



IDENTIFICATION

Department	Position Title	
Education, Culture and Employment	Science, Technology, Engineering and Mathematics (STEM) Coordinator	
Position Number	Community	Division/Region
71-438	Yellowknife	Curriculum Development and Student Assessment/HQ

PURPOSE OF THE POSITION

The Science, Technology, Engineering and Mathematics (STEM) Coordinator is responsible to lead, manage and coordinate the development, implementation, in-service and evaluation of an interdisciplinary and applied approach to STEM curriculum and programs for all junior kindergarten to grade twelve (JK-12) educational jurisdictions in the Northwest Territories (NWT), to ensure that children and students receive a high quality of education that meets their needs.

SCOPE

Reporting to the Director of Curriculum Development and Student Assessment (CDSA), and located in Yellowknife, the Coordinator is responsible for JK-12 STEM curriculum and programs, as well as, managing, supporting, promoting and actively encouraging: student-centered/family-centered, culture-based, process-orientated, research-based, interactive, experiential, competency-based, cognitively challenging, inclusive education in accordance with the *NWT Education Act*, the *NWT Official Languages Act*, the *NWT Day Care Act*, regulations, Departmental philosophies, guidelines, Frameworks and Action Plans, Ministerial Directives, curricula, and inter-jurisdictional initiatives.

The Department of Education, Culture and Employment (ECE) is currently undertaking a process of renewal both in the early childhood sector and Junior Kindergarten to grade twelve (JK-12) schools. Substantial changes to curriculum and assessment approaches may result from this work. It is anticipated that this Coordinator position will require substantial interdisciplinary theme and project based work.

The Coordinator is expected to work collaboratively with the Early Learning and Child Care (ELCC), Student Support and Wellness (SSW), Education Operations and Educator Development (EOED), and Culture and Heritage (CH) Divisions, and the Indigenous Languages and Education Secretariat (ILES), in addition to other GNWT Departments, and colleagues and educators from across the NWT, British Columbia, Yukon, Nunavut, and other jurisdictions in Canada, often in a team-based approach following current foundational frameworks and their corresponding action plans, and directives including:

- *Right from the Start: Early Childhood Development Framework;*
- *Directions for Change: Education Renewal & Innovation Framework;*
- *The Inclusive Schooling (IS) Ministerial Directive;*
- *A Shared Responsibility: NWT Aboriginal Languages Plan;*
- *The Indigenous Languages and Education (ILE) Policy;*
- *Skills for Success: 10-Year Strategic Framework; and*
- *Strong Cultures, Strong Territory: GNWT Culture & Heritage Strategic Framework.*

The Coordinator controls a budget of up to \$500,000, with spending authority of up to \$20,000 and contract authority up to \$200,000.

1. Lead, manage and coordinate the development, implementation, in-service and evaluation of STEM curriculum and programs for all educational jurisdictions in the NWT.

- Analyze, research, and report on STEM curriculum and program needs in the educational system in cooperation with education bodies and regional offices of the Department;
- Develop, adapt and write curriculum, policy, directives, guidelines, program of studies, and promising practices documents and programs that support Departmental priorities;
- Develop and deliver workshops, in-service sessions, courses, briefings and presentations to promote projects and approaches established as priorities within the CDSA Division, in response to the articulated needs and Departmental priorities of JK-12 STEM curriculum and programs, and competency-driven education; and
- Complete correspondence, reports and briefing notes associated with Departmental functions.

2. Provide leadership within the education system by advising education bodies and other groups/agencies with respect to CDSA and Departmental priorities by participating and providing leadership in inter-divisional working groups.

- Participate constructively in the major ECE initiatives of the early childhood and education renewal process and in relevant departmental working groups related to the Department's mandate;

- Actively participate in the monitoring, evaluation and accountability activities with ECE's Planning, Research and Evaluation (PRE) Division;
- Collaborate with ECE's Policy, Legislative and Communications (PLC) Division to ensure that support, resources and activities are congruent with established departmental legislation, policies, philosophies and directions;
- Collaborate with ECE's Finance and Capital Planning (FCP) Division to negotiate, establish, and manage contracts, budgets and projects to ensure they achieve established goals in a timely and cost effective manner; and
- Submit written reports on site visits, meetings, workshops and conferences, and write professional journals, newsletters, and educational publications to promote established priorities and provide information about CDSA initiatives and projects.

3. Supervise casual or support staff, as required.

4. Act as the CDSA Director, as required.

5. Perform other tasks, duties and functions as assigned by the CDSA Director.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual demands.

Sensory Demands

No unusual demands.

Mental Demands

The incumbent will be exposed to frequent conflicting interests and perspectives, and works in an environment where there are political and public expectations and diverse client needs which require diplomacy and sound judgment, particularly during Legislative Assembly sittings. The incumbent works with and around individuals affected by trauma and may be exposed to vicarious trauma. The incumbent will also be expected to travel at various times throughout the year.

KNOWLEDGE, SKILLS AND ABILITIES

- Extensive knowledge and understanding of twenty-first century, competency-based curriculum theory, as well as contemporary numeracy and JK-12 science, technology, engineering and mathematics philosophies, pedagogies, and instructional practice;
- Understanding of departmental philosophy, curricula, directives, policies and approaches, and model best practices as described in documents issued by the Department;
- Knowledge of child development, pedagogy, and instructional leadership;
- High levels of knowledge and expertise in:
 - Kindergarten, primary and secondary education;
 - Curriculum development, design and implementation;
 - Inclusive schooling and student support; and
 - Culture-based education.
- Ability to develop or coordinate the development of curricula, strategies, research projects, literature reviews, resources and support materials;
- Ability to work cooperatively in team situations;
- Strong coordination, facilitation and interpersonal skills demonstrated in a variety of diverse cultural and community contexts, including working with Elders and community cultural resource people;
- Understanding of Aboriginal culture and educational history and context in order to incorporate traditional knowledge into all aspects of the work;
- Strong ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to various audiences;
- Knowledge of contracts and procurement services required to support particular projects and initiatives;
- Ability to communicate effectively with colleagues within the Division and the Department, other Government of the Northwest Territories (GNWT) Departments and agencies, education bodies, regional offices, colleges and people in the communities;
- Excellent written communication skills for a variety of areas including Ministerial and departmental briefing notes and correspondence, policy, and curriculum documents;
- Demonstrated expertise in delivering workshops in an adult learning environment;
- Effective use of computer technology for communication and presentations; and
- Ability to manage time and tasks efficiently and effectively.

Typically, the above qualifications would be attained by:

Enrolment in, or completion of a Bachelor's Degree in Education or related field, and five (5) years of related work experience, including a minimum of two (2) years of specific science, technology, engineering and/or mathematics teaching experience within a Northern context. Preference will be given to a candidate who has JK-12 Northern classroom teaching experience, and is eligible for NWT teacher certification. Proficiency of the incumbent in at least one NWT Indigenous language or French would be an asset.

ADDITIONAL REQUIREMENTS

Position Security (check one)

- ☐ 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