



Tłıchǫ Community Services Agency
Dı Nāke Lani Nāts'etso • Strong Like Two People

IDENTIFICATION

Department	Position Title	
Tłıchǫ Community Services Agency (TCSA)	Director of Education	
Position Number	Community	Division/Region
94 - 10324	Behchoko	Tłıchǫ

PURPOSE OF THE POSITION

The Director of Education is responsible for establishing a community of students, families, faculty, and staff that is student-centered, culturally responsive, and supports the academic and non-academic success of Junior Kindergarten to grade 12 learners. The incumbent is responsible for the overall leadership and management of the school building, staff, and ensuring a comprehensive array of student-centered, culturally responsive education, program and service supports are accessible to students in the Tłıchǫ region and that foster student resiliency and success. These supports address the physical, social-emotional, and mental needs of all students and play an integral role in their academic success. As the lead of education programs in the Tłıchǫ region, the ultimate objective is to foster student success, inclusion, a culturally responsive education and student development.

The Director requires the ability to lead inter-disciplinary, themed, competency and project-based work that crosses over a number of areas related to the scope of work of different Divisions within the TCSA, Education and Culture Branch of ECE, and the Tłıchǫ Government.

This position ensures the programs, services, and operations of the Tłıchǫ Community Services Agency education program maintain the highest level of quality and are carried out in accordance with established Tłıchǫ Community Services Agency Policy and Procedures, Code of Ethics, GNWT legislation regulations policies and guidelines, the Education Act, Collective Agreements, Tłıchǫ Community Service Act, and the Tłıchǫ Intergovernmental Services Agreement.

SCOPE

The Director of Education is one of three Directors reporting directly to the TCSA Chief Executive Officer (CEO) who together compose the senior management team of the TCSA. The TCSA Chief Executive Officer (CEO) holds the Deputy Head / Superintendent role defined by the Education Act in Section 78 (2 and 3) and delegates several of these duties as outlined in this job description. The incumbent is responsible for providing information, advice, guidance, and support to the TCSA CEO, the TCSA Board, as well as other education partners in the Tłıchǫ region. The Director leads the effective implementation, operation, and delivery of an equitable and efficient education program in the Tłıchǫ region.

The incumbent is accountable for numerous budgets totaling approximately \$20M. The incumbent is expected to take a lead role in the development and coordination of contribution agreements and third party funding applications. The incumbent leads and provides direct supervision to 15 full time positions including 5 school principals, and 10 managing coordinators. The Director provides supporting supervisory leadership for over 160 staff including program managers, teachers, support assistants, library clerks, custodians, bus drivers, cafeteria staff, cultural staff who report to the school principals, and regional coordinators. The Director also provide oversight and direction to approximately 20 additional staff who work within education facilities who coordinate integrated health services, student community building, Occupational Health and Safety, educational consultants, facility use/maintenance, and quality and risk management.

The Director of Education annually supports approximately 900 students in five schools in four Tłıchǫ communities (Behchoko, Whati, Gameti, and Wekweeti). The incumbent is responsible for the full grade JK – 12 education program (in English) and a JK-2 Tłıchǫ Immersion program. The incumbent will demonstrate a commitment to Chief Jimmy Bruneau’s vision for education “Strong Like Two People” which is the mission of the agency, each school, and the intent of all educational programming. The incumbent must not only be an effective manager but must also have a breadth and depth of education experience sufficient to collaborate and lead multi-disciplinary programs including Indigenized education, Inclusive schooling, education and information technologies, early childhood to post-secondary education, and education operations.

The incumbent leads and coordinates the Educational Leadership Team, comprised of 15 managers and coordinators, focused on reaching the operational goals of the agency. As the lead for the Education Leadership Team and a member of the Senior Management Team of the TCSA, the Director creates collaboration between managers and leaders within the TCSA Education, Corporate, and Health divisions, as well as facilitating partnerships between these teams and other GNWT and Tłıchǫ Government partners. The Director works closely with internal and external stakeholders to establish partnerships with the Tłıchǫ Government and uses Indigenous knowledge education frameworks.

The duties of the position are carried out in accordance with the Tłıchǫ Community Service Agency Act, Tłıchǫ Intergovernmental Services Agreement (Appendix 1 identifies the scope of

the responsibilities delegated by the GNWT to the TCSA for education services of which the Director is responsible), the *Education Act*, the *Financial Administration Act*, *Public Service Act*, *The NWT Human Rights Act*, *NWT Official Languages Act*, and other GNWT legislation, Directives, regulations, and policies. In addition, the incumbent will work with two collective agreements (Union of Northern Workers and Northwest Territories Teachers' Association) as well as develop, implement, and support TCSA policy and procedures. The Director must work collaboratively to appropriately align TCSA Education Division work to current territorial and regional foundational frameworks and their corresponding action plans, and key directives.

RESPONSIBILITIES

1. Supervise, plan, and manage the delivery of the education program and individual education plans that are student-centered, evidence based, and culturally responsive to support academic and non-academic student success.

- Research, develop, and apply theoretical and evidence-based models and approaches to student success, and social-emotional wellness.
- Analyses, interprets, and evaluates students' needs throughout the JK-12 programs to align program delivery with needs.
- Create partnerships that establish opportunities and areas for students study, collaboration, socialization, and engagement to foster Tłı̨ch̓ schools are community schools.
- Develop and integrate plans to use traditional knowledge and Elders as the foundation for school programs and services by engaging and consulting with stakeholders.
- Ensure the delivery of curriculum, instruction, evaluation and assessment, are consistent with territorial and TCSA standards of quality.
- Lead the development of locally developed curriculum in accordance with territorial guidelines and regional needs.
- Ensure the application of territorial and regional assessments are conducted with rigor (ex: Diploma exams, Provincial Achievement tests, population surveys, etc.)

2. Encourage co-operation between education staff, students, parents, community elders, and other members of the community in the development of educational goals and plan including working with persons responsible for the regional administration of education programs and services.

- Encourage and model supportive relationships between staff, students, community, and educational partners.
- Lead the Education Leadership Team with a focus on developing collaborative and collegial approach to setting and achieving regional and territorial goals.
- Create a well-informed and knowledgeable team by establishing protocols for communicating information, procedures, events, and opportunities amongst staff, students, and community regarding operations and management in staff meetings, emails, and publications.
- Represent TCSA on territorial and regional committees, and in media inquiries.
- Liaise between TCSA senior leadership, TCSA Board, GNWT partners, and other partners to develop program plans, facility use plans, and operational plans that align to strategic

- and business plans of the Agency and the GNWT, and support the CEO in strategic planning, and business planning.
 - Prepare reports and briefing notes for the TCSA CEO, TCSA Board, GNWT Department of Education, Culture and Employment, Tłıchǫ Government, as well as third party stakeholders.
 - Contribute to a variety of partnerships.
- 3. Provide leadership, direction and support including the review and evaluate school programs and staff, and report accordingly.**
- Conduct annual school reviews in accordance with territorial and regional legislation, policy, and direction.
 - Conduct, and support managers to conduct, evaluations for both NWTTA and UNW staff.
 - Analyze evaluations, school data, and other evidence to create responsive school improvement plans (as required by territorial Directive).
 - Support the TCSA CEO to apply the NWT Education Act and relevant Directives, as well as other legislative requirements.
- 4. Determines and manages delivery of multi-faceted student support programs and services in compliance with the Government of the NWT as well as the Tłıchǫ Intergovernmental Services Agreement.**
- Manage leadership team in the day-to-day delivery of academic, inclusive schooling, Indigenous education, and other holistic educational programming and supports.
 - Analyzes, interprets, and evaluates programs and supports needed by students to increase student success, retention, and directs staff to develop and deliver these programs.
 - Manages crisis situations and associated supports for students and staff, which occur at any time of day or night, such as student death, suicide attempts, and violence as well as regular needs for supports for students with addictions, complex needs, family violence, and mental health issues.
 - Lead inclusive schooling division in the development, coordination, and delivery of multi-faceted, integrated plans to deliver education plans for students with a wide range of abilities, talents, needs, and goals.
 - Coordinate multiple simultaneous project managers; each leading several projects, programs, and service models.
 - Integrates territorial and regional health supports within schools.
- 5. Manages, with collaboration, facilities operations, maintenance, and health safety.**
- Support school principals to oversee the day-to-day operations of all facilities and establishes school based processes for operations. Also leads the planning for short, medium and long term facility use. This includes the uses of the facilities as community gyms, libraries, education program, recreation, trade programming, health integration (ex: counselling, public health), and information technology.
 - Represents the Employer on Occupational Health and Safety (OH&S) Committee and has full responsibility for establishing and implementing emergency response plans, including fire procedures and lock down procedures. Ensures that all school operations

- and maintenance comply with OH&S regulations in part through establishing training, and other emergency preparation.
 - Oversees the management of required maintenance, repair, lease/user agreements, and security of all GNWT and TCSA facilities, vehicles, and equipment. This includes coordinating services and maintenance where needed with the Department of Infrastructure and/or other stakeholders.
 - Establish practices and protocols under Safe and Caring Schools, workplace training and inspection records, and operation of school equipment.
- 6. Provides organizational leadership to enhance long-range planning and policy development to ensure the timely, efficient and effective delivery of programs and services in compliance with statutory requirements and recognized standard in the areas of finances, Human Resources, and school administration.**
- Directs, manages, motivates, monitors, and provides professional development for all staff appropriate to their position.
 - Analyzes, interprets, evaluates, and manages financial accountability for the TCSA Education operations and management budget of approximately \$20M including spending authority, minor capital expenditures and lease/user agreement negotiations. Conducts financial analyzes including regular variance reporting and taking corrective action as needed to ensure spending matches budget requirements.
 - Analyzes, evaluations, and contributes to the creation of the TCSA wide policies and procedures, by providing practical perspectives, informed opinions.
 - Provides strategic leadership and direction in the development of territorial reporting requirements (ex: Accountability Framework), regional reporting (ex: Annual report to Tẖcẖ Government) as well as contributing to the development of strategic planning documents for the TCSA.
- 7. Participate constructively in the TCSA senior management team and contribute to the leadership of all systems related to territorial and regional mandates.**
- Ensures programs and services are developed and delivered within an integrated services model reflective of the intentions of the mission, vision, and values of the Agency and of the Intergovernmental Services Agreement over-arching the Agency.
 - Perform other tasks, duties, and functions, as assigned by the TCSA CEO.
 - Act as the TCSA CEO, as required.

WORKING CONDITIONS

Physical Demands

No unusual physical demands.

Environmental Conditions

The incumbent travels 2-3 times per year, to meet with partners and approximately once a month each year to the communities or to attend meetings. Travel by road (and winter roads) or by small aircraft to the smaller communities can occur at any time of year. When travelling

to communities, the incumbent must be prepared to live and work in a variety of conditions for short periods.

Sensory Demands

The incumbent must spend long hours in intense concentration both of a technical and an interpersonal nature; be especially adept at listening to and understanding others from a variety of cultural backgrounds; spend long hours on the computer which requires a great deal of attention to detail.

Mental Demands

The incumbent often faces simultaneous, competing demands with limited resources and must be able to set priorities in an ever changing environment. The incumbent works with tight deadlines and must deal with conflicting priorities and regular interruptions. Stress may result from the need to balance community needs and aspirations associated with education programming. In addition, the incumbent may be involved in reconciling public perceptions of education. Stress related to managing a variety of project areas, the need to meet deadlines, conflicting priorities, and constant interruptions may be experienced.

The incumbent is required to spend several hours each week in stressful situations such as communicating disciplinary warnings and other actions to students and staff; planning interventions and supports for students who have issues such as addictions, family violence, mental health, experience trauma, act violently, or who are a suicide risk; and supervising and leading a large staff which may require the implementation and follow through with progressive discipline process which can create increased stress in the workplace.

KNOWLEDGE, SKILLS AND ABILITIES

- A detailed knowledge of federal/provincial/territorial education legislation, policy, research, and pedagogy that includes inclusive schooling, Indigenous education, Information Technology, and curriculum design and delivery.
- An ability to develop innovative approaches to emerging evidence that increase student success.
- A knowledge of leadership, motivational theory, and effective practices; team building; change management; relationship building; success in integrated models of education.
- Knowledge of organization, operations, structure, and processes within education systems; program development; relationships between various partners in communities, within the North and throughout Canada.
- Ability to oversee and support managers of staff and programs.
- A knowledge of broad GNWT and Tłıchǫ Government issues, challenges, and directions in order to provide advice in strategic planning, reporting, and program development.
- Expertise in leading inclusion of Indigenous content in education contexts.
- Extensive experience working with Indigenous learners, Elders, families, and staff
- Extensive and intimate knowledge of NWT, communities, Indigenous peoples and Indigenous cultures, world views, ways of knowing, teaching, learning, doing, being and lifeways including the social, political, and cultural context of the Northwest Territories

particularly as it relates to Tłıchǫ land claims, self-government, and community development and empowerment.

- Experience in team development and implementation, curriculum design, development and implementation and Indigenous culture-based education.
- Requires effective communication, extensive experience working with Indigenous leadership, organizations and community members.
- Ability to engage in critical reflections, analysis, synthesis, organization and presentation of knowledge gathered through research and evaluation.
- Ability to develop curricula, strategies, research, resource and position papers, briefing notes, program outlines, and preparing and presenting to a variety of audiences.
- Understanding of departmental philosophy, curricula, directives, strategic frameworks, policies and approaches and best practices.
- Knowledge of and ability to understand and implement legislation and employment agreements.
- Strong coordination, facilitation, interpersonal and communication skills in diverse environments including mediation and conflict management and resolution skills.
- Strong strategic thinking and decision making skills.
- Highly developed skills in managing, motivating, developing and evaluating staff.
- Outstanding leadership and motivational skills, verbal and written communication skills, problem solving, and decision making skills.
- Ability to work on various committees.
- Demonstrated experience in financial planning and reporting including the ability to monitor variances and implement budgetary controls with a large budget.
- Ability to research, analyze, synthesize and organize complex information.

Typically, the above qualifications would be attained by:

- A Master's Degree or Doctorate in Education (with preference to Education Leadership, Inclusive Practices, Literacy / Curriculum, or Indigenous Education Degrees – equivalencies will be considered).
- Five years' experience as a successful senior manager, principal, or coordinator role within education.
- Five years' experience working in education program delivery with preferred experience in inclusive schooling, Indigenized education, and curriculum/instruction.
- Extensive theoretical and practical knowledge of education pedagogy, operations, and leadership.
- Ten years' experience working in JK-12 schools with Canadian curriculum.
- Extensive experience working with Northern Indigenous peoples and communities.

ADDITIONAL REQUIREMENTS

Position Security (check one)

- ☐ 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: Tlicho

- ☐ Required
- ☒ Preferred