



# Instructor, Indigenous Guardians Program Contract

Port Hardy and North Island  
Port Hardy

Monday February 23, 2026

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\$41 - \$60/ hour (\$50.00 per hour)

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**Company:** North Island College - CET

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**Industry:** Education

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**Remote/Camp Based Job:** No

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**How to apply:**

Please email your resume, cover letter and any transcripts to Michelle Price, CET Program Manager by email at [michelle.price@nic.bc.ca](mailto:michelle.price@nic.bc.ca)

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**Attachment:** [Indigenous Guardian Program - Primary Instructor JD 2026.pdf](#)

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**Expiry Date:**

Monday, March 09, 2026

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**Details:**

This instructional assignment involves teaching the Indigenous Guardians Program in various locations in the Port Hardy region. The successful candidate will have experience in teaching and coordinating courses related to natural resource management, environmental science, outdoor recreation, or Indigenous Studies. Duties and Responsibilities: The instructors of North Island College are responsible for implementing not only the College's vision, goals, and objectives as they relate to teaching and learning, but to also fulfill the nation's vision of a Guardianship/Stewardship Program, specific to their region and traditional territory. To carry out their teaching assignments, instructors use organizational skills, relational skills, and their knowledge of subject matter, pedagogy, and curricular design. In addition, they have a responsibility to serve as role models for students and colleagues, with the ability to adapt their approach to meet the needs of their students. The responsibilities and typical duties listed below constitute a generic job description for instructors whose responsibility may be for the delivery of scheduled classes, the support of self-paced, on-line, and distance courses, and/or instruction and supervision in laboratories, practicums, shops, etc.

1.0 INSTRUCTIONAL • To fully review and be ready to convey established curriculum of the program using face-face instructional environment; • To use a variety of approaches and materials, as appropriate, in order to address different learning needs for the individual learning needs of students and the general

learning environment; • To teach in assigned subject areas and to include in courses, and in course outlines, all required subject matter or skill activity; • To direct student learning in a safe, supportive, and positive environment; • To clearly communicate, in writing, learning outcomes for programs and courses, and the way in which learners will be evaluated against those outcomes, using a strengths-based approach; • To complete established conduct evaluations or appraisals of students and to keep students informed of their progress; • To submit grades in a timely manner, in accordance with Policy 4-15, Reporting Final Grades; • To maintain records of student enrolment and achievement and other records required by the College and affiliated agencies. At the end of employment with the College, to submit marks and student records to CET.

### 2.0 COMMITMENT TO INDIGENOUS LED COMMUNITY PROGRAMMING

- Build and sustain respectful, trust-based relationships with students, communities, leaders, and organizations.
- Actively engage with communities to ensure programming reflects local priorities, values, and knowledge systems.
- Demonstrate cultural responsiveness, adaptability, and humility in navigating challenges and opportunities.
- Create culturally safe, healing-focused classrooms that support holistic well-being—emotional, physical, spiritual, cognitive, and social.
- Integrate Indigenous knowledge systems, land-based learning, and intercultural teachings into curriculum design and course delivery.
- Encourage learners to explore and articulate their personal visions and belief systems in ways that reflect both individual identity and community values.
- Support students in building foundational competencies and essential skills for further education or career pathways. Examples of this may include but are not limited to: communication skills, critical thinking, problem solving, critical thinking and problem solving.

### 3.0 TYPICAL PROFESSIONAL DUTIES OF INSTRUCTORS

- To be aware of, and to work within, College educational policies;
- To be aware of the Education and Strategic plans and to contribute to their development and assist in the achievement of its goals and objectives;
- To advise the Division or appropriate personnel, within a reasonable time frame, of items that need to be ordered so that inventories of books, supplies, and equipment are adequate for the courses taught;
- To advise the Division, and the appropriate Administrator and/or Campus Health and Safety Committee, of any health and safety concerns and to assist, where possible, in rectifying the problem;
- To demonstrate knowledge of computer applications appropriate to the teaching • environment;

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## Qualifications & Experience:

Preference may be given for one or more of the following:

- Post-Secondary education in a program or discipline related to natural resource management, environmental science, conservation, outdoor recreation, or Indigenous Studies and/or considerable relevant experience in any of these fields
- Related experience working with Indigenous communities and organizations in decolonized approaches.
- Experience in supervising, leading, coaching, and mentoring.
- Experience engaging and consulting with Indigenous communities or Indigenous peoples in BC.

**Position Competencies and Skills:**

- Working knowledge of Nation designed and led Guardianship Program/s, including principles of stewardship.
- Experienced with program development in support of Guardian/stewardship.
- Strong Communication skills, with a focus on interpersonal communication.
- Experienced preparing oral and written training materials and student communications.
- Organized and professional with a proven success of leading adult learners in cohort-based initiatives that foster a positive learning environment for all students.
- Experience with collaborative internal decision-making processes with Education Coordinator/s, Band and Councils, and Guardian/Stewardship.
- Able to balance goals and objectives of the program with a focus on continuous improvement as a marker of student success
- Experience (or willingness to learn) the BrightSpace learning technology platform; Experience in the use of Microsoft Office Suite platforms (e.g., Word, Excel, PowerPoint).

**Required Knowledge, Skills, & Abilities**

- Ability to demonstrate effective team behaviors, support cooperative and effective working • relationships and contribute to shared team goals;
- Excellent interpersonal, oral and written communication skills;
- Demonstrated excellent instructional abilities, using creative and motivating approaches to • stimulate learning;
- Excellent organizational and time management skills with the ability to plan and prioritize, and • efficiently meet deadlines;
- Working knowledge of computer applications.

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