



## IDENTIFICATION

Department	Position Title	
Dehcho Divisional Education Council	Culture Worker	
Position Number	Community	Division/Region
96-17452	Fort Simpson	Education / Dehcho

## PURPOSE OF THE POSITION

The Culture Worker 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 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

Located in Fort Simpson, the Culture Worker reports directly to the Superintendent, Dehcho Divisional Education Council, and will be assigned to both the Líidíí Kúé Regional High School, and the Líidíí Kúé Elementary School, where the incumbent will functionally report to the Principal or designates such as Vice Principal, Camp Lead, or designated Teacher positions at each school. 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 CW is responsible for ensuring the safety of students while participating in land based activities at school, at day camps, and at overnight camps. The CW is also responsible for ensuring that Dene/Metis languages and/or cultures are taught and students are provided with a learning environment that promotes a sense of accomplishment and self-confidence.

The role of the Culture Worker 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 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 Occupational Health and Safety (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 any damaged equipment.
- Safe operation of all motorized equipment including maintaining appropriate licenses 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.
- 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 students (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.
- 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.
- Preform demonstrations and model cultural and traditional skills.
- Guide students to perform the cultural and traditional skills (hands on practice).

- Participate in before and after activities that connect the learning on the land with the classroom.
- As directed by Principal or designate, assist in reporting 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.
- 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 traditional games, drum dances, and drumming.
- Support the delivery of Dene Kede curriculums at camps, school and in classrooms.
- Supervise students, including during transport, at school, at camps.
- Attend staff meetings where required for planning and review.
- Reinforce behavioural expectations following school behavioral guidelines.
- Assist in the management and safe behavior of students.
- Promote the growth and independence of each student.
- 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.
- Support the delivery of specialized or modified programs and Individual Education Plan (IEP)s.

**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 work environment of this position is physically demanding. Camp set up and clean-up occurs in all temperatures and for long periods of time including overnight. The CW spends a significant portion of time standing or walking at camps and regularly lifts and carries materials. Physically demanding tasks also include chopping wood, setting up tents, and operating motorized equipment. The incumbent is expected to participate in student activities and spends a significant amount of time each day outside supervising children in cold and inclement weather. Activities include participating in youth recreational sports and on the land camps (hiking, walking, running, dancing).

### **Environmental Conditions**

The CW is exposed to cold and inclement weather on a daily basis. The incumbent will be required to handle situations involving blood and injury and may need to provide basic medical attention. The incumbent may also encounter animals while on the land. The culture camp environment can be noisy and stressful.

### **Sensory Demands**

Sensory demands include awareness of wildlife and fire occurrences.

### **Mental Demands**

The CW 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. Certain students may display inappropriate behaviors such as abusive language or may have personal hygiene problems or lack of personal habits.

## **KNOWLEDGE, SKILLS AND ABILITIES**

- Ability to provide instruction in traditional knowledge (living and working on the land) to students in a wide range of grade levels.
- Knowledge of the goals and objectives of inclusive schooling.
- Traditional knowledge and skills, and the ability to share their expertise and experience.
- 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.
- Ability to acquire and/or apply understanding of different learning styles and a basic understanding of teaching, instruction and behavior management techniques.
- Ability to adapt communication styles to multiple cultural environments (e.g., communication when following Elder protocols or cultural safety protocols).
- Ability to share expertise in traditional knowledge and skills.

- Knowledge of privacy and the ability to maintain strict confidentiality of information. Analytical, problem solving and decision making skills.
- Planning, time management and organizational skills.
- Verbal and listening communications skills and the ability to read / interpret instructions.
- Conflict management and resolution skills.
- Self-care and behaviour management skills.
- Ability to manage challenging situations with patience and self-control.
- Ability to work in a multi-cultural setting with young people, staff and parents.
- Ability to work with students with special needs.
- Ability to contribute to safety meetings and records.
- Ability to be positive, respectful and empathetic to student needs and circumstances.
- 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:**

Experience on the land and learning from Elders (ex: hunting, trapping, fishing, camp preparation).

Equivalent combinations of education and experience will be considered.

**ADDITIONAL REQUIREMENTS**

The incumbent must have or be prepared to obtain within a reasonable timeframe:

- 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.

**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:** South Slavey

Required

Preferred