



District Principal

Indigenous Education and Special Needs



School District No. 87, Stikine, serves students and families on the unceded traditional territories of the Tăttān, Kaska, and Taku River Tlingit First Nations.

In School District 87, Stikine, we are deeply committed to supporting the implementation of the local and provincial curriculum, innovative and effective assessment and reporting practices, and ongoing professional learning focused on high quality pedagogy and the inclusion of all learners. Learner success is at the heart of all efforts and is fostered through initiative, creativity, motivation and the shared values and vision of our Nations, communities, staff, and district partners. Leaders in our school district understand that planning is essential to developing excellence. Our formal and informal leaders facilitate positive change, and they demonstrate this through skillful building of relationships that support learner success. 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 Special Needs of all learners.
- ➔ Learning demands excellent teaching, planning and assessment skills.

Candidate Profile:

Applications are invited from resolute and enthusiastic professional educators who are committed to equity and excellence in learning to ensure the success of each Indigenous learner. The overarching responsibility of the successful candidate is to implement the Equity in Action Project, which is aligned with the District Strategic Plan. Collaborating with local Indigenous leadership / Nations, District leadership, and school teams, the successful candidate will promote diversity, equity, and inclusion in schools and communities, providing equitable opportunities for Indigenous learners (K-12) to become confident, and courageous learners.

The preferred candidate will possess the following qualifications, experience, and attributes:

- Teacher Regulation Branch certification
- Master of Education
- Have extensive and successful experience working with learners of Indigenous ancestry and communities
- Demonstrate a commitment to and progress towards the Truth and Reconciliation Calls to Action
- Maintain an unwavering belief that each learner can reach their potential and achieve at a high level
- Demonstrate strong knowledge of Indigenous curriculum, culture, values, history, and languages
- Ensure a commitment for building strong, meaningful relationships with Indigenous communities and partners
- Engage in system thinking to provide inspirational and visionary leadership in Indigenous education
- Ensure equity work is reflected in the District's Framework for Enhancing Student Learning

***Additional consideration will be given to candidates with Indigenous ancestry**

The Position:

This position reports directly to the Superintendent of Schools and provides leadership regarding the success of Indigenous Learners and those with Special Needs. Areas of responsibilities include:

- Strong advocacy for all learners and public education
- Collaborating with educational leaders and staff with a vision to reflect indigenous learning
- Involvement in leading innovative learner achievement initiatives
- Ability to lead staff in collaborative inquiry processes and professional learning
- Having knowledge and experience as a support teacher working with Special Needs
- Conducting a variety of assessments, including classroom observation, administration and interpretation of norm-referenced assessment instruments, curriculum-based assessments, and Diagnostic teaching methods
- Level B assessment qualifications
- Meeting with Principals, District Staff, Classroom Teachers, and Parents in supporting the goals of IEPs through a consultative model ensuring that assessment referrals are complete and accurate
- Demonstrating understanding and respect for Indigenous learning and Special Needs learners as well as knowledge of the Tahltan, Tlingit and Kaska Nations.

School District 87, Stikine, offers competitive salaries in the province; a relocation allowance upon arrival; annual personal travel allowances for employee and dependents; a substantial professional development package and an excellent benefit package. We, also, supply modern accommodation at a very reasonable rent.

School District 87, Stikine, appreciates the interest of all applicants, however, only those applicants selected for an interview will be contacted.

INTERESTED QUALIFIED CANDIDATES

Application packages should include:

COVERING LETTER:

Cover letter with content emphasis on personal leadership qualities and personal leadership style as it applies to indigenous learning and special needs education.

RESUME: Resume detailing qualification and experience inclusive of the names of three professional references.

APPLICATION DEADLINE:

The application deadline is no later than **5:00 PM on Tuesday, August 20th, 2024 PST.**

Please email your completed application file in PDF format, to the attention of Secretary Treasure, by emailing:

alanna.cameron@sd87.bc.ca

A return email confirming receipt of applications will be provided. By application, candidates give permission to School District 87 to contact any references, or any past or present employers named in the application. References will only be conducted following interviews of shortlisted candidates.