



IDENTIFICATION

Department	Position Title	
Dehcho Divisional Education Council	Student Support Worker	
Position Number	Community	Division/Region
96-17109	Fort Providence	Dehcho

PURPOSE OF THE POSITION

The Student Support Worker is responsible for the provision of culturally relevant education, health promotion, and prevention activities to the students and community members of their Dehcho communities. These activities will focus primarily on promoting mental health among students, and center around equipping students with the skills and strategies necessary to build and maintain healthy relationships amongst their peer groups. Occasionally, community workshops will be held in these same areas.

SCOPE

Located in Fort Providence, the Student Support Worker (SSW) reports to the Superintendent of Schools and is an integral member of the Dehcho Wellness Unit (DWU). The Superintendent and/or assigned delegate(s) will provide functional direction and guidance for this role.

The Dehcho Division Education Council (DDEC) is undertaking a comprehensive Social Emotional Learning (SEL) program. DDEC's priority is to focus on student mental wellness.

This priority is couched in the belief that students who feel better, learn better. Further, it is believed that effective mental wellness strategies (i.e. self-regulation, compassion, empathy, and resilience), need to be taught directly to students to better ensure their efficacy. The position must be willing to assume flexible hours of work and be willing to travel occasionally to any outlying communities in their area/ zone.

The Student Support Worker provides personal interaction by connecting with staff and students both in-person and virtually. Any 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.

This position will require occasional travel to all communities in the Dehcho. Transportation includes small planes and driving on winter roads in various weather conditions.

RESPONSIBILITIES

1. Provide culturally relevant education, health promotion, and prevention activities to the students and community members of their assigned community, as well as outlying communities in their area.

- Work directly with staff and students to facilitate the SEL curriculum. This includes mentoring and co-teaching with teachers. The incumbent must have a thorough understanding of the curriculum and an awareness of various issues associated with Social Emotional Learning.
- Work directly with the school(s) Anti-Bullying Committee(s), students, and staff to create and implement the Anti-Bullying program. This includes training and mentoring staff as well as co-teaching with teachers. The incumbent must have a thorough understanding of the anti-bullying curriculum and an awareness of various issues associated with bullying.
- Initiate a variety of after-school clubs designed to build self-esteem and connectedness to others.
- Facilitate informational workshops and community presentations in areas of mental wellness, anti-bullying, and healthy relationships.
- Be very familiar with trauma informed practices and feel comfortable in these settings.
- Collaborate with community service providers and organizations in prevention and wellness activities related to mental health.
- Provide organizational support and actively participate in community interagency meetings.

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

- Establish a trusting relationship with children 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.

3. 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 aftercare and follow-up support for students through small group and individual education and network of self-help resources.
- Act as an advocate and system navigator for students in working with other agencies.
- Complete program reports to meet program accountabilities, long range planning and quality management.

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

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

The incumbent will be exposed to colds/contagious illnesses within the school environment.

Sensory Demands

Moderate listening and observing body language and student behaviours are required when working directly with students and/or family or community members.

Mental Demands

The SSW will support and manage the high mental wellness needs of students. Certain students may display inappropriate behaviors such as abusive language, inappropriate physical behaviour or lack of personal habits. The incumbent will be exposed to unpleasant/challenging situations. The incumbent will also travel on northern roads occasionally.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of physical, psychological, and social effects of addictions, and family violence.
- Knowledge of health, lifestyle and wellness programs, services, and related activities.
- Knowledge of cultural values, customs, and ideology of the Indigenous peoples of the NWT.
- Ability to promote health activities in the area of mental, spiritual, and emotional health.
- Awareness of the importance and limitations of confidentiality, and the ability to maintain strict confidentiality of personal information.

- Interpersonal and relationship building skills developed through working with youth in various venues/mediums such as art, sports, music, dance, and traditional Indigenous activities.
- Ability to learn and use evidence-based communication and interaction skills.
- Ability to learn and apply knowledge of Mental Health First Aid for Northern Peoples.
- Ability to be self-directed, meet deadlines, and prioritize work.
- Ability to be flexible and contribute positively in a cooperative team environment.
- Ability to learn and understand the local cultural and social issues in each of the Dehcho communities; and provide culturally relevant activities respectful of Indigenous practices.
- Ability to prepare written documents which are clear, concise and easy to understand.
- Computer skills including word processing, spreadsheets, Adobe, Internet, scheduler, and Zoom/Microsoft Teams.
- 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 10 and six (6) years of relevant lived experience in the NWT providing support in community related and youth directed activities.

Relevant lived experience is defined as someone who has:

- lived/is living in the NWT, and has had interactions with wellness services
- a clear understanding of wellness services personally and professionally
- been active and supportive in the community and in their culture
- a healthy lifestyle that is founded in cultural understanding and practices
- a cultural understanding of healing

Equivalent combinations of education and experience will be considered

ADDITIONAL REQUIREMENTS

Position requires the incumbent to be trained or willing to be trained in Standard First Aid, CPR-AED, Youth Mental Health First Aid, and Applied Suicide Intervention Skills Training.

Must have or be willing to acquire training certificate in Trauma Informed Practice, Assessment, and Treatment

Must have a valid driver's license.

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: Select language

Required

Preferred