



Student Association of George Brown College

Job Title:	Community Care FIRST NATIONS, INUIT, MÉTIS STUDENTS' Support Staff	Job Category:	Part-time, Support Staff
Department/Program:	Equity & Advocacy, Community Care Centre	Reports to:	Community Care Coordinator
Location:	GBC campuses: Casa Loma, St. James and Waterfront Campus	Will Train Applicant(s):	Yes
Rate of Pay:	\$15.50/hr (up to 20 hours per week)	Position Type:	Part-Time Temporary Contract
Travel Required:	Yes	Start & End Date:	August 2023 - April 30, 2024
Number of Vacancies:	1	Posting Expires:	June 4, 2023 11:59PM *or until position is filled

How to Apply:

Submit **cover letter AND résumé to:** hiring@sagbc.ca

Subject Line: <your name>: FNIM STUDENTS' Support Staff Application

** please attach as PDF 1. Cover Letter 2. Résumé 3. short written response to the following question (1 PAGE MAX): "What could community care mean for students from this equity group during and beyond the pandemic?"

About the Student Association & Its Program offerings

The Student Association is your student union representing the interests of all George Brown College students. The Student Association focuses on representation, advocacy, delivery of services and the operation of businesses to support its overall mandate.

We're here to be the bridge between the students at GBC and the college itself by listening to your concerns, advocating for students, and providing access to necessary services like Health Benefits, the Community Care Centre, and the Student Nutrition Access Program, events and recreation, clubs, academic support and legal services

Job Overview:

Are you passionate about supporting First Nations, Inuit, Métis students' health wellness, and excellence? Do you believe in a college experience where equity, harm reduction, and consent is honoured everywhere?

The Community Care Centre (CCC) is a vibrant provider of integrated health services, community programs, and peer education initiatives that enable student wellness. The CCC recognizes the importance of peer support and making connections through lived experiences. It is a place for all students – students who care about social justice and each other. Specializing in serving those who traditionally face barriers to care (e.g. Black; First Nations, Inuit, Métis; Disabilities; 2SLGBTQIA+; Racialized/International; and Women & Trans students).

Through the Student Association, this role staffs community centres, provides care, and empowers students from the margins to centre their needs. This front-line work occurs creatively in-person, on campus, and in community.

GENERAL RESPONSIBILITIES:

- Staffing/maintaining the Community Centres as a welcoming, accessible, inclusive, and safe(r) space open to all
- (the day-to-day functioning of the physical spaces, and the adaption and activation of virtual spaces).
- Delivering a range of judgement-free front-line professional peer supports and creative care practices that empower students in their capacity-building for self-care, mutual care, and collective care
- (e.g. workshops, trainings, meetings, programming, drop-ins, activities).
- Engaging with students by providing peer supports, referrals, info, and assistance in accessing resources.
- Administering health promotion resources and education outreach on care/ health/ wellness/safety campaigns (e.g. sexual health, consent, harm reduction, trans inclusion) as assigned.
- Strengthening and maintaining relationships across SA departments and community groups/partners.

More About the Role:

- Provides supports, active listening, and community referrals.
- Supports by positively participating in Centre-run events as assigned.
- Helps implement campaigns, including equity awareness work and education.
- Welcomes opportunity to source/design/deliver equity-based learning through effective presentations.
- Gets creative. Thinks strategic. Crafts and delivers effective outreach/communication plans.
- Distributes information to students (e.g. tabling, class talks, webinars, poster, online delivery, surveys, etc.).
- Appreciates planning and processes. Reports on deliverables and outcomes.
- Effectively participates in meetings, trainings, learning opportunities.
- Builds up others by positively participating in Centre-run events/programming (in-person and online).
- Takes great care in maintaining cleanliness of spaces. Organizes data and resources.

YOU HAVE:

- **MUST IDENTIFY AS A MEMBER OF THE COMMUNITY IN WHICH YOU ARE APPLYING**
- An anti-oppression analysis; you treat all with dignity.
- Willingness to engage students across different levels of awareness.
- Demonstrated understanding of peer support, and how it differs from counselling or crisis support.
- Active listening, compassion, and conflict transformation skills.
- Enthusiasm to accept hard work, including care work/emotional labour; balance self-care with deliverables.
- The talent to accept feedback without negativity or defensiveness. The empathy to give criticism with care.
- Willingness to learn and teach; you extend patience and care to yourself and others.
- Generosity to share your skills/networks/education. You connect peers to ideas, each other, opportunities.
- People oriented, with the ability to work independently with minimal supervision.
- Reliability; you take your work seriously; you do your work with pride.



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- Dependability; you honour time commitments (e.g. shifts), deadlines/timeliness, and relationships.
- Adaptability; able to navigate change, ambiguity, potential distractions, and shifting demands/priorities.
- Growing confidence to present; you're willing to be where the people are (including on screen/video).
- Proficiency in internet research and computers skills, including Microsoft Office Suite, Microsoft Teams, OneDrive, Zoom, Google suite, social media, phones, and email.
- Familiarity with systemic barriers facing students. Understand the impacts of oppression on health.

YOU MIGHT ALSO HAVE:

- Interest or experience/education about trauma-informed care.
- Demonstrated understanding of anti-racism and anti-colonialism frameworks.
- Previous post-secondary education. Familiarity with the importance of student unions.
- Peer support trainings/certifications or related experience.
- Previous training work/volunteer experience with crisis call centers/support lines.
- Experience with group facilitation, and/or coalition work; and/or event and project planning.
- Experience with social justice and equity work. Including in any areas of consent, ending gender based violence, reproductive justice, sexual health, menstrual health, mental health, harm reduction, etc.
- Retail experience that includes upkeep of spaces, displays, or inventories as orderly and user-friendly.
- Community building approach; aware of resources and understanding of impacts on students

REQUIRED:

- Full-time GBC students enrolled 2023-2024 prioritized, or GBC part-time student and/or recent grads/alumni
- Availability
Job offer/continued employment contingent on availability; Must be available to work minimum 2 days a week. Typical shifts occur Monday-Friday 10:30am-4:30pm
- HOW TO APPLY:

- 1. Must submit cover letter
- 2. Must Submit résumé
- 3. **AND SHORT RESPONSE TO THE FOLLOWING QUESTION (1 PAGE MAX):**

“What could community care mean for students from this equity group during and beyond the pandemic?”

*Student Association Vision:
Students are empowered to influence a just world.*

*Mission Statement:
We are committed to supporting each other and the students of George Brown College in the struggle for students' rights, the pursuit of quality education and the provision of services in a safe, accessible and equitable environment.*

*Commitment to Equity:
The SA is committed to employment equity and encourages applications from historically underrepresented groups to apply.*