



**COWICHAN VALLEY**  
School District

## CUPE INED POSTINGS

**TO:** ALL CUPE MEMBERS  
**FROM:** Vanessa A. Lysne, Human Resources Manager  
**DATE:** Friday, June 10, 2022.

### The following **REGULAR** positions are available:

**COMPETITION #1**

**Indigenous Early Childhood Education Ts'uwatun - NEW**

POSITION: IECE-1

Site: **Indigenous Education/ Early Learning Dept. - ITINERANT**  
Job: Job Description #106, Pay Level 10 - ATTACHED  
Schedule: 30 hours per week (8:15am – 2:45pm) – 10 months  
Term: Effective September 6, 2022.  
Note:

- **Qualifications are required, please read new job description attached.**
- Job description is under review with JJEC.
- For any questions please contact Charlie Coleman.

**COMPETITION #2**

**Indigenous Cultural Art Support Worker - NEW**

POSITION: ICASW-1

Site: **Cowichan Secondary School**  
Job: Job Description #107, Pay Level 11 - ATTACHED  
Schedule: 27.5 hours per week (8:30am – 2:30pm) – 10 months  
Term: Effective September 6, 2022.

**APPLICATIONS MUST BE RECEIVED AT THE SCHOOL BOARD OFFICE  
BY 10:00AM, FRIDAY, JUNE 17, 2022.**

Application forms are available on the School District Website ([www.sd79.bc.ca](http://www.sd79.bc.ca)). All forms must be completed in full. Submit applications to the School Board Office Receptionist by email: [sboreceptionist@sd79.bc.ca](mailto:sboreceptionist@sd79.bc.ca), please confirm it has been received. If you have any difficulty, please contact Ashley at [hrcupeusw@sd79.bc.ca](mailto:hrcupeusw@sd79.bc.ca) or leave her a voicemail at 250-748-0321 ext 279.

Vanessa A. Lysne  
Human Resources Manager

TITLE: Indigenous Early Childhood Education Ts'uwatun  
SECTION: As appointed  
REPORTS TO: Associate Superintendent or Delegate(s)

**SUMMARY:**

Under the general supervision of the Associate Superintendent in charge of Early Learning or delegate and the District Principal of Indigenous Education or delegate, plans, organizes, implements, promotes, and provides StrongStart BC Outreach opportunities for Indigenous families with children from birth to age five in the Nations' communities. Simultaneously, builds connection between families, StrongStart programs and our elementary schools as well as provide transition supports into Kindergarten including Registration.

**DUTIES:**

1. Provides high quality early learning group sessions for children in the following areas of children's development: physical health and well-being, social and emotional development, language and cognitive development and the communication skills of preschool-aged children.
2. Use the British Columbia Early Learning Framework to guide the StrongStart BC Outreach program.
3. Seek assistance of the local health authority to help in locating children through birth records or other health records, and provide these families with information about the StrongStart BC Outreach Program.
4. Where possible, link parents/caregivers to services offered by health authorities, community agencies and other social service providers.
5. Promotes and supports transitions into Kindergarten and registration.
6. Links to and works in partnership with the StrongStart BC Early Learning Centers in the school district.
7. Participates in meetings with StrongStart BC team, Indigenous community partners and with parents as required.
8. Acts as a liaison between home and school (including the development of effective parenting skills).
9. Maintains accurate reports, records, registration and attendance for StrongStart BC.
10. Promotes awareness and understanding of school system requirements for Indigenous parents, grandparents and families, which may include home visits.
11. Works closely with school district Indigenous Education, Early Learning, Indigenous Support Workers, StrongStart BC Educators, and school-based administration.
12. Establishes and maintains effective working relationships with the First Nations who represent the early learner and their families.
13. Assists families with integrating or re-integrating into StrongStart BC programs and K-3 classrooms.
14. Establishes and maintains effective working relationships with the community: acts as a liaison and advocate for students and families as required.
15. Transports students or families in district or district-authorized vehicles as required.
16. May, on occasion, be required to perform other job-related duties as assigned.

**QUALIFICATIONS:****Education-** the applicant must have:

- Successful completion of a 2-year college recognized Early Childhood Educator diploma
- Valid BC Class 5 driver's license with a current and clean driver's abstract
- Current Occupational First Aid- Level 1 certificate
- Current Food Safe certificate

**Skills-** the applicant must have:

- A desire to help children learn and interact appropriately, reinforcing basic social skills.
- Understanding of Indigenous culture; Hul'q'umi'num language is an asset.
- Demonstrated effective time management and organizational skills.
- Basic computer skills.

**Experience-** the applicant must have:

- One to two year's experience is an asset.
- Sound understanding of local Indigenous culture.
- Demonstrated knowledge of community and agency resources.
- Demonstrated ability to work at the level of independence and with the degree of initiative appropriate to the position.
- Demonstrated ability to work effectively as a team member.
- Demonstrated ability to establish and maintain respectful relationships with children, youth, and adults.

**Physically Fit-** the applicant must be:

- Physically capable of performing the job duties.

**Other-** the applicant must:

- Show tact, courtesy, and discretion in dealing with people in the course of their duties.
- Be able to maintain confidentiality regarding sensitive information seen and/or heard in the course of their duties

**TITLE:** Indigenous Cultural Arts Support Worker  
**SECTION:** As Appointed  
**REPORTS TO:** INED, Principal or Delegate

### **Summary**

Under the general supervision of the Indigenous Education Department and/or under the daily supervision of the principal or delegate, provides programming assistance to classroom teachers. Assists classroom teacher with co-creating culturally authentic lessons from a culturally based perspective and supporting Indigenous students in recognizing and nurturing their gifts in various classroom Cultural Arts programs. Supports all students to garner a deeper sense of balanced wellness, providing greater connectedness to their learning, overall joy, happiness, self-esteem, confidence, and success. Emphasis of responsibility will focus on supporting as a liaison between the community and classroom programs, anchoring cultural expertise in protocols and customs while collaborating with community members to support Curricular Arts programs.

### **Duties**

1. Provides guidance, assistance, encouragement, and support to Indigenous students and others in developing and achieving personal success and life skill goals.
2. Develops a rapport with Indigenous students and classroom teacher to collaborate on ideas for culturally appropriate classroom projects.
3. Supports students with diverse learning needs in the classroom environment and confers with school-based team regarding Individual Education Programs.
4. Assists the teacher in the delivery of special programs to designated students and classes as outlined in the Individual Education Programs.
5. Connects with the school based INED team.
6. Coordinates and facilitates meetings with community members to work together with classroom teacher(s) for specific classes and classroom programs.
7. Collaboratively works with students supporting Dual Trades opportunities
8. Establishes and maintains effective working relationships with the community; acts as a liaison and advocates for students and families as required.
9. May support with organizing and participating in field trips, class activities and outings.
10. Commits to assisting Indigenous students and others to achieve success in school Arts programs.
11. Connected to Trades Shops and uses a variety of tools related to the job.
12. Supports students in the Shops and Art classes using a variety of mediums.
13. Liaises with School Based INED team on post-secondary transitions and dual credit careers opportunities for students.
14. Transports students, community members and/or guests as required.
15. Conducts home visits to community members' or students' homes as required.
16. May on occasion be required to perform other duties as assigned.

## Qualifications

### Education- Applicants must have:

- Grade 12 graduation
- Successful completion of two years of post-secondary study in Art, Indigenous studies or an equivalent combination of education and experience.

### Experience- Applicants must have:

- Hul'q'umi'num Language is an asset
- Life experience working with our local Indigenous community, including involvement with culture and traditions.
- Sound knowledge and experience in woodwork and metalwork shops
- Thorough knowledge and understanding of safety protocols for machinery in shop classes
- Extensive experience working with a variety of cultural art mediums

### Skills- Applicants must have:

- Demonstrated knowledge of community resources
- Demonstrated ability to establish and maintain respectful relationship with children, youth and adults
- Demonstrated ability to work collaboratively as a team member
- Proficiency in written and spoken English consistent with assignment
- Deep and sound understanding of local Indigenous culture
- Demonstrates effective time management and organizational skills
- Basic computer skills

### Physically Fit - the applicant must be

- Physically capable of performing the job duties.

### Other

- Follow established methods and procedures
- Show tact, courtesy and discretion in dealing with people in the course of their duties.
- Ability to maintain confidentiality with regard to sensitive information seen and/or heard in the course of their duties.
- Valid BC Class 5 driver's license