

Assistant Superintendent, Indigenous Education – Role Profile

May 9, 2024

The Ministry of Education believes that the school experiences of Indigenous students and their educational outcomes can and must be improved.

Relationship building will be paramount to success in this role. Success in this role will also require political acumen and cultural understanding that enables successful relationship building with First Nations, Metis and Inuit communities, education communities, governments, and internal Ministry employees. The Assistant Superintendent, Indigenous Education will also hold influence and credibility with Indigenous communities and organizations as well as across government and the education sector. In addition, this individual will bring a solid understanding of the BC Tripartite Education Agreement (BCTEA) and recent changes to the School Act (Bill 40). Preference for this position will be given to applicants who self-identify as First Nations, Métis or Inuit with the required combination of education and experience.

The Assistant Superintendent, Indigenous Education will:

- Use a distinctions-based approach– First Nations, Metis, and Inuit to lead work strategically and collaboratively within the Ministry, across school districts, with the First Nations Education Steering Committee (FNESC), Metis Nation BC (MNBC) and education partners to develop strategies, programs and policies to improve educational experiences, cultural safety, academic outcomes and other determinants of success for Indigenous learners;
- Deliver, from a lived and school district experience, on the development of policy and accountability proposals that drive measurable system level change for Indigenous learners.
- Bring lived understanding of the systemic issues which contribute to the educational experiences and outcomes of First Nations, Metis and Inuit students.
- Provide leadership and mentorship regarding legislation, regulations, policies, agreements related to Indigenous Education to ensure alignment with the Declaration on the Rights of Indigenous Peoples Act (DRIPA).
- Lead and participate in the development of policies and action plans to deliver on government's agreements, such as the BC Tripartite Education Agreement (BCTEA), First Nations Education Steering Committee-BC (FNESC-BC) Protocol and the Framework for Enhanced Student Learning.
- Represent the Ministry, Superintendent and the Assistant Deputy Minister on committees and in meetings with Indigenous jurisdictions with the authority to negotiate solutions.
- Sits as a member at the Ministry of Education and Child Care Executive Table, Policy Development Committee, and Executive DRIPA table
- Deliver training and ongoing leadership to Executive and Ministry team, alongside the Superintendent of Indigenous Education, related to policy development through cultural competencies.
- This position reports to the Superintendent of Indigenous Education with joint reporting to the Assistant Deputy Minister of System Liaison and Supports Division and the Deputy Minister of Education and Child Care on an ad hoc basis. This position also works closely with the Indigenous Education team.

The successful applicant will have demonstrated a vast knowledge of Indigenous Education, its relevance and priority within the K-12 education system and existing Indigenous education initiatives including community planning tables. Important is the ability to work effectively at the community, school, district, and board levels to provide strategies and insight that elevate and bridge Indigenous education priorities within the local and provincial K-12 system.

This position is for two years with a possible one-year optional extension. An extensive amount of travel throughout the province is expected.

Deadline for submission: May 27, 2024

For inquiries, please contact Brad Baker at brad.baker@gov.bc.ca.

Please forward expression of interest and resume to: ecc.systemliaisonsupportsdivision@gov.bc.ca