



### 1. IDENTIFICATION

<b>Position No.</b>	<b>Job Title</b>	<b>Supervisor's Position</b>
	Instructor, Nunavut Teacher Education Program (NTEP)	Manager, Teacher Education Program (TEP)

<b>Department</b>	<b>Division/Region</b>	<b>Community</b>	<b>Location</b>
Nunavut Arctic College	Education Programs		

**Freebalance Coding:**

### 2. PURPOSE

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

Reporting to the Manager, TEP, the incumbent is responsible for the development, delivery and evaluation of courses and programs for the student teachers registered in the College's Teacher Education initiatives as assigned by the Manager. Program delivery may be at either a Nunavut Arctic College Campus or at various field locations throughout Nunavut.

### 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 Nunavut Teacher Education Program is offered in partnership with the Faculty of Education at Memorial University of Newfoundland. The position contributes towards the Nunavut Teacher Education Program's objective to graduate culturally competent and bilingual teachers. Where possible, College faculty will be bilingual in Inuktitut and English. The incumbent in the position will transmit content knowledge and teaching methods in the chosen areas of specialties.

### 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.**

**Develops and delivers instruction as required to meet student needs and the standards established by the partner University by:**

- sharing content knowledge and expertise of chosen area of specialty;
- preparing course syllabi;
- infusing the Inuktitut language and Inuit cultural components in the courses delivered;
- delivering teaching methods courses related to incumbent's specialty area;
- delivering lessons using a variety of instructional strategies; including face-to-face, blended, and/or online;
- modelling exemplary teacher behaviours in preparation and delivery of course materials and content;
- recommending curriculum revisions;
- identifying additional learning tasks/objectives;
- researching, reviewing and recommending resource materials to implement or enhance the program or courses;
- preparing hand-outs that are developed at the students' reading level;
- assuring that training materials are consistent with latest and most current theories, knowledge, and skills;
- providing opportunities for student evaluations of the course content and instructional quality;
- maintaining a record of all course outlines and material used in course/program delivery;
- working closely with guest lecturers or contractors to help prepare them for delivery of the course, workshop or module;
- developing and administering materials for student evaluation;
- encouraging student assessment of their own progress;
- ensuring instruction meets the professional standards of the College;
- helping individuals to recognize and understand personal needs, values, problems, alternatives and goals;
- assessing students' performance of skills before, during and after training;
- travelling to other communities for course delivery and related purpose when required;
- delivering courses outside the (traditional) 8:30 to 17:00 time period when necessary;
- creating an online learning environment which is conducive to adult learning;
- making effective use of online instructional technology in the delivery of adult learning; and
- monitoring online student progress and communicating with students their strengths and weaknesses to maintain student motivation and interests.

**Assists in on-going growth and development of the Program by:**

- making recommendations to the Manager regarding improvements and ongoing development and enhancement of assigned courses and the program;
- participating in Program, Department or College committees as required;
- participating in distance education initiatives;
- maintaining all course correspondence, attendance, progress reports and course marks;
- regularly meeting with, counselling and supporting students;
- referring students to counselling services for help with personal or financial problems, or for extra guidance regarding time management and study skills;
- fulfilling supplementary duties related to overall program delivery (i.e.: student admission interviews, online course development) as assigned by the Manager;
- assisting the Manager in the orientation of new instructors and explaining new work methods and procedures to colleagues;
- preparing student attendance, progress and program activity reports as required;
- maintaining inventory of classroom hardware and software;
- ensuring program's equipment is in working order and submitting work orders for repair when required;
- maintaining security and safety of the assigned instructional area:

- assisting in the recruitment and selection of students;
- providing feedback on introductory technical orientation module for distance learning, updating as necessary; and
- delivering student, facilitator, and instructor Introduction to Online Learning courses when required.

**Maintains and upgrades professional knowledge and skill through:**

- professional reading;
- in-servicing workshops, seminars;
- meeting with other Education Program staff;
- meeting with other College staff;
- meeting with School Operations staff, especially school/teaching staff;
- sourcing professional development opportunities related to current duties and future program objectives; and
- independent formal/informal study and research that enhances online instructional abilities and/or course content.

## 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 instructional skills in a culturally responsive environment in adult education and teacher training;
- Knowledge of the use of technology in teaching and learning experiences, in delivering of online or blended courses and as a tool to create an online professional learning space for instructors to contribute, collaborate and create;
- Computer competence in the use of email, internet, common office software (MS Office) and multi-media equipment;
- Knowledge of Nunavut, the land, language and the culture.

**Skills and Abilities**

- Excellent facilitation and presenting skills;
- Strong communication skills, oral and written;
- Strong administration, planning and organization skills;
- Ability to deliver post-secondary courses using evidence based and best practices;
- Ability to organize online instruction;
- Ability to build strong relationships with learners, instructors, school teams and educational partners;
- Ability to form working groups in order to share best practices with other NTEP faculty;
- Ability and skill to embed Inuktitut and Inuit culture and societal values in courses deliveries;
- Ability to connect own teaching experiences to share with learners and instructors;
- Ability to provide personal counselling;
- Ability to work productively in a cross-cultural environment; and
- Ability to be flexible and work independently.

**The ideal candidate will have:**

- A Bachelor of Education degree or an undergraduate degree in a field appropriate to program

offerings may be considered as equivalent;

- A Master of Education degree or a Master or Doctoral degree in a field appropriate to the NTEP offerings is preferred, but consideration may be given to individuals who have demonstrated evidence of successful teaching at the post-secondary level in a field appropriate to NTEP program offerings;
- A minimum of 5 years teaching experience, 3 years of which must be teaching grades within Kindergarten to Grade Twelve;
- Training and/or experience in online instruction;
- Instructional experience in adult education and or experience in teacher education is an asset;
- Ability to speak more than one of Nunavut’s official languages is an asset; and
- Candidates with education and experience in the following concentrations are preferred: Arts and Music Education, Assessment in Education, Curriculum and Instruction, Educational Administration, Educational Psychology, Educational Research, English, Environmental Education, Indigenous Education, Indigenous History, Inuit Art, Language and Literacy Education, Language Arts, Math Education, Mathematics, Online and Distance teaching and learning, Physical Education, Psychology, Science Education, Social Justice Education, Social Studies, Sociology, Special Education, STEM Education, and Theory and Practice in Elementary Education.

\*Shortlisting of candidates and assignment of courses is dependent on current program needs.

\*This position is considered “Highly Sensitive” and a Vulnerable Sector Check is required.

\*In addition to the selection process of the Nunavut Arctic College, all candidates will have their resumes submitted to the partner University to ensure they meet the teaching standards and the minimum qualifications of our partner institution in the Nunavut Teacher Education Program.

## 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.**

A majority of the time is spent in the standing and/or sitting position with frequent opportunities to sit or move about.

## 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.**

Work is performed in a typical office/teaching setting. The incumbent maybe required to travel by plane for work.

## 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.**

Awareness of cross-cultural differences in terms of communication styles may be necessary if the instructor is of a different culture. Instructors must be cognitive of and sensitive to the classroom dynamics.

Concentration is required when researching and/or writing educational materials and reviewing/correcting student submissions.

## 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.**

During peak planning and delivery periods, the incumbent can expect extensive pressure related to a variety of programming requirements and reporting deadlines. The incumbent must use effective organizational measures to meet demands.

High levels of stress will be encountered in counselling students as the nature of the problems presented by students will exceed the bounds of academic or professional studies and the incumbent will be dealing with matters of a significant emotional nature. Due to the complexities of operating in a bilingual/bicultural setting, the work may create physical and mental stress. The incumbent will have low levels of control of negative factors in the working environment when problems occur.

On-going communication with agencies, program staff and staff from other institutions promotes a positive working environment and serves to reduce stress.

**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.
_____ President 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”.**