

**NON-MANAGEMENT JOB DESCRIPTION
POINT RATING EVALUATION PLAN**

Working Title Indigenous Practice Specialist	Name
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Position Number	Reports to Position No., Class & Level Senior Manager – Indigenous Supports	Division, Branch/Unit Child Intervention Division	Ministry Children’s Services
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Present Class HSW7	Requested Class
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Dept ID	Program Code	Project Code (if applicable)
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PURPOSE: Give a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization (see Non-Management Job Description Writing Guide [Pages 7-8](#)).

Reporting to the Senior Manager of Indigenous Strategies, the Indigenous Practice Specialist (IPS) will provide consultation and support to the Regional Leadership Team, regional supervisors, and front-line practitioners. The Indigenous Practice Specialist seeks to inspire healing practices and influence improvements at a Regional level connected to and informing provincial directions and knowledge in regulations, standards, policies, and casework practice in an effort to support the child and family through expert knowledge in life-long connections with Elders, culture, history, family and/or community of origin, thereby promoting the development of a positive identity and healing outcomes for children and families.

This Indigenous Practice Specialist acts as a regional program consultant to regional staff in the areas of legislation, policy, casework, and issues specific to the *Child and Youth Family Enhancement Act* at all levels of intervention. This position influences the consistent application of the legislation, policies, and standards regionally and the Child Intervention Practice Framework while ensuring they have the tools necessary to support culturally appropriate interventions when working with Indigenous children and families. This position draws upon personal knowledge and experience, supporting a collaborative model of service delivery related to people, communication, and information sharing. The Indigenous Practice Specialist regularly meets with supervisors, managers, other specialists focusing on child intervention services, and may serve as a representative on a variety of committees and initiatives.

This IPS position also provides and supports regional staff with cultural competency training pertaining to First Nation and Métis communities and collaborates in developing plans and strategies that support the rights of Indigenous peoples and an appreciation of community protocols, cultural practices, ceremonies, and language. This will help staff gain a better understanding of historical traumas, systemic challenges and barriers experienced by Indigenous families. Given the specialized nature of the work, which is often complex and politically sensitive, this position requires flexibility and effective communication skills; with fluency in an Indigenous language considered an asset.

Recognizing Indigenous self-determination and the provision of culturally competent services as fundamental in improving outcomes and cultural safety for First Nations, Métis and Inuit children, this position utilizes a strength-based approach to support practice using strengths within the child’s family and community. Building and maintaining positive relationships and creating linkages between caseworkers and Elders, First Nation Band Designates or Children services Portfolio Holders, Delegated and non-delegated First Nations and Métis Resource Persons across Canada or wherever regional children reside, is a key focus of the position.

RESPONSIBILITIES AND ACTIVITIES: The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

This position provides a broad range of services and supports within North Region, shifting the worldview to include an appreciation of cultural knowledge and traditions, (the way we think, learn, interact, connect with, and understand the world), understanding the diversity of Indigenous cultures, heightened awareness of personal biases and stereotypes, thereby eliminating bias from programs and services and honouring the dignity of Indigenous peoples.

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By providing mentoring and training to regional staff through a healing practice framework, this position hopes to influence the skills, knowledge, and cultural understanding of regional staff, thereby creating healing outcomes designed to improve service delivery. As issues are often diverse, complex, and politically sensitive, this role prioritizes work to meet emergent issues while using significant discretion in determining how the work is performed in consultation with leadership. There is substantial freedom to act to identify and respond to issues in which there are often few specific guidelines and precedents, while in some cases there exists broad agreements or policies that require interpretation.

RESPONSIBILITIES

- Focus on improvements in best practice in utilizing life-long connections with Elders, culture, history, family and/or community of origin, thereby promoting the development of a positive identity and healing outcomes for children and families.
- Maintain knowledge of current legislation, standards, and practice, including continued learnings and experiences of diverse Indigenous cultural protocols and practices.
- Collaborate on incorporating provincial consistency in practice improvements, healing practices and outcomes.
- Support the implementation and application of Signs of Safety with respect to on going casework practice with indigenous respect to Indigenous children through cultural, familial and community connections,
- Support and mentor practitioners and supervisory staff on improving practice and making informed decisions regarding cultural safety and life-long connections for Indigenous children, utilizing specialized expertise and knowledge in cultural norms, practices, and community standards.
- Consult and provide an Indigenous perspective regarding complex situations through effective handling and purposeful resolution in accordance with applicable legislation, regulations, policies, practices, and protocols.
- Collaborate and provide guidance and recommendations to regional staff regarding intake, assessments, ongoing casework, and permanency with respect to Indigenous children through cultural, familial and community connections, including meaningful consultation with the First Nation Band Designate, Métis Designate, Métis Resource Person (MNA) or Child Welfare Portfolio Holder.
- Promote a learning organization where analysis, choice, and conscious thinking are utilized regularly in group supervision.
- Promote and support and analyze Child Intervention (CI) Standard and Service Delivery Accountability Measures and Infomart reports regarding Indigenous children for use in regional strategic planning.
- Participate in the development and delivery of cultural training to regional staff, reflective of First Nations, Métis and Inuit (FNMI) values and practices as they relate to the child intervention and prevention frameworks. This includes:
 - Guide workers in applying “healing practices” consistent with Indigenous ways of knowing, learning, and doing.
 - Facilitate foster parent/caregiver training including knowledge exchange and access to Indigenous knowledge keepers.
 - The identity of Indigenous peoples, including historical impacts, trauma informed practice, cultural sensitivity, kinship and life-long connections, and Indian status/ Métis registration and membership.
- Collaborate as an active member on internal and external committees to partner and share resources, expertise, knowledge, and learnings (represent the region on various committees).
- Support a collaborative service delivery approach that aims to increase Urban Indigenous peoples’ access to programs and services by acting as a knowledge broker to assist in navigation of services with urban populations.
- Build and maintain relationships/partnerships with Indigenous communities, First Nations leadership, Métis Nation and Métis Settlements and other stakeholders across Canada through the following activities:
 - Maintain regular contact with key community individuals for the purpose of consultation, clarification, interpretation, or guidance in the delivery of services and programs.
 - Participate in Indigenous community events, cultural and traditional ceremonies.
 - Work with communities and organizations to share information and develop partnerships, projects, and events.

Additional Responsibilities

- Lead the regional initiative in the identification of all children eligible for Registration under the Indian Act by coordinating with staff and Indigenous and Northern Affairs Canada, Indian Registries in issuing Indian status numbers, an inherent right of First Nation children and ensuring they are registered.

RESPONSIBILITIES AND ACTIVITIES: The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

- Lead the regional initiative in the identification of all children eligible for Band membership and ensuring they are registered.
- Lead in the Métis Registration/Membership process through regional coordination of the identification of all children eligible for Métis membership under section 35 of the Constitution Act (1982) and ensuring they are registered.
- Ensuring CICIO is updated for North Region on a monthly basis with respect to Indigenous information regarding On/Off-Reserve verifications are completed

KNOWLEDGE, SKILLS & ABILITIES: Include information on required diplomas and degrees along with identifying the most important knowledge factors, including knowledge about practical procedures, administrative, technical or professional techniques, technical, scientific or program related processes, etc. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (see Writing Guide [Pages 12-14](#)).

Knowledge:

This position requires sound knowledge and understanding in the following areas as it relates in serving Indigenous children, families and communities:

Legislation, Policies and Frameworks

- *Child, Youth and Family Enhancement Act* (CYFEA)
- Casework Practice Model philosophy
- *Drug Endangered Children Act*
- *Family Supports for Children with Disabilities Act* (FSCD)
- *Freedom of Information Act* (FOIP)
- *Child Care Licensing Act*
- Other related Legislation
- United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- Indigenous Affairs and Northern Development Canada, Indian Registries/Indian Moneys
- First Nations and Inuit Health, Health Canada – Jordan’s Principle
- Treaties across Canada, especially Treaty No. 6, Treaty No. 7 and Treaty No. 8
- Administrative Reform Arrangement
- Government of Alberta Guidelines for Indigenous Protocol, Gifting and Expenses
- Permanency Framework
- Child Intervention issues and trends – especially in service delivery needs of Indigenous children and families
- Signs of Safety philosophy and practice
- Outcome measurements and evaluation frameworks (indicators from an Indigenous perspective)
- Interprovincial protocols
- Understanding and appreciation of change management (organizational / program change)
- Community and Ministry resources
- CYFEA policies and safety standards
- Child Intervention Practice Strategies
- *Protection of Sexually Exploited Children Act* (PSECA)
- FSCD programming / FASD trauma informed healing practices
- *Children First Act*
- *Indian Act and Metis Settlements Act*
- Alberta/Metis Framework Agreement
- Truth and Reconciliation Commission (TRC) Report and Recommendations
- First Nation Band Bylaws for membership (per capita distribution / trust money for children in care)
- Delegated First Nation Agencies (18 DFNAs in Alberta and others across Canada)
- First Nation and Métis history, protocols and governance structures
- Aboriginal Policy Framework (Government of Alberta)
- Child Intervention Practice Framework
- Understanding of Aboriginal cultural practices, ceremonies and traditions
- Adoption, Permanency Planning, and Kinship Care programs and practices – consultation processes
- National Child Welfare Outcome Matrix
- Understanding of effective methods for adult learning
- Ministry and/or North Region business plans, strategic priorities, and initiatives unique to Indigenous children, families and communities
- Principles of project management

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Experience:

- Demonstrated ability to build and maintain working relationships and collaborate with partners, internal and external.
- Plan, organize and prioritize work supporting regional priorities.
- Ability to manage and support projects, prioritize and meet timelines.
- Communication – written and verbal to respond to information requests, address/clarify policy issues, present.
- Articulate complex, sensitive or political issues and shared learnings from these experiences
- Mediate and/or resolve conflict (perceived or real)
- Work independently and within a team environment.
- Interpersonal and communication skills, verbal and written, public speaking skills.
- Conceptual, analytical, proactive, and strategic thinking skills
- Flexible in responding to emergent tasks and priorities.
- Coaching and mentoring abilities
- Facilitation and negotiation skills
- Contract / grant and project management skills
- Training skills
- Proven relationship building and collaboration skill.
- Conflict resolution and mediation skills and abilities
- Creativity in the joint development, implementation and evaluation of new programs and initiatives
- Regional position regarding Legislation, address groups, prepare for and do presentations.
- Leadership ability to chair meetings.
- Consultative skills to provide advice to influence actions and capacity of field staff.
- Advanced computer skills in order to develop presentations, use information systems to gather and analyze data, organize information and prepare reports.
- Research skills
- Understands case management.
- Community development skills to draw on formal/informal resources and services in response to Regional service delivery needs

Competencies:

- **CI Practitioner Competencies:** performing the Child Intervention Practitioner competencies with consistency at an advanced level of proficiency, according to the Child Intervention Practice Framework Principles, to provide practice supervision to CI staff.
- **Mindfulness and Self-reflection:** being intentionally aware, focused, and present in the moment; continuously assessing, without reaction and judgment, one's emotions and actions to guide one's thinking and behavior.
- **Outcome Oriented:** maintaining a working knowledge of the CIPF Principles, CI outcomes and priorities. Demonstrates the ability to lead with a focus on CI outcomes and ensure the work of one's team is in alignment with these outcomes. Demonstrates commitment to the CI outcomes and priorities by role modeling responsibility for decisions and accountability for results.
- **Engaging Others:** building a foundation of trust and respect to engage staff and inspire, empower, support, coach, and mentor. Building relationships individually and as a team to create a positive working environment and to achieve the best possible CI outcome.
- **Leading Continuous Improvement:** demonstrate ability to seek out opportunities for innovation and creatively problem solve. Support staff through implementing organizational initiatives. Operate with a high degree of flexibility and adaptability to implement learnings and achieving outcomes for children and families.
- **Enabling others Growth and Development:** guiding others to strengthen their professional ability and CI practice and foster a climate of learning and self-reflection.
- **Communication:** engaging in and fostering active listening, creating an atmosphere of respect and positive problem solving. Ensuring one's verbal and non-verbal communication is congruent. Demonstrating an awareness of the impact of one's communication in both oral and written form.

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Educational Requirements

Preferred education is a Bachelor or Social Work or a Social Work Diploma with 2 years of related experience. Equivalencies considered such as Master of Social Work and 1 year related experience; OR related university degree and 4 years related experience; OR related diploma and 5 years related experience; OR related certificate and 6 years related experience.

Primary Relationships/Contacts:

Identify primary internal and/or external clients, partners and stakeholders with whom your position communicates relevant to the primary purpose of the role. Indicate the frequency, purpose and nature of the contact [See the [Job Design Writing Guide](#) for further assistance]

Clients	Frequency	Nature/Purpose of Contact
<p>Internal:</p> <p>Regional Child Intervention and Caregiver practitioners, Supervisors and Specialists, management team, Associate Directors, and the Regional Associate Director</p> <p>Provincial community of Practice Specialists</p> <p>Ministry staff to develop evaluation frameworks and consult and report on program delivery issues.</p> <p>Legal, Policy, FOIP/Records Management, IT Finance representatives within the Region and Ministry for consultation on legal implications, foster/kinship/adoption care policy, IT systems.</p> <p>External Contact with First Nations and leadership, Elders, Indigenous communities, and urban organizations.</p> <p>Regular contact with First Nation Band and Métis Designate, supporting meaningful involvement.</p> <p>Indigenous Affairs and Northern Development Canada, First Nations and Inuit Health Branch, (Health Canada), Alberta First Nation Band Designate Committee, Métis Nation of Alberta, Alberta Works, Aboriginal Engagement and Policy Division and other related</p>	<p>Daily</p> <p>As Required</p> <p>As Required</p> <p>As Required</p> <p>As Required</p> <p>As Required</p> <p>As Required</p> <p>As Required</p>	<p>Provide to provide advice, consultation and support related to child intervention and prevention matters with respect to Indigenous children, including strategic planning and priorities.</p> <p>Provide update on team activities; obtain perspective on strategic direction; adjust priorities in a dynamic and evolving work environment.</p> <p>Discussion of regional issues; development of collaborative solutions.</p> <p>Provide expertise, education, and support on specific programs and practices.</p>

divisions/organizations, as required, to support healing practices and		
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SUPERVISION EXERCISED: List position numbers, class titles, and working titles of positions directly supervised (see Writing Guide [Page 15](#))

Ongoing supervision as required. Projects will be signed off and reviewed by the designated Senior Manager. This position will be expected to be self-directed regarding day to day activities.

CHANGES SINCE LAST CLASSIFICATION REVIEW: Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide [Pages 15-16](#)).

- Political acumen is critical during conversations between and amongst First Nation-to-Region, Corporate-to-Region, Region-to-Region, Region-to-other-jurisdictions across Canada. This significant change demonstrates distinct skill and awareness in political acumen given the specialized nature of the work, which is often complex and politically sensitive particularly in navigating involvements with Indigenous leadership, families and communities requiring an ability to bridge cultural practices, community protocols and traditional ceremonies.
- Recognizing Indigenous self-determination and the provision of culturally competent services as fundamental in improving outcomes and cultural safety for First Nations, Métis and Inuit children, the Indigenous Practice Specialist utilizes a strength-based approach to support practice using strengths within the child's family and community. Building and maintaining positive relationships and creating linkages between caseworkers and Elders, First Nation Band Designates or Children services Portfolio Holders, Delegated and non-delegated First Nations and Métis Resource Persons across Canada or wherever regional children reside is a key focus.
- This position draws upon personal knowledge, experience and relationships, supporting a trauma-informed and collaborative model of service delivery by providing guidance and joint-input into sound decision making with regional staff during intake, assessments, ongoing casework and permanency planning with respect to Indigenous children through cultural safety, lifelong connections with family and community connections, including meaningful consultation with First Nation / Metis Designates and other jurisdictions. Provide consultation and an Indigenous perspective regarding complex situations through effective handling and purposeful resolution in accordance with applicable legislation, regulations, policies, practices, and protocols.
- Change Management: Abreast of change and an evolving environment. Well informed and strategic focus with respect to recent provincial program changes: trauma informed practice, Signs of Safety, 3-5-7 Model, Lifelong Connections, Family Finding, Indigenous Cultural Understanding Framework, United Nations Declaration on the Rights of Indigenous Peoples, Truth and Reconciliation Commission Report, Ministerial Panel on Child Intervention Report and Recommendations, Auditor General's Report and Recommendations, Child and Youth Advocate Reports, Indian and Metis membership legislative changes.
- Up to date on Indigenous research, strategic focus, and linkage with Ministerial Panel on Child Intervention Recommendations particularly as it relates with implementing Indigenous research principles of Ownership, Control, Access and Possession (OCAP).
- Provide guidance through protocols in facilitating family network meetings, particularly when there are misunderstandings with families and/or caregivers, including using Signs of Safety tools (mapping difficult conversations). Represent the region on various internal / external committees.
- The specialist delivers regional staff with cultural competency training inspiring healing practice. (Foundations of Caregiver Support training: Colonization, Historic Trauma and Healing. This training helps workers and caregivers

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understand the historical / life experience of Indigenous children and their families in the Child Intervention system (raises awareness and how we can jointly address this from a reconciliation approach).

- Lead regional level: Potential-to-be-Registered the identification of all children eligible for Registration under the Indian Act by coordinating with staff and Indigenous and Northern Affairs Canada, Indian Registries in issuing Indian status numbers, an inherent right of First Nation children and ensuring they are registered.
- Lead in the Métis Registration/Membership process through regional coordination of the identification of all children eligible for Métis membership under section 35 of the Constitution Act (1982).
- Ensuring CICIO is updated for North Region on a monthly basis with respect to Indigenous information regarding On/Off-Reserve verifications are completed

ORGANIZATION CHART: An organization chart that includes supervisor, peers and staff **MUST** be attached (see Writing Guide [Page 17](#)).

This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Job Evaluation Unit, 6th Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta, T5J 3S8, phone 780/408-8400 or contact your Ministry Human Resource Office.

Signatures

The signatures below indicate that the incumbent, manager and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (see Writing Guide [Page 16](#))

Incumbent

	_____	_____	_____
	Name	Signature	Date

Manager

	_____	_____	_____
	Name	Signature	Date

Division Director/ADM

	_____	_____	_____
	Name	Signature	Date