

PACIFIC RIM SCHOOL DISTRICT JOB DESCRIPTION

TITLE: District Culture and Language Worker
LOCATION: District
REPORTS TO: Administrative Officer (Principal)
DATE: February 2024

SUMMARY

Reporting to the Director of Instruction – Indigenous Education, the Culture and Language Worker supports the school district with the implementation of culture and language programs and assists with establishing correct protocols for activities and events.

DUTIES

Under minimum supervision, duties may include:

1. Have clear communication and be able to work as part of a team.
2. Support district and schools with appropriate cultural protocols and language protocols.
3. Assist in creating and leading learning of Nuu-chah-nulth and Metis ways of knowing and being in the classroom and outdoors.
4. Creating resource list of Elders and knowledge keepers to be shared within the district.
5. Take part in consulting Elders of the Culture council in the valley and on the west coast.
6. Understanding of circles and how they can play a role in schools in various settings and help facilitate as needed.
7. Help explore ways that Indigenous student voices can be heard at the district level.
8. Support the digitization of Indigenous resources for future use
9. Specifically provide support for Indigenous Support Workers and other support staff to introduce culture and language programs
10. Provide direct instruction of staff and students for language programs
11. Develop district wide understanding of Nuu-Chah-Nulth world views and the values

QUALIFICATIONS

1. Grade 12 graduation or equivalent
2. Must possess a valid class 5 driver's license.
3. Fluent in Nuu-Chah-Nulth language
4. Expert knowledge of Nuu-Chah-Nulth culture, protocols and history
5. Experience supporting students academically, culturally and social emotionally
6. Minimum 3 years' experience educating adults and children related to local First Nations culture and language

PACIFIC RIM SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Indigenous Support Worker
LOCATION: Assigned Schools
REPORTS TO: School Principal
DATE: June 2025

SUMMARY

Reporting to the school principal and working under the general daily direction of classroom teachers and with guidance from the Director of Instruction, provide academic education, cultural, language and well-being support to all students, and specifically to indigenous students. This role includes delivering inclusive academic assistance, adapted to diverse and evolving student needs and fostering meaningful cultural connections within the school community. The position also involves clarifying and facilitating home support and outreach, helping to build strong school-family relationships.

DUTIES

1. Support the well-being of Indigenous students by fostering strong connections to the school, staff, and wider school community. Help cultivate a sense of belonging for both students and their families. Engage with Nation Education Managers to strengthen relationships with families and support ongoing collaboration between home and school.
2. Support school staff in the creation of an inclusive environment where indigenous students see their families and communities reflected in their school and within their classrooms and assist indigenous students to develop a positive sense of self-identity.
3. Connect and facilitate the participation in schools and classrooms of local Nuu-Chah-Nulth and Metis knowledge holders when culturally specific resources are needed.
4. Support all students in learning about Nuu-Chah-Nulth worldview both in the classroom and out of doors.
5. Support the learning of the Nuu-Chah-Nulth language in classrooms, within the school and at school related functions.
6. Support the understanding of Metis culture and language in schools.
7. Noon Hour Supervision and/or boat supervision as required.
8. Be part of school Indigenous Support Teams.

QUALIFICATIONS

1. Expert knowledge of Indigenous history, culture, values, and protocols.
2. Ability to speak Nuu-Chah-Nulth to the degree of fluency required to support the School District's Nuu-Chah-Nulth language plan may be required.
3. An understanding of the lived experiences of First Nations Peoples and the impact of residential schools on those experiences.
4. Experience creating equity in education for indigenous students and building strong relationships between families and the public-school system.
5. A thorough understanding of the Indigenous worldview and experience using this worldview to support students.

6. Thorough understanding of the First People's Principles of Learning as well as the TRC Calls to Action.
7. Grade 12 graduation supplemented by post-secondary training related to Health and Human sciences or cultural experience and knowledge keeping related to this field.
8. Ability to utilize technology to communicate with individuals, school staffs, families and communities.
9. First Aid, CPR and Non-Violent Crisis Intervention certificates or willing to take as part of District mandatory training.