



IDENTIFICATION

Department	Position Title	
Education, Culture and Employment	Career and Education Advisor	
Position Number	Community	Division/Region
71-15270	Fort Simpson	Student Support and Wellness / Dehcho

PURPOSE OF THE POSITION

The Career and Education Advisor is responsible to support the delivery of culturally appropriate and current career and education services that are aligned with promising practices both in education and in the career development profession.

SCOPE

Located in Fort Simpson, the Career and Education Advisor (CEA) reports to the Career and Education Advising Manager within the Student Support and Wellness (SSW) Division at HQ, and is responsible for managing, supporting, promoting and actively encouraging grades 9-12 student engagement in the career development process. This process is based on principles of practice which include student-centered/family-centered, culturally-informed (local context of the Northwest Territories (NWT), interactive, experiential, inclusive and strengths-based approaches.

The CEA works closely with grades 9-12 education staff to collaboratively augment career development curriculum by providing practical, individualized and group career and education advising to students in grades 9-12. This position helps students to identify their interests, strengths, values and learning preferences, and to understand how they can contribute to their community. The CEA helps students to explore work and learning options and to develop the knowledge, skills, attitudes and habits of a capable person.

The CEA provides students with information about local, regional and territorial employment and self-employment opportunities, NWT jobs in demand, training opportunities, work experience and other experiential learning opportunities, transition programs, post-secondary learning options (trades and apprenticeship programs, colleges, university, etc.), scholarships and bursaries and student financial assistance.

The CEA works closely with the Department of Education, Culture and Employment (ECE) Career Development Officers to support grades 9-12 students to participate in trades and apprenticeship and work experience opportunities, including the Schools North Apprenticeship Program (SNAP) and the Wage Subsidy Program.

The CEA also works closely with their ECE colleagues across multiple divisions, often in a team-based approach, to ensure cohesion in the area of career development and post-secondary planning, and related student supports between Labour Development and Standards, Curriculum Development and Student Assessment and Indigenous Languages and Education Secretariat.

The CEA will be a resource for grades 9-12 students in selecting the appropriate high school courses and experiences that best align with their individual aspirations for their next steps for work, self-employment, post-secondary learning (including college, university, trades and apprenticeship training) and other meaningful life choices. In this way the CEA will assist students in utilizing their unique gifts, talents and interests in order to continue developing as a capable person and contributing to their communities.

Working in collaboration with grades 9-12 teachers, principals and school support staff as needed, the CEA helps students to identify their next steps after exiting high school and prepares them for the world of work and self-employment, post-secondary education, other meaningful life choices and lifelong learning.

The CEA will provide services through a combination of in-person, video and teleconference advising sessions both individually and in group settings. They will also promote and raise awareness of post-secondary educational opportunities, including Aurora College, self-employment opportunities and occupations that are in demand, especially those in their local community, their region and across the NWT.

During the school year, it is estimated that 80% of the CEA time is spent working in schools delivering one to one or group consultations, presentations and student advising, 15% is spent supporting educators and the remaining 5% is spent on reporting and documentation.

The CEA operates in accordance with the *Education Act*, Ministerial Directive on Inclusive Schooling, Safe School Regulations, Departmental philosophy, guidelines, directives, curricula and regulations, Education Renewal and Innovation (ERI) and Skills for Success Initiatives, the Council of Education Ministers Canada's Framework for Successful Student Transitions, the Canadian Standards & Guidelines for Career Development Practitioners, United Nations Declaration on the Rights of Indigenous Peoples in Canada (UNDRIP) and the Truth and Reconciliation Commission (TRC) of Canada's findings, report and calls to action.

The incumbent will be required to travel often within the NWT, sometimes to remote communities by small aircraft or automobile, which may occur during adverse weather conditions.

RESPONSIBILITIES

- 1. Deliver specialized career and education advising services to students in grades 9 to 12 to assist them in navigating career options, determining post-secondary education and skills development opportunities, and supporting successful transitions from high school into the world of work, self-employment, skill-development training, post-secondary education, including trades and apprenticeship programs and other meaningful life choices.**
 - Facilitate advising sessions with grades 9-12 students, individually and in groups, through a combination of in-person, video and teleconference meetings, using the approved, evidence-based career and education advising strategies, products, tools and supports.
 - Help grades 9-12 students to explore opportunities consistent with their learning preferences, interests, strengths, values and goals.
 - Provide labour market information and promote the Skills 4 Success NWT Jobs in Demand.
 - Creatively promote NWT skilled trades and certified occupations to increase awareness of local opportunities for these in-demand occupations.
 - Support grades 9-12 students to research and select required courses to meet academic eligibility criteria for transition programs, skills-development programs, and post-secondary education programs, including trades and apprenticeship, colleges and universities.
 - Support grades 9-12 students in accessing work experience, the Schools North Apprenticeship Program and other training opportunities and experiential programs.
 - Offer a range of employment skills information including job search strategies, resume preparation, essential skills training, job interview and networking skills.
 - Participate in career fairs, school orientations and information sessions.
 - Maintain open communication with the appropriate education body staff and other partners and stakeholders in accordance with Departmental protocols.
 - Refer grades 9-12 students to appropriate wellness support services as needed, such as the Child and Youth Care Counsellor, School-based Support Team, etc.
 - Provide grades 9-12 students with information on specific ECE, local, regional, territorial, and federal programs and make referrals, when appropriate, to services offered by other community groups, programs, colleges, polytechnics, and universities in accordance with their needs and preferences.
 - Provide support to grade 12 students to complete post-secondary, student financial assistance scholarship, bursary and grant applications; resumes, cover letters and job applications.

- 2. Establish and maintain strategic outreach with educational institutions, training organizations, community resources, employers, industry associations, boards, agencies, and government and non-government organizations to advance NWT career exploration and successful grades 9-12 student transitions.**

- Develop and deliver workshops, in-service training, briefings and presentations to build local capacity for career and education advising and use of the approved resources, services and supports.
 - Establish networks and develop working relationships with other professionals to initiate and maintain strategic outreach with education, training, employment and community partners.
 - Maintain an inventory of available products, programs and services from education, training, employment, industry, government, and community partners.
 - Identify and promote collaboration with partners to enable strategic targeting of resources for grades 9-12 students.
 - Provide leadership by advising all partners, including education bodies, regional and community resources, on career development approaches for grades 9-12 students and ECE-endorsed products, programs and services.
 - Research and recommend improvements to the NWT's career development initiative.
 - Research, analyze, and report on national and NWT labour market information and trends.
- 3. Measure and evaluate the performance of the career and education advising services through the use of a performance measurement system, administration and tracking of data, and development of reports and recommendations that align with the suite of supports for students as per the Student Support and Wellness Division's initiatives.**
- Provide student case management for all advising sessions and prepare, organize and maintain appropriate records, resources, reports and statistical summaries.
 - Support the development of a performance measurement system to monitor and evaluate the grades 9-12 career and education advising services over time (i.e. 5, 10, 15 years).
 - Administer student supports and documentation to track and report data within data collection systems.
 - Collect, analyze and use information to effectively measure performance and outcomes.
 - Draft reports, documents and briefings on system outcomes.
 - Provide recommendations on ways to improve services and system outcomes to maintain a culture of continuous improvement.
 - Collect and analyze data, draft correspondence, reports and briefing notes as required by management.
- 4. Develop career and education advising strategies, products, tools and supports for grades 9-12 students.**
- Demonstrate a commitment to lifelong learning by keeping up to date on career advising processes, programs, products and technology.
 - Research, analyze and recommend promising practices applicable to the NWT for career and education advising.
 - Support the development and implementation of new and existing products, tools and supports to use when advising grades 9-12 students.

WORKING CONDITIONS

Physical Demands

No physical demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

No unusual demands.

Mental Demands

Extensive travel via small aircraft or by automobile on gravel roads or seasonal ice roads may be required when supporting small remote communities across the NWT. This form of travel can often to be hazardous and uncomfortable as it may occur during extreme weather conditions, including blizzards and low temperatures (-40 degrees). Travel to headquarters in Yellowknife will also be required for training and collaborating with the team.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of career development and post-secondary educational advising methods and processes aimed at grades 9-12 high school populations.
- Knowledge of local, regional, territorial, and national labour market initiatives, information, data and trends.
- Knowledge of the territorial senior secondary and high school credit system and requirements for graduation.
- Knowledge of post-secondary education, training, transition, work experience, self-employment, trades and apprenticeship programs.
- Knowledge of territorial and federal funding programs and supports related to post-secondary education, trades and apprenticeship, self-employment, student financial assistance, scholarships and bursaries.
- Understanding of NWT demographic, social and economic trends as well as Indigenous cultures, educational history and context, including showing respect for and promoting Indigenous worldviews, alongside Western practices, as part of supporting capable people.
- Skilled in written, verbal and interpersonal communications with diverse audiences.
- Skilled in researching and analyzing labour market, occupational and post-secondary information, trends and developments, and synthesizing data into products and services aimed at high school populations.
- Skilled in providing recommendations and advice on all matters of career and education advising including ways to promote occupations in demand.
- Skilled in providing engaging presentations to diverse groups of students.

- Skilled in project and time management, performance measurement and evaluation.
- Ability to confidently provide advice to students and youth in accordance with their interests, abilities and aptitudes.
- Ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to various audiences.
- Ability to organize and plan work and respond positively to shifting priorities.
- Ability to work in a team environment and independently with diverse personalities, cultures and interests.
- Ability to handle confidential and sensitive information and situations with tact and discretion.

Typically, the above qualifications would be attained by:

The Career and Education Advisor will have the knowledge, skills and abilities obtained through the completion of at least one of the following:

- A Bachelor's Degree in Education with a minimum of 5 years of successful experience working with youth in school and/or a northern community setting; or a
- Bachelor's Degree in a Social Science discipline with a minimum of 5 years of successful experience working with youth in a northern community setting; or a
- Bachelor's Degree with a designation as a Certified Career Development Practitioner (CCDP), or a Certified Career Strategist (CCS), or a Certified Work-Life Strategist (CWS), or a Certified Employment Strategist (CES), or a Certified Life Coach and a minimum of 5 years of successful experience working with youth in a northern community setting: or
- A Master's Degree in Education with a specialization in areas related to guidance and counselling, or career development or student support and 3 years of successful experience working with youth in school and within a northern community setting. (Insert the ideal combination of education and experience required for the position.)

ADDITIONAL REQUIREMENTS

Must have fluency in English.

Fluency in an Indigenous language of the NWT or French will be considered an asset.

Position Security

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal records check

French Language (check one if applicable)

- 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

Indigenous Language:

- Required
 Preferred