

CHAMPAGNE and AISHIHIK FIRST NATIONS

<u>Identification:</u>	<i>Dunèna</i> Wellness Support Worker
<u>Department:</u>	Education
<u>Supervisor:</u>	K-12 Education Manager
<u>Date:</u>	March 19, 2025
<u>Wage Level:</u>	7
<u>Status:</u>	Fixed Term Full time

The Champagne and Aishihik First Nations (CAFN) Department of Education is committed to assisting and supporting elementary and secondary students and their families throughout their educational journey. This position involves supporting *Dunèna* (children) while also promoting healthy activities and a Dän K'e way of life.

Job Summary:

Reporting to the Education Manager, the *Dunèna* Wellness Support Worker is responsible for connecting students and families with resources and supports they need to be successful in school, addressing barriers to school attendance, and supporting student social and emotional well-being. This position also supports the mental health and well-being of student's in collaboration with their families, the CAFN Education Support Worker (ESW), CAFN departments, and other organizations.

A. **Main Duties:**

1. **Act as a support for CAFN students, and their families in all aspects of education and student's mental health and well-being throughout their educational journey.**
 - Develops positive relationships with students, parents and school staff to ensure that students and their families feel fully supported.
 - Supports school attendance by offering rides and driving CAFN students to school when needed.
 - Provides a safe space and listening ear for CAFN students. This may include scheduled daily office hours for one-to-one conversation and support.
 - Provides individual or group wellness supports to students during classroom and other school activities.
 - On occasion, makes home visits when required with parental consent and safety measures in place in collaboration with the ESW at St. Elias Community School.
 - Upholds Champagne and Aishihik First Nations culture and values when working with students, families, co-workers, and the school team.
 - Provides opportunities for parents to be involved in their children's wellness and learning, and attends relevant events at the school. This may include special programing with CAFN's Community Wellness department and with the St. Elias Community School ESW.
 - Supports students and youth to connect with additional services and supports as needs are identified.
 - Promote a safe and inclusive environment that supports student's safety and social/emotional well-being while

attending school; a healthy/school life balance.

- Must be a positive role model for all students within the school and while in the community.
- Support students to attend school on a regular basis. This can include students who have dropped out of school and/or not attending regularly.
- Attend school, department and other meetings as requested.
- Provide wrap around support and services, guidance, and problem solving skills to students and their families to address issues related to overall family health, Dan Ke and Education.
- Helps create a welcoming, barrier free environment for CAFN children and youth while in the school and other locations.
- In collaboration with the CAFN ESW, act as a liaison between parents/guardians and schools, by telephone, in-person or electronically as needed, and encourages parental involvement in their student's education with clear and concise communication.

2. Perform administrative and project work as required:

- Supporting families with other outside agencies and or with CAFN itself.
- Provides parenting skills building and emotional support when required.
- Must keep accurate records of student attendance and supports provided to students.
- Assist classroom teachers with mental and social wellness for students.
- Establish and maintain connections with coworkers in Education and other CAFN staff members as required

3. Perform other duties, such as:

- Working in collaboration with the CAFN Education team and Community Wellness department (Youth Programs) to deliver summer programming.
- Participate in training, education and other related learning opportunities as required.
- Perform other activities and duties when directed by supervisor to ensure the needs of the students are being met.
- Gather information relevant to the students' needs for supports.
- Support students and families at community gatherings when required. This can include connecting Elders and students.

B. Job Knowledge and Skills

Education and Experience:

Grade 12 with at least a one-year successful completion of post-secondary training in child and youth care, education or child development, with experience in delivering educational and social emotional programs with First Nations students, or an equivalent combination of training or experience. Trauma-informed and whole child approach training and experience would be an asset.

Job Knowledge:

- Awareness of educational and social issues affecting First Nations people
- Knowledge of holistic and alternative support and wellness processes
- Knowledge of local child and family support agencies and resources
- Knowledge of the history and culture of the Champagne and Aishihik First Nations community and family structure.

Specific Skills:

- Ability to work with minimal supervision
- Ability to establish and maintain positive working relationships with students, parents, school staff, colleagues and community members
- Possess strong organizational skills
- Ability to work under pressure in a multitasking environment while maintaining a passion for helping others maintaining trust and rapport with CAFN citizens.

Interpersonal Skills:

- Strong communication skills, written and oral.
- Strong organizational skills and time management skills
- Ability to research options for students and involve other agencies if required.
- Ability to foster trust and acceptance of all peoples with CAFN.
- Cultural awareness and sensitivity and understanding of all situations.
- Strong interpersonal and conflict resolution skills
- Knowledge and understanding and practice of principals associated with confidentiality and teamwork
- Able to handle and demanding and stressful work environment.
- Displays and demonstrates a positive attitude and good work ethic.
- Positive representation of CAFN in all situations.

C. Decision Making:

Goals, objectives and long-term priorities for this position are established by the Director of Education in fulfilling the CAFN strategic plan. The incumbent is responsible for the day to day management of the program and achieving program objectives. This includes working in collaboration with school staff and the CAFN staff as required to ensure successful outcomes for students. Success in this position will require a high degree of tact, diplomacy and discretion.

D. Impact/Accountability:

This position is accountable for providing a positive role model for students and CAFN youth. The Wellness Support Worker is accountable for giving sound advice for sensitive and complex family issues; Wellness Support Workers are required to give holistic advice, and wrap around care that is in line with Dan Ke. The impact is highly detrimental to the student and family if care is mismanaged. Wellness Support Workers are accountable to the education of youth and promotion of language and culture impact the future wellbeing of the community.

Acts, Regulations and Policies/Procedures

Yukon Education Act with attention to 9.11 – procedures for preventing and responding to harm by adults
Child and Family Services Act
CAFN Human Resources Policies and Procedures
CAFN Education Department Policies and Procedures

E. Positions Supervised:

None

F. Working Conditions:

This position is primarily located in a normal school and office environment but with some requirement to work at on the land locations under simple living conditions. There will be some requirement to travel and with travel, on occasions, to remote areas. This position is physically and emotionally demanding. The incumbent may experience anxiety from time to time and will need to be able to effectively manage stressful situations.

In the course of duties, there is occasionally the requirement to deal with emotional students or family members.

G. Conditions of Employment

- A valid Yukon Class 5 driver's license; A Class 4 driver's license would be an asset.
- Vulnerable sector check
- Valid First Aid Certificate or willing to obtain
- Willingness to work evenings and/or weekends, as required
- Provide supports outside of school hours if required.
- Must be able to work within regular working hours. These hours can also change on a regular basis if need be.
- Extended workdays may be required to accomplish tasks and meet workload demands during peak periods, as directed
- Mandatory confidentiality is a condition of employment for all CAFN personnel
- All Champagne and Aishihik First Nations employees are expected to conduct their duties in a harmonious and cooperative manner intended to enhance the First Nations efforts to build a strong and prosperous Government.

I approve this position description as being representative of the work I require to be performed and that the responsibility and authority levels identified have been delegated to this position. This job description has been designed to indicate the general nature and level of work to be performed by the employee. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities assigned to this job.

Director of Human Resources

Date

Director of Education

Date

Employee

Date