

SPEECH LANGUAGE PATHOLOGIST

AUTHORITY

The Speech Language Pathologist works under the supervisory function of the Clinical Team Lead who reports directly to the Assistant Director of Inclusive Education Services.

PURPOSE

The Speech Language Pathologist functions as a member of a multi-disciplinary school-based team of professionals and is responsible for providing specialized communication-related services to First Nations schools in Manitoba. This will include assessment, programming and therapeutic intervention, and consultative services within the three-tiered service delivery model to enhance access to academics and participation in school.

SPECIFIC RESPONSIBILITIES

Respect and apply First Nations knowledges, languages, cultures, and world views, in practice.

COLLABORATION

- Assist school resource personnel in identifying students with communication impairments;
- Follow MFNERC referral procedures;
- Encourage and support resource teachers to complete a case history on new referrals to ensure accurate identification of student need and services required;
- Participate in student specific planning (SSP) meetings of those students on the speech and language caseload, either in person, web conferencing, or teleconferencing;
- Function as a member of a multi-disciplinary team that may include other MFNERC clinicians, specialized Inclusive Education staff, classroom teacher, resource teacher, parents, SLEA and educational/rehabilitation assistants, and school administration;
- Maintain a liaison with school personnel, parents/caregivers, local childcare agency, health center/nursing station, and representatives from other professional support organizations/agencies who may be involved in specific cases;
- Assist in the transitioning of students to ongoing services when necessary.

ASSESSMENT

- Conduct assessments for the purposes of diagnosing/treating communication impairments;
- Use both formal and informal assessment procedures;
- Ensure that all testing and diagnostic assessment instruments and tools have been reviewed, adapted where possible, and are culturally appropriate for use among First Nations children;
- Ensure that testing conditions for assessments are consistent with the child's most natural learning environment e.g. conducted in the child's community.

INTERVENTION / PREVENTION / EDUCATION

- Determine individualized intervention goals and establish strategies and techniques to facilitate development of the targeted skills;
- Provide clinical and educational information at an appropriate level to school personnel, namely resource teacher(s), classroom teachers, administration and parents/caregivers that would assist them in developing a greater awareness of speech, hearing and language disorders;
- Provide supervision and/or training and support to Speech Language Educational Assistants when necessary;
- Ensure that the community education development philosophy is part of the approach to be utilized in the planning, development, delivery and evaluation of all initiatives;
- Participate in special assignments, initiatives, and projects as assigned/required including, but not limited to Inclusive Education Services workshops, Circle of Knowledge conference, Lighting the Fire conference; Resource Teacher meetings; Speech Language Reading/Regionals.
- Actively engaging in the decolonization of applied clinical practice

REPORTING/RECORD KEEPING

- Ensure that proper case records, assessment reports, statistical records and all other pertinent data to each case is maintained and remains confidential;
- Prepare and submit reports as requested by the Assistant Director of Inclusive Education Services;
- Maintains accurate student school intervention records as required in Function 4;
- Maintain an inventory of all equipment and materials, when they are lent out, and to whom;
- Submit any travel related changes in scheduling immediately to Assistant Director of Inclusive Education Services (cc: administrative assistant).

WORK HABITS/ENVIRONMENT/RELATED ISSUES/PERSONAL

- Manage an independent work environment;
- Maintain strict confidentiality in both verbal and written communications including case management documents;
- Maintain a high level of professional performance by participating in a regular supervision program (individually designed) with discipline supervisor;
- Attend meetings as required;
- Participate in the performance appraisal process as per MFNERC policy and also participate in relevant in-service training programs;
- Develop a personal/professional development plan including the setting of annual service and professional development goals;
- Abide by College of Audiologists & Speech-Language Pathologists of Manitoba (CASLPM) Guidelines and Code of Ethics at all times;
- Flexible to travel (includes flying to remote locations) to First Nations schools throughout Manitoba;
- Perform any additional duties requested.

RESEARCH

- Maintains a current knowledge of Speech Language Pathology practices and related areas of inclusive education;
- Acquires the annual amount of continuing education equivalents (CEE's) through professional development opportunities in order to maintain certification by the provincial association;

QUALIFICATIONS, EDUCATION AND EXPERIENCE

- Master's Degree in communication disorders from a recognized program in speech pathology;
- Be a licensed or provisional member of the College of Audiologists & Speech-Language Pathologists of Manitoba (CASLPM);
- Eligibility for and/or possession of certification and membership by the Speech-Language & Audiology Canada (SAC) is considered an asset;
- Eligibility to acquire a Permanent School Clinician's Certificate;
- Familiarity with the Manitoba curriculum frameworks and strategies for implementation, including the four current inclusive special education models;
- Computer literate and proficient;
- Knowledge of Manitoba First Nations education development and reforms and socio-economic conditions of First Nation communities;
- Experience working with First Nations in the field of education is considered an asset;
- Excellent interpersonal and cross-cultural skills to work in a First Nations environment;
- Fluency in a First Nations language is considered an asset;
- Must have a strong understanding of First Nations communities and governance structures;
- Excellent oral and written communication skills in technical and plain language writing;
- Familiarity with federal and provincial legislation, guidelines, support documents; curriculum;
- Ability to work independently and as a member of a multi-disciplinary team;
- Ability to relate to and communicate with children, parents/caregivers, and other professionals;
- Appreciation and respect for First Nations self-determination and education reform strategies;
- Possess a valid Class 5 Drivers License and a reliable vehicle;
- Criminal and child abuse record check clearance.
- Flexible to travel to First Nations schools throughout Manitoba

WE OFFER:

- Travel per diem and mileage
- Competitive salary and benefits package.
- Reimbursement of annual CASLPM dues
- Six weeks of flexible annual leave

Interested applicants are invited to submit their resume and cover letter (please state position title applying for), along with (3) professional reference listings (including a most recent employer reference) until filled to:

Human Resources
Manitoba First Nations Education Resource Centre Inc.
2-1100 Waverley Street, Winnipeg, Manitoba R3T 3X9
Email: hr@mfnerc.com | Fax: 204.942.2490

We thank all who apply, however, only those selected for an interview will be contacted. Preference will be given to Indigenous people and applicants are asked to self-declare in their resume or cover letter. Incomplete applications will not be considered. No phone calls will be accepted. Successful candidates must provide satisfactory criminal and child abuse registry checks.

Please visit our website at www.mfnerc.com