



## IDENTIFICATION

Department	Position Title	
Education, Culture and Employment	Career and Education Advisor	
Position Number	Community	Division/Region
71-16236	Norman Wells	JK-12 Student Services / Sahtu

## PURPOSE OF THE POSITION

The Career and Education Advisor is responsible for the provision of career and education advising services that are aligned with promising practices both in education and in the career development profession for all education jurisdictions in the Northwest Territories (NWT).

## SCOPE

Located in Norman Wells, the Career and Education Advisor (CEA) reports to the Manager, Career and Education Advising, and is responsible for managing, supporting, promoting and actively encouraging grades 9-12 student engagement in the career development process. This position 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, and provides training to department and education body staff as required.

The CEA must work in accordance with the *NWT Education Act and Regulations*, the *NWT Official Languages Act*, the *Child Day Care Act*, the *Archives Act*, the *Access to Information and Protection of Privacy Act*, the *Financial Management Act*, the *NWT Teachers' Association Collective Agreements* and all related regulations, policies, guidelines, directives, strategies and procedures.

This position is expected to work in collaboration with Education, Culture and Employment (ECE) staff, Government of the Northwest Territories (GNWT) Departments, the NWT Teachers' Association, education bodies, colleagues and educators from across the NWT, Yukon, British Columbia and other jurisdiction in Canada, often in a team-based approach, following current foundational frameworks and their corresponding action plans.



## **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 using a performance measurement system, administration and tracking of data, and development of reports and recommendations.**

- 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 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 support for grade 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 support to use when advising grades 9-12 students.

**5. Actively participate in committees and interdivisional working groups and teams with respect to JK-12 Student Support and departmental priorities.**

- Participate constructively in the major ECE initiatives and in relevant departmental working groups related to the Department's mandate commitments.
- Actively participate in the monitoring, evaluation and accountability activities with ECE's Planning, Research and Evaluation (PRE) Division.
- Collaborate with ECE's Policy, Legislative and Communications (PLC) Division to ensure support, resources and activities are congruent with established departmental legislation, policies, philosophies and directions.
- Collaborate with ECE's Finance and Capital Planning (FCP) Division to negotiate, establish and manage contracts, budgets, and projects to ensure they achieve established goals in a timely and cost-effective manner.
- Submit written reports on site visits, meetings, workshops, and conferences, and write professional journals, newsletters, and educational publications to promote established priorities and provide information about JK-12 Student Support initiatives and projects.

**6. Supervise casual or support staff, as required.**

**7. Act for the Manager, Career and Education Advising, as required.**

**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. Travel may occur during extreme weather conditions, including blizzards and low temperatures (-40 degrees).

## **KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge and understanding of career development, apprenticeship and trades, work experience, transitions, self-employment and post-secondary educational advising methods and processes aimed at grades 9-12 high school populations.
- Knowledge and/or the ability to acquire 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.
- Knowledge of and/or the ability to acquire knowledge of the territorial senior secondary and high school credit system and requirements for graduation.
- Ability to understand of NWT Indigenous cultures and educational history in order to incorporate traditional knowledge and worldviews into all aspects of the work.
- Ability to understand the impacts that colonization, institutional and structural racism and biases have had on society, in particular Indigenous people.
- Knowledge and/or the ability to acquire and apply knowledge of contracts and procurement.
- Written communication skills for a variety of areas including Ministerial and departmental briefing notes and correspondence, policy and curriculum documents.
- Coordination, facilitation and interpersonal skills demonstrated in a variety of diverse cultural and community contexts, including working with Elders and community cultural resource people.
- 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, including with members from a variety of backgrounds and cultures.
- Ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to various audiences.
- Ability to build strong relationships and work directly with people from other communities while incorporating their perspectives in decision making processes.
- Ability to engage the public in a culturally appropriate manner, both in writing and orally, while considering diverse literacy levels when developing documents and resources.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.



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

A Degree in Education or related field, and two (2) years of relevant work experience.

Equivalent combinations of education and experience will be considered.

**ADDITIONAL REQUIREMENTS**

**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:** Indigenous Language - Not Specified

- Required
- Preferred