



IDENTIFICATION

Department	Position Title	
Education, Culture and Employment	Integrated Support Services Coordinator	
Position Number	Community	Division/Region
71-15445	Yellowknife	JK-12 Student Services/HQ

PURPOSE OF THE POSITION

The Integrated Support Services Coordinator is responsible for leading, managing, and coordinating the development, implementation, and territorial systematization of the Education-Led Rehabilitation Services for School-Aged Children model. The position provides strategic, operational, and program leadership to ensure consistent, high-quality supports and services across all educational jurisdictions in the Northwest Territories.

SCOPE

Located in Yellowknife, the Integrated Support Services Coordinator (Coordinator), reports to the Director of JK-12 Student Services Division, and will manage, and coordinate the design, development, implementation, in-service, and evaluation of the Education-Led Rehabilitation Services for School-Aged Children model. This position is also responsible for managing, supporting, promoting, and actively encouraging student-centered / family-centered, student, culturally informed (local context of the NWT), process-orientated, interactive, experiential, strengths-based, research-based, competency-based, cognitively challenging, inclusive education.

The Coordinator works in accordance with the *NWT Education Act and Regulations*, the *NWT Official Languages Act*, the *Child Day Care Act*, the *Archives Act*, the *Access to Information and Protection of Privacy Act*, the *Financial Management Act*, the NWT Teachers' Association Collective Agreements, and all related regulations, policies, guidelines, directives, strategies and procedures.

This position is required to work in collaboration with the department of Education, Culture and Employment (ECE) staff, Government of the Northwest Territories (GNWT) Departments, the NWT Teachers' Association, education bodies, colleagues and education from across the



NWT, Yukon, British Columbia and other jurisdictions in Canada, often in a team-based approach, following current foundational frameworks and their corresponding action plans.

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.

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

RESPONSIBILITIES

1. Manage, develop, and coordinate the development and systematization of the Education-Led Rehabilitation Services for School Aged Children model to all educational jurisdictions in the NWT.

- Analyze, research, and report on rehabilitation needs in the education system in cooperation with department staff, education bodies and regional offices of the Department.
- Lead the development of workshops, in-service sessions, courses, briefings, and presentations to promote projects and approaches established as priorities within the Education and Early Childhood Branch, in response to articulated needs and Departmental priorities.
- Ensure that policy, directives, guidelines, program of studies, and promising practices documents and programs support Departmental priorities.
- Coordinate the activities of the Education-Led Rehabilitation Services model to ensure the effective administration and delivery of services.
- Research current practices and how they interface with education and the NWT context.
- Ensure the development and coordination of rehabilitation processes such as how to access services, a case management model, recommendation/reporting processes.
- Prepare and provide the applicable correspondence, reports and briefing notes associated with Departmental functions.

2. Lead the development, implementation and evaluation of in-service and training for NWT education body staff.

- Analyze, research and report on NWT education body staff training needs, in cooperation with department staff, education bodies and regional offices of ECE.
- Lead the development of workshops, in-service sessions, courses, briefings, and presentations to promote projects and approaches established as priorities within the Education and Early Childhood Branch, in response to articulated needs and Departmental priorities.
- Assist with classroom or team focused consultation.
- Manage the development of school / territorial protocols and procedures.



- 3. Ensure lateral cooperation between the Education-Led Model, School-based Support Teams, school administrators, education bodies, local health practitioners and other agencies.**
 - Establish and maintain cross-sector communication structures.
 - Advise education bodies on systemic structures and collaborative mechanisms needed to effectively implement cross-agency recommendations within the Education-Led Rehabilitation Services model.
 - Consult with education bodies to operationalize processes in the school.
 - Provide support to education bodies in student education planning, including integrating multiple recommendations from different providers.
 - Ensure recommendations and education planning aligns with the Ministerial Directive on Inclusive Schooling and wise practices for student support.
 - Ensure change management protocols are implemented as new strategies, and skills for supporting students are learned.

- 4. Advise education bodies and other groups/agencies with respect to the JK-12 education system and departmental priorities.**
 - Participate constructively in relevant Departmental working groups related to ECE's mandate, inter-departmental committees, and external working groups as required.
 - Actively participate in the monitoring, evaluation and accountability activities with ECE's Planning, Research and Information Management (PRIM) 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.
 - Ensure submission of 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 JK-12 Student Support initiatives and projects.

- 5. Support the JK-12 Student Services Division with strategic and operational activities.**
 - Support the Director with planning and implementation of multi-year strategic and annual business plans.
 - In consultation with the Director, prepare responses to the Legislative Assembly Standing Committees and/or Special Committee reports, or other inquiries.
 - In consultation with the Director, prepare Executive Committee submissions, such as decision papers, information items, Financial Management Board submissions and Ministerial briefings as required.



WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

No unusual demands

Mental Demands

No unusual demands.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and understanding of school inclusion philosophies, theory, pedagogy and instructional practice.
- Knowledge and understanding of child development, pedagogy, and instructional leadership.
- Knowledge of the rehabilitation landscape, complex student needs, interdepartmental coordination, and system-level implementation.
- Knowledge and/or ability to acquire knowledge of departmental philosophy, curricula, directives, policies and approaches, and model best practices as described in documents issued by ECE.
- Knowledge and/or ability to acquire and apply knowledge of contracts and procurement.
- 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.
- 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 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 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, Rehabilitation Sciences, Child Development or related field, and three (3) years of relevant experience, including one (1) year of project management experience.

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