

**IDENTIFICATION**

<i>Position Number</i>	<i>Position Title</i>	
99-13306	<b>Leadership and Resiliency Program Coordinator (LRPC)</b>	
<i>Department</i>	<i>Division/Region</i>	<i>Location</i>
South Slave Divisional Education Council	South Slave	Hay River

**PURPOSE OF THE POSITION**

The role of the *Leadership and Resiliency Program Coordinator (LRPC)* is to work with staff and students at Diamond Jenness Secondary School to maintain and assist in the administration of the Leadership and Resiliency program. This will be accomplished by planning and facilitating groups and providing opportunities for leadership through Resiliency Groups, Service Learning Activities and Alternative Adventure Activities to students at Diamond Jenness. The coordinator will be tasked with the responsibility of providing students with information and skills that encourage them to be emotionally and socially successful at home, at school and in the community.

**SCOPE**

The South Slave Divisional Education Council is the governing education body for Diamond Jenness Secondary School located in Hay River, NWT. Initially, the leadership and Resiliency Program was an initiative of the SSDEC through the support of the National Crime Prevention Centre and the federal government (through June 2014). The continued objective of this ongoing project is to continue to offer this program to youth and in particular, to decrease risk factors and increase protective factors related to crime and victimization. Activities will help students who are at-risk or potentially at-risk to recognize and build upon the positive influences or circumstances in their lives. In particular, these activities will focus on traditional Dene, Metis, Inuit and non aboriginal culture and knowledge and help students to see their Aboriginal/Non aboriginal identity as a positive factor in their lives. Identifying and building upon existing protective factors will help them become stronger and better able to counteract risk factors in their lives, as well as, develop leadership skills.

The Leadership and Resiliency Coordinator will report to the Principal or designate as a member of the Leadership and Resiliency team. They will need to be familiar with many of the challenges facing students and families at home, school and in the community; in particular, the risk factors related to crime and victimization. The Coordinator works with students to increase personal skills and to encourage full and healthy participation in school and in the community. He / she are also familiar with current research about the issues facing students and effective strategies and practices to address these issues. He/She will also be informed about community services, programs and resources so that effective and efficient referrals and placements can be made when required.

The coordinator provides services and referrals to students; services that encourage emotional and social health and well being. Failure to provide these services could result in some students being less successful at home, at school and in the community. The Leadership and Resiliency team will take part in professional development to ensure the integrity and goals of the Leadership and Resiliency program are carried out with integrity.

## **RESPONSIBILITIES**

1. Encourage and facilitate an environment that is oriented towards a collaborative approach to program delivery

### **Main Activities:**

- Promote the goals of the integrated service delivery model to stakeholders and partners in Hay River.
- Advocate for and foster a professional environment that is conducive to collaborative planning
- Promote and participates in continuing education and professional development activities that further enhance the collaborative approach
- Promote and model a team approach to problem solving
- Contribute to the orientation of new staff teaching this program
- Prepare follow-up activity reports as required

2. Plans and delivers leadership and resiliency programs and activities.

### **Main Activities:**

- Assist in the planning of appropriate lessons for the Leadership and Resiliency Program by accessing other agencies in Hay River such as social services, Hay River Counseling, RCMP and other major state holders.
- Facilitate resiliency groups.
- Assist students to recognize needs.
- Provide facilitation
- Work with a team to assist in Facilitating leadership opportunities, service learning and alternative adventure activities in support of the main philosophy to provide exposure to alcohol and drug free leisure activities.
- Participate in relevant professional development

3. Provides information and support to students and families in order to encourage participation and success in school programs

### **Main Activities:**

- Provide equal and open access to all students and families
- Provide opportunities for conflict resolution
- Research specific challenges and strategies on request

- Provide current information on drug and alcohol trends
- Advocate for students and families
- Assist students, teachers and administrators to recognize the needs of individual students
- Recommend appropriate resources and activities to school staff on request
- Refer children and families to community agencies and services when required

**4. Consults with school and district staff**

**Main Activities**

- Provide information about specific challenges and strategies on request
- Attend Team Meetings and Case Conferences on request
- Attend staff/parent meetings on request

**5. Liaises with community services and resources**

**Main Activities**

- Provide support for students and families
- Organizing service learning and alternative adventure activities  
Make referrals to appropriate community services and resources when appropriate

**6. Provides information when appropriate**

**Main Activities**

- Maintain and secure confidential, current and accurate client files
- Submit activity reports on request
- Use established communication systems to share information
- Maintain confidentiality in all communications
- Provide information in accordance with current Child Protection legislation
- Provide information in accordance with ATIPP
- Consult with parents and school staff when appropriate
- Consult with community resources and services when appropriate
- Provide annual activity report as requested

**7. Performs other related duties as required**

## **KNOWLEDGE, SKILLS AND ABILITIES**

### **Knowledge**

The incumbent must have a working knowledge of the principles of community development, interagency collaboration, program planning, and people management and facilitation processes as outlined in the Leadership and Resiliency Training Program. He/she must have very strong verbal and written communications skills, and the ability to interact regularly and deal effectively with members of the partner organizations, students and families.

### **Skills**

The incumbent must demonstrate the following skills:

- ✓ excellent interpersonal skills
- ✓ problem solving
- ✓ collaboration & team building
- ✓ facilitation & consensus building
- ✓ strong organizational skills
- ✓ ability to work independently
- ✓ ability to implement strategic objectives and action plans
- ✓ verbal and written communications skills
- ✓ computer skills including the ability to operate word processing, desktop publishing, spreadsheet, and e-mail programs at a highly proficient level
- ✓ stress management skills
- ✓ time management skills

### **Personal Attributes**

The incumbent must be able to create and maintain a supportive work environment while maintaining strict confidentiality in performing the duties of the Leadership and Resiliency Coordinator. The incumbent must also demonstrate the following personal attributes:

- ✓ be honest and trustworthy
- ✓ be creative
- ✓ be respectful
- ✓ be a self-starter (initiative)
- ✓ possess political and cultural awareness and sensitivity
- ✓ be flexible
- ✓ demonstrate sound work ethics

Typically, the required qualifications would be obtained through completion of the *Leadership and Resiliency Program* training and experience delivering all aspects of the *Leadership and Resiliency Program*. A minimum of 2 years of experience working with junior and senior high school students is also required. Certification in First Aid, CPR and outdoor pursuits would be an asset. Equivalencies may be considered on a case-by-case basis.

## **WORKING CONDITIONS**

There are a number of deadlines associated with this position, which may cause significant stress. The incumbent must also deal with a wide variety of people on various issues. The workflow is uneven and at times can be overwhelming unless the incumbent is able to effectively prioritize and complete his/her duties. The incumbent is also expected to develop and maintain a very high level of trust between the partner organizations, students and families and members of the public. The conflicting needs and demands of each of these groups can be a source of significant stress. This position requires considerable people skills, wisdom and related mental composure.

<b>Physical Demands</b>	<b>Approx hours per week</b>
Incumbent will spend significant time organizing and maintaining LRP Equipment and supplies required for the program	10 hrs
Incumbent will spend time sitting at a desk in using a computer.	5 hrs
Incumbent will participate in physical indoor and outdoor activities during all seasons	5-10 hrs

  

<b>Environmental Conditions</b>	<b>Approx hours per week</b>
Incumbent will work in a multi disciplinary environment which is fast paced and unpredictable	25 - 30 hrs

  

<b>Sensory Demands</b>	<b>Approx hours per week</b>
The incumbent will be faced with periods of high acuity demand; periods of concentration, accompanied by interruptions that result in evaluating and shifting priorities.	15 hrs
Incumbent must constantly be able to prioritize demands from professional and other staff (internal and external) and make full use of senses to make sound judgments	10 – 15 hrs

  

<b>Mental Demands</b>	<b>Approx hours per week</b>
The environment is dynamic and constantly changing, resulting in continually reevaluation and shifting priorities.	15-20 hrs
Expected to remain calm, controlled and professional in all situations.	All times