



## IDENTIFICATION

| Department      | Position Title                    |                    |
|-----------------|-----------------------------------|--------------------|
| TCSA Education  | JK-12 Speech Language Pathologist |                    |
| Position Number | Community                         | Division/Region    |
| 94-15099        | Behchoko                          | Education / Tlicho |

## PURPOSE OF THE POSITION

Reporting to the Regional Coordinating Principal (RCP), and as a member of the TCSA regional team, the JK-12 Speech Language Pathologist (JK-12 SLP) develops, delivers, and promotes healthy speech, language, and communication programs and services within a collaborative educational context across all schools of the Tlicho Community Services Agency (TCSA) or as assigned by the (RCP). Cultural competence and sensitivity is required in all aspects of work as one the main goals of this position is to increase school and community capacity in the progress of speech and language development in children to enhance school readiness, to promote efficient and effective outcomes for student achievement, and to ensure maximum potential to improve quality of life.

The JK-12 Speech Language Pathologist (SLP) has an integral role in supporting TCSA schools to help students meet the performance standards of the NWT education system. The incumbent will assume a range of responsibilities, work in partnership with educators and others to meet students' needs, and provide direction in defining their roles and responsibilities in ensuring appropriate service to students. The JK-12 SLP will provide professional coaching to, and engage in professional collaboration with, educators to provide an effective tiered model of SLP intervention within the school setting.

The JK-12 SLP provides assessment, intervention, education, and referral services to clients in accordance with the code of ethics of the Canadian Association of Speech Language Pathologists and Audiologists (CASLPA). Also, in accordance with the priorities and directions established by the Tlicho Community Services Agency (TCSA) the JK-12 SLP works within the legislative and policy frameworks of the Government of the Northwest Territories (GNWT).

## **SCOPE**

The TCSA was established under the Tlicho Agreement effective August 4, 2005. It is a unique organization in the Northwest Territories in two significant ways. Firstly, it is a GNWT Agency, while incorporating the values and principles of the Tlicho people and having the longer term objective of transforming itself into an agency of the Tlicho Government. Secondly, the Agency is the only one in the Northwest Territories to deliver both the health and social services as well as the education programs under one entity as defined under the Tlicho Community Services Agency Act.

Reporting directly to the Regional Coordinating Principal the incumbent will work in ways that contribute to the goals of educational reform to prepare students for the current job market, and responsible citizenship. Accordingly, the incumbent will work with regional education coordinators, school principals, program support teachers, classroom teachers, education assistants, student, and parents/guardians. Clinical oversight is provided through an agreement with Stanton Territorial Rehabilitation Services.

The incumbent will utilize the learning environment as an intervention context, framing services in a manner that integrates classroom context, curriculum activities, and collaborating with students, families, educators, and other personnel. Therapy and assessment services will be conducted primarily within the child's classroom setting such that carry-over of learned communication skills is greater wherever possible. Assessment of the student will involve a complete description of the communication difficulty/ disorder and its impact on the student's ability to meet expected developmental and/or academic outcomes and to participate in classroom expectations.

The incumbent will ensure communication goals are written so that they are compatible with curriculum. As such, goals are educationally relevant and in compliance with curricular learning outcomes.

The incumbent will share assessment information with classroom and program support teachers to effectively develop classroom profiles implementing specific strategies that support Tier 1 and Tier 2 efforts in speech, language, and vocabulary development (as defined within a Response to Intervention model). The incumbent will model intervention techniques and modifications for teachers and educational staff which will require regular meetings with classroom teachers, other professionals, and parents.

The incumbent will approach this position in an inclusive manner, supporting teachers in a student-centered approach with differentiated instruction and flexible groupings to meet the needs of students struggling within the areas of language and literacy. Through home visits, collaborative wrap-around meetings, and other methods the incumbent will actively foster the home-school partnership to overlap and mutually support the oral language and literacy development of the child.

Below are the major responsibilities of the speech-language pathologist in an educational environment. Each classroom context may be different and as such, additional responsibilities may be assigned by the Regional Coordinating Principal.

## **RESPONSIBILITIES**

- 1. Provide support for classroom teachers, through a variety of tiered responses.**
  - Creates a classroom profile based on assessments, classroom observations, classroom teacher and program support teacher input;
  - Contributes to the development of school-based initiatives;
  - Works cooperatively with school personnel to accomplish goals and objectives of the school;
  - Coordinates and/or attends staff meetings, school-based support team meetings, collaborative professional learning team meetings, and parent-teacher conferences;
  - Serves on committees to support speech and language development;
  - Actively participates as a member of the School-Based Support Team;
  - Maintains records and prepares reports as required by Regional Coordinating Principal or designate;
  - Collects, maintains, analyzes and interprets relevant data for classroom programming;
  - Updates current files for use by authorized school personnel;
  - Adheres to the rules of confidentiality and performs all duties in accordance with the GNWT Education Act, the Code of Ethics and Rules of Speech-Language & Audiology Canada (SAC), and the philosophy and objectives of the TCSA; and
  - Actively incorporate appropriate culture and language traditions when working with staff and students.
- 2. Administer SLP assessments, support case planning, and provide targeted tiered intervention.**
  - For all students: applies ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction (Tier 1);
  - For all students: provides tier 1, 2 and 3 leveled support;
  - Coordinates services through the SLP Coordinator;
  - For at-risk students not responding to Tier 1 interventions: works with education staff to apply targeted intensive prevention or remediation services within either the classroom or in pull out models;
  - For students experiencing minimal success with Tier 1 and 2 instruction/intervention: provide individual intervention with extended frequency and duration;
  - Collaborates with other school personnel and specialized support services to best meet the needs of students in all instances;
  - Uses appropriate screening instruments;
  - Promotes autonomy by respecting different values and cultural expression;
  - Provide support to families by assisting with home program preparation, modelling and monitoring;

- Administers ongoing formal and informal curriculum-based assessments;
- Observes students in their educational environments;
- Gathers information from parents and other professionals;
- Collaborates and models with the teacher to implement recommendations in wholeclass or small group settings; and
- Provides appropriate information, to multiple stakeholder groups, on an informal or formal basis regarding speech, language and hearing problems as it relates to literacy and language learning;
- Presents information to school personnel about speech, language and hearing challenges/disorders as they relate to communication and literacy skills and the impacts they have on learning;
- Presents information to parents/guardian and other agencies as required;
- Provides reports as and when required to the Regional Coordinating Principal.

**3. Researching, developing, coordinating, and facilitating culturally relevant education and training for education professionals, students, formal and informal caregivers, and community members**

- Facilitates learning about speech language development for clients, formal and informal caregivers, health team members, day care workers, and community members;
- Counsels clients, formal and informal caregivers, and community members on all aspects of communication disorders;
- Coordinates information transfer if client moves to other setting or community; and
- Evaluates and revises education programs and resources to ensure effectiveness and documents this evaluation process.

**WORKING CONDITIONS**

**Physical Demands**

The incumbent may need to carry heavy bags with testing equipment and/or therapy resources for short distances. The incumbent may have to move classroom equipment to support small group learning. The incumbent will be required to work seated at a desk and also on the floor as they deliver speech therapy through age-appropriate play activities for early elementary aged children.

**Environmental Conditions**

The incumbent will regularly work on-site in a school environment providing individual and small group interventions as well as whole-class therapy insofar as it supports the classroom teacher to deliver an oral-language based approach to instruction.

The incumbent will be required to travel to remote communities via by road vehicle and small aircraft. This travel will occur during all seasons and may expose the incumbent to extreme cold weather. Duty travel involves absences from the school / office and from home. Unforeseen weather conditions may disrupt work plans and home life. The incumbent will conduct home visits to communicate with parents/guardians.

### **Sensory Demands**

No unusual sensory demands.

### **Mental Demands**

The incumbent must exhibit a calm and non-judgmental demeanor in challenging situations. The incumbent will be expected to use analytical, conceptual, and evaluative thinking in daily work. The incumbent will be expected to remain motivated and innovative while working collaboratively with both Health and Education professionals.

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

- Ability to apply previous learning and experience to new situations.
- Ability to apply problem solving concepts to difficult and/or unique situations.
- Knowledge of principles of education and learning.
- Knowledge of a wide variety of assessments, interventions, and recommendations for mild to severe speech concerns in an educational setting.
- Knowledge of principles of cultural competence/ cultural safety.
- Ability to evaluate own beliefs, behavior and personal bias.
- Ability to develop and implement speech, language and hearing strategies within an education model focusing on tiered supports.
- Work collaboratively with other multi-disciplinary team members.
- Excellent verbal, written, and interpretive communication skills.
- Ability to persevere in the face of challenges including high caseloads.
- Ability to work with a wide variety of clients and needs.
- Ability to work independently as well as to collaborate with multi-disciplinary teams.
- Analytical skills.
- Demonstrated ability to utilize word processing, spreadsheets, email, and Internet.
- Knowledge of privacy and confidentiality as it relates to:
  - Verbal communication
  - Written and electronic client records
  - Electronic devices
  - Release of client information

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

- Successful completion of a Master's Degree in Speech-Language Pathology
- Member of the Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) and/ or equivalent provincial/ territorial organization.
- 3-5 years of field experience would be an asset.
- Speech-language pathology experience in public schools is an asset.

## **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:** Select language

- Required
- Preferred