



Government of Northwest Territories

IDENTIFICATION

Department	Position Title	
Dehcho Divisional Education Council	Supervisor of Schools	
Position Number	Community	Division/Region
96-13307	Fort Simpson	Dehcho

PURPOSE OF THE POSITION

Reporting to the Superintendent of the Dehcho Divisional Education Council, the supervisor of schools is responsible and accountable for ensuring the development and delivery of quality educational curricula and programs in accordance with the *Education Act* and the policies of the Dehcho Divisional Education Council.

SCOPE

The Dehcho Divisional Education Council (DDEC), is the governing body for the Dehcho region as legislated in the *Education Act*. The Dehcho Divisional Education Council (DDEC) consists of one member from each of the eight District Education Authorities (DEAs) that represent the communities of Fort Simpson, Fort Providence, Fort Liard, Wrigley, Nahanni Butte, Jean Marie River, Kikisa and Sambaa k'e.

The DDEC serves approximately 430 students in nine schools, is responsible for a staff of approximately 90 administrators, teachers and support staff and a budget of over \$13 million.

The Superintendent and Supervisor of Schools and administrative staff of the DDEC provide professional advice, educational, administrative, technical and financial services; and support and assistance to the Council, 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 Council.

The Supervisor of Schools reports directly to the Superintendent. This position is part of the DDEC Senior Management Team, which includes the Superintendent and the Comptroller.

Reporting directly to the Supervisor of Schools in the Council office are 8 principals. Supervision and evaluation of principals is a shared responsibility between the Supervisor of Schools, and the Superintendent. The Supervisor of Schools oversees and will conduct teacher evaluations on requests when there is a perceived conflict of interest or a second evaluation is required.

The Supervisor of Schools position (it) has a significant and direct impact on the operations of the DDEC, the DEAs, the staff of schools and students within the Council. It is responsible and accountable for the delivery of quality education programs, services and curriculum as mandated by the Department of Education, Culture and Employment and directed by DDEC.

This includes planning, researching and developing curriculum in accordance with GNWT and DDEC requirements; developing and administering school programs in accordance with the Ministerial Directive on Inclusive Learning and Aboriginal language and culture programs in accordance with the Ministerial Directive on Aboriginal Language and Culture Based Education; conducting program, school and instructional needs assessments; developing appropriate in-service and training programs for Division administration and instructional staff; conducting principal evaluations; dealing with community issues concerning programming and curriculum; and providing administrative services and support to DDEC, DEAs, school administrators and staff.

The Supervisor of Schools takes the lead in the areas of curricula, instruction and educational programming. While it must abide by established legislation, curriculum agreements and policies, the Supervisor of Schools has the authority to make recommendations concerning internal policies and division wide procedures and implementing appropriate programs, coordinating training and the continued development of computer and communications technology and programs. It is also responsible for making recommendations and providing advice in all relevant areas to the Superintendent.

The Supervisor of Schools is responsible and accountable for the delivery and results of educational programs from kindergarten through grade twelve in the nine schools of the division and the allocation of financial resources for their delivery. A thorough knowledge of legislation and directives including the *Education Act*, Regulations and Ministerial Directives; the *Financial Administration Act* and the Financial Administration Manual, the *Public Service Act* and Human Resources Manual, the NWT TA and UNW Collective Agreements and the Excluded Employees' and Senior Managers' Handbook is necessary in carrying out the duties of the Supervisor of Schools.

RESPONSIBILITIES

- 1. Performs duties assigned by the Superintendent and mandated by the Education Act, the regulations and the Minister of Education, Culture and Employment, and the Dehcho Divisional Education Council including but not limited to:**
 - Lead and supervise curriculum development, implementation, instruction and educational programming;

- Provide direction, professional development support and supervision for the implementation of new curricula and policies;
- Research and recommend policy development and program implementation;
- Develop programs and strategies to support principals, and teachers in isolated communities including implementation of grade extensions;
- Coordinate training and support for implementation of regional and territory-wide assessment;
- Coordinate training for all coordinators, principals, teachers and support staff in the use of technology and the student information system;
- Coordinate the planning and development of technology infrastructure;
- Establish and facilitate distance education programs and provide support and training to staff on distance educational instruction and delivery;
- Liaise with and report to the Department of Education, Culture & Employment, Finance, Health and Social Services and other government departments according to their requirements;
- Provide advice on school constructions and capital renovations;
- Make recommendations and advise the Superintendent in all relevant areas;
- Complete special projects as assigned by the Superintendent; and
- Perform the duties of the Deputy Head in the absence of the Superintendent.

2. Supports the Superintendent in providing for the development of educational programming and assessment practice for students and adhere to the Ministerial Directive on Inclusive Learning:

- Establish, implement, supervise and assess the administration and delivery of education programs and individual education plans in accordance with the Directive;
- Demonstrate leadership, understanding and commitment to the inclusive learning practices;
- Ensure all written procedures/policies required by the Directive for the development of Individual Education Plans are in place and followed;
- Monitor the implementation of the Directive, including policies, guidelines, in-service and professional development that support inclusive learning practices;
- Work with principals to assist with targeting inclusive learning priorities that will strengthen programming, support and services for all schools, students and staff;
- Ensure that assessment, evaluation and reporting for all students is consistent with territorial, education division and education district standards; and
- Approve, review and monitor home schooling programs in accordance with the home schooling regulations and, at the direction of the District Education Authority, terminate home schooling programs.

3. Supports the Superintendent in providing oversight and leadership for the development of educational programming for students, teacher professional development and adhere to the Ministerial Directive on Aboriginal Language and Culture-Based Education (ALCBE):

- Establish, implement and supervise the administration and delivery of education programs in accordance with the Directive;

- Support the Teaching and Learning Centre in the development of resources and materials to teach and promote language and culture reflective of the people of the region;
- Demonstrate leadership, understanding and commitment to Dene and Metis languages and culture-based teaching and learning practices reflective of the people of the region;
- Ensure all written procedures/policies required by the Directive are in place and followed;
- Monitor the implementation of the Directive, including policies and guidelines that support Aboriginal language and culture-based teaching and learning practices;
- Establish teaching and learning priorities, together with education bodies, to specifically strengthen and support Aboriginal language and culture-based programming;
- Promote awareness and understanding among students and staff in the school and parents and stakeholders in the community about the importance of both Aboriginal language learning/revitalization and culture practice; and
- Ensure that assessment evaluation and reporting for all students is consistent with territorial, education division and education district standards.

4. In collaboration with the Superintendent, develop educational goals and plans together with the District Education Authorities (DEA) in the jurisdiction:

- Encourage cooperation between education staff, students, parents, community elders and other members of the community in the development of long range strategic planning and establish educational goals and plans within the jurisdiction;
- Collaborate with principals, teachers and DEAs in each community to develop monitor School Improvement Plans, Safe Schools Plans and the school calendar;
- Work cooperatively with Aurora College, and with the persons responsible for the regional administration of education, culture and employment to meet the educational needs of each education district;
- Act as a liaison between District Education Authorities in each community and local representatives for justice, social services, health and community and regional Governments and organizations.

5. Supervise all education staff in the communities within the jurisdiction:

- Ensure that supervision and evaluation of school principals and staff is consistent with territorial, education division and education district standards;
- Conduct program, school and instructional needs assessments;
- Develop and facilitate in-service and training programs that meet identified needs;
- Provide an annual report to summarize principal and teacher performance appraisals in accordance with the Principal Growth and Evaluation Guide and Teacher Growth and Evaluation Guide;
- Supports the establishment of safe and caring schools in accordance with related policies and regulations;
- Supports the occupational health and safety of all employees and oversight of all associated tasks and reporting; and
- Supports the establishment of safe and caring schools in accordance with related regulations and policies.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

No unusual demands.

Mental Demands

The incumbent is expected to travel up to 60 days per year or between 30% and 35% of the school year.

KNOWLEDGE, SKILLS AND ABILITIES

- Seasoned knowledge of classroom teaching at the K-12 level
- Seasoned knowledge of education administration in a K-12 school setting
- Knowledge of and ability to understand and implement legislation and employment agreements
- Strong analytical and evaluative problem-solving skills
- Excellent written and verbal communication skills
- Highly developed leadership, negotiation and public speaking skills
- Thorough understanding of educational philosophies, curricula development and implementation, and instruction methods
- Awareness of the Ministerial Directive on Inclusive Learning
- Awareness of the Ministerial Directive on Aboriginal Language and Culture-Bases Education (ALCBC)
- Experience in evaluation of program, curricula, school, principals and teachers
- Experienced in facilitation and coordination of in-service, training and development activities
- Strong interpersonal skills
- Ability to work in a multicultural setting.

Typically, the above qualifications would be attained by:

- A Bachelor of Education degree or related degree
- A Masters degree in Curriculum Development or Education Leadership
- 7 years of classroom teaching experience teaching in a K-12 school setting
- 5 years of administrative experience in a K-12 school setting
- 2 years of curriculum development experience
- Eligibility for an N.W.T. Teaching Certificate
- Eligibility for an NWT Principal Certification through completion of the Educational Leadership Program offered over two summers

- Participation in a variety of training programs offered by the employer and professional organizations is considered 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