

#1438865

CCA

**ADMINISTRATIVE AND PROFESSIONAL SCHOOL STAFF  
JOB DESCRIPTIONS**

**POSITION TITLE: READING RECOVERY TEACHER LEADER**

**REPORTS TO:** Administrator, Educational Support Services, Reading Recovery Liaison Administrator; Trainer of Canadian Institute of Reading Recovery (Western Division)

**JOB GOAL:** Responsible for training groups of teachers for local and rural school divisions every year, supporting the work of previously trained Reading Recovery teachers, and providing advice at all levels of the local education system and community regarding the operation of Reading Recovery. The delivery of a quality Reading Recovery intervention is the objective.

**QUALIFICATIONS:**

- Hold a recognized university degree, preferably at a Masters level
- Be nominated and supported by a school division
- Have an employment commitment to serve as a Reading Recovery Teacher Leader following the completion of training
- Hold appropriate teacher certification according to Provincial requirements
- Hold a Reading Recovery Teacher Leader Certificate or be enrolled in the Teacher Leader training course

**EXPERIENCE:**

- Show evidence of successful teaching and knowledge of early literacy learning, preferably at the primary level for a minimum of 3 years
- Demonstrate leadership and competence working collaboratively with colleagues and administrators
- Have experience in a leadership role

**DUTIES AND RESPONSIBILITIES:**

1. Teach two to four children in Reading Recovery/IPLÉ daily.
2. Organize and deliver the training course to a class of 8-12 teachers during the field year.

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3. Teach a training class of 8-12 teachers, as needed within the division and/or at satellite centres in proximity to the division in subsequent years.
4. Provide professional support in the implementation of Reading Recovery/IPLÉ.
5. Visit teachers-in-training a minimum of 5 times in the training year.
6. Receive two visits in the field year and an annual Trainer visit in subsequent years following training.
7. Work with the Liaison Administrator and other school and system Administrators to ensure a quality implementation (reviewing and revising long term plans).
8. Provide ongoing support to trained Reading Recovery/IPLÉ Teachers through Teacher Leader visits and 8 Continuing Contact professional learning sessions annually and through regular communication.
9. Collect and submit end-of-year data on Reading Recovery/IPLÉ to the Trainer before the end of June.
10. Complete an annual Training Centre Report and submit to the Trainer by September 30<sup>th</sup> each year.
11. Attend the Annual Teacher Leader Professional Development Forum;
12. Abide by the Code of Ethics for Reading Recovery/IPLÉ Trained professionals and Administrators Implementing Reading Recovery/IPLÉ;
13. Keep complete records on each child as a basis for instruction:
14. Maintain affiliation with the CIRR;
15. Maintain the standard for the establishment and operation of a Training Centre, including the selection of the lowest achieving children.
16. Ensure that all requests for exemptions from the **Standards and Guidelines** are submitted in a timely manner.
17. Assist Reading Recovery/IPLÉ teachers and principals in preparing annual school reports which reflect the schools' implementations and contain information required by the CIRR.
18. Assist the Liaison Administrator in reviewing and revising a long term implementation plan.
19. Ensure the availability of materials for the training class.
20. Collect and review annual school Reading Recovery/IPLÉ reports.

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21. Inform appropriate and interested groups about Reading Recovery/IPLÉ.
22. Participate in opportunities for interaction with Reading Recovery/IPLÉ professionals from around the world.
23. Participate in a colleague visit annually.
24. Assist in recruiting appropriate teachers for the training class.
25. Join the Reading Recovery Council of North America (RRCNA) to receive the latest information and publications about Reading Recovery/IPLÉ.
26. To assume other responsibilities as may be required.

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