

## **SPEECH LANGUAGE PATHOLOGIST**

Job Ad: 500-24-010

### **POSITION OVERVIEW**

The Speech-Language Pathologist functions as a member of an interdisciplinary 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 knowledge, languages, cultures, and world views, in practice;

#### **COLLABORATION**

- Consult with school teams and clinical teams to determine school and student needs for communication support;
- Plan and deliver whole-school, classroom, and small-group interdisciplinary interventions;
- Deliver professional development as a school clinical team;
- Assist school resource personnel in identifying students with communication disorders;
- Follow MFNERC referral procedures;
- Encourage and support resource teachers to complete case histories on new referrals to ensure accurate identification of student needs and services required;
- Participate in Student Specific Planning (SSP) meetings of those students on the speech and language caseload, either in person, via web conferencing, or teleconferencing;
- Function as a member of an interdisciplinary team that may include other MFNERC clinicians, specialized Inclusive Education staff, classroom teachers, resource teachers, parents, Speech Language Educational Assistants (SLEA), educational/rehabilitation assistants, and school administration;
- Develop and maintain partnerships and liaisons with school personnel, parents/caregivers, local childcare agencies, health centers/nursing stations, and representatives from other professional support organizations/agencies (e.g., Jordan's Principle) who may be involved with specific students;
- Facilitate smooth transitions and continuation of care for students entering/exiting school-age Speech-language services via interdisciplinary communication/collaboration (e.g., completion of forms, assessments, recommendations, and strategies); and -
- Support capacity building of school personnel, parents, community, and other service providers about education, prevention, and intervention of school-age communication disorders.

#### **ASSESSMENT**

- Conduct assessments to diagnose/treat communication disorders;
- Use both formal and informal assessment procedures;
- Contribute to educational equity by identifying and implementing appropriate assessment methodologies and approaches that lead to appropriate intervention regardless of the student's cultural, linguistic, or socio-economic background;
- Collect relevant student data in various contexts, develop intervention plans, and provide services in collaboration to meet student's educational needs; and -
- Ensure that assessment testing conditions are consistent with the child's most natural learning environment, e.g., conducted in the child's Community.

#### **PREVENTION / EDUCATION / INTERVENTION**

- Plan and deliver whole-school, classroom, small-group, and individualized interventions to support communication skills;
- Develop materials and programs for whole-school, classroom, small group, and individualized interventions to support communication skills;
- Provide insight on approaches and programs to enhance communication skills in the classroom;
- Participate in the efforts of schools to promote academic success in whatever form those initiatives may take, for example, Kindergarten readiness screenings;
- Ensure that community education development 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, Inclusive Education Summer Institute, Resource Teacher meetings, and Clinical Regionals;
- Determine individualized intervention goals and establish strategies and techniques to facilitate the development of targeted skills;
- Provide clinical and educational information at an appropriate level to school personnel, namely resource teacher(s), classroom teachers, educational assistants, SLEAs, support staff, administration, and parents/caregivers that would assist them in developing a greater awareness of communication disorders;
- Provide supervision, training, and support to SLEAs on an ongoing basis; and -
- Actively engage in the decolonization of applied clinical practice.

#### **REPORTING/RECORD KEEPING**

- Ensure that proper clinical files, assessment reports, statistical records, and all other pertinent data to each case are maintained and remain confidential;
- Prepare and submit reports as requested by the Assistant Director of Inclusive Education Services;
- Maintain 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; and -
- Submit any travel-related changes in scheduling immediately to the 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 a discipline supervisor;
- Attend meetings as required;
- Follow the policies and procedures of MFNERC as required by management and Directors;
- Participate in the performance appraisal process as per MFNERC policy and participate in relevant In-service training programs;
- Develop a personal/professional development plan including the setting of annual service and professional development goals;
- Comply with federal and provincial legislation;
- Abide by the College of Audiologists & Speech-Language Pathologists of Manitoba (CASLPM) Legislation, Regulations, Practice Directions and Guidelines and Code of Ethics;
- Flexible to travel to First Nations schools throughout Manitoba (includes flying to remote locations); and
- Other duties as assigned.

### **RESEARCH**

- Maintain current knowledge of Speech-Language Pathology practices and related areas of Inclusive Education; and -
- Acquire the annual amount of Continuing Education Equivalents (CEEs) through professional development opportunities to maintain certification by the College of Audiologists & Speech-Language Pathologists of Manitoba (CASLPM).

### **QUALIFICATIONS, EDUCATION & EXPERIENCE**

- Master's Degree in Speech-Language Pathology;
- Full or provisional registrant with the College of Audiologists & Speech-Language Pathologists of Manitoba (CASLPM);
- Permanent or provisional School Clinical Certificate;
- Familiarity with the Manitoba curriculum frameworks and strategies for implementation, including the four current inclusive special education models;
- Knowledge of Manitoba First Nations education development and reforms and socio-economic conditions of First Nations;
- Appreciation and respect for First Nations' self-determination and education reform strategies;
- Excellent interpersonal and cross-cultural skills to work in a First Nations environment;
- Fluency in a First Nations language is considered an asset;
- Familiarity with federal and provincial legislation;
- Ability to relate and communicate with children, parents/caregivers, and other professionals;

- Excellent oral and written communication skills in technical and plain language writing;
- Ability to work independently and as a member of an interdisciplinary team of professionals
- Computer proficiency;
- Possess a valid Class 5 Drivers License and a reliable vehicle; and -
- Criminal Record Check, including Vulnerable Sector check and Child Abuse Registry check.

Interested applicants are invited to submit their resume and cover letter (please state position title, quoting *Job Ad #*), along with (3) professional reference listings (including recent employer reference) to:

**Human Resources**  
**Manitoba First Nations Education Resource Centre Inc.**  
**2-1100 Waverley Street, Winnipeg, Manitoba R3T 3X9**  
**Email: [employment@mfnerc.com](mailto:employment@mfnerc.com) | Fax: 204.942.2490**

Preference will be given to qualified First Nations applicants and are asked to self-declare on application. 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 [www.mfnerc.org](http://www.mfnerc.org) or scan QR code for complete MFNERC Employment Listing:

