

INDIGENOUS CULTURAL ADVOCATE

Portfolio:	Education Services
Reports Directly to:	Superintendent of Indigenous Education
Indirectly Reports to:	Director of Education
Direct Reports:	None
Department/Location:	Good Spirit Education Complex
Salary Grid:	STF Grid – Class III (no bachelor’s degree) plus LINC Tier 2 allowance
Last Updated:	May 2, 2025

Profile

The Indigenous Cultural Advocate works to provide support and leadership with traditional ways of knowing and the Indigenous culture. This position will support all stakeholders of GSSD in their commitment to a culturally inclusive and respectful environment. The Indigenous Cultural Advocate works at the school and division level to ensure the school division provides cultural education, supports Indigenous students and staff as well as celebrates the Indigenous histories of Treaty 4.

Qualifications

- A post-secondary degree in a field related to Education, Human Services, Social Work, Justice or Psychology would be considered an asset.
- 3 to 5 years related work experience
- This position is designated for qualified applicants who self-identify as an Indigenous person (First Nations, Métis, Inuit) in the “Diversity Groups” section of the online application.

Confidentiality

At no time should an Indigenous Cultural Advocate discuss, in public, information pertaining to employees, students or the operation of the division. An Indigenous Cultural Advocate is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.

Duties & Responsibilities

The Indigenous Cultural Advocate shall perform such duties and responsibilities as may be assigned including but not limited to the following:

Student Welfare

- Collaborate with school administration to create and support safe learning environments for Indigenous students and staff.

- Develop and implementing culturally relevant and engaging educational programs that promote the understanding and appreciation of Indigenous cultures, histories and perspectives.
- Assist in the recruitment, retention, and support of Indigenous students, staff, and community members within the school division.
- Collaborate with school-based administrators to enhance teachers' abilities to address the unique strengths and needs of all learners in the school community regardless of gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, and mental and physical disability.

Educational Leadership

- Support teachers in their work to build culturally responsive classrooms and instruction practices that honour Indigenous perspectives and worldviews.
- Provide guidance and support to teachers and staff in the integration of Indigenous perspectives into curriculum, lesson plans, and classroom activities.
- Foster the philosophy of inclusion and diversity within the school division through assisting with the selection and provision of culturally relevant resources.
- Provide formal and informal professional development opportunities for teachers and staff on Indigenous cultural practices, history, and contemporary issues.
- Building GSSD's capacity to:
 - o Create engaging and culturally responsive learning environments.
 - o Support teachers in facilitating culturally relevant learning opportunities for students.
 - o Support anti-racist and social justice education and the development and integration of Indigenous perspectives and ways of knowing, worldview, and content.
- Provide individualized, timely and effective support for classroom teachers seeking assistance regarding outcomes related to Indigenous people, culture, worldview and perspectives.
- Assist in the planning and delivery of instruction with respect to Indigenous culture.

Fiscal Responsibility

- Knowledge of basic financial and resource management principles and ability to provide advice and guidance.
- Working with administrators to develop, manage, and report on specific areas of operating budgets to allocate resources effectively.

Organizational Management

- Supports the Superintendent of Indigenous Education in achieving and reporting, regarding Ministry of Education and Division mandates related to First Nation Métis Inuit achievement and engagement.

Administrative Procedures

- Demonstrates knowledge of and respect for GSSD Administrative Procedures.

Communication and Community Relations

- Ability to communicate effectively in both verbal and written forms.

- Build and maintain positive relationships with local Indigenous communities, organizations, and Elders to strengthen partnerships and promote community involvement in our schools.
- Ability to support and guide students and staff in their knowledge of and possible participation in ceremony, cultural teachings and practices.
- Work closely with the Indigenous Education Team members to ensure that there are appropriate cultural teachings accessible at the school level.
- Develop positive relationships with local Elders and Knowledge Keepers.

Leadership Practices

- Exemplary leadership, collaboration, consultation and problem-solving skills.
- Ability to motivate others to implement innovative practices that respond to the needs of every student and staff member.
- Ability to work in a team environment, seek and attend to feedback, and generate high-quality work.
- Positive representative of their school and the Good Spirit School Division.
- Collaborating with school-based administrators to support school-based teams.
- Establishes and maintains positive, professional working relationships with all school division staff.
- Unites people toward achieving the Board's goals.
- Demonstrates a high commitment to the needs of students.
- Promotes the GSSD values of belonging, respect, responsibility, learning, nurturing, diversity and perseverance.

Knowledge, Skills and Abilities

Quality & Organization of Work

- Demonstrated ability to independently initiate and organize projects to achieve work process efficiencies. The Indigenous Cultural Advocate must demonstrate their ability to pay attention to detail and ensure work is consistently completed and accurate within expected timeframes.

Adaptability & Flexibility

- An Indigenous Cultural Advocate must demonstrate their ability to prioritize multiple demands and effectively manage time while being responsive to changing priorities. Flexibility entails understanding and appreciating different and opposing perspectives on an issue and adapting one's approach as the requirements of a situation change. Strong problem-solving skills and demonstrated ability to apply judgement in complex, highly sensitive and sometimes ambiguous situations is essential.

Communication

- An Indigenous Cultural Advocate must have superior interpersonal and communication skills and be able to communicate professionally with administration and staff. Excellent interpersonal skills along with proven written and oral communication, and computer presentation skills are required.

Job Knowledge

- Be knowledgeable and supportive of applicable Board and Division policies and procedures.
- Be willing to engage in lifelong learning with respect to training, in-services and courses of study.
- Excellent working knowledge of computer software including Microsoft Office and Outlook.

Cooperation & Teamwork

- An Indigenous Cultural Advocate must be able to work with staff and provide appropriate information and support in a timely manner. They must have the ability to work as a team player as well as work independently with minimal supervision.

Attitude

- An Indigenous Cultural Advocate must present a positive and professional attitude towards others, their work, and the division and conduct oneself in a manner appropriate to an educational institute that provides services to children.