



## Government of Northwest Territories

### **IDENTIFICATION**

Department	Position Title	
Education, Culture and Employment (ECE)	Early Childhood Speech and Language Coordinator	
Position Number(s)	Community	Division/Region(s)
71-15017	Yellowknife	Early Childhood Development and Learning - HQ

### **PURPOSE OF THE POSITION**

The Early Childhood Speech and Language Coordinator is responsible to lead, manage and coordinate the development and implementation of programming directed at promoting early speech, language and social communication through training and mentorship to all Northwest Territories' licensed early childhood program staff and all Junior Kindergarten/Kindergarten (JK/K) teachers to support their delivery of programming that meets the needs of children from birth to 5 years of age with specific needs related to speech and language. Resources, supports and training will be provided to all licensed early childhood programs throughout the NWT to help ensure equitable access to high quality early childhood programming that meets children's needs and promotes healthy speech and language development. This may include delivering parenting programs or information sessions for parents.

The incumbent's role is largely related to support for licensed early childhood programs, including staff development in these programs, in order to better meet the needs of children. It is important that this position's work be done in collaboration with the Department of Health and Social Services (HSS) and in accordance with the code of ethics and rules of Speech-Language and Audiology Canada (SAC) to support early intervention for children with specific speech/language needs so that children realize and maintain maximum communication potential.

### **SCOPE**

This position is located in Yellowknife but will support all licensed early childhood and NWT JK/K programs throughout the NWT. It is very important for the Coordinator to develop and maintain strong working relationships with HSS, regional Education, Culture and Employment (ECE) Early Childhood Consultants (ECC), licensed early childhood program staff, and Education Authorities in order to be effective in the role. This role will need to complement

the direction and support provided by the Northwest Territories Health and Social Services Authority (NTHSSA). HTHSSA maintains the role of providing health care services to children on an inpatient, outpatient and outreach basis.

Reporting directly to the Director of Early Childhood Development and Learning (ECDL), the incumbent independently provides preventative speech language resources and supports to children birth to 5 years of age in all licensed early childhood and NWT JK/K programs. The role is predominantly related to providing training and resources to licensed early childhood program staff in order for them to better meet the needs of children attending programs.

This position leads the planning, organization, promotion and delivery of standardized training to all licensed early childhood and JK/K program staff throughout the NWT in a variety of formats. The Coordinator will be responsible for ensuring that the training provided is child, learner and family centered, as well as culture-based, process-oriented and developmentally appropriate.

The Coordinator works closely with ECE colleagues across multiple divisions, often in a team-based approach, including Early Childhood Coordinators and regional Early Childhood Consultants, and JK-Grade 12 Coordinators. The position also works closely with colleagues and educators across the NWT, Yukon, Nunavut and other jurisdictions in Canada.

ECE is committed to renewal and innovation processes in early childhood, JK-Grade 12 and adult and postsecondary education. Substantial changes to programming, policy and curriculum approaches may result from this work. It is anticipated that this Coordinator position will require substantial inter-disciplinary theme and project-based work and the ability to work within and across groupings.

This position works closely with the other divisions to support and contribute to the achievement of Department's goals and initiatives related to early childhood development and learner success. The Coordinator controls a budget of up to \$250,000, with spending authority of up to \$50,000 and contract authority of up to \$50,000.

## **RESPONSIBILITIES**

### **1. Leads the development of a territorial training plan, including implementation and evaluation, for all licensed early childhood programs and NWT JK/K programs to promote the development of speech, language and social communication.**

- Facilitate individual learning of children birth to 5 years of age in all licensed early childhood and JK/K programs and their families in relation to communication delays and disorders.
- Provide coaching and leadership to peers, including ECDL and regional Early Childhood Consultants, as well as licensed early childhood program staff and JK/K teachers to support the development of skill levels necessary to achieve the standard of care.
- Work with partners, including all licensed early childhood programs, schools offering JK/K programs and other groups, as appropriate, through development and distribution of educational resources related to communication.

- Develop, revise and evaluate, on an ongoing basis, educational resources necessary to support children in all licensed early childhood and JK/K programs, program staff and JK/K teachers, and other community groups, as appropriate.
- Act as a consultant to other ECE employees, all licensed early childhood and JK/K programs, offering assistance in minimizing the academic impact of communication disorders and advise on enhancing communication development.
- Provide information to licensed early childhood program staff and JK/K teachers to help with identifying and supporting children requiring SLP services, including providing communication regarding how HSS provides these supports.
- Maintain current best practices in SLP through continuing education and appropriate research materials.
- Works closely with ECE colleagues and with the Early Childhood Inclusive Learning and Wellness Coordinator in particular, to develop long-term training plans and innovative approaches to training and in-servicing for all licensed early childhood program staff and JK/K teachers, including implementation of these plans.

**2. Leads the development of policies and procedures, guidelines, curriculum and best/promising practice documents and programs to support licensed early childhood programs in the provision of care for children birth to 5 years of age and for JK/K teachers who may have children in their classrooms with a wide variety of conditions requiring Speech and Language Pathology (SLP). The Coordinator will develop resources and deliver training in accordance with the standards, guidelines and scope of SLP in the NWT. This is done in collaboration with HSS staff.**

- Assist all licensed early childhood program staff and JK/K teachers with obtaining specific resources required to meet established child-centred outcomes. Assist licensed early childhood program staff and JK/K staff in their efforts to stimulate child language development in language of choice.
- Educate parents/guardians, all licensed early childhood program staff and JK/K teachers about speech-language development and promote responsive parent/adult-child interactions and language rich home and learning environments to encourage optimal communication skill development and prevent the onset of future problems.
- Support the implementation SLP interventions of HSS staff, as appropriate and in collaboration with HSS.
- Document SLP assessment, intervention strategies and evaluate results accurately.
- Provide appropriate access to accurate, objective, relevant information about general SLP service.
- Communicate effectively with all licensed early childhood program staff, JK/K teachers, parents/guardians, relevant others and professional colleagues, as appropriate.
- Demonstrate effective collaboration and interdisciplinary teamwork to ensure a coordinated holistic approach which best meets the needs of the child.
- The Coordinator may establish and prioritize general intervention strategies and selected interventions. This work will be done in collaboration with HSS.

**3. In response to articulated needs, and Departmental priorities in early childhood, speech and language development within an inclusive learning model, develop and deliver workshops, in-services, courses, briefings, and presentations to all licensed**

early childhood program staff and NWT JK/K teachers in order to promote projects and approaches established as priorities within the ECDL division and to increase quality programming that supports the development of speech, language and social communication of all children birth to 5 years of age.

4. Provide leadership within early childhood programs and the education system by advising groups/agencies with respect to early childhood and Departmental priorities, by participating and providing leadership in inter-divisional working groups.
5. Participating in major ECE initiatives like *Right from the Start: Early Childhood Development Framework and Action Plan* and *Education Renewal, and Skills for Success*.
6. Manage projects and budgets to ensure they achieve established goals in a timely and cost-effective manner.
7. General departmental maintenance and other duties as assigned.
  - Adhering to and complying with appropriate legislation, i.e., the *NWT Child Day Care Act and Standards Regulations* and *Education Act and Regulations*.
  - Works closely with the Early Childhood Inclusive Learning and Wellness Coordinator to support implementation of the Early Childhood Intervention Program (ECIP), including the proposal/funding process at a territorial level.
  - Completing correspondence, reports and briefing notes associated with ECE functions.
8. Demonstrate administrative abilities.
9. Support of casual staff, as required.
10. Perform other tasks, duties and functions as assigned by the ECDL Director, including acting as the ECDL Director, as required.

## **WORKING CONDITIONS**

### **Physical Demands**

No unusual demands.

### **Environmental Conditions**

Traveling in small noisy aircraft (+20 times per year – 30-120 min.)

Traveling on ice and isolated roads (+5 times per year – 90-180 min.)

Exposure to childhood illnesses (e.g., colds, flu) (+20 times per year – 30-60 min.)

### **Sensory Demands**

Focused listening during observations to provide assessment and intervention (hearing and sight).

### **Mental Demands**

Limited access to other Speech Language Pathologists.

### **KNOWLEDGE, SKILLS AND ABILITIES**

- **Understanding of Departmental philosophy, curricula, directives, policies and approaches, and model best practices as described in Departmental documents.**
- Knowledge of child development, pedagogy, and instructional leadership.
- High levels of knowledge and expertise in and experience working with professionals in the field of:
  - o Inclusive learning and student support
  - o Early Childhood, Kindergarten, Primary Education,
  - o Curriculum development, design and implementation, and
  - o Culture-based Education.
- Ability to develop or coordinate the development of curricula, strategies, research projects, literature reviews, resources and support materials.
- Ability to work cooperatively in team situations and to manage dynamics of working in groups.
- Strong coordination, facilitation and interpersonal skills demonstrated in a variety of diverse cultural and community contexts, including working with Elders and community cultural resource people.
- Understanding of Aboriginal cultures and educational history and context in order to incorporate traditional knowledge and Aboriginal world views into all aspects of the work.
- Strong ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to meet the needs of various audiences.
- Knowledge of contracts required to support particular projects and initiatives.
- Ability to communicate effectively with colleagues within the ECDL division, across the branch's other divisions, the Department, other Government of the Northwest Territories (GNWT) departments and agencies, regional offices, child day facilities, DEC/DEAs, colleges and people in the communities.
- Excellent written communication skills for a variety of areas, including Ministerial and Departmental briefing notes and correspondence, policy, and curriculum documents.
- Demonstrate expertise in delivering workshops in an adult learning environment.
- Effectively use computer technology for purposes of communication and

presentation.

- Manage time and tasks efficiently and effectively.
- Plan, manage and control a budget which may exceed \$250,000.

**Typically, the above qualifications would be attained by:**

This level of knowledge is typically acquired through a postsecondary degree in Speech Language Pathology at a Bachelor's or Masters level. Preference will be given to candidates with at least 10 years of work experience in a northern and/or remote setting.

**ADDITIONAL REQUIREMENTS**

A valid Class 5 Driver's License is required

**Position Security** (check one)

- ☐ No criminal records check required
- ☒ Position of Trust – criminal records check required **with vulnerable sector search**
- ☐ Highly sensitive position – requires verification of identity and a criminal records check

**French language** (check one if applies)

- ☐ French required (must identify required level below)  
Level required for this Designated Position is:  
ORAL EXPRESSION AND COMPREHENSION  
Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐  
READING COMPREHENSION:  
Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐  
WRITING SKILLS:  
Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
- ☒ French preferred

**Aboriginal language:** Aboriginal Language - not specified

- ☐ Required
- ☒ Preferred