

INDIGENOUS STUDENT SUCCESS LEAD

Portfolio:	Education Services
Reports Directly to:	School Administration
Indirectly Reports to:	Superintendent of Indigenous Education
Direct Reports:	None
Department/Location:	School Based
Salary Grid:	STF Grid
Last Updated:	May 2, 2025

Profile

The Indigenous Student Success Lead (ISSL) works to provide both generalized and specialized leadership and support to school-based administrators, teachers, and other professionals across the school division in a collective effort to improve opportunities and achievement for FNMI students. ISSLs report to the in-school administration team but have a close working relationship with the Superintendent Indigenous Education Indigenous Community Worker as well as to the Central Curriculum and Instruction Team.

Qualifications

- Bachelor of Education
- A post-secondary degree will be considered in a field related to human services, social work or Psychology
- 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 ISSL discuss, in public, information pertaining to employees, students or the operation of the division. An ISSL 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 ISSL shall perform such duties and responsibilities as may be assigned including but not limited to the following:

Student Welfare

- Ability to motivate others to implement innovative instructional practices that respond to the needs of Indigenous students.

- Proficient knowledge Positive Behavior Intervention Supports.
- Fostering the philosophy of inclusion and diversity within the school division through the provision of resources, behavior plans and formal professional development.
- Promoting the development of diverse instructional practices and technologies.
- Collaborating with school-based administrators to enhance teachers' abilities to address the unique strengths and needs of Indigenous learners in the school community.

Educational Leadership

- Builds capacity among teachers to increase student engagement through culturally responsive pedagogy.
- Knowledge of current educational programming and curricula and understand how programs connect to one another across subject areas and grade levels.
- Knowledge and ability to access, share and promote a wide range and variety of instructional and assessment approaches, resources, and technologies in support of Indigenous students and traditional ways of knowing.
- Analyzing school-specific assessment data to develop and recommend targeted interventions and system-wide strategies to improve Indigenous student achievement.
 - o Monitor, set and implement improvement targets for FNMI students with greater than 10% absenteeism rate
 - o Acting as liaison with the Indigenous Consultants and Curriculum Consultants regarding curriculum updates and specific programs as required
- Coordinate with administrators, curriculum consultants, Indigenous Cultural Advocates, the ICWs and grad coaches to understand and use school-level and classroom-level data to improve instruction with a focus on Indigenous student's achievement.
- Building teachers' capacity in support of Indigenous students to:
 - o Use differentiated instruction, and positive behavior supports.
 - o Create engaging and inclusive learning environments.
 - o Implement innovative practices that promote equitable and engaging learning opportunities.
 - o Implement strategies in behavioral management, curriculum modifications and adaptations.
 - o Support anti-oppressive and social justice education and the development and integration of Indigenous perspectives and ways of knowing, world view, and content.
- Providing individualized, timely and effective support (modelling, co-planning, co-teaching and providing feedback) to classroom teachers within a school.
- Assist in the planning and delivery of instruction and assessment including professional development and professional learning communities.
- Support transitions of Indigenous students between elementary and high school as well as between high school and post-secondary or the workforce.
- Introduce Indigenous students to possible career pathways.

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

- May assist in the assignment of grade configurations and the courses to be assigned to professional staff.

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.
- Work closely with Indigenous Community Workers and Indigenous Cultural Advocates in the celebration and recognition of cultural activities in the school.
- Develop positive relationships with local elders and knowledge keepers
- Act as a liaison for classroom teachers in their efforts to indigenize their instruction.
- Cultivate relationships and parental engagement in the school for Indigenous families.

Leadership Practices

- Exemplary leadership, collaboration, consultation and problem-solving skills.
- Ability to motivate others to implement innovative instructional practices that respond to the needs of every student.
- 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 and perseverance.

Knowledge, Skills and Abilities**Quality & Organization of Work**

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

Adaptability & Flexibility

- A ISSL 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

- A ISSL must have superior interpersonal and communication skills and be able to communicate professionally with administration, staff and parents. Excellent interpersonal skills along with proven written and oral communication, and computer 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.
- In depth understanding of Curriculum, Instruction, and Assessment.
- Experience working with Indigenous students and families.
- A deep understanding of Indigenous Culture.
- Familiar with community programming and other social, physical, and mental supports available in the community.

Cooperation & Teamwork

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

Attitude

- An ISSL 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.