



District Principal – Indigenous Education

The District

If you are looking for your next opportunity to lead, we are seeking a dedicated professional for the position of District Principal – Indigenous Education, effective August 18, 2025.

School District #87 Stikine serves students and their families in four schools in the rural, remote northern communities of [Atlin](#), [Dease Lake](#), [Lower Post](#), and [Telegraph Creek](#); as well as supporting students from the community of [Iskut](#). Our district enrollment is stable, with 190 FTE students, of which, 80% are of First Nations ancestry.

The needs and interests of learners are diverse. Meeting those needs and interests is the Stikine Board of Education's highest priority, as guided by the District's 2022-2026 [Strategic Plan](#).

We are deeply committed to supporting the implementation of local and provincial curriculum; innovative and effective assessment and reporting practices; and ongoing professional learning. We are focused on high-quality pedagogy and the inclusion of all learners. At the heart of all our efforts is learner success, fostered through initiative, creativity, motivation and the shared values and vision of the local Nations, communities, staff and District partners. We believe that:

- ✓ Learning recognizes the role of Indigenous knowledge.
- ✓ Learning is connected to the land, culture and people.
- ✓ Learning involves developing relationships, respecting distinct cultures and honouring the perspectives of others in our community.
- ✓ Learning addresses the unique needs of all learners.
- ✓ Learning demands excellent teaching, planning and assessment skills.

Both provincial and local data indicate vulnerability factors in a high proportion of the student population. The complexity and diversity of student needs, combined with the wide geographic dispersion of the schools that serve them, is a defining challenge/opportunity of the position.



We are honoured to serve learners in the territories of the Tăttān, Kaska and Taku River Tlingit First Nations.

The Board of Education envisions strong and sustainable partnerships between the three Nations we serve to create and maintain proud, successful, culturally vibrant communities where children and youth are engaged in lifelong learning. Our objective as a School District is to utilize a wholistic approach that enhances the learning success of all learners; protects and strengthens their unique cultural identity; and supports the wellness of the whole child.



The Position

Reporting directly to the Superintendent of Schools, the District Principal – Indigenous Education (DPIE) provides key leadership across the entire district in Indigenous education.

The DPIE fosters a distinctions-based approach to Indigenous education, prioritizing strong relationships with the Tāltān, Taku River Tlingit and Kaska Nations and working closely with the Nations to align district initiatives with their priorities and perspectives. The DPIE provides support to the effective implementation of the district's Indigenous Education Council.

The District Principal's primary responsibility will be to foster Indigenous student success and to support District initiatives in First Peoples Principles of Learning, Equity in Action, Truth & Reconciliation and the implementation of the District Strategic Plan.

Collaborating with local Indigenous leadership/Nations, District leadership and school teams, the DPIE is foundational to providing equitable opportunities for Indigenous children and youth (K-12) to become confident and courageous learners.

A detailed Job Description is available, with highlights including:

- Support to the Superintendent with the identification, development and implementation of strategies to continuously improve Indigenous student success Demonstrating understanding and respect for Indigenous learning and students with disabilities or diverse abilities.
- Actively seeking involvement from Indigenous families and Indigenous communities in order to enhance Indigenous student success.
- Building relationships and working collaboratively with all Indigenous partners and Elders.
- Supporting the Superintendent in the creation, implementation and sustainment of Local Education Agreements (LEAs) and the British Columbia Tripartite Education Agreement in partnership with local Nations, Indigenous partner groups and the District's Indigenous Education Council.
- Administers the annual budget for Indigenous Education's targeted funding in consultation with the Indigenous Education Council.
- Leading initiatives to dismantle systemic barriers, address Indigenous-specific racism, and foster anti-racist practices in schools and district programs.
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Salary and Benefits

This is an exempt position with a competitive salary range of \$148,258 - \$164,731. Complementing the salary is a generous benefit package, including a relocation allowance; annual personal travel allowances (employee and dependents); health benefits; vacation; pension; and modern accommodation at a very reasonable rent.



Application Submission

Candidates are to apply with a cover letter describing their interest and qualities relevant to the position, along with a complete resumé detailing education skills and experiences. Please include the names of three professional references familiar with your professional performance.

Completed applications are to be emailed by **3:00 PM PDT, April 11, 2025, to:**
Marty Leach, Superintendent at
Marty.Leach@sd87.bc.ca

Education, Qualities, Skills and Experience

Applications are invited from resolute and enthusiastic educators who are committed to Indigenous education, equity and student success. Candidates must possess:

- A valid BC teaching certificate or eligibility for certification with the BC Teacher Regulation Branch.
- A master's degree in an appropriate field, or a willingness to obtain same.
- Extensive experience working with students of Indigenous ancestry and their communities along with strong knowledge and understanding of Indigenous culture, history, language and contemporary issues facing Indigenous people.
- Skills for building strong, meaningful relationships with Indigenous communities and partners.
- A commitment to, and experience working toward, the Truth and Reconciliation Calls to Action.
- An unwavering belief that each learner can reach their potential and achieve at a high level.
- Demonstrated ability to work collaboratively with others
- Exceptional organizational, interpersonal, and communication skills
- Experience leading initiatives focused on racial inclusivity and equity
- A strong commitment to the education-related Truth and Reconciliation Calls to Action and the education-related items from the Declaration on the Rights of Indigenous Peoples Act (Declaration Action Plan)
- Courageous leadership to identify and remove systemic barriers to student success

Desirable for the position:

- Identification as an Indigenous person with lived experience.
 - Knowledge of the Tāltān, Taku River Tlingit and Kaska Nations.
- Administrative experience as a Principal or Vice-Principal which includes the supervision of staff, preferably in a unionized public-school environment.