



## EMPLOYMENT OPPORTUNITY

Internal / External

### IEL Cohort Supervisor

1-year Fixed Term Contract

**OPEN UNTIL FILLED**

#### **About FNTI (First Nations Technical Institute)**

FNTI has been a leader in Indigenous education since its establishment in 1985, celebrating the successful graduation of over 4000 students with certificates, diplomas, and degrees in partnership with Ontario's Colleges and Universities. As an Indigenous post-secondary institution, FNTI is dedicated to offering responsive educational programming tailored for Indigenous learners across a diverse range of post-secondary disciplines, including aviation, health, social work, and public administration. FNTI's main campus is in Tyendinaga on Ontario's beautiful Bay of Quinte. We offer programming to various community locations throughout the province as well as virtual programming.

As an organization, FNTI is committed to leading by example when it comes to prioritizing employee wellness and wholistic health. Operating with a people-first philosophy, FNTI supports comprehensive wellness programs and a holistic approach to employee wellbeing through strong support systems that promote healthful work and life balance.

#### **Job Summary:**

The Cohort Supervisor reports to the Manager, Integrated Experiential Learning Office and has a critical academic role in curriculum design and course facilitation, as well as Indigenous community engagement, administrative monitoring, research and knowledge dissemination within the Bachelor of Indigenous Social Work Program.

This position is one part of a collaborative teaching and learning team involving the learner, the faculty and the cohort supervisor. The cohort supervisor's responsibilities include facilitating 4 full 45-hour courses. This includes development, enrichment, curriculum design and assessment of learners, in addition to quality assurance measures regarding curriculum content and course learning outcomes.

The cohort supervisor leads the integrated community learning experience by identifying communities, community sites and community site leaders; and identifying appropriate learning pathways while negotiating pertinent, relevant and critical contracts between FNTI and the Community Sites. This is in collaboration with identified stakeholders within the community and various personnel within FNTI.

Additional responsibilities regarding community engagement include legislated and regulatory oversight. As per the Canadian Association of Social Work Education, the cohort supervisor is also responsible and required to act as a community site supervisor and notary – monitoring and approving all site interactions during all IEL experiences and ensuring academic alignment.

The incumbent will be required to develop a customized integrated experiential learning data management system, in order to provide ongoing academic assessment throughout the 4-year program of study.

#### **Key Responsibilities:**

- Work with Curriculum developers, Program Managers and faculty in the design and development of curriculum for IEL planning courses.
- Create a culturally responsive andrological approach and utilize Indigenous epistemologies, which include learning with and from the land;
- Implement and prioritize relevant cultural frameworks within virtual and in-person classrooms, ensuring that the program is grounded in Indigenous knowledge and ways of knowing, providing unique educational experiences and enhancing the strength of FNTI learners.

- Collaborate with faculty and the IEL Office to integrate experiential learning opportunities into course curriculum.
- Instruct and collaborate on the delivery of IEL Courses;
- Ensure curriculum content delivery aligns with the program course learning outcomes.
- Support the Institute's commitment to providing a respectful, kind, safe, and welcoming environment for all people who visit or participate in the program.
- Ensure that learning and ceremonial spaces honor the principles of equity, diversity and inclusion, including respect for all bodies, gender identities and expressions and sexual orientations;
- Create a collaborative, learner-centered mutual teaching and learning space in a variety of delivery formats such as: in-person, virtual classroom, hybrid;
- Utilize a variety of andragogical teaching and learning strategies and formats (oral, written, audio-visual, digital, creative)
- Establish and strengthen an environment of respect, kindness and safety as ethical classroom standards.
- Facilitate the process of assessment throughout full scope of the IEL experience and course deliveries.
- Fully implement learner Accommodation Plans according to FNTI policies and procedures.
- Facilitate space for inclusion of medicines and traditional healing practices.
- Implement appropriate Indigenous protocols within the classroom and ensuring the cultural framework is followed (opening and closings, smudging, circles, drumming and singing and cultural practices).
- Create, develop and deliver IEL orientation activities for learners and faculty entering the program;
- Align course learning outcomes and proposed IEL opportunities and approve individual learner IEL plans;
- Supervise, develop tracking and provide approval for accumulated IEL hours, adhering to current regulatory policy practices;
- Work with IELO Manager and program team to review participant progress and renew personal integrated experiential learning plans;
- Support development of programming for collection, tracking and interpretation of relevant IEL data; and provide regular reports to program leadership and the experiential learning office manager;
- Participate in regular meetings with the IEL office team and provide regular written updates on the IEL within assigned cohort;
- Liaise with faculty regarding IEL opportunities and options.
- Engage with FNTI teams to ensure wraparound learner supports;
- Support the approval and implementation of customized individual IEL opportunities within the policy framework of FNTI;
- Collaborate with learners to support the development, review and renewal of individual IEL plans that are learner driven and that focus on individual strengths and learning intentions;
- Plan and facilitate individual mentorship sessions to design a schedule of review and renewal of personal experiential learning plans;
- Facilitate interactions and relationship building between learners and learning site partners, by supporting learners to connect with possible community partners and identify and observe related protocols within the community;
- Manage relationships with external partners and IEL Site teams.
- Continue to cultivate, manage and nurture meaningful relationships with Indigenous community partners; fostering trust, mutual understanding and collaboration to ensure the successful IEL experiences that are designed to respect and honor mutual cultural values and perspectives and uplift and strengthen all partners;
- Create, develop and deliver orientation activities for IEL Site Partners;
- Support IEL program administrative processes including but not limited to – learner tracking and portfolio support, policy and program development, strategic planning, process mapping, and ongoing quality assurance processes;
- Actively engage and promote reciprocal relationships with the identified community site collaborators to understand their needs and preferences for working with learners;
- Support learners and the community collaboration team to design and facilitate IEL opportunities tailored to the needs and goals of the community;
- Support and supervise IEL site administrative operations and support collaboration with learners, site teams and the integrated experiential learning office;

- Facilitate the identification, collection and storage and safeguarding of required documentation in collaboration with site lead/site team, learner and FNTI;
- Serve on institutional committees as requested.
- Collect and store relevant data regarding IEL Site Partners

### **Qualifications:**

- A master's degree in social work
- 7 or more years of teaching and practice experience post BSW Degree
- 5 of more years of practice the Social Work field
- Evidence of teaching and Indigenous education and practice experience working with Indigenous learners and communities, with demonstrated potential for a successful trajectory aligned with the vision and mission of FNTI;
- A combination of Indigenous knowledge and teachings, training and experience which FNTI deems to be appropriate to the role
- Demonstrated knowledge of the history of Indigenous peoples and communities
- Experience developing tracking systems for data and research, and experience utilizing online tools to create unique tracking systems.
- Previous work includes creating teaching and learning environments that support shared decision-making, collaboration, and collegiality;
- Practical experience working with and developing relationships and collaborative projects within Indigenous communities;
- History of participation in community learning/experiential facilitation, mentorship, or related roles.
- Experience with face-to-face and online/distance education and familiarity with teaching technologies

### **Other Knowledge, Skills, and Abilities**

- Proven experience in community engagement and relationship building
- Knowledge of wise practices in experiential learning and ability to incorporate current innovations into teaching, learning and practice are required.
- Ability to communicate with diverse audiences from local community members to staff and academic team members.
- Must understand the importance of creating accessible, relevant and empowering programming for Indigenous learners and communities that is rooted in Indigenous knowledge.
- Ability to demonstrate an understanding and commitment to quality assurance in an Indigenous Institute, an asset.
- Must be able to demonstrate and articulate the importance of education as a reconciliation tool for Indigenous learners.
- Knowledge of the histories and contexts of the Indigenous peoples of Canada, including UNDRIP and the Truth and Reconciliation Calls to Action;
- Passion for community engagement and a commitment to fostering inclusive learning environments that favor reciprocity and shared benefit.
- Ability to adapt teaching methods to diverse learning styles.
- Excellent organizational skills and time management skills to meet tight deadlines;
- Highly organized with the ability to manage multiple tasks and priorities effectively.
- Working familiarity with AODA and Placement/Site based health and safety protocols an asset.
- Understanding of LMS/Brightspace system will be considered an asset
- Experience with frontline mental health support work will be considered an asset.

### **Conditions of Employment:**

- Willing and able to travel on occasion as well as work overtime as required.
- Successful candidates must provide a satisfactory CPIC and Vulnerable Sector Check.

### **Note:**

- All qualified applicants are welcome to apply, however FNTI provides preference to those applicants with Indigenous ancestry who self-identify.
- Must be legally entitled to work in Canada.

**Please forward cover letter, resume, and two references to:**

Raven Tabobandung, HR Advisor

Email: [HR@fnti.net](mailto:HR@fnti.net)

FNTI is committed to creating an accessible and inclusive organization. In accordance with the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human Rights Code (OHRC), applicants may request accommodation related to the protected grounds at any stage of the hiring process.

**Thank you for your interest with FNTI. Only those selected for an interview will be contacted.**