



### 1. IDENTIFICATION

<b>Position No.</b> 70-13524	<b>Job Title</b> Learner Success Facilitator	<b>Supervisor's Position</b> Director, Learner Services	
<b>Department</b> Nunavut Arctic College	<b>Division/Region</b> Learner Services / Baffin	<b>Community</b> Iqaluit	<b>Location</b> 235
<b>Freebalance Coding:</b> 03300 011 111 030 2001 04			

### 2. PURPOSE

**Main reason why the position exists, within what context and what the overall end result is.**

The Learner Success Facilitator (LSF) reports to the Director of Learner Services and provides a full complement of academic and learning supports, learning disability assessments and tutoring services to learners in the Health & Wellness Programs, and the general learner population when time allows. The LSF will work closely with the Director of Learner Services and the divisional staff team.

### 3. SCOPE

**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?**

The Learner Success Facilitator (LSF) is responsible for enhancing the academic success of learners at Nunavut Arctic College's Nunatta Campus. Using a trauma-informed approach, the incumbent provides direct services to learners in need of academic support and accessibility services. Working as part of the Learner Services team, this position is primarily responsible for Learners enrolled in Health & Wellness Programs but also contributes to the success of all NAC learners. The Learner Success Facilitator provides learning strategies to learners individually, in groups and workshops. This position also coordinates Nunatta's Tutoring services, including a Peer Tutoring Program, and collaborates with faculty/program coordinators and service areas for the purpose of reducing attrition rates, understanding learner issues, sharing learner concerns and determining/implementing solutions in regards to Academic Success. This position is also responsible for developing/facilitating Learner success initiatives and retention strategies as well as monitoring and reporting outcomes to the Director of Learner Services.

## 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 will act as a mentor and resource person to learners.**

**Main Activities:**

- Use a trauma-informed approach to assess learner needs and determine possible solutions including intervention strategies and/or referral to appropriate College resources or external services.
- Facilitate learner transition to post-secondary – individually, in groups or in workshops (i.e. PowerPoint presentations, APA format, English writing, study skills, personal finance, time management, organizational skills).
- Offer Accessibility Services for learners with self-identified disabilities, including learning disabilities (test-taking strategies, effective note taking, time management, study skills, assistive technologies training, testing for learners who require accommodations).
- Facilitate assessment of learner disabilities; related functional limitations in order to determine necessary accommodations.
- Proactively develop working relationships with Learners and Instructional Staff from the beginning of the Academic year in order to maximize familiarity with service.
- Research information about resources and funding for educational aids and supports for learners with disabilities.
- Organize and lead meetings with learners requiring early intervention, academic advising and/or at-risk assistance.
- Facilitate the development of learning plans collaboratively with learners.
- Develop, organize, implement and oversee learning strategies for individuals and groups to assist learners seeking to improve their academic success.
- Participate and promote lifelong learning and personal development of learners.
- Monitor academic progress of learners who are participating in learner success interventions.
- Ensure quality assurance of implemented Learner success interventions.
- Work closely with Program Managers, Instructors, Support staff, Counselling Services and administrators within and outside the College, as well as interact with prospective learners.
- Network with community services and agencies in order to enhance support to learners.
- Meet with first year learners to explain the LSF role and services.
- Make appropriate referrals to other services/agencies/NAC Staff (e.g. Student Counsellor, Elder-on-Campus, Iqaluit Mental Health, etc).
- Serve as advocate for the development of services for learners with disabilities.
- Provide proactive opportunities for learners to discuss career choices which will allow them to achieve professional and personal goals.
- Ensure presence in the classroom to promote Learner Success Services.
- Assist learners in understanding the financial support they are receiving.
- Work with the Director of Learner Services to develop the Learner Success Centre.

**The incumbent will develop and coordinate culturally-relevant Learner Retention and Success Initiatives.**

**Main Activities:**

- Develop and coordinate culturally-relevant Learner Retention and Success Initiatives at Nunavut Arctic College.
- Collaborate with Program Coordinators, faculty, Associate Deans, Learner Services team and other staff to develop effective intervention strategies and processes to increase learner retention and decrease attrition in the College.
- Assist Coordinators and faculty by advising learners with program concerns such as credits, withdrawals, program transfers, academic progression concerns, etc.
- Intervene with learners requiring assistance with academic performance.
- Participate in the development and delivery of Orientation activities & Learner Success Week for learners and staff.
- Determine the efficacy of success initiatives.
- Provide academic advising and direction with regard to program content, transfers and additional support requirements (i.e. advising, peer tutoring, career advising).
- Participate in Learner Services related meetings and committees.
- Liaise with other areas of the College and specifically, Learners Services and colleagues in other Schools.
- Make recommendations to the Associate Dean based on the College's retention plan, data collection and reporting of learners' success in College programs. Results will provide necessary data to determine the success of the retention plan and areas of improvement and development.
- Remain current on best practices for Learner retention strategies and interventions.
- Develop and conduct in-class workshops as required (i.e. learning strategies, orientation and study skills).
- Develop and promote strategies for learner engagement.
- Participate in the at-risk process and determines a plan of action for learners where appropriate.

**The LSF will coordinate NAC Tutoring Services.**

**Main Activities:**

- Assist learners in understanding course materials.
- Be available to offer tutoring services in the daytime, after-class and during protected time. (eg.: paper preparation (essay), course material, grammar revisions, ensuring APA format is understood and used, preparing for multiple choice exams, etc.).
- Collaboratively work with Learner Services team to enhance and further develop NAC tutoring services, including Peer Tutoring Program.
- Proactively recruit Peer Tutors to meet various program needs.
- Provide one-to-one tutoring and group sessions to learners as needed.
- Develop and implement student support groups as needed.
- Organize, explain and assist with the application process for tutees and tutors.
- Match tutors and tutees appropriately and with sensitivity.
- Identify when small group tutoring may be beneficial.
- Coordinate and facilitate external tutoring accordingly.
- Document tutoring services provided through proper case noting procedures.
- Provide solution-focused problem solving regarding ongoing tutoring issues.
- Identify and report trends and/or patterns of tutoring requests to the Dean, Associate Deans and associated managers to align with the College Strategic Plan.

**Learner Transition to College Assistance.**

**Main Activities:**

- Provide transition support and offers workshops to prospective learners in high schools and community agencies (i.e. High School Transition Initiative).

- Participate in college-wide recruitment activities (i.e. Open House, High School Visit, Career Fair, etc.)
- Respond to Accessibility questions and concerns from prospective learners, high schools and the broader community.

**The LSF performs administrative duties as follows:**

- Assist learners in accessing daycare services and completing childcare user subsidy forms.
- Assist with developing pamphlets on Learner Support available at Learner Services.
- Use Student Information System (SIS) to track learner success and retention.
- Enter data and tracks interventions and individual contact with learners and faculty.
- Participate in program self-audits and formal program reviews.
- Attend Learner Services team meetings.
- Attend Program Coordinators meetings.
- Participate on College committees as appropriate.
- Develop an awareness of the needs of specific learner population and report accordingly.

## 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.**

### Contextual Knowledge

- Knowledge of academic and learning supports, intervention strategies, learning disability assessments and tutoring services;
- Knowledge of trauma-informed approach in Education to provide direct services to learners in need of academic support and accessibility services;
- Familiar with adult learning theory and principles; and
- Knowledge of Nunavut social, cultural and historical context.

### Skills and Abilities

- Proficient in delivering a strength-based, client-centered approach that includes working with adult learners; providing comprehensive assessments, referral process, individual learning plans;
- Effective interpersonal trust and relationship building skills, including the ability to act with tact and diplomacy when working with highly confidential information and volatile situations;
- Effective verbal, written, and communication skills;
- Research and presentation skills;
- Strong facilitation skills;
- A patient, caring, student-centred attitude; and
- Ability to work as a member of a cooperative team.

This combination of knowledge, skills and abilities would normally be acquired through:

- An undergraduate degree in Education, Psychology, and Mental Health/Counselling or other related discipline and have a minimum of 3 years working with adult learners using the Adult Learner model and be familiar with a trauma-informed approach in Education;
- Fluency in Inuktitut would be considered an asset;
- An acceptable combination of education and experience may be considered; and

- This position is considered a highly sensitive position and a vulnerable sector criminal record check is required.

## 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 of physical demands, environmental conditions, and demands on one's senses and mental demands.**

### Physical Demands

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

Long periods of time are spent sitting and working at a computer terminal. Assisting with the setting up of promotional material for career/trade show can be physically demanding. Sitting for long periods at a time listening and counselling students.

### 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 disrupt regular work schedules and travel requirements**

The incumbent will be provided an office to privately meet with students. Working in a normal government office environment with phones, fax machines, photocopiers and visitors to the campus/centre on a daily basis.

### Sensory Demands

**Indicate the nature of demands on the jobholder's senses to make judgments through touch, smell, sight, and hearing, and judge speed and accuracy.**

The responsibilities of the job require concentrated levels of attention with a combination of the five senses in order to determine what the learner understands. The incumbent needs to listen, read, watch, and discuss issues and generate options with the learner to understand where they are having a problem. The Learner Success Facilitator will assist the client in understanding the services available and present options they have available to them. This can at times be very intense, as the incumbent does not want to draw a wrong conclusion as it may negatively affect the person. Active focused listening is required when the incumbent is advising a person.

### 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.**

The responsibilities of the job require the incumbent to work late occasionally as requested by their supervisor and to occasionally respond to pressing situations outside normal working hours. Working with learners experiencing academic and personal issues can be very stressful at times as the LSF is continuously trying to work and maintain personal and professional boundaries. A healthy role model familiar with trauma-informed practice is essential for this position. The incumbent must maintain confidentiality and understand the legal requirements to inform NAC Counselling Staff or outside agencies in situations of emergency.

**7. CERTIFICATION**

_____ Employee Signature	_____ Supervisor Title
_____ Printed Name	_____ Supervisor Signature
_____ 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.
_____ Deputy Head Signature	
_____ 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”.**