PEA Job Description

1. Position Identification

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<tr>
<th>Position Number</th>
<th>991962</th>
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<tbody>
<tr>
<td>Position Title:</td>
<td>Indigenous Community Learning Coordinator</td>
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<tr>
<td>Department:</td>
<td>Learning &amp; Community Engagement</td>
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<tr>
<td>Reports to:</td>
<td>Associate Director Learning &amp; Community Engagement</td>
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<tr>
<td>Number of Direct/Indirect Reports</td>
<td>Direct__7+__  Indirect__5+__</td>
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<tr>
<td>Classification Level</td>
<td>SG9</td>
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<tr>
<td>Last Updated</td>
<td>October 2018</td>
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2. Position Summary

Ocean Networks Canada (ONC) is a world-leading organization supporting ocean discovery and technological innovation. ONC is a not-for-profit society that operates and manages innovative cabled observatories on behalf of the University of Victoria that supply continuous power and Internet connectivity to various scientific instruments located in coastal, deep-ocean, and Arctic environments. ONC’s cable arrays host hundreds of sensors distributed in, on and above the seabed along with mobile and land based assets. These strategically located instruments address key scientific and policy issues (subsea earthquakes and tsunamis, ocean acidification, marine biodiversity, etc.) within a wide range of environments.

ONC’s vision is to enhance life on Earth by providing knowledge and leadership that deliver solutions for science, society and industry. ONC’s Innovation division is comprised of the Business Development and Learning & Community Engagement departments. Its primary role is to serve the industry, government, and society user segments identified in the ONC vision statement. The Learning & Community Engagement department serves ONC’s user communities by: leading ONC’s organizational commitment to meaningful, ongoing engagement of Indigenous and other communities; providing formal and informal educational resources for youth and adults; serving as a key liaison with the social science research community; working to strengthen ONC’s emerging role as a leader in science-oriented community-engaged research; and developing environmental monitoring programs in collaboration with community partners. The department comprises four teams: Indigenous Engagement, Education, Community-Engaged Research, and Community-Based Monitoring.

Reporting to the Associate Director, Learning & Community Engagement, the Indigenous Community Learning Coordinator is responsible for building relationships with educators, youth, members of Indigenous communities, and organizations which share an interest with ONC in connecting Indigenous knowledge and ocean science. In close collaboration with the Education team, the Coordinator is responsible for developing the Indigenous knowledge component of the Ocean Sense education
program by fostering relationships with educators and knowledge holders in Indigenous communities and setting up resource co-creation opportunities such as workshops, meetings, and working groups. The Coordinator is also active in delivering educational programming in communities in formal and non-formal settings. The Coordinator leads the Youth Science Ambassador (YSA) program and supervises 7-10 part-time Indigenous student staff. The YSAs act as mentors and program facilitators in communities for youth with an interest in ocean science and its connection to Indigenous knowledge, including involving youth in place-based projects and hands-on activities. The position also establishes meaningful relationships and partnerships to support community-based monitoring projects and oceanographic research in Indigenous communities.

Of critical importance to this position is an intimate knowledge of Indigenous ways of knowing and being. Cultural competency, including an in-depth understanding of colonization, decolonization, land issues, cultural protocols, and settler/Indigenous relationships is essential.

This position requires field work and travel to remote locations including the Arctic, coastal communities accessible only by boat/float plane, and on ships for at-sea expeditions. The Coordinator is occasionally required to work on weekends and/or evenings to support events and activities.

3. Key Responsibilities and Expectations

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<th>Key Responsibilities. % of time</th>
<th>Expectations</th>
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| Lead the Youth Science Ambassador (YSA) Program (40%) | - Together with the Associate Director, defines the strategic direction of the Youth Science Ambassador program.  
- Writes terms of reference for the program, creates promotional and communication materials and designs strategies for program evaluation.  
- Writes YSA job descriptions, creates a recruitment strategy specific to each community, reviews applications, interviews candidates, conducts reference checks, and notifies all candidates of hiring decisions.  
- Formally supervises all the YSAs in the program, including conducting performance reviews, resolution of personnel issues, and evaluation.  
- Designs a comprehensive training program for new YSA hires. Delivers training with support from other members of the Learning & Community Engagement Department.  
- Coordinates and manages all day-to-day operations of the Youth Science Ambassador program:  
  o Acts as the primary point of contact and supervisor to the YSAs (7-10) in the program.  
  o Defines tangible goals, allocates workload, and evaluates results for YSAs. |
| Collaborative development of learning resources (20%) | Builds relationships with educators and knowledge holders in Indigenous communities who have an interest in collaborating with ONC on the Ocean Sense program, the Youth Science Ambassador program, or other initiatives.

- Meets with community educators and other community knowledge holders, including leadership, to understand existing resources, local priorities, and potential areas of collaboration with ONC with the aim of creating resources that are useful for integration in their existing curriculum or community.

- Connects the Education Team with key community educators and knowledge holders and prepares members of the Education team for interactions by briefing them on community priorities and cultural dimensions.

- Communicates one on one through phone calls and meetings with community educators and knowledge holders to involve them in the collaborative development of integrated learning resources that reflect Indigenous knowledge, values and cultural content.

- Organizes, attends and/or chairs working groups and focus groups to assess needs, co-create educational resources and collect feedback on ONC’s programs.

- Contributes to the development of learning resources and activities for the K-12 level, such as lesson plans, workshops, slideshows, and activities, in collaboration with the Education team.

- Develops evaluation materials such as surveys and focus group materials to evaluate program content and delivery.

- Manages inquiries, concerns, comments, and needs of Indigenous educators and knowledge holders (including presenting and testing lessons to educators) as needed to create a final product. |
| Direct engagement with youth, educators, and communities (20%) | • Serves as the primary point of contact for students and educators in Indigenous communities interested in using ONC data and information.  
• Liaises with educators, principals, and Indigenous education representatives to raise awareness of ONC’s educational programs and opportunities.  
• Facilitates the use of ONC resources and data in support of student driven projects; contributes to the design and requirements for data tools suited to educational audiences.  
• Arranges and conducts classrooms visits in the Victoria area, communities throughout BC, Nunavut and other regions of Canada to teach lessons and run activities.  
• Travels to remote Indigenous communities to deliver educational programming and collaborate with educators and the YSAs.  
• Works with the Indigenous Community Liaison to inform, and liaise between ONC and Indigenous communities to obtain consent and support to work within territories where ONC has existing or proposed instrumentation.  
• Develops resources to keep communities informed and up to date on current ONC initiatives, and project proposals within Indigenous Territories.  
• Actively pursues and supports opportunities for community based monitoring and/or ocean research with the Community-Based Monitoring Team.  
• Makes recommendations on priorities for education and engagement events within Indigenous communities, prepares the associated budgets, and makes recommendations for expenditures.  
• Organizes events for Indigenous communities: plans and monitors event budget; books venues and catering; arranges for audio/visual support; trains and assigns duties to staff and volunteers. |
| Communication and Public Engagement (10%) | • Represents ONC at UVic initiatives such as IdeaFest and student recruitment events such as Indigenous Mini-U, and comparable events at other post-secondary institutions.  
• Represents ONC at public events with an educational focus such as World Oceans Day, Indigenous Day, and community fairs and networks with potential new collaborators and users.  
• Develops and supports the development of interesting and engaging learning and promotional materials such as educational handouts, posters, info-graphics, booth materials, and outreach activities.  
• Contributes content to the ONC internal bulletin, external newsletter, social media and blog posts. |
- Supports the maintenance and accuracy of the ONC website through updating the content of the ONC Learning section of the webpage.
- Represents ONC at local and national Indigenous education, ocean science and education related conferences.

| Capacity building and corporate activities (10%) | Together with the Associate Director, develops formal partnership agreements (e.g., Memoranda of Understanding) with external organizations.  
- Advises other staff within the organization to improve the internal cultural competency and practices within ONC.  
- Under the guidance of the Associate Director, contributes to the development of the Learning & Community Engagement Strategic Plan, the Indigenous Community Engagement Plan, annual Program Plan, and budget.  
- Supervises short term employees, co-op students and student volunteers as required.  
- Together with the Associate Director, builds ONC’s relationship with UVic departments involved in Indigenous engagement.  
- Tracks metrics as appropriate for all engagement and education activities, reporting these to the Associate Director.  
- Participates in writing grant proposals to pursue funding opportunities for Learning & Community Engagement activities. |

4. **Classification Factors:**

**Problem-Solving:**

- The Coordinator is required to approach projects with creativity and the ability to translate and interpret complex, scientific information into understandable, relatable, and engaging formats. The Coordinator must have an understanding of the science represented in the learning modules and must be able to effectively communicate its relationship to Indigenous knowledge, which requires synthesis of multiple ways of knowing.  
- The Coordinator is expected to analyze and understand complex information and exercise judgment in interpreting and synthesizing the information in the presentation and creation of learning resources.  
- The Coordinator uses Indigenous acumen and culturally appropriate judgment when completing their duties and is expected to understand and communicate to others the relationship between Indigenous knowledge concepts and ocean science.  
- The audiences for the materials range include educators, K-12 students, youth in Indigenous communities and the general public; therefore, the Coordinator
must determine the most effective and culturally appropriate medium for information sharing (presentations, handouts, lesson plans, demonstrations, hands-on activities, etc.) which requires analytical thinking as well as creativity.

**Responsibility for Financial & Material resources:**

- The Coordinator contributes suggestions for budget planning for the Learning & Community Engagement department to the Associate Director.
- The Coordinator plans and monitors budgets for events and projects that the Coordinator leads (up to $10K), and makes recommendations on expenditures to the Associate Director.
- The Coordinator makes recommendations for payment to community members for services such as participating in workshops and reviewing materials (typically <$10K).

**Responsibility for Human Resources:**

- The Coordinator is formally supervised by the Associate Director, Learning & Community Engagement and is expected to be self-directed and work independently.
- The Coordinator directly supervises 7-10 part-time staff (the Youth Science Ambassadors). The Coordinator is responsible for all human resource needs of these staff including hiring, training, performance planning, evaluation, problem resolution, dismissal, and day-to-day support.
- The Coordinator provides guidance and mentoring to others in the organization, including the Associate Director and the ONC Executive, on issues related to Indigenous youth.

**Impact of Decisions and Actions:**

- The Coordinator participates in setting objectives and strategic planning for engagement of Indigenous youth for ONC as a whole.
- The Coordinator’s interactions with educators, students, Indigenous communities, and educational organizations influence ONC’s scientific and educational reputation.
- The impact of decisions direct and significant impact on the educational and youth users of ONC’s services, and the Coordinator is the primary contact for youth and educators in Indigenous communities.
- The Coordinator frequently interacts with existing and potential users, representing the organization and the UVic and conducting outreach activities to increase the user base.
- The Coordinator must make culturally appropriate decisions when interacting with Indigenous communities. The Coordinator uses their cultural knowledge and experience to make decisions, but some decisions are made independently in field and travel situations. The power dynamics between Indigenous communities and educational institutions like UVic are sensitive and the incumbent may be required to navigate politically sensitive meetings and/or discussions with Indigenous community educators, knowledge keepers, YSAs.
and students. The Coordinator’s actions have a moderate effect on ONC and UVic’s reputation in Indigenous communities.

**Independence:**

- There is a high degree of independence in the approach taken to individual tasks, and the Coordinator is expected to take initiative on planning and executing projects.
- There are no existing policies or practices that govern the Coordinator’s work, and the decisions undertaken by this position are unique to the organization. Collaboration occurs with several internal groups, most often with Communications, Science Services, and other members of the Learning & Community Engagement department.
- Decisions will often be made independently in field and travel situations with little or no guidance from other staff at ONC.
- The Coordinator exercises discretion in seeking advice and review of work products when necessary from internal or external experts, depending on the content.

5. **Summary of Qualifications:**

This position requires completion of an undergraduate degree and knowledge of at least one of: ocean science, biology, geoscience, engineering, Indigenous ecological knowledge, education, or a related field. A minimum of 1-2 years of experience working in and/or directly with Indigenous communities. Equivalent combinations of training, education and/or experience may be considered.

**Experience requirements:**

- 1-2 years supervisory experience for volunteers or staff.
- Direct experience working with youth in formal and/or non-formal educational settings.
- Experience developing educational programs for children, youth and/or adults.
- Experience working in or engaging with Indigenous communities, community organizations and diverse audiences and in building partnerships with such communities and organizations.
- Experience leading projects and/or programs.

**Knowledge requirements:**

- Knowledge of ocean science, biology, geoscience, engineering, Indigenous ecological knowledge, education, or a related field.
- Knowledge of Indigenous communities’ history, culture, social circumstances, political issues, and protocols.
- Knowledge of challenges, opportunities and advances in Indigenous Education in Canada.
- Knowledge of environmental and climate issues facing Indigenous and coastal communities.

**Competency requirements:**
- Superior communication skills, both written and verbal.
- Ability to understand and communicate concepts related to technology and environmental monitoring to a non-expert audience.
- Leadership skills and the ability to provide support in a positive, flexible and conscientious manner to others.
- Excellent analytical, critical thinking, and problem-solving skills.
- Ability to build and maintain productive working relationships with a diverse network of stakeholders, both internal and external to the organization.
- Ability to work independently and collaboratively in a team environment.
- Proven track record achieving project goals on time and producing high quality deliverables.
- A valid BC driver’s license.

Assets or Preferences:
- Teaching experience in a formal or informal setting, for example, at an elementary or high school, museum, camp or community centre.
- An existing network of relationships with Indigenous communities in BC.
- Experience utilizing social media to support or promote project work or organizations.
- Event planning, budgeting, and coordination.
- Experience in working in small remote communities.

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