



**LITERACY LEADER**  
PRAIRIE ROSE SCHOOL DIVISION

**Approved:** March 23, 2015

**Position:** Literacy Leader

**Reports to:** Assistant Superintendent

**Position Purpose and Goals:** The Literacy Leader will lead and coordinate the implementation of the division's literacy plans and provide professional development support to professional certified staff with the implementation of literacy programs in Prairie Rose School Division.

**Responsibilities and Duties**

- Provides leadership to the division's Literacy Planning Committee
- Facilitates professional staff development in accordance to the division's goals and provincial curriculum outcomes
- Facilitates collaboration amongst teachers, school based professional learning groups, with their development of lesson plans and/or projects relating to literacy
- Collaborates with school resource teachers in the identification and implementation of interventions for struggling learners
- Evaluates and recommends emerging strategies relevant to literacy for K – 12 classrooms
- Designs and delivers workshops that are aligned to divisional goals and directions
- Recommends policy development and/or policy revisions that programs and assessments align with divisional plans
- Recommends appropriate literacy materials and resources
- Provides educational leadership during the literacy instructional budgetary process
- Represents the school division on divisional and provincial committees
- Prepares and submits reports as required by the Superintendent/CEO, Assistant Superintendent and/or Board of Trustees

**Education and Experiential Requirements**

- Bachelor of Education supplemented with literacy related courses and/or certifications
- 5-10 years of teaching experience
- Experience with Fountas and Pinnell Benchmark Assessment System
- Excellent oral, written, and presentation skills
- Proven system leadership in the development, implementation, monitoring, and evaluation of the divisional literacy plan
- Demonstrated achievement in the innovative application of literacy programs, to teaching and learning practices
- Demonstrated knowledge in best practices in student assessment and evaluation
- Demonstrated knowledge of research and best practice in literacy instruction
- Demonstrated experience and success in facilitating professional and support staff professional development at both the school and divisional levels
- Demonstrated success in working with classroom teachers with their integration of Literacy programs in teaching and learning practices