

POSITION VACANCY
Indigenous Cultural Guide
Student Success

JOB ID: J0321-0876
Classification: Full-time Administration
Pay Band: 9
Pay Range: \$67,553, - \$84,443
Campus/Location: Progress Campus with travel between 5 college campus locations
Hours/Week: 35
Shift Schedule: 8:30am to 4:30pm; Monday to Friday, some evenings and weekends
Posting Date: March 12, 2021
Closing Date: April 2, 2021

Note: Due to the current COVID-19 pandemic, this position will be remote until further notice.

Diversity, equity and inclusion are fundamental to our mission to educate students. We are committed to education that places strong emphasis on global citizenship, social justice and equity. We live this value through the strength and richness that diversity brings to our workforce and welcome contributors from equity groups including: Visible Minorities, Persons with Disabilities, Lesbian Gay, Bisexual, Transgender and Queer persons.

We also recognize that Centennial is situated on the Treaty Lands of the Mississaugas of the Credit First Nation and pay tribute to their legacy as well as that of all First Peoples that have been and remain present here in Toronto. We recognize that First Peoples come from sovereign Nations and that part of understanding our responsibilities of residing on this territory are understanding the true history, circumstances and legacy of the Treaties signed here (such as the Toronto Purchase, Robinson-Huron Treaty and Williams Treaties) and including pre-contact Treaties and Agreements between sovereign Nations and that all peoples in this area are therefore Treaty people with obligations and responsibilities to all our relations.

Position Summary

Reporting to the Director, the Eighth Fire, Centennial College is looking for an Indigenous Cultural Guide (the guide) who (a) demonstrates and can speak to a way of life based on spirituality, sacredness, education, and social justice for both Indigenous First Nations, Métis & Inuit (FNMI) citizens and community members that preserves and protects these pivotal elements using principles of Mino Bimaadiziwin (The Good Life) a holistic set of life principles that connect to wellness (or their equivalent in other Indigenous cultures – i.e. being of Good Mind); (b) serves as an educator and guide for Centennial College community members seeking greater exploration, connection, and education with respect to Indigenous ways of being and knowing and (c) works with the team within the Place of Reconciliation for All Our Relations to embed memorable, meaningful, and transformative experiences that encompass Indigenous perspectives, values and practices, and respect, responsibility, reciprocity 4Rs Framework (<https://bccampus.ca/2020/11/23/indigenization-guide-indigenous-ways-of-knowing-and-being/>) into the fabric of the College community.

Place of Reconciliation for all our Relations as a Centre of Excellence: Mandate.

The Centre mandate is as follows, based on principles adapted from various sources:

Cooperative Leadership

Coordinate and enable commitments towards truth and reconciliation, decolonization, and Indigenization (as per the vision and actions in the College's Indigenization Strategy), while examining and re-positioning existing practices.

Exploring and Creating

- Explore develop, define and assess innovative and promising practices for reconciliation, decolonization, and Indigenization

Sharing and Uplifting

- Evaluate effectiveness and refine practices towards sharing and embedding enhanced or deepened practices towards reconciliation and with respect to decolonization and Indigenization within and outside of the College

Unlearning and Learning

- Create and facilitate transformative learning and development opportunities (within the College community and with invited partners) to deepen reconciliation and enable decolonization and Indigenization

Relational Obligations

- Engage and nurture relationships with partners (notably the AEC, AESC, and IPEC), Indigenous community members, and citizens of Indigenous nations and to provide guidance and mobilization for Centre functions

In particular, the Indigenous Cultural Guide is a key appointment in the actualization of all 5 Pillars of the Indigenous Strategic Framework (<https://www.centennialcollege.ca/indigenous-education/indigenous-strategic-framework-pillars/>) and in meeting the commitments to Indigenize the College as set out in the most recent Book of Commitments (<https://www.centennialcollege.ca/about-centennial/corporate-information/publications/book-of-commitments/>).

Responsibilities

- Establish a cohort of Traditionalists from diverse Nations (i.e. Anishnaabe, Haudeonsaunne, Cree, Mi'qmaq, Métis, Inuit etc.) to provide one-on-one advising (spiritual and traditional teachings) to provide holistic student supports and development, through a social justice and equity lens
- Guide staff and colleagues how to best support and position Indigenous learners for success, while working to integrate and decolonize transitional support models
- Represent the Place for Reconciliation and Centennial College on various internal and external committees, bringing a lens of Indigenous community knowledge and cultural safety [e.g. Indigenous Peoples Education Circle, Aboriginal Education Steering Committee (AESC) and Aboriginal Education Circle (AEC)]
- Aid in the planning, facilitation, and execution of large events (i.e. Gatherings involving Traditionalists and Knowledge Keepers from various Indigenous communities), to ensure Indigenous Nations and community members' voices are included to further the college's Indigenous Strategic Framework and Book of Commitments' mandate as well as aid in the Transformational Roadmap and Strategy (<https://centennialcentral.ca/transformation-roadmap/>)
- Independently assess competencies of invitational speakers (i.e. Elders, Traditionalists, Counsellors, Knowledge Keepers, citizens of Indigenous Nations and community members, etc.), to deliver culturally appropriate programming as per the established program design
- Provide guidance to academic leadership (Deans, Chairs, Program Coordinators) to ensure curriculum and educational practices are reflective of Indigenous perspectives, values and practices, and aligned by principles of respect, responsibility, reciprocity, and relevance
- Collaborate with academic members (faculty, Researcher and Professor, Indigenous Curriculum) to ensure that resources reflect best practises of Indigenous education and decolonization
- Provide counsel to the Place of Reconciliation for All Our Relations, senior leadership and the Director, the Eighth Fire on best practices to create and maintain reciprocal and collaborative relationships with all Indigenous nations and communities: citizens, members, leaders, and the organizations that serve them
- Engage with staff, faculty and students to create a positive learning environment
- Critically examine college policies, learning materials and instructional practice for discriminatory bias or barriers
- Maintain contacts with relevant industry and professional associations as well as Indigenous Nations and communities
- Provide spiritually focused guidance and support to students, staff and faculty (virtually and in person as appropriate)

Qualifications/Experience

- Demonstrated ability in building relationships with Indigenous communities and members of Indigenous Nations and Traditional Knowledge Keepers within Indigenous communities; using principles of respect, responsibility, reciprocity, and relevance
- Knowledge of a variety of traditional teachings and learning strategies representative of Indigenous ways of knowing and demonstrated ability to apply them within a post-secondary context arrived at through traditional methods and acknowledged through having been called by Nations (i.e. were bestowed a medallion or earned other traditional ceremonial items, knowledge is recognized by Indigenous Nations and communities and their members)
- Ability to converse in Indigenous languages and/or communicate traditional spiritual teachings while following agreed upon protocols and best practices around the safeguarding of traditional knowledges as outlined in the UN's Traditional Knowledge Initiative (<https://www.un.org/development/desa/en/news/social/permanent-forum-on-indigenous-issues-2019.html>)
- Four (4) year degree in community development or student learning with a deep respect and understanding of Indigenous histories, traditions and cultures; equivalencies will be considered around demonstrated traditional knowledge
- Minimum of five (5) years' experience facilitating formal or non-formal learning experiences at the post-secondary level
- Minimum of five (5) years' experience working within a post-secondary student learning and development context preferred

- Minimum of seven (7) years' related and progressive experience working with Indigenous communities (e.g. Indigenous (FNMI) Nations, communities, and organizations, or a combination of them)
- Demonstrated initiative to take appropriate action utilizing principles of awareness, understanding, knowledge and wisdom
- Proven competent oral and written communication skills
- Demonstrated experience facilitating online/virtual modalities for learning and development
- Proven ability to establish and execute projects involving Indigenous communities including funding proposals, reporting and evaluation
- Ability to support and guide Indigenous students with a holistic approach for student success
- Demonstrated ability to establish and maintain positive working relationships with all internal and external stakeholders
- Ability to negotiate, influence, mediate, and resolve conflict are essential
- Possesses creative problem-solving skills and sound judgement in handling sensitive and/or complex situations

Apply online: www.centennialcollege.ca/careers no later than **April 2, 2021 at 11:59 PM EST**.

Proof of credentials or equivalencies from accredited regional or federal post-secondary institutions and/or their foreign equivalents will be required at the time of job offer.

When applying, your application must include the following documents for consideration:

- Cover Letter which should discuss how your educational and experiential qualifications position you for success in the role
- Educational Philosophy that concisely discusses your approach to:
 - a. Indigenization, decolonization, and reconciliation within the context of the College's [Indigenous Strategic Framework](#);
 - b. Relational engagement with Indigenous nations and communities in Ontario; (Note: this educational philosophy may be submitted in other culturally reflective formats (e.g. Voice or video recording). For information on alternate format submission, please email careerinquiries@centennialcollege.ca and indicate the job title in the subject line.
- Résumé should include examples that reflect all of the requested skills and qualifications

Note: As part of the recruitment and selection process of this competition, only prospective candidates will be asked to participate in a pre-interview assessment.

All content provided for this competition will be used for the purpose of the hiring process only and will not be shared with parties outside of this process, unless written consent has been provided by the candidate.

Please quote Job ID J0321-0876. Misrepresentation of applicant information will be grounds for your exclusion from the competition or for dismissal should you subsequently be hired for the position. We wish to thank all applicants for their interest and advise that only those selected for an interview will be contacted.

We are committed to providing persons with disabilities equal opportunities regarding all employment activities, including access to jobs and accommodations during employment as required, in accordance with the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA).