



IDENTIFICATION

Department	Position Title	
South Slave Divisional Education Council	Indigenous Language Support Assistant	
Position Number	Community	Division/Region
99-17144	Fort Smith	Education/South Slave

PURPOSE OF THE POSITION

The Indigenous Language Support Assistant is responsible for assisting with the implementation of Indigenous Language and Culture curriculum to provide students with an optimal learning environment for the acquisition of Indigenous Language and Culture. This position operates under the *Education Act* and the policies and procedures established by the district, region and school.

SCOPE

Located in Fort Smith at the Paul William Kaeser High School, the Indigenous Language Support Assistant (ILSA) reports to the Principal, and is responsible for helping to provide quality curricular and program activities in Indigenous language and culture for students inside and outside the classroom. This will include providing extra assistance to some students in the areas of language and culture instruction.

The ILSA is also responsible for assisting with the preparation of instructional materials to provide a positive learning environment and preparing, organizing and delivering the resources required for successful language and culture instruction. This position assists with the documentation of student achievements and communicating with parents as directed by the Principal. The incumbent may be responsible for assisting with the delivery of the Indigenous Languages program. These responsibilities will include the use of the Dene Kede and Our Languages Curriculum for integrating culturally and linguistically appropriate learning activities.

This position has a direct impact on the ability of Indigenous Languages Educator (ILE) to provide and deliver quality curricular programs for all students. Support services enhance the potential for all students to have a positive and rewarding educational experience. Failure to provide these support services significantly decreases the opportunity for all students to achieve success.

RESPONSIBILITIES

The Principal will determine the specific duties of the ILSA role. These duties vary from year to year and from time to time depending on the identified needs of the students. In general, these duties will include but may not be limited to the following:

- 1. Provide the Indigenous Languages Instructor with assistance and support in the delivery of the curriculum in order to provide students with an optimal learning environment.**
 - Assist with delivery of curriculum, lessons and lesson plans as directed by the Indigenous Languages Educator.
 - Provide additional assistance to students who are experiencing learning difficulties.
 - Plan and deliver learning activities for groups of students as directed by the Indigenous Languages Educator.
 - Support the Indigenous Languages Educator with classroom management according to guidelines developed in cooperation with school administration.
 - Participate in designing learning resources that support Indigenous language instruction.
 - Help evaluate student's understanding of directions, concepts and/or progress.
 - Encourage students to develop independent skills in working, thinking and communicating.
 - Assist in assessing students' language proficiency and modify instruction based on student's needs, strengths and challenges.
 - Enrich classroom instruction with cultural programming.
 - Provide students with extra practice on concepts that have not been mastered.
 - Act as a role model in the classroom and help raise students' sense of self-esteem.
 - Listen to students read and practice language.
 - Keep records and logs of student's progress.
 - Assist the ILE with planning/ resource development.
- 2. Participate in ongoing professional development activities.**
 - Attend teacher and Indigenous Language professional development as scheduled.
 - Participate in school professional development and activity days.
 - Undertake professional development opportunities not provided by the employer such as the Aboriginal Language and Culture Instructor Program (ALSIP)
- 3. Assist with preparing reports concerning student achievements and limitations and to provide a realistic perspective of student success.**
 - Provide ILE with summaries of oral proficiency assessments (OPAs).

- Consult and assist with observing and documenting students' progress.
- Prepare reports and provide input for student report cards on student academics and/or behavioural situations, as required.
- Relay parental concerns to the Indigenous Languages Educator and/or Principal.
- Attend parent-teacher interviews when requested by the ILE or Principal.

4. Assist with delivering the Our Languages Curriculum (OLC), Dene Kede and the language programs to ensure the curriculum is delivered in a culturally appropriate and effective manner.

- Assist with planning the Our Languages Curriculums (OLC), Dene Kede curriculums and the language programs.
- Ensure the Our Languages Curriculum and the language programs are appropriate for the community and region.
- Provide instruction in the Our Languages Curriculum language programs.
- Assist the Teacher and/or Indigenous Languages Educator with developing and integrating cultural and language components into the curriculum.
- Develop language and cultural learning activities and materials.

5. Assist with identifying and preparing appropriate (language and cultural) materials and the classroom to ensure the required learning resources are readily available.

- Prepare, organize and tidy the classroom or work area daily.
- Prepare and organize instructional materials, including maintaining the bulletin board, making photocopies, laminating materials, making play dough, preparing craft materials, writing lessons on the display board, hanging pictures and items in the classroom or work area, etc.
- Develop illustrative material.

WORKING CONDITIONS

Physical Demands

The ILSA spends a significant portion of time standing or walking in the school and may also be required to assist students who have physical limitations (such as in wheelchairs). The incumbent may be required to supervise children in cold and inclement weather, and there may be times when the incumbent will be required to intervene in physical confrontations between students.

Environmental Conditions

Exposure to cold and inclement weather. There are requirements relating to assisting students with toileting and situations involving blood and injury and the provision of basic medical attention.

Sensory Demands

Moderate listening and observing body language and student behaviours are required when assisting with instruction and providing support and encouragement to students.

Mental Demands

The classroom environment can be noisy and active.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of the goals and objectives of inclusive schooling and the ability to read and comprehend appropriate materials including reading and mathematics textbooks.
- Knowledge of and/or the ability to acquire and understanding of different learning styles as well as teaching, instruction and classroom management techniques.
- Knowledge of community resources and services.
- Ability to provide instruction in core academic subjects (reading, writing, mathematics) to students in a wide range of grade levels.
- Ability to acquire knowledge of the goals, objectives and operations of the school and District Education Authority (DEA) as well as the local people and culture.
- Interpersonal skills as well as verbal and listening communication skills.
- Planning, organization, time management skills and the ability to work independently.
- Ability to read and understand instructions, IEPs, meeting minutes, and communications.
- Written communication skills including the ability to write and maintain accurate student records.
- Analytical, problem-solving and decision making skills.
- Conflict management and resolution skills.
- Ability to keep one's emotions under control and able to apply special techniques or plan activities ahead of time to manage emotions or stress.
- Computer skills including the ability to operation work-processing, email and internet applications.
- Ability to work in a multi-cultural setting with young people, staff and parents.
- Ability to work with students with special needs.
- 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 12 and related experience in an educational environment.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

The incumbent must have or be prepared to obtain First Aid and CPR Certification.

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 – Chipewyan or Cree

- Preferred