



## **CODE MLL PROJECT LEAD**

### **Expression of Interest**

The Council of Ontario Directors of Education (CODE) invites expressions of interest for the role of **Multilingual Language Learner Project Lead**.

The Project Lead is a seconded position with salary and benefits commensurate with a teacher position within a board. It is subject to Ministry of Education funding for the 2024-25 school year, with the potential for extensions.

### **Background**

For several years, CODE has partnered with the Ontario Ministry of Education to support multilingual learners and build capacity among educators. The Project focuses on:

- supporting the interpretation, mobilization and implementation of the [English Language Learners ESL and ELD Programs and Services Policies and Procedures for Elementary and Secondary Schools, Kindergarten to Grade 12](#), using an anti-oppressive, culturally responsive lens
- supporting educators in engaging in professional learning related to anti-oppressive, culturally responsive instruction and assessment practices to improve the progress and achievement of Multilingual language learners (MLLs)
- supporting educators in the use of Steps to English Proficiency (STEP) resource to inform responsive teacher practice and assessment of MLLs
- targeting multi-level leadership capacity building in order to strengthen implementation of project work and board improvement planning in relation to supporting MLLs

The CODE MLL Project meets these objectives primarily through

- supporting school board projects that specifically target the needs of multilingual language learners in Kindergarten to Grade 12
- mobilizing knowledge and building capacity through networking and professional learning
- maintaining, expanding and promoting the availability and use of online professional learning resources through a Virtual Learning Environment (VLE)

## The Role

The CODE MLL Project Lead:

- provides leadership in support of knowledge mobilization in assigned areas (e.g., supporting planning and delivering of professional learning related to school board projects);
- supports the implementation of board projects and collects reports and other evidence related to projects;
- expands and builds leadership capacity of professional learning facilitators (e.g., board lead supporting professional learning related to multilingual learners) and school and system leaders;
- responds to the field related to assessing and responding to targeted professional learning needs relating to English language learning in the province;
- provides district school boards with support (e.g., co-planning, co-facilitating, assessing and reflecting in projects related to the implementation of *Steps to English Proficiency*);
- provides support for targeted professional learning in the province;
- expands and builds leadership capacity, such as mobilizing the use of CODE and ministry created supports and resources to expand the knowledge and implementation of effective practices that support multilingual learners and their families;
- documents the needs and effective practices in the province to inform potential resource development and professional learning opportunities;
- assesses and reports on the impact of their work;
- supports research/investigates evidence-based learning and teaching strategies and practices to inform the development of learning materials and professional learning opportunities;
- engages in on-going professional learning (e.g., conferences, webinars) and connects with professional organizations (e.g., ERGO, ORNG) as it relates to supporting the success of multilingual learners;
- fulfills other responsibilities as defined through the Project.

Interested applicants also bring

- expertise in supporting multilingual learners through effective instructional and assessment approaches as a classroom educator, district support role, and/or a board professional learning facilitator supporting MLLs;
- strong understanding of ministry priorities and policy, including [\*English Language Learners ESL and ELD Programs and Services Policies and Procedures for Elementary and Secondary Schools, Kindergarten to Grade 12\*](#) and curriculum and assessment policy;
- experience using Steps to English Proficiency (STEP) assessment resource to inform responsive teacher practice and assessment of MLLs and knowledge of other key resources that support professional learning related to MLLs;

- knowledge of processes and procedures related to welcome centers, initial assessments and other school district supports that are in place for MLLs and their families;
- demonstrated ability to design and implement professional learning, including through online synchronous and asynchronous formats, and to assess impact of the professional learning;
- strong relationship building and collaborative skills to support educators to implement plans, access resources, build capacity and mobilize knowledge;
- strong oral and written communication skills;
- experience developing resources to support other educators to use culturally relevant and responsive pedagogical practices that support multilingual learners;
- experience using online platforms and tools, such as virtual meeting applications (e.g., Zoom) and learning platforms (e.g., Brightspace).

## How to Apply

Please complete the [form](#) providing information about your background and experience. Within the form, there is a place to upload your resume.

If you have any questions or if you experience any difficulties using the Expression of Interest Form, please contact **Brian Weishar** at [brian.weishar@ontariodirectors.ca](mailto:brian.weishar@ontariodirectors.ca).

The deadline for submitting your Expression of Interest is **May 24, 2024**.

Please note that the CODE MLL Project is funded on a year by year basis, and as such the CODE MLL Project Lead role is subject to the availability of the funds by the Ontario Ministry of Education. If funding is approved for the 2024-2025 school year, the CODE MLL Lead role would begin September 1, 2024.