibwe is an asset (with the ability to pass a conversational fluency test with community partners);  
Some teaching experience (preferably language teaching);  
Ontario College of Teachers Certification for credit courses.  
Teaching Certificate from another province or country.  
Language teaching certification from another school board.  
TESL/TEFL/TOEFL/ESL or similar certifications.  
ECE/EA qualifications and/or experiences.  
Related degree or diploma.

#### Additional Information:

In the application process, you will be prompted to provide at least three (3) professional, supervisory references (including full name, position title, work location/organization, and email address) in the job posting screening section of the online application. We do not contact references prior to practicum/interview.

If you require more information about the International & Indigenous Languages Program, visit our website at [www.yrdsb.ca](http://www.yrdsb.ca), International & Indigenous Languages.

For your information, a list of YRDSB Schools is provided.

#### Equity, Diversity and Inclusion Statement

The York Region District School Board (YRDSB) believes in giving each and every applicant an equal opportunity to succeed on their own merit and we strive to hire staff that reflect and support the diverse perspectives, experiences and needs of students and communities. We remain committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments. We know that diversity underpins excellence, and that we all share responsibility for creating an equitable, diverse and inclusive Board-community. Therefore, in pursuit of the Board's values, we seek members who will work respectfully and constructively with differences and across the organizational hierarchy in actualizing the Board's priorities, goals and principles outlined in the Director's Action Plan.

We actively encourage applications from members of groups with historical and/or current barriers to sovereignty, equity, including, but not limited to:

First Nations, Metis and Inuit peoples, and all other Indigenous peoples;

African, Black and Black Caribbean peoples (in alignment with Anti-Black Racism Strategy);

South Asian, East Asian, Southeast Asian, Middle East/West Asian, Latino/Hispanic (in alignment with YRDSB Workforce Census to address disproportionalities identified).

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.

At YRDSB, 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 the communities that we serve.

#### Accessibility and Accommodation Statement

We also recognize the duty to accommodate and foster a culture of inclusion. Consistent with the principles of dignity, individualization and inclusion, we will make any appropriate accommodation based on any of the protected grounds in the Human Rights Code to support candidate participation in the hiring process. When contacted, candidates will be provided with an overview of the various elements of the hiring process, such as skills assessments, written practicum, presentation, interview, etc. If an accommodation is required, please inform the Recruitment and Retention Team in advance of any part of the process. All information received relating to a candidate's required accommodation will be addressed confidentially by the Recruitment and Retention Team.

Important Note for YRDSB Employees: If you have a current accommodation in place through Disability Management, please inform your Disability Management Case Manager to ensure that your accommodation needs can be met in the new role that you are pursuing. If invited to participate in the hiring process, and you are unable to perform the essential/bona fide requirements (e.g. physical, cognitive requirements), please notify the Recruitment Team by emailing [careers@yrdsb.ca](mailto:careers@yrdsb.ca) to review next steps (in the email please reference the job title you are applying to).

#### Important Information for CUPE 1734 Members:

As per the Collective Agreement (A.11.7 and A.11.8), those twelve month employees filling vacancies as a result of a job posting are to remain twelve months at their positions. Ten month employees are to remain in their position until the

end of the school year. Each application submitted for a job posting will be reviewed, although consideration may be impacted by Articles A.11.7 and A.11.8.

**Additional Information - Community and International Education Services (CIES):**

The Community and International Education Services (CIES) hiring protocol allows teachers to teach and/or administrate for two CIES sessions per school year and/or administrate one term/session at a time. Candidates will only be allowed to teach and/or administrate a third session on an emergency basis in consideration of demand in a particular subject area, course or administrative position. A session is defined as the time needed to deliver a 4 - 6 week program (approximately 110 hours for credit courses) or the equivalent. CIES sessions include positions at e-Learning, Night School, Summer School, International Languages Secondary Credit and Elementary Non-Credit Programs and Summer Institute.

As a condition of employment, successful candidates will be required to submit a current original Police Vulnerable Sector Check (PVSC) from the police jurisdiction in which they reside or an Enhanced Police Information Check (E-PIC) through Sterling Backcheck prior to commencing employment with the Board. The PVSC and E-PIC documents are only valid if issued within the last six months. Candidates are not advised to obtain this document prior to an offer of employment. Should you go through the E-PIC process it is the candidates responsibility to download the results and provide a PDF copy to the Board upon instruction. Should you go through the PVSC process, it is the candidates responsibility to provide the results to the Board upon instruction.

On-line applications are collected centrally at the Education Centre - Aurora and are monitored by Human Resource Services. All applications will be screened based on the required education, experience and qualifications as noted in the posting and job description and as reflected in the application. Only those candidates meeting these criteria will be eligible to participate in the selection process and only qualified candidates will be contacted.

The personnel file of all internal applicants will be reviewed as part of the selection process.

### **How to Apply**

Click Apply Now!

Please submit an application through Apply to Education (ATE):

[https://network.applytoeducation.com/applicant/jobposting/jobdetails.aspxJOB\\_POSTING\\_ID=c1aad9c9-1054-4d65-9970-b2d65edf4a60](https://network.applytoeducation.com/applicant/jobposting/jobdetails.aspxJOB_POSTING_ID=c1aad9c9-1054-4d65-9970-b2d65edf4a60)