



BEAUFORT DELTA

DIVISIONAL EDUCATION COUNCIL

IDENTIFICATION

Department	Position Title	
Beaufort Delta Divisional Education Council	Peer Support Worker	
Position Number	Community	Division/Region
92-17433	Inuvik	Education/ Beaufort Delta

PURPOSE OF THE POSITION

The Peer Support Worker is responsible for the provision of culturally relevant peer support to children and youth within the education system, including topics on health promotion and prevention in the areas of mental health and wellbeing. These areas will include addictions, mental health and family violence, health maintenance, and overall health and well-being of the individual, family, and community.

SCOPE

The Beaufort-Delta Divisional Education Council (BDDEC) is the governing education body for the Beaufort-Delta Division as legislated under the *Education Act*. The BDDEC consists of one member selected from each of the eight elected District Education Authorities (DEAs) that represent the communities of Fort McPherson, Tsiigehtchic, Inuvik, Aklavik, Tuktoyaktuk, Paulatuk, Sachs Harbour, and Ulukhaktok. In addition, the BDDEC also includes an elected representative from each of the two land claimant groups in the Beaufort-Delta. The BDDEC serves approximately 1500 students in nine schools, is responsible for a staff of approximately 180 administrators, teachers and support staff and a budget of over \$34 million. The staff of the BDDEC provide professional advice; educational, administrative, technical and financial services; and support and assistance the BDDEC, DEAs, school administrators and staff, stakeholders, members of the public, and particularly, students and their families in order to ensure the delivery of quality educational programs and services within the division.

Located in Inuvik, the Peer Support Worker reports to the school Principal, and is a part of the school team providing services to students in the Beaufort Delta Region (BDR). This position is responsible for serving their community and the region by working with individuals and communities who express a desire to improve their overall mental health and well-being, as well as providing health promotion and education to the community.

The Peer Support Worker is a first point of contact with clients in providing follow up and facilitating personal development to clients and plays an important role in ensuring that client needs are met through appropriate education, referral, aftercare, and supportive counselling. As well, the Peer Support Worker is a point of first contact and screening for the Community Counselling Program (CCP) and works in partnership with the Child Youth and Family Counsellors, Education staff, Mental Health and Wellness Elders and community members to promote wellness to residents of the BDR. The Peer Support Worker provides a personal interaction by connecting with peers both in-person and virtually. Peer Support begins with lived experience and training to support communities to achieve a better understanding of the issues surrounding cultural identity, mental health, addictions and family violence, and health maintenance.

Fulfilling a critical role in health promotion and illness prevention for mental wellbeing, the Peer Support Worker ensures individuals within the community have access to education and health promotion needed for healthy living and that the BDDEC is aware of community concerns with respect to continued health and well-being. The Peer Support Worker works in accordance with the program standards and protocols for Mental Health and Wellness of the Beaufort Delta Divisional Education Council region.

Services will primarily be provided within the school system but also may include community halls, health centres, gymnasiums, etc. Services may be provided on an individual basis or as part of a multi-disciplinary team. Community based presentations will require the incumbent to carry 5-15 lbs. of presentation supplies and aids to the location of the presentation.

RESPONSIBILITIES

1. Provide support and promote wellness in the areas of mental health, addictions, and family violence.

- Establish a trusting relationship with families and youth.
- Work collaboratively with parents and members of the Education team to help the service user meet their desired goals.
- Provide individuals and groups of all ages with information on addictions, mental health, and family violence through group presentations and resource materials.
- Establish relationships with children and youth as a member within their school community.
- Encourage community members to participate and attend education and health promotion sessions,
- Deliver culturally relevant awareness programs and activities in community.
- Collaborate with community service providers and organizations in prevention and wellness activities relating to mental health, addictions, family violence, and health promotion.
- Act as a local resource for students and the school community.
- Promote a safe and healthy environment in homes, schools and throughout the community.

2. Provide clients and families with culturally relevant peer support in the areas of mental health, addictions, and family violence issues.

- Use a team approach to access resource persons and services especially during times of crisis and trauma.
- Provide sessions on mental health to client groups.
- Provide aftercare and follow-up support for clients through small group and individual education and network of self-help resources.
- Participate in case reviews with a multi-disciplinary team.
- Act as an advocate and system navigator for clients in working with other agencies.
- Complete program documentation (i.e. activity reports for education sessions) related to community, small groups, individual clients and crisis work.
- Complete program reports to meet program accountabilities, long range planning and quality management

3. Record specifics of all encounters or services provided for statistical purposes and follow up.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

The incumbent will be required to use combined senses of touch, sight, smell and hearing during direct contact and screening. Lengthy telephone conversations require attentive listening and decisive responses.

Mental Demands

No unusual demands.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of current trends in health promotion, community development.
- Ability to access / consult with resource persons and services to determine best course of action and obtain support.
- Knowledge of and/or the ability to be informed, and apply understanding of the culture, traditions, community demographics, and values of the people in the community.
- Knowledge of and/or the ability to learn the physical, psychological, and social effects of addictions, mental health/mental health disorders, health promotion and family violence.
- Ability to acquire knowledge of *NWT Mental Health Act*, *Health Information Act* and other applicable NWT legislations.

- Knowledge of privacy and confidentiality practices and the ability to adhere to the expectations of maintaining client privacy and confidentiality.
- Ability to perform health promotion activities in the area of mental health, addictions, family violence, and health promotion and its impact on physical, mental, spiritual, and emotional health.
- Ability to facilitate individual and group learning using a client centered approach and popular education model.
- Ability to apply current practices in the management of risk factors for addictions, mental health disorders and family violence.
- Ability to acquire and apply knowledge of referral routes and care coordination.
- Ability to complete tasks / projects on time through the routine planning of own work and organization of resources.
- Oral and written communication skills.
- Ability to operate a computer and use Microsoft software, internet and email programs.
- Skills relating to relationship building and working collaboratively and cooperatively as an effective team member to achieve group and organizational goals.
- 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:

The completion of Grade 12 and one (1) year of experience working within an educational environment.

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:

☐ Required

☒ Preferred