

PLEASE POST

The **EASTERN TOWNSHIPS SCHOOL BOARD** is seeking candidates
for the following position

PSYCHOEDUCATOR – 100%

Based in the Western Sector at Massey-Vanier High School, and under the supervision of the Assistant Director of Complementary Educational Services, this position entails the delivery of psycho-educational services to students at the secondary and elementary level in schools within the board. The successful candidate will participate as an active member of a complementary educational services team.

SOME CHARACTERISTIC DUTIES

The psychoeducator participates in developing and implementing a psychoeducational service that meets the academic and administrative requirements of both the educational institutions and the school board. He or she contributes to the screening and identification of students experiencing problems, using an approach focussing on prevention and intervention.

He or she plans and conducts evaluations of students' adaptation difficulties and adaptive skills, including students with handicaps or social maladjustments and students suffering from a mental or neuropsychological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel in order to determine the student's overall functioning and psychosocial needs.

He or she gathers pertinent information from school or external resources and parents, selects and uses appropriate tests, conducts interviews, makes observations and analyzes data, as part of the individualized education plan, to meet the student's needs.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary.

He or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she works with teachers to develop and implement strategies and projects aimed at helping students who are experiencing or who are likely to experience social maladjustments.

He or she provides assistance and advice to school resources and parents of students with social maladjustments; he or she recommends strategies for working with the students and guides them in adopting attitudes and approaches focussing on the development of desirable social behaviours and coping skills; he or she plans, organizes and conducts training activities.

He or she plans, organizes and conducts, in conjunction with other school or external resources, activities with classes or groups of students experiencing common difficulties or specific problems. He or she designs, adapts or prepares materials based on the needs and abilities of students experiencing social maladjustments.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and formulates appropriate recommendations to support decision making. He or she provides advice and support to school resources in matters pertaining to the integration of students into regular classes and proposes appropriate intervention means or activities for students.

He or she establishes and maintains relationships and collaboration with partner organizations; he or she contacts the other resources concerned to obtain or give advice and information; he or she may refer the student or his or her parents to resources appropriate to the situation and needs.

He or she may be called upon to help defuse crisis or emergency situations and to propose solutions. He or she prepares and updates files according to the standards related to the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

This position usually entails the following responsibilities:

- The assessment and development of intervention plans designed to remediate emotional and/or behavioral difficulties in conjunction with school personnel, parents, and the students
- Consultation with school personnel about effective methods related to the integration of children with emotional and/or behavioral difficulties in the inclusive setting of the regular classroom
- Animation of effective school and classroom programs designed to support these students (i.e. social skills, anger management etc.)
- Provision of in-service training to school personnel in handling behavioral difficulties and in effective methods of intervention and behavior management/modification
- Record keeping and report writing in accordance with the norms established by the Complementary Services Department
- Referral and coordination with outside agencies for specialized services to students.

REQUIRED MINIMUM QUALIFICATIONS

- Undergraduate or Masters degree in psycho-education (Ordre des psychoéducateurs et psychoéducatrices du Québec)
- Relevant experience in the school milieu
- Demonstrated ability to work effectively in English and French
- Experience in the application of the Developmental Approach

DESIRED QUALITIES

- Ability to work with a multi-disciplinary team while maintaining a good sense of professional autonomy
- Ability to adapt to the needs of elementary, as well as, secondary level students
- Knowledge of current theory and research in the field of psycho-education and adaptive programming
- Ability to participate in the Ad Hoc/I.E.P. process

SALARY RANGE According to the Professionals Collective Agreement (P2)
STARTING DATE July 1, 2017

Applications should be forwarded by **May 19, 2017** to:

Jeffrey Pauw



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