



**Subject: Inclusion Support Teacher**

**Contract: 1.0 FTE Interim through June 28, 2024**

**Possibility of extension through 2024-25 school year**

**Start Date: March 18, 2024**

An Alberta Education certificated teacher is required for a 1.0 FTE interim contract with a possible extension through 2024-25 or a continuing position. For internal candidates, a secondment from their current teaching position may be considered.

### **The FFCA Vision for Inclusion**

FFCA is a welcoming, caring, respectful and safe learning environment. First Time Good Teaching at FFCA is intentional, flexible and responsive, providing opportunity for every learner to experience personal success. The proactive anticipation and planning for student social, emotional, academic and physical needs is the shared responsibility of every FFCA community member. Collaboration across the system for students requiring supports is focused on universal and targeted approaches that are specific and address the learning needs of the students.

### **Position Summary**

Working closely with staff at multiple campuses, under the direct supervision of FFCA's Coordinator of Inclusion, the Inclusion Support Teacher will take a collaborative role in planning for and facilitating the purposeful inclusion of all students.

Understanding of best practices in inclusive education will be required in this role. As an informal leader of education that is inclusive, you will embrace diversity and champion student centered approaches to teaching and learning.

Being a Charter School committed to a distinctive approach to teaching and learning, this role will be pivotal in supporting staff with making connections between best practices in inclusive education and the proven effective pedagogies of our Charter School.

This role will be based out of Central Office.

## **Responsibilities**

Together with staff at the campuses, the Inclusion Support Teacher will:

### ***Whole Group Inclusion Support***

- Work collaboratively with classroom teachers to implement instructional strategies that scaffold for complexity and differentiate for diversity;
- Co-plan and where appropriate co-teach with grade groups and/or individual teachers to facilitate various means for student engagement, representation, action and expression based on student needs.

### ***Targeted Student Support***

- Design and facilitate small group and 1:1 targeted instruction to address identified academic or behavioural short term student goals;
- Design complimentary learning experiences that support identified students' access to, and engagement with, curricular content;
- Collect and analyze student data to monitor student short term goals;
- Plan targeted practice for the ESL Assistant or Educational Assistant to implement with students as needed.

### ***Capacity Building with Staff***

- Support teachers in building their proficiency with Classroom Support Plans, UDL, and other research based approaches to classroom inclusion;
- Collaborate with the Inclusion Facilitators and Central Office Staff to design and deliver professional learning related to inclusion topics;
- Participate in System Learning Days, Inclusion Whole Team Meetings and Campus based professional learning meetings;
- Participate in Campus based inclusion team meetings.

## **Qualifications**

Preference will be given to candidates who demonstrate the following qualities:

- Innovative and creative spirit, able to imagine new possibilities when thinking about how inclusion and our distinctive charter approach might support student learning;
- Desire to work in a team environment of partnerships among campus grade-level partners, campus colleagues and cross-campus colleagues, as well as with administrators and parents;
- Strong organizational skills and an ability to effectively navigate multiple priorities;
- Effective communication skills that avoid judgement and convey confidence in clearly defined actions and approaches;
- Commitment to ensuring all students feel welcomed, cared for, respected and safe;
- A belief that all students can learn;

- Level B Testing Certification, teaching experience at the middle and or elementary level, and extensive understanding of student learning diversity would be considered an asset.

Interested candidates are asked to e-mail [chloe.graveline@ffca-calgary.com](mailto:chloe.graveline@ffca-calgary.com) a current resume with a one page response to the FFCA Vision for Inclusion outlining what resonates with them, and how they see themselves contributing to the vision.

Position Deadline: **ASAP with the posting remaining open until position is filled.**

*We thank you for your interest in FFCA but only short-listed candidates will be contacted.*