

Job Title **Language and Disability Services (Part-Time)**
Reporting to: Language Services Manager

Who WE are...

Since 1998, Global Gathering Place (GGP) has remained dedicated to helping refugees and immigrants integrate and thrive in Canada. By delivering critical services, English classes, and a full calendar of programs, we work hard in service of our vision: A society where newcomers to Canada are fully engaged and valued.

As GGP has grown from a grassroots group to a non-profit leader in the settlement sector, we continue to pride ourselves on personalized, client-centred service. We know our clients; we understand their needs, their fears, and their goals. No one is ever a number at GGP.

Our organizational culture centres around collaboration and each staff member wears many different hats. We work together across departments and in partnership with diverse community partners. We offer guidance for making local services more inclusive and accessible and advocate for what we know to be true: that immigrants and refugees, when given the opportunity, make valuable contributions to all aspects of Canadian society.

Who YOU are...

You strongly believe in diversity, and respect for people, and have a passion for helping others thrive and succeed. You value and are committed to equality, and respect, and you love learning about people and their cultures. You are at your best when you surround yourself with other committed individuals and you do your best work when you collaborate and work WITH others. You are goal-oriented, tenacious, and creative when it comes to problem-solving.

What is a Language and Disability Support...

Language & Disability Support enhances the learning experience of adult students in GGP's language programs by providing support, either individually or in small groups, to help them achieve their language goals. The focus is to assist students identified as having high or special needs due to disabilities such as physical impairments, psychological concerns, and literacy, learning and cognitive challenges.

- Supports students identified by language instructors as having high needs due to disability, psychological, literacy, learning and cognitive challenges. This could involve creating tactile materials and audio files for the visually impaired as well as helping them with keyboarding and other apps to maximize learning in mainstream classrooms. This may also include working individually with the hearing-impaired or those with literacy needs and learning disabilities or

those suffering from trauma by providing them specialized support both inside the classroom and outside

- Provides support to both instructors and learners by adapting lesson plans or other instructional materials to suit vulnerable learners' needs and specific circumstances
- Supports students and the program team by working with the organizations' partners such as Vision Loss Rehabilitation Saskatchewan or the Learning Disabilities of Saskatchewan on ways to enhance client learning and well-being
- Supports students and instructors by facilitating sessions, whether onsite or online, for groups of learners based on instructors' lesson plans
- Provides support to instructors and assists in classroom set-up and management (i.e. preparing supplies, resources and teaching aids, and available technology) in the classroom
- Supports instructors by helping correct student work in a manner that promotes language competence and providing regular feedback to teachers on assigned students' progress
- When needed, makes presentations, and facilitates classroom activities, such as during class assessments or progress meetings
- Helps develop language resources and real-life learning kits to support and supplement instructional activities and students with high and special needs
- When needed, conducts client intake and registration, student orientations and surveys, and manages inquiries (in person, telephone, email) and referrals
- Keeps current with relevant program information to respond accurately to client, staff, and community inquiries
- Performs other duties as assigned.

Secondary responsibilities are:

- Participates in organization and team staff meetings as well as other required meetings.
- Upholds GGP's vision and values.
- Follows all GGP procedures and protocols.
- Works well with others in a team and client environment.
- Helps other team members as needed, as all teams are expected to work cross-functionally.
- Be able to work flexible hours when needed and adapt to changing work schedules.
- Be reliable and punctual.
- Be willing and able to be mentored, and participate in training and other professional development opportunities, especially deemed relevant to the position.

Do YOU have the education, skills, and competencies...

- Bachelor of Education, Arts, or Social Science (English or humanities degree, or a similar University Degree).
- Knowledge or previous experience working with individuals who have learning and/or physical challenges.
- Experience teaching English as a second language to adults who are new Canadians adapting to Canada.
- Certification in Teaching English as a Second Language (CERTESL) recognized by TESL Canada would be considered an asset.
- Demonstrated knowledge of Canadian Language Benchmarks.

- Demonstrated ability to teach learners English language skills and strategies.
- Knowledge and experience in working with newcomers from diverse backgrounds.
- Commitment to promoting environments where diversity in background, thought and practice is welcomed and valued.
- Experience working with volunteers.
- Excellent MS Office and computer skills.
- Excellent communication skills.
- Excellent interpersonal administrative skills: lesson plans, attendance records, monthly reports, and meeting deadlines.
- A clean Criminal Record with a Vulnerable Sector Check.
- Ability to comply with GGP's COVID-19 Vaccination policy.

NOTE: The above job description reflects management's assignment of the most essential functions of the job classification. It does not prescribe or restrict the tasks that may be assigned nor is it intended to be an exhaustive list of all responsibilities and activities required of the position.