

TITLE: Knowledge Keeper	CLASSIFICATION: Band 3
POSITION NUMBER: 00127581	SUPERVISOR TITLE: Deputy Representative for Advocacy and First Nations, Métis and Inuit Relations

JOB OVERVIEW

The Representative for Children and Youth (RCY), an independent officer of the B.C. Legislature, works to influence positive change to B.C.'s child-, youth- and young adult-serving system. The Representative's Office provides advocacy support to people dealing with the child and youth service system and advocates directly on behalf of children, youth and young adults, monitors and reviews government services to children and youth and reviews and investigates selected deaths and critical injuries of children and youth who are receiving services.

Two interconnected priorities for RCY are to: 1) identify, recommend and advocate for ways to improve child welfare and other designated services to those Indigenous children and families who come into contact with the Ministry of Children and Family Development and/or Delegated Aboriginal Agencies; and 2) meaningfully, ethically and sustainably engage with children, youth, young adults and the community members who care about and for them to enhance RCY's understanding about their lived and living experience, especially with systems of care.

To support these priorities, RCY is committed to becoming a more culturally aware and agile organization, integrating Indigenous ways of knowing and being into our daily practice, and ensuring that our work highlights concerns with and opportunities to improve the experience of and outcomes for First Nations, Métis, Inuit and urban Indigenous children and youth in need of services. RCY supports all staff to develop a critical understanding of the history of First Nations, Métis, Inuit and urban Indigenous Peoples within Canada and the impact of colonization on the contemporary experience of children, youth, families and communities and on current systems, structures and politics. Meaningful relationships with Indigenous leaders, young people, organizations and communities are of vital importance to RCY.

In addition, RCY is committed to centring and amplifying the voices and lived and living experience of children, youth and young adults who are or have engaged with B.C.'s child, youth and family serving systems.

A key addition to the roles within RCY is that of a Knowledge Keeper. The Knowledge Keeper is grounded in Indigenous ways of knowing and being and is acknowledged by their community/Nation as being a keeper of the sacred knowledge, holding the role to share this knowledge and assist others on their cultural learning journeys.

This role will support all staff to develop the required understanding of the historical and current impacts of colonization and provide guidance and advice to RCY executive and staff in all areas of the work of the Representative. A critical support to the Knowledge Keeper and RCY will be the development of an Elders circle and a Matriarchs circle. These circles of Elders and Matriarchs will be available to provide ad hoc advice, support and guidance to the Executive and staff of RCY by way of short-term contracts and/or through honoraria.

The intention of this one-year temporary assignment is to design, develop and establish the practice of the Knowledge Keeper role and the Elders and Matriarchs Circles. As the program developer, the Knowledge Keeper will advance the awareness and understanding of the roles of Knowledge Keeper, Elders and Matriarchs within RCY and contribute to the organization's cultural safety initiatives. The Knowledge Keeper will consult with staff throughout the organization and key First Nations, Métis and urban Indigenous leaders and partners to inform the development of the Knowledge Keeper role.

This position will both develop the Knowledge Keeper role and serve as the Knowledge Keeper as RCY learns more about what is needed from the role ongoing. Through breathing life into the role of the Knowledge Keeper, the program developer will develop a workplan and create a guide for the work of the position and will work closely with the Deputy Representative and Executive Director to establish an Elders' Circle and Matriarchs' circle.

ACCOUNTABILITIES

- Meaningful engagement with RCY staff; First Nations, Métis and urban Indigenous leaders and partners to support the development of the role of Knowledge Keeper.
- Develop a culturally attuned work plan and guide for the role of Knowledge Keeper within RCY that addresses the complexity of the work and weaves in the importance of relationship, relevance, reciprocity, respect, responsibility and reconciliation in all aspects of the work of the RCY.
- Develop a circle of Elders and circle of Matriarchs to advise RCY and to support staff.
- Participate on the core team responsible for enhancing cultural awareness, understanding, humility and safety both within RCY and in RCY's work with children, youth, families, services providers and communities.

JOB REQUIREMENTS

Education/Experience

An undergraduate degree in social sciences or relevant discipline is required (e.g., social work, child and youth care, education, psychology, public administration, Indigenous studies, Indigenous governance, gender and race studies, sociology, etc.).

The successful candidate will also ideally have education and knowledge at the level of professional or graduate education. **There are many different ways in which this could be obtained** such as through:

- Structured, intentional teachings from Elders and Knowledge Keepers
- Professional development educational and learning opportunities
- Community and work experience in which skills and knowledge are developed over time
- First Nations, Métis or Inuit political leadership or governance roles
- Formal post-secondary education at a Professional, Masters or PhD level in a relevant discipline (e.g., law, social work, child and youth care, Indigenous studies, Indigenous governance, public administration, education, psychology, medicine, gender studies)
- A combination of formal and informal learning and education

A minimum of three years' work experience in program development and project management including:

- Applying an understanding of the impacts of colonization and the principles of reconciliation in relation to the provision of social services.
- Practice, research and/or program evaluation experience with services for vulnerable children, youth, young adults and families. Indigenous child welfare or children's social services experience preferred.
- Strong relational practice and a leader in staff and community engagement
- Weaving Indigenous ways of knowing and being into policy, practice and planning.
- Writing clear, concise reports, research papers, briefing notes, presentations, and other materials that disseminate complex issues to a public audience that includes provincial government policy makers, service providers, community partners, and the general population.

Knowledge, Skills and Abilities

- Recognized and respected by their own community as someone who has lived experience and a learned understanding of Indigenous culture and their traditional teachings, and who carries themselves within community according to those teachings.
- Knowledge of RCY designated services and programs, ideally those services delivered under the child welfare system.
- Knowledge of Indigenous issues related to child welfare and other designated services.
- Ability to handle multiple tasks and timelines and produce results in a fast-paced environment.
- Strong writing, communication, and interpersonal skills.

Please note that applicants must be able to successfully meet RCY security screening requirements which include a criminal records check, and *Criminal Records Review Act* (CRRA) check.

COMPETENCIES

Indigenous-centred service approach is a desire to serve Indigenous people, focusing one's efforts on understanding their interests in order to improve the quality of the service and produce better outcomes.

Cultural agility is the ability to work respectfully, knowledgeably and effectively with Indigenous people.

Analytical Thinking is the ability to comprehend a situation by breaking it down into its components and identifying key or underlying complex issues.

Conceptual Thinking is the ability to identify patterns or connections between situations that are not obviously related, and to identify key or underlying issues in complex situations.

Information Seeking is driven by a desire to know more about things, people or issues. It implies going beyond the questions that are routine or required in the job.

Initiative involves identifying a problem, obstacle or opportunity and taking appropriate action to address current or future problems or opportunities.

Listening, understanding and responding is the desire and ability to understand and respond effectively to other people from diverse backgrounds.

For more information on competencies, see:

[Competencies for Interviews & Hiring - Province of British Columbia](#)

[Indigenous Relations Behavioural Competencies - Province of British Columbia](#)