



IDENTIFICATION

Department	Position Title	
Education, Culture and Employment	Junior Kindergarten to Grade 6 (JK-6) Inclusive Schooling and Assessment Coordinator	
Position Number	Community	Division/Region
71-15446	Yellowknife	JK-12 Education System Services/HQ

PURPOSE OF THE POSITION

The Junior Kindergarten to grade 6 (JK-6) Inclusive Schooling and Assessment Coordinator is responsible to manage and coordinate the development, implementation, in-service and evaluation of JK-6 student assessment, evaluation and reporting; inclusive schooling and student support; and safe schools programming for all educational jurisdictions in the Northwest Territories, to ensure that students receive a high quality of education that meets their needs.

SCOPE

Located in Yellowknife, the JK-6 Inclusive Schooling and Assessment Coordinator (Coordinator) reports to the Manager, JK-6 School Programs, and is responsible for JK-6 student assessment, evaluation and reporting; inclusive schooling and student support; and safe schools program development, 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 Northwest Territories 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.

This position will be required to work 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.

The incumbent will be required to travel at various times throughout the year.

There may be times when the incumbent is asked to act on behalf of the Manager, Junior Kindergarten to Grade 6 School Programs.

RESPONSIBILITIES

1. Manage and coordinate the ongoing development, monitoring and administration of JK-6 student assessment, evaluation, and reporting practices and tools.

- Research, analyze and report on JK-6 student assessment, evaluation, and reporting needs in the education system in cooperation with education bodies, Indigenous governments, external partners, and system providers.
- Coordinate the development, implementation and evaluation of policy, directives, guidelines, and promising practices documents and programs that support departmental priorities related to JK-6 student assessment, evaluation and reporting.
- Develop and deliver workshops, in-service sessions, courses, briefings and presentations to support JK-6 student assessment, evaluation, and reporting.
- Complete correspondence, reports and briefing notes associated with the Departmental functions as required related to student assessment, reporting and evaluation.

2. Manage and coordinate the ongoing development, implementation, administration, training and funding of JK-6 inclusive schooling practices, programs and services, including student support and safe schools' programs and processes.

- Manage and coordinate the ongoing development, implementation, monitoring and administration of the Inclusive Schooling (IS) Ministerial Directive within JK-6 school programming.
- Research, analyze and report on IS and student support needs in the educational system in cooperation with education bodies and regional offices of the Department;
- Coordinate the development, implementation and evaluation of policy, directives, guidelines, handbooks and promising practices documents and programs that support departmental priorities related to JK-6 inclusive schooling and student support.
- Coordinate the ongoing review of the effectiveness of school-level IS and student support documentation including the IS Handbook materials, and educational programming processes and procedures.
- Coordinate and support the distribution and reporting of conditional funding allocations specific to inclusive schooling programs, practices and training.



- Coordinate the development of safe schools' documentation, reporting, materials, and educational programming processes and procedures.
- Develop and deliver training for including self-regulation strategies in NWT schools.
- Complete correspondence, reports and briefing notes associated with the Departmental functions as required related to IS, student support and safe schools' programming.

3. Actively participate in committees and interdivisional working groups and teams with respect to ESS and departmental priorities.

- Participate constructively in the major ECE initiatives and in relevant departmental working groups related to the Department's mandate commitments.
- 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.
- 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 ESS initiatives and projects.

4. Supervise casual or support staff, as required.

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 student assessment, reporting and evaluation philosophies, theory, pedagogy and instructional practice.
- Knowledge and understanding of inclusive schooling and student support philosophies, theory, pedagogy, and instructional practice.
- 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 acquire and apply knowledge of departmental philosophy, curricula, directives, policies and approaches, and model best practices as described in the documents issued by the Department.
- Knowledge of and/or the ability to acquire and apply an understanding of NWT Indigenous cultures and educational history in order to incorporate traditional knowledge and worldviews into all aspects of the work.
- Ability to understand 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 demonstrated in a variety of diverse cultural and community contexts, including working with Elders and community cultural resource people.
- Ability to use 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 work cooperatively in team situations including with members from a variety of backgrounds and cultures.
- Ability to critically analyze, organize and apply information gathered through research and present information in a variety of formats to various audiences.
- 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 or related field, and three (3) years of relevant experience, including a minimum of one (1) year of teaching experience within a JK-6 northern classroom.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Eligibility for NWT teacher certification.

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: Select language

- ☐ Required
- ☒ Preferred