



NTI JOB DESCRIPTION

GENERAL INFORMATION	
Job Title	Education Policy Analyst
Division	<i>Social and Cultural Development</i>
Title of Supervisor	Assistant Director - Social
Location of position	Iqaluit
Hay Point Rating	
Effective Date	October 2024

NTI MISSION STATEMENT
<p><i>INUIT ECONOMIC, SOCIAL AND CULTURAL WELL-BEING THROUGH THE IMPLEMENTATION OF THE NUNAVUT AGREEMENT</i></p>
POSITION PURPOSE
<p>The purpose of the Education Policy Analyst is to provide policy and research support to the Assistant Director (Social) and Director across the full range of policy and planning issues of concern to SCD, as well to other NTI Departments as required. The position exists to:</p> <ul style="list-style-type: none"> To help develop and to implement NTI priorities in the area of Education/Language To build and maintain a good working relationship with the Regional Inuit Associations. To establish partnerships with the Government of Nunavut. Collaborate with National Inuit Organizations. To provide research and advocacy on Education related matters affecting Nunavut. To provide support to the Director through participation on National and Territorial Committees/Working Groups and Article 32 Working Group meetings as required.
A. ACCOUNTABILITY – Freedom to Act and Impact & Magnitude
<p>The Education Policy Analyst shall support SCD through the following activities:</p> <p><u>Maintaining a Watching Brief on Policy Issues</u></p> <ul style="list-style-type: none"> Maintaining a watching brief on the long- and medium-range of social and cultural policy trends and issues that are assigned; Develop and maintain a process for communications with NTI departments and other government officials, in order to stay abreast of the major issues and trends they are working with; Develop and implement a process for communications with other Inuit organizations, to stay abreast of major issues and trends they are working with; Develop and maintain such other means of monitoring as may be required to stay abreast of these major issues and trends. <p><u>Interpreting and Communicating these Policy Trends and Issues</u></p>

- Support the Department in interpreting and understanding the implications for NTI and Nunavut, stemming from these policy trends, legislation and issues;
- Support the Department in developing effective means of communicating on these issues and trends.
- Provide briefing materials to the Director and CEO on issues, trends, and legislation matters.

Preparing Policy Research Papers

- To provide research on Education related matters;
- Prepare such Education policy research or discussion papers as may be required or requested by the Director on issues of concern to SCD and NTI. This may include papers requested by other NTI departments;
- Where appropriate, arrange for outside experts to prepare policy research papers required by SCD, and manage the process of ensuring the quality, timely receipt, and cost-effectiveness, of such papers.
- Draft speeches, testimony or articles for publications as requested by the Director.

Planning

- Contributing to SCD's strategic planning, implementation and monitoring process;
- Contribute to SCD's Annual Report as required by Article 32 of the Nunavut Agreement;
- Planning, implementing, and monitoring education projects, including preparation of proposals, development of carry-forward plans and writing projects reports

Representation

- Represent SCD at meetings with governments, other Inuit organizations, or other groups where policy issues and trends may be discussed;
- Deliver presentations or speeches as required at meetings where policy issues and trends may be discussed.

Deliver written submissions or positions as required to Government bodies.

NTI COMPETENCIES– Magnitude and depth of expected behaviors

Action Management:

- Administers functions in a fair and ethical manner that brings maximum employment and benefit to the organization
- Provides clear direction to colleagues on objectives and timetables for work
- Explains to employees/colleagues how work expectations are aligned with employment goals
- Adopts effective work methods in order to develop excellence
- Is accountable for their decisions and performance

Adaptability and Flexibility:

- Respects differences in others' working style and priorities.
- Depicts a positive outlook when asked to do things differently.
- Accepts new people and their ideas.
- Coaches colleagues in how to juggle multiple tasks and priorities.
- Shifts unit's attention and priorities in response to the needs of the business.
- Is flexible: adapts to changes in priorities, assigned responsibilities and management styles.

Cooperation and Collaboration:

- Interacts and collaborates with all parties with an open mind in solution-seeking ways.
 - Thinks and acts collaboratively to resolve conflict in consensus-building ways.
 - Correctly interprets clues of wavering engagement in own team and acts to re-energize them.
 - Fosters understanding and open communication between team members.
 - Respects cross-cultural perspectives and differences.
- Develops a shared understanding amongst others to arrive at decisions through consensus.

Effective Interactive Communication:

- Is curious about others: actively asks questions to gain a broader understanding of their perspective.
 - Seeks to ensure that messages are clearly understood by all parties.
 - Communicate well with staff and members, exhibiting excellent listening skills.
 - Display confidence when dealing with people, with well-developed written and verbal communication skills.
 - Is genuinely receptive to others' ideas and responds in ways that communicate respect of others.
- Uses tact and diplomacy in all communications.

Impact and Influence:

- Persuades others by carefully developing sound business cases.
- Fosters a climate of trust and respect during negotiations.
- Treats partners fairly, ethically and as valued allies during negotiations.
- Maintains composure and practices emotional restraint under difficult circumstances.
- Maintains a positive outlook and constructive attitude when faced with opposition.

Judgement/Analytical thinking:

- Looks at problems from different angles and considers alternative solutions before moving forward with a plan to resolve it.
- Draws on options and solutions from across NTI, not just from one's own area, to solve work problems.
- Anticipates the risks inherent in a suggested plan of action and devises appropriate mitigating strategies.
- Is an agile interpreter of guidelines: navigates ways around a wide range of guidelines.
- Ability to investigate issues and requirements, identify, and prioritize appropriate solutions.

Partnering and Relationship Building:

- Builds positive relationships based on respect and caring for others.
- Makes a conscious effort to maintain rapport with partners and communities.
- Builds effective work relationships through positive communication and outreach.
- Actively cultivates strong relationships with employees, clients, and partners.
- Looks for ways to add genuine value to partners and contacts.

Inuit Qaujimajangit/Qaujimajatuqangit:

- Creates a welcoming and positive environment for others.
- Fosters good spirit by being open, welcoming and inclusive of new individuals.
- Places the needs of the group or community above his or her own interest.
- Promotes global connections between people through sharing in just and equitable ways.
- Views local and global issues as being overlapping, interdependent and dynamic, and uses this information when making decisions.
- Uses information and knowledge to improve society and the well-being of people around him or her.
- Is resourceful and seeks solutions through creativity, adaptability, and flexibility.
- Is flexible in responding to a rapidly changing world to improve the context in which Inuit live.
- Participates actively and enthusiastically in activities that help build the strength of the Inuit of Nunavut

A. KNOWLEDGE, SKILLS AND ABILITIES - Managerial Know-How/Integration; practical/technical work and Human Relations/Communication Skills

The following knowledge, skills and abilities are required:

- Minimum of at least 3 years' experience in dealing with Education/Language Issues or equivalent field.
- Must be able to develop and maintain strong working relationship with the Regional Inuit Associations
- Strong writing and communications skills.
- Strong policy analysis, planning, and research skills.
- Strong problem-solving abilities.
- Good knowledge of the Nunavut Agreement and NTI's Mission, especially Article 32.
- Good knowledge of both federal and territorial government mechanisms
- Knowledge of NTI's Corporate Governance system.
- Demonstrated awareness of and sensitivity to Inuit issues.
- Self-starter with strong motivation.
- A good understanding of the Regional Inuit Associations and their mandates.
- Proven ability to work well in a team environment.
- Proven ability to deal simultaneously with multiple files.
- Proven ability to meet demanding deadlines.
- Proven ability to work in a politically sensitive environment.
- Proven ability to work under high levels of stress/pressure.
- Strong presentation skills.
- Fluency in Inuktitut or Inuinaqtun is an asset

B. PROBLEM SOLVING, DECISION MAKING, KEY ISSUES AND THINKING CHALLENGES/ENVIRONMENT

The incumbent requires knowledge of:

- NTIs mission, vision and values;
- corporate and organizational culture;
- Inuit Qaujimagangit;
- research initiatives and supports in regionally, nationally and international; data management and protection; research protocols; regional and national education and language surveys; and monitoring/planning programs that include Nunavut in General;
- Must be highly adaptive, analytical, evaluative, creative and innovative;
- Policies and objectives will be broadly defined;
- Must be able to make high level recommendations that will impact the decisions made;
- Must be able to make quick recommendations on priorities of tasks and files;
- Must demonstrate high level of collaboration and confidentiality;
- Constant multi-tasking is required in a climate of constant demanding deadlines.

C. WORKING CONDITIONS

Physical Effort: *The combination of intensity, duration, and frequency of physical activity such as standing, sitting, bending, lifting, and/or working in awkward or constrained physical positions.*

- Occasional lifting of papers and boxes;
- Frequent duty travel;
- Travel to communities in inclement weather;
- Frequent short notice deadlines;
- Politically sensitive issues may add to stress.

Physical Environment: *The combination of intensity, duration and frequency of exposure to factors in the environment such as exposure to disagreeable conditions such as dust, noise, extreme heat or cold, and/or exposure to health or accidental hazards.*

- Work in office environments.
- Frequently required to travel in northern and southern Canada.

Sensory Attention: *The combination of intensity, duration, and frequency of concentration required such as sustained attention required for tasks such as analyzing complex documents, effecting repairs where precision is important, and/or intense listening.*

- Reading detailed documents, studying and researching;
- Focused listening;
- Long-term computer use may cause eyestrain, back and wrist pain.

Mental Stress: *The combination of intensity, duration, and frequency of exposure to physical and environmental factors such as tight deadlines, competing pressures, unpleasant public or client contacts, and/or disruption of personal life due to work, or travel.*

- Long-term computer use;
- Preparing reports against deadlines will cause stress;
- Deadlines will cause overtime;
- Disruptions in life style caused by work schedules or travel requirements;
- Reporting and responding to urgent requirements may cause stress.

CERTIFICATION

Employee Signature

Supervisor Title

Employee Name (Print)

Director of Human Resources

Date

Date

I certify that I have read and understand the responsibilities assigned to this position, and I certify that this is an accurate description of the responsibilities assigned to this position.