

**POSITION TITLE:**

**ABORIGINAL PARTNERSHIP CONSULTANT**

**Reports to:** Director

**Function/Purpose:**

To assist the Division to develop more positive working relationships with the surrounding First Nations. To that end the Consultant will liaise with the Aboriginal Communities, other communities and schools within the Division boundaries to help develop and implement initiatives designed to improve the understanding of cultural differences. The Consultant will also develop supports services and resources for the partners.

**Required Education, Knowledge, Qualifications and Experience:**

- Possess a Grade 12 diploma.
- A recognized post-secondary Degree in education or in an area approved by the Board.
- Other related training or experience in the field of Education or cultural studies would be an asset.

**Required Skills and Abilities:**

Demonstrated capability and performance in the areas of:

- Team building and collaboration.
- Working with minimal supervision.
- Organizational skills.
- Interpersonal and communication skills.
- Initiative and adaptability.
- Prioritizing multiple demands.

**Required Personal Characteristics:**

- Trustworthy and respectful.
- Approachable and accessible.
- Flexible and collaborative.

**Duties and Responsibilities:**

Without restricting the generality of the description above, the Consultant shall perform such duties and responsibilities as may be assigned including but not restricted to the following:

- Meet with the steering committee to review the projects' goals and objectives and establish priorities for the consultant to work towards and to include in the yearly work plan.
- Plan and organize a professional development workshop on Aboriginal and Cross Cultural Awareness for the School-based Administrators, Directors and Superintendent of Educations in the NWSD, MLTC, Independent First Nations and the Northern Lights School Divisions' Westside schools.

- Meet with the Ministry of Education to go over the Aboriginal Education Units' mandate and review documents such as a "Time for Significant Leadership", "Continuous Improvement Framework Initiative", Indian and Metis curricula, Native Studies curricula and other resources that have been developed in the Aboriginal education area.
- Make initial contact with the First Nations Communities and meet with the leadership (Chief and Council), local Director of Education and/or local Education Co-ordinators and Principals to inform them about the project's goals and objectives of developing more positive working relationships between the Division and the First Nations. Develop a survey targeted at First Nations to help identify some of the issues and concerns they have with the Provincial schools.
- Assist in the planning and organizing of a workshop on Aboriginal and Cross-Cultural Awareness for the Board, local School Community Councils, Community School Councils and parents.
- Develop and conduct a survey/assessment of Division schools in regards to their needs in the area of Aboriginal education.
- Develop, organize and deliver information sessions, workshops and professional development on Aboriginal culture, history and government policy such as "Indian Residential Schools", Reservation Systems, Treaties, Indian Act and Self Government, etc. to Division staff and First Nation staff.
- Research and develop a list of Aboriginal resources that classroom teachers could use and incorporate into the core curriculum subject areas and their regular teaching programs.
- Establish a formal mechanism for liaison and exchange of best practices and innovative approaches toward education between First Nations schools and Division schools. Identify best teaching practices in both systems.
- Facilitate an integrated approach to professional development and teacher networking, sharing best practices between the two systems.
- Plan an approach to establish cultural awareness and sensitivity initiatives in addition to developing practical teacher networking and short term interchanges to encourage inter-school sharing of cultural teaching and develop a cross pollination of best practices.
- Establish strategic approaches to understanding the cultural differences of First Nation children to address curriculum and pedagogical approaches to classroom instruction.
- Establish protocols for the exchange of student information to assist with instruction when students move from one education system to another. Foster student data system information sharing.
- Conduct an evaluation by surveying the participating educators in both systems by assessing key factors identified in the early stages of this project. A component should be conducted independently and be shared with the project participants and with the Ministry of Education and INAC.
- Research and develop a workshop on children who grow up in poverty and survive traumatic experiences such as suicide, domestic violence, alcohol and drug abuse, children being raised by extended family like Grandparents and the foster care

system (ICFS). How can we inform and educate the teaching staff about these kinds of situations and what are some effective strategies and programs that help children experience success.

- Work with agencies and organizations that promote First Nation and Metis educational materials and resources such as the Federation of Saskatchewan Indian Nations' Office of the Treaty Commission (OTC). The OTC would like to work with the Partnership to provide 2 days of Professional Development Training to 5 to 8 teachers from the Division and 5 to 8 teachers from MLTC, who would become the catalyst (Lead –Teachers) teachers that would provide their respective Division teachers with professional development workshops on how to effectively use the OTC Teaching Treaty Curriculum Kits. This arrangement could also be extended to the Northern Lights School Divisions' Westside schools.
- Meet with the Ministry of Education and other Aboriginal partnership projects from across the Province and develop a networking relationship for the purpose of sharing ideas and other related information.
- Attend the Northwest School Divisions' Board of Education, Meadow Lake Community School Council, local School Community Councils, the Meadow Lake Tribal Councils' Board of Education and Independent First Nation education meetings, to give an informational update on the project activities, goals and objectives.
- To work more closely with Division schools in the Town of Meadow Lake such as Gateway, Jonas Samson Junior High and Carpenter High School to assist in the transfer of Flying Dust students from their home school to the Town schools. To facilitate the development of better communications and a more positive working relations between the Flying Dust First Nation and the Division.
- Conduct oneself in a manner appropriate for an individual employed by an educational system that provides services to children.
- Deal tactfully with staff, parents and the public.
- Be knowledgeable and supportive of applicable Board policies.
- Other duties as may be assigned by the Director and the Steering Committee.

**Judgement, Independence and Client Contact:**

- Confidentiality
  - Information regarding, students, staff members, Board members or members of the partnerships must not be discussed in public or with any person not authorized to receive that information. Exchange of personal information within the system shall be on a “need to know” basis. Breaching confidentiality is a serious violation of acceptable conduct and is grounds for disciplinary action up to and including termination of employment with the Board.
- Independence
  - The Consultant is expected to take initiative and work independently.

**Mission:** Laying the foundation for success.

**Vision:** One student at a time.

**Director Approved:** January 24, 2008.