

Pasqua First Nation
Saulteaux Language Teacher
July 2, 2024

Pasqua First Nation needs a Saulteaux language teacher for the elementary and high school. The position may be filled by from internal or external applicants that apply for the position(s).

Candidates may apply in Confidence to Darla Keepness, Administrative Support for Education at darla.keepness@pasquafn.ca

Please forward:

- a. A letter of interest stating your qualifications and experience relevant to the position.
- b. A copy of a recent Driver's license, and Vulnerable Sector Check.
- c. Two references that can speak to your language fluency.

Applications are due August 1, 2024.

Saulteaux Language Teacher Requirements:

1. Preference for a teacher with a valid Saskatchewan Teaching Certificate.
2. Preference for a teacher who possesses a Bachelor of Education.
3. Consideration for band members that have language certificates or have pursued their language.
4. Fluency in the Saulteaux language both written and oral.
5. Knowledge of Indigenous culture, history, and the Truth and Reconciliation Calls to Action with specific application to Pasqua First Nation if possible.
6. Previous teaching experience.
7. A team player committed to the belief that all students can and will learn.
8. Communicates effectively with parents and staff.
9. Works in a collaborative manner with others.
10. Is committed to professional development and growth.

Duties and Responsibilities:

1. Provide instruction to increase students' ability to understand, speak and use a written form of the Saulteaux language and improve cultural knowledge.
2. Focus on improving instruction and meeting the needs of the learner.
3. Prepare course timelines and materials for high school credits aligned with Nakawe 10, 20 and 30 requirements.
4. Nurture, support and guide young learners.
5. Incorporate the use of appropriate technology and media in lesson planning.
6. Facilitate learning activities both within the classroom and outdoors.
7. Incorporate Indigenous ways of life and ways of learning into classroom instruction.
8. Gather resources to support language instruction including localized knowledge/speakers.
9. Support families with open, ongoing communication.

10. Establish community connections with band departments, elders and language keepers that promote Indigenous Languages and cultural awareness.
11. Facilitate the coordination of school cultural activities in cooperation with fellow teachers and community knowledge keepers.