



Indigenous Educational Student & Family Advocate

[Position Description](#) | [Qualifications](#)

OVERVIEW

The Greater Victoria School District provides public educational services to over 20,000 students in the Greater Victoria area. Among the strategic goals of the District is the ongoing work to create culturally responsive practices and learning environments that will support Indigenous learners' well-being and success. As a member of the Indigenous Education Department team, The Indigenous Education Student & Family Advocate will provide leadership that will support an increased knowledge and appreciation of Indigenous history and culture, promote a strong sense of identity among Indigenous students and families.

POSITION DESCRIPTION INDIGENOUS EDUCATIONAL STUDENT & FAMILY ADVOCATE

IESFA - 1

Advocate, and provide cultural and holistic support, resources and initiatives for Indigenous students in our schools, Nations and communities

IESFA - 2

Collaborate with schools on initiatives that seek to build culturally supportive relationships with Indigenous families, Nations and communities

IESFA - 3

Collaborate with the Indigenous Education Department to provide schools access to resources in order to promote understanding of Indigenous history students and families and develop initiatives that strengthen the relations between Indigenous, families, community and schools.

IESFA - 4

In collaboration with schools, monitor Indigenous student holistic well-being and support student access to culturally-specific services available in the school and community

IESFA - 5

In collaboration with District and school staff, advocate for Indigenous students and families and develop initiatives that strengthen the relationship between Indigenous students, families, community and schools.

IESFA - 6

In collaboration with schools, community and families, support initiatives to help Indigenous students transition between primary, middle, high and post-secondary education

IESFA - 7

When needed, participate in School Based Team meetings to develop plans for Indigenous students who may require additional cultural or holistic support in schools

IESFA - 8

Support initiatives and opportunities for Indigenous students to connect with mentors and role models

IESFA - 9

Promote and support Indigenous cultural events in the Greater Victoria School District

IESFA - 10

Conduct home and community visits as needed

IESFA - 11

Collaborate with the Indigenous community and Elders regarding Indigenous culture and accessing resources

**QUALIFICATIONS FORM
INDIGENOUS EDUCATION STUDENT & FAMILY ADVOCATE**

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| <p>EDUCATION</p> | <p><i>TECHNICAL REQUIREMENTS</i></p> <p>Grade 12 or equivalent; and,</p> <p>A minimum of two (2) years post-secondary education in Indigenous/First Nations Studies, Social Work or Child & Youth Care. Including a minimum of twelve (12) credits in Indigenous/First Nations Studies is required.</p> <p>Valid Class 5 British Columbia Driver’s License</p> |
| <p>EXPERIENCE</p> | <p><i>TECHNICAL REQUIREMENTS</i></p> <p>Two (2) years demonstrated experience working with Indigenous children and families, preferably in an educational or childcare context</p> <p>Preference will be given to applicants with Indigenous ancestry</p> |
| <p>KNOWLEDGE</p> | <p><i>TECHNICAL REQUIREMENTS</i></p> <p>Demonstrated knowledge of historical Indigenous culture, worldviews and contemporary discourses experiences by Indigenous people and community</p> <p>Demonstrated knowledge of Lekwungen territory in which GVSD is located</p> <p>Demonstrated experience and knowledge creating and leading programs and initiatives, preferably with Indigenous focus</p> <p>Knowledge of the local, provincial and national resources for Indigenous students and families</p> |
| <p>SKILLS AND ABILITIES</p> | <p><i>JOB SPECIFIC REQUIREMENTS</i></p> <p>Ability to provide support to Indigenous students in achieving personal, academic, social and behavioural goals</p> <p>Provides support to students in acquiring independence and life skills</p> <p>Ability to adapt and respond to the varying academic, social, emotional and behavioural needs of students</p> <p>Ability to facilitate the understanding of Indigenous culture, heritage, customs and values</p> <p>Strong relational, organizational and communication skills</p> |

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| | <p><i>INTERPERSONAL REQUIREMENTS</i></p> <p>Ability to maintain the confidentiality of sensitive information</p> <p>Ability to adapt and respond to change</p> <p>Effective written and oral communication skills including the ability to relate to students, staff, parents, professionals and other members of the public and to request and convey information in an appropriate manner</p> <p>Ability to maintain an effective professional working relationship within a multi-disciplinary team</p> <p>Ability to supervise students in instructional and non-instructional activities</p> <p>Ability to prioritize workload and manage time appropriately</p> <p>Ability to document and summarize information/data in an accurate manner</p> <p>Ability to work in a team/school setting</p> <p><i>PROBLEM SOLVING REQUIREMENTS</i></p> <p>Ability to determine and select an appropriate course of action within established methods, procedures and policies</p> <p>Ability to provide guidance, instructions and directions to students</p> <p>Ability to apply conflict resolution skills</p> <p>Ability to follow protocols, policies, procedures, established methods and guidelines</p> <p>Ability to be flexible to meet the varying academic, social, emotional and behavioural needs of students</p> |
| <p>WORKING CONDITIONS</p> | <p><i>OCCUPATIONAL REQUIREMENTS</i></p> <p>Sufficient vision and hearing to perform related job duties</p> <p>Physically able to lift up to 18 kgs (40 lbs) and operate related equipment</p> <p>Able to perform related physical and mental activities</p> |