

Speech-Language Pathologist

Authority

The Speech-Language Pathologist works under the supervisory function of the Manager of Clinical Support Services.

Purpose

The Speech-Language Pathologist acts as a member of a multi-disciplinary team of professionals and is responsible for providing specialized communication-related services to First Nations schools.

Specific Responsibilities

Collaboration

- Assist school resource personnel in identifying students with communication impairments;
- Follow MFNERC referral procedures;
- Ensure that the students referred have been assessed formally by the resource teacher;
- Participate in individualized education plan (IEP) 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 psychologist, reading clinician, special education facilitator, classroom teacher, resource teacher, parents, 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

- 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;

- Participate in special assignments, initiatives, and projects as assigned/required including, but not limited to Special Education program workshops, Circle of Knowledge conference, Lighting the Fire conference; Speech-Language Reading/Regionals and resource teacher meetings.
- Determine individualized intervention goals and establish strategies and techniques to facilitate development of the targeted skills;
- 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;
- Provide supervision and/or training to speech-language assistants when necessary;

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 the following to the special education program manager: monthly activity reports, monthly proposed itineraries; annual reports; SRTS reports following each community visit, workshop or conference; annual individual work plan for the next school year;
- Maintain an inventory of all equipment and materials, when they are lent out and to whom;
- Submit any changes in scheduling immediately to the special education program manager (cc: special education 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 such as staff meetings, Special Education program meetings and any related meetings as required;
- Attend meetings with fellow speech-language pathologists to discuss issues and concerns;
- Participate in required periodic evaluations and relevant in-service training programs;
- Participate in annual performance reviews with the special education program manager;
- Develop a personal/professional development plan including the setting of annual service and professional development goals;
- Abide by College of Audiologists and Speech-Language Pathologists of Manitoba (CA-SLPM) Guidelines and Code of Ethics at all times.

Research

- Maintains current knowledge of speech-language pathology practices and related areas of special 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 or its equivalent from a recognized program in speech pathology;
- Be a licensed or provisional member of the College of Audiologists and Speech-Language Pathologists of Manitoba (CASLPM);
- Eligibility for and/or possession of certification and membership by either the Canadian Audiology and Speech Language Pathology Association (CASLPA);
- Eligibility to acquire a permanent School Clinician's Certificate;
- Excellent interpersonal and cross cultural skills to work in a First Nations environment;
- Ability to speak a First Nations Languages would be an asset;
- Excellent oral and written communication skills in technical and plain language writing;
- Familiarity with the Manitoba curriculum frameworks and strategies for implementation, including the four current inclusive special education models;
- Ability to work independently and as part of a team of professionals;
- Strong time management and organizational skills and the ability to work under pressure;
- Ability to handle and prioritize multiple tasks and meet all deadlines;
- Computer literate/proficient;
- Ability to relate to and communicate with children, parents/caregivers, and other professionals;
- Appreciation and respect for First Nations education reform strategies;
- Possess a valid Class 5 Drivers License;
- Flexible to travel to First Nations schools throughout Manitoba.

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) by 4:00 p.m. **Friday, August 2, 2019** 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