

Innovative Learning Educator

Position Type: Full-time | Location: Detroit, MI | Compensation: Salary commensurate with experience.

Michigan Hispanic Collaborative (MiHC) is hiring an excellent, mission-driven Innovative Learning Educator to bring Everything to Win to life in the classroom. This role is for someone who brings both heart and discipline: a skilled educator who builds strong classroom culture, delivers engaging instruction, adapts to student needs, works as part of a team, and is accountable for student growth and outcomes.

About MiHC and Everything to Win

MiHC exists to economically empower first-generation students and young professionals by helping them build the knowledge, relationships, confidence, and support needed to move from aspiration to opportunity.

Everything to Win (ETW) is MiHC's postsecondary decision-making infrastructure. ETW helps students recognize their strengths, understand their options, build critical competencies, and make informed decisions about life after high school, including college, credentials, training, military or service, career pathways, and employment with advancement potential.

ETW is not a single class, workshop, coaching program, or handoff. It is a structured, team-based model that connects classroom learning, coaching, family engagement, post-secondary planning, college success, future pathways, career exposure, and long-term economic mobility. MiHC is building a consistent, scalable, outcomes-focused model grounded in purpose, clarity, and follow-through.

How We Work: One Team

No part of the student journey is outside the work. If a student's decision, barrier, or next step affects their future, it belongs to the team. This does not mean every person does every task. It means every team member understands the full student journey, makes warm handoffs, communicates across roles, and does not treat student barriers as someone else's problem.

About the Role

The Innovative Learning Educator leads ETW classroom instruction and helps students build the competencies they need to make informed decisions about life after high school. The Educator delivers engaging, student-centered lessons aligned to MiHC curriculum and creates classroom experiences where students practice critical thinking, communication, collaboration, self-advocacy, financial literacy, social and cultural capital, career exploration, and post-secondary decision-making.

This role requires strong classroom presence, cultural responsiveness, instructional skill, relationship-building, and the ability to translate curriculum into meaningful student practice. The Innovative Learning Educator works closely with College Access Coaches, College Success Coaches, Future Pathways Coaches, paraprofessionals, families/caregivers, school partners, and MiHC leadership so classroom learning connects to coaching, student plans, and post-secondary follow-through.

The Innovative Learning Educator primarily serves high school students in the ETW classroom but must stay connected to the full ETW student journey so classroom learning is not isolated from college access, future pathways, college success, career exposure, family engagement, and long-term economic mobility.

The Kind of Educator We Are Looking For

Students already bring talent, culture, intelligence, resilience, family wisdom, and ambition. They do not need a classroom that lowers expectations or treats them as problems to solve. They need an educator who can create structure, build trust, make learning relevant, ask tough questions, hold high expectations, and help students practice the decisions, habits, and competencies that shape their futures.

The right person is reflective, resourceful, accountable, curious, culturally responsive, consistent, and collaborative. This is not "good intentions" work. It requires strong teaching, thoughtful preparation, classroom culture-building, data-informed reflection, and the ability to own outcomes while operating as part of a team.

What You Will Do

- Deliver engaging, student-centered lessons aligned to the ETW curriculum created by MiHC and partners.
- Help students practice critical thinking, communication, collaboration, self-advocacy, financial literacy, cultural capital, social capital, and postsecondary decision-making through classroom activities and reflection.
- Use discussion, projects, experiential learning, storytelling, life design, financial decision-making, career exploration, and future-planning activities to help students connect concepts to real choices.
- Create an inclusive, supportive, culturally responsive classroom grounded in belonging, structure, high expectations, student voice, and accountability.
- Build strong relationships with students while maintaining clear routines, classroom norms, and consistent follow-through.
- Adapt curriculum materials, resources, and activities to meet student needs and interests while maintaining alignment with ETW goals, learning outcomes, and implementation expectations.
- Help students see their culture, language, family, community, and lived experience as assets in shaping their future.
- Coordinate with College Access Coaches, College Success Coaches, Future Pathways Coaches, paraprofessionals, school partners, families/caregivers, and MiHC teammates so classroom learning connects to student plans and warm handoffs.
- Participate in team meetings, student-support conversations, professional development, family nights, Cafecitos, field trips, career exposure opportunities, and other ETW activities as needed.
- Track student participation, classroom progress, implementation needs, and program outcomes; use student feedback and data to improve instruction and support student success.

What You Bring

- Mission-driven commitment to educational equity, economic mobility, student growth, and postsecondary readiness.

- Bachelor's degree required.
- Michigan Teacher Certification preferred
- Minimum of two years of teaching or relevant instructional experience strongly preferred.
- Experience working with first-generation students, low-income students, Latino students, immigrant families, multilingual families, and/or students from under-resourced communities.
- Strong instructional presence and demonstrated ability to engage high school students in a dynamic learning environment.
- Strong classroom culture-building skills, including the ability to create structure, belonging, high expectations, and respectful accountability.
- Excellent communication and relationship-building skills with students, families/caregivers, school staff, MiHC teammates, and partners.
- Strong organization, preparation, adaptability, and follow-through across lessons, student needs, team communication, and program expectations.
- Comfort using technology, data, student feedback, and reflection to support student success and instructional improvement.
- Ability to work independently while operating as part of a coordinated team.

Strongly Preferred

- Spanish-English bilingual ability.
- Experience teaching in a high school setting.
- Experience with life design, financial literacy, social-emotional learning, college access, career exploration, project-based learning, advisory, or culturally responsive teaching.
- Proven ability to turn complex or unfamiliar topics into meaningful, engaging learning experiences for students.
- Experience working with paraprofessionals, coaches, counselors, families/caregivers, and school partners as part of a coordinated student-support team.
- Familiarity with Detroit, Southwest Detroit, Grand Rapids, Wyoming, Michigan postsecondary institutions, career pathways, or communities MiHC serves.
- Personal or professional connection to first-generation, Latino, immigrant, or under-resourced communities.

Core Competencies

Student-centered instruction; culturally responsive teaching; classroom culture-building; relationship-centered practice; critical thinking and discussion facilitation; curriculum adaptation and implementation; financial literacy and future-planning support; student advocacy; family partnership; collaboration with coaches and paraprofessionals; data-informed reflection; outcome ownership; curiosity and continuous improvement; high follow-through and professional communication; calm, steady presence under pressure.

What Success Looks Like

Students experience ETW as a structured, relevant, and connected learning environment and leave class clearer, more confident, and better prepared to make informed decisions about their futures.

- Students participate more fully because the classroom feels relational, purposeful, and grounded in clear expectations.
- Students can name their strengths, values, interests, goals, and possible futures.
- Students practice critical thinking, communication, collaboration, self-advocacy, financial literacy, and decision-making.
- Students understand that college is one powerful pathway, but not the only pathway to postsecondary success and economic mobility.
- Students connect classroom learning to real next steps with College Access, College Success, Future Pathways, family/caregiver, and partner supports.
- Students see their culture, language, family, community, and lived experience as sources of strength.
- Handoffs are warm and coordinated, classroom insights are shared appropriately, data is accurate, follow-up is consistent, and the team learns what is working.

Role Fit

This role is for a reflective, prepared, and culturally responsive educator who understands that classroom culture is part of the curriculum. The strongest candidates build trust, maintain structure, adapt instruction, collaborate across roles, and help students connect learning to action. They understand that ETW is not a scripted class to deliver; it is a classroom-based infrastructure for helping students build the competencies, habits, and confidence to make informed decisions about their futures.

Why This Work Matters

MiHC's promise is that students should not have to navigate complicated systems alone. Through Everything to Win, students build the competencies, confidence, and support they need to make informed decisions about life after high school. The Innovative Learning Educator brings that promise to life in the classroom by helping students think critically, understand options, value their strengths, practice real-world decisions, and connect learning to college, credentials, training, military or service, career pathways, and employment with advancement potential.

The Innovative Learning Educator helps ensure that talent translates into opportunity.

How to Apply

Please email your resume and a short, role-specific statement of interest to openroles@mihc.org. Selected candidates will be contacted for a screening conversation.

MiHC is an equal opportunity employer and encourages applications from candidates whose lived and professional experiences reflect the communities we serve.