

ADDENDUM

ABORIGINAL DISTRICT BEHAVIOUR SPECIALIST

1. DESCRIPTION OF SCHOOL LEVEL DELIVERY MODEL

The District Behaviour Specialist will provide district leadership and is primarily assigned to work with behaviour support programs for Aboriginal students and will:

- a) assist with planning and monitoring individual behaviour plans for Aboriginal students with behavioural needs;
- b) assess the appropriateness of referrals for behaviour support programs and place Aboriginal students accordingly;
- c) liaise with the Aboriginal MCFD and non-statutory agencies;
- d) assist with the assignment of itinerant child care workers;
- e) provide consultation to school personnel in developing effective interventions for Aboriginal students with behavioural needs;
- f) advocate for community support service when appropriate;
- g) mediate between systems (i.e. family, school and community);
- h) facilitate in-service related to Aboriginal education and consult with child and youth care workers when necessary;
- i) facilitate the transition of Aboriginal students exiting behavioural support programs;
- j) provide educational leadership in areas of individual expertise.

2. MINIMUM ACADEMIC QUALIFICATIONS/EXPERIENCE

- a) a Master's degree of Social Work or equivalent with minimum coursework in the area of Aboriginal education;
- b) training/experience in Behaviour Management.
- c) participation in collaborative planning and facilitating of professional development activities related to Aboriginal Education.

3. PREFERRED QUALIFICATIONS/EXPERIENCE

- a) experience in a setting which diagnoses or treats students in need of intensive behavioural support;
- b) working knowledge of behaviour management strategies (i.e. functional assessment, behaviour and safety planning).
- c) Training and or experience working with Aboriginal families or communities.

- d) In-depth knowledge of programs, support services, classroom resources, and current issues related to Aboriginal Education in delivery of service.
- e) Awareness of the history of the local Aboriginal community, including First Nation and Metis organizations and community support services.

4. REPORTING STRUCTURE

The personnel in this position are accountable in the execution of their assigned duties to the District Principal, Student Support Services.