



South Slave Divisional Education Council

IDENTIFICATION

Department	Position Title	
South Slave Divisional Education Council	Community Liaison	
Position Number	Community	Division/Region
99-17539	Fort Resolution	South Slave

PURPOSE OF THE POSITION

The Community Liaison is required to bridge the gap between the school and the local community, and to ensure a dynamic partnership that promotes student success, cultural integration, and strong family engagement. Through collaboration with school staff, parents, community leaders, and external organizations, the Community Liaison plays a critical role in fostering trust, cultural respect, and mutual understanding.

SCOPE

Reporting to the Principal at the Deninu School, the Community Liaison position is designed to create and sustain meaningful connections, facilitate open communication, and actively address community concerns to support the educational, social, and emotional well-being of all students.

The Community Liaison works directly with the community and the agencies (Indigenous and Territorial) to help support their mandate, and the incumbent will be required to liaison with various outreach agencies and community services to leverage their network and influence to help support the school community.

The Community Liaison will be essential in ensuring Deninu School becomes a hub of partnership and collaboration, where the school and community work hand in hand to promote student achievement, cultural pride, and a supportive educational experience for all.

KEY DIMENSIONS OF THE ROLE:

Empowering the Community: By serving as a trusted liaison, this role empowers families to play an active and informed role in their children's education, fostering greater community involvement in school decision-making and activities.

Enhancing Student Success: Through collaboration with teachers, parents, and community leaders, the Community Liaison helps create a supportive network around students, improving their academic performance and overall well-being.

Building Cultural Understanding: The Community Liaison ensures that the school environment respects and integrates local cultures, helping to create a space where students feel proud of their heritage and families feel welcome.

Strengthening Relationships: By promoting open dialogue and mutual respect, the Community Liaison helps build stronger, more trusting relationships between the school, parents, and the broader community.

Addressing Challenges Proactively: This role is designed to identify and address issues early, providing a proactive approach to student absenteeism, behavioral challenges, and other concerns, reducing conflict and fostering positive outcomes.

RESPONSIBILITIES

1. Community Bridge Builder.

- Serve as the central link between the school and community members, including parents, caregivers, and local organizations, ensuring all parties feel heard and included.
- Develop and nurture relationships with local Indigenous leaders, cultural groups, and key stakeholders to create a learning environment that reflects and respects the values and traditions of the community.
- Act as a cultural ambassador, promoting understanding and collaboration between school staff and the community, ensuring that the school environment honors local customs, languages, and cultural heritage.

2. Family engagement and support.

- Actively engage parents and families in the educational process, organizing and facilitating regular meetings, workshops, and events that promote parent involvement and collaboration in their children's education.
- Serve as a resource for families, helping them navigate school policies, access services, and support systems, and advocate for their children's needs.
- Provide targeted support for families facing challenges, such as student absenteeism, behavioral issues, or other concerns, through personalized outreach and solution-focused interventions.

3. Facilitator of Communications.

- Foster open, ongoing, and respectful communication between the school and community members, ensuring all voices are heard and valued.
- Invite the contribution of information and ideas to help form decisions or plans.

- Relay and review complaints, concerns, or feedback to the Principal from students, family members and/or community members, and take direction from the Principal relating to planning, responses, actions and changes.
- Address concerns or issues raised by parents or community members, working closely with school staff to mediate disputes, resolve conflicts, and ensure productive outcomes for all parties involved.
- Develop communication strategies, such as newsletters, social media updates, and community forums, to keep families informed about school activities, programs, and initiatives.

4. Proactively identify and address barriers that may prevent families from fully engaging with the school.

- Actively seek to understand others by asking questions and reiterating the responses to check understanding before drawing conclusions or advocating own opinions.
- Collaboratively problem solve barriers such as language, cultural differences, or socio-economic challenges.
- Work closely with teachers, counselors, and external agencies to provide holistic support for students, helping to ensure their academic, social, and emotional needs are met.
- Facilitate access to community resources, such as social services, health programs, and cultural events, to address the broader needs of students and their families.
- Provide on-going follow-up for student, family and community members.

5. Champion for Cultural Integration and Inclusion.

- Ensure that cultural diversity is reflected in school programs, events, and curriculum, advocating for the inclusion of Indigenous knowledge, traditions, and languages.
- Work with staff to design school activities that celebrate the cultural richness of the community, including traditional ceremonies, language days, and community feasts.
- Serve as a resource for educators on culturally responsive teaching practices, helping to build a more inclusive and welcoming school environment for all students.
- Attend teacher workshops where possible.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

No unusual demands.

Mental Demands

No unusual demands.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of community resources and services.
- Knowledge of and/or the ability to acquire knowledge of the goals, objectives and operations of the school.
- Knowledge of and/or the ability to acquire and apply knowledge and skills to develop communication strategies, such as newsletters, social media updates, and community forums, to keep families informed about school activities, programs, and initiatives.
- Awareness of the importance and limitations of confidentiality, and the ability to maintain strict confidentiality of records and personal information.
- Interpersonal skills and the ability to communicate appropriately, professionally, and courteously, both orally and in writing.
- Understanding of local cultural dynamics, with an ability to build and maintain relationships with community members in order to communicate information, elicit and respond to input and feedback, and facilitate and implement change.
- Computer skills including word processing, scheduler, and email.
- Skilled listener with the ability to help others see things from a different perspective.
- Ability to understand unspoken messages and adapt responses accordingly.
- Ability to organize events and coordinate community projects.
- Ability to be innovative, adaptable, cooperative, results and service oriented.
- Ability to model a healthy lifestyle that is founded in cultural understanding and practices.
- Ability to express a cultural understanding of learning and the role of education.
- 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:

Grade 10 and two (2) years of relevant lived experience in the Northwest Territories providing support in youth and/or community related activities.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

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: Indigenous Language - Not Specified

- ☒ Required
☐ Preferred