



## IDENTIFICATION

| Department                       | Position Title        |                 |
|----------------------------------|-----------------------|-----------------|
| Tłıchǫ Community Services Agency | Relief Culture Worker |                 |
| Position Number                  | Community             | Division/Region |
| 94-16376                         | Behchokò - Rae        | Tłıchǫ          |

## PURPOSE OF THE POSITION

The Relief Culture Worker (RCW) is responsible for assisting with instruction and providing support and encouragement to students while participating in culture camps and activities in order to ensure all students have the opportunity for a successful and meaningful learning experience. The Relief Culture Worker operates under the *Education Act*, the GNWT Indigenous Language and Education Policy, and the policies and procedures established by the district, region and school.

## SCOPE

At the discretion of the Principal, the Relief Culture Worker reports to the Principal or their designate (Vice Principal, camp lead, or designated teacher). The position is responsible for assisting with implementing of Indigenized learning opportunities including assisting in classroom activities and organizing camps and collaborating with classroom teachers. The RCW is responsible for ensuring the safety of students while participating in land based activities at school, at day camps, and at overnight camps. The RCW is also responsible for ensuring that Tłıchǫ language and culture are taught and students are provided with a learning environment that promotes a sense of accomplishment and self-confidence.

The role of the RCW will have a direct impact on all students by ensuring cultural identity is reflected in the work of the school. It will increase the chances of having these students remain in the education system and gaining the skills required to be successful in life. It will also have a direct impact on the ability of the Classroom Teacher to indigenize their classroom practices and provide appropriate culture and land based education.

## **RESPONSIBILITIES**

### **1. Ensure that camps are run safely.**

- Meet to provide input on location and equipment for camp, review safety protocols, participate in OHS requirements and plan activities for camp;
- Maintain required certifications;
- Participate in the safety communication prior to leaving;
- Ensure the use of all safety equipment (e.g. helmets, PFDs/lifejackets);
- Ensure ice thickness is checked prior to traveling on ice;
- Participate in the camp safety inspections, reporting, and planning;
- Check equipment prior to camp, report and damaged equipment;
- Safe operation of all motorized equipment including maintaining appropriate licences and following all associated regulations and laws;
- Transport and store equipment properly including regulations for guns and other weapons/sharps, particularly during transportation and storage; and
- Complete a safety check of all equipment prior to use.

### **2. Assist with preparing and clean-up of the site(s) used for cultural learning.**

- Build washrooms (or other facilities) for males/females (e.g. spruce bough hut or check outhouse is stocked);
- Pack gear (often with participating students);
- Ensure all material and equipment is kept in good condition. This includes cleaning, and proper storage of equipment after use;
- Ensure the site is clean during and after use;
- After camp, properly store all equipment, take down tents, maintain outhouses, clean/remove garbage;
- Transport students to and from the camp sites (ex: snow machines, and boats);
- On site, return dry and clean equipment, report any damaged or lost equipment;
- Lead the set-up of tents for Elders, staff and students. Often this means leading older students through set up, take down, storage and considerations for where to set up the tents; and
- Ensure basic daily needs are well stocked (e.g. wood, hand sanitizer and water).

### **3. Instruct and support Elders' instruction, of traditional knowledge, language, and skills.**

- Support Elders in demonstrations and lessons of traditional knowledge and skills;
- Perform demonstrations and model cultural and traditional skills;
- Guide students to perform the cultural and traditional skills (hands on practice);
- Support the school's effort to promote Tłıchǫ language by speaking Tłıchǫ with students;
- Participate in before and after activities that connect the learning on the land with the classroom; and
- Participate with team to report on student progress related to cultural learning.

### **4. Perform and support camp cooking duties.**

- Plan food for the event including traditional and non-traditional food;
- Follow safe food preparation guidelines;
- Assist in food related demonstrations (such as fish or meat preparation);
- Clean the cooking site, and
- Ensure safe storage of food throughout camp.

**5. Participate in supervisory and learning activities in order to provide opportunities for all students to become active in cultural activities at school, camps, and field trips.**

- Attend workshops and professional development where offered;
- Ensure that all students have access to cultural activities regardless of gender and provide advice on how to support understanding the traditional gendered values associated with some cultural activities;
- Co-organize special events such as Feeding of the Fire, Handgame and traditional games, drum dances, and drumming;
- Support the delivery of Dene Kede curriculum at camps, school and in classrooms;
- Supervise students, including during transport, at school, at camps;
- Attend staff meetings where required for planning and review (typically be a member on the school's Indigenous Language Team);
- Reinforce behavioral expectations following school behavioral guidelines;
- Assist in the management and safe behavior of students;
- Promote the growth and independence of each student;
- Assist in evaluating students' understanding of directions, concepts and/or progress
- Encourage students to develop independent skills in working, thinking and communicating
- Assist by tutoring or mentoring individual students, working with small/large groups of students or in a team teaching situation with the teacher, always under the supervision of the teacher; and
- Support the delivery of specialized or modified programs and IEPs.

**6. Perform other related duties as required**

- Perform day to day duties that support the school (ex: supervision of students (group, class, and one-on-one), upkeep of cultural spaces and equipment, and maintenance of the schools equipment).
- Participate in overnight camps through the year.

**WORKING CONDITIONS**

**Physical Demands**

The RCW position is physically demanding. Camp set up and clean-up is physically demanding work in all temperatures for long periods of time including overnight. The RCW spends a significant portion of time standing or walking at camps. The incumbent is expected to participate in student activities and must regularly lift or carry materials. Physically demanding tasks such as chopping wood, setting up tents, and operating motorized

equipment is required. The incumbent is required to spend a significant amount of time each day outside supervising children in cold and inclement weather.

### **Environmental Conditions**

Certain students may display inappropriate behaviors such as abusive language or may have personal hygiene problems or lack of personal habits. The RCW is exposed to cold and inclement weather on a daily basis. The incumbent also must also deal with situations involving blood and injury and may need to provide basic medical attention. The incumbent may also encounter animals while on the land.

### **Sensory Demands**

Sensory demands include working outside in a wide range temperatures, light, and weather conditions. The culture camp environment can also be noisy and stressful.

### **Mental Demands**

RCW may work with students who require additional assistance and support and who do not generally achieve the same level of success in the classroom as other students. Many of these students have a high level of needs and may not react in a typical manner. The high needs of the students and the lack of success often leads to frustration and emotional stress for the RCW.

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

The incumbent must have the ability to provide instruction in traditional knowledge (living and working on the land) to students in a wide range of grade levels. The incumbent must have knowledge of the goals and objectives of inclusive schooling and requires the ability to read and comprehend appropriate materials including safety planning, first aid, ice thickness, safe operation of motorized equipment, and safe operation of knives/axes and other sharp tools. The incumbent requires an understanding of different learning styles and a basic understanding of teaching, instruction and behaviour management techniques.

The incumbent must have or be prepared to obtain:

- Wilderness First Aid and CPR Certification;
- BOAT operating license;
- Snowmobile safety course;
- Canadian Firearms Safety Course (for non-restricted weapons);
- Possession and Acquisition License (gun license);
- Ice thickness testing;
- OHS training in the operation of specialized equipment;
- WHMIS;
- Safe Food Handling; and
- Others as required.

The incumbent requires knowledge of the goals, objectives and operations of the school and the TCSA board as well as the local people and culture. An ability to speak the Tłıchǫ language is preferred.

The incumbent must demonstrate the following skills:

- strong interpersonal skills
- expertise in traditional knowledge and skills
- team building
- analytical and problem solving skills
- planning and organizational skills
- decision making skills
- effective verbal and listening communications skills
- conflict management and resolution skills
- stress and anger management skills
- time management skills
- ability to deal with difficult situations
- exemplary traditional knowledge and skills
- ability to work in a multi-cultural setting with young people, staff and parents
- ability to work with students with special needs
- ability to speak in Tłıchǫ (preferred)
- ability to read instructions
- ability to contribute to safety meetings and records

### **Personal Attributes**

The incumbent must maintain strict confidentiality in performing the duties of the Relief Culture Worker. The incumbent must also demonstrate the following personal attributes:

- be honest and trustworthy
- be empathetic to student needs and circumstances
- be positive and respectful
- possess cultural awareness and sensitivity
- be flexible
- be dependable, self-motivated, demonstrate sound work ethics and act as a role model for students
- demonstrate patience and self-control

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

The incumbent would normally acquire the required knowledge and skills through completion of certifications and licenses listed. Experience on the land and learning from Elders is required (ex: hunting, trapping, fishing, camp preparation).

### **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