



Canadian International School of Phnom Penh

Position Description

Inclusive Education Specialist Teacher, Elementary School

Reports to: Senior Director, Programs and Services

Campus: Koh Pich, Bassac Garden and Olympia City

Position Summary

The Inclusive Education Specialist Teacher will support students in Senior Kindergarten-Grade 5 as part of the school's Inclusive Education Team. They will establish, promote and sustain inclusive learning environments where diversity is respected and every learner is welcomed, cared for, respected and safe. They may work with small groups of students, teach alongside classroom teachers, and/or be responsible for a class of students requiring enhanced instruction.

The successful candidate will be highly collaborative and be motivated to strengthen inclusive education. This position would be ideally suited to those who have a passion for inclusion.

The successful candidate will be asked to acquire certification through the province of Alberta, Canada. Please review the requirements of Alberta Teacher Certification prior to applying (<https://www.alberta.ca/teacher-certification.aspx>).

Responsibilities

Program support

- Promote and foster a shared commitment to and responsibility for improving outcomes for all learners by collaborating with students, parents, and staff
- Foster cooperative and collaborative relationships to support learner success
- Use a variety of ongoing assessments and data, including specialized assessments where needed, to inform decision-making and instructional planning for individuals and groups of learners
- Identify students' strengths, areas for growth and cooperate with other professional staff members in data assessment and intervention strategies
- Use the Alberta provincial programs of study as the foundation of instruction for all learners, and reflect this in all instructional and educational planning
- Utilize evidence-informed practices, such as differentiated instruction, universal design for learning, formative and summative assessment, positive behaviour supports, literacy and numeracy interventions and social-emotional learning
- Collaborate with the teachers and the Student Services team
- Perform other duties as assigned by the senior director, principal or head of school

Student support

- Provide targeted and individualized strategies and supports designed to address specific areas of growth, barriers and/or personal circumstances that may be impacting the ability of individual learners to participate in and/or benefit from learning opportunities
- Use learners' individual strengths, areas for growth, interests and learning preferences to inform decision-making and instructional planning
- Plan purposefully, identifying instructional strategies and supports that build on learners' personal and cultural strengths, and meet the needs of individuals and groups of learners
- Use resources and technologies to support differentiated instruction and enhance learner engagement and success

Staff support

- Support teachers in establishing, promoting and sustaining inclusive learning environments where diversity is respected and every learner is welcomed, cared for, respected and safe (TQS4)
- Support teachers in employing classroom management strategies that promote positive, engaging and inclusive learning environments
- Support teachers to incorporate learners' personal and cultural strengths into teaching and learning
- Assist teachers to implement Instructional Support Plans (ISP), Individual Behaviour Support Plans (IBSP) and/or Individual Care Plans (ICP)
- Maintain regular communication with students, parents/guardians, external service providers, other teachers, and school staff with respect to students' progress
- Attend Multi-tiered Student Support/ Counsellor Meetings
- Facilitate referrals to external services, maintain records of interventions and support recommendations that are applicable to the school context
- Collaborate with community service agencies to provide wrap-around support to address individual student needs, to facilitate and coordinate referrals to external agencies, maintain records and support the integration of appropriate programming recommendations into the school context

Qualifications and Experience

- Bachelor's degree in education required; master's degree strongly preferred
- Alberta Permanent Professional Certification (PPC) or Interim Professional Certification (IPC) or ability to secure either certification required
- At least 5 years of successful teaching experience
- Demonstrated experience providing culturally responsive, trauma-informed support (sometimes known as trauma-sensitive practice or safe and supportive schools) to students and families very important
- Prior experience in an international school setting and/or working with diverse communities very important

Child Safeguarding

CIS is committed to safeguarding and promoting the welfare of children. The successful candidate will be required to fulfill their role in promoting and safeguarding the welfare of all students in the school by:

- attending regular training programs,
- signing a Code of Conduct,

- reporting to the Designated or Deputy Safeguarding Lead any concerns they have for the welfare of a student.

Knowledge, Competencies and Attributes

- Exemplifies knowledge of and teaches according to the Alberta Education Teaching Quality Standard (<https://open.alberta.ca/publications/teaching-quality-standard-2020>), and operates in accordance with the Alberta Education principles of inclusive education (<https://www.alberta.ca/inclusive-education.aspx>)
- Extensive knowledge of child development, student needs and inclusive education services from Senior Kindergarten-Grade 5 essential
- Expertise and knowledge in a variety of disability categories (i.e. specific learning disabilities, language disorders, etc.) a strong asset
- Able to provide professional development to teachers is an asset
- Able to build relationships with and collaborate closely between teams and departments, including the Health Services Team and teaching faculty
- Is an effective communicator with the capacity to empathize, reserve judgment, connect, listen for the purpose of understanding, reflect, and address small and large groups publicly
- Demonstrates cultural competence and enjoys learning about new cultures; able to anticipate means of engagement in high-context cultural settings
- Committed to embracing and working with families from a variety of cultural and educational backgrounds
- Committed to supporting the overall health and well-being of the CIS community
- Brings a positive mindset, kindness, patience, humility, integrity and a solutions-focused attitude
- Comfortable using ICT, especially the Google Suite
- Proficient in written and spoken English