Edmonton Catholic Schools is now accepting applications for the position of

First Nations, Metis and Inuit (FNMI) Cultural Facilitator
(New position)

Edmonton Catholic Schools is a large urban school district whose mission is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The District is comprised of over 42,000 students and 5,000 employees in 96 schools and other sites.

Edmonton Catholic Schools requires a FNMI Cultural Facilitator to collaborate with school staff, Indigenous and Alternative Learning managers, specialists, teachers, consultants and the Council of Elders in preparation for cultural ceremonies. The job plans the delivery of academic, vocational, and leadership building counsel, within a culturally sensitive context for Indigenous students.

The work includes the role of “Oskapew” or “Elders’ Helper” and assists the Elders in preparation for cultural ceremonies. The job also supports holistic professional learning in areas such as cultural teaching, traditions and spirituality. The work is guided by the school curriculum and performed with some independence. The incumbent must be male due to cultural and spiritual aspects of the work; fluency in an Indigenous language is required.

This is a permanent, full-time, Out of Scope, Level 4 position with a salary range of $61,512.00 - $76,903.00 commencing as soon as possible.

The successful applicant’s starting salary will be based on the individual’s education, qualifications and directly related experience.

Edmonton Catholic School District offers a comprehensive benefits program as part of its total compensation package.

Primary Responsibilities:
- Collaborate with a multi-disciplinary team to provide ongoing support to schools including: building strong partnerships with educational teams; engaging in school after-school programming, school celebrations and cultural events to improve the feeling of inclusiveness and cultural identity for Indigenous students;
- Collaborate with a multi-disciplinary team to access programs that assist students by actively facilitating their development in personal, social and cultural areas;
- Provide professional learning leadership to District staff, students and parents/guardians in areas related to culture and spirituality through the incorporation of traditions, realities and past practices of First Nations, Metis and Inuit peoples (FNMI);
- Consult with parents, teachers and principals to assess strategies and make referrals for students experiencing attendance, behavioral or other problems;
- Provide individual or group counseling to students and parents/guardians both in school and in the home.

Qualifications:
- Minimum three years directly related experience including training with community represented Elders;
- Fluency in an Indigenous language is required;
- Must be considered by the Community as “Oskapew or Elders’ Helper” because the individual has the cultural and spiritual knowledge and wisdom. The individual must live a life of ceremony, sobriety and have a personal history of following the spiritual path;
- In-depth knowledge base of traditional Indigenous culture, spirituality and traditions is required;
- Knowledge of presentation and instructional techniques;
- Knowledge of MicroSoft programs including Word, Outlook, PowerPoint and Internet;
- Strong interpersonal communication skills (written and verbal) are essential;
- Ability to communicate with sensitivity, diplomacy and tact is essential;
- Ability to work independently, and as part of a multi-disciplinary team to support the educational, social and behavioral needs of First Nations, Metis and Inuit students;
- Must be a Canadian citizen or Permanent Resident.

A complete job description is shown below.

For additional information on this job opportunity please contact Shirley Mykituk at Shirley.mykituk@ecsd.net.

Please email a letter of interest and resume by 4:00 p.m., Tuesday, January 30, 2018 to: resumes@ecsd.net.

Prior to employment, successful candidates will be required to submit clear Vulnerable Sector Police Information Check and Intervention Record Check documents.

We thank all candidates for their interest. Only applicants considered for the position will be contacted.
Out of Scope Job Description

JOB IDENTIFICATION:

<table>
<thead>
<tr>
<th>Incumbent: Vacant</th>
<th>Working Title: First Nations, Metis and Inuit Cultural Facilitator</th>
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</thead>
<tbody>
<tr>
<td>Current Classification Level:</td>
<td>Requested Classification Level:</td>
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<tr>
<td>Supervisor’s Name:</td>
<td>Supervisor’s Working Title: Manager, Indigenous Learning Services</td>
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<tr>
<td>Location: Sacred Heart Centre</td>
<td>Department: Learning Services – Enhancement</td>
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<td></td>
<td>Program: Indigenous Learning Services</td>
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</tbody>
</table>

PRIMARY FOCUS/OVERALL ACCOUNTABILITY: Provide a summary of the job, covering the main responsibilities, the framework within which the job must operate and the main contribution to the organization.

The job collaborates with school staff, Indigenous and Alternative Learning managers, specialists, teachers, consultants and the Council of Elders in preparation for cultural ceremonies. The job plans the delivery of academic, vocational, and leadership building counsel, within a culturally sensitive context for Indigenous students.

The work includes the role of “Oskapew” or “Elders’ Helper” and assists the Elders in preparation for cultural ceremonies. The job also supports holistic Professional learning in areas such as cultural teaching, traditions and spirituality. The work is guided by the school curriculum and performed with some independence.

JOB RESPONSIBILITIES AND ACTIVITIES: Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

1. Collaborate with a multi-disciplinary team to provide ongoing support to schools including: building strong partnerships with educational teams; engaging in school after-school programming; school celebrations and cultural events to improve the feeling of inclusiveness and cultural identity for Indigenous students.

2. Collaborate with a multi-disciplinary team to access programs that assist students by actively facilitating their development in personal, social and cultural areas.

3. Provide Professional Learning leadership to district staff, students and parents/guardians in areas related to culture and spirituality through the incorporation of traditions, realities and past practices of First Nations, Metis and Inuit peoples (FMNI).

4. Assist teachers with development, implementation and modification of instructional student plans

5. Provide individual or group counseling to students and parents/guardians both in school and in the home

6. Consult with parents, teachers and principals to assess strategies and make referrals for students experiencing attendance, behavioural or other problems.

7. Promote staff and student wellness by organizing and participating in Circles and healing ceremonies

8. Consult with Manager, Indigenous Learning Services, specialists and consultants regarding complex or sensitive cases which may require interventions by other agencies

9. Perform duties as requested by the Manager, Council of Elders.

10. Provide cultural knowledge and assist in district-wide initiatives and Professional Learning workshops

11. Build and maintain relationship within the FNMI Community

12. Maintain technical knowledge through a range of professional development activities
**PROBLEM SOLVING:** Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; assistance available; and any problems or decisions that must be referred to a supervisor for resolution or approval.

The incumbent will as a best practice identify the problem, understand the underlying issues and then guide an individual to reach a solution. This is accomplished through positive communication amongst students, parents and school when providing knowledge to lead healing circle; talking circle and attendance circles.

**ORGANIZATIONAL DATA:** Identify any measurable areas upon which the job has either direct or indirect impact. Measures that may be included are: number of staff supervised, annual operating budget, number and size of projects, clients served or any other significant values. Include examples that indicate the “size” of the job. Attach a complete Organization Chart that includes supervisor, peers, direct reports and staff.

The incumbent will take direction from the Manager, Indigenous Learning Services and Manager, Council of Elders that will consider cultural and spiritual practice delivery. The job also works under the direction of the Assistant Superintendent, Learning Services-Enhancement.

The work has district-wide impact with direct impact on the holistic education of up to 3,500 students in Kindergarten to Grade 12. The work also impacts a large group of external stakeholders.

**REPORTING RELATIONSHIPS:** Identify the jobs and the number of incumbents within each job that report directly to you. Provide a brief summary of each subordinate job’s purpose.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Responsibilities</th>
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Indigenous Services
Learning Services-Enhancement
March 2017
CONTACTS: Identify internal and/or external contacts such as co-workers, clients, stakeholders and partners. Indicate the nature and purpose of contact (i.e. to deliver information, present data, negotiate contracts, etc.) and frequency (daily, weekly, monthly etc.).

<table>
<thead>
<tr>
<th>Contact</th>
<th>Nature and Purpose</th>
<th>Frequency</th>
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| Principals, administrators and district staff | To provide professional development opportunities (or advice) for staff in FNMI cultural, spiritual and wellness initiatives  
To resolve problems and collaborate on initiatives | Daily     |
| Indigenous Learning Services staff | To assist schools in cultural development  
To provide advice and guidance to a multi-disciplinary team | Daily     |
| Elders’ Council                  | To coordinate and collaborate on initiatives  
To obtain guidance and support  
To identify and resolve district problems | As needed |
| Parents/guardians and families   | To provide and exchange information  
To provide a range of supports | As needed |

Job Qualifications: Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. Outline specific training that is needed to do the work and any occupational certification/registration required for the job. Include a list of competencies (skills and abilities) critical in performing the job.

<table>
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<tr>
<th>Knowledge and Experience</th>
<th>Competencies</th>
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| Must be considered by the Community as “Oskapew or Elders’ Helper” because the individual has the cultural and spiritual knowledge and wisdom. The individual must live a life of ceremony, sobriety and have a personal history of following the spiritual path.  
- Post-secondary education in an area related to human services, plus three years of directly related experience including training with community represented Elders  
- In-depth knowledge base of traditional Indigenous culture, spirituality and traditions is required.  
- Fluency in an Indigenous language is an asset.  
- Knowledge of records management principles including FOIP Legislation  
- Knowledge of presentation and instructional techniques  
- Knowledge of MicroSoft programs including Word, Outlook, PowerPoint and Internet  
- Knowledge of workplace safety and awareness of Occupational Health and Safety regulations  
- General knowledge of the district’s operations and business and knowledge of the department’s goal, objectives and vision  
- General knowledge of the Alberta Education curriculum and of community networks and resources |  
- The incumbent must be male due to cultural and spiritual aspects of the work.  
- Strong interpersonal communication skills (written and verbal) are essential.  
- Strong facilitation, consultation and consensus building skills  
- Ability to build and maintain rapport and trust with students, parents, Elders, educators and the public.  
- Ability to communicate with sensitivity, diplomacy and tact is essential.  
- Strong assessment and problem-solving skills.  
- Strong presentation skills and the ability to present to a varied audience  
- Ability to work independently, and as part of a multi-disciplinary team to support the educational, social and behavioral needs of First Nations, Metis and Inuit students. |
Signatures

The signatures below indicate that the incumbent, supervisor and manager have read, discussed, and agreed that the information accurately reflects the work assigned.

Incumbent

Name   Signature   Date

Supervisor

Name   Signature   Date

Manager

Name   Signature   Date

This information is being collected under the authority of Board Governance Policy EL# 5 relating to Freedom of Information and Protection of Privacy (FOIP) Act and will be used to allocate positions within a classification plan and to manage the Edmonton Catholic School District’s human resources program. If you have any questions about the collection of this information, contact the Assistant Superintendent, Human Resource Services 780 441-6061.