

Invites applications for the positions of  
**Temporary Cultural Mentor for Indigenous Students**  
**2 Positions Available - Hagersville SS or McKinnon Park SS**

This is a unique opportunity for an experienced and dedicated individual to work under the direction of the school principal, to support Indigenous youth. The Cultural Mentor for Indigenous Students works alongside the school Student Success Team in assisting the school community in improving graduation success for First Nation, Six Nations, Métis and Inuit students.

The objectives of the Cultural Mentor for Indigenous Students are to:

- Further establish trusting relationships with Indigenous students, their families and communities, so they have a greater level of confidence in the efficacy of the student's education.
- Through building relationships with school staff enhance the collective knowledge of the educators to strengthen their skills and knowledge as a problem solver to facilitate the engagement, well-being and learning of Indigenous students.
- Identify strategies, milestones, and indicators to support Indigenous students to achieve credits, graduate and transition successfully into their chosen post-secondary pathway.
- Provide and/or facilitate access to cultural programming for students they support.

**Qualifications:**

- University degree in Youth Work, Social Work, First Nations Family Support, Education, Health Care or a related field
- Trauma, Restorative Practices, and/or Applied Suicide Intervention Skills Training (ASIST) training, or willingness to attend this training
- Knowledge of the importance of Indigenous traditional teachings, cultures, perspectives, values and history
- Knowledge of the importance of the preservation and revitalization of local languages
- Established ties and networks within the local Indigenous communities
- An understanding of the type of culturally relevant approaches, evidence-informed intervention strategies and tools that can be used to support Indigenous students
- Preference will be given to a First Nation, Six Nations, Métis or Inuit person
- Hours of work may vary in accordance with requirements and may extend into evenings and weekends
- A valid driver's license and a reliable means of transportation to travel for school/ board related business is required

**Duties and Responsibilities:**

- Acts as a mentor to Indigenous students, facilitating access and referrals to academic supports, community resources and cultural programming
- Plays an essential role in developing self advocacy skills for each learner with teachers, other school staff, families and the community
- Acts as a caring adult who develops positive trusting relationships with students and understands the strengths, needs and interest and then supports problem solving skills for student learning, engagement and well-being
- Supports, facilitates and implements programs, services and other supports to meet the unique needs of Indigenous students
- Connects students with existing Grand Erie leadership opportunities and student voice initiatives.
- Engages with parents and communities through visits and conversations.
- Tracks self-identified Indigenous students who choose to participate in the programs

Effective Date: As soon as possible to June 28, 2019

Salary: The annual salary range for this position is \$49,214 to \$58,072

If your qualifications, positive attitude and commitment to excellence make you an ideal candidate for this position, please submit your application, marked "personal and confidential" which includes a complete resume, cover letter (submitted as one document) with the names and telephone numbers of at least three professional references (including your current supervisor). Your application must be received by **4:00 p.m. on Thursday February 21, 2019**.  
Apply to:

The Grand Erie District School Board  
349 Erie Avenue, Brantford, Ontario N3T 5V3  
Fax (519) 759-5362 or email at [hr@granderie.ca](mailto:hr@granderie.ca)

Applicants with a disability that requires an accommodation to enable their participation in the interview process should advise the Board when contacted for an interview. Any assessment and selection materials and processes used in the interview process can be made available in an accessible format, upon request in advance.

All submissions are subject to a screening process and some applicants may not be granted an interview.

All new employees are required to provide an original Police Record Check (which includes a "vulnerable sector search") acceptable to the Board prior to the commencement of employment.