



IDENTIFICATION

Department	Position Title	
Education, Culture and Employment	School-based Mental Health and Wellness Program Coordinator	
Position Number	Community	Division/Region
71-17262	Yellowknife	JK-12 Student Services/HQ

PURPOSE OF THE POSITION

The School-based Mental Health and Wellness Coordinator is responsible for providing system-wide leadership and guidance in the development, implementation, maintenance, and monitoring of program outcomes supporting the mental health and wellness of students from Junior Kindergarten to grade twelve (JK-12) within Northwest Territories (NWT) schools.

SCOPE

Located in Yellowknife, the School-based Mental Health and Wellness Coordinator (Coordinator) reports to the Director, Junior Kindergarten to grade 12 (JK-12) and leads the program planning, development, administration, training/orientation, and monitoring of school-based mental health and wellness programming, as well as, managing, supporting, promoting and actively encouraging, student and family centered, trauma-informed, strengths-based, and culturally-informed approaches tailored to the local context of the NWT, embracing inclusion and research-based, interactive, experiential, competency-based, and cognitively challenging education.

The Coordinator works in accordance with the *NWT Education Act*, the *NWT Official Languages Act*, the *NWT Child Day Care Act*, the *Access to Information and Protection of Privacy Act*, the *Financial Administration Act*, and all related regulations, policies, guidelines, directives, strategies and procedures.

The Coordinator works collaboratively with ECE staff, Government of the Northwest Territories (GNWT) Departments, NWT Teachers' Association, Indigenous Governments, education bodies, and colleagues and educators from across the NWT, British Columbia (BC), Yukon, Nunavut, and other jurisdictions in Canada, often in a team-based approach, following current foundational frameworks and their corresponding action plans.

This position may require the incumbent to travel at various times throughout the year.



RESPONSIBILITIES

1. Provide system coordination and direction in the implementation and monitoring of school-based mental health and wellness programming across NWT schools.

- Collaborate with ECE's Corporate Services divisions to develop, manage, maintain, and update frameworks, policies, conditional funding parameters, guidelines and operating procedures related to school-based mental health and wellness programming.
- Research current, evidence-based practices in school-based mental health and wellness programming and how they interface with education.
- Develop, adapt, and write evidence-based procedures, policy, directives, guidelines, and wise practice documents and programs that support Departmental priorities.
- Develop and deliver workshops and presentations to promote evidence-based best practice approaches to school-based mental health and wellness programming and services established by ECE and in response to articulated needs and Departmental priorities.
- Develop and deliver training that is consistent with relevant frameworks and policies for child and youth wellness specialists and other mental health and wellness staff employed by NWT education bodies.
- Analyze, research, and report on school-based mental health and wellness needs in the NWT education system in cooperation with other ECE divisions, governmental departments, and education bodies.
- Research, analyze and recommend wise practices, resources, and tools applicable to school-based mental health and wellness.
- Analyze, evaluate, and report on the school based mental health and wellness program and service delivery structure on a continuous basis, including staff and student satisfaction.

2. Provide expert advice and recommend strategies to ECE senior management, education bodies and other partners to ensure that appropriate action is taken to support the mental health needs of students in the NWT.

- Develop, recommend, and implement territorial strategic plans and initiatives to enhance school-based mental health and wellness services.
- On behalf of the GNWT, maintain and facilitate NWT, national, and pan-territorial subject matter partnerships.
- Provide recommendations on evidence-based strategies that improve school-based mental health and wellness services.
- Consult with education bodies, government, and community partners on needs-based planning for future program development and delivery.
- Advise and direct school-based mental health and wellness teams on service delivery, policy, and procedures.
- Oversee preparation of briefing notes, speeches, special reports, and statements as required.



3. Establish and facilitate cross-departmental and agency partnerships.

- Establish networks and develop working relationships with Indigenous government organizations and other non-government representatives to maintain culturally relevant and appropriate care pathways for students in grades JK-12.
- Establish networks and develop working relationships with other professionals to initiate and maintain effective care pathways for students in grades JK-12.
- Ensure ongoing collaboration with the Department of Health and Social Services (DHSS) across the levels of mental health services delivery to students in grades JK-12 in the NWT.
- Identify and promote collaboration with partners to enable seamless care pathways between the levels of mental health supports for students in grades JK-12.

4. Identify and respond to training and resource needs required in the implementation of school-based mental health and wellness programming and services.

- Develop and deliver workshops, presentations and training on the School-based Mental Health and Wellness Framework.
- Evaluate outcomes of training and revise training packages as needed.
- Lead the development of training plans and provide in-service for and in collaboration with education staff, Program Support Teachers, Principals, and Superintendents.
- Ongoing evaluation of learning needs of school-based mental health and wellness programming and services, and the development of plans to meet learning needs.

5. Support the reporting responsibilities from the Education Bodies with regard to financial accountability and the operationalizing of the school-based mental health and wellness programming and services.

- Prepare and track assigned reports regarding school-based mental health and wellness programming and services.
- Provide oversight and guidance of financial and reporting of funding used for school-based mental health and wellness programming and services.
- Manage reports and reviews to ensure approved objectives are met and consistent with ECE mandates and operational policies and procedures.
- Collaborate with ECE's Planning, Research and Evaluation (PRE) Division to evaluate and report on programs and services, contribution agreements and grants, and prepare appropriate strategic frameworks, action plans and operational plans.

6. Participate constructively and contribute to the leadership of mental health and wellness programming and services across all systems within ECE, NWT schools and Departmental mandates.



WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

No unusual demands.

Mental Demands

The incumbent works with and around individuals affected by trauma and may be exposed to vicarious trauma.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge and understanding of mental health and wellness programming and services.
- Knowledge of child development, pedagogy, and instructional leadership.
- Knowledge and understanding of educational philosophies, theory, pedagogy and instructional practice.
- Knowledge of and/or the ability to learn and apply knowledge of departmental philosophy, curricula, directives, policies and approaches, and model best practices as described in the documents issued by the Department.
- Ability to understand NWT Indigenous cultures and educational history in order to incorporate traditional knowledge and worldviews into all aspects of the work.
- Ability to learn and apply understanding of the impacts that colonization, institutional and structural racism, and biases have had on society, in particular Indigenous people.
- Knowledge and/or ability to acquire and apply knowledge of contracts and procurement.
- Written communication skills for a variety of areas including Ministerial and departmental briefing notes and correspondence, policy, and curriculum documents.
- Coordination, facilitation and interpersonal skills derived from various cultural and community contexts, including working with Elders and community cultural resource people.
- Organization and time management skills.
- Skills relating to computer technology for communication and presentations.
- Ability to develop or coordinate the development of curricula, strategies, research projects, literature reviews, resources and support materials.
- Ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to various audiences.



- Ability to work cooperatively in teams with varying backgrounds and cultures.
- Ability to build strong relationships and work directly with people from other communities while incorporating their perspectives in decision-making processes.
- Ability to adapt communication styles to multiple cultural environments (e.g., when following community protocols or cultural safety protocols).
- Ability to engage the public in a culturally appropriate manner, both in writing and orally, while considering diverse literacy levels when developing documents and resources.
- 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:

A Degree in Education, Mental Health or related social services field, and three (3) years of relevant experience, including a minimum of one (1) year experience working with JK-12 children/youth in a Northern context.

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