



### 1. IDENTIFICATION

Position No.	Job Title	Supervisor's Position
70-02936	Adult Educator	70-03728

Department	Division/Region	Community	Location
NAC	Baffin Region	Clyde River	CLC

<b>Freebalance Coding:</b> 03300 011 111 030 2001 04
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### 2. PURPOSE

<p><b>Main reason why the position exists, within what context and what the overall end result is.</b></p> <p>The Adult Educator is the senior College staff at the community level and is responsible for planning, organising, delivering and evaluating educational programming for adults in the community through Nunavut Arctic College. The adult educator provides instruction and instructional support. The incumbent will identify and document adult learning needs in the community as well as manage and maintain the learning environment at the Community Learning Centre.</p> <p>The Adult Educator co-ordinates the delivery of programs within the objectives and policies of Nunavut Arctic College and the needs as outlined by the community. This includes assisting and supporting the provision of community-based postsecondary services.</p>
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### 3. SCOPE

<p><b>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</b></p> <p>This position is located in the Clyde River Community Learning Centre and reports to the Coordinator, Community Programs, North Baffin. The position is responsible to the adult population of the community and works with various individuals, organisations, companies and government departments in the community in order to determine and provide adult education and training. The adult educator provides supervision of casual staff and program delivery, educational and career counselling services, building maintenance and operation, recommends budget expenditures, and conducts all aspects of an annual training needs assessment. The incumbent is expected to teach from a range of adult basic programming, which may include literacy, essential skills, basic education, and academic readiness. The incumbent must enhance the education and training provided in the community, assist people in deciding their education and training needs and help them apply for and obtain the identified education and/or training.</p>
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## 4. RESPONSIBILITIES

**Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers *why* the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.**

The incumbent directs the operation of adult education and training at the community level.

1. Identifies and documents adult education needs by:

- Assessing community training needs through formal research, feasibility considerations, consultation and liaison with employers and community groups and representatives;
- Assisting in the development of program proposals for financial support from third party funding sources;
- Assisting in the preparation of training plans for community organisations, researching availability of curriculum and resources from Nunavut Arctic College to meet identified needs.
- Maintaining student and program activity reports for community learning centre archives

2. Provides instruction and instructional support by:

- Arranging and/or instructing adult basic education programs as prescribed by community and individual needs;
- Arranging and conducting workshops or courses to enhance the development of job-related or personal skills as prescribed by community groups and individual needs;
- Working with other campus program staff to plan and co-ordinate the delivery of part-time credit courses or programs
- Ensuring Nunavut Arctic College academic standards are maintained;
- Providing orientation and instruction to new staff on curriculum standards, methods of instruction and use of equipment;
- Providing space for community-based learning and training activities
- Evaluating student performance within College standards.
- Participating in Nunavut Arctic College professional development activities.
- Making pedagogical decisions of professional nature, e.g., selection and utilization of learning materials, grading, reports, etc.

3. Manages Learning Centre staff and courses by:

- Recruiting community-based term and casual staff for programs and courses;
- Providing employee information and resumes for casual staffing actions (CSA)
- Forwarding completed casual time sheets;
- Maintaining staff attendance for human resources
- Conducting staff meeting and establishing work schedules;
- Providing orientation to new casual staff on curriculum standards, methods of instruction, use of equipment, and reporting requirements;
- Providing direction for staff delivering extension courses within the community;
- Conducting informal staff evaluations of local staff;
- Ensuring all students are properly assessed and registered;
- Researching and recommending the purchase of learning resources for program

4. Manages administrative functions of the Centre by:

- Maintaining records of expenditures related to Purchase Orders;
  - Maintaining an efficient system of ordering supplies;
  - Proposing annual budget expenditures for Operations and Maintenance and for community activities;
  - Maintaining and submitting to supervisor an annual inventory of fixed assets;
  - Collecting course fees where applicable;
  - Maintaining a filing system of student records, programs, funding agencies, and all relevant information pertaining to adult education;
  - Preparing and submitting monthly reports and a final program report to supervisor;
  - Arranging for evening building security if required
  - Notifying staff and students of course cancellations and closures of the Community Learning Centre;
  - Following procedures to ensure all equipment, property and building are maintained and in good repair;
  - Submitting student attendance reports to the funding agency and Registrar as required;
  - Collaborate with supervisor and Campus staff to deliver credit courses and programs;
  - Submitting to Registrar all necessary documents for the student record system;
  - Reporting, verbally and in writing, to supervisor as required;
5. Provides counselling services to adult students by:
- Counselling individuals for academic and career development;
  - Compiling and maintaining a resource library on training and career opportunities;
  - Referring students to specialised counselling available through the College or other agencies;
  - Providing academic and vocational information for existing and potential adult students;
  - Writing letters of reference/support to sponsoring agencies or for student applications.
6. Promotes Nunavut Arctic College activities by:
- Advertising Nunavut Arctic College community and regional courses and programs;
  - Promoting and organising events for Nunavut Arctic College week;
  - Selecting and preparing materials for local career fairs;
  - Providing liaison for external organisations and companies which impact community training and employment;
  - Awareness of current Nunavut Arctic College offerings at campuses throughout the College system and advising students and centre staff on educational opportunities.
  - Supporting continuous learning throughout the community.

Undertakes special projects to support adult learning in the community through the Nunavut Arctic College as assigned or supported by the supervisor

## 5. KNOWLEDGE, SKILLS AND ABILITIES

**Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.**

*Knowledge* identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviours and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

**These requirements are in reference to the job, not the incumbent performing the job.**

The responsibilities of the position require proficiency in mathematics, English, and/or Inuktitut and/or science, social studies, and computer software application including word processing and spreadsheets. The level of knowledge in these subjects can be acquired in the high school system. The Adult Educator is required to teach adults in various subjects. The incumbent needs to have foundational knowledge of adult learning and teaching, course delivery, and pedagogical skills in instructing adults. These skills and knowledge can be obtained by completing high

school and obtaining a Certificate in Adult Education. As well, the incumbent is required to have one full academic year of teaching experience as an adult educator in a post secondary setting. The incumbent is required to provide personal, career, and educational counseling and be culturally sensitive. Administrative responsibilities of the position require the incumbent to have skills in computer software, proposal writing, teamwork, counseling, staff supervision, and strong interpersonal skills. Leadership skills are essential to this position. Equivalencies may be considered.

The incumbent identifies, organises, develops and delivers programming suited to community requirements. S/he must be knowledgeable in adult learning theory as well as adult program management, delivery techniques and evaluation. Skills and abilities required include:

- Oral and written communication skills in English.
- Oral and written communication skills in Inuktitut would be considered an asset;
- Interpersonal skills conducive to promoting Nunavut Arctic College programs and developing partnerships at the community level;
- Budgeting
- Needs assessment techniques
- Instructional and program planning
- Experience and knowledge of adult education techniques in a relevant field (ESL, Aboriginal Languages, Life Skills, Counselling, adult basic education)

Fluency in both written and oral Inuktitut along with an understanding of Inuit Cultural Traditions would be a definite asset.

## 6. WORKING CONDITIONS

**List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).**

### Physical Demands

**Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.**

- Working alone necessitates maintaining the physical building (unplugging toilets, assembling furniture, moving desks, assembling and maintaining computer equipment, etc.)
- May have to carry parcels from post office, lift and move heavy items
- May be responsible for some snow removal outside the building.
- Participate in field trips such as trips on the land. It is expected that the incumbent would participate in such events.

### Environmental Conditions

**Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.**

There are no serious environmental conditions except in older, poorly constructed and ventilated Community Learning Centres.

### Sensory Demands

**Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.**

There are no serious sensory demands.

### Mental Demands

**Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.**

- Counseling students in a smaller community involves dealing with student crisis issues, often without formal professional support at the community level.
- As the sole representative of the College within the community, the incumbent must work in geographic isolation without immediate support.
- At certain times of the year the workload can be very heavy and the stresses involved in the multi-faceted role can be great.
- The adult educator must represent the interests of both the community and the College, which can create complex expectations and demands
- As the senior College representative in the community, the expectation that the incumbent be a role model both professionally and personally can be stressful.

**7. CERTIFICATION**

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Employee Signature	Supervisor Title
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Printed Name	Supervisor Signature
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Date:	Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
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Deputy Head Signature	
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Date	
I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.	

**8. ORGANIZATION CHART**

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

**“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.**