Ontario History and Social Science Teachers' Association
Association des enseignant·es des sciences humaines de l'Ontario

Civics and Citizenship Call for Writers, April 27, 2022

The Ontario History and Social Science Teachers' Association / Association des enseignant.es des sciences humaines de l'Ontario (OHASSTA / AESHO) requires course writers and reviewers from both English and French district school boards to develop Civics support materials.

The ideal course writer and reviewers will be members of the Ontario College of Teachers and currently be teaching in the subject area, ensuring expertise and understanding of the curriculum. Remuneration will be commensurate to each position, ranging from $2,000.00 to $5,000.00 for each flat rate contract.

We are seeking a writing team composed of:

- **Lead Writers** (English and French) who will write all course package material based on the design template created by the writing team, in collaboration and communication with the reviewer using the template provided. The writers will also:
    - using OHASSTA templates, work collaboratively with the writing team to prepare a scope and sequence and full design plan for the development of the entire course;
    - base all course package material (e.g., units, activities, assessments, and evaluations) on the curriculum document;
    - make revisions as required based on input from the writing team and Ministry staff;
    - obtain and track copyright for the course package material and submit copyright documentation to OHASSTA at the end of the process;
    - create promotional materials at the end of the writing process (in coordination with the reviewer) which may include:
        - A blog post for the OHASSTA / AESHO website
        - A workshop for the OHASSTA / AESHO conference
        - Materials for use by central educators to support Civics teachers across Ontario
- **Lead Reviewer**, who will oversee the work of the team, including, but not restricted to:
    - using templates, work collaboratively with the writing team to prepare a scope and sequence and full design plan for the development of the entire course package;
    - review, within two working days of receipt and according to established timelines, all course package materials, activities, and units submitted by the writer;
    - provide direction, feedback, and input into the pedagogical value of the teaching and assessment strategies being written;
    - receive feedback from all other members of the writing team, synthesize the feedback, and communicate that feedback to the writer if appropriate;
    - ensure that the writer completes revisions as required based on team and Ministry feedback;
    - ensure that templates are used appropriately;

  - ensure that the course package created is cohesive and unified (i.e., similar writing voice, similar types of images, similar language);
  - create promotional materials at the end of the writing process (in coordination with the lead writers) which may include:
    - A blog post for the OHASSTA / AESHO website
    - A workshop for the OHASSTA / AESHO conference
    - Materials for use by central educators to support Civics teachers across Ontario

- **Subject Specialist Reviewers** (English and French) will:
  - using templates, work collaboratively with the writing team to prepare a scope and sequence and full design plan for the development of the entire course;
  - support the work of the course writer, lead reviewer, assessment expert and editor–the writing team–throughout the course writing process;
  - provide direction, feedback, and input into the pedagogical value of the content used in the course throughout the writing process and according to prescribed timelines. This feedback will be provided to the lead reviewer within two working days of the material becoming available;
  - on occasion, complete some writing tasks for the course to support the writer;
  - The following qualifications will be considered assets
    - subject specialist qualification in a relevant discipline
    - additional qualifications in literacy, special education, student success, 21st century learning or Indigenous education
  - ensure that all curriculum document expectations are addressed in a pedagogically meaningful way.

- **Assessment Expert**
  - support the work of the course package writer, lead reviewer and writing team through the course writing process
  - provide leadership, direction, and input into the assessment plan for all lessons and culminating activities
  - design an assessment plan that includes
    - all learning goals and success criteria for each lesson and culminating activities
    - a design down plan that ensures connections between the course culminating activity (30% summative) and unit culminating activities
    - creation of all assessment tools in collaboration with the writing team

As well, all successful candidates must:

- Be available for training in early July 2022.

All writing will be completed by August 15, 2022 – this is a full-time commitment to the writing.

If you are a teacher from a district school board, a provincial school, or a school authority who is a member in good standing with the Ontario College of Teachers; have the skills outlined above; and have experience in curriculum creation, please send an email to ohassta.aesho@gmail.com with the subject line Summer Civics Writing by **May 12th, 2022 at 8:00 AM**, listing:

- Whether you are interested in writing, reviewing or providing assessment expertise
- Your OCT number;
- A résumé including background information highlighting your teaching (e.g., how many times have you taught this course in a regular classroom or online in the past 3 years);
- A 75-minute lesson plan that you have taught in Civics recently, written using the OHASSTA template.
- The names and direct contact information of two professional references (one must be your current principal) and permission to contact them.
    - Educational resource writing and reviewing experience is an asset
    - Expertise building anti-racist, anti-oppressive, and anti-discrimination cultures in schools and fostering culturally responsive and relevant, equitable and inclusive learning environments is an asset
    - Experience and knowledge with the development of culturally relevant and responsive curriculum and curriculum-linked resources is an asset
    - Bilingualism is an asset - please submit materials in the language that you intend to write in.

While we thank all who apply, only the successful applicants will be contacted.